

**INFLUENCE OF TRAINING AND DEVELOPMENT ON
ORGANIZATIONAL PERFORMANCE IN TANZANIA:
THE CASE OF BOLLORE AFRICA LOGISTICS
TANZANIA LIMITED**

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CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled Influence of Training on organizational performance: The case of Bollore Africa Logistics Tanzania Limited, in partial/fulfillment of the requirements for the award of the degree of Master of Business Administration of Mzumbe University.

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DEDICATION

I wish to dedicate this work to my lovely parents Mr. & Mrs. Methus Chumu and my beloved wife Jacqueline Mafuru and my son Jayden Daniel who gave me support while writing this dissertation

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ABBREVIATIONS AND ACRONYMS

HRIS	–	Human Resources Information System
HRM	–	Human Resources Management
TETP	–	Tanzania Education and Training Policy
TNA	–	Training Needs Assessment
USA	–	United States of America
TRA	–	Tanzania Revenue Authority

ABSTRACT

The study was carried to investigate the influence of training and developments on organizational performances. Bollore Africa logistics was chosen to be the area of study where the responses were obtained from employees of which 10 were at the managerial positions, 15 at supervisory positions while 15 were normal officers and 5 casual labors making the total of 45 respondents out of 50 previously targeted respondents which are at the rate of 90 %.

The methodology used in this study was case study model of which both qualitative and quantitative approach were deployed. On data collection, both primary and secondary data were used and to capture those data questionnaire, interview, observation and documentation methods were used .On the analysis of the data obtained the quality of the data was assessed using questionnaires distributed to the intended respondents while the analysis of the data was done using Statistical Packages for Social Science (SPSS).

It was found that majority of the respondent which is about 89 % believe that training and development has a high influence on organization performance. Also majority of them indicated that on the benefits of training in relations to organization performance will result to Higher Production. It was again noted that majority of the respondents strongly agreed that training and developments affects organizational performance. And other respondents believe that Cost has a strong effect on training and development while 2% of the respondents believe that lack of proper training needs assessment has a slightly effect on training and development challenges in the organizations.

As regards to the nature of the research topic, behavioral theory was used as training and developments focuses on changes in attitude and capacity building of an employee which relates much on behavioral changes where by training may result to changes positively or negatively depending on the content of the trainings.

It is recommended that, to achieve organizational performances, there is a need to increase the number of trainings on key performance areas, the need to have a proper recruitment and selection of the candidates, and also the need to provide the best approach on training needs assessments so as to win the management supports on training related issues. Lastly, it was recommended that the government agencies and Bollore to produce the best approaches and methods for Training needs assessments that will offer the best training that will produce positive impacts to a firm while the further area of study was the need to assess the factors for organizational poor performances so as to know the real impact of training on performance

CHAPTER ONE

BACKGROUND INFORMATION

1.1 Introduction

This chapter presents background Information to the Problem, the statement of the research problem, objectives of the study, and research questions. Others included are rationale of the study, the scope of the study, and limitations & delimitations of the study.

1.2 Background Information to the Problem

In recent years training and development has become source of organization competitive advantage in both developed and developing countries. In modern management the ideas and practice relating to human resource development (HRD) have moved beyond a narrow conception of training and development. Many organizations now attempt to take a holistic view to the idea of learning at individual and organization level as a crucial source of competitive advantage. Human resource development has attempted to move out of training and development into every aspect of organization life as many organizations claim attraction into the idea of learning organization, with increase move towards finding to integrate work and learning. According to Ngirwa (2005), the key feature of learning the organization, as the only strategy to cope with the changes such as technological and economical aspect, it is very important to the organization to have a policy that will be used as a guideline for effective implementation of training and development to increase employee job performance

Furthermore, Mutahaba (1993) argued that, many African states embarked on training of its people soon after independence in early 1960s because the colonialist did not train enough personnel to take over their position after independence. Emphasize on the above point that the colonial powers in Africa were not keen on developing a local cadre of qualified personnel to take over the administrative responsibilities upon their departure. In almost all countries, at independence the

nationals occupied a fraction of the posts in the establishment, and were mainly in lower and middle levels. Lack of qualified personnel after independence made African countries to start investing in human resource training so as to overcome the problem.

Tanzania was also affected like other African countries. Its desire for training was pressurized by its Africanization and localization policies which aimed at seeing positions in organization being filled by Africans and particular indigenous Tanzanian whenever possibilities existed.

1.3 Statement of the Problem

Human resource Training has evolved substantially in recent years with evidence indicating more organization investment in training and development. Human resource training and development is very important in any organization in this era of competitive environment. Human resource is the most valuable asset in the organization where training and development is inevitable.

According to Bernard (2007) the intense pressure to compete, improve quality and customer services, and lower cost has made Tanzania companies to view human resource training as a leaf to organizational survival and success. Human resource training and development has become very important to prepare workers for new jobs.

Despite line managers and human resource manager effort for most of Tanzanian organization to provide training and development, Bollore Africa Logistics Tanzania in Dar es Salaam face many challenges in implementation of training and development function due to lack of financial resource, top management support, failure of post training feedback, training feedback are feedback are vague discussions on training results. Lack of analysis of training needs where by organization doesn't put concerted efforts in finding out the real training needs. This

research focused on the influence of training on organizational performances of Bollore Africa Logistics Tanzania Limited was chosen to be the case study.

1.4 General Objective

The general objective of the study was to explore the influence of training on organizational performance

1.4.1 Specific research objectives

- i. To determine the benefits of training in organizational performance.
- ii. To determine the extent to which training influence organizational performance
- iii. To explore the challenges for training and development implementation in organizations

1.5 Research Questions

- i. What are the benefits of training and developments to organizational performances?
- ii. To what extent do training and developments influences the organizational performances?
- iii. Are there any challenges for training and development implementation in organisation?

1.6 The Significance of the Study

This study focused on the analysis of training and development practice at Bollore Africa Logistics - Dar es Salaam. The findings identified were valuable insights for training and development practice to improve operating department performance at Bollore Africa Logistics Tanzania. Policy makers also may rely on these findings in making training policy and how to improve the operating department performance in any organization.

1.7 Scope of the Study

Geographically the study was conducted in Dar-es-Salaam at Bollore Africa logistics offices in Ubungo Headquarter for Tanzania) as well as other Bollore Africa logistics offices located at Tanzania Port Authority premises and also at Dar es Salaam Airport terminal office. Also the study focused only focus on the influence of Human Training and developments on organizational performance of which Bollore Africa Logistics Tanzania Limited was chosen as a case study.

1.8 Limitations of the study

- i. Time – Based on the time constraints, the duration to complete the study was too short to have a wide scope of the study.
- ii. Cost – Based on the cost related to the data collection instruments and other study related costs, the overall cost of conducting the study was too high which l attracted a limited scope of the study.
- iii. Data access - other useful information could not be easily accessed as the management was ready to disclose all information which were essential ingredients for the completion of the proposed study.
- iv. Cooperative behavior of interviewee - getting information was hindered by different behavior of interviewees and the perceptions they had on the proposed study, some were not willing to be interviewed and others were not willing to answer all questionnaires claiming that they had no enough time due to heavy workload.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides a review of related literature so as to establish the relationship between variables in the selected area of study. The chapter also describes also presents the, Concepts, theoretical as well as empirical literature review.

2.2 Definitions of Terms

2.2.1 Training

According to Harrison (2005), in the field of human resource management, training and development is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including employee development, human resource development, and learning and development.

Furthermore, Robbins and DeCenzo (1998) further argued that training has traditionally been defined as the process by which individuals change their skills, knowledge, attitudes, and/or behavior. In this context, training involves designing and supporting learning activities that result in a desired level of performance. In contrast, development typically refers to long-term growth and learning, directing attention more on what an individual may need to know or do at some future time. While training focuses more on current job duties or responsibilities, development points to future job responsibilities. However, sometimes these terms have been used interchangeably or have been denoted by the single term performance consulting, which emphasizes either the product of training and development or how individuals perform as a result of what they have learned

According to Charnov (2000), training is an educational process. People can learn new information, re-learn and reinforce existing knowledge and skills, and most importantly have time to think and consider what new options can help them improve their effectiveness and performance at work. Effective trainings convey

relevant and useful information that inform employees and develop skills and behaviours that can be transferred back to the workplace. The goal of training is to create an impact that lasts beyond the end time of the training itself. The focus is on creating specific action steps and commitments that focus people's attention on incorporating their new skills and ideas back at work. Training can be offered as skill development for individuals and groups. In general, trainings involve presentation and learning of content as a means for enhancing skill development and improving workplace behaviors. According to Kim (1997), these two processes, Training and Development, are often closely connected. Training can be used as a proactive means for developing skills and expertise to prevent problems from arising and can also be an effective tool in addressing any skills or performance gaps among staff. Development can be used to create solutions to workplace issues, before they become a concern or after they become identifiable problem.

According to Garavan et al (1995), Development is a process that “strives to build the capacity to achieve and sustain a new desired state that benefits the organization or community and the world around them.

According to Kataila (2005), Development perspective examines the current environment, the present state, and helps people on a team, in a department and as part of an institution identify effective strategies for improving performance. In some situations, there may not be anything “wrong” at the present time; the group or manager may simply be seeking ways to continue to develop and enhance existing relationships and job performance. In other situations, there may be an identifiable issue or problem that needs to be addressed; the Development process aims to find ideas and solutions that can effectively return the group to a state of high performance. Development implies creating and sustaining change.

Training and development describes the formal, ongoing efforts that are made within organizations to improve the performance and self-fulfillment of their employees through a variety of educational methods and programmes. In the modern

workplace, these efforts have taken on a broad range of applications—from instruction in highly specific job skills to long-term professional development. In recent years, training and development has emerged as a formal business function, an integral element of strategy, and a recognized profession with distinct theories and methodologies. More and more companies of all sizes have embraced "continual learning" and other aspects of training and development as a means of promoting employee growth and acquiring a highly skilled work force. In fact, the quality of employees and the continual improvement of their skills and productivity through training are now widely recognized as vital factors in ensuring the long-term success and profitability of small businesses and in addition create a corporate culture that supports continual learning. (Marmer 1999)

For the most part, the terms "training" and "development" are used together to describe the overall improvement and education of an organization's employees. However, while closely related, there are important differences between the terms that center on the scope of the application. In general, training programmes have very specific and quantifiable goals, like operating a particular piece of machinery, understanding a specific process, or performing certain procedures with great precision. Developmental programmes, on the other hand, concentrate on broader skills that are applicable to a wider variety of situations, such as decision making, leadership skills, and goal setting. (Jacob and Ronal, 2003.)

According to Armstrong (2006), training is the use of systematic and planned instruction activities to promote learning: it can be summarized in the phrase learner-based training; it involves the use of formal process to impart knowledge and help people to acquire the skills that are necessary for the performance of their job satisfactorily. Ngirwa (2005) further defined training as the learning process in which people acquire knowledge, skills, experience and attitude that they need in order to perform their jobs well for the achievement of their organization's goals.

