INFLUENCE OF GRADUATE TRAINEE PROGRAMS ON EMPLOYEE PERFORMANCE: A CASE STUDY OF NOKIA NETWORKS KENYA

ANDREW WAFULA WAPAKALA

A research report submitted to the Department of Business and Social Sciences in the College for Human Resource Development in partial fulfilment of the requirement for the award of the degree of Master of Business Administration of the Jomo Kenyatta University of Agriculture and Technology

APRIL, 2016

DECLARATION

This report is my original work and has not been presented for a degree in any other University.

....

Signature   Date

Andrew Wafula Wapakala

HD333 – C002-1002/2014

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

....

Signature   Date

Dr. Dennis Juma

JKUAT, Kenya

DEDICATION

Your own ears will hear him. Right behind you a voice will say, "This is the way you should go," whether to the right or to the left. Isaiah 30:21 (New Living Translation)

To the Lord God Almighty who guides my steps and leads me where I should go.

To my best friend, Yvonne – for your faithful love.

To my son Micah, for all the laughter and joy you bring – may this inspire you to greater excellence and to reach for the stars.

ABSTRACT

Companies are investing heavily in training programs to ensure competitiveness in their respective markets and also to ensure continuity within their ranks. Many turn to fresh graduates who they can use to infuse new energy into their companies and also inculcate into company culture as a bet for their future performance. The purpose of this study was to research on the influence of graduate trainee programs on performance of employees with reference to Nokia Networks Kenya. The areas covered were the recruitment and selection methods, training and development methods and criteria for leadership development with an aim to identify which factors influence the performance of graduate trainees. Literature review was conducted to ascertain the best methods for recruitment, selection and training, as well as to discover the competencies identified as required for leadership development. The target population of the study was the employees of Nokia Networks Kenya who have served either as mentors or coaches to at least one Graduate Trainee of the Siemens, Nokia Siemens Networks or Nokia Networks Kenya graduate trainee programs since January 2007, as well as all employees of Nokia Networks who are currently or have been members of Graduate Trainee Programs since January 2007. This resulted in a sampling frame of 68 employees, as obtained from the HR records of Nokia Networks. From this a sample size of 61 was obtained by using a sample size calculator to achieve a confidence level of 95% with a margin of error of 4. Questionnaires were used to be able to come up with data on which to examine the influence of the Graduate Trainee Programs on performance The study aimed to answer the questions as to what influence the methods used to recruit, select, train and develop graduate trainees have an influence in the employees future performance in the organization. Data collected has been analysed both manually and by use of electronic methods using a data preparation grid. The utilization of structured grids allowed specific responses to be located with relative ease and facilitated the identification of emerging patterns. Descriptive analysis was used in analysing the collected data. Using descriptive analysis it was possible to calculate: the mean, frequency distribution and percentage analysis of the study. The study recommended that Coaches and Mentors of Trainee programs should be trained on their role before being appointed. Also, trainee programs should focus on equipping the trainees with practical skills that can be used in their day to day work rather than just imparting theoretical knowledge. Finally, the study recommended that when selecting participants for trainee programs, some key characteristics to be considered are Initiative, Drive and Self-Motivation amongst the applicants.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

ACRONYMS AND ABBREVIATIONS

ADDIE - Analysis, Design, Development, Implementation and Evaluation

ASTD – Association for Talent Development

CARE – Customer Care

CEM– Customer Experience Management

CoDe – Competence Development

HR – Human Resource

ICAS – Integration, Competency-based, Acumen and Soft-Skills Technical Training Program

IEA – Institute for Economic Affairs

IP – Internet Protocol

NPO – Network Planning and Optimization

NSN – Nokia Siemens Networks, also Nokia Solutions and Networks

OpCo – Operator Company

OSS - Operations Sub System

PMO – Project Management Office

RAN – Radio Access Network

RSO – Resource Stream Organization

DEFINITION OF TERMS

According to the Dictionary of Human Resources and Personnel Management, **a graduate** is "a person who has obtained a degree" (Ivanovic & Collin, 2006). Collins English Dictionary defines a graduate as "a person who has been awarded a first degree from a university or college" (Collins English Dictionary, 2000).

Training is defined as the process of bringing a person to an agreed standard of proficiency by practice and instruction (Collins English Dictionary, 2000). It is also the process of being taught how to do something (Ivanovic & Collin, 2006).

A trainee is defined as a person learning to do something (Ivanovic & Collin, 2006) or a person undergoing training (Collins English Dictionary, 2000).

Training and development is the approach an organization adopts to ensure that now and in the future, learning and development activities support the achievement of its goals by developing the skills and capacities of individuals and teams (Armstrong, 2009). Training provides employees with the knowledge and skills to perform more effectively. This allows them to meet current job requirement or prepares them to meet the inevitable changes that occur in their jobs (Melwin Joy, 2013).

Therefore, **a Graduate Trainee** is an individual who has obtained at least a first degree from a university or college and is currently undergoing a period of training aimed at improving their skills necessary for the achievement of organizational objectives.

Employee Performance is defined as whether a person executes their job duties and responsibilities well. It is the job related activities expected of a worker and how well those activities were executed (Litmos, 2015).

1.1. Background of the Study

As the global economy becomes more competitive and organizations strive to gain competitive advantage, developing skills, knowledge and motivation of their workforce is taking on greater importance (Aguinis & Kraiger, 2009; Avrabos, 2005). Employers have recognized that having a well trained workforce that possesses the skills and technical knowhow to enhance the company's growth is vital to ensure competitiveness and increase the continuing progress of the company. The right employee training and development at the right time can provide an employer with big payoffs such as increased productivity, knowledge, loyalty and contribution (Heathfield, 2014).

The 2013 report of the Association for Talent Development (ASTD) states that U. S. Organizations spent $164.2 billion on training and development activities in 2012 and of this amount, 61% was spent internally (American Society for Training and Development, 2013). The training expenditure grew by a further 15% in 2013 according to the 2014 Corporate Learning Factbook (O'Leonard, 2014), showing how important covering the skill gaps is as most western economies recover from a recession. O'Leonard (2014) further states in the factbook that as the pace of technology change accelerates, the demand for highly educated people increases and therefore it is even more critical for organizations to keep apace by ensuring the skills gaps are covered. Therefore, for an organization, the skills of their workers have become their competitive edge. The 2014 report further states that the amount spent on leadership and management training at all levels is 35%. This highlights the importance of leadership skills in organizations today, with more than 60% of the organizations polled in the survey citing "leadership gaps" as their top business challenge (O'Leonard, 2014). With such a huge investment in training and development, organizations need to ensure that their investments are wise and that there is an adequate return on the investment (Heathfield, 2014).

Training is also increasingly being seen in the strategic context in organizations. As it has been shown that only two out of five strategic initiatives succeed in delivering the results on time and within budget, training has been identified as a key factor to reduce such wastage and failure (Korda, 2012). Korda continues to state that strategies can only succeed when the

employees are empowered to deliver on them, when the staffs have the ability to exploit their own potential and those of the resources placed in their hands to work on the new strategy. Therefore, to achieve the competitive advantage desired through change in strategy, training needs have to be analysed in the context of the entire strategy as a whole.

As markets become more complex, the organizations workers have to develop a broader set of skills to be able to cope with the increasing demands. Such skills include problem solving, decision making, listening, negotiation, motivation and communication (Avrabos, 2005). However, new employees do not automatically perform at the levels expected by the organization (Groysberg, 2010), and even seasoned professionals may take 3-5 years to become fully productive (O'Leonard, 2014). However, because of the changing times that demand that organizations move at speed to take advantage of new opportunities as well as capture value in their existing opportunities, there is greater pressure on new employees, especially those at entry-level to quickly gain skills to perform at higher levels. Thus training is the means by which employees are equipped with the knowledge, skills and attitudes necessary for them to perform successfully at their jobs (Avrabos, 2005). This new employee training that enables the employees perform better at their jobs is also seen as a benefit that can be used to attract talent, as well as retain them (Heathfield, 2014).

A study published in the East African newspaper states that up to 50% of university graduates are ill-prepared for the job market as they do not possess the basic workplace proficiencies and technical skills required for the job market. Employers complain that graduates are unable to translate the theoretical knowledge they have acquired in universities into the work they are required to do on a day to day basis (Ihucha, 2014; Yusuf, 2014). According to Ihucha, although enrolment in institutions of higher learning has increased, this has not necessarily translated into greater preparedness on the graduates' part in meeting the challenges of the 21st Century workplace. Dasmani (2011) also relates this challenge in the Upper East Region of Ghana where the lack of adequate skills hinders technical graduates from entering the job market leading to unemployment.

A similar sentiment is echoed in Herbling David's article in The Business Daily that states that local graduates lack key skills for the job market. They are less competitive because of the gaps in their training and the skills required by employers in a competitive market (David, 2013). Key skills that are found to be necessary are communication, leadership, decision making and critical thinking. The same sentiment is echoed by Dathan (2013) who reports that in a poll of

graduate employers, more than half said that none or few graduates were "work ready", with recruits lacking basic attributes such as team work, communication, punctuality and the ability to cope under pressure (Paton, 2013). A similar worry is reported by Levy (2013) from a study of 127 companies that shows that fresh graduates have trouble handling customers. The article by David (2013) further suggests that theoretical knowledge is just the tip of the iceberg and that such knowledge is insufficient in itself. Non-cognitive skills are becoming increasingly important as economies change. David cites a report by the Washington-based Results for Development Institute which states that the link between industry and training institutions needs to be established to enable graduates obtain these skills. The institution further suggests that for the 21st Century, a mix of life-skills, cognitive and non-cognitive skills are necessary for the workplace (David, 2013).

Amimo (2012) states that this inadequacy of the educational infrastructure leads to unemployment as the graduates do not meet the requirements of the workplace and hence are not selected for the available jobs (Amimo, 2012; Mwirigi, 2011). According to Mwirigi (2011), educational theory and practice in Kenya are still worlds apart. According to a survey by the Kenya ICT Board dubbed 'Julisha' released in 2011, structured and innovative thinking, problem solving, team skills, software skills and project management and implementation were the top skills locally trained IT professionals lacked (Kenya ICT Board, 2011). While the graduates were well equipped on the theory of IT, they lacked the skills to practically implement the theory in the workplace. Amimo further argues that the approach used to train students in majority of our universities does not help the graduates develop originality and creativity but rather associative reasoning (Amimo, 2012). The situation is further complicated by the fact that Kenya lacks a national manpower strategy – a policy document to define and catalogue the country's human resource and align it to the labour market (David, 2013). Nyerere (2009) notes that in Kenya, "the education and industry sectors exist separately from each other and while the importance of the school- to-work transition of students is being advocated, discussion of these matters has failed to probe deeper, resulting in a lack of realistic policy linking school education to the labour market." Amimo (2012) further asserts that universities are more focused on examination passing rather than skill development. As the higher education system in Kenya develops and tests mainly on cognitive skills, it leaves graduates highly unprepared for successful integration into the marketplace. Therefore, such graduates are incapable of inventing, creating and sustaining productive jobs (Mwirigi, 2011).

In an attempt to bridge these gaps, many employers create Graduate or Management Trainee programs geared to equipping the new graduates with the skills needed to excel at the workplace. Employers have also created university-industry partnerships to find a way to drive more of what they require out of graduates into the content being taught in classrooms. The aim of these graduate trainee programs is to develop skilled professionals who are able to integrate well with the company culture and values as well as acquire the requisite non-technical skills necessary for optimum performance and finally, develop future leadership potential for the company (Avrabos, 2005).

The challenge, however, has been to ensure that these graduate trainee programs are successful and that they achieve the outcomes intended. Historically, training was not done in a structured way and not much attention was paid to the desired outcomes. When a graduate trainee left the program, not much tracking was done to check whether the leadership skills and indeed any other skills offered the employee significant advantage over others and led to better performance in the organization. Also, graduates were placed into cookie-cutter programs that pre-supposed their training needs and thus no needs assessment was done to identify the potential trainees' actual strengths and weaknesses to develop a training program suited for the individuals and thus geared to achieving the organization's requirements. From the above background, it is therefore important to properly identify the training requirements of the graduate trainee programs as well the modes of delivery to ensure that the outcomes of the trainee program are achieved. This forms the basis of the main problem.

1.1.1. Nokia Networks

Nokia Networks (Nokia, 2014; Nokia Networks, 2014) formerly Nokia Solutions and Networks (NSN) and Nokia Siemens Networks (NSN) is a multinational data networking and telecommunications equipment company headquartered in Espoo, Finland, and wholly owned subsidiary of Nokia Corporation. It started as a joint venture between Nokia of Finland and Siemens of Germany known as Nokia Siemens Networks in April 2007. Nokia Networks has operations in around 120 countries (Nokia Networks, 2015). In 2013, Nokia acquired 100% of the company, with a buy-out of Siemens AG (Ewing, Jinks, & Webb, 2013; Kinnunen & Abboud, 2013; Nokia, 2013a, 2013b). In April 2014, NSN name was phased out as part of rebranding process (Le Maistre, 2014; Nokia, 2014).

The company was created as the result of a joint venture between Siemens Communications division (minus its Enterprise business unit) and Nokia's Network Business Group. The

formation of the company was publicly announced on 19 June 2006 (Tran, 2006). Nokia Siemens Networks was officially launched at the 3GSM World Congress in Barcelona in February 2007. Nokia Siemens Networks then began full operations on 1 April 2007 and has its headquarters in Espoo, Greater Helsinki, Finland (Nokia, 2007).

Nokia Networks continues with the legacy of the two companies that has shaped the communications industry. Siemens has been a pioneer in the communications industry since the mid-19th century while Nokia pioneered the development of mobile communications and became the world leader in this field. Nokia Networks exists in Kenya as a wholly owned subsidiary branch office of Nokia headquartered in Espoo, Finland and offers communication networks infrastructure and services to Safaricom Ltd and Airtel Kenya Ltd.

Nokia Networks has begun experiencing growth in the Sub-Saharan region in Africa after a number of years of decline (Ando, 2014; Baldwin, 2013; IAEResearch, 2014; Nokia Siemens Networks, 2013; Nokia Solutions and Networks, 2014). Part of the growth is attributed to a more aggressive sales department after a period of deep restructuring as well as a shift in product portfolio (IAEResearch, 2014; Ritsuko, 2014). As part of the growth strategy, the company has identified a need to develop local talent in an effort to ensure sustainability of the business in the long run. The strategy is to develop the local talent to take over the technical and leadership positions that have been held by expatriates in the long term through graduate trainee programs. The short term strategy is that the local talent be used for projects in various African countries to cut on travel costs by expatriates.

1.2. Statement of the Problem

Technology companies from Europe and America are facing a time of reorganization and adjustment following the recent recession (Irwin, 2014; Thompson, 2013). There are a lot of opportunities for growth in the African market as Europe and America begin to stagnate. The previous model of using expatriates to deliver projects in Africa is becoming costly and therefore it causes companies to be ineffective and expensive in the face of increased competition from other equipment vendors. They are now turning to developing a local pool of resources from which they can access African markets at a lower cost.

This local talent is identified and developed through graduate trainee programs. This is the approach taken by Nokia Networks. The previous trainee programs run by the organization have had varying degrees of success as defined by the persons who have run the program. However, with the lack of a clear definition of what a successful program looks like and lack

of statistical evidence, the actual success of a graduate trainee program is not quantifiable. The literature review also identifies that there is a gap between the skills that graduates need to make them successful in the workplace and what they have acquired by the time they leave university, hence the need for graduate trainee programs. However, there is a research gap on whether the programs truly influence success and future performance of the employees.

With new objectives of the trainee program having been given in relation to the company's growth and renewal strategy, there exists a need to identify whether the company is able to achieve its objectives with the currently instituted processes for training and development of the trainees. This study therefore seeks to fill this information gap by researching the link between graduate trainee programs and the performance of employees in the workplace using Nokia Networks as a case study.

1.3. Objectives of the Study

1.3.1. General Objectives
To examine the influence of Graduate Trainee Programs on employee performance.

1.3.2. Specific Objectives
The specific objectives of the study were:

1. To determine the influence of the methods used by Nokia Networks to recruit and select graduate trainees on employee performance.
2. To determine the influence of the Graduate Trainee Program training and development methods on employee performance.
3. To determine the influence of leadership skills on employee performance.

1.4. Research Questions
This research was aimed at answering the following questions:

1. What is the influence of the methods used by Nokia Networks to recruit and select graduate trainees on performance?
2. What is the influence of the methods used by Nokia Networks to train and develop graduate trainees on performance?
3. What is the influence of the leadership skills developed by Nokia Networks during the graduate trainee programs on performance?

