

**INFLUENCE OF ON-THE-JOB TRAINING AND DEVELOPMENT IN STRATEGY
IMPLEMENTATION AT UNIVERSITY OF NAIROBI ENTERPRISES AND
SERVICES LIMITED**

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DECLARATION

I declare that this report is original and has not been previously submitted for any other University for the award of any Degree or examination. Where I have taken ideas or wording from another source, this has been explicitly acknowledged in the text.

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Supervised by:

This project has been submitted for examination with my approval as University Supervisor.

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Sign Date

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First I would like to thank the Almighty God for his grace, guidance and provision of peace and good health to complete this research project.

To my family, thank you for your support, prayers and understanding throughout the time I was working on this project.

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To my colleagues at work especially Geoffrey and Stanley, thank you for your support and constant reminders that I have to complete this project.

DEDICATION

To my Grandma and my late Grandpa, I am whom I am because of you. I say Thank you.

ABSTRACT

On the job training and development improves the skills and knowledge of an organization's workforce to implement Strategy. Existing studies have singled out employee skill as one of the constraints of strategy implementation. Organizations invest heavily on the on-the job training and development programs to build employee ability to execute strategic initiatives. Despite the huge investment by organizations, no research has been carried out to determine the influence of on-the-job training and development (OJT) programs in strategy implementation. This study therefore sought to fill in the gap by exploring the influence of on-the-job training and development techniques in strategy implementation at UNES Ltd. The specific objectives of the study were: to establish the influence of coaching in strategy implementation in UNES Ltd; to examine the influence of committee assignment in strategy implementation at UNES Ltd and to investigate the influence of employee induction in strategy implementation at UNES Ltd. The study was guided by an adapted conceptual frame work with on-the-job training and development being the Independent Variable and Strategy Implementation as the Dependent Variable. Resource based view of the firm and Social learning theory guided the study. Descriptive design was adopted. This was a census study with a population size of one hundred and twenty (120) employees of UNES Ltd. Ten respondents from the total population were piloted and cronbach alpha coefficient of 0.7 was used to determine the reliability of the instrument. The validity of the research instrument was tested through experts review and feedback. Secondary data was collected through document review. Descriptive statistics was be used for data analysis. The findings of this study were presented in tables, charts and graphs. This revealed a positive relationship between coaching and strategy implementation, where the correlation coefficients was 0.391 and a p-value of 0.000, a positive relationship between committee assignments and strategy implementation with correlation coefficients of 0.439 and p-value of 0.002. Further, a positive relationship between employee induction and strategy implementation at UNES Limited with a correlation coefficient of 0.221 and p-value of 0.033. The study will benefit the both the Public and Private Corporations Policy Makers by unveiling more insights on on-the-job training and development and strategy implementation. Academicians interested in carrying out further research may also find the study useful.

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ABBREVIATIONS AND ACRONYMS

UNES : University of Nairobi Enterprises and Service

UON : University of Nairobi

RBV : Resource Based View of the Firm

OJT : On the Job Training

OPERATIONAL DEFINITION OF TERMS

On the job training and development	:	On-the-job training is a training and development technique that involves having a person to learn the job by actually doing it.
Coaching	:	Is an on the job training technique which involves directing, instructing and training a person or group of people, with the aim to achieving some goal or develop specific skills.
Employee induction	:	Induction is an on the job training technique in which a new employee is rehabilitated into his surroundings and introduced to practices, policies and purpose of the organization.
Committee assignments	:	This is an on the job training methodology in which the trainees and talented employees are assigned specific duty to work together as a committee and offer solution to the problems.

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CHAPTER ONE: INTRODUCTION

This section contains background of the study, statement of the problem, objectives, research questions, scope of the study, significance of the study and an adapted conceptual framework.

1.1. Background of the Study

The transition from the Industrial era to knowledge economy has left many businesses in a full struggle to gain competitive advantage in a much larger and more demanding market place. Markets are now stretched across international boundaries, trade barriers have crumbled and distribution channels have become more efficient. Consumer preferences have been ratcheted up, with increasingly demanding calls for higher quality products and services. The key environmental issues concern the nature of the pressure for change and the speed at which the organization must be able to respond and act. In such a turbulent environment, organization's success in depend on its ability to formulate and quickly implement strategic business initiatives. Bosidy (2012) argues that the heart of strategy execution lies in people knowledge, experience and creativity. Beirne (2006), echoes by saying that, people are the only truly sustainable resource providing long term competitive advantage. Barney (1931) through his theory of Resource Based View of the firm (RBV) emphasized the role of people in creating sustained competitive advantage. He proposed that firms could create and obtain sustained competitive advantage by creating value in a fashion that is rare and impossible for rival to imitate. RBV argues that conventional sources such as natural resources, technology, economies of scale, operational and manufacturing designs can be utilized to generate sustained competitive advantage, yet these resources can be easily copied by competitors. However, people are the only strategic assets that are difficult to trade or imitate, scarce and appropriable resources that can bestow the firm's competitive advantage. The strategic goal emerging from RBV theory is to create firms that are more intelligent and flexible than the competitors (Armstrong, 2012). Welch (2012) affirms that an organization's ability to learn and translate that learning into action rapidly is the ultimate competitive advantage. Wright et al (2004)

argued that for people to qualify to be strategic resources, they have to be highly skilled and highly motivated to exhibit productive behavior.

Training and development refers to the formal and systematic modification of employee behavior through learning which occurs as a result of education, instruction and planned experience (Armstrong, 2012). It involves investing in people to enable them perform better and to empower them to make the best use of their natural abilities. Literature categorizes the Training and Development techniques into two: on the job or off the job (Dessler, 2005). On-the-job training refers to having a person to learn the job by actually doing it. The learner in this case develops skills in the real work environment by actually using the machinery and the materials during training (Dessler, 2005). On the job training leverages employee's skills and knowledge to exhibit a productive behavior. Competitive firms use employee on the job training and development programs to improve the ability of their workforce to implement their business strategy (Schuler, 2009). The essence of on the job training and development programs during strategy implementation phase is to help employees to achieve the right skills and understanding of the strategic goals and objectives. Employees are made to understand the strategic direction, the drivers of strategy, the rationale behind the strategy and the metrics associated with it. They are empowered to translate the strategic plan's mission, objectives, and functional action plans into requisite competence. Existing studies indicate a significant relationship between on the job training techniques and employment factors such as employee performance, commitment, motivation and job satisfaction (Chepkosgey 2013; Jacobs & Bu-Rahmah 2012; Alipour 2009, Jagero, Gomba & Mlingi, 2012). However, no study has focused on the relationship between on the job training techniques and strategy implementation

Literature identifies on-the job training approaches to include: coaching, job rotation, committee assignments, job shadowing, employee induction and apprenticeship (Desler 2005). Coaching is an on the job training approach that involves engagement of a more experienced and knowledgeable person to help another person develop the insights and techniques pertinent to the accomplishing of their jobs (Saks & Haccoun 2010). Existing studies have linked coaching to improvement of work based outcomes such as employee productivity and satisfaction; professional growth improved professional relationships, greater managerial flexibility (Kombarakaran, Yang, Baker, & Fernandes, 2008); increased

productivity (Donde 2008) and improved resilience (Liske 2015), and workplace well-being (Taruru, Keriko & Tirimba 2015). However, no research has focused on the influence of coaching on strategy implementation.