Further more, Gupta (2005) defined training as the process of increasing the knowledge and skills for doing a particular job; it is an organization procedure in which people learn knowledge and skills for definite purpose. Training is the process of increasing the knowledge, skills and capabilities of people. Training can also be defined as a learning process in which people acquire knowledge (K), skills (S), experience (E), and attitudes (A) that they need in order to perform their jobs well for the achievement of organizational goals Mathis and Jackson (1998). A survey of the literature shows that T&D are variously defined in a narrow as well as in a broad sense. For example Jackson and Schuler (2000) refers to training as the act of improving competencies needed today or in the future while development refers to improving competencies over the long term. Matthew et.al (2004) argues that training is concerned with providing an individual with the opportunity to learn what he/she needs in order to do their job more effectively. Also management training is considered to be a process of enhancing an employee's capacity to handle greater responsibilities successfully Singh & Vinnicombe (2003).

2.2.2 Development

Development describes the growth of humans throughout the lifespan, from conception to death. The scientific study of human development seeks to understand and explain how and why people change throughout life. This includes all aspects of human growth, including physical, emotional, intellectual, social, perceptual, and personality development. The scientific study of development is important not only to psychology, but also to sociology, education, and health care. Development does not just involve the biological and physical aspects of growth, but also the cognitive and social aspects associated with development throughout life (Singh and Vinnicombe, 2003). For the purpose of this study training means the systematic process of imparting of new knowledge, skills, and abilities to a specific job or current job so as to improve performance or service, it all about your capability and increasing the skills. However, for this study Training and Development will be used interchangeably.

2.3 Systematic Approach to Training and Development

According to McNamara (1997), adopting a systematic approach to training helps ensure that organizations are getting the most out of themselves and their employees. A systematic approach to training includes taking the time to analyze what results the organization needs from its employees, if employees are accomplishing those results, and what training and development approaches are needed by employees to better accomplish those results. A systematic approach includes evaluating approaches before, during and after training to ensure whether employees truly benefited from the training in terms of enhanced results to the organization. Effective training and development includes using sound principles of performance management and good, basic training techniques.

A systems approach ensures a comprehensive training process that remains focused on the needs of the organization. The process typically includes the phases:

Analysis

The organization's needs and identify training goals which, when reached, will equip learners with knowledge and skills to meet the organization's needs. Usually this phase also includes identifying when training should occur and who should attend as learners.

Designing

A training system that learners and trainers can implement to meet the learning goals; typically includes identifying learning objectives (which culminate in reaching the learning goals), needed facilities, necessary funding, course content, lessons and sequence of lessons.

Developing

A training "package" of resources and materials, including, e.g., developing audio-visuals, graphics, manuals, etc.

Implementation

The training package, including delivering the training, support group feedback, clarifying training materials, administering tests and conducting the final evaluation. This phase can include administrative activities, such as copying, scheduling facilities, taking attendance data, billing learners, etc.

Evaluation

Training, including before, during and after implementation of training

According to McNamara (1997), in a systematic approach to training, each phase of the process produces results needed by the next phase. For example, the training analysis phase produces learning goals that are used by the next phase, training design. Training design (often called instructional design) refers to the design methods and materials from which learners can reach the goals and objectives. Typically, each phase provides ongoing evaluation feedback to other phases in order to improve the overall systems process.

2.3.1 Analyzing Training Goals

According to Rajan (2003), a training analysis is conducted ultimately to identify training goals, that is, what areas of knowledge or skills that training needs to accomplish with learners in order that learners can meet organizational goals (usually in terms of a performance standard).

Usually this phase also includes identifying when training should occur and who should attend as learners. Ideally, criteria are established for the final evaluation of training to conclude if training goals were met or not

2.3.2 Employee Development and Turnover

Investing in human resources through training and management development improves individual employee capabilities and organizational capabilities. But investing in people is not the same as investing in equipment or machinery. When an

organization invests in new computers, for example, the cost can be depreciated over multiple years; but when an organization invests in management development, it is a cost for that year and cannot be depreciated. So from an accounting point of view, dollar for dollar, it is better to invest in the equipment that employees use than it is to invest in the employees using that equipment. If an organization invests in new equipment, it is expected that the equipment will pay for itself in faster production, less waste, lower maintenance costs, and so forth. But if an organization invests in improving the knowledge and skills of its employees, there should be some benefit to the organization. How should the organization measure the effect?

As measures of training program success, Kirkpatrick (1959) suggested using four criteria:

- i. Reaction: what the trainees thought of the particular program;
- ii. Learning: what principles, facts, and techniques trainees learned;
- iii. Behavior: an assessment of changes in trainee job performance;
- iv. Results: the impact of the training program on organizational objectives, such as turnover, absence, and costs.

Measuring the return on investment for a training program adds a fifth level to the criteria. Phillips's (1996) summary of the American Society for Training and Development's return on investment for training case studies in a variety of industries notes that the returns on investment ranged from 150% to 2000%. There is a second reason that organizations have a bias toward investments in equipment rather than employee development. Developing your employees makes them more attractive to other employers, potentially making them more likely to turnover. After they have been developed, employees are free to leave the organization to work for an other organization, taking the organization's investment in their improved level of knowledge or skills with them to their new employer. According to this counterproductive logic, it is better not to develop your own employees, to prevent competitors from potentially benefitting from the training.

2.3.3 Training Needs Assessment

According to Brenda et al (2000), training need is a gap between “what is” and “what ought to be” regarding training and development activities. Training needs assessment is used for identifying gaps and to provide information for a decision on whether the gaps could be addressed through training. The assessment is part of a planning process focusing on identifying and solving performance problems. These performance problems may be related to knowledge, skills and attitudes. Training needs assessment (TNA) is usually related to organizational and individual performance. A needs assessment means that the individual assessed has a defined job performance or that an organization has defined objectives and goals.

A Training Needs Assessment (TNA) is used to assess an organization’s training needs. The root of the TNA is the gap analysis. This is an assessment of the gap between the knowledge, skills and attitudes that the people in the organization currently possess and the knowledge, skills and attitudes that they require to meet the organization’s objectives

According to Boydell, (1990) to identify your training needs you need to ask yourself:

- (i) Where your business wants to go?
- (ii) What knowledge and skills you need to help you get there?
- (iii) Which skills you already have within the business and which skills are you missing?

In order to fully understand all training requirements one should:

- (i) Identify what you want to achieve by implementing a training programme.
- (ii) Ensure your objectives are SMART - Specific, Measurable, Achievable, Realistic and Time-bound.
- (iii) Involve staff - ask what training they feel they require, and explain the benefits of training and

- (iv) Carry out a full audit of the skills you already have in your business. Some staff could have interests and qualifications that you didn't know about and that they aren't currently using.
- (v) Once it can be established which skills are missing, it can be identified what training is required to fill that gap. It is important to note that training should be applicable to the job, relevant to the person carrying out the job and tied to business objectives

It is important to note that employees can require training for a variety of reasons, which usually fall into two categories which includes;

Training to fill a "performance gap" as identified during the performance management process and training to fill a "growth gap", that is, to be promoted or be able to fill another open position in the organization

2.3.3.1 Determining Training Needs

There are a number of ways to determine the type of training an employee will need (Singh and Vinnicombe, 2003)

- i. Request from employee – Employees usually are the first to recognize the need for additional training. This need can result from the assignment of a new task, technological changes, or just a realization that additional training would result in a more efficient work product.
- ii. Change in agency vision or mission – Agency vision and mission can sometimes change due to state or federal legislation. Thus employees may be assigned new duties or positions may be restructured. Before assigning new duties and responsibilities to employees, decide if the employees will need additional training. Remember, the reason for providing training is to produce a change or provide support so employees can reach their goals and objectives; thus attaining the agency's vision and mission.
- iii. Determination through performance management review – An excellent time to determine training needs is when a performance review is completed on employees. What additional training would be needed to assist employees to meet or exceed job expectations? Based on the employee's self-assessment

of identified strengths and improvement opportunities, an analysis should follow to determine training that may be needed to improve overall work performance.

2.3.3.2 Types of Training to Provide

According to Armstrong,(2006) there is no pre-determined "check list" regarding the type of training needed to ensure employees will always meet performance expectations. Since each individual is different, supervisors will have to make a thorough assessment of the type of training needed. Human Resource Management Services conducts a yearly training needs assessment to ensure programs are being offered that meet agency requirements. Agencies can also contact Human Resource Management Services to arrange for specific training based on performance management review, revised missions and vision, etc.

There are core or basic training programs needed when a person accepts supervisory or management positions, such as:

- i. Understanding management, organizational and motivational theory, and application
- ii. Planning, setting, and carrying out organizational objectives
- iii. Planning and leading effectively

Specific training needed when an individual enters a supervisory position is:

- i. Planning, scheduling, and delegating work assignments.
- ii. Communicating, handling conflict, and handling grievance procedures.
- iii. Understanding various state and federal employment laws.
- iv. Interviewing and completing performance management reviews.
- v. Setting unit goals and objectives.

2.3.3.3 Levels and Types of Formal Training

We have identified three levels of formal training available to employees. The type of training selected should be based on the need of the individual, which can be determined through the performance management review, individual request,

reorganization efforts, or supervisor observation. The Human Resource Management Services web site lists the various training programs offered to state agencies. The types of formal training available to employees are: (John Best and James Khan,1998)

(i) Orientation Training

This training is geared for the newly hired or reassigned personnel. These programs are designed to give new employees the basic knowledge, understanding, and skill needed for successful job performance. Programs include orientation and various job skills training such as computer usage, communication techniques, phone usage, etc. Human Resource Management Services provides general orientation that is designed to give employees a general knowledge of state policies, procedures, and practices relating to the employment relationship. The individual agencies complete orientation by providing information on agency policy and job-specific instruction.

(ii) Remedial Training

This training is designed to correct observed deficiencies in employee knowledge, skill, and attitudes. Programs include stress reduction, time management, presentation skill building, assertiveness building, business writing, hands-on experiences in word processing, computer software, etc.

(iii) Upgrading or Advanced Training

This training is designed to improve or upgrade individual job skills and knowledge. Programs include advanced computer training, decision making, employment laws, managing conflict, conducting performance evaluations, sensitivity training, supervisory responsibilities, resolving grievances, etc.

(iv) Right Training at the Right Time

According to McNamara (2000), Supervisors who perceive a training need, should contact their human resource officer or Human Resource Management Services, who can assist in developing a needs assessment to identify a specific training need.

Human Resource Management Services will assist supervisors to look into the future and consider such things as:

- i. What skills will employees need?
- ii. What will be the organizational structure?
- iii. What technological requirements will be needed?
- iv. What services will be provided?

Once the direction is known, agencies may develop short and long-term plans in relation to staffing objectives, career ladders, organization development, etc.

After agencies know their focus and have developed their plans, they can determine the exact training needed to meet objectives through a needs assessment. There are four types of needs assessment. They are:

(i) Organizational needs assessment

Organizational needs emerge from agency goals, objectives, and priorities. This type of need can be universal for all employees, such as reducing stress, improving productivity, etc.

(ii) Group needs assessment

These types of needs are easier to determine because they are closely related to specific job levels and categories of employees, such as team-building, problem solving, etc.

(iii) Individual employee needs assessment

The needs uncovered with this type of assessment are more specific and can be easily identified by reviewing the individual's background, education, training,

experience, skills, knowledge, and past performance. Individual needs are those skills needed to do the employee's current job, future assignments, and career plans.

(iv) Job needs assessment

Based on the job in question, this type of need can be the most difficult or easiest to identify. Occupational, job, and task analyses are conducted to determine the type of training needed.