1.5. Significance of the Study

Companies are spending large amounts of their finances on training and development of their employees (American Society for Training and Development, 2013) to improve their competitiveness and ability to meet future challenges. However, with increased competitiveness and increased shareholder and market pressure to show positive returns each financial year, companies have to justify their training budgets by showing the results to the organization. Thus there is a greater emphasis on lean and highly effective operations as organizations can no longer afford the bloat that comes with an averagely performing workforce. Companies are required to achieve highly effective workforces that are dynamic and competitive. This study will help organizations especially in the telecommunication industry that seek to have a high performing workforce in developing graduate trainee programs with an aim of developing future employees who can meet the company's need to develop a competitive edge.

Any company that would like to remain competitive will need to effectively train its employees. Therefore, other technology companies in the telecommunication networks and services industry, plus other related industries can also benefit from the study as it will provide a framework enable them develop graduate trainee programs to meet their goals.

The results of this study are therefore relevant to executive sponsors of graduate trainee programs, managers, coaches, mentors, program facilitators and coordinators and training departments of technology.

1.6. Scope of the Study

Nokia Networks Kenya has developed a graduate trainee program that was the focus and scope of this study. The study sought the opinions of past and present graduate trainees, past and present mentors and coaches of graduate trainees, managers and supervisors of graduate trainees as well the Competence Development Managers for the trainee program. Opinions of the present managers of former graduate trainees were also sought to ascertain the leadership competencies achieved so far by the former graduate trainees.

1.7. Limitations of the Study

The study was constrained by some uncooperative respondents who did not complete the questionnaire by the deadline date stipulated. As it was anticipated that this might impede the research process, sufficient time was allowed for this delay in the planning of the project. Even

after follow-up phone calls and emails, however, a significant number of questionnaires were not completed, and some were completed only after the expiration of the due date. This resulted in a much smaller sample than was anticipated. The study was also limited by the focus on a Graduate Trainee Program in a Technology firm which represents only a small portion of the industries where Graduate Trainee Programs are used, and therefore no generalizations to other industry clusters may be made.

CHAPTER TWO
LITERATURE REVIEW

2.1. Introduction

The study seeks to investigate the influence of graduate trainee programs on employee performance. This chapter highlights the theories that have been formulated on training and development as well as the models for technical training. Further, the chapter looks at empirical literature on the factors of graduate trainee programs that influence employee performance.

2.2. Theoretical Framework

Under the theoretical review, several theories on learning and models relevant to technical training were investigated. The ones found relevant to this study included the Input-Output Theory in Education, the ADDIE model for technical training and the ICAS model for technical training.

2.2.1. Learning Theories

Learning is one of the most important activities in which humans engage. It is at the very core of the educational process, although most of what people learn occurs outside of school. For thousands of years, philosophers and psychologists have sought to understand the nature of learning, how it occurs, and how one person can influence the learning of another person through teaching and similar endeavours (Winne & Alexander, 2006). Various theories of learning have been suggested, and these theories differ for a variety of reasons. A theory, most simply, is a combination of different factors or variables woven together in an effort to explain whatever the theory is about. In general, theories based on scientific evidence are considered more valid than theories based on opinion or personal experience (Shuell, 2013).

The modern psychological study of learning can be dated from the work of Hermann Ebbinghaus (1850–1909), whose well-known study of memory was published in 1885. Other early studies of learning were by Edward L. Thorndike (1874–1949), whose dissertation on problem solving was published in 1898, and Ivan Pavlov (1849– 1936), whose research on classical conditioning was begun in 1899 but first published in English in 1927. These theories focused on explaining the behaviour of individuals and became known as behavioural theories. These theories use a stimulus-response framework to explain learning and dominated psychology and education for over half a century. Because behavioural theories focus on

environmental factors such as reinforcement, feedback, and practice, they conceptualize learning as something that occurs from the outside in (Shuell, 2013; "Theories of Learning," n.d.; UNESCO, 2010).

Behavioural theories provide very good explanations for certain kinds of learning but poor explanations for other types of learning. Operant conditioning, for example, is better than other theories at explaining the rote acquisition of information, the learning of physical and mental skills, and the development of behaviours conducive to a productive classroom (i.e., classroom management). In these situations, the focus is on performing behavioural tasks rather than developing a learner's cognitive structure or understanding (Bransford et al., 2006; Shuell, 2013).

During the 1970s and 1980s conceptions and definitions of learning began to change dramatically. Behavioural theories gave way to cognitive theories that focused on mental activities and the understanding of complex material. An information-processing metaphor replaced the stimulus-response framework of behavioural theories. People are no longer viewed as collections of responses to external stimuli, as understood by behaviourists, but information processors. Cognitive psychology paid attention to complex mental phenomena, ignored by behaviourists, and was influenced by the emergence of the computer as an information-processing device, which became analogous to the human mind (UNESCO, 2010). These theories emphasized that learning occurred from the inside out rather than from the outside in. During the late 1970s John Flavell and Ann Brown each began to study metacognition—the learners' awareness of their own learning, an ability to reflect on their own thinking, and the capacity to monitor and manage their learning. During the mid-1980s the study of self-regulated learning began to emerge (Shuell, 2013; Zimmerman & Schunk, 2001).

i. Cognitive Apprenticeship

Cognitive Apprenticeship is a theory that attempts to bring tacit processes out in the open. It is a theory of the process where a master of a skill teaches that skill to an apprentice. Constructivist approaches to human learning have led to the development of a theory of cognitive apprenticeship (Brown, Collins, & Duguid, 1989; Collins, Brown, & Newman, 1987). It assumes that people learn from one another, through observation, imitation and modelling (Lee, n.d.).

Around 1987, Collins, Brown, and Newman developed six teaching methods -- modelling, coaching, scaffolding, articulation, reflection and exploration. These methods enable students

to cognitive and metacognitive strategies for "using, managing, and discovering knowledge" (Brown et al., 1989).

Modelling is where experts (usually teachers or mentors) demonstrate a task explicitly. New students or novices build a conceptual model of the task at hand. For example, a math teacher might write out explicit steps and work through a problem aloud, demonstrating her heuristics and procedural knowledge. In the technical world, a mentor could demonstrate the procedure to set up a piece of equipment based on pre-defined variables and information – showing the various iterations and procedures.

Coaching involves observing novice task performance and offering feedback and hints to sculpt the novice's performance to that of an expert's. The expert oversees the novice's tasks and may structure the task accordingly to assist in the novice's development.

Scaffolding the process of supporting students in their learning. Support structures are put into place. In some instances, the expert may have to help with aspects of the task that the student cannot do yet.

In articulation, McLellan (1994) describes articulation as separating component knowledge and skills to learn them more effectively and, more common verbalizing or demonstrating knowledge and thinking processes in order to expose and clarify them. This process gets students to articulate their knowledge, reasoning, or problem-solving process in a domain" (Collins et al., 1987). This may include inquiry teaching (Collins & Stevens, 1982), in which teachers ask students a series of questions that allows them to refine and restate their learned knowledge and to form explicit conceptual models. Thinking aloud requires students to articulate their thoughts while solving problems. Students assuming a critical role monitor others in cooperative activities and draw conclusions based on the problem-solving activities.

Reflection allows students to "compare their own problem-solving processes with those of an expert, another student, and ultimately, an internal cognitive model of expertise" (Collins et al., 1987). A technique for reflection could be to examine the past performances of both expert and novice and to highlight similarities and differences. The goal of reflection is for students to look back and analyse their performances with a desire for understanding and improvement towards the behaviour of an expert.

Exploration involves giving students room to problem solve on their own and teaching them exploration strategies. The former requires the teacher to slowly withdraw the use of supports

and scaffolds not only in problem solving methods, but problem setting methods as well. The latter requires the teacher to show students how to explore, research, and develop hypotheses. Exploration allows the student to frame interesting problems within the domain for themselves and then take the initiative to solve these problems.

ii.   Problem Based Learning

Problem-Based Learning (PBL) is an instructional method of hands-on, active learning centred on the investigation and resolution of messy, real-world problems. Problem-based learning (PBL) takes a student-centred approach, usually conducted within small groups. The teacher acts as a facilitator in problem-based learning. The required knowledge and skills are achieved in the process of solving authentic problems (Barrows, 1996). Problem-based learning and inquiry-based learning are not mutually exclusive; rather, problem-based learning involves inquiry strategies. Some objectives of PBL are: helping students develop cognitive flexibility; practising problem-solving skills as generic skills; self-directed learning which requires high metacognitive ability; practising collaborative skills and communication skills; and increasing intrinsic motivation (Hmelo-Silver, Duncan, & Chinn, 2007).

Kolodner et al. (2003) list a sequence of PBL classroom practices: analysing a problem scenario and facts in groups; hypothesizing and explaining how to solve the problem; dividing up the learning issues within the group, learning new knowledge which is needed to solve the problem; returning to the problem; evaluating the hypotheses and learning issues; repeating the learning cycle until the problem is successfully solved; and reflection and abstraction.

Rather than having a teacher provide facts and then testing students' ability to recall these facts via memorization, PBL attempts to get students to apply knowledge to new situations. Students are faced with contextualized, ill-structured problems and are asked to investigate and discover meaningful solutions (Lee, n.d.).

iii.   The Experiential Learning Cycle (Kolb)

Kolb and others, (1974) identified a learning cycle consisting for four stages as shown below.
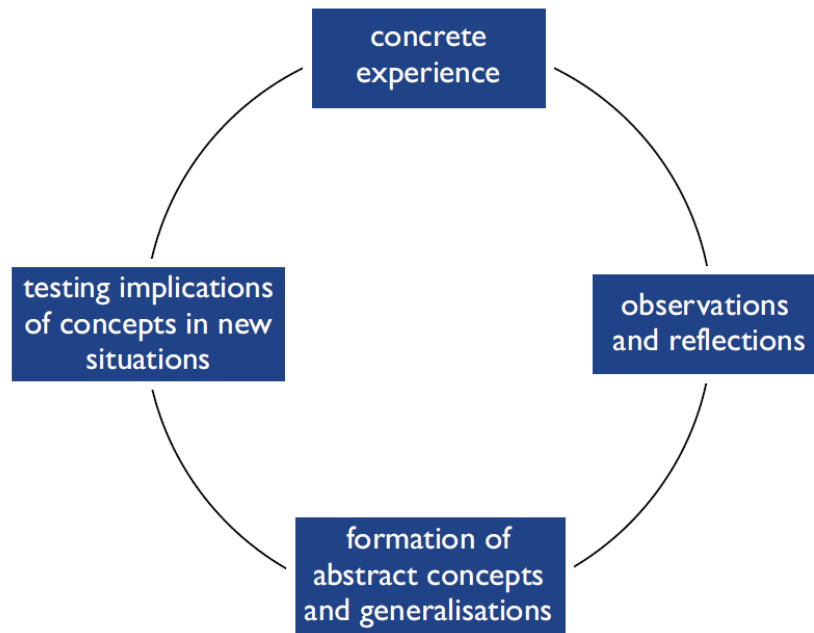
Figure 2.1. The Kolb Learning Cycle

From: Armstrong, M. (2009). Armstrong's handbook of human resource management practice (Eleventh ed.). London ; Philadelphia: Kogan Page. Page 704

Kolb's experiential learning style theory is typically represented by a four stage learning cycle in which the learner 'touches all the bases' (Armstrong, 2009; Kolb et al., 1974; McLeod, 2013): Concrete Experience - a new experience of situation is encountered, or a reinterpretation of existing experience. This can be planned or accidental; Reflective Observation of the new experience - This involves actively thinking about the experience and its significance. Of particular importance are any inconsistencies between experience and understanding; Abstract Conceptualization (theorizing) - Reflection gives rise to a new idea, or a modification of an existing abstract concept. Also it is generalizing from experience to develop various concepts and ideas that can be applied when similar situations are encountered; and Active Experimentation - the learner applies them to the world around them to see what results. It involves testing the concepts or ideas in new situations. This gives rise to a new concrete experience and the cycle begins again.

Effective learning is seen when a person progresses through a cycle of four stages: of having a concrete experience followed by observation of and reflection on that experience which leads to the formation of abstract concepts (analysis) and generalizations (conclusions) which are

then used to test hypothesis in future situations, resulting in new experiences. To learn effectively, individuals must shift from being observers to participants, from direct involvement to a more objective analytical detachment. Every person has his or her own learning style and one of the most important arts that trainers have to develop is to adjust their approaches to the learning styles of trainees. Trainers must acknowledge these learning styles rather than their own preferred approach (Armstrong, 2009; Kolb et al., 1974; McLeod, 2013).

Kolb also defined the four learning styles of trainees. Kolb explains that different people naturally prefer a certain single different learning style. Various factors influence a person's preferred style e.g. social environment, educational experiences, or the basic cognitive structure of the individual. Whatever influences the choice of style, the learning style preference itself is actually the product of two pairs of variables, or two separate 'choices' that we make, which Kolb presented as lines of axis, each with 'conflicting' modes at either end. The learning styles as presented by Kolb are: Accommodators who learn by trial and error, combining the concrete experience and experimentation stages of the cycle; Divergers who prefer concrete to abstract learning situations and reflection to active involvement. Such individuals have great imaginative ability, and can view a complete situation from different viewpoints; Convergers who prefer to experiment with ideas, considering them for their practical usefulness. Their main concern is whether the theory works in action, thus combining the abstract and experimental dimensions; and Assimilators who like to create their own theoretical models and assimilate a number of disparate observations into an overall integrated explanation. Thus they veer towards the reflective and abstract dimensions.

A typical presentation of Kolb's two continuums is that the east-west axis is called the Processing Continuum (how we approach a task), and the north-south axis is called the Perception Continuum (our emotional response, or how we think or feel about it) as seen in Figure 2.2. Kolb believed that we cannot perform both variables on a single axis at the same time (e.g. think and feel). Our learning style is a product of these two choice decisions (McLeod, 2013).
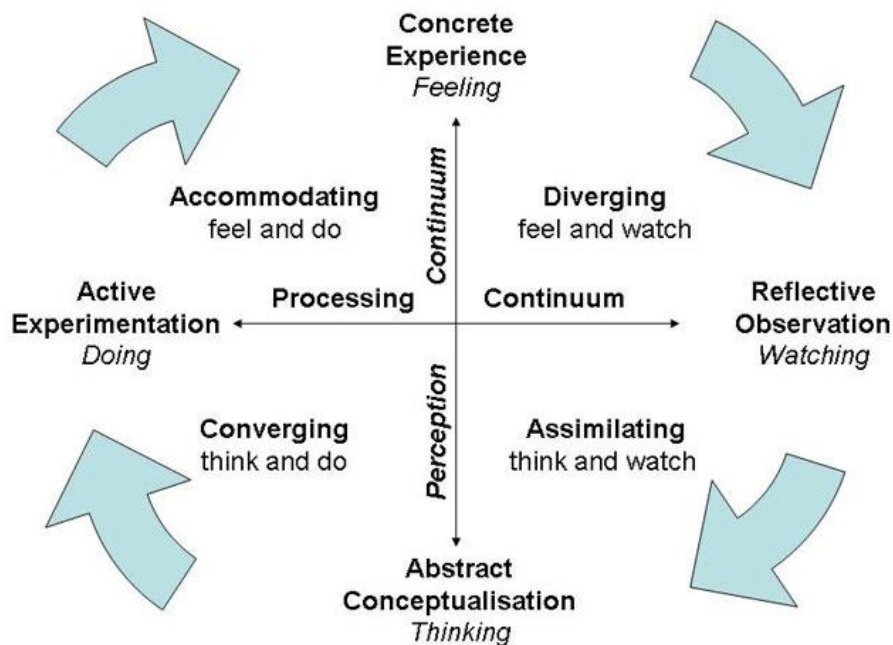
Figure 2.2. Kolb's two Continuums

2.2.2. Models for Technical Training

Any training and development for graduates needs to be done according to a formal, results based program whose effectiveness can be measured. As the large percentage of the employees of Nokia Networks is engineers, the focus of the study was on methods to develop technical graduates. A review of literature suggests that two main models are adopted for technical training. The models are the ADDIE Model and the ICAS Model.

i.   The ADDIE Model

The first model is the ADDIE model (Molenda, 2003; R. C H Ng, 2004) which stands for "Analysis, Design, Development, Implementation and Evaluation". According to Molenda (2003) "the ADDIE Model is merely a colloquial term used to describe a systematic approach to instructional development, virtually synonymous with instructional systems development (ISD)". When used in ISD models, the processes are considered to be sequential but also iterative as depicted in Figure 2.3.
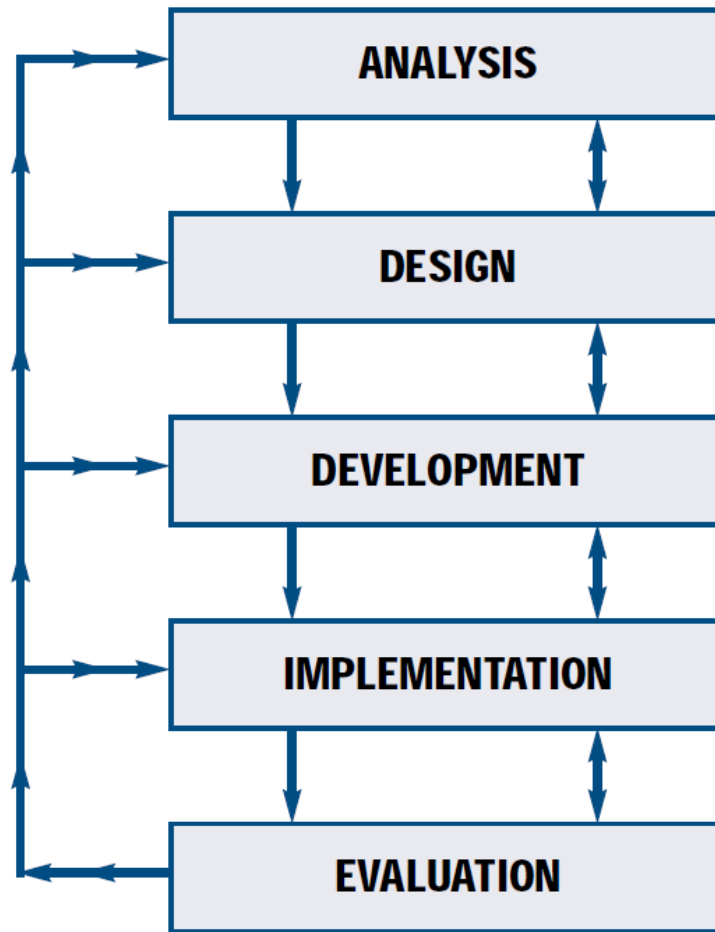
Figure 2.3. An ISD Model Featuring the ADDIE Processes

From "In search of the elusive ADDIE model". Molenda, M. (2003). Performance Improvement, 42(5), 34–37.