Employee Induction on the other hand is an on the job training approach that involves socialization of new hires in the organization to optimize their productivity (Snell, 2006). Existing studies have linked employee induction to benefits such as employee commitment (Byrne 2014); employee performance (Nandi, 2015) and employee satisfaction (Ahmed 2014). No research has been carried to ascertain the relationship between employee induction and strategy implementation

Committee assignment is an on the job training approach where transfer of knowledge is done by giving an actual organizational challenge to a committee to resolve. For a long time organizations have used committees when implementing strategic initiatives, by tasking them with the oversight of the implementation frame work and processes (Besson 2011). Committee assignments provide ground for interaction between highly talented senior managers, middle managers and operational level staff. Through these interactions, the committee members seek to comprehend the situation and establish cause-effect relationships. By generating an understanding, the team will be able to provide proposals to make sense of the issue and to move the matter forward. In addition, the less experienced members of the committee have to work together with the highly experienced members of committees and offer solution to the problems (Hoon, 2007).Despite the fact that many institutions use committee assignments to operationalize their key initiatives, no research has been carried out to determine the influence of the same on strategy implementation.

Strategy implementation is crucial to business success. Organizations yield significantly higher revenue growth, profitability and market share when employees understand the company strategy, believe in it, have a sense of urgency to make it happen, and are equipped with the skills and capabilities necessary to implement the strategy (Adl, 2015).Strategy implementation fails when people are not sure how the strategy is to be implemented (Corboy and O'Corrbui 2007).What makes the difference between successful and unsuccessful strategy implementation is the way management motivates and educates its people to act on a business strategy.

UNES Ltd is a private firm fully owned by University of Nairobi. The company was incorporated in 1996 through the Act of Parliament Cap 486 as a limited company with the mandate of harnessing the income generating activities of University of Nairobi (UNES History 2013). UNES Ltd offers services which include Financial Management, Corporate Trainings, Research Consultancy Services and Hospitality Services to University of Nairobi stakeholders and the general public. It offers products such as books and electronics through its bookstore outlets in Nairobi, Kisumu and Mombasa. It also manages the University's income generating units such as Chiromo Funeral Parlor, Dental Hospital, Radiology Service Clinic, Veterinary Farm and Clinic (UNES website).

UNES is governed by the Board of Directors through the appointed Managing Director. The Board of Directors consists of the Top Management of University of Nairobi, a representative from the Ministry of Education, a representative from the Private Sector Stakeholders and a representative from the Ministry of Finance. The Company consists of Five (5) departments (Finance, Consultancy, Hospitality, Bookstore, & Human Resource and Administration) with a total of one hundred and twenty (120) employees. UNES contributes to up to 30% of the total revenue to University of Nairobi. (UNES audited financial report 2013/2014). This in turn has increased the tax contribution by the University of Nairobi which benefits the general public. It has also created employment to many Kenyan Citizens directly and indirectly.

Despite the availability of well-crafted strategy at UNES, there have been challenges that have been hindering the full achievement of the strategic goals and the overall performance of the company. The challenges faced by UNES include: low employee productivity, inability to harness potential opportunities, inability to adopt new technologies, inability to respond to changing customer needs, inability to attract while retaining high performing workforce. (UNES Strategic Plan 2009-2014). These challenges have been investigated in the past during the subsequent reviews of the strategic plan and identified to be related to employee capability. As a result, UNES has deliberately channeled its resources to building the employee capability through various on the job training programs. This research therefore seeks to determine the extent of influence of the on the job training programs on strategy implementation at UNES Ltd.

1.2.Statement of Research Problem

Many organizations have embraced strategic management as a success factor to their business performance. However, implementation of the planned strategies remains a challenge resulting in well-formulated strategies that fail to be accomplished. Poor strategy implementation affects the ability of the strategy to generate positive results to the bottom-line. Existing studies have singled out employee skill as one of the constraints of strategy implementation. As a result, organizations like UNES Ltd are deliberately investing heavily on the on-the job training and development programs to build employee ability to execute strategic initiatives. Despite the huge investment by organizations on the on-the job trainings and development, no research has been carried out to determine the influence of on-the-job training and development programs in strategy implementation. This study therefore sought to fill in the gap by exploring the influence of on-the-job training techniques on strategy implementation at UNES Ltd. The study specifically focused on coaching, induction and committee assignment training and development techniques.

1.3.Objective of the Study

The objective of the study was to investigate the contribution of on-the-job Training and Development on Strategy Implementation at UNES Ltd. Specifically, the study sought to:

- i. Determine the influence of coaching in strategy implementation at UNES Ltd
- ii. Examine the influence of employee induction in strategy implementation at UNES Ltd
- iii. Investigate the influence of committee assignments in strategy implementation at UNES Ltd

1.4. Research Questions

- i. What is the influence of coaching in strategy implementation?
- ii. What is the influence of employee induction in strategy implementation?
- iii. What is the influence of committee assignments in strategy implementation?

1.5. Scope of the Study

The study was carried out at UNES Ltd in Nairobi Kolobot Drive Head Office and its branches in Kisumu and Mombasa. The study covered on-the-job training and development specifically, coaching, employee induction and committee assignments and how they influence the implementation of strategic objectives at UNES Ltd during the strategic period 2009- 2017.

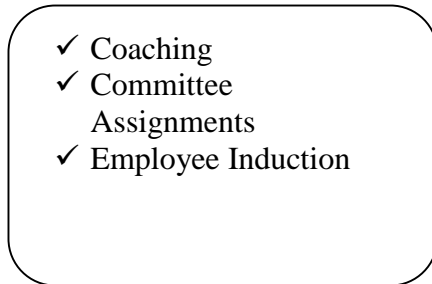
1.6. Justification of the Study

This study will provide insights to the Management of UNES on the contribution of on-the-job Training and Development activities on the execution of planned strategies. It will help other State Corporations in Kenya and the General Public to appreciate the link between on-the-job training and development activities and the implementation of strategic initiatives and thus will enable them to improve the policies relating to the training and development functions. The study will be significant to the researchers and scholars as it will add on to the growing body of knowledge in strategic management and human resource development.

1.7. Conceptual Framework

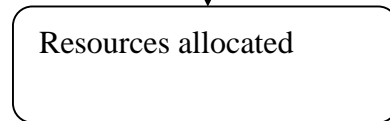
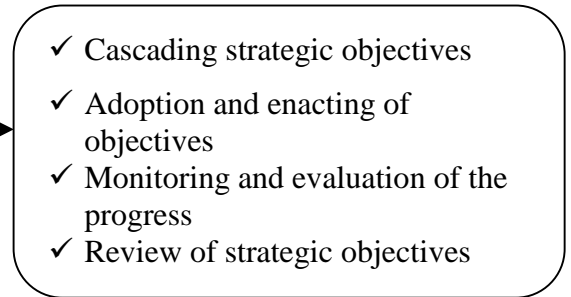
Independent Variables

On the job training and development



Dependent Variables

Strategy implementation



Intervening variable

Figure 1.1: Training and Development – Strategy Implementation

Source: Adapted from: Thompson & Peteraf (2012) and Armstrong (2008)

Figure 1.1 shows the relationship between on-the-job training and development and strategy implementation with on-the-job training being independent variable and strategy implementation being the dependent variable. On the job training was measured by three specific techniques coaching, committee assignments and employee induction while Strategy Implementation operationalized by the four phases of strategy implementation namely: cascading of strategic objectives; adoption and enacting of objectives; monitoring and evaluation of the progress and review of strategic objectives. It was expected that the relationship would be influenced by resources allocated.

CHAPTER TWO: LITERATURE REVIEW

This section reviews both theoretical literature and empirical literature related to the study and develops the study's theoretical framework. Specifically the literature review has centered on theories that have tended to link Employee Training and Development and Strategy Implementation.

2.1. Theoretical Literature

This section reviews the theoretical literature related to the study and develops the study's theoretical framework. Theorists have tended to training and development for success in strategy implementation.