2.3.3.4 Challenges

How can we be assured that agency human capital is competent and contributing to their fullest? Making sure employees are managed, trained, and developed are primary factors that lead to efficiency and effectiveness. Therefore, how do we do this? (John Best and James Khan, 1998)

- i. Ensure employees have the necessary skill, knowledge, and experience needed to match current job descriptions.
- ii. Assist employees in achieving performance potential by:
 - a. Assigning effective developmental opportunities.
 - b. Involving employees in an interactive process to improve performance.
 - c. Increasing motivation.
 - d. Developing a harmonious work environment.
- iii. Improve work habits by obtaining employee commitment, developing an action plan, and providing support.
- iv. Manage employee performance through top-management involvement and role modeling of performance management practices, ensuring goals are aligned to agency mission and vision.

The challenge for managers is to gather the resources and skills required to meet the demands of today's problems and tomorrow's uncertainties. ***Training is the answer to meet this challenge.***

2.3.4 Designing Methods and Materials for Training and Development

According to McNamara (2000), during the design phase which is usually closely integrated with the development phase, trainers work from learning goals to Design a training system that learners and trainers can implement to meet the learning goals. This phase typically includes identifying learning objectives which culminate in reaching the learning goals, needed facilities, necessary funding, course content, lessons and the sequence of lessons. The various training media are selected, e.g., instructor-led, computer-based, World Wide Web-based, self-directed, interactive and computer-based, or multi-media. Course content is often piloted during the development phase, or initially tested, to ensure the content is understandable. Therefore, this design phase can also include identifying evaluation criteria to evaluate if course content is understandable by learners.

2.3.5 Methods of Training

According to Habi et al (2007), there are two main methods of training which include the followings;

On-job Training

This is a method where by trainee is placed on a regular job and taught the skills necessary to perform it. The trainee learns under the guidance and supervision of the superior or instructor. The trainee learns by observing and handling the job. Several methods are being used to provide on- the- job training like coaching, job rotation and committee assignments. On – job training is however, the most widely used and accepted method of training. It is suitable for all level of employees, workers, supervisor and executives. It is appropriate for teaching knowledge and skills which can be learnt in a relatively short period of time and where only few persons are to be trained on-the- job. Under this trainee learns on the actual machine in use and in the real environment of the job.

Off-the- Job Training

This is another type of training programme in the organization. It refers to the training provided with a view to increase the knowledge and skills of an employee in the organization for improving performance on the-job. Employees may be taught the correct methods of handling equipment and machines which are being used in a job. Such training helps to reduce accidents and inefficiency in performance of the job.

2.3.6 Responsibility of training and development

According to Habi et al (2007), the overall responsibility of training should lie not with the training specialist alone, but with the management as well.

The line managers are the key personnel in the training function as they have to identify training needs; they are the ones who know the weakness and strong areas of an employee, who is directly under them. They are the ones who can analyze operational problems and identify those which are training problems and those which are not. Carry out training, especially on the job training, for employees under them.

The Manager should play the role of an advisor to management in general and particular to individual line managers as they help line managers analyze his departmental problems and identify those which are training problems, advice management of training programme and the training institution.

2.3.7 Objective of Training

According to Habi et al (2007), training is not done on its own sake; it has specific objectives;

The objectives of training is to assist the employees to function more effectively in their present positions by exposing them to the latest concepts, information and techniques and developing the skills they would require in their particular fields, not only that but also to broaden the minds of senior managers through interchange of experience within and outside so as to correct the narrow outlook caused due to over specialization.

According to Nyerere(1973)training is a future investment though expensive and society expects return from the few trained individuals. Training aims at upgrading employees' skills in anticipation of their achieving positions in the organization. Furthermore, Cuming (1980) concretizes the objective or purpose of training as to give employees at all levels sufficient instruction and guidance to enable them to perform their job effectively and prepare themselves for promotion.

2.4. Importance of Training and Development on Performance

According to Choo (2007), training is one element many corporations consider when looking to advance people and offer promotions. Although many employees recognize the high value those in management place on training and development, some employees are still reluctant to be trained. Training and development offers more than just increased knowledge. It offers the added advantage of networking and drawing from others' experiences therefore it is not uncommon to hear excuses regarding why someone has not received training.

Furthermore, Bowley (2007) argued that training in an organization can be mainly of two types; Internal and External training sessions. Internal training occurs when training is organized in-house by the Human resources department or training department using either a senior staff or any talented staff in the particular department as a resource person.

On the other hand, External training is normally arranged outside the firm and is mostly organized by training institutes or consultants. Whichever training, it is very essential for all staff and helps in building career positioning and preparing staff for greater challenges.

While the applications of training and development are as various as the functions and skills required by an organization, several common training applications can be distinguished, including technical training, sales training, clerical training, computer

training, communications training, organizational development, career development, supervisory development and management development.

According to Adeniyi, (1995) is of the opinion that for every employee to perform well there is the need for constant training and development. The right employee training, development and education provide big payoffs for the employer in increased productivity, knowledge, loyalty, and contribution to general growth of the firm. The reasons behind employee training and development cannot be overemphasized. One can easily deduce some reasons behind firms engaging in training and developing their staff.

Some of the reasons includes; When needs arise as a result of findings from the outcome of performance appraisal, as part of professional development plan, as part of succession planning to help an employee be eligible for a planned change in role in the organization, to imbibe and inculcate a new technology in the system and because of the dynamic nature of the business world and changing technologies

2.4.1 Importance of Training to both the employer and employees

According to Adeniyi, (1995) ,providing training to an employee benefits both the employer and employee by:

- improving an employee's performance
- developing the group and team skills needed to achieve organizational goals
- giving employees the needed skills and knowledge to complete assigned jobs, duties and tasks
- motivating employees to achieve higher standards
- increasing overall efficiency
- improving customer service, which leads to customer satisfaction
- preparing employees for promotional opportunities
- decreasing employee turnover, which reduces down time
- enhancing employee morale, motivation, and creativity
- enabling managers to reach unit goals and objectives

- giving employees the tools needed to analyze interpersonal and situational factors that create obstacles to achieving high performance

2.4.2 Importance of training employees

The need for training employees has been explained by different writers, all agree that it may differ from one organization to another depending on the nature of the organization, vision, mission and objectives, the needs from training employees are as follows:

(i) Higher production

Training in an organization helps to improve the level of performance in general. Trained employees normally they do perform well since they will be using better methods of work. Improvement in manpower productivity in the developed nations can be attributed in no small measures as regards to their educational and industrial training programmes. Not only that but also the best methods are being established and taught to employees for the purpose of improve the quality of products or service.

(ii) To reduce supervision

A well trained employee in any organization they tend to be self- reliant and motivated towards their work. They normally need less supervision/ guidance and control. Therefore, supervisory burden is being reduced and the span of supervision can be enlarged. Apart from reducing supervision to employees, frequency of accident in organization is being reduced; health and safety of employees can be improved.

(iii) High Morale

Proper training can develop positive attitudes among employees. Job satisfaction and morale are improved due to the rise in the earnings and job security of employees. Training reduces employees' grievances because opportunities for internal promotion are available to well-trained personnel. A part from that also training enlarges the knowledge and skills of the participants. Therefore well trained personnel can grow faster in their career. Training prevents obsolescence of

knowledge and skills, trained employees are more valuable assets to any organization since it helps to develop people for promotion to higher posts and to develop future managers.

(iv) Organizational climate

A sound training programme helps to improve the climate of an organization. Industrial relation and discipline are improved. Therefore, decentralization of authority and participative management can be introduced. Resistance to change is reduced also. Organization having a regular training programme can fulfill their future needs for personnel from internal sources. Organizational stability is enhanced because training helps to reduce employee turnover and absenteeism. Training is an investment in people and, therefore, systematic training is a sound business investment. Griffin (2006)

(v) Training increase Communication

According to Armstrong (2006), Proper training increase communication between different levels of an organization. Any deficiency in processes and jobs are eliminated and those close to production process become involve in the management. Staff empowerment is a recent in management; such empowerment will only be successfully when proper training is provided to those empowered.

(vi) Use of trained personnel

According to Prasad (2005) though it may appear to be somewhat funny issue for most of the organizations as how to use newly trained person because they would like to use the person in the manner in which they were using in pre trained stage. However it has some serious implications when the person returns from the training, he would like to use the knowledge and skills which he must have acquired, through the training. But he may find that these are not workable in the old pattern of working. In this situation, either he may develop negative feeling toward the training or towards the organization. In fact, there are instance in which the performance of personnel trained by outside agencies has gone down because of the mismatch.

Therefore the organization should make it self-ready to take advantage of trained personnel by creating working environment

2.5 Challenges of Training and Development

According to Prasad (2005), in many scenarios, training and developments has expressed to be very important element for organizational developments. However, most f the organization tries to more cost conscious and thus offers many challenges explained here under;

i. Scheduling

Scheduling training can be one of the most difficult challenges a human resource department can face. Many managers are reluctant to let employees take much time away from their duties for training. You can help managers balance their work demands with the need for training by scheduling multiple small training sessions rather than all-day or long training sessions. Offer the same sessions numerous times so managers can spread out their employees and balance coverage duties. Consider offering training in no classroom-based methods like computer-based training (CBT), information handouts and short training modules conducted during other routine meetings like team or company meetings.

ii. Training & Development Cost

All companies struggle with decreasing expenses in order to maintain healthy profit margin. Any department that does not directly produce revenue is subject to extra scrutiny over expenses. Training initiatives may be seen to have little direct value based on purely financial terms. You can dispel this belief and obtain funding for corporate training initiatives by providing a return on investment analysis. Calculate the total benefits of training including money saved and increases in revenue. Subtract the total benefits from the total costs of training. Divide your result by the total costs and multiply by 100. Perform this exercise on a routine basis to use as a benchmark for your training success and to remind the company of the benefits of HR training.

iii. Rapid Changes

Rapid changes in technology, corporate initiatives and programs can make it difficult to adequately prepare training materials and deliver training before your employees need information and new skills. Establish a push-based system that allows you to rapidly disseminate training information to employees. Consider a notification system on your internal network for simple, information-based training. For more advanced training needs, consider on-the-job training or computer-based modules that can be created quickly and reviewed by your workforce whenever their schedule allows for a training period. Established training systems can allow you to distribute training more effectively for time-sensitive issues.

2.6 Theoretical Framework

According Kitchin and Tate (2000), in a research situation, theory is taken to be a set of explanatory concepts that are useful for explaining a particular phenomenon, situation or activity. Silverman (1994) and Kitchin and Tate (2000) further stated that without theory there is nothing to research. This indicates that theory is very important in undertaking a research study. Whenever research takes place, a researcher is either assessing the validity of the theory using deductive approach or trying to construct a theory using inductive approach (ibid). For this reason therefore, the chapter intended to give a theoretical framework and analytical approach which was used for this study. As regards to the nature of the research topic, Behavioral change theories were deployed.

Behavioral change theories attempts to explain why behaviors change. These theories cite environmental, personal, and behavioral characteristics as the major factors in behavioral determination.

In the past three years, there has been increased interest in the application of these theories in the areas of health, education, criminology, energy, international development as well as research works. Trainings at work are aimed to bring about changes in employees attitude, productivity as well as acquisition of new

technology, approach and any sort of practices that the management wishes to introduce.