The various phases of the model are: Analysis − This involves a competence analysis as well as a training needs analysis. The competency analysis is necessary to identify the top competence needs in the various engineering departments involved. This would focus on four areas namely Common competencies among the departments, Departmental Priority levels, the impact of no training and the participants to be involved. The competency analysis findings would then guide the training needs analysis which would then focus on solutions that require training. The idea here is to differentiate between training solutions and non-training solutions. The training needs analysis (TNA) would determine the job's knowledge and skills needed, knowledge skills and gaps and the participants to be involved. During analysis, the designer identifies the learning problem, the goals and objectives, the audience's needs, existing knowledge, and any other relevant characteristics. Analysis also considers the learning environment, any constraints, the delivery options, and the timeline for the project (Dick & Carey, 1996).

Design and Development – This is a systematic process of specifying learning objectives. Detailed storyboards and prototypes are often made, and the look and feel, graphic design, user-interface and content is determined here (Leshin, Pollock, & Reigeluth, 1992). These stages can be combined to provide a unified approach as described by (R. C H Ng, 2004). In this phase, consideration has to be made of the various methods of learning and training available in designing course content. As previously discussed, the overall design and development has to meet the trainees' needs as well as fit in with the organizational objectives and be transferable to the trainees' day to day jobs. The actual creation (production) of the content and learning materials based on the Design phase.

Implementation – Based on the design, the actual training is delivered to the trainees. During implementation, the plan is put into action and a procedure for training the learner and teacher is developed. Materials are delivered or distributed to the student group. After delivery, the effectiveness of the training materials is evaluated.

Evaluation – This phase consists of formative and summative evaluation. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for criterion-related referenced items and providing opportunities for feedback from the users. Revisions are made as necessary (Lee, n.d.). Here, Kirkpatrick's four levels of evaluations (Kirkpatrick, 2009) can be used to assess the effectiveness of the training to show whether any significant impact is felt in the trainees' day-to-day work and their overall development in the program. It would be good to measure the short-term effectiveness as well as long-term retention to be truly sure that a training intervention is effective as described earlier.

Using this model, one can create an easy to follow training program for graduate trainees. However, it can be seen that this model fails to address one specific issue – the soft-skills or competencies that are necessary for leadership development. It is also rather generic and could be used for any training program and is not specifically geared towards a specific objective.

ii.   The ICAS Model

To solve this dilemma, another model was developed, geared at cultivating an all-round engineering community. The ICAS – Integration, Competency-based, Acumen and Soft Skills Technical Training Program (Ronnie Choo Hean Ng, 2007). The ultimate goal of ICAS is to put engineers through the technical leadership pipeline with a goal of producing balanced individuals who can be a pool of future leadership potential for an organization. The ICAS

Model could be viewed as a program of programs. The ICAS model has four constituents – Integration, Competency Based, Acumen (technical) and Soft Skills as shown in Figure 2.4.
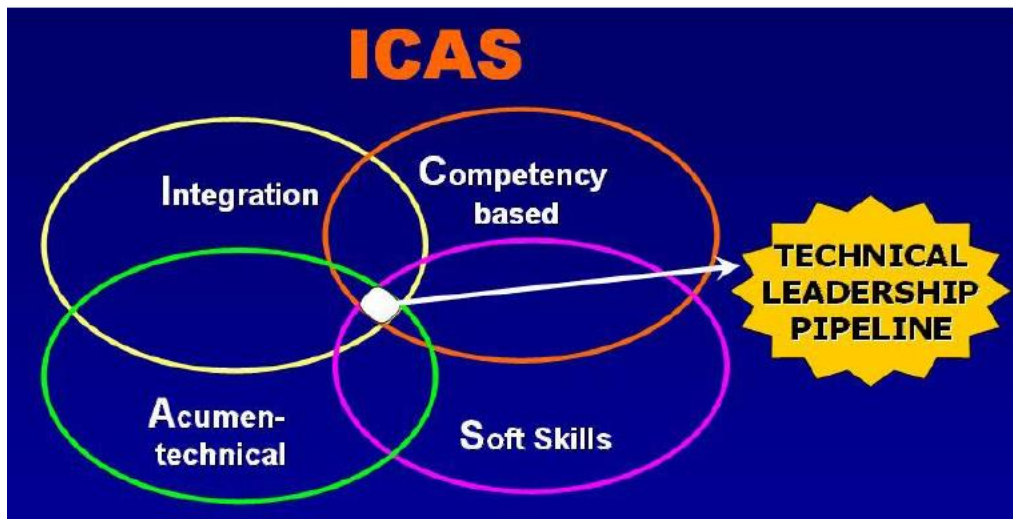
Figure 2.4. The ICAS Model

To groom an engineer as a technical leader within an organization, it is necessary that a candidate possess both technical and non-technical skills, which is shown through the overlap of all ellipses in Figure 2.4. According to Ronnie Choo Hean Ng (2007), these skills are acquired through multiple years of practical experience.

Integration Program – the aim of the program is to get the graduate trainees assimilated into the company and working effectively.

Competency Program – In this stage, the focus is to direct the engineers to gain depth of skills in their specific department and technology.

Technical Acumen Program – According to Ronnie Choo Hean Ng, (2007b) "engineers are not limited to just focusing on their work or area of expertise to produce business results. It is vital for each and every technical employee to comprehend the changes within and out of the company that is, to be technically savvy.

Soft Skill Program – The previous three programs focused on technical expertise necessary for job-execution. However, as discussed earlier, the aim of the Graduate Trainee Program is to develop competent engineers as well as create future leadership potential for the organization. All non-technical competence needed for job execution is categorized as soft skill.

Technical Leadership Pipeline – This is the long term aim of the program. Technical leaders are those who have in-depth technical knowledge as well as strong leadership skills with a view towards being strategic leaders. (Ronnie Choo Hean Ng, 2007). The ICAS model is the basis of the methodology for the Nokia Networks Graduate Trainee Program due to the design that includes leadership development.

2.3. Conceptual Framework

According to Reichel & Ramey (1987) a conceptual framework can be defined as a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation. It is a research tool which can help a researcher develop awareness of the situation under scrutiny and provide a means to communicate it.

As the current study shows that a causal relationship exists – a causal relationship exists where changes in one or more variables affect changes in another variable (Kothari, 2004). The key independent variables identified in the theoretical framework as being necessary for the successful outcome of the graduate trainee program are: Recruitment and Selection; Training and Development and Leadership Skills. This is shown in Figure 2.5:
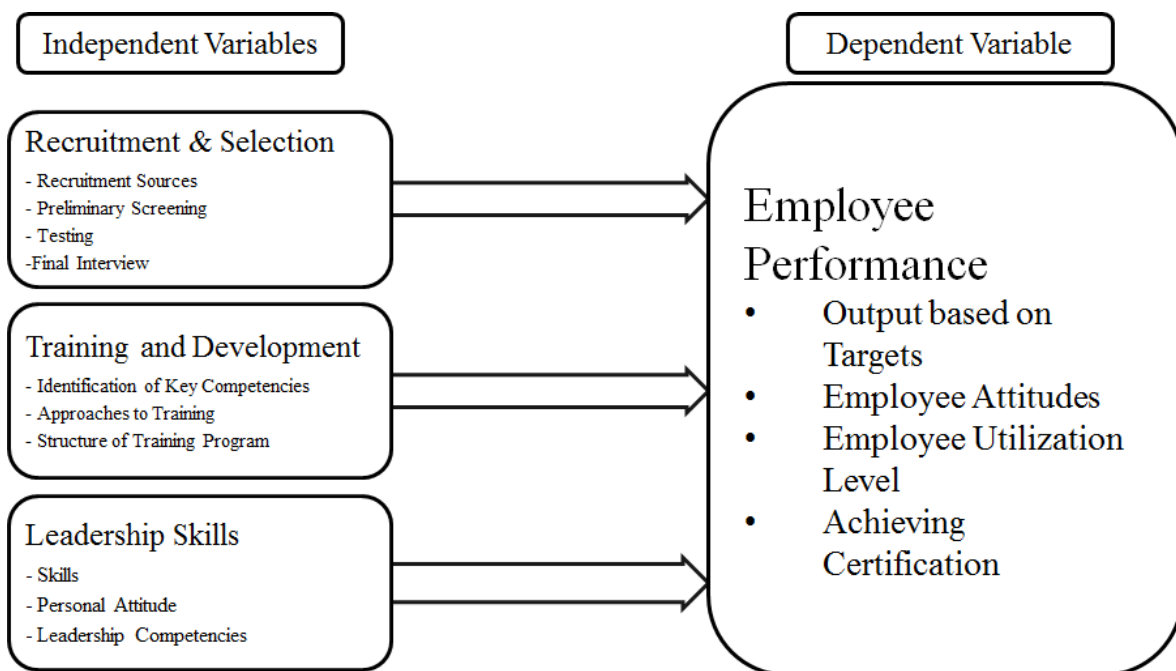
Figure 2.5. Conceptual Framework

2.3.1. Recruitment and Selection

According to Armstrong (2009), recruitment is the process of finding and engaging the people the organization needs. Selection is that part of the recruitment process concerned with deciding which applicants or candidates should be appointed to jobs. The purpose of the recruitment process is to find the widest pool of applicants to provide the greatest opportunity to select the best people for the required roles in an organisation. Once a pool of candidates has been identified through the recruitment process the most appropriate candidate, or candidates are identified through a selection process including but not limited to interviewing, reference checking and testing. The purpose of the selection process is to ensure that the best person or people are appointed to the role or roles using effective, fair and equitable assessment activities ("Recruitment and Selection - AHRI," n.d.). The selection process aims to predict the extent to which an individual or individuals will be able to carry out a role successfully and also uses assessment methods to make a choice between candidates (Armstrong, 2009).

From the above descriptions, it can be surmised that recruitment is the process of finding the right people to apply to an organization for a job and selection is choosing from this pool of applicants to get the best fit or the person most likely to meet the organization's requirements. Recruitment and selection therefore go hand in hand (Avrabos, 2005) and one without the other is futile. Recruitment should also be done to fill specific positions for which the company has a need in terms of skills, competence or manpower.

The objective of a people resourcing strategy is that the firm achieves competitive advantage by attracting and retaining more capable people than its rivals. According to Armstrong (2009), an employee resourcing strategy should contain the following components: Human resource planning; Creating an employer brand; Retention strategy; Absence management strategy; Flexibility Strategy; Talent Management; and Recruitment and Selection strategy.

The focus of the study was on the human resource planning to create the need for graduate trainees as well as the recruitment and selection strategy which would determine how talent is brought into the company. This was measured by determining the most effective method to reach out to potential Graduate Trainees who have the required qualifications for the engineering departments in Nokia. The components of Recruitment and Selection are identified as follows:

i. Recruitment Sources

To invite candidates to apply for the program, Nokia has employed various sources to make the Graduate Trainee Program known and also to ensure that it secures a wide cadre of applicants. From the Graduate Trainee Coordinator, it was found that a basic application accepted by the organization is a cover letter from the applicant stating their desire to join the program as well as basic background information, attached to their CV which details their education and any internship experience (if any). All this is received in electronic format as the company doesn't accept any hard copies. The effectiveness of the sources was analysed in the study.

ii. Preliminary Screening

Applications are screened on the basis of the following:

Has the applicant met all the criteria as laid down in the advertisement? Has the applicant already qualified/ or is the applicant going to qualify shortly (usually in 6 months) in a discipline as specified on the advertisement with the minimum required academic qualifications?

Leadership experience at high school or tertiary level in school or societies is also considered.

Has the applicant shown interest or involvement in extra-curricular activities, team sports, and societies and so on, or in one way or another, does the individual portray themselves as a team player? Based on the above initial analysis, candidates are shortlisted for an exam which was used to further screen the applicants.

iii. Testing

The applicants are taken through a technology test that ensures objectivity of the process. It is considered that interviews are largely subjective as they are based on the views, preferences and prejudices of the interview panel. The aim of the test is to assess whether the applicant has the inherent potential to meet the requirements of being a graduate trainee in the Nokia Program. Tests also highlight information that cannot be gained from an interview or from the application letter (Cronje, Hugo, Neuland, & Van Reenen, 1994).

All candidates for the program are tested on the same day and the test takes 2 hours. The test is then marked using a template. A cut-off of 40% is observed and anyone below that mark is considered ineligible for the next round.

iv.   Final Interview

At this stage a formal interview is done by a panel consisting of Technology Stream Managers, Subject Matter experts, HR and any other leader or manager that may be requested to form the panel. It is a 30 minute long interview and it is here that final assessment is made based on the interview responses, the individual's command of the English language and results from the technology exam. A joint decision is made and a candidate is rated between 1 and 10 by each panellist based on a list of criteria. The average is then taken for each candidate and this is used for the selection process.

The four criteria outlined above make up the Recruitment and Selection Process. The company recognizes that however good its training program may be, it can only be successful if the participants are of a high calibre. This ensures the success of the program and also the future success of the individual in future, especially in ensuring a supply of employees who can take up leadership positions. An assessment was then made on the effectiveness of the recruitment program in obtaining the right calibre of trainees from the market.

2.3.2.   Training and Development Strategies for New Employees

Training provides employees with the knowledge and skills to perform more effectively. This allows them to meet current job requirement or prepares them to meet the inevitable changes that occur in their jobs (Melwin Joy, 2013). Avrabos, (2005) argues that training at times happens in a haphazard manner thereby reducing its effectiveness. She continues by stating that training should also be directed towards a planned need as well as to ensure the transferability of the new skills into the working environment. As discussed in Chapter 1, new employees do not automatically perform at the levels expected by the organization (Groysberg, 2010), and even seasoned professionals may take 3-5 years to become fully productive (O'Leonard, 2014), hence the need for training.

Various methods are found in literature on processes and approaches used in training, learning and development of employees. These include informal and formal learning, e-learning, blended learning, development and training. Armstrong (2009) defines training as the application of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs effectively. As the definition of training restricts the process to a formal process, it is necessary to widen the scope to include informal processes.

Therefore learning should be distinguished from training. According to J. Reynolds & Mason (2002), "learning is the process by which a person constructs new knowledge, skills and

capabilities, whereas training is one of several responses an organization can undertake to promote learning". Armstrong (2009) states that the encouragement of learning makes use of a process model which is concerned with facilitating the learning activities for individuals and providing learning resources for them to use, while on the other hand, the provision of training involves the use of a content model which involves deciding in advance the knowledge and skills that need to be enhanced by training, planning the program, deciding on the training methods and presenting the content in a logical sequence through various forms of instruction. Sloman and Rolph (2003) cited by Armstrong (2009) further make the distinction between learning, which "lies within the domain of the individual" and training, which "lies within the domain of the organization".

A company also needs to promote a learning culture. A learning culture is described by (Reynolds & Mason, 2002) as a 'growth medium' which will 'encourage employees to commit to a range of positive discretionary behaviours, including learning' and which has the following characteristics: empowerment not supervision, self-managed learning not instruction, long-term capacity building not short-term fixes. He suggests that there needs to be the following within an organization in developing a learning culture (Reynolds, 2004).