2.1.1. Resource Based View of the Firm

Theoretical establishment of strategic management has elevated the role of human resources as labor to a business function that creates sustained competitive advantage. Barney (1991) through his theory of Resource Based View of the firm identified people as a repository of knowledge and skills that can be leveraged to create competitive advantage to the business. He proposed that firms could create and obtain sustained competitive advantage by creating value in a fashion that is rare and impossible for rival to imitate. RBV argues that conventional sources such as natural resources, technology, economies of scale, operational and manufacturing designs can be utilized to generate sustained competitive advantage, yet these resources can be easily copied by competitors. However, people are the only strategic assets that are difficult to trade or imitate, scarce and appropriable resources that can bestow the firm's competitive advantage.

Successful strategy implementation depends on employees who can perform complex tasks, such as solving problems and making decisions. However, employees cannot perform complex tasks if they do not possess the necessary knowledge skills and attitudes. Training and development leverages employees' capability to perform the strategy execution tasks. This learning takes place in the minds of individuals and groups through training and development initiatives.

2.1.2. Social Learning Theory

Social Learning theory was proposed by Bandura (1931). The theory posits that people learn through direct experience or observing, imitating or modeling the behavior of one another. Reinforcement can be positive or negative, but the important factor is that it will usually lead to a change in a person's behavior. However, the individual do not automatically observe the behavior of a model and imitate it, there is some thought prior to imitation termed as meditational processes. For learning to take place, the learner's attention is crucial for the learner to select from the model's numerous characteristics the most relevant ones. Long term retention of activities which have been modeled is another important component in social learning. The behavior may be noticed, but is it not always remembered which obviously prevents imitation. It is important therefore that a memory of the behavior is formed to be performed later by the observer. The learner should be able to reproduce the modeled behavior. However, the physical capability becomes an impediment. Rehearsal of the modeled behavior thus becomes important in enhancing the reproduction of the behavior. New patterns of behavior can also be refined through self-corrective adjustments on the basis of informative feedback from performance. Repeat of the modeled behavior in this case is largely governed by reinforcement .Learning may not be activated into overt performance if it is negatively sanctioned. However, where positive reinforcement is provided, learning which previously remained unexpressed is promptly translated into action.

Learning through others is a common phenomenon in on the job training. Learning in this case is based on the premise that the learners understanding of content is socially constructed through conversations about that content and through grounded interactions especially with others, around problems and actions. Through coaching, more experienced employees act as models of less experienced employees as they help them develop the insights and techniques pertinent to the accomplishing of their jobs. Social learning is applicable in employee induction as new hires are often paired with experienced peers so that they can interact, observe and learn from the peers how to react to a variety of situations. Social learning is also mirrored in committee assignments as employees are helped to learn through exposure to others as an assignment is executed.

2.1.3. The Concept of Employee Training and Development

Training is the formal and systematic modification of behavior through learning which occurs as a result of education, instruction and planned experience while development involves the improvement of individual performance in their present roles while preparing them for greater responsibilities in the future.(Armstrong 2008). The purpose of training is basically to bridge the gap between job requirements and present competence and hence the performance of an employee. May, Moore & Zummit (2011) describes training as a strategic lever for implementation of new strategic change. Saks & Haccoun 2010 echoes this by saying that training and development supports strategic change by modifying the behaviors and capabilities of staff to support the new strategic direction.

Literature points out that for training and development to deliver the business needs, it has to be integrated with the business strategy (Armstrong 2008). Sum, 2001 explains that this can be done by having an in-depth understanding of the business environment, knowledge of the organization's goals & insight and developing training and development objectives that are in line with the strategic objectives. Walton (2012) posit that the success of training depends on how clearly the training objectives are defined and implemented. A high level roadmap for training and development activities can then be established and implemented accordingly (Ferrazzi, 2015). For proper implementation of training and development activities, top Management support is crucial. Armstrong, (2008) asserts that senior management should be engaged in a connected, explicit and developmental purpose which helps to simultaneously fulfill an individual's learning goals and the organization's mission.

2.1.4. On the Job Training

Literature categorizes the Training and Development methods into two: on the job or off the job training techniques (Dessler, 2005). On-the-job training technique refers to having a person to learn the job by actually doing it. The learner in this case develops skills in the real work environment by actually using the machinery and the materials during training (Dessler, 2005). Boxall, Purcell & Wright, (2007) describes it as direct instruction, where somebody who knows the job shows another person how best to perform it. It emphasizes

on one-on-one contact between experienced and novice employees as the primary means of conveying training content.

On the job training techniques include Job instruction, coaching, job rotation, committee assignments, job shadowing and apprenticeship (Desler 2005). On the job training is known to be an effective method, because the learners apply their training in real-time rather than sitting in a classroom environment which may lead to forgetting what they have learned when they return to their work stations. The benefits of on the job training include: reduced overall learning time, reduced overall training costs, greater flexibility to the needs of the individual worker, positive relationship building between novices and experienced workers/superiors, higher transfer rates than those cited for classroom and other formal training because the learning environment is the same as the performance environment., and perhaps most important, heightened new-worker confidence (Valcour 2016).

As described by Boxall, Purcell & Wright, (2007), on the job training programs in most organizations are informal, which means that they occur without advance planning or involvement by management. Unstructured OJT occurs when trainees learn job knowledge and skills from impromptu explanations or demonstrations by others; through trial and error efforts, self-motivated reading, or questioning on their own; or simply imitating the behaviors of others (Jones, Rafferty, & Griffin, 2006). The disadvantages that are associated with unstructured on the job training include: the desired training outcomes are rarely achieved, and when it is, the trainees rarely achieve the same outcomes; the training content is often inaccurate or incomplete, or else it represents an accumulation of bad habits, misinformation, and possibly unsafe shortcuts on which employees have come to rely over time; lastly, the experienced employees use different methods each time they conduct the training, and not all the methods are equally effective (Levenson, 2009).

Existing studies indicate a positive relationship between on the job training techniques and employee performance (Alipour 2009, Mulongo 2016); employee satisfaction (Chepkosgey 2013) and employee commitment (Jacobs& Bu-Rahmah 2012). On the job training approach can best be applied when implementing strategies that involve change in work processes i.e. when implementing new technology in a manufacturing process. In this case the learners are trained on the workstation with the new machines being put in place

this enhance effectiveness in learning and internalization of the new equipment (Pfau 2007). Despite the relevance of OJT in strategy implementation, no studies have been carried out on the relationship between on the job training techniques and strategy implementation. The current study sought to fill in this gap.

2.1.5. Coaching

Coaching is an on-the-job training approach that that uses a collaborative, reflective, goal-focused relationship to achieve professional outcomes that are valued by the coachee (Smither, 2011). It involves engagement of a more experienced and knowledgeable person to help another person develop the insights and techniques pertinent to the accomplishing of their jobs (Saks & Haccoun 2010). Studies reveal that coaching is used to address a number of issues ranging from performance and skill enhancement, to career development. Existing studies have linked to improvement of work based outcomes such as employee productivity and satisfaction; professional growth improved professional relationships, greater managerial flexibility; increased productivity and improved resilience, and workplace well-being (Kombarakaran, Yang, Baker & Fernandes, 2008; Donde 2008, Liske 2015 & Taruru, Keriko & Tirimba 2015).

Coaching of employees is an important aspect during the strategy implementation process. New strategic initiatives bring about changes in the organization's systems, culture, and processes and operations. To cope with these changes, people skills, behaviors and knowledge of the organization have to change. According to Grant, Curtayne, & Burton, (2009), coaching is an ideal intervention for behavior change. McGuffin & Obonyo (2010) observes that restructuring, changing roles or communicating or training the employees on the new way that the organization should act is important but is not enough. The most crucial aspect is the support that is needed to move policy change to behavior change is well beyond most companies' time and resources. This is, however, a core goal of coaching. Bennet and Bush (2011) emphasizes that coaching has an influence when implementing strategic changes as it can be used as a technique for creating awareness for the need to implement the changes that result from new strategic initiative; it is also used to create a desire to participate and support the changes; to enhance the ability of the employees to implement the strategic initiatives and as a reinforcement to keep the change

in pace. Despite the relevance of coaching in strategy implementation, researchers have not focused on the relationship between the two. The current study sought to fill in the gap by investigating the influent of coaching on strategy implementation.