In this regard behavioral change theories reflects the scope of the topic under investigation since that assessing the influence of training and development on organizational performance concerned about bringing positive changes on employee towards organizational goals and objective

Many of the original works outlining the major theories that are the basis for current knowledge about behavioral change theories were published in the 1970s and 1980s. More recently, interest in behavioral change theories has arisen due to their apparent application in areas like health, education, criminology, as well as other service industries, telecommunications, banking, logistics etc leading to further research backed by institutions like the National Institutes of Health and the UK Prime Minister's Strategy Unit.

With this renewed interest, however, there is also a shift towards research into understanding the maintenance of behavioral change in addition to broadening the research base for revising current theories that focus on initial change.

Each behavioral change theory or model focuses on different factors in attempting to explain behavioral change of many that exist, the most prevalent are the learning theories, Social Cognitive Theory, Theories of reasoned Action and Planned Behavior, Tran theoretical Model and the Health Action Process Approach. Research has also been conducted regarding specific elements of these theories, especially elements like self-efficacy that are common to several of the theories

2.6.1 Social learning/social cognitive theory

In brief, According to Prasad (2005) ,Social leaning theories is the mainly theory that reflect the topic under investigation. According to the social learning theory, which is also known as the social cognitive theory, behavioral change is determined

by environmental, personal, and behavioral elements. Each factor affects each of the others. For example, in congruence with the principles of self-efficacy, an individual's thoughts affect their behavior and an individual's characteristics elicit certain responses from the social environment. Likewise, an individual's environment affects the development of personal characteristics as well as the person's behavior, and an individual's behavior may change their environment as well as the way the individual thinks or feels. Similarly, training and developments aimed at responding to both internal parameters like skills, motivation, and commitments, change in attitudes of the employees that the management wish to overcome to achieve the highest productivity or the responding to external parameters like system factors (technology acquisition) team factors, and leadership factors that the management wish to quickly be adopted by the employees to achieve speedy, accuracy and high productivity from the employees

2.7 Empirical Studies

This part describes similar works conducted so as to establish the importance of conducting a study. It could be wastage of time and money if the findings of the studies conducted before were exactly alike to the current study. As far as the topic under investigation is concerned, very few studies have been conducted in Tanzania and were not seen to be similar in many ways that proved the wealthy of conducting the study.

Ramalibana,(2005) conducted a study on the effectiveness of staff development policies and programmes of the Unisa library in the University of South Africa. The aim of study was to establish how staff training and development needs were met and how staff felt about the centralization of human resource department. In doing the study data was collected using questionnaires and interview and analyzed qualitatively by the researcher. The result of the study revealed that personal development of staff training and development was hindered, as only job related training was supported by the library staff training and development work group.

The study focused on the function of the human resource department in assessing the training needs and how employees were identified for training.

Egungbohun (1991) did a research on management of staff training and development in technical colleges in Kaduna Nigeria. The objective of the study was to find out that how the colleges undertake staff training and development activity as part of its managerial role to accomplish its present goals and objectives in the process of staff training and development. The methodology used by the researcher was based on analysis of data collected through questionnaire and interviews. The findings of the research indicated that staff training records are adequately maintained in colleges and that training the staff employed is relevant to the needs of school. Ministry of education also supported staff training and development in the college in which the colleges prepared a training and development plan regularly.

Muhlemeyer, (1997) conducted a study on competitive factors, training and development as a strategic management task in western European companies in Germany, Italy and France. The objective of the study aimed at discussing the management task for company training, analyzing training requirements, preparation and implementation, know how transfer within a company and controlling training and development, Study was analyzed qualitatively using of questionnaire method, interview in data collection by regression analysis. The study revealed that in the current economic climate the process of training and development can no longer be left to fate and luck. It must be recognized that training is a potential competitive factors. Training and development cannot be used as a fringe benefit to employees; Training programs need to be integrated within the strategic planning of the business. Training should be accepted also constant, analytical task and process. The study considers training and development as a strategic management task in Western Europe companies. The study seemed too relevant to our study because it portrayed the essential elements of Training and Development like training requirements and implementations of these programmes.

2.8 Research Gap

Many studies conducted on training and development issues have highlighted its importance on both organization and employees. From the empirical studies, most of them have been conducted in the developed countries where by the substantial allocation of funds for training and development has never been a problem as opposed to the least developed and developed countries like Tanzania. This study in broad context was conducted in Tanzania work environment in the light of the limited time frame and resources sufficient to the targeted area of study and the sample population that was used to generalize the similar cases in other areas where training influence on employee's performance are seen to take its course. The gap that is seen is basically on the environmental context where the study was taking place and direct focus on training and development in the light of the limited resources as far as training is concerned.

2.9 Conceptual framework

According to Smyth (2000), conceptual framework are structured from a set of broad ideas and theories that help a researcher to properly identify the problem they are looking at, frame questions and find suitable literature. Ideally, conceptual framework comprised of different variable mainly dependent, control and independent variables.

2.9.1 Independent variables

In this study, the independent variables includes; training needs assessments, and training on key performance areas in the light of a sound organizational Human Resource Management policy, available resource to support work, adherence to governmental rules and regulations and internal management approaches, and well defined goals and objectives to each employees.

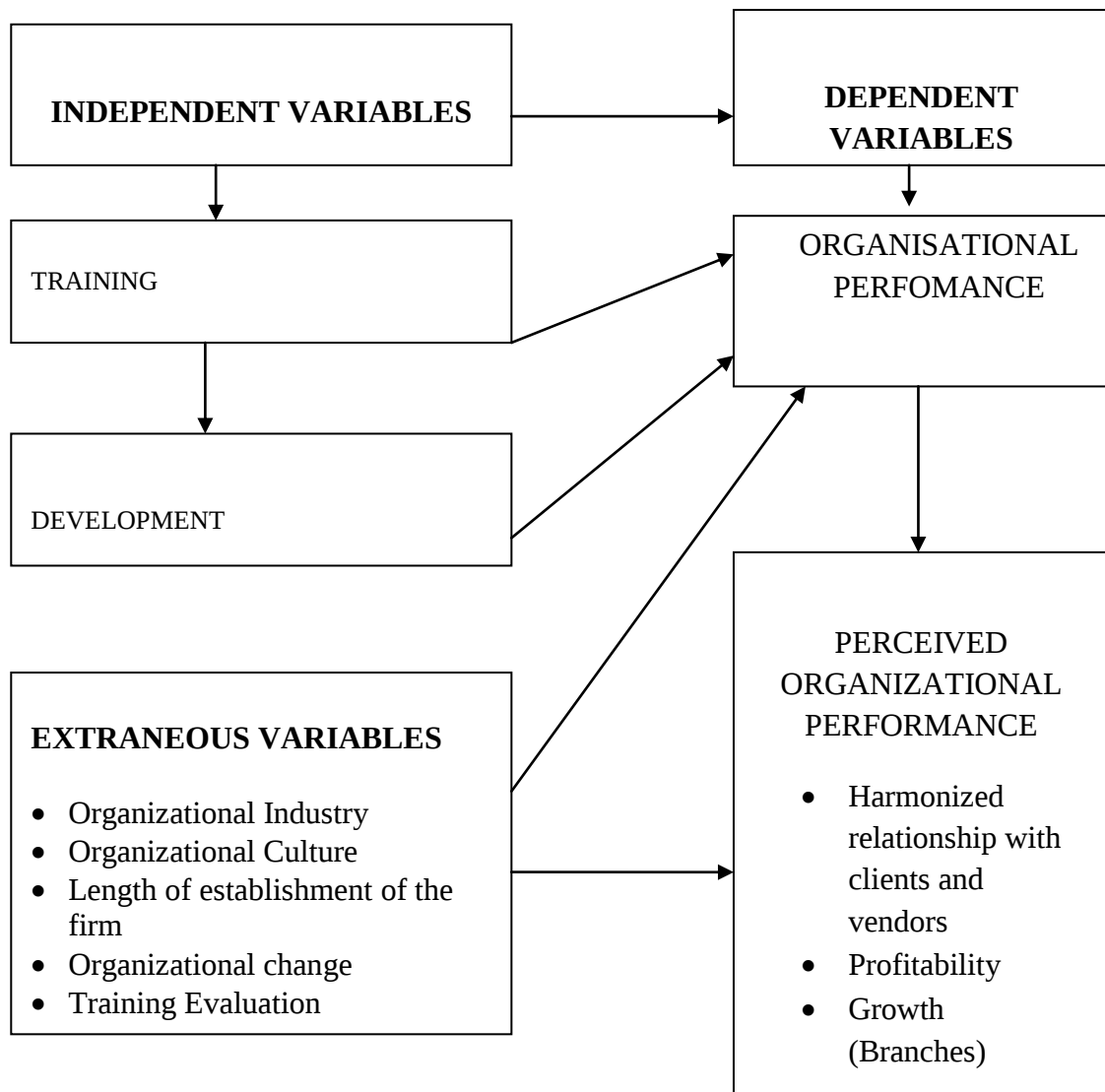
2.9.2 Dependent variable

The dependent variable in this study is the perceived organizational performance

2.5.3 Control variables

The control variables in this study includes establishment of the company, training evaluations, organizational industry, organizational Culture, and the organizational change

Figure 2.1: Variables Influencing Organizational Performance



Source: Researcher 2014

2.5.4 Relationship between the variables

It is under the assumption that other factors remain constant and ceteris paribus, these variables relates as follows; The more effectiveness training and Development

will be the more impact of Training on key performance areas which also results into General organizational performance in the light of light of a sound organizational Human Resources Management policy, resource support work, adherence to governmental rules and regulations and internal management approaches, defined goals and objectives to each employee which leads to an improved organizational performance

Furthermore, a firm with long term of establishments, good organizational culture, good adoption to changes and good training evaluations will lead to good staff performance and a sound perceived organizational performances

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the details related to research methodologies such as research design, area of study, study population and sample size. It also explains research sources of data, data validity and reliability and data collection and research instruments to be deployed during the data collection process. According to Kothari (2004), the term research methodology can be defined as the way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically.

3.2 Research Design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Kothari, 2004). In this study a case study research design was adopted. This type of research design was selected because; it helps to secure a wealth of information about the unit of study which may provide clues and ideas for further research (Krishnaswami, 2003). This design was also selected because it employs a variety of techniques in data collection, such as historical method, descriptive method where a factual picture is needed, interviewing and questionnaires which were also used in this study.

3.3 Study Area

The study was conducted at Bollore Africa Logistics Tanzania limited in Dar es Salaam headquarter and other branch offices located at Tanzania Port Authority and Dar es Salaam international Airport. Bollore Africa Logistics Tanzania Limited previously known as SDV Transami is a licensed clearing and freight forwarding company operating both in Tanzania and international countries with its headquarter in Paris -France. In Tanzania, Bollore Africa logistics operates in approximately fourteen cities, namely Dar es Salaam, Mwanza, Kigoma Isaka, Tanga, Arusha, Rusumo, Tunduma, Kasumulo, Kabanga, Mtwara, Sirari, Mbeya and Namanga. Its

core area of business is logistics, supply chain management and major industrial projects. The area was ideal to the researcher due to its experiences in logistics, availability of the data given the time constraints and also the support from the key stakeholders where the researcher received a good support from the beginning to the completion of the study.

3.3.1 General information about Bollore Africa Logistics Tanzania Limited

Bollore Africa logistics is the leading integrated logistics network on the Africa continent and the leading operator of public –private partnership in the port and rail sector. With its unrivalled territorial coverage, and effective presence in 55 countries, including 45 in Africa and a workforce of 25,000, Bollore Africa logistics is today the specialist in customized industrial project, with customers all over the world.