The organization must develop and share the vision, which engenders a belief in a desired and emerging future. The organization then empowers employees, provides 'supported autonomy' or freedom for employees to manage their work within certain boundaries (policies and expected behaviours) but with support available as required. It should then adopt a facilitative style of management in which responsibility for decision making is ceded as far as possible to employees. To further support the employees, it should provide employees with a supportive learning environment where learning capabilities can be discovered and applied, e.g. peer networks, supportive policies and systems, protected time for learning; It should also use coaching techniques to draw out the talents of others by encouraging employees to identify options and seek their own solutions to problems (Reynolds, 2004).

The leadership should then guide employees through their work challenges and provide them with time, resources and, crucially, feedback. The leadership must recognize the importance of managers acting as role models. 'The new way of thinking and behaving may be so different that you must see what it looks like before you can imagine yourself doing it. You must see the new behaviour and attitudes in others with whom you can identify' (Schein, 1990 cited in Reynolds, 2004). Finally, they must encourage networks within the organization, which are

communities of practice and then align the company's systems to its vision, to get rid of bureaucratic systems that produce problems rather than facilitate work.

The next concept is that of the learning organization which was first popularized by Peter Senge in 1990. He describes it as follows: The learning organization is one "where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together" (Senge, 1990). Pedler, Burgoyne and Boydell (1991) state that a learning organization is one "which facilitates the learning of all its members and continually transforms itself". Wick & León (1995) describe a learning organization as one that "continually improves by rapidly creating and refining the capabilities required for future success". Berg and Chyung (2008) in their study attempt to connect individual learning to the learning organization concept by examining the relationship between individual informal learning engagement and the presence of learning organization characteristics. From their study, they conclude that learning and performance improvement practitioners gain new knowledge from informal learning activities more frequently than they do from formal training.

For any learning, training or development activity to be effective, the purpose of the activity should be clearly defined in terms of the behaviour required as a result of the intervention. Defining the expected behaviours will provide the basis for evaluation, which is an essential element in the achievement of successful planning. Roughly following models in previous work done by Aguinis and Kraiger (2009) as well as Goldstein and Ford (2002), training benefits may be maximized by using a number of steps in designing the training programs. These are, Needs Assessment; Training Design and Delivery; Training Evaluation; and Transfer of Training.

In summary, for training to be effective, an analysis needs to be done before and after the training to gauge its effectiveness. This will inform the design and delivery of future training methods. There also needs to be support from within the organization after the training or development activity has taken place, to support the trainees apply the skills in the job-environment.

i.   Identification of Key Competencies and Skills Required by Trainees

The training program for the Nokia Graduate Trainee Programme has been developed with assistance from the Nokia Academy, Subject Matter Experts, Senior Leaders and Stream Line Managers. The aim of the program is to develop competencies such as Initiative, Drive, Self-

Motivation, Assertiveness, Interpersonal Skills, Leadership Skills, Judgment, Self Confidence/Esteem, Verbal Communication and Presentation Skills, Written Communication and Reporting Skills, Tenacity and Quality work standards.

ii. Approaches to Training

The Nokia Graduate Trainee Program uses various approaches to training which involve group training, individual training, self-study, workshops, coaching and mentoring, soft-skill development and e-learning. As such it uses both On the Job and Off the Job training methods. The effectiveness of the various approaches was analysed as to how each method contributes to the overall success of the trainee.

iii. Structure of the Training Program

The training program can be divided into four broad categories namely Mandatory training, Workshops, Projects and Performance Reviews.

Mandatory Training which involves training on basics that the company expects every employee to know, plus the basics of technology every engineer in a technical department is expected to have. There is a focus on Ethics and Anti-Corruption, Information Security, IP Technology, Quality and Health & Safety. A lot of self-study is involved here as well.

Workshops where the focus is to gain a knowledge of what happens in other departments in the company as well as develop key competencies such as Self Confidence/Esteem, Interpersonal skills, Assertiveness, Verbal Communication and Presentation Skills, Written Communication and Reporting Skills. As future leaders, it is essential that the graduate trainees understand the company as a whole in order for them to be able to make informed decisions. The graduate trainees participate in a vast number of workshops, ranging from team building and personal development, to leadership development. In this way the graduate trainees are provided with the opportunity, on a number of occasions and in a number of different environments, to practice and develop all the competencies identified by the organisation as being essential for effective performance in the workplace. Other trainings such as classroom trainings and virtual e-learning sessions on the various technologies are done here.

Projects where a trainee develops technical skills in their department mainly through On the Job Training as well through Lab sessions and demos, Shadowing Senior engineers and Site Visits. This is where the actual hands on experience is developed.

Monthly Performance Reviews which are done to test the development of the engineers on the competencies and skills they have gained as well as to help them develop confidence in their abilities. This involves reviews at team level and also with Senior Leaders. The key competencies, approaches to training as well as the structure of the program was assessed for its contribution to the success of the employee.

2.3.3. Key Competencies Required for Effective Leadership

One of the aims of the Graduate Training Program is to develop potential candidates for future leadership positions in the organization. It is therefore important to know what defines the competencies required to be an effective leader. Knowledge of competencies to look for will aid recruiters in the selection process of graduate trainees.

Swanepoel, Erasmus, and Schenk (2008) define competence as a combination of education (knowledge base), training (skills base), application (experiential base) and values (behavioural base). On the other hand Boyatzis (2008) defines a competency as a capability or ability. It is a set of related but different sets of behaviour organized around an underlying construct, which he calls the "intent". According to him, a theory of performance is the basis for the concept of competency. He further suggests that maximum performance is believed to occur when the person's capability or talent is consistent with the needs of the job demands and the organizational environment. He continues to state:

The person's talent is described by his or her: values, vision, and personal philosophy; knowledge; competencies; life and career stage; interests; and style. Job demands can be described by the role responsibilities and tasks needed to be performed. Aspects of the organizational environment that are predicted to have important impact on the demonstration of competencies and/or the design of the jobs an roles include: culture and climate; structure and systems; maturity of the industry and strategic positioning within it; and aspects of the economic, political, social, environmental, and religious milieu surrounding the organization (Boyatzis, 2008).

Boyatzis (2008) quotes various researches which show that there are three clusters of competencies that differentiate outstanding performers from average performers in many countries of the world and as a result effective leaders (Boyatzis, 1982; Bray, Campbell, & Grant, 1979; Campbell, Dunnette, Lawler, & Weick, 1970; Goleman, 1998; Goleman, Boyatzis, & McKee, 2013; Kotter, 1982; Luthans, Hodgetts, & Rosenkrantz, 1988; Spencer & Spencer, 1993). The clusters are: Cognitive competencies, such as systems thinking and pattern

recognition; Emotional Intelligence competencies, including self-awareness and self-management competencies such as emotional self-awareness and emotional self-control; and Social Intelligence competencies which include social awareness and relationship management competencies such as empathy and teamwork (Boyatzis, 2008).

Sarros & Woodman (1993) however argue that the determinants of leadership are not very clear cut, and that successful leadership relies on a combination of traits, skills, attitudes and environmental and intra-organizational conditions (Avrabos, 2005). In the analysis of various literature and research sources carried out by Avrabos (2005), the most common competencies postulated by theorists as being necessary for leadership were summarized as follows: Personal Management Skills; Leadership and Teamwork Skills; Academic Skills; Technical (also known as how-to-do-it) Skills; Communication Skills; Decision-making Skills; Conceptual or Thinking Skills; and Interpersonal Skills (Avrabos, 2005).

It is possible to collapse these competencies into the clusters suggested by Boyatzis, (2008). However as stated by Avrabos (2005) despite immense research to determine universal traits of leaders, only intelligence seemed to be common amongst research findings and that there is some evidence to suggest that empathy and self-confidence are desirable leadership traits. It is however, clear from the literature above that there are certain consistencies in what theorists argue as skills or traits that constitute an effective leader and these was used as a starting point for determining the required competencies in graduate trainees.

i.   Skills
Graduates are expected to have certain skills and competencies or develop them over time. Some of these are necessary just to succeed at their jobs and others which propel them to leadership positions.

ii.   Personal Attitude
These skills are mainly personal and enable one to work within the organization. They are useful in self-development as well as working in teams.

iii.   Leadership Competencies
These are mainly categorized into Cognitive Competencies, Emotional Intelligence, Social Intelligence and Personal Management Competencies.

Cognitive Competencies are Systems Thinking, Pattern Recognition and Conceptual Thinking. Systems Thinking is a holistic approach to analysis that focuses on the way that a system's

constituent parts interrelate and how systems work over time and within the context of larger systems. The systems thinking approach contrasts with traditional analysis, which studies systems by breaking them down into their separate elements ("What is systems thinking?," n.d.). Pattern recognition describes a cognitive process that matches information from a stimulus with information retrieved from memory (Eysenck & Keane, 2005). Conceptual Thinking is the ability to identify patterns or connections between situations that are not obviously related, and to identify key or underlying issues in complex situations (Rainville, 2013).

Emotional Intelligence Competencies are Self-awareness, Self-Management and Emotional Self-Control. Self-awareness is the capacity for introspection and the ability to recognize oneself as an individual separate from the environment and other individuals (Merriam-Webster.com, 2015). Self-management is defined as the personal application of behaviour change tactics that produces a desired change in behaviour (Cooper, Heron, & Heward, 2007). Self-control is the ability to control one's emotions, behaviour, and desires in the face of external demands, to function in society (DeLisi, 2014).

Social Intelligence Competencies are Empathy, Teamwork and Interpersonal Skills. Empathy is the ability to understand and share the feelings of another (Vocabulary.com, n.d.).

Personal Management Competencies are Decision Making Skills, Time Management Skills, Technical Competence and Communication Skills. These were evaluated as to how well they support an employee in developing into a successful employee and a future organizational leader as well.

2.4. Empirical Review

The relationship between theories of learning and educational practices is complicated by the reality that there is more than one type of learning. None of the present theories is capable of explaining learning in all situations, and scholars working within a particular theoretical perspective often ignore or deny the importance of other types of learning and the relevance of other theories for different situations. Nearly every educational setting involves several types of learning, each with its unique importance to the functioning of the classroom.

There is little agreement on how many types of learning actually exist. When evaluating the validity or usefulness of different theories, especially from the perspective of the student

doing the learning, it is helpful to consider what the person is learning and what is taken as evidence that learning has occurred.

Theories of learning are efforts to explain how people learn. Different theories are based on different assumptions and are appropriate for explaining some learning situations but not others. Theories of learning can inform teaching and the use of different instructional resources including technology, but ultimately the learning activities in which the student actually engages (mental, physical, and social) determine what a student learns. Classroom learning involves social, emotional, and participatory factors in addition to cognitive ones, and theories of learning need to take these factors into account. Most current theories of learning presuppose that the goal of education is to develop the ability of students to understand the content and to think for themselves, presumptions that are consistent with the majority of modern-day schools.

In addition, a clear picture of the factors that influence employee performance with respect to graduate trainee programs in Kenya has not emerged from previous studies and from existing literature available. These limited findings from the existing body of knowledge suggest that there isn't enough evidence to explain the influence a successful graduate trainee program would have on employee performance in Kenya.

2.5. Research Gaps

Literature has revealed that university graduates do not always have the necessary skills to be able to handle the complex work environment today. More so in the technical arena where technology keeps changing quite fast, these graduates usually come into the workplace with a lot of theoretical knowledge and not much experience. As competition increases, employees are expected to have a greater command of not just the technical aspects of their jobs but the non-technical skills necessary to engage competitors, customer, suppliers and other stakeholders to assure their employer of a competitive edge. Graduate Trainee Programs are developed to address these gaps and to bridge the transition from the classroom to the workplace.

It has also been noted that companies seek to train future leaders from within their ranks and especially from a specially selected pool of candidates in a focused program such as a graduate trainee program. However, there is a significant gap in literature on what constitutes key criteria necessary for the initial recruitment into a Graduate Trainee Program and also how such a program should be conducted to ensure its successful outcome in the end, which is ensuring that the employees perform at the level desired by their employer.

2.6.   Summary

There is not much research or study done to ascertain which factors are important to the successful outcome of a graduate trainee program. Review of literature show that organizations are willing to invest in graduate trainees to secure the growth and the future of their company, but there is no formal or systematic way in which these programs are carried out. Training methods applied tend to be haphazard and depend on the person(s) carrying out the training and development of the trainees at the time. A study of literature also does not show any preferable models specifically for training of new graduates but proposes general training models.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1. Introduction

This chapter covers the research design, data collection and data analysis.

3.2. Research Design

Labaree (2015) describes a case study as an in-depth study of a particular research problem rather than a sweeping statistical survey. It is often used to narrow down a very broad field of research into one or a few easily researchable examples. The case study research design is also useful for testing whether a specific theory and model actually applies to phenomena in the real world. It is a useful design when not much is known about a phenomenon (Anastas, 2012; Stake, 1995; Yin, 2014). This design is best suited for the study as there is no prior documented research on the factors that would constitute a successful Graduate Trainee Program. This study was descriptive in nature and a survey method was used since the main purpose of the study was to describe the influence of Graduate Trainee Programs on employee performance.

3.3. Research Population

This study targeted all employees of Nokia Networks Kenya who have served either as mentors or coaches to at least one Graduate Trainee of the Siemens, NSN or Nokia Networks Graduate Trainee Programs since January 2007, and all employees who are currently or have been on Graduate Trainee programs since January 2007. This information was obtained from the Human Resource records of the company (Graduate Trainee Co-ordinator Records).

3.4. Sampling Frame

For the study, it was found that there are 35 members of current and past graduate trainee programs as well as 33 mentors and coaches that constitute the sampling frame. This gives a total population of 68 employees.

3.5. Sample and Sampling Technique

According to Kothari (2004) a sample is a representative subset of a population selected such as to provide a miniature-cross section of the population. As the population in this case is small, and to achieve a 95% confidence level with a confidence interval of 4 (i.e. margin of error of ±4) the sample size would need to be 61 ("Sample Size Calculator - Confidence Level, Confidence Interval, Sample Size, Population Size, Relevant Population - Creative Research

Systems," n.d.). The desired sample size was then be 61 out of a population of 68. The sample was selected by simple random sampling.

3.6. Data Collection Instruments

The study used primary data. The study used a questionnaire as the data collection method containing both closed and open-ended questions. According to Mugenda and Mugenda (2003), questionnaires are used to obtain important information about the population. Saunders, Lewis, and Thornhill (2009) state that questionnaires are most useful when standardized questions are used and the researcher is confident that all respondents will interpret these questions in the same way. Practical guidelines from Leedy (2010) were used in preparing the question with input derived from previous questionnaires developed by Avrabos (2005).

The survey questionnaires used in this study are shown in Appendix 1and Appendix 2.

3.7. Data Collection Procedure

In the survey, a questionnaire was used to collect information as it helped the scholar be objective and precise in the data collection process. The survey was done online using commercially available survey software – Google Forms. The nature of the purpose of the study was made known to the respondents through a cover email to elicit their responses. As online commercial software is used to collect the responses, anonymity of the respondents is also assured.

3.8. Data Presentation and Analysis

Data collection procedures allow systematic collection of information about the objects of the study and about the settings in which they occur (Shuttleworth, 2008). Data collected was analysed both manually and by use of electronic methods using a data preparation grid. The utilization of structured grids allows specific responses to be located with relative ease and facilitate the identification of emerging patterns (Saunders et al., 2009). Descriptive analysis was used in analysing the collected data. Using descriptive analysis it was possible to calculate: the mean, frequency distribution and percentage analysis of the study.

Tables were used to compute and summarize figures and their related percentages. The data was analysed using MS Excel and PSPP (Perfect Statistics Professionally Presented), a free replacement for SPSS (Statistical Package for Social Sciences). Charts and graphs are used to present data because of their apparent visual presentation. In addition they aid in making comparisons, showing relationships and highlighting trends (Wafula, 2012).

In addition, a multivariate regression model was applied to determine the relative importance of each of the three variables with respect to employee performance. Regression method was used due to its ability to test the nature of influence of independent variables on a dependent variable. Regression is able to estimate the coefficients of the linear equation, involving one or more independent variables, which best predicted the value of the dependent variable.

The model specification was as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where:

Y= Employee Performance (Dependent Variable)

X_1= Recruitment and Selection Methods

X_2= Training and Development Methods

X_3= Leadership Competencies

ε= Error term

β= Coefficient of determination for the independent variables

α= Constant – the intercept of the model

The research findings, analysis, discussions and recommendations are presented in chapter four and five respectively. Discussions and recommendations are based on the findings.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.1. Introduction

The chapter deals with organization and presentation of research data obtained from the respondents. It also captures some general information about the respondents. The data is presented in a manner that is easy to interpret and understand, according to the sequence contained in the questionnaire. A brief discussion of the data is offered immediately following the respective tables and charts. Where possible, the responses received from both Coaches/Mentors and graduate trainees are reflected in the same table to facilitate direct comparisons. Data analysis was based on the objectives of the study as presented in Chapter One. The chapter presents the analysis of data and its interpretation as was collected from the field.