2.1.6. Employee Induction

Induction refers to the process of combining the people, processes and technology needed to optimize the effect that a new hire has on business outcomes (Snell, 2006). Induction programs can either occur as formal training programs, informal induction carried out by co-workers and supervisors or a combination of both (Klein & Weaver, 2000). Induction is a process of integrating employees into their roles and work environment it involves not only the newly appointed employees but also employees who have been transferred, rotated or promoted including those returning to work after extended absence. (Wesson &Gogus,2005).

According to Hendricks (2012), the main aim of induction is to lessen the fear or anxiety experienced by new employees regarding settling into a job or performance. According to Butler (2008), new employees are most vulnerable during the first few weeks of employment and poor induction significantly raises the risk of turnover of new employees. Therefore, it is important that an organization has a mechanism in place to capitalize on early optimism and imprint the employer's brand of how the organization functions (Derven, 2008).

According to Wells (2005), induction presents significant benefits to organizations such as a reduction in the amount of time taken for new employees to adjust in an organization and to reach full working capacity. Successful induction programs reduces the cost of early departure by new employees (Derven, 2008).Armstrong (2008) points out that induction is to smooth the preliminary stages when everything is likely to be strange and unfamiliar to the starter, to establish quickly a favorable attitude in the employee so that they are likely to stay, obtain effective output from the employee within the shortest time possible and to reduce the likelihood of the employee leaving quickly. Induction programs not only benefit organizations, they also offer significant benefits to employees. Armstrong (2008) adds that the aims of induction to the workplace are to; put the new employee at ease, interest the employee in the job and organization, provide basic information about working

arrangements, indicate the standard of performance and behavior expected from the employee and to tell the employee about the training arrangements and how he/she can progress in the company. Jones (2012) concurs that induction helps in building a trust partnership that works for both the organization and employee, it facilitates better communication for useful and sustainable employment relationship between managers and employees and it enhances organizational commitment. Derven (2008) indicates that, induction reinforces a new employee's decision to join the organization and enhances a feeling of belonging. Proper induction program helps employee to deal with anxiety thus helping employees settle in faster and feel more at home in the organization. It provides them with coping strategies like goal setting and planning during one of the most stressful times in their organizational life (Wanous & Reichers, 2000). These positive emotions may lead to improved levels of satisfaction amongst new employees (Sussman, 2005), which in turn could translate into more productive workers who feel part of the organization. The length of an induction program should vary between one and two weeks (D'Aurizio, 2007). The amount of time spent on induction-related procedures decreases with the passing of each month in the new job (Sussman, 2005). Butler (2008) recommends that an induction program, containing information about direct reports, conditions of employment and required paperwork, should be delivered to new employees before their actual starting date.

Peteraf (2012) argues that for strategy implementation to be successfully, people in the organization should have the right skills. He further notes that the necessary skills can be acquired through training or employees or recruiting for the right skills externally. Lane, Kruger & Seroka (2013) echoes this by saying that staffing the implementation effort with people who have appropriate strategic perspective is key to strategy execution. Induction program would help the new hires to get into the same page with others quickly. To achieve the above, the induction program should be designed to introduce the new employees to the strategic perspective. The program should cover key strategic factors such as the mission, vision, strategic objectives, departmental objectives, strategic deliverables and outcome metrics. This will help the new hires to understand the strategic impact of their roles. (Cooper-Thomas & Anderson, 2006).

2.1.7. Committee Assignments

Committee is defined as a group of people formally appointed to implement an initiative (Hoon, 2007). Committee assignment is a training and development technique where transfer of knowledge is done by giving an actual organizational challenge to a committee to resolve. For a long time, committee has been used as a formal structure for strategy making and strategy implementation (Hoon 2007). The strategy committee is tasked with the oversight of the implementation frame work and processes (Besson 2011). Committees provide ground for interaction between highly talented senior managers and the middle managers. Through these interactions, the committee members seek to comprehend the situation and establish cause-effect relationships. By generating an understanding, the team will be able to provide proposals to make sense of the issue and to move the matter forward (Hoon, 2007). In addition, the less experienced members of the committee have to work together with the highly experienced members of committees and offer solution to the problems (Murugesan, 2012). Assigning employees to important committees during strategy execution can give these employees a broadening experience and can help them to have a broad understanding of the strategic issues and activities to be put in place to ensure proper implementation. It helps them to develop team spirit and work in a united way towards common goals. The committee will have to make an in-depth study of the problem in order to give appropriate suggestions to the department manager. It may also provide the necessary general Background to the trainees as every member of the committee gets a chance to learn from others (Besson 2011).

2.1.8. The Concept of Strategy Implementation

Strategy implementation is an important component of strategic management process.

It is viewed as the process that turns the formulated strategy into a series of actions that ensures the vision, mission, strategy and strategic objectives of the organization are successfully achieved as planned (Thompson and Peteraf, 2012).

Strategy Implementation rarely gets as much attention as formulation yet experienced managers appreciate that well-crafted visions and strategic plans are useless if they cannot be effectively executed. For a long time, crafting of strategy has been widely regarded as

the most important component of the strategic management process – more important than strategy implementation. Recent research indicates that strategy implementation, rather than strategy crafting alone is a key requirement for superior business performance (Kaplan and Norton, 2000). Successful strategy implementation has been linked to excellent financial performance and enhanced competitive advantage in the industry (Thompson and Peteraf, 2012). However, without a careful, planned approach to execution, strategic goals cannot be attained leading to financial losses (Hrebiniak, 2005).

Recent research indicates that most important problems in the field of strategic management are related to strategy formulation but rather to strategy implementation and that the high failure rate of organizational strategic initiatives is primarily due to poor implementation (Flood et al, 2000). Corboy and O'Corrbui (2007), asserts that the transition from strategic planning to implementation is apparently a point where organizations frequently stray off course. This is as a result of formidable obstacles that hinder the implementation process.

A number of researchers have tried to explain the reason for failure in strategy implementation. Alexander (1985) claimed that, a large portion of the strategy literature focuses on the strategy formulation, whilst a very small part of it focuses on implementation. Noble (1999) also pointed out that less research has been made in the area of strategy implementation despite the importance of the process. Hrebiniak (2006) found predominance issues that impede strategy execution which include: Managers are trained to plan and not to execute; Top level managers believe that they are superior to strategy implementation which is for low level employees to carry out; Strategy implementation requires more people than strategy crafting. Meanwhile, Corboy and O'Corrbui (2007), identified the deadly sins of strategy implementation which included: lack of understanding of how the strategy should be implemented; customers and staff not fully appreciating the strategy; unclear individual responsibilities in the change process; difficulties and obstacles not acknowledged, recognized or acted upon; and ignoring the day-to-day business imperative. Cater and Pucko (2010) also found top seven obstacles to successful strategy implementation which included: People lack skills for strategy implementation; Reward systems do not stimulate strategy implementation,

Managers lack skills on how to persuade employees to execute the strategy; strategy is poorly defined; short range orientation dominates the company.