In Tanzania, Bollore Africa logistics operates in approximately fourteen cities, namely Dar es Salaam, Mwanza, Kigoma, Isaka, Tanga, Arusha, Rusumo, Tunduma, Kasumulo, Kabanga, Mtwara, Sirari, Mbeya and Namanga. Its core area of business is logistics, supply chain management and major industrial projects.

Bollore Africa logistics values reflect the company's identity, foundation, motives that makes Bollore Africa logistics strive and cement that bind all stakeholders.

In the light of significant impact of company values to the organizational development, it is good to have an understanding of how these values affects each and every employees work within these important elements. Bollore Africa Logistics values include the followings;

- **Entrepreneurship**

Bollore Africa logistics president, Vincent Bollore is the very embodiment of this value. Entrepreneurial spirit means pursuing opportunities for growth with courage, boldness, and energy. It drives the group to look beyond borders, exporting expertise

in new territories and promoting new ventures, as demonstrated in fulfilling commitment to expand into the area of port infrastructure.

- **Seeking the Highest Performance**

Bollore Africa Logistics believe that integrity and loyalty are fundamental ethical values and serve as a veritable safety net for its activities. A strong team spirit and ability to work in harmony are essential to the sustainable development of group network across the African continent

- **Loyalty and Integrity**

To achieve the level of excellence demanded by the very nature of Bollore business, each and every employee must display unwavering professionalism. Excellence goes hand in hand with our leadership position in Africa. Recognized as a leader, it is our duty to strive for excellence, in terms of both quality of service and management. Such ambition is a key to safeguarding our future.

3.3.2.4 Humility

Humility is a fundamental value that ensures the ability to listen, to broaden Bollore perspective and to be attentive, providing the group with an accurate measure of the impact. Humility combined with an understanding of environment means accepting differences in others and embracing diversity on the shared path towards growth.

3.4 Study population

Best and Khan (1998) have stated that a population is a group of individuals who have one or more characteristics in common that are in interest of the researcher. The populations of this study were Bollore Africa Logistics employees. According to Kamuzora, (2004) Population is the number of item selected from population to constitute a sample. The population for this study was 50 respondents of the total population , constituted of Bollore Africa Logistics Employees mainly managers, supervisors and also normal officers as well as casual labors.

3.5 Sample size and Sampling techniques

Two sampling techniques were used in this study include purposive and simple random sampling procedures. Purposive procedure is a method whereby elements judged to be typical representative are chosen from the population (Kothari, 2004). The chance that a particular case was selected for the sample depends on the subjective judgment of the researcher. Purposive sampling was used to select the heads of sections, head of departments, and Managing Director of Bollore Africa Logistics Dar es Salaam. This was purposively because they are considered to possess vital information useful for the study by virtue of their positions. According to Faustine et al (2004), simple random sampling staff should be selected by following the procedures such as defining the population, choose the sample size of the population(staff), listing member of staff (population), assigning numbers to member of staff, find numbers to the staff, find random numbers of staff and select the sample of the staff.

Kamuzora, (2008) refer to probability sampling whereby all members in the population have equal chance of being selected to form a sample. Simple random sampling was used to select members of staff and councilors.

3.6 Types and Sources of Data

The study used two sources of data, i.e. primary and secondary data. Primary data means data directly collected from the area of study while secondary data means data from secondary sources like books, journals, reports and speeches. Mertens (1998) asserts that with regards to the nature of the study topic, types of data are usually distinguished between primary and secondary type of information.

3.6.1 Primary Data

Primary data are described as those items that are original to the problem under study (Cohen et al. 2000). This undertaking access and generate primary data from selected Bollore Africa Logistics in Tanzania through interviews (face-to-face

interviews). Primary data are necessary in order to get relevant, original and reliable first-hand information about the problem under study.

3.6.2 Secondary Data

These are accounts offered by the second part, those who did not actually see the object or event but obtained information and provided descriptions of what they learned (Mason & Bramble, 1997). They are usually seen as text that is produced much later than the events being studied, offering an interpretation and conversion of the primary data into an account that may be consulted by others (Mertens, 1998). The present study was to collect and generate the secondary data through documentary search like office records, circulars, administrative files, reports and minutes of meetings related to the research problem. The secondary data were used in the absence of, or to supplement primary data.

3.7 Methods of Data Collection

According to Mason and Bramble (1997), to some extent, the kind of instrument used in data collection depends upon how the data was collected. The study was to employ a variety of methods to facilitate the cross-checking of the accuracy of information collected from the field. The use of more than one method aimed at obtaining adequate, original and relevant data about the study from a variety of respondents. The methods included the following:

(i) Interview

According Punch (2005), interviewing is basically about asking questions and receiving answers. It is a way of accessing people's perception, meaning and definitions of situations and construction of reality. Interview was done to key informants such as Heads of sections, departments and Managing Director. Through in-depth interviews, the researcher was to ask questions related to the influence of training and development on organizational performances at Bollore Africa Logistics Dar es Salaam. The interview method was quite flexible and could easily be adapted to a variety of situations (Mason & Bramble, 1997). This study was to

employ unstructured and semi-structured interviews. Interviews was conducted face-to-face, or over the telephone, or with groups (Mason & Bramble, 1997).

(ii) Questionnaire

These are written questions that need respondent to respond, where-by the open ended and closed ended questionnaires were used to collect data from the management and other staff members. This method enabled the researcher to get more information since it gave respondents wider chances to express their opinion on the study. Through this method a researcher was able to distribute the questionnaires himself and receives much information from all employees who were on duty. Information on the influence of training and developments on organizational performances at Bollore Africa Logistics were received through questionnaire.

(iii) Documentary Review

In addition to interviews, data were generated from documents and records which are non-human sources made available, often at low cost, and being factual (Cohen et al. 2000). Data obtained by this method enabled the researcher to cross-check the consistency of the data generated through interviews. Mason and Bramble (1997) added that document search especially in qualitative research, is used by the researcher in order to gain insights into the context and social processes underlying the events.

Documentary data was obtained from office records and documentation including minutes of the meetings, letters, reports and the administrative files and other related records. Other data was obtained from company records and documents such as circulars, directives, policies, Acts, and reports. Data from documentary search complements the data and information generated through interviews. Books and journals were also used to shape the direction of the research.

3.8 Validation and Reliability of Research Instruments

Validation of data collection instruments aims at establishing indicators that provide evidence that information generated through selected instruments in the research is trustworthy and believable (Mertens, 1998). Mertens asserts that validity (measuring the intended one) and reliability (accurate estimate of the target attribute) are normally used in the quantitative approach. However, in qualitative research, validity stresses on internal consistency and a coherent logic across the study components and reliability focuses on dependability of the data (Punch, 2005). Thus, for the purpose of quality, the study instruments are refined through the comments from the research supervisor, some researcher's fellow Masters' students, and the researcher himself in the field. The purpose is to make the instruments focus on the purpose of the study.

Pilot testing of the reliability and validity of data gathering instruments was conducted within Bollore Africa Logistics Tanzania Ltd. The responses derived from the pilot study enabled the researcher to redesign some of the research questions for ambiguity clarification and making necessary adjustments. For validity purposes, the researcher used triangulation of the data. In the field, the researcher increased/reliability of data by revealing the study purpose to the respondents. Confidentiality of respondents' information was highly regarded and ensured for them to freely express their views and uncover relevant information they were aware of and or they possessed.

The enquiry was largely carried in Kiswahili language as the study was mainly carried out in a Kiswahili speaking culture and environment. The language, apart from being a national language, is widely used as the medium of instruction in Tanzania public service and private service environment. The use of Kiswahili was very important as it was widely spoken and well understood by almost all the respondents.

3.9 Measurement of variables

The dependent and independent variables in this study was measured as shown below.

3.9.1 Organizational change

Organizational change was measured by identifying factors contributing to training of staff. Training practice due to organization change was measured in terms of performance of employees. Therefore, to test organization change a set of statements was used and applied as follows; yes and No

3.9.2 Organizational culture

The organization culture was measured by determining training opportunities offered by the organization. Training and development practice was measured by identifying the training programs of the organization. To test organizational culture the statement applied was Yes and No.

3.9.3 Training evaluation

Training evaluation is the extent which the organization is capable of bringing back feedback. This construct was measured by assessing the strategies to be adopted to ensure training and development practice of employees at Bollore Africa Logistics in Tanzania. A percentage of Yes or No was calculated.

3.9.4 Training and development on Key performance areas

Training is the number of trainings which the organization is capable of bringing back feedback. This construct was measured by assessing the strategies to be adopted to ensure training and development practice of employees at Bollore Africa Logistics in Tanzania. A percentage of Yes or No was calculated

3.9.5 Perceived Performances

The performance was measured in terms of the profit after the fixed costs, number of branches established, number of staff hired and number of customers brought and also the feedback from the client on the perceptions of the services rendered to them.

3.10 Methods of Data Analysis

Both qualitative and quantitative techniques were used to analyse data. Data were collected through interviews and questionnaires and analysed. Discussions and explanations oriented tables; pie chart, and bar chart, simple statistics like percentage were deployed in this study.

CHAPTER FOUR

PRESENTATION OF THE RESEARCH FINDINGS

4.1 Introduction

This chapter presents a number of issues which was discussed from the Benefits of the Training in Relation to the Organizational Performances, Benefits of Training and Development issues that have influence on organizational performances, Influence of training and developments on organizational performance, The extent to which training and developments Affects the performance of the organization, Training and developments challenges faced by organizations. However, before presentation, analysis and discussion of the empirical findings, Characteristics of respondents were also presented and analyzed since are among the ways which establish validity and reliability of data collected.

4.2 Characteristics of the Respondents

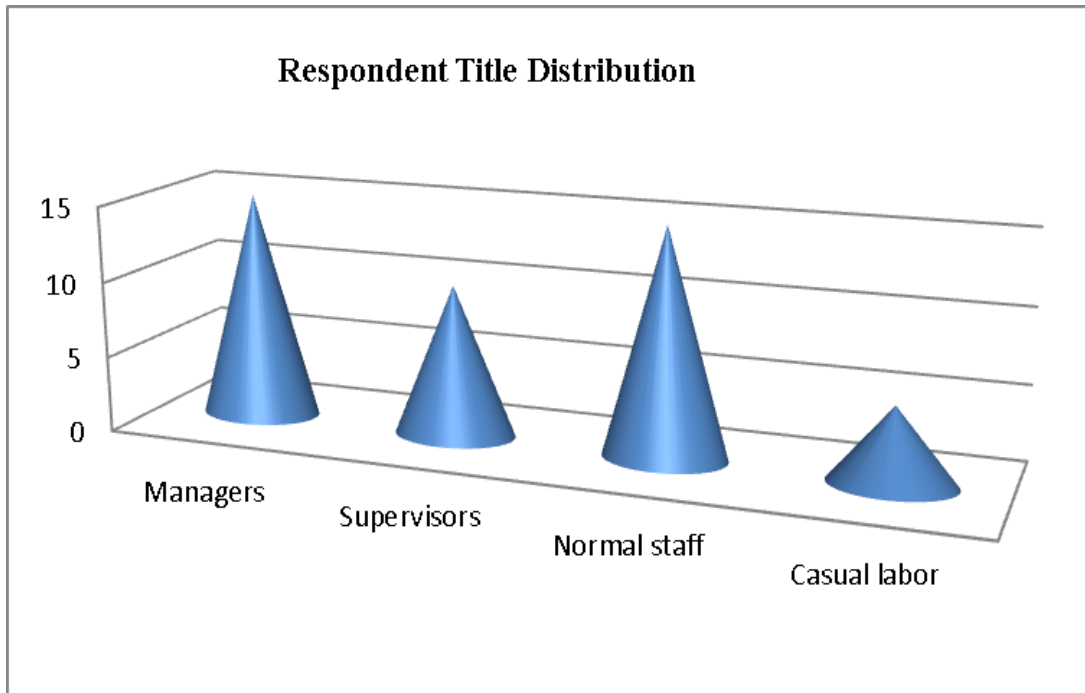
All respondents from which primary data were collected are from Bollore Africa logistics Tanzania limited of which 15 were at the managerial positions, 10 at supervisory positions while 15 were normal officers and 5 casual labors making the total of 45 respondents out of 50 previously expected respondents which is at the rate of 92 %