4.2. Response Rate

A total of 61 questionnaires were sent out (the sample size was 61 out of a population of 68 as discussed in Chapter 3.5), and of these 36 were returned and analysed. This gave a percentage response rate of 59% (see Figure 4.1). Saunders et al. (2009) suggests that for internet or intranet mediated questionnaires a response rate of 30% is likely. Thus this response rate is sufficient for Intranet administered questionnaires. Also, according to Mugenda & Mugenda (2003), a response rate of 50% is adequate for analysis and reporting. Therefore, the responses received are sufficient for the study.
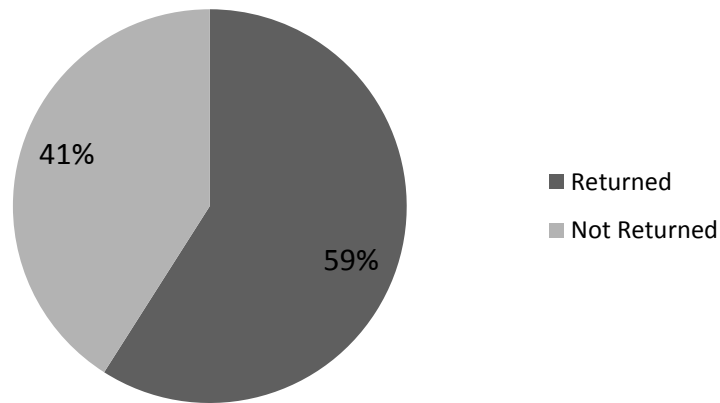
Figure 4.1. Questionnaire Response Rate

Graph showing the response rate to the questionnaire – out of 61 questionnaires sent out, 36 responses were received

4.3. Analysis and Interpretation of the General Information

Section A of the questionnaire consisted of questions focused on general information of the respondents. The information sought in this section was preliminary to the study objectives with aim of investigating the characteristics of the sample. The information sought here included the department of Nokia Networks which the respondents worked in, their position in the department and the number of years they have held the position. Also included were biological questions such as gender, age group and highest qualification. Finally, there were questions on mentoring.

4.3.1. Respondents Current Department

Table 4.1. Mentor/Coach and Graduate Trainee Responses on their Current Department

Department	Mentors /Coaches	Graduate Trainees	Total	%
CEM-OSS	3	6	9	25%
Converged Core	3	2	5	14%
Customer Operations	2	1	3	8%
IP & Transport	1	1	2	6%
Network Implementation	0	2	2	6%
NPO	0	2	2	6%
PMO	0	1	1	3%
RAN	2	7	9	25%
RSO	2	0	2	6%
Sales	1	0	1	3%
Total	**14**	**22**	**36**	**100%**

Table 4.1 indicates the number of responses received per department from both Coaches/Mentors and graduate trainees. The table shows that the RAN (Radio Access Network) and the CEM-OSS (Customer Experience Management – Operations Sub System) Departments had the largest number of responses at 25% each, followed by the Converged Core Department. The Departments with the least responses were PMO and Sales. This could be attributed to the fact that the highest number of Graduate Trainees were in the Technical Departments such as RAN, CEM OSS and Converged Core. The non-technical departments tended to have fewer Graduate Trainees.

4.3.2. Respondents Current Position

Table 4.2. Mentor/Coach and Graduate Trainee Responses on their Current Position in Nokia Networks

Position	Mentors /Coaches	Graduate Trainees	Total	%
Engineer	3	18	21	58%
Lead Engineer	8	3	11	31%
Region Head	1	0	1	3%
Solution Manager	1	0	1	3%
Stream Manager	1	1	2	6%
Total	**14**	**22**	**36**	**100%**

Table 4.2 shows that the greatest number of overall responses was from the engineers at 58%, the bulk of those being received from the graduate trainees. Among the mentors, the highest proportion of respondents was Lead Engineers.

4.3.3. Respondents Length of Service in Current Position

Table 4.3. Mentor/Coach and Graduate Trainee Responses on the Length of Service in their Current Position

Length of Service	Mentors /Coaches	Graduate Trainees	Total	%
Less than 6 months	0	5	5	14%
6 months to 1 year	0	4	4	11%
1 year to 3 years	7	6	13	36%
Over 3 years	7	7	14	39%
Total	**14**	**22**	**36**	**100%**

Table 4.3 indicates the number of years of service that the respondents have occupied in their current positions as expressed in Table 4.2. All of the coaches have been in their positions for over 1 years. However, majority of the trainees have been in their positions for less than 3 years. This shows there is a good level of experience amongst the coaches.

4.3.4. Respondents Gender

Table 4.4. Mentor/Coach and Graduate Trainee Responses on their Gender

Gender	Mentors /Coaches	Graduate Trainees	Total	%
Male	9	12	21	58%
Female	5	10	15	42%
Total	**14**	**22**	**36**	**100%**

The male to female response ratio is indicated in Table 4.4. The larger number of respondents was male representing 58% of the overall respondents. However, as the gap between the male and female respondents is not that high, especially for the graduate trainee respondents shows that Nokia Networks has been effective in bridging the gap between male and female engineers. According to the Society of Women in Engineering, the ratio of women to men in engineering roles in the US in 2012 was 20% women to 80% men ("Women in engineering in the United States," 2015). In contrast, in the UK as of 2014, only 7% of the engineering workforce is female (Women's Engineering Society, 2014), while the European Engineering Report put the number at an average of 16.7% in 2007 (Erdmann & Schumann, 2009). The average for the Graduate Trainee Program is even higher than the statistics cited by major technology companies (Forrest, 2014).

4.3.5. Respondents Age

Table 4.5. Mentor/Coach and Graduate Trainee Responses on their Age

Age Group	Mentors /Coaches	Graduate Trainees	Total	%
21 - 25	0	5	5	14%
26 - 30	2	10	12	33%
31 - 35	8	7	15	42%
36 - 40	2	0	2	6%
41 - 45	1	0	1	3%
46 - 50	1	0	1	3%
51 – 55	0	0	0	0%
55 – 60	0	0	0	0%
Over 50 years	0	0	0	0%
Total	**14**	**22**	**36**	**100%**

Table 4.5 represents the age groupings into which the respondents fell. In general, the graduate trainees are mainly between 21 and 35 years of age, with majority of them being between 26 and 30 years of age. There are no trainees above 36 years old. Majority of the mentors are within the 31 – 35 age grouping with no mentors in the 21 – 25 age grouping. None of the respondents are over 50 years old.

4.3.6. Respondents Individual Qualifications

Table 4.6. Mentor/Coach and Graduate Trainee Responses on their Individual Qualifications

Qualification	Mentors /Coaches	Graduate Trainees	Total	%
Diploma	0	0	0	0%
Higher Diploma	0	0	0	0%
Bachelors Degree	11	18	29	81%
Masters Degree	3	4	7	19%
Doctorate	0	0	0	0%
Other	0	0	0	0%
Total	**14**	**22**	**36**	**100%**

Table 4.6 shows the highest qualifications of the respondents. The majority of respondents both among the Coaches/Mentors and graduate trainees have a Bachelors Degree. Only 19% of the overall respondents have a Masters degree with the graduate trainees having a higher proportion of Masters Degrees. None of the respondents have a Diploma, Higher Diploma or Doctorate as their qualifications. This reflects the hiring policy of Nokia Networks that the minimum qualification for Technical jobs is a Bachelors Degree.

4.3.7. Respondents Workshop Attendance on Coaching/Mentoring
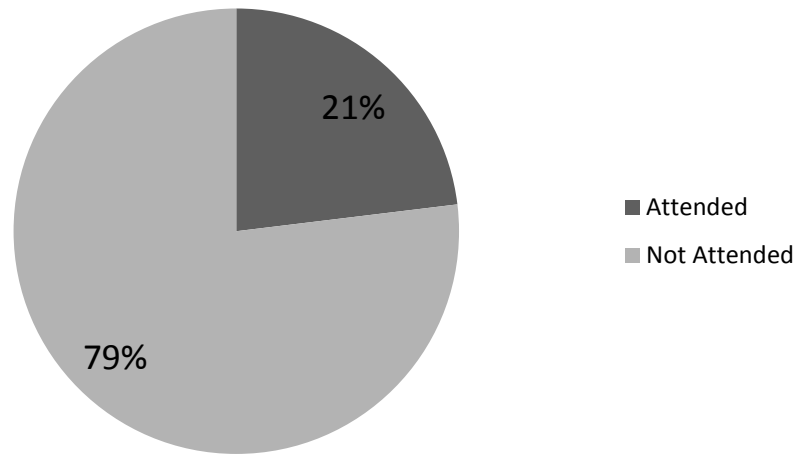
Figure 4.2. Mentor/Coach Response on their attendance of workshops on mentoring

Reponses by Coaches/Mentors on whether they have attended a workshop on mentoring prior to being appointed a mentor or coach to a trainee

Figure 4.2 shows the proportion of those Coaches/Mentors who have attended a workshop on coaching or mentoring in the past three years in relation to those who have not. 79% of the Coaches/Mentors had not attended a workshop in the past 3 years. Similar results were obtained by Avrabos, (2005) in her study where she concluded that to improving the mentoring process as an integral element of developing Graduate Trainees needs to be investigated. It is therefore important that more attend such workshops to improve the coaching/mentoring process in the Graduate Trainee Programme. This in turn will lead to greater success of the trainees once they are employed.

4.3.8. Respondents Years Served as a Mentor/Coach

Table 4.7. Mentor/Coach responses on the Years they have served as a mentor/coach

Years Served as a Coach	Total	%
1 or less	1	7%
2	3	21%
3	3	21%
4	3	21%
5	1	7%
More than 5	3	21%
Total	**14**	**100%**

Table 4.7 shows that only 7% of the Coaches/Mentors had served for 1 year or less. However, close to 49% of the Coaches/Mentors had served for 3 years and below. This means that majority of the Coaches/Mentors are relatively inexperienced. Coupled with the information obtained on the training status, showing that 77% of the Coaches/Mentors had not attended any workshop on mentoring, Nokia Networks would need to investigate how to improve the Graduate Trainee Program by equipping the Coaches/Mentors with skills and experience.

4.3.9. Number of Years Graduate Trainees have been mentored/coached

Table 4.8. Graduate Trainee Responses on number of years they have been mentored or coached

Years Mentored/Coached	Total	%
1 or less	14	64%
2	6	27%
3	0	0%
4	0	0%
5	1	5%
More than 5	1	5%
Total	**22**	**100%**

According to Table 4.8, 64% of the trainees had been mentored/coached for 1 year or less. If added to the ones coached/mentored for 2 years, the figure rises to 91%. This seems to indicate that once the trainees are out of the Graduate Trainee Program which in most cases is one year long, the coaching/mentoring seems to stop. Only 2 of the 22 respondents seem to have had a consistent coaching/mentoring experience over their lifetime in Nokia Networks. This could indicate an area of concern for Nokia Networks where they need to investigate whether or not the coaching/mentoring process should continue even after the individual formally leaves the Graduate Trainee Program.

4.3.10. Number of people Mentored/Coached

Table 4.9. Mentor/Coach responses on the number of people they have mentored/coached

Number Mentored	Total	%
1	1	7%
2	3	21%
3	7	50%
4	1	7%
5	0	0%
5 or more	2	14%
Total	**14**	**100%**

Table 4.9 shows the number of individuals mentored by the Coaches/Mentors. From the results it is seen that majority of the Coaches/Mentors (50%) have mentored 3 people. Only 2 coaches (14%) have mentored 5 or more people which once again highlights the relative inexperience of the Coaches/Mentors. This is an area for further investigation.

4.3.11. Number of Coaches/Mentors per Graduate Trainee

Table 4.10. Graduate Trainee Responses on the number of people they have been mentored or coached by

Number of Coaches/Mentors	Total	%
1	6	27%
2	7	32%
3	4	18%
4	5	23%
5	0	0%
5 or more	0	0%
Total	**22**	**100%**

Table 4.10 shows how many Coaches/Mentors each trainee has had over the time they have been with Nokia Networks. From the results, majority of the trainees have had 2 Coaches/Mentors. The highest number of coaches per individual was 4 and this is reported by 23% of the respondents.

4.3.12. Retention Rate

The Coaches/Mentors were further asked to give the numbers of the people they had coached/mentored and then the figure of how many of these were still in the same department. This was to aid in calculation of the retention rate which is a key indicator of the effectiveness of the recruitment process in matching the right person to the right job. The coaches/mentored mentioned that they had mentored 44 individuals over the period of the trainee program and of these 3 were still with the company in the same department. Overall, the company shows a retention rate of 86% of the trainees which is very good – showing that the recruitment process is successful. However, for the 14% that is no longer within the same departments where they were mentored, it would be good to investigate the cause of departure and analyse whether it is for a positive reason such as career growth or for a negative one.

4.4. Analysis and Interpretation of the Recruitment and Selection Section

The recruitment section was to gauge the effectiveness of the methods used in recruiting Graduate Trainees for the program. This is to understand whether the recruitment and selection process is doing well in matching the right person to the right job.

4.4.1. Year Graduate Trainee was recruited

Table 4.11. Graduate Trainee Responses on Year of Recruitment

Year	Number of Graduates	%
2007	2	9%
2008	5	23%
2009	2	9%
2010	1	5%
2011	4	18%
2014	8	36%
Total	**22**	**100%**

Table 4.11 shows the responses by the Graduate Trainees on the year they were recruited into the program. The results indicate that the greatest number of responses is from individuals who were graduate trainees in 2014 at 36% followed by those in 2008 at 23%. The fewest responses were obtained from the individuals who were graduate trainees in 2010. Further investigation of the Human Resource Records indicates that the highest attrition level among the trainees was in the group recruited in 2010. An analysis of the company financial records show that NSN was struggling financially at the time and had frozen recruitment and as such (Nokia, 2011), most of those in the 2010 Graduate Trainee Group were never offered permanent positions with the company. However, given that there is an 86% retention rate, on the surface it would imply that the recruitment process is quite effective in obtaining employees who fit in with the company.

4.4.2. Length of stay in the Graduate Trainee Program

Table 4.12. Graduate Trainee Response on how long they were in a Trainee Program

Length of Traineeship	Number of Graduates	%
Less than 6 months	1	5%
6 months to 1 year	14	64%
1 year to 2 years	5	23%
More than 2 years	2	9%
Total	**22**	**100%**

Table 4.12 shows the responses from the trainees on how long they were in a trainee program. The highest percentage, 64% report that they were in a trainee program for 6 months to 1 year. This is the standard time expected for the trainee program to last. There is one (5%) respondent who reported being in the program for less than 6 months and two (9%) who reported being in the group for more than 2 years. Further investigation reveals that during 2007, the company was experiencing a shortage of engineers and the one trainee was hired quickly out of the training program to fill a gap. The trainees who were in a training program for over 1 year are found to be in the groups from 2009, 2010 and 2011. The ones who reported to have been in the program for more than 2 years were all from the 2011 Graduate Trainee group. During this period Nokia had a recruitment freeze due to its financial situation and was only recruiting to replace employees who had left the company. This explains why the programs seem to have been extended.

4.4.3. Recruitment Methods

Table 4.13. Response on Recruitment Methods used to recruit Graduate Trainees

Recruitment Method	Knowledge of Methods used to recruit Graduate Trainees		How Graduate Trainee found out about the program	
	Number	%	Number	%
Direct Application	9	26%	1	4%
Email Forum	6	17%	8	30%
Institution in Partnership with Nokia Networks	4	11%	0	0%
Referral by a Nokia employee	6	17%	2	7%
Referral by someone who is not a Nokia employee	0	0%	8	30%
University Placement Office	3	9%	3	11%
Word of Mouth	5	14%	5	19%
LinkedIn	2	6%	0	0%
Other	0	0%	0	0%
Total	**35**	**100%**	**27**	**100%**

Table 4.13 shows that the highest method known for Graduate Trainee recruitment is by Direct Application at 26% followed by Email Forums and Referrals by Nokia Employees at 17%. Referral by Non-Nokia employees is rated at 0% yet the graduate trainees report that 30% of them got to know of the trainee program by being referred by someone who is not a Nokia employee. An equal number of Graduate trainees also report that they found out about the Graduate Trainee Program through an Email Forum. The results obtain could indicate that there is a disconnect between what people know as the methods available for the company to recruit

Graduate Trainees compared with what methods the trainees actually find out about the program.