Alexander (1985) identified ten obstacles of strategy implementation. They included: implementation took more time than originally planned; problems surfaced that had not been identified; crises distracted attention of implementing the strategic decisions; uncontrollable external factors, inadequate leadership; lack of proper coordination; insufficient capabilities of employees and insufficient training and instructions offered to them. In a reply to Alexander's (1985) ten most frequent problems of strategy implementation, Hussey suggest that six of these obstacles might be solved through proper training of employees. Perdesen (2012) points out those employees fail to move the strategy from planning to implementation because they don't have the skills required to execute the strategy. Mankins and Steele (2005) supports this by pointing out that strategy implementation fails when lower level employees in the organization don't know what they need to do, when they need to do it and what resources are available to accomplish it. Waterman et al (1980) referred this to 'inadequate staff skills' and identified it as one of the key determinants of successful strategy execution.

It is clear that lack of appropriate skills and knowledge of a firm's employees can have an influence on successful implementation of organization's strategies. The challenge of Employee skills, knowledge and capability can be addressed by putting in place proper Employee Training and Development programs. Mankind and Steele (2005) mentioned that companies develop strategy implementation capabilities and competencies of their staff in order to close the gap between strategy and performance. Hussey (1985) echoed that training is a power weapon for implementing strategy.

2.1.9. Training & Development and Strategy Implementation

In today's knowledge economy where companies are pursuing multiple strategies, execution is doomed to failure unless workers understand the strategies, have the skills and talent to implement them, and are motivated to do so. The quality of an organization's people is always an essential ingredient of successful strategy implementation. A firm may have a well-crafted strategic plan in place, yet it means nothing if its people lack appropriate knowledge, skills and attitudes to successfully support the strategy

implementation. Implementing new strategies often requires new activities and ways of thinking, which can be learned by training and educating employees. Through training and development, employees learn new ways of thinking and how to perform the new activities in an effective manner. It also enables them to execute their tasks in a professional and skillful way (Arnold, 2008).

Rommin Adl(2015) identified three people related success factors to strategy implementation and observed that these success factors can only be attained through proper training and development. The success factors include: Alignment; People Mindset and Capability. Alignment refers to how well people across an organization understand the company strategy. Watson Wyatt (2006) noted that organizations with a high degree of employee alignment tend to generate better shareholder returns. People Mindset reflects the level of emotional commitment to the strategy. It involves the shifting of core beliefs to support a re-set of a company's strategy. Jese Jacoby (2010) indicates one way of achieving the right people mindset is by providing training and skill-building programs. Employee capability refers to the essential skills required within the organization to effectively execute strategic initiatives. A workforce made up of talented and engaged people has a huge advantage in executing strategy (Bossidy & Charan 2009). Training and development provides a means for attaining employee alignment to the strategy, attaining the right mindset and the right skills to execute strategic initiatives (Vasudev 2014).

2.2.Review of Empirical Studies

This section reviews the empirical literature that relates Employee Training and Development to Strategy Implementation in various studies. A global 42 survey was carried out by Human Resource Institute (2006) to investigate the factors influencing strategy execution. Online survey was used to reach out to 1,526 respondents from multinational companies. In the findings, ten factors were identified to be playing a major role in strategy implementation. Among the ten factors, employee capability being ranked number two as changing customer needs and demands surfaced the top in the list.

In a research carried out by Kalali and Dastjerdi (2011), factor analysis method was used to identify and list the factors leading to failure in strategy implementation by in health service sector of Iran. In the findings, incapable human resource was ranked number seven

factor that leads to failure in strategy implementation. Buluma (2012) carried out a study in Kenyan local authorities to determine the human related factors affecting the implementation of strategic plan. In his findings, inadequate training of employees was identified as a major factor affecting the implementation of strategies. Muguiyi (2007) carried out a comparative study of Kenya Commercial Bank and National Bank of Kenya. The study focused on the role of Executive and Development in Corporate Strategy Implementation. The study found out that there is a positive correlation between Executive Development and the success in strategy implementation.

Amadi (2014) investigated the effect of Training and Development on Employee performance at Safaricom Call Center. Case study method was used. The findings indicated a positive relationship between Training and Development and employee performance. Maina (2011) investigated the effect of Management Training on implementation of strategic change at Kenyatta National Hospital. Case study design was used. The findings revealed that there is a positive relationship between Management Training and implementation of strategic change. Adongo (2011) studied the effect of employee training on employee performance at Telcom Orange using descriptive research. The results indicated a positive relationship between training and employee performance.

Jacobs and Bu-Rahmah (2012), investigated the impact of on the job training on employee competence at the Kuwait National Petroleum Company. The results showed a positive relationship between on the job training and employee confidence. Mulongo (2016), studied the impact of on the job training techniques on employee performance at Mumias Sugar using descriptive design. The results indicated a positive relationship between on the job training and employee performance. Alipour (2009), carried out a study on the effectiveness of on the job training in Iran using descriptive research. The results indicated a positive correlation between on the job training and creativity and organizational performance. Chepkoskey (2013), studied the effect of on the job training practice on employee satisfaction at Kapsara Tea Factory using descriptive research. The results indicated positive correlations between on the job training and job employee satisfaction. Mohamed (2014) carried out a study to determine the effect of on the job training on employee motivation at Crown Berger Kenya Ltd. The results indicated a positive relationship between on the job training and employee motivation. Jagero, Gomba&Mlingi

(2012) carried out a study to determine the relationship between on the job training and employee performance at Courier Service Companies in Tanzania. Correlation Survey methodology was used. The results indicated a positive relationship between on the job training and employee performance. Ombayo, Egessa & Shiamwama (2014) studied the relationship between training and Employee Productivity in Sugar farms. Descriptive research was used and the results indicated a positive correlation between training and employee Productivity.

Taruru, Kerik o& Tirimba (2015) investigated the effects of coaching programs on employee performance in Nairobi City County. Quantitative Research Methodology was used and the results indicated a positive relationship between coaching and employee performance. Muriithi (2016) studied the effect of coaching on employee performance in commercial banks. A descriptive research design was used and the results indicated a positive relationship between coaching and employee performance. Liske (2015) studied the relationship between coaching and employee competence and retention using Quasi Experimental Design. The results indicated a positive correlation between Coaching and Employee Competence and Retention. Donde (2008) studied the relationship between coaching and organizational change in Australian Government Department. Case study method was used. The results indicated a positive relationship between coaching and organizational change.

Sango (2008) carried out a case study on effect of employee induction on employee performance in Small case business in Tanzania. The results indicated a positive correlation between employee induction and employee performance. Armed (2014) carried out a study on the effect of employee induction on employee performance and satisfaction. The results indicated a positive correlation between employee induction and employee performance. Nandi (2015) carried out a study on effect of Employee Induction on Employee Performance and Satisfaction. Case study method was used and the results indicated a positive relationship between employee induction and performance and satisfaction. Byrne (2010) carried out a study to determine the influence of Employee Induction on employee commitment. Descriptive Research Method was used. The results indicated a positive relationship between employee induction and employee commitment.

CHAPTER THREE: METHODOLOGY

This section describes a research process which includes research design, target population, sampling procedures, size, as well as the instruments that was used in data collection and analysis.

3.1. Research Design

This research adopted a descriptive case study design. According to Mugenda & Mugenda (2003) case study refers to an in-depth investigation of an institution. It focuses on exploratory and descriptive phases of research.

3.2. Study Area

The study was conducted at UNES. UNES is located in Nairobi and has branches in Kisumu and Mombasa. Its Head Office is located along State House Road off arboretum drive and its branches in Mombasa (Uni Plaza) and Kisumu (UoN Kisumu Campus Plaza).

3.3. Target Population

This study targeted the total population of one hundred and twenty (120) employees spread out across the three branches (Kisumu, Mombasa and Nairobi).

Table 3.1: Target Population

Location	Number of Employees
Nairobi	104
Kisumu	6
Mombasa	10
Total	120

3.4. Sampling Technique

According Cooper & Schindler (2009) postulates that a higher sample size reduces the sampling error and increases the extent to which the findings can be taken as representative. The study adopted census approach whereby the whole population of UNES staff was targeted.