Table 4.1 Respondents Distribution

Respondent /Title	Designation	Frequency	Percent	Cumulative Percent
Managers		15	34.00	33
Supervisors		10	22.00	56
Normal staff		15	33.00	89
Casual labors		5	11.00	100

Source: Researcher, 2014

Figure 4.1 Respondents distribution



4.2.1 Gender of the respondents

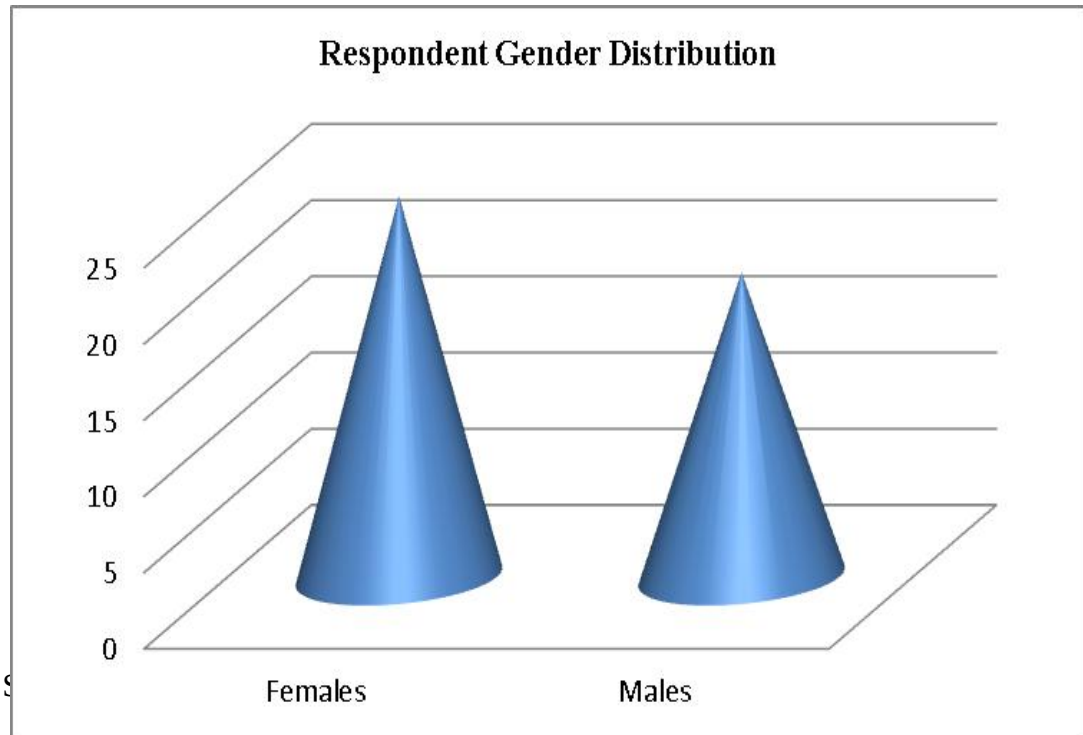
The respondents were asked to state their gender. The findings indicated that 25 were female and 20 were male as shown in the table 4.2, this implied that more female workers responded as and also females were actively concerned on Human Resources Management Influences on work performance at Bollore Africa Logistics Tanzania limited.

Table 4.2: Gender of respondents

Gender	Frequency	Percent	Cumulative Percent
Female	25	56.0	56
Male	20	44.0	100
Total	45	100.00	

Source: Researcher, 2014

Figure 4.2: Respondent Gender Distribution Column Chart



4.2.2 Education level of the respondents

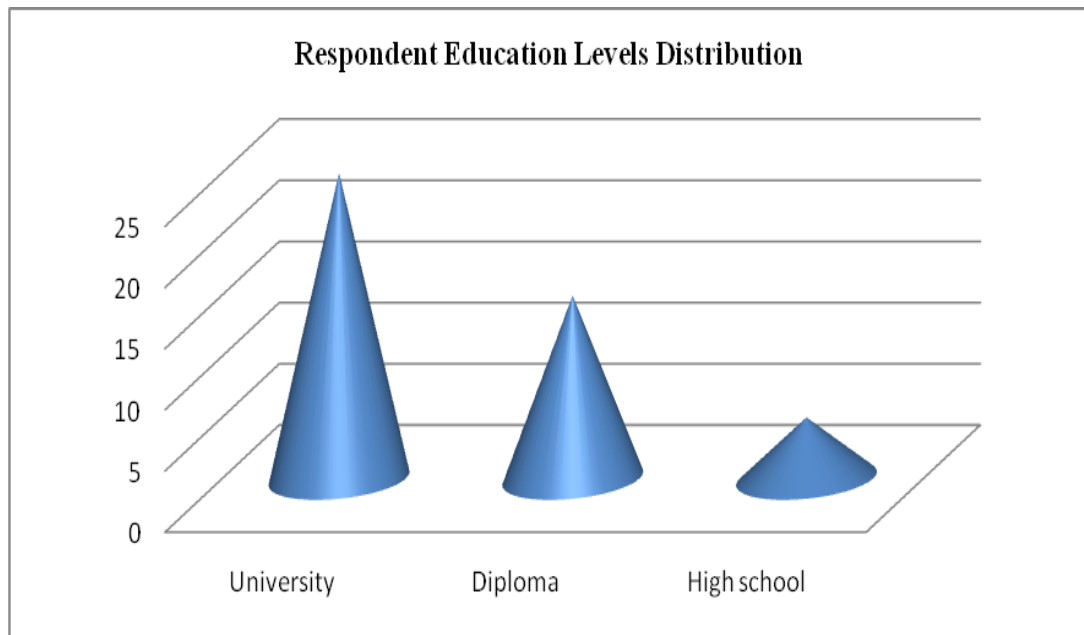
The respondents were also asked about their education level that is the highest level of education reached in terms of primary education, secondary education, high school education, diploma and university level of education. The study found that most of the respondents have at least a university degree level of education indicating that the study conducted involved mostly educated employees with good understanding of the questions and also appreciated the importance of research for sustainable development of a nation as depicted in table 4.3 for Respondent education level distributions table.

Table 4.3: Respondent education level attained

Education Levels	Frequency	Percent	Cumulative Percent
University	25	56.0	56
Diploma	15	33.0	90
High school	05	11.0	100
Total	45	100.0	

Source: Researcher, 2014

Figure 4.3: Education level of the Respondents



Source: Researcher, 2014

4.2.3 Age of respondents

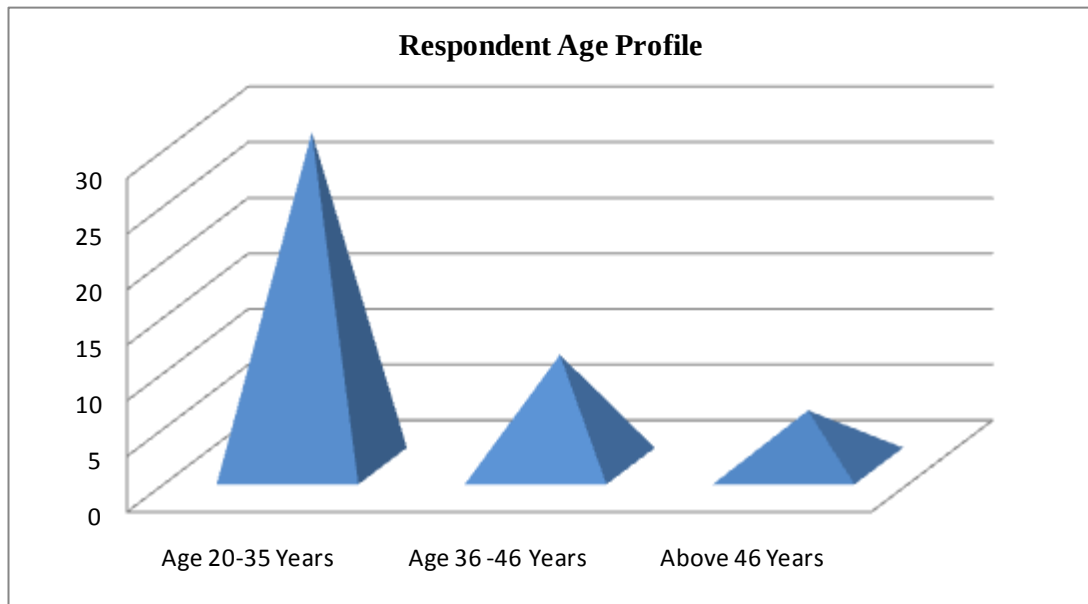
The respondents were asked to state their age. The study found that there were a mixture of respondents and most of them were lying between 20 and 35 years as shown in table 4.3 this means that most of the respondents were young people and were actively involved in the study.

Table 4.4: Age profile of respondents

Range	Frequency	Percent	Commutative frequency
20-35	30	60.0	67
35-46	10	22.0	89
More than 47 years	05	11.0	100
Total	45	100	

Source: Researcher, 2014

Figure 4.4: Age Distribution of the respondents



Source: Researcher, 2014

4.3 Benefits of the Training in Relation to the Organizational Performances

In question one of the questionnaire, the respondents were asked to tick the statements which corresponds to the benefits of training and developments that have influence on s organizational performance and the results were as per table 4.5.As per majority which is 27% the table indicate that on the benefits of training in relations to organization performance is Higher Production.

Table 4.5: Benefits of Training and Development issues that have influence on organizational performances

Training and Development issues	Response	Frequency	Percentage
Higher production	√	12	27.0
Marketing management	-	-	0.0
To reduce supervision	√	8	18.0
Reduced productivity	√	10	22.0
High Morale	√	5	11.0
Improved organizational culture	√	5	11.0
Training increase Communication	√	10	22.0
Reduced cooperation	√	10	22.0
Reduced job turnover	√	10	22.0

Source: Researcher, 2014

4.3.1 Benefits of the Training in Relation to the Organizational Culture

In question one of the questionnaire, the respondents were asked to tick the statements which corresponds to the benefits of training and developments to the organization culture and the results were as per table 4.6. It seems majority of the respondents which is 89% agrees that training and development has big benefits in building company culture which for Bollore its indicate the equal opportunity for both male and female, managers and non-managers as it is attached with the company values.