Table 4.14. Graduate Trainee Response on the Number of Stages of Evaluation they were subjected to before being admitted into the program

Number of Stages of Evaluation Before Admittance into Program	Number of Respondents	%age of total respondents
One Evaluation	22	**100%**
Two Evaluations	18	**82%**
Three Evaluations	12	**55%**
Four Evaluations	4	**18%**

Table 4.14 shows the number of stages of evaluation each trainee went through before being accepted into the program. The data shows that at least 82% of the total respondents went through two stages of evaluation before being selected and 55% of the total respondents went through three stages of evaluation. Table 4.15 shows the distribution of the different evaluation methods used as reported by the Graduate Trainees.

Table 4.15 Graduate Trainee Responses on Evaluation Methods Used before Selection

Evaluation Methods	Number of Respondents	%
Aptitude Test	8	14%
HR Interview	11	19%
Technical Exam	16	28%
Panel Interview - Face to Face	20	34%
Panel Interview - Phone	2	3%
Senior Leader Interview	1	2%
No Evaluation	0	0%
Other	0	0%
Total	**58**	**100%**

Table 4.15 shows that the highest method used to evaluate potential graduate trainees was a Face to Face Panel Interview at 34%, followed by a Technical Exam at 28%. Phone Interviews and Senior Leader interviews are not used much with two respondents for the Phone Interview (3%) and one respondent for the Senior Leader Interview (2%). Also, no trainee joined the program without any evaluation which shows that there is a good process to ensure that the right trainees are recruited into the program. Having multiple stages of selection ensures that information that secures a good fit for the organization is obtained from multiple sources. This is in line with what has been previously suggested by Cronje et al., (1994).
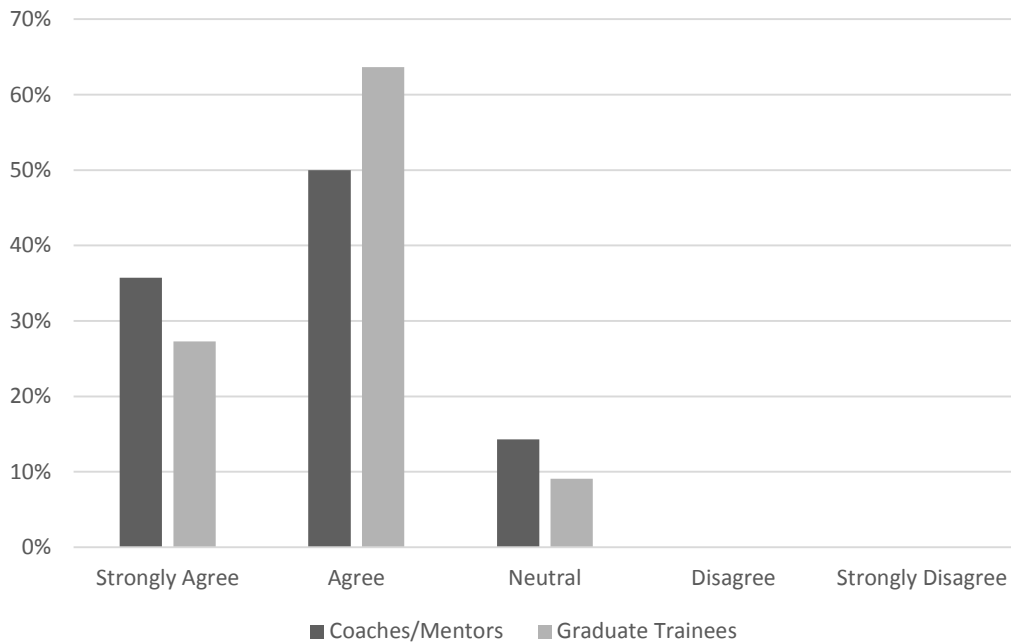
Figure 4.3. Comparison of Responses on Recruitment Process Suitability

Shows the comparison of the responses by Coaches/Mentors versus those of the Graduate Trainees on the suitability of the Recruitment process employed by Nokia Networks in selecting the right people for the Graduate Trainee Program

Figure 4.3 shows that majority of the respondents agree that the recruitment process is tailored well to ensure that the right individuals are chosen for the trainee program and this in turn influences the success of the trainee in the program and in the future. None of the respondents felt that the recruitment methods are not useful in identifying suitable candidates for the trainee program.

From the data, the response is 86% positive for the Coaches/Mentors and 91% positive for the trainees. Combining the two, we obtain an average of 89% giving a positive response that the recruitment process is effective and will influence the success of the trainees in the future while 11% of the total respondents are neutral. This together with the information in Table 4.14 and Table 4.15 shows that there is a systematic recruitment process and this can contribute to the success of the program and ultimately the success of the Graduate Trainee in the future. Coupled with the information of 86% retention, it is observed that the Recruitment and

Selection process of the program does a very good job in identifying the right people for the right job in the trainee program.

4.5. Analysis and Interpretation of Training and Development Methods

This section was used to gauge the influence of the Training and Development Methods applied by Nokia in their Graduate Trainee Program on the performance of the employees who go through the program. The aim is to rate the influence of the sections on Key Competencies, Approaches to Training and the Structure of the Graduate Trainee Program. For all responses on a Likert Scale, to calculate a mean, the various options were each assigned a score as follows: Strongly Agree as 5, Agree as 4, Neutral as 3, Disagree as 2 and Strongly Disagree as 1. This is in turn used to calculate the mean score.

4.5.1. Analysis of Key Competencies Required by Graduate Trainees

Table 4.16 shows the responses of both the Coaches/Mentors and the Trainees on the Competencies necessary for Graduate Trainees to perform at their jobs. From the results in Table 4.16, the coaches and mentors show that there is great support for the competencies as being essential for the trainees to possess to be perform at their jobs. Of the thirteen competencies, the Coaches and Mentors are in full agreement that 10 of them are a must for an employee to be successful. The competencies that some coaches and mentors disagree are important for a trainee to be successful are Leadership Skills and Judgment. Leadership Skills scores the lowest at 77%.

On the other hand, the Trainees show that there is good support for the competencies as being essential for the trainees to possess to be successful in their work. There is however less support for some skills as compared to the Mentors and Coaches. Leadership Skills scores the lowest at 82%. On average, there is 90% in favour of the competencies being measured and developed as being important for the employees to be successful at their jobs, as seen in Table 4.17.

Table 4.16. Response on Graduate Competencies Necessary for Employee Performance

Graduate Competencies	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	%age
A. Initiative is required to improve employee performance							
Coaches/Mentors	77%	23%	0%	0%	0%	4.8	95%
Trainees	71%	29%	0%	0%	0%	4.7	94%
B. Drive is required to improve employee performance							
Coaches/Mentors	77%	23%	0%	0%	0%	4.8	95%
Trainees	81%	19%	0%	0%	0%	4.8	96%
C. Self-Motivation is required to improve employee performance							
Coaches/Mentors	85%	15%	0%	0%	0%	4.8	97%
Trainees	90%	10%	0%	0%	0%	4.9	98%
D. Assertiveness is required to improve employee performance							
Coaches/Mentors	38%	46%	15%	0%	0%	4.2	85%
Trainees	57%	29%	10%	5%	0%	4.4	88%
E. Interpersonal Skills are required to improve employee performance							
Coaches/Mentors	46%	54%	0%	0%	0%	4.5	89%
Trainees	71%	29%	0%	0%	0%	4.7	94%
F. Leadership Skills are required to improve employee performance							
Coaches/Mentors	31%	31%	31%	8%	0%	3.8	77%
Trainees	38%	48%	5%	5%	5%	4.1	82%
G. Judgment is required to improve employee performance							
Coaches/Mentors	31%	46%	15%	8%	0%	4.0	80%
Trainees	57%	33%	5%	0%	5%	4.4	88%
H. Self-Confidence / Self Esteem is required to improve employee performance							
Coaches/Mentors	54%	46%	0%	0%	0%	4.5	91%
Trainees	67%	24%	5%	5%	0%	4.5	90%
I. Verbal Communication is a competence that is required to improve employee performance							
Coaches/Mentors	38%	62%	0%	0%	0%	4.4	88%
Trainees	57%	43%	0%	0%	0%	4.6	91%
J. Written Communication is a competence that is required to improve employee performance							
Coaches/Mentors	62%	38%	0%	0%	0%	4.6	92%
Trainees	57%	33%	5%	0%	5%	4.4	88%
K. Internal Locus of Control (Have control over their actions) is required to improve employee performance							
Coaches/Mentors	62%	38%	0%	0%	0%	4.6	92%
Trainees	67%	24%	10%	0%	0%	4.6	91%

Graduate Competencies	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	%age
L. Adhering to Work Standards is a competence that is required to improve employee performance							
Coaches/Mentors	38%	62%	0%	0%	0%	4.4	88%
Trainees	57%	33%	10%	0%	0%	4.5	90%
M. Tenacity is required to improve employee performance							
Coaches/Mentors	46%	54%	0%	0%	0%	4.5	89%
Trainees	48%	38%	10%	5%	0%	4.3	86%

Table 4.17. Comparison between Coaches/Mentors and Trainee Responses on Graduate Competencies Necessary for Employee Performance

Graduate Competencies	Coaches/Mentors	Graduate Trainees	Difference	Combined Average
A. Initiative	95%	94%	1%	95%
B. Drive	95%	96%	-1%	96%
C. Self-Motivation	97%	98%	-1%	98%
D. Assertiveness	85%	88%	-3%	86%
E. Interpersonal Skills	89%	94%	-5%	92%
F. Leadership Skills	77%	82%	-5%	79%
G. Judgment	80%	88%	-8%	84%
H. Self-Confidence / Self Esteem	91%	90%	0%	91%
I. Verbal Communication	88%	91%	-4%	90%
J. Written Communication	92%	88%	5%	90%
K. Internal Locus of Control (Have control over their actions)	92%	91%	1%	92%
L. Work Standards	88%	90%	-2%	89%
M. Tenacity	89%	86%	4%	87%
Average	**89%**	**90%**	**-1%**	**90%**

The main difference in the opinions of Coaches/Mentors and Trainees lie in the competencies Judgment which the Trainees rate 8% higher than the Coaches/Mentors; Interpersonal Skills and Leadership Skills which the trainees rate 5% higher than the Coaches/Mentors; and Written Communication which the Coaches/Mentors rate 5% higher than Trainees. Overall, the entire group average response is that 90% feel that the Competencies are necessary to ensure employee success with minor deviations between the responses of the Coaches/Mentors and those of the Graduate Trainees. A similar study in South Africa by Avrabos, (2005) obtained comparable results even though it was in the vehicle manufacturing industry. This could imply

that for graduates beginning work, a similar set of skills is necessary for them to succeed in their jobs.

The competencies highlighted as most important are Initiative, Drive, Self-Motivation, Interpersonal Skills and Internal Locus of Control. Further study would be necessary to determine why Leadership Skills are not considered to be a key competence requirement for Graduate Trainees to be successful yet one of the objectives of the program is to develop future company leaders. This is because both Coaches/Mentors as well as Graduate Trainees rate it low on their responses.

4.5.2. Analysis of Approaches to Training

Table 4.18 shows the responses on the respondents feeling on the effectiveness of the current training and development methods employed by Nokia Networks in improving employee performance. From the results in Table 4.18, the coaches and mentors give the most effective training and development methods that influence employee performance are On the Job Training on Network Implementation projects at 99% followed by Site visits and Graduate Trainee Oral presentations at 93%. The method with the least influence is Self-Study at 80%, followed by classroom training and Team Building at 81%.

The results here mirror closely the results obtained by Avrabos (2005) where she found that mentors and coaches rated the divisional projects where the trainees engaged in training in their own area of expertise as the most beneficial part of the training program. They rated the intervention at 100%.

Self-Study is felt as a weak tool in improving performance of technical graduate trainees as some of the concepts need practice to grasp and this would require hands on work which is best provided by other methods. Classroom training provides the theoretical information and background as well, but the true skills are developed with practice and therefore it is considered less influential in the development program.

Trainees on the other hand rate On the Job Training on Network Implementation Projects as the method with most influence at 94% followed by On Job Training on Care projects at 91%. The methods with the least influence are Case Studies at 75% and Self-Study at 76%. Overall, the training and development methods used receive a response average of 86% as seen in Table 4.19 showing that the methods are quite good in influencing the trainees' future performance.

Table 4.18. Response on Training and Development Methods Effectiveness in Improving Performance

Training Methods	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	%age
A. Buddy Tutoring is an effective training method in improving the future performance of the employees							
Coaches/Mentors	29%	64%	7%	0%	0%	4.2	84%
Trainees	41%	55%	0%	0%	5%	4.3	85%
B. Case Studies is an effective training method in improving the future performance of the employees							
Coaches/Mentors	43%	43%	7%	7%	0%	4.2	84%
Trainees	23%	45%	18%	9%	5%	3.7	75%
C. Classroom Training is an effective training method in improving the future performance of the employees							
Coaches/Mentors	14%	79%	7%	0%	0%	4.1	81%
Trainees	32%	55%	0%	9%	5%	4.0	80%
D. Lab Sessions and Demos is an effective training method in improving the future performance of the employees							
Coaches/Mentors	57%	43%	0%	0%	0%	4.6	91%
Trainees	68%	18%	9%	0%	5%	4.5	89%
E. On the Job training on Customer CARE Projects is an effective training method in improving the future performance of the employees							
Coaches/Mentors	64%	29%	0%	7%	0%	4.5	90%
Trainees	77%	14%	0%	5%	5%	4.5	91%
F. On The Job Training on Start-up/Network Implementation Projects is an effective training method in improving the future performance of the employees							
Coaches/Mentors	93%	7%	0%	0%	0%	4.9	99%
Trainees	86%	10%	0%	0%	5%	4.7	94%
G. Self-Study is an effective training method in improving the future performance of the employees							
Coaches/Mentors	21%	64%	7%	7%	0%	4.0	80%
Trainees	24%	57%	5%	5%	10%	3.8	76%
H. Senior Leader Coaching Sessions are an effective training method in improving the future performance of the employees							
Coaches/Mentors	50%	29%	14%	7%	0%	4.2	84%
Trainees	50%	36%	5%	5%	5%	4.2	85%
I. Shadowing Senior Engineers is an effective training method in improving the future performance of the employees							
Coaches/Mentors	43%	43%	7%	7%	0%	4.2	84%
Trainees	55%	36%	5%	0%	5%	4.4	87%

Training Methods	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	%age
J. Site Visits are an effective training method in improving the future performance of the employees							
Coaches/Mentors	64%	36%	0%	0%	0%	4.6	93%
Trainees	59%	32%	5%	0%	5%	4.4	88%
K. Soft Skill Development Workshops are an effective training method in improving the future performance of the employees							
Coaches/Mentors	29%	64%	7%	0%	0%	4.2	84%
Trainees	41%	45%	5%	5%	5%	4.1	83%
L. Team Building is an effective training method in improving the future performance of the employees							
Coaches/Mentors	29%	57%	7%	7%	0%	4.1	81%
Trainees	41%	41%	5%	5%	9%	4.0	80%
M. Technical Workshops are an effective training method in improving the future performance of the employees							
Coaches/Mentors	36%	64%	0%	0%	0%	4.4	87%
Trainees	55%	36%	5%	0%	5%	4.4	87%
N. Virtual e-learning Sessions are an effective training method in improving the future performance of the employees							
Coaches/Mentors	43%	50%	7%	0%	0%	4.4	87%
Trainees	41%	36%	14%	5%	5%	4.0	81%
O. Weekly/Monthly Graduate Trainee Oral Presentations are an effective training method in improving the future performance of the employees							
Coaches/Mentors	64%	36%	0%	0%	0%	4.6	93%
Trainees	64%	18%	14%	0%	5%	4.4	87%

Table 4.19. Comparison between Coach/Mentor Response and Graduate Trainee Response on Training and Development Methods Effectiveness in Improving Performance

Training and Development Method	Graduate Trainees	Coaches/Mentors	Difference	Combined Average
A. Buddy Tutoring	85%	84%	1%	85%
B. Case Studies	75%	84%	-10%	79%
C. Classroom Training	80%	81%	-1%	81%
D. Lab Sessions and Demos	89%	91%	-2%	90%
E. On the Job training on CARE Projects	91%	90%	1%	90%
F. On The Job Training on Start-up/Network Implementation Projects	94%	99%	-4%	96%
G. Self-Study	76%	80%	-4%	78%
H. Senior Leader Coaching Sessions	85%	84%	0%	84%
I. Shadowing Senior Engineers	87%	84%	3%	86%
J. Site Visits	88%	93%	-5%	91%
K. Soft Skill Development Workshops	83%	84%	-2%	84%
L. Team Building	80%	81%	-1%	81%
M. Technical Workshops	87%	87%	0%	87%
N. Virtual e-learning Sessions	81%	87%	-6%	84%
O. Weekly/Monthly Graduate Trainee Oral Presentations	87%	93%	-6%	90%
Average	**85%**	**87%**	**-2%**	**86%**

A comparison of the responses of the Coaches/Mentors and Graduate Trainees shown in Table 4.19 shows that both groups agree that On the Job Training on Network Implementation Projects has the greatest influence on their performance as a training and development method. The combined average of both is 96%. The method with the least influence when combining the two sets of responses is Self-Study at 78%, with a 4% difference between the Mentor/Coach response and the Graduate Trainee Response.