3.5. Data Collection

This section covers sources of data, procedure for data collection, Instrument for data collection development, testing and validation.

3.5.1. Sources of Data

This study used both primary and secondary data. For primary data, self-administered questionnaires with structured and unstructured questions were used. The questionnaires were administered to the targeted respondents.

Secondary data was obtained from UNES ltd. The data source included management reports, journals and periodicals. Information obtained from secondary data was used extensively to build the literature review.

3.5.2. Data Collection Procedure

Both primary and secondary data was used. Secondary data was obtained from the company's website; journals etc. while primary data was obtained using questionnaires and interviews. The questionnaire was administered to the respondents using the drop and pick method.

3.5.3. Instrument for Data Collection

A structure and semi structure questionnaire was used to collect the data. The questions in the questionnaire were organized into themes and sub themes related to the objectives of the study. They were designed in Likert scale on a 5 point scale with at least four measures addressing each construct under investigation.

3.5.4. Reliability Test for Data Collection Instrument

According to Mugenda & Mugenda (2003), Reliability refers to the measure of the degree to which a research instrument yields consistent results or data after repeated trials. The questionnaire was piloted to test the reliability. Ten respondents were used for piloting the research instrument. Reliability of the instrument was accepted at Cronbach at 0.7 and above.

3.5.5. Validity Test for Data Collection Instrument

Validity refers to the accuracy and meaningfulness of inferences, which are based on research results (Mugenda & Mugenda, 2003). The validity of the research instrument was tested through experts review and feedback.

3.6. Data Analysis

Data was first edited for completeness and consistency. The data was analyzed using descriptive statistics.

3.7. Data Presentation

The data was presented using tables, charts and graphs.

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

This chapter covers the data analysis, results and discussion of the study findings. The study set out to establish the influence of on-the-job training and development in strategy implementation at UNES Ltd. The presentation of the findings laid focus on descriptive statistics. The analyzed data was obtained through a structured questionnaire with specific operational indicators of the research variables. Descriptive statistical techniques were used to present information. The statistical measure used was frequency distribution, mean and standard deviation. Correlation coefficient was also used to determine the degree of association between the independent and dependent variables. Respondents were provided descriptive questions in a 5 point Likert scale and were required to indicate the extent of applicability in the institution. The data analysis, results and discussion is based on the sequence of questions in the questionnaire used to collect data.

4.1. Response Rate

The study targeted one hundred and twenty 120 employees of UNES Ltd located at the head office in Nairobi and its branches in Kisumu and Mombasa. Out of the one hundred and twenty (120) questionnaires that were administered, one hundred and six (106) respondents submitted their responses. This translated to 88% response rate. According to Awino (2011), a response rate of 65% is acceptable. Babbie (2008) argues that response rate of 50% and above is adequate for analysis whilst Bryman and Bell (2011) consider a response rate of 85% and above excellent. The high response rate was accomplished through aggressive follow-up on the respondents.

4.2. Reliability Test

Reliability refers to the measure of the degree to which a research instrument yields consistent results or data after repeated trials Mugenda & Mugenda (2003). A pilot study was conducted using ten respondents that were not included in the main study. The reliability of the questionnaire was tested using Cronbach's alpha value and the results are as shown in Table 4.1 George and Mallery (2003) provide the following rules of thumb: Cronbach's alpha coefficient > 0.9 = Excellent; Cronbach's alpha coefficient > 0.8 = Good,

Cronbach's alpha coefficient > 0.7 = Acceptable; Cronbach's alpha coefficient > 0.6 = Questionable; Cronbach's alpha coefficient > 0.5 = Poor, and Cronbach's alpha coefficient < 0.5 = Unacceptable.

Table 4.1: Reliability Coefficients

Scale	Cronbach's Alpha	No. of Items
Coaching technique	0.74	10
Committee assignments	0.88	10
Employee induction technique	0.93	10

Source: Research Data (2017)

The results of the reliability tests carried out in table 4.1 shows that the lowest alpha was 0.74 on coaching, whilst the highest alpha was on employee induction at 0.93. The results show that that the instrument consistently returned high scores averaging 0.8325 which was good and highly acceptable and was consistent with previous propositions by (Nachmias and Nachmias, 2006; Kothari, 2008; Sekaran, 2006).

4.3. Validity Test

Validity refers to the accuracy and meaningfulness of inferences, which are based on research results (Mugenda & Mugenda 2003). The validity of the research instrument was tested through experts' review whereby ambiguous questions were identified, sorted and dropped.

4.4. Respondents' Background Information

In this section, the study sought to establish background information and demographic data of the respondents. They were requested to indicate their gender, level in management and number of year served at UNES Ltd. Table 4.2 shows that majority of the respondents were male (72%). This shows that both genders were represented in the study. Majority of respondents (50%) serve in operational level of management while 30% serve on tactical level and 20% serve in senior level of management. This shows that there was representation of all the management hierarchy levels at UNES ltd thus providing a clear feeling of how on-the-job training and development influences strategy implementation across all hierarchies of management. Further, the findings show that majority of the

respondents (52.9%) have worked at UNES Ltd for 2 to 5 years, 23.5% for 5 to 10 years and 11.8% for 1 to 2 years. 5.9% have worked at UNES Ltd for 10 to 15 years. This shows that the respondents comprised of experienced employees who have served at UNES Ltd for some time and thus have a clear understanding of on-the-job training and development and strategy implementation at UNES Ltd.

Table 4.2: Respondents' Background Information

Gender	Frequency	Percent
Male	77	72
Female	29	28
Total	106	100
Level in Management	Frequency	Percent
Senior	21	20%
Tactical	32	30%
Operational	53	50%
Total	106	100%
Working Experience	Frequency	Percent
Less than 1 year	6	5.9%
Between 1 - 2 years	12	11.8%
Between 2 - 5 years	56	52.9%
Between 5 - 10 years	25	23.5%
Between 10 - 15 years	6	5.9%
Total	106	100.0%

Source: Research Data (2017)

4.5.Preliminary Findings

This section focused on the overall study objective which sought to determine the influence of on-the-job training and development in strategy implementation with on-the-job training and development being independent variable while strategy implementation being dependent variable. On-the-job Training and Development was operationalized by three elements: coaching, committee assignments and employee induction. Sets of questions regarding the relationship between the three elements (coaching, committee assignments and employee induction) were presented to the respondents who were expected to indicate the extent to which these elements influence strategy implementation. Five point likert scales was used ranging from 1 was “Not at All”, 2 was “Least Extent”; 3 was “Moderate Extent”, 4 was “Great Extent” and 5 was “Very Great Extent”.

Table 4.3 shows a summary of the correlation coefficient results. A correlation is a number between -1 and +1 that measures the degree of association between two variables. A positive value for the correlation implies a positive. A negative value for the correlation implies a negative or inverse association (Zikmund, 2011).

The results in table 4.3 depict a positive relationship between the three OJT techniques (coaching, committee assignment and employee induction) and strategy implementation. The results indicate a moderate positive correlation between committee assignments technique and strategy implementation correlation coefficients of 0.439 and p-value of 0.002. Coaching also has a moderate positive correlation the correlation coefficients of 0.391 and a p-value of 0.000. The study further established that there is a positive relationship between employee induction and strategy implementation in UNES Limited with a correlation coefficient of 0.221 and p-value of 0.033.