Table 4.6: Benefits of the Training in Relation to the Organizational Culture

Response Frequency		Percentage	Commutative frequency
Yes	40	89.0	89
No	05	11.0	100
TOTAL	45	100	

4.3.2 Benefits of the Training in Relation to the Organizational Change

In question one of the questionnaire, the respondents were asked to tick the statements which corresponds to the benefits of training and developments in the organization change and the results were as per table 4.7. Majority of respondents which is about 93.33% strongly agree that the training and development have a lot of benefits in organizational changes, it was cited that even during the recent changes of the TRA Declaration system the company did not suffer because of the nice training and development programme which was in place already.

Table 4.7: Benefits of the Training in Relation to the Organizational Change

Response Frequency		Percentage	Commutative frequency
Yes	42	93.33	89
No	03	6.67	100
TOTAL	45	100	

4.3.3 Benefits of the Training and Evaluation

In question one of the questionnaire, the respondents were asked to tick the statements which corresponds to the benefits of training and evaluation and the results were as per table 4.8. It indicates that majority of the respondents strongly

agree that it helped the organization performance by helping the organization on when to decide who should be assigned for the next training or development program.

Table 4.8 Benefits of the Training and Evaluation

Response Frequency		Percentage	Commutative frequency
Yes	40	89.0	89
No	05	11.0	100
TOTAL	45	100	

4.4 Influence of training and developments on organizational performance;

In question 2 of the questionnaire, the respondents were asked to state if training and development issues have influences on organizational performance. The results from the respondents were captured as indicated in table 4.6. Majority of the despondent which is about 89 % who believe that training and development has high influence on organization performance.

Table 4.6: Influence training and developments on organizational performance

Response FrequencyPercentage		Commutative frequency	
Yes	40	89.0	89
No	05	11.0	100
TOTAL	45	100	

Source: Researcher, 2014

In question 3 of the questionnaire, the respondent were asked to rank the extent to which training and developments affects organizational performance in five point scale where 1 means strongly agree, 2 means Agree, 3 means neutral, 4 means disagree and 5means strongly disagree of which the response were as indicated in table 4.7, it seems majority of the respondents which is about 27% strongly agreed that training and developments affects organizational performance.

Table 4.7: The extent to which training and developments affects the performance of the organization

Rank	Frequency	Percent	Commutative	Frequency
1	27		60.0	60
2	09		20.0	80
3	06		13.0	93
4	03		7.0	100
5	-		-	-
TOTAL	45		100	

Source: Researcher, 2014

4.5 Training and developments challenges faced by organizations

In question 4 of the questionnaire, the respondents were asked to circle training and developments challenges faced by organizations in Tanzania and rank each challenge basing on 3 scale point where 1 stands for slightly effective, 2 for effectively and 3 for strongly effective. The response of the respondents were captured and summarized in the table 4.8. It seems that 22% of the respondents believe that Cost has a strong effect on training and development while 2% of the respondents believe that lack of proper training needs assessment has a slightly effect on training and development challenges in the organizations.

Table 4.8 Training and developments challenges faced by various organizations in Tanzania

Training and Developments challenges	Response	Rank frequency			Percentage
		1	2	3	
Schedule	√	-	-	8	18
Rapid Changes	√	2	-	-	4
Cost	√	-	-	10	22
Lack of management support	√	3	-	-	7
Lack of resource support	√	-	-	9	20
Organizational culture	√	-	3	-	7
Inadequate training experts in key areas	√	-	-	7	16
Employee readiness for the training	√	-	2	-	4
Lack of proper training needs assessments	√	1	-	-	2

Source: Researcher, 2014

CHAPTER FIVE

DISCUSSION OF RESEARCH FINDINGS

5.0 Introduction

This chapter presents a thorough discussion and interpretation of the major findings in accordance with the study objectives and corresponding study variables. Data collected were processed and the tools like pie charts, column charts and frequency distribution tables were used to depict the research findings from the field work.

The analysis of the data obtained in this research aimed at assessing the influence of Training and developments on organizational performance. The quality of the data was captured using questionnaires distributed to the intended respondents while the analysis of the data was done using Statistical Packages for Social Science (SPSS). The analysis was therefore done in relations with major findings.

Following is the discussion detail of the research report on the influence of Training and developments on organizational performance

5.1 Benefits of Training and Development issues that have influence on organizational performances

The first objective of the study was to identify the benefits of training and developments on organizational performances. The response of question one of the questionnaires distributed had indicated several benefits which have influences on organizational performance which includes Higher production, reduced supervisions, increased morale, Improved organizational climate, Improved communications, and reduced job turnover.

According to Benabou (1996) and Clarke (2004) researches on training programmes on the business and financial results at 50 Canadian organizations, the conclusion reached was that in most cases a well designed training programme can be linked to

improvements in business results and that return on investment in training programmes was very high.

Furthermore, Choo (2007) argued that training is one element many corporations consider when looking to advance people and offer promotions. Although many employees recognize the high value those in management place on training and development, some employees are still reluctant to be trained. Training and development offers more than just increased knowledge. It offers the added advantage of networking and drawing from others' experiences therefore it is not uncommon to hear excuses regarding why someone has not received training

Training in an organization can be mainly of two types; Internal and External training sessions. Internal training occurs when training is organized in-house by the Human resources department or training department using either a senior staff or any talented staff in the particular department as a resource person. (Bowley 2007)

On the other hand, External training is normally arranged outside the firm and is mostly organized by training institutes or consultants. Whichever training, it is very essential for all staff and helps in building career positioning and preparing staff for greater challenges. (DeCenzo 1998)

5.1.1 Improved production

The response from the respondents had indicated that training offers improved production. Training in an organization helps to improve the level of performance in general. Trained employees normally perform well since they will be using better methods of work. Improvement in manpower productivity in the developing nations can be attributed in no small measures as regards to their educational and industrial training programmes. Not only that but also the best methods are being established and taught to employees for the purpose of improve the quality of products or service. Likewise, In Bollere Africa logistics, training and developments have indicated positive relations with the organizational performances. In Bollere the reach stacker drivers attended special driving training and since then the number of accident has been reduced to zero and even the service level has increased double.

5.1.2 To reduce supervision

Among the benefits of training highlighted by the respondents included the reduced supervision of any employee. A well trained employee in any organization they tend to be self- reliant and motivated towards their work. They normally need less supervision/ guidance and control. Therefore, supervisory burden is being reduced and the span of supervision can be enlarged. Apart from reducing supervision to employees, frequency of accident in organization is being reduced; health and safety of employees can also be improved. Likewise, training and development in Bollore Africa logistics has offered the same effects especially to those training that are directly related to key performance areas. When the employees are exposed to trainings, they develop a sense of confidence which enables them to perform their responsibilities with little or sometimes no supervision requirements.

5.1.3 High Morale of an employee

Another benefit mentioned by the respondents was the increased morale of an employee. According to Mitchell (1978), proper training can develop positive attitudes among employees. Job satisfaction and morale are improved due to the rise in the earnings and job security of employees. Training reduces employees' grievances because opportunities for internal promotion are available to well-trained personnel. A part from that also training enlarges the knowledge and skills of the participants. Therefore well trained personnel can grow faster in their career. Training prevents obsolescence of knowledge and skills, trained employees are more valuable assets to any organization since its helps to develop people for promotion to higher posts and to develop future managers. Similarly, it was observed at Bollore Africa Logistics Tanzania Limited that training and development has proved the same effect especially in technical areas where employees were demoralized due to lack of enough technical skills to perform their assigned tasks.

5.1.4 Improved organizational culture

Improved organizational culture was among the benefits suggested by the respondents

According to Griffin (2006), a sound training programme helps to improve the climate of an organization. Industrial relation and discipline are improved. Therefore, decentralization of authority and participative management can be introduced. Resistance to change is reduced also. Organization having a regular training programme can fulfill their future needs for personnel from internal sources. Organizational stability is enhanced because training helps to reduce employee turnover and absenteeism. Training is an investment in people and, therefore, systematic training is a sound business investment. Similarly, the organizational climates changes positively following the availability of trainings.

On the other hand, the organizational climate at Bollore Africa logistics Tanzania was observed to improve following the introduction of training covering Basic logistics, invoicing and file management where employees were so happy to be given and opportunity to have an understanding of the logistic requirements,

5.1.5 Training increase Communication

Another benefit of training and developments highlighted by the respondents includes the improvement of communication. According to Armstrong (2006), a proper training increase communication between different levels of an organization. Any deficiency in processes and jobs are eliminated and those close to production process become involve in the management. Staff empowerment is a recent in management; such empowerment will only be successfully when proper training is provided to those empowered Likewise, the communication between different levels of management was seen to improve after the introduction of training for Basic logistics, invoicing and customer service management at Bollore Africa logistics.

5.1.6 Organization Change

The theories to organizational change management suggested that organizations could not be effective or improve performance if they were constantly changing (Rieley and Clarkson, 2001). It was argued that people need routines to be effective and able to improve performance. Another benefit of the Training and development which was highlighted by the respondents in this study is a well-managed Organization change. Training is helping the organization in managing changes in different area of the business from technology, people, process and even the other business strategies.

5.1.7 Training evaluation

It was observed that Bollore Africa Logistics Tanzania Limited Training evaluation is a continual and systematic process of assessing the value or potential value of a training and majority of the respondent agreed that it's a constructive tools to measure and assess the strategies to be adopted to ensure training and development practice of employees at Bollore Africa Logistics in Tanzania is up and running in supporting the organization performance.

5.2 Analysis of the extent to which Training and developments influence Organizational performances

The second objective of the study was to investigate the extent to Training and developments influences organizational performances. In question 2 of the questionnaires distributed, the respondents were asked to rank the extent to which training and developments influences organizational performances on five point scales where 1 stands for strongly agree, 2 stands slightly agree, 3 stands for Neutral, 4 stands for slightly disagree and 5 stands for strongly disagree. The responses were captured and summarized in the table 4.7 in chapter four. The results in table 4.7 had indicated that 27 (60%) out of 45 respondents (100%) were strongly agreeable that Training and developments affects organizational performances, while 9 of them (20%) were agreeable, 6 (13%) were neutral, 3 (7%) of them were slightly disagree and none of the respondents was strongly disagreeable that Training and

developments influences organizational performances. In general, the totals of 80% percent were agreeable, 13% were neutral while only 7% of them were slightly agreeable and none of them was strongly disagreeable.

Several studies on the relationship between learning and development activities and organizational performance have been conducted and provided positive correlations. According to Benabou (1996) and Clarke (2004), the research on the impact of various training programmes on the business and financial results at 50 Canadian organizations concluded that in most cases a well-designed training programme can be linked to improvements in business results and that return on investment in training programmes is very high.

Similar observation on the impact of training and development was seen at Bollore Africa logistics Tanzania where the job turnover, employees morale and even productivity was seen to be positively related to the training and developments.

5.3 Training and Developments Challenges at Bollore Africa Logistics Tanzania Limited

The third objective of the study was to explore Training and Developments Challenges faced by (The respondents were asked to circle and rank each challenge on three point scale of which 1 stands for slightly effective, 2 for very effective and 3 for strongly effective. The respondent response was summarized in table 4.8 of chapter four where by each challenges had its corresponding frequencies depending on the respondents' opinions.