The highest difference in reported effectiveness is for Case Studies at 10%. Coaches/Mentors response shows that they feel that Case Studies are 84% effective while the Graduate Trainees feel it is only 75% effective. This is followed by Virtual e-learning sessions at 6% which the Coaches/Mentors feel is 87% effective while Graduate Trainees feel it is only 81% effective. Other responses had minor deviations between the Coaches/Mentors responses and those of the Graduate Trainees.

Finally, when looking at the averages, the top ranked methods for training and development in relation to their influence on employee performance are On the Job Training for Network Implementation Projects at 96%, followed by Site Visits at 91% and, Lab Sessions & Demos, On the Job Training for CARE Projects and the Weekly/Monthly Oral presentations tying at 90%. The average of the overall program is 86% which shows that the training and development methods selected have a strong influence on the trainees' future performance.

4.5.3. Analysis and Interpretation of the Components of the Current Trainee Development Program

i. Mandatory Training

Table 4.20 shows the response to the question on how the Mandatory Training section of the Graduate Trainee Program contributes to employee performance. Coaches and Mentors feel that Focused Training on the Graduate Trainees Individual Departments, that is, training geared towards developing their competence in a particular technology area is most important in influencing employee success. This is rated at 95%. Other training that was rated as highly effective was Introduction to NetAct at 92% and Internet Protocol (IP) Training at 91%. On further evaluation, this can be explained by the fact that all teams now need to work with both NetAct and almost all of the company's products are based on IP Technology or have a component of IP built into them.

The training that rated as least important for the future success of the employees by the Coaches/Mentors is the Anti-Corruption and Ethical Business Training at 78%. This requires further analysis by the Nokia team as one of their key pillars in doing business is ensuring that it is ethical and free from corruption. The next least ranked training was the I Own Quality Training ranked at 83%. This also requires further analysis as the company is working to instil a quality mind set in all of its employees as a hallmark of its business.

It is interesting to note that all the graduate trainees rated the trainings at 90% or above in terms of their influence on their success. The highest rating of 95% was received for IP Training and 93% for the Focused training in their individual departments. The lowest value was 90% and it was received for a number of trainings.

It is noted that the Information Security Training had a Neutral rating of 14% which is higher than any other training. This may need further analysis by Nokia to determine why the trainees do not understand the importance of securing the company's intellectual property. There was a Strongly Disagree result of 5% for the Customer Perceived Quality Training that may also need further investigation. Overall, the respondents rated Mandatory training at 89% in influencing their future success in the company as shown in Table 4.21.

Table 4.20. Response on Mandatory Training Contribution in Improving Performance

Mandatory Training	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	%age
A. Anti-corruption and Ethical Business Training contributes to the future performance of the employees							
Coaches/Mentors	23%	62%	8%	0%	8%	3.9	78%
Trainees	62%	29%	10%	0%	0%	4.5	90%
B. Company Health & Safety Awareness Training contributes to the future performance of the employees							
Coaches/Mentors	31%	69%	0%	0%	0%	4.3	86%
Trainees	62%	29%	10%	0%	0%	4.5	90%
C. I own Quality Assessment contributes to the future performance of the employees							
Coaches/Mentors	31%	62%	0%	8%	0%	4.2	83%
Trainees	62%	33%	5%	0%	0%	4.6	91%
D. Lean Six Sigma for Beginners contributes to the future performance of the employees							
Coaches/Mentors	38%	54%	0%	8%	0%	4.2	85%
Trainees	67%	24%	10%	0%	0%	4.6	91%
E. Information Security in NSN contributes to the future performance of the employees							
Coaches/Mentors	23%	77%	0%	0%	0%	4.2	85%
Trainees	62%	24%	14%	0%	0%	4.5	90%
F. Customer Perceived Quality Training contributes to the future performance of the employees							
Coaches/Mentors	38%	62%	0%	0%	0%	4.4	88%
Trainees	71%	19%	5%	0%	5%	4.5	90%
G. Internet Protocol (IP) Trainings contributes to the future performance of the employees							
Coaches/Mentors	69%	23%	0%	8%	0%	4.5	91%
Trainees	76%	24%	0%	0%	0%	4.8	95%
H. Introduction to NetAct contributes to the future performance of the employees							
Coaches/Mentors	62%	38%	0%	0%	0%	4.6	92%
Trainees	71%	14%	5%	10%	0%	4.5	90%
I. Focused training on individual department contributes to the future performance of the employees							
Coaches/Mentors	77%	23%	0%	0%	0%	4.8	95%
Trainees	76%	14%	10%	0%	0%	4.7	93%

Table 4.21. Coach/Mentor and Graduate Trainee Response Comparison on Mandatory Training Effectiveness in Improving Performance

Mandatory Training	Coaches/Mentors	Graduate Trainees	Difference	Combined Average
A. Anti-corruption and Ethical Business Training	78%	90%	-12%	84%
B. Company Health & Safety Awareness Training	86%	90%	-4%	88%
C. I own Quality Assessment	83%	91%	-8%	87%
D. Lean Six Sigma for Beginners	85%	91%	-7%	88%
E. Information Security in NSN	85%	90%	-5%	87%
F. Customer Perceived Quality	88%	90%	-3%	89%
G. IP Training	91%	95%	-4%	93%
H. Introduction to NetAct	92%	90%	3%	91%
I. Focused training on individual department	95%	93%	2%	94%
Average	**87%**	**91%**	**-4%**	**89%**

A comparison of the results of the Coaches/Mentors and that of Graduate Trainees is shown in Table 4.21. The highest difference in perception of the mandatory training is seen in the result for Anti-Corruption and Ethical Business Training, with a 12% difference between the score of Coaches/Mentors (78%) and that of the Graduate Trainees (90%). This also happens to be the lowest rank Training on average. The deviations between the Graduate Trainees and the Coaches/Mentors in this case are not so small with an average of 4% difference in their responses.

On average, the top ranked trainings in the Mandatory training are Focused Training on Individual Departments at 94%, followed by IP Training at 93% and Introduction to NetAct at

91%. In general, the combined results of the show that the Mandatory Training is rated at 89% positively in influencing the future performance of the Graduate Trainees.

ii. Workshops

Table 4.22 shows the response to the influence of Workshops on future performance of the Graduate Trainees. According to the Coaches/Mentors, the highest rated training method under the Workshops is the Report Writing and Business Communication Skills at 92%. This is considered to have the most influence in the employees' future success. The method with the least influence according to the Coaches/Mentors is presentations from other non-Technical department. This is rated at 77%.

For the Graduate Trainees on the other hand, the highest ranked training method is Presentation Skills Training at 88% while the lowest ranked is Presentations from other non-technical departments at 82%. Overall, from Table 4.23 the Coaches/Mentors rate that workshops have an 84% positive influence on the employees' future success, while the Graduate Trainees rate workshops at 86%.

Table 4.22. Response on Workshops Effectiveness in Improving Performance

Workshops	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	%age
A. Team Building contributes to the future performance of the employees							
Coaches/Mentors	23%	54%	23%	0%	0%	4.0	80%
Trainees	48%	38%	14%	0%	0%	4.3	87%
B. Presentations from other non-Technical departments (Logistics, Finance, Cost and Progress, IPM & Tools) contributes to the future performance of the employees							
Coaches/Mentors	23%	46%	23%	8%	0%	3.8	77%
Trainees	38%	48%	5%	5%	5%	4.1	82%
C. Presentation Skills Training contributes to the future performance of the employees							
Coaches/Mentors	38%	62%	0%	0%	0%	4.4	88%
Trainees	48%	43%	10%	0%	0%	4.4	88%
D. Report Writing and Business Communications contributes to the future performance of the employees							
Coaches/Mentors	62%	38%	0%	0%	0%	4.6	92%
Trainees	52%	33%	10%	5%	0%	4.3	87%

Table 4.23. Coaches/Mentors and Graduate Trainee Comparison Response on Workshops Effectiveness in Improving Performance

Workshops	Coaches/Mentors	Graduate Trainees	Difference	Combined Average
A. Team Building	80%	87%	-7%	83%
B. Presentations from other non-Technical departments (Logistics, Finance, Cost and Progress, IPM & Tools)	77%	82%	-5%	79%
C. Presentation Skills Training	88%	88%	0%	88%
D. Report Writing and Business Communications	92%	87%	6%	89%
Average	**84%**	**86%**	**-2%**	**85%**

A comparison of the results of the Coaches/Mentors and Graduate Trainees shown in Table 4.23 show that the greatest difference between the results is 7% where the Graduate Trainees rate Team Building at 87% compared to the Coaches and Mentors who rate it at 80%. From the averages, the lowest ranked training method is Presentations from other non-Technical departments at 79% and the highest ranked is Report Writing and Business Communication Skills at 89%. On average the respondents rate that the Workshops have an 85% positive influence on the future success of employees.

iii.   Projects

Table 4.24 shows the response on the influence of Projects on employee performance. All responses for the Coaches/Mentors for the different categories rate higher than 90% which shows that there is strong agreement on the usefulness of involving the Trainees on Projects to give them a sure footing in their future performance.

The results show that on average the Graduate Trainees feel that being involved in projects has a 93% positive influence on their future success. All responses for the different categories rate higher than 90% which shows that there is strong agreement on the usefulness of involving the Trainees on Projects to give them a sure footing in their future success.

Table 4.24. Coaches/Mentors Response on Projects Effectiveness in Improving Performance

Projects	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	%age
A. Participating in a Customer CARE Project contributes to the future performance of the employees							
Coaches/Mentors	77%	15%	8%	0%	0%	4.7	94%
Trainees	81%	10%	5%	5%	0%	4.7	93%
B. Participating in an Existing OpCo Network Implementation Assignment contributes to the future performance of the employees							
Coaches/Mentors	69%	31%	0%	0%	0%	4.7	94%
Trainees	71%	24%	0%	5%	0%	4.6	92%
C. Participating in a New Start-up Network Implementation Project contributes to the future performance of the employees							
Coaches/Mentors	62%	38%	0%	0%	0%	4.6	92%
Trainees	71%	24%	5%	0%	0%	4.7	93%

Note. OpCo refers to a Telecommunication Operator Company

Table 4.25. Coaches/Mentors and Graduate Trainees Response Comparison on Projects Effectiveness in Improving Performance

Projects	Coaches/Mentors	Graduate Trainees	Difference	Combined Average
A. CARE Project	94%	93%	1%	94%
B. Existing OpCo Network Implementation Assignment	94%	92%	1%	93%
C. New Start-up Network Implementation Project	92%	93%	-1%	93%
Average	**93%**	**93%**	**0%**	**93%**

Note. OpCo refers to a Telecommunication Operator Company

Table 4.32 compares the responses by the Coaches/Mentors and Graduate Trainees response on the influence of Projects on future employee performance. With just minor differences on the response values, both groups show that the Projects portion of the training Program is highly influential in the future success of the program at an average of 93%. This shows that Projects play an important role in preparing the Graduate Trainees on future success in employment.

iv.   Performance Reviews

Table 4.26. Coaches/Mentors Response on Performance Reviews Effectiveness in Improving Performance

Monthly Performance Reviews	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	%age
Monthly Performance Feedback Reviews contribute to the future performance of the employees							
Coaches/Mentors	62%	38%	0%	0%	0%	4.6	92%
Trainees	67%	14%	19%	0%	0%	4.5	90%

Table 4.26 shows the response on the influence of Monthly Performance Reviews on employee success. The results show that on average the Coaches/Mentors feel that having Monthly Performance Reviews with the Graduate Trainees has a 92% positive influence on their future success. This shows that there is strong agreement on the usefulness of Monthly Performance Reviews with the Trainees to give them a sure footing in their future success.

The results also show that on average the Graduate Trainees feel that having Monthly Performance Reviews with their Coaches/Mentors has a 90% positive influence on their future success. This attests to the usefulness of the Monthly Performance Reviews in preparing the trainees for future success as employees.

There is a 2% difference on the response values. However, both groups rate Monthly Performance Reviews at above 90%, showing that the reviews are highly influential in the future success of the employees. The average response is 91%. This shows that Monthly Performance Reviews play an important role in preparing the Graduate Trainees on future success in employment.

v.   Overall Averages of Structure of GT Program

Table 4.27. Coaches/Mentors and Graduate Trainee Response Comparison on Structure of the Graduate Trainee Program in Improving Performance

Structure of the Trainee Program	Coaches/Mentors	Graduate Trainees	Difference	Combined Average
Graduate Trainee Program Structure	89%	90%	**-1%**	**90%**

Taking the averages of all the different sections of the Graduate Trainee Program, the results are obtained in Table 4.27. Generally, there is not too much deviation in responses except for the case of Mandatory Trainings where the resulting deviations are about 4% in responses.

The Coaches/Mentors rate the overall Structure of the Program at 89% with respect to its positive effect on influencing the performance of the Graduate Trainees. The corresponding value for the Graduate Trainees is 90% with an average of 90%. As the combined average is 90%, this shows that the structure of the Training Program is well done and is suitable for influencing the Graduate Trainee Performance with a view of enabling them to be successful in their jobs. These results are consistent with theories on learning such as Cognitive Apprenticeship (Brown et al., 1989; Collins et al., 1987) which suggested that people learn through modelling, which is one of the approaches of the trainee program, as well as through Problem-Based Learning (Barrows, 1996; Hmelo-Silver et al., 2007) which is a hands-on method based on investigation of real world problems. This further shows the validity of using the ADDIE Model (Molenda, 2003; R. C H Ng, 2004) together with the ICAS Model (Ronnie Choo Hean Ng, 2007) to create a training program to cultivate all round engineers.

4.6. Analysis and Interpretation of Key Competencies Required for Effective Leadership

This section analyses the responses on the competencies required for Leadership and how they influence the employee performance amongst the Graduate Trainees.

4.6.1. Analysis and Interpretation of Graduate Skills and their Impact on Employee Performance

Table 4.28 shows the response on the skills identified by the Training Program as being necessary for the Graduate Trainees to possess in order to be successful as employees of Nokia Networks. For the Coaches/Mentors the competence with the greatest support in terms of its influence on employee performance is Skills to continuously improve themselves at 89%. The one with the least support is Project Management Skills at 60%, followed by conflict management at 75%. All of the other skills rate in the 80's. There is a percentage of Coaches/Mentors (23% of the respondents) who disagree that Project Management skills are necessary for the engineers to be able to succeed. This would require further analysis as to why there is disagreement on this competence and whether it still needs to be in the catalogue of skills necessary in the Trainee Program. On average, there is about 82% support for these competences from the Coaches and Mentors according to Table 4.29.

For the Graduate Trainees, the competence with the greatest support in terms of its influence on employee performance is Skills to Team Work at 92%. The one with the least support is Project Management Skills at 75%. All of the other skills rate in the 80's and 90's. 19% of the respondents disagree that Project Management skills are necessary for the engineers to be able to succeed. This would require further analysis as to why there is disagreement on this competence and whether it still needs to be in the catalogue of skills necessary in the Trainee Program.

On average, there is about 87% support for these competences from the Graduate Trainees according to Table 4.29.