Table 4.3 - Correlation matrix

		Strategy Implementation	Coaching	Committee Assignment	Employee Induction
Strategy Implementation	Pearson Correlation	1			
	Sig. (2-tailed)				
Coaching	Pearson Correlation	0.391	1		
	Sig. (2-tailed)	0.000			
Committee Assignment	Pearson Correlation	0.439	0.043	1	
	Sig. (2-tailed)	0.002	0.824		
Employee Induction	Pearson Correlation	0.281	0.125	0.371	1

		Strategy Implementation	Coaching	Committee Assignment	Employee Induction
	Sig. (2-tailed)	0.033	0.455	0.017	

Source: Data 2017

4.5.1. Coaching and Strategy Implementation

The specific study question that corresponded to this objective was, “What is the influence of coaching in strategy implementation at UNES Limited?” Using a 5-point Likert scale correspondents were expected respond to four questions to indicate the extent to which coaching influences strategy implementation at UNES Ltd. The study revealed a positive relationship between coaching and strategy implementation, where the correlation coefficients was 0.391 and a p-value of 0.000 (table 4.3). The findings concur with Curtayne and Burton (2009) who viewed coaching of employees is an important aspect throughout the whole process of strategy implementation. The study further established that the extent in which coaching influences the different stages of strategy implementation vary as shown in Table 4.4. Coaching was found to influence the review of strategic objectives to a very great extent with a mean of 4.5684 and standard deviation of 0.68399. The findings indicate that coaching influence the designing and cascading of strategic objectives in UNES to a great extent with a mean of 3.7589 and standard deviation of 0.76853. Coaching was also found to influence of adoption and execution stage to a great extent 3.7589 and standard deviation of 0.90159. Further findings show that coaching influences the monitoring and evaluation stage of strategy implementation stage at UNES Ltd to a great extent with a mean of 3.5263 and standard deviation of 0.1.02026. This study suggests that coaching of employees is crucial during the review of objectives stage of strategy implementation.

Table 4.4: Coaching and Strategy Implementation

Coaching and Strategy Implementation	N	Min	Max	Mean	Std. Dev	Grand mean
To what extent does coaching influence during the designing and cascading of strategic objectives in your organization	106	2	5	3.5789	0.76853	3.8131
To what extent does coaching influence the adoption and execution of the strategic objectives	106	2	5	3.5789	0.90159	
To what extent does coaching influence the monitoring and evaluation of the strategic objectives	106	1	5	3.5263	1.02026	
To what extent does coaching influence the review of strategic objectives	106	3	5	4.5684	0.68399	

Source: Research Data (2017)

4.5.2. Committee Assignments and Strategy Implementation

The second study objective sought to determine how committee assignments influence strategy implementation at UNES Limited. The corresponding study question was, “What is the influence of committee assignments on strategy implementation at UNES Limited?” Using a 5-point Likert scale, correspondents were expected respond to four questions to indicate the extent to which committee assignments influence strategy implementation. Table 4.4 shows a summary of the findings.

The study revealed that committee assignments and strategy implementation correlate positively with correlation coefficients of 0.439 and p-value of 0.002 (table 4.3). The study further established that the extent to which committee assignments influence the different stages of strategy implementation vary as shown in table 4.5. The results indicate that committee assignments influence the monitoring and evaluation and to a very great extent with a mean of 4.5556 and standard deviation of 0.53930. Committee assignments also influence the review of strategic objectives to a very great extent as indicated by a mean of 4.5444 and a standard deviation of 0.61570. Committee assignments further influence the

designing and cascading of strategic objective stage to a great extent as depicted by a mean of 4.1667 and standard deviation of 0.51450. Table 4.5 shows a summary of the findings.

The results suggest that committee assignments technique is crucial in three stages of strategy implementation: monitoring and evaluation; review of strategic objectives and cascading of strategic objective stages. This echoes with Besson (2011) who added that committee assignments during strategy execution stage provide ground for mutually beneficial interaction between highly talented senior managers and the middle managers. The interaction results in broadening of employee experience and understanding of strategic activities necessary for proper implementation.

Table 4.5: Committee Assignments and Strategy Implementation

Committee Assignments and Strategy Implementation	N	Min	Max	Mean	Std. Dev.	Grand Mean
To what extent do committee assignments influence the designing and cascading of the strategic objectives at different levels of management	106	3	5	4.1667	0.51450	4.3028
To what extent do committee assignments influence the execution of key strategic initiatives	106	3	5	3.9444	0.63914	
To what extent do committee assignments influence the monitoring and evaluation of implementation of strategic objectives	106	3	5	4.5556	0.53930	
To what extent do committee assignments influence the review of strategic objectives	106	3	5	4.5444	0.61570	

Source: Research Data (2017)

4.5.3. Employee Induction and Strategy Implementation

The third study objective sought to determine how employee induction influences strategy implementation at UNES Limited. The corresponding study question was, “What is the influence of employee induction on strategy implementation at UNES Limited? “Using a 5-point Likert scale, correspondents were expected respond to a set of four questions to

indicate the extent to which employee induction influence strategy implementation namely at UNES Ltd. The study established that there is a positive relationship between employee induction and strategy implementation in UNES Limited with a correlation coefficient of 0.221 and p-value of 0.033. (Table 4.3). The study further established that the extent to which employee induction influence the different stages of strategy implementation vary as shown in table 4.6. It was found out that employee induction influences execution of key strategic initiatives to a very great extent as depicted by a mean of 4.5100 and standard deviation of 0.20031. The findings concur with Peteraf (2012) who argued that for success in execution of strategic objectives, people in the organization must be inducted with the right strategic factors. The results revealed also that employee induction influences the monitoring and evaluation of implementation of strategic initiatives to a great extent with a mean of 3.8333 and standard deviation of 0.51450. This echoes with Derven (2008), who argued that proper employee induction provides people with coping strategies during goal setting and planning phases of strategy implementation. The study findings also revealed that employee induction influences the designing and cascading of the strategic objectives to a great extent with a mean of 3.6111 and standard deviation of 0.50163. Further, the results indicate that employee induction influences the review of strategic objectives stage to a moderate extent as shown by a mean of 3.1444 and standard deviation of 0.70479 as summarized in table 4.6.

Table 4.6: Employee Induction and Strategy Implementation

	N	Min	Max	Mean	Std. Dev.	Grand Mean
To what extent does employee induction influence the designing and cascading of the strategic objectives at different levels of management	106	3	4	3.6111	0.50163	3.7747
To what extent does employee induction influence the adoption and execution of key strategic initiatives	106	4	4	4.5100	0.20031	
To what extent does employee induction influence the monitoring and evaluation of strategic initiatives	106	2	4	3.8333	0.51450	

	N	Min	Max	Mean	Std. Dev.	Grand Mean
To what extent does employee induction influence the way of review of strategic objectives	106	2	5	3.1444	0.70479	

Source: Research Data (2017)

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This section highlights a summary of study findings and draws conclusions and recommendations based on the major findings.

5.1. Summary and Discussion of the Findings

The broad objective of this study was to determine the influence of on-the-job training and development in strategy implementation. The conceptual framework mirrored the relationship between on-the-job training and development and strategy implementation with on-the-job training being independent variable and strategy implementation being the dependent variable. On the job training be operationalized by three techniques: coaching, committee assignments and employee induction while Strategy Implementation was operationalized by the four stages of implementation: cascading of strategic objectives; adoption and execution of objectives; monitoring and evaluation of the progress; and review of strategic objectives. The findings indicate a positive correlation between on-the-job training and development techniques with strategy implementation. The study further found out that the extent to which coaching, committee assignment and employee induction influence strategy implementation varies within the different stages of strategy implementation. Coaching was found to influence the review of strategic objectives to a very great extent. Committee assignment on the other hand was found to influence monitoring and evaluation stage and the review of strategic objective stage to a very great extent. The results further indicated that employee induction influences the monitoring and evaluation of implementation of strategic initiatives to a great extent

5.2. Conclusions

The broad objective of the study was to determine the influence of on-the-job training and development in strategy implementation at UNES Ltd. The findings revealed that on-the-job training techniques (coaching, committee assignments and employee induction) have positive correlation with strategy implementation. The researcher concludes that for effective strategy implementation, the three on- the- job training and development

techniques can be applied concurrently. However, much emphasis can be given to committee assignment technique during monitoring and evaluation of objectives and during the review of strategic objectives while more emphasis is given to coaching technique during the review of strategic objectives. More emphasis can be given to employee induction during the adoption and execution stage of strategy implementation.