The results of table 4.8 had indicated that 10 (22%) respondents out of 45 (100%) suggested Training cost is strongly offering challenges while 9 (20%) respondents suggested Lack of resource support is strongly e challenging. On the other hand 8 (18%) suggested that training schedule is strongly challenging while 3 (7%) suggested Lack of management support to be very effective at the same time 2 (4%) suggested employee readiness for the training rapid changes, and Rapid Changes to

be slightly effective and very effective respectively. Lastly, 3 (7%) respondents and only one respondent had suggested that organizational culture and lack of proper training needs assessments to be slightly challenging respectively.

5.3.1 Schedule

Training schedule was one of the challenges for training and developments highlighted. Scheduling training can be one of the most difficult challenges a human resource department can face. Many managers are reluctant to let employees take much time away from their duties for training. You can help managers balance their work demands with the need for training by scheduling multiple small training sessions rather than all-day or long training sessions. Offer the same sessions numerous times so managers can spread out their employees and balance coverage duties. Consider offering training in no classroom-based methods like computer-based training (CBT), information handouts and short training modules conducted during other routine meetings like team or company meetings. Bollore being a multinational company with huge number of staff also faces the same challenge of schedule.

5.3.2 Training Cost

Another challenge suggested by an employee was the training cost.

In almost all the companies struggle with decreasing expenses in order to maintain healthy profit margins. Any department that does not directly produce revenue is subject to extra scrutiny over expenses. Training initiatives may be seen to have little direct value based on purely financial terms. You can dispel this belief and obtain funding for corporate training initiatives by providing a return on investment analysis. Calculate the total benefits of training including money saved and increases in revenue. Subtract the total benefits from the total costs of training. Divide your result by the total costs and multiply by 100. Perform this exercise on a routine basis to use as a benchmark for your training success and to remind the company of the benefits of HR training.

Bollore Africa Logistics Tanzania Limited likewise with such a big number of employees is attracting huge training cost which in most cases tends to limit the number of training per year. For example, despite the fact that training and development offer a positive relations with employees performance, in the last year alone, only three training sessions were approved by the management and until now, this year no training has been approved despite the training needs assessment conducted by the office of Human Resources department due to the cost related to the training. The last proposal by the HRM office as to conduct the training department wise were it could not include all employees at once. The management is yet to approve the proposal but understands its significant impact on same.

5.3.3 Rapid Changes

Respondents were also concerned with the rapid changes in technology especially in commercial department at Bollore Africa logistics where the quotations system tends to change frequently which makes it difficult to conduct trainings as the number of training on same system could be unrealistic and even the cost implication could be too high.

Rapid changes in technology, corporate initiatives and programs can make it difficult to adequately prepare training materials and deliver training before your employees need information and new skills. Establish a push-based system that allows you to rapidly disseminate training information to employees. Consider a notification system on your internal network for simple, information-based training. For more advanced training needs, consider on-the-job training or computer-based modules that can be created quickly and reviewed by your workforce whenever their schedule allows for a training period. Established training systems can allow you to distribute training more effectively for time-sensitive issues.

5.3.4 Lack of management support

Lack of management support on training and developments issues were another challenges proposed by the respondents. In order to conduct training, the HR department tends to seek advice from the management which in most cases it the process becomes more challenging especially when the management feels that the significant impact of the training is not seen to be feasible. HR works so hard to convince the management on the importance of training for the organizational performances.

As explained earlier, the office of human management at Bollore Africa logistics has conducted a good training needs assessment and offered several proposal for training requirements to the management this year but the management is yet to approve the proposals making it a bit challenge as far as training is concerned. Similar situation was faced last year where only three training sessions were conducted despite the management understanding on the significant impact of training on the performance.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter provides the summary and conclusion of the findings on the influence of training and developments on organizational performances ant Bollore Africa logistics Tanzania limited. Also, the chapter provides conclusion on the findings and the, and policy implications and knowledge contribution of the study on training and developments are presented. Thereafter, recommendations and areas for further researches are provided.

6.2 Summary of the Study

The study aimed at exploring the influence of training and development on organizational performances. Human resource Training has evolved substantially in recent years with evidence indicating more organization investment in training and development. Human resource training and development is very important in any organization in this era of competitive environment. Several issues related to the training and developments proved its significant on organizational performances of which improved productivity, reduced supervision, improved morale, improved communications, and improved organizational climate was seen were seen to positively related to the training and development sessions at Bollore Africa logistics Tanzania ltd.

Behavioral change theories also evidently portrayed the positive correlation between independent, control and dependent variables of the study where by key elements of training and developments were tested and offered a huge impacts on organizational performances

Lastly the respondents had to suggest the challenges for organization to provide training and development at Bollore Africa Logistics Tanzania in Dar es Salaam in which case several challenges in implementation of training and development

function were mentioned which includes lack of financial resource, top management support, failure of post training feedback, training feedback are feedback are vague discussions on training results. Lack of analysis of training needs where by organization doesn't put concerted efforts in finding out the real training needs.

6.3 Conclusion

The response from the respondents and the personal experience from the field work have vividly portrayed the fact that training and developments plays a big influence on organizational performance. There is strong relationship between training and developments parameters with organizational performances of which one can not ignore when running an organization in today's life.

6.3.1 Training and Developments

In this study, several training and developments issues with positive impact on organizational performances were identified, analyzed and provided a positive impact organizational performances at Bollore Africa logistics Tanzania limited. It was concluded that the need to increase the numbers of training sessions from three trainings per year to approximately six or more per year. Furthermore, it was also concluded that the office of Human Resources Management needs to have a proper training needs assessment in order to provide big impact to the organizational performance so as to convince the management on the importance of Training and developments.

6.3.2 Challenges of Training and developments

In this study, several challenges such as cost, schedule, management supports and technological changes were mentioned. It was also concluded the office of Information technology at Bollore Africa logistics need to have a proper research on the best available technology in the market that will last longer and also deployment of the best software which also will last longer to avoid repeated training sessions on technology related matters.

Furthermore, the management as well needed to appreciate the importance of training in the organizational performance. This could only be possible if the HR departments offer good training needs assessments which will results into positive impact to the organizational performance and thus making easy management support.

Moreover, it was concluded that the training sessions need to be coordinated department wise so that the issues of scheduling the sessions becomes easy for the human resources managements and the training organizers.

Lastly. It was also concluded that the need for effective and efficiency in recruitments and selections need by Human Resources Management needed to be taken into considerations. The best way to reduce the number of training was to hire the experiences, flexible and knowledgeable staffs that will be flexible enough to adapt with a varying environmental conditions.

6.3 Recommendations to various stakeholders

After learning the response from the respondent's personal observation from the field work, the followings were the recommendations to various stakeholders.

6.3. 1 Recommendation to Bollore Africa Logistics Tanzania Limited

Basing on the observation on and the response from the interviewees, the following strategies are recommended.

6.3.1.1 Improved Training Needs assessments

Bollore Africa logistics being the most preferred logistic service provider is observed to have good number of staff with different levels of educations, work experiences, and productivity. There is a huge concern from respondents that the number of training is not satisfactory. The need to increased trainings on key performance areas will certainly provide increased morale and the improved productivity

Improved Management support

There is concern from some HR that the lack of enough training was due to lack of management support. Also training may be conducted by external experts from time to time so that productivity in work place can be achieved.

6.4 Recommendations to the government agencies

The need for the training policies should be well communicated across several government entities. There should be a clear understanding of the task assigned to government agencies officers that will assist them to offer right services to various stakeholders , Tax and duties estimates, delivery orders and other documents that will facilitated the fast clearance of the goods can only be achieved if the officers are fully aware of their responsibility. That will have huge impacts on service delivery and also offers good reputations to most of its clients.

6.5 Policy implication

The findings of this study have demonstrated that training and developments plays a very key role in organizational performance. The policy implication of this situation is that Bollore Africa Logistics, and other governments agencies should work on the best strategies and approaches that will offer a suitable training needs assessments on key performance areas in the light of a sound management and resources support to ensuring that al the matters related to capacity building are well accommodated so as to provide big and efficient organizational results (Performances) which contributes to the sustainable development of a firm and country at large.

6.6 Further areas of study /Research

In accordance to the research findings, further study can be conducted on the analysis of factors for organizational poor performances as opposed to the influence of trainings on organizational performance to see the significant impact of individual worker which will then offer a clear picture. In this study, the challenges have been discussed and explained. However, the special studies dedicated to each element may offer more understanding and shall be of great importance as far as Organizational performances.

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APPENDICES

APPENDIX 1:

QUESTIONNAIRE STAFF

Section.....

Designation.....

Instructions

Please provide information to the following questions by putting a K mark against a selected answer or fill in your answers in the space provided. The information is for academic purposes and will be treated in confidence

PART I: BACKGROUND CHARACTERISTIC

1 Sex (1) Female () (2) Male ()

1.2 Age of the respondent

1. 26 – 30
2. 31 - 35
3. 36 - 40
4. 41 - 45
5. 46 – 50
6. 50 and above

1.3 Level of education.

1. Primary education ()
2. Secondary education ()
3. Diploma ()
4. Certificate ()
5. Master ()

1.4. Marital status

1. Married ()
2. Single ()
3. Widowed ()
4. Divorce ()

1.5 Working experience.....

PART II .What are the benefits of training and developments on Organizational Performance

2.1 What are the benefits of training and development?

i).....

.

ii).....

.

iii).....

2.2 Does training and development improve performance at Bollore Africa Logistics in Tanzania?

Yes ()

No ()

Explain.....

.....

.....

PART III

What are the challenges of implementation of training and developments in organization?

3.1 What are the challenges /limitations of training and development implementation?

1.
2.
3.

3.2 Can training and development be improved in your organization?

Yes ()

No ()

Explain.....
.....
.....

PART IV

To what extent to training and developments influences organizational Performance

Does your organization have strategies for training staff?

Yes () No ()

4.1 Does your organization's strategy efficient in improving performance?

Yes () No ()

4.2 What is the most efficient and reliable strategy to ensure training and development?

a).....

.

Explain.....

.....

.....

PART V
DETERMINANTS OF SUCCESSFUL TRAINING AND DEVELOPMENT
PRACTICES

5.1 Organizational Culture

(a) Does your organization have training policy?

Yes ()

No ()

(b) Does your organization have equal opportunity for training?

Yes ()

No ()

If yes

explain.....
.....
.....
.....
.....

Organizational Change

Did you undergo any change in your organization for the past five years?

Yes () no ()

If yes what type of change did you undergo?

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

(c) Did your organizational change influenced employees training and development practice?

Yes ()

No ()

If yes explain

.....

.....

.....

(d) Does your organization change influence training of employees?

Yes ()

No ()

If yes explain.....

.....

.....

.....

.....

(e) Do other department contribute to training need assessment/Training evaluation?

Yes ()

No ()

If yes Explain.....

.....

.....

.....

Does your organization support decentralized training?

Yes ()

No ()

If yes

Explain.....

.....

.....

.....

Training evaluation

(a) Does your organization conduct training evaluation?

Yes ()

No ()

(a) What are the contribution of training evaluation in training and development practice in your organization?

Explain.....
.....
.....

APPENDIX II

INTERVIEW GUIDELINE TO KEY INFORMANTS

1. Are staffs given opportunities for training and development at Bollore Africa Logistics?
2. What strategy has been adopted by Bollore Africa logistics to implement training and development?
3. What factors contributing to training and development in Bollore Africa Logistics?
4. Does training and development improve performance in Bollore Africa Logistics in Tanzania?
5. What are the obstacles of training and development in Bollore Africa Logistics Tanzania?
6. What should be done to improve training and development in Bollore Africa Logistics?