5.3.Limitations of the Study

Like any other research this study had some limitations. The study adopted a single case design which is characterized by limitations of external validity. Relying simply on the quantitative research does not allow for a complete understanding of complex staff behavior. It is important, for instance, to supplement quantitative research with qualitative research through in-depth face to face interviews with respondents. This study concentrated on data collected through questionnaires and the secondary data from various company records. Despite the common usage in social sciences and business management studies, Chemini and Ressel (2009) observed that the Likert type of scale has inherent limitations. They posit that the responses given through the Likert type scale are dynamic, quantitative and continuous and are poorly captured by existing Likert scale items. They further argue that the researcher's ability to analyse, study and draw conclusions from such data has been impeded by limited number of discrete points available for analysis through the results generated from Likert Scale items. Further, the Likert scale does not sufficiently account for respondents who have sufficient knowledge of the subject under study but who do not have a response towards it as well as those who are insufficiently knowledgeable about the subject matter to be able to form response.

5.4.Recommendations for Further Studies

The study suggest that the need to expand the source of data instead of relying on questionnaires as the only source of data. Other sources of data such as focus group discussions, face to face interviews can be factored in to enhance the reliability and validity of the data.

The study adopted single case study design. The researcher suggests similar study be carried out using cross sectional and longitudinal approach to enhance the external validity and generalization of the findings.

Existing studies have explored the relationship between coaching and employee induction techniques to employment factors such as employee satisfaction employee productivity and employee commitment. However, less focus has been given to the relationship between committee assignments technique and these general employment factors. The researcher therefore suggests a study to determine the link between committee assignments and these employment factors.

The current study has indicated a positive correlation between on-the job training and development techniques specifically coaching, committee assignments and employee induction. The study suggests an empirical research to explore the influence of other on-the job training job shadowing, job rotation and apprenticeship. Further, the researcher suggests a study be carried out to determine the influence of off-the-job training approaches in strategy implementation.

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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

DEPARTMENT OF BUSINESS ADMINISTRATIONS
SCHOOL OF BUSINESS AND ECONOMICS
MASENO UNIVERSITY

P.O. BOX 333, MASENO

DATE: MARCH 01, 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam

ACADEMIC RESEARCH

I am a student at Maseno University pursuing Master Degree in Business Administration course. As part of the requirements I am carrying out this research entitled, 'Influence of training and development on strategy implementation in UNES Ltd'.

I kindly request that you assist by sparing 10-15 minutes to answer the questions provided in a questionnaire you will be provided. Your Identity is not required and the information you provide will be treated with confidentiality. If you have any questions about the survey, you can contact me on 0721498128 or my supervisor Mr. Charles Ondoro through Maseno University.

I remain grateful

Yours Sincerely

EdahMaiywa

(PG/MBA/064/2011)

APPENDIX 2: QUESTIONNAIRE

“INFLUENCE OF ON-THE JOB TRAINING AND DEVELOPMENT IN STRATEGY IMPLEMENTATION”

GENERAL INFORMATION

- 1) **Gender** Male () Female ()
- 2) **Level of Management** (tick one)
 Senior () Tactical () Operational ()
- 3) How long have you been working in your organization?
 Less than one year () 1-2 years() 2-5 years ()
 5-10 years () 10-15 years () more than 15 years()

Key:Scale 1 to 5 where;

Not at All = 1; Least Extent = 2; Moderate= 3; Great Extent=4; and Very Great Extent=5

1. Influence of Coaching in strategy implementation

Questions	Not at All	Least Extent	Moderate Extent	Great Extent	Very Great Extent
a) To what extent does coaching influence the cascading of strategic objectives in your organization?					
b) To what extent does coaching influence designing of key performance indicators in your organization?					
c) To what extent does coaching influence the adoption and execution of the strategic objectives?					
d) To what extent does coaching influence the monitoring and Evaluation of the strategic objectives?					

2. Influence of Committee Assignments in strategy implementation

Statement	Not at All	Least Extent	Moderate Extent	Great Extent	Very Great extent
a) To what extent do Committees influence the designing and cascading of the strategic objectives at different levels of management?					
b) To what extent do Committees influence the execution of Key strategic initiatives?					
c) To what extent do committees influence the monitoring and evaluation of implementation of strategic objectives					
d) To what extent do committees influence the of review of strategic objectives					

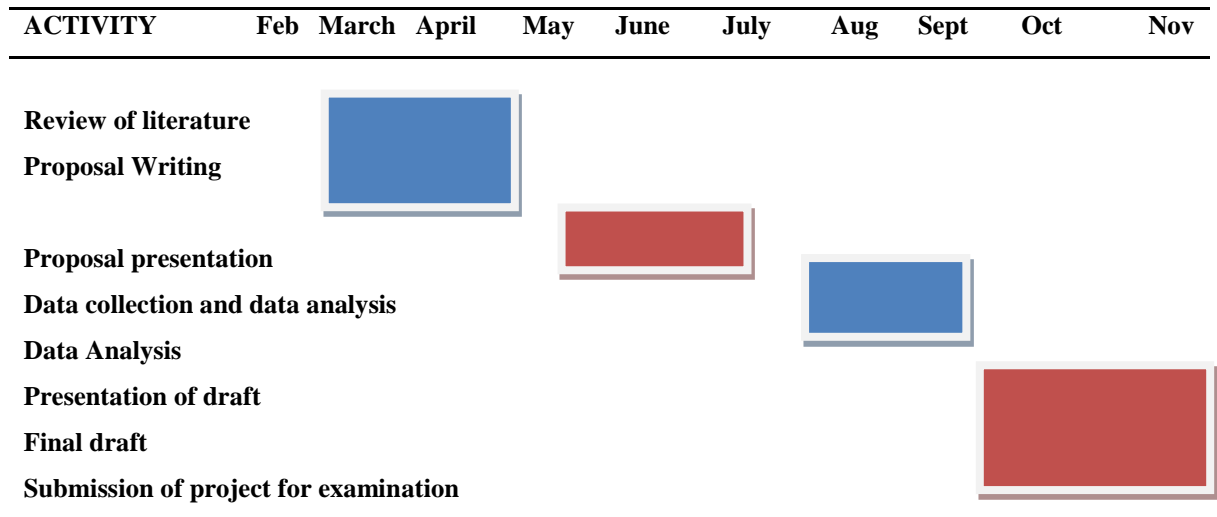
3. Influence of Employee Induction in strategy implementation?

Statement	Not at All	Least Extent	Moderate Extent	Great extent	Very Great extent
a) To what extent does Employee Induction influence the designing and cascading of the strategic objectives at different levels of management?					
b) To what extent does Employee Induction influence the adoption and execution of Key strategic initiatives?					
c) To what extent does Employee Induction influence the monitoring and evaluation of implementation of strategic objectives					
d) To what extent does Employee Induction influence the of review of strategic objectives					

APPENDIX 3: WORK PLAN

YEAR

2017



APPENDIX 4: BUDGET

ITEM	KSHS
Stationery	10,000
Stationery	10,000
Logistics	100,000
Literature Review and Proposal Development	10,000
Data Collection	15,000
Data Analysis	15,000
Secretarial Costs	10,000
TOTAL COSTS	160,000