Table 4.28. Response on Graduate Skills Necessity in Enabling Performance

Graduate Skills	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	%age
A. Presentation Skills are necessary for trainees to possess for them the be able to perform at their jobs							
Coaches/Mentors	23%	69%	0%	8%	0%	4.1	82%
Trainees	43%	29%	24%	0%	5%	4.0	81%
B. Project Management Skills are necessary for trainees to possess for them the be able to perform at their jobs							
Coaches/Mentors	8%	15%	54%	15%	8%	3.0	60%
Trainees	43%	14%	24%	14%	5%	3.8	75%
C. Team work Skills are necessary for trainees to possess for them the be able to perform at their jobs							
Coaches/Mentors	46%	46%	8%	0%	0%	4.4	88%
Trainees	62%	38%	0%	0%	0%	4.6	92%
D. Skills to work independently are necessary for trainees to possess for them the be able to perform at their jobs							
Coaches/Mentors	46%	46%	8%	0%	0%	4.4	88%
Trainees	57%	38%	5%	0%	0%	4.5	90%
E. Time Management skills are necessary for trainees to possess for them the be able to perform at their jobs							
Coaches/Mentors	38%	62%	0%	0%	0%	4.4	88%
Trainees	52%	48%	0%	0%	0%	4.5	90%
F. Assertiveness Skills are necessary for trainees to possess for them the be able to perform at their jobs							
Coaches/Mentors	23%	54%	23%	0%	0%	4.0	80%
Trainees	48%	43%	10%	0%	0%	4.4	88%
G. Report writing are necessary for trainees to possess for them the be able to perform at their jobs							
Coaches/Mentors	38%	46%	8%	8%	0%	4.2	83%
Trainees	48%	33%	5%	10%	5%	4.1	82%
H. Skills at Managing diversity are necessary for trainees to possess for them the be able to perform at their jobs							
Coaches/Mentors	31%	54%	8%	8%	0%	4.1	82%
Trainees	52%	38%	5%	5%	0%	4.4	88%
I. Skills to Manage their desks are necessary for trainees to possess for them the be able to perform at their jobs							
Coaches/Mentors	31%	46%	23%	0%	0%	4.1	82%
Trainees	48%	38%	5%	10%	0%	4.2	85%

63

Graduate Skills	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	%age
J. Skills to continuously improve themselves are necessary for trainees to possess for them the be able to perform at their jobs							
Coaches/Mentors	54%	38%	8%	0%	0%	4.5	89%
Trainees	62%	33%	5%	0%	0%	4.6	91%
K. Problem-solving Skills are necessary for trainees to possess for them the be able to perform at their jobs							
Coaches/Mentors	38%	62%	0%	0%	0%	4.4	88%
Trainees	52%	48%	0%	0%	0%	4.5	90%
L. Conflict management are necessary for trainees to possess for them the be able to perform at their jobs							
Coaches/Mentors	15%	54%	23%	8%	0%	3.8	75%
Trainees	48%	38%	14%	0%	0%	4.3	87%

The comparison of the responses of the Coaches/Mentors and the Graduate Trainees in respect to the Graduate Skills effectiveness in improving performance is shown in Table 4.29. Generally, there is not much difference between in most of the skills except for Project Management Skills with a 15% difference (Trainees rate it higher), Conflict Management Skills with a 11% difference (Trainees rate it higher and Assertiveness Skills with a 8% difference (Trainees rate it higher). Generally, the trainees give a higher rating for these skills than their Coaches/Mentors do. What Coaches/Mentors feel is not so important, the trainees seem to attribute a higher level of importance, probably because they have felt the need to have these competences to enable them to be successful.

The competence with the lowest support on average is Project Management Skills pushed down greatly by the low rating given by the Coaches/Mentors. This is similar to the results obtained by Avrabos, (2005). The highest support is for Team work and for Skills to continuously improve themselves. On average, the rating is still quite high that there is 84% support for these competencies.

Table 4.29. Coaches/Mentors and Graduate Trainee Response Comparison on Graduate Skills Effectiveness in Improving Performance

Graduate Skills	Coaches/Mentors	Graduate Trainees	Difference	Combined Average
A. Presentation Skills	82%	81%	1%	81%
B. Project Management Skills	60%	75%	-15%	68%
C. Team work	88%	92%	-5%	90%
D. Skill to work independently	88%	90%	-3%	89%
E. Time Management skills	88%	90%	-3%	89%
F. Assertiveness Skills	80%	88%	-8%	84%
G. Report writing	83%	82%	1%	82%
H. Managing diversity	82%	88%	-6%	85%
I. Managing their desks	82%	85%	-3%	83%
J. Skill to continuously improve themselves	89%	91%	-2%	90%
K. Problem-solving techniques	88%	90%	-3%	89%
L. Conflict management	75%	87%	-11%	81%
Average	**82%**	**87%**	**-5%**	**84%**

4.6.2. Analysis and Interpretation of Personal Attitude

Table 4.30 gives the responses on how different kinds of attitude contribute to employee success. For the Coaches/Mentors, the attitudes that are considered important are "Drive to improve own knowledge/skills" at 98%, Proactiveness at 97% and Being a Team player at 95%. This is close to the Skills measurement where it was considered that for a Trainee to experience success they need to have or develop skills to continuously improve themselves. The lowest rating is for "Striving to Continuously Improve work processes" at 86%. This could be because many Coaches/Mentors see the role of trainees as a learner and not a contributor to the improvement of process. This could be a gap as trainees may have a fresh perspective on how to do things and therefore may be able to contribute to the improvement of processes. Overall, since the average rating of the Attitudes is 93%, it is clear the Coaches/Mentors see these attitudes are being important in contributing to future employee success.

On the other hand, the Graduate Trainees' highest ranked responses are for Desire to Satisfy customer needs at 94%, and Drive to improve own knowledge/skills at 94%. The lowest ranked is First Time Right Mentality at 81%. On average, the rating given by the trainees is 92% in support so they also see that these attitudes are important in ensuring future employee success.

Table 4.30. Response on Personal Attitude Importance in Improving Performance

Personal Attitude	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	%age
A. First Time Right mentality is an important attitudinal dimension necessary for trainees to perform at their jobs							
Coaches/Mentors	54%	38%	0%	8%	0%	4.4	88%
Trainees	33%	48%	10%	10%	0%	4.0	81%
B. Striving to continuously improve work processes is an important attitudinal dimension necessary for trainees to perform at their jobs							
Coaches/Mentors	54%	31%	8%	8%	0%	4.3	86%
Trainees	67%	33%	0%	0%	0%	4.7	93%
C. Desire to satisfy customer needs is an important attitudinal dimension necessary for trainees to perform at their jobs							
Coaches/Mentors	69%	31%	0%	0%	0%	4.7	94%
Trainees	71%	29%	0%	0%	0%	4.7	94%
D. Drive to improve own knowledge / skills is an important attitudinal dimension necessary for trainees to perform at their jobs							
Coaches/Mentors	92%	8%	0%	0%	0%	4.9	98%
Trainees	71%	29%	0%	0%	0%	4.7	94%
E. Proactiveness is an important attitudinal dimension necessary for trainees to perform at their jobs							
Coaches/Mentors	85%	15%	0%	0%	0%	4.8	97%
Trainees	67%	33%	0%	0%	0%	4.7	93%
F. Contributing of ideas to solve problems is an important attitudinal dimension necessary for trainees to perform at their jobs							
Coaches/Mentors	62%	31%	8%	0%	0%	4.5	91%
Trainees	67%	33%	0%	0%	0%	4.7	93%
G. Acceptance of ownership for work is an important attitudinal dimension necessary for trainees to perform at their jobs							
Coaches/Mentors	69%	31%	0%	0%	0%	4.7	94%
Trainees	67%	33%	0%	0%	0%	4.7	93%
H. Strives to reduce waste is an important attitudinal dimension necessary for trainees to perform at their jobs							
Coaches/Mentors	62%	38%	0%	0%	0%	4.6	92%
Trainees	52%	38%	10%	0%	0%	4.4	89%
I. Address mistakes and problems is an important attitudinal dimension necessary for trainees to perform at their jobs							
Coaches/Mentors	69%	23%	0%	8%	0%	4.5	91%
Trainees	67%	29%	5%	0%	0%	4.6	92%

Personal Attitude	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	%age
J. Being a Team player is an important attitudinal dimension necessary for trainees to perform at their jobs							
Coaches/Mentors	77%	23%	0%	0%	0%	4.8	95%
Trainees	67%	33%	0%	0%	0%	4.7	93%

In looking at the comparison between the responses by the Coaches/Mentors and the trainees, the main difference is seen in the ratings for First Time Right Mentality at 7% (rated higher by Coaches/Mentors) and Striving to continuously improve work processes also at 7% (rated higher by trainees). The support for these attitudes being important in influencing future performance is quite high at 92% on average. The attitude rated highest or considered the most important for a trainee to have to be successful is the Drive to improve own knowledge/skills.

Table 4.31. Coaches/Mentors and Graduate Trainee Response Comparison on Personal Attitude Importance in Improving Performance

Personal Attitude	Coaches/Mentors	Graduate Trainees	Difference	Combined Average
A. First Time Right mentality	88%	81%	7%	84%
B. Striving to continuously improve work processes	86%	93%	-7%	90%
C. Desire to satisfy customer needs	94%	94%	0%	94%
D. Drive to improve own knowledge / skills	98%	94%	4%	96%
E. Proactiveness	97%	93%	4%	95%
F. Contributing of ideas to solve problems	91%	93%	-3%	92%
G. Acceptance of ownership for work	94%	93%	1%	94%
H. Strives to reduce waste	92%	89%	4%	90%
I. Address mistakes and problems	91%	92%	-2%	92%
J. Team player	95%	93%	2%	94%
Average	**93%**	**92%**	**1%**	**92%**

4.6.3. Analysis and Interpretation of Leadership Competencies

The leadership competencies identified in the Literature review as being important to developing successful employees with leadership ability were Cognitive Competencies, Emotional Intelligence Competencies, Social Intelligence Competencies and Personal Management Competencies. This section analyses the various responses on how the Coaches/Mentors and Trainees perceive the importance of these competencies in influencing employee performance.

i.   Cognitive Competencies

The response on how Cognitive Competencies influence performance of the employees is seen in Table 4.32. Conceptual thinking, the ability to understand a situation or problem by identifying patterns or connections and addressing key underlying issues, is rated highest at 87% by the Coaches/Mentors and 88% by the Trainees.

Table 4.32. Response on Cognitive Competencies Leadership Importance in Improving Performance

Cognitive Competencies	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	%age
A. Systems Thinking is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs							
Coaches/Mentors	25%	67%	8%	0%	0%	4.2	83%
Trainees	50%	40%	5%	5%	0%	4.4	87%
B. Pattern Recognition is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs							
Coaches/Mentors	25%	67%	8%	0%	0%	4.2	83%
Trainees	55%	30%	5%	10%	0%	4.3	86%
C. Conceptual Thinking is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs							
Coaches/Mentors	33%	67%	0%	0%	0%	4.3	87%
Trainees	55%	35%	5%	5%	0%	4.4	88%

In comparing the two sets of responses, the Trainees rate the competences higher than the Coaches/Mentors. However, there is not much difference in the ratings as given by the trainees and those given by the Coaches/Mentors. On average, the competences are seen as important in influencing employee performance especially in leadership as given by the rating of 86%.

Table 4.33. Coaches/Mentors and Graduate Trainees Response Comparison on Cognitive Leadership Competencies Importance in Improving Performance

Cognitive Competence	Coaches/Mentors	Graduate Trainees	Difference	Combined Average
A. Systems Thinking	83%	87%	-4%	85%
B. Pattern Recognition	83%	86%	-3%	85%
C. Conceptual Thinking	87%	88%	-1%	87%
Average	**84%**	**87%**	**-3%**	**86%**

ii.   Emotional Intelligence Competencies

The responses on Emotional Intelligence Competencies which are key for leadership are given in Table 4.34. All competences are rated equally at 88% by Coaches and Mentors. This shows a good positive feedback that these Emotional Intelligence competencies have a strong influence on employee performance. The Graduate Trainees' rate Self-awareness, the capacity for introspection and the ability to recognize oneself as an individual separate from the environment and other individuals highest at 93%.

Table 4.34. Response on Emotional Intelligence Leadership Competencies Importance in Improving Performance

Emotional Intelligence Competencies	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	%age
A. Self-awareness is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs							
Coaches/Mentors	50%	42%	8%	0%	0%	4.4	88%
Trainees	65%	35%	0%	0%	0%	4.7	93%
B. Self-management is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs							
Coaches/Mentors	42%	58%	0%	0%	0%	4.4	88%
Trainees	60%	40%	0%	0%	0%	4.6	92%
C. Emotional Self-Control is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs							
Coaches/Mentors	42%	58%	0%	0%	0%	4.4	88%
Trainees	60%	35%	0%	5%	0%	4.5	90%

One again, when comparing the responses from the two sets of respondents, the Graduate Trainees rate the competencies higher than the Coaches/Mentors for every item. From their

feedback, they consider Emotional Intelligence important in influencing employee performance especially as a leadership competence. On average, the feedback indicates a very positive feeling on Emotional Intelligence at 90%

Table 4.35. Coaches/Mentors and Graduate Trainee Response Comparison on Emotional Intelligence Leadership Competencies Effectiveness in Improving Performance

Emotional Intelligence Competencies	Coaches/ Mentors	Graduate Trainees	Difference	Combined Average
A. Self-awareness	88%	93%	-5%	91%
B. Self-management	88%	92%	-4%	90%
C. Emotional Self-Control	88%	90%	-2%	89%
Average	**88%**	**92%**	**-3%**	**90%**

iii.   Social Intelligence Competencies

The response on the perception on how Social Intelligence Leadership Competencies influence employee performance is given in Table 4.36. Of the three competencies, Empathy is rated the lowest at 85% with Team Work and Interpersonal Skills at 92% by the Coaches/Mentors. Generally, the mentors feel that Social Intelligence Skills have a strong influence on improving Employee Performance. The Graduate Trainee response shows that once again Empathy is rated lower than Team Work and Interpersonal Skills at 89%. Generally, the Trainees feels that Social Intelligence Skills have a Strong Influence on improving employee performance. This also reflects earlier research done by Avrabos, (2005) which shows that individuals possessing the cluster of competencies that include social intelligence competencies have an advantage in their performance at work compared to those who don't.

Table 4.36. Response on Social Intelligence Leadership Competencies Importance in Improving Performance

Social Intelligence Competencies	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	%age
A. Empathy is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs							
Coaches/Mentors	50%	25%	25%	0%	0%	4.3	85%
Trainees	60%	30%	5%	5%	0%	4.5	89%
B. Teamwork is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs							
Coaches/Mentors	58%	42%	0%	0%	0%	4.6	92%
Trainees	70%	30%	0%	0%	0%	4.7	94%
C. Interpersonal Skills is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs							
Coaches/Mentors	58%	42%	0%	0%	0%	4.6	92%
Trainees	65%	35%	0%	0%	0%	4.7	93%

A comparison of the feedback of the Coaches/Mentors and the Graduate Trainees shows that the Trainees rate the Social Intelligence Skills higher than the coaches and mentors. However, the overall feedback is that the Social Intelligence Skills play a very important role in influencing employee performance.

Table 4.37. Coaches/Mentors and Graduate Trainee Response Comparison on Social Intelligence Leadership Competencies Importance in Improving Performance

Social Intelligence Competencies	Coaches/Mentors	Graduate Trainees	Difference	Combined Average
A. Empathy	85%	89%	-4%	87%
B. Teamwork	92%	94%	-2%	93%
C. Interpersonal Skills	92%	93%	-1%	92%
Average	**89%**	**92%**	**-3%**	**91%**

iv.   Personal Management Competencies

The responses on the influence of Personal Management Competencies on Employee Performance is given in Table 4.38. The Coaches/Mentors feel that Time Management Skills and Communication Skills are most important by rating them at 92%. Similarly, the graduate

Trainees also rate Communications Skills as the highest at 92% and Time Management Skills at 91%

Table 4.38. Coaches/Mentors Response on Personal Management Leadership Competencies Importance in Improving Performance

Personal Management Competencies	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	%age
A. Decision Making Skills is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs							
Coaches/Mentors	50%	50%	0%	0%	0%	4.5	90%
Trainees	50%	40%	10%	0%	0%	4.4	88%
B. Time Management Skills is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs							
Coaches/Mentors	58%	42%	0%	0%	0%	4.6	92%
Trainees	55%	45%	0%	0%	0%	4.6	91%
C. Technical Knowledge in area of competence is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs							
Coaches/Mentors	50%	42%	0%	8%	0%	4.3	87%
Trainees	40%	60%	0%	0%	0%	4.4	88%
D. Communication Skills is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs							
Coaches/Mentors	67%	25%	8%	0%	0%	4.6	92%
Trainees	60%	40%	0%	0%	0%	4.6	92%

A comparison of the results of the Coaches/Mentors and Graduate Trainees shows comparable results for Communication Skills at 92%. The Coaches/Mentors rate Decision Making Skills at 90% which is higher than that for the Graduate Trainees at 88%. They also rate Time Management Skills at 92% which is marginally higher than the Trainees at 91%. However, they rate Technical Knowledge in area of Competence at 87% which is marginally lower than the Trainees who rate it at 88%.

The results show that the Coaches/Mentors and the Trainees feel that the Personal Management competencies influence employee performance in a strong way, because the average of the results is 90% as shown in Table 4.39.

Table 4.39. Coaches/Mentors and Graduate Trainee Response Comparison on Personal Management Leadership Competencies Effectiveness in Improving Performance

Personal Management Competencies	Coaches/ Mentors	Graduate Trainees	Difference	Combined Average
A. Decision Making Skills	90%	88%	2%	89%
B. Time Management Skills	92%	91%	1%	91%
C. Technical Knowledge in area of competence	87%	88%	-1%	87%
D. Communication Skills	92%	92%	0%	92%
Average	**90%**	**90%**	**0%**	**90%**

v. Overall Averages for Leadership Competencies

Looking at the overall result for Leadership Competencies from the feedback from both Coaches/Mentors and Graduate Trainees, it is clear that at an average of 89%, both groups feel that the Leadership Competencies play a strong role in improving employee performance as shown in Table 4.40.

Table 4.40. Coaches/Mentors and Graduate Trainees Response Comparison on Leadership Competencies Effectiveness in Improving Performance

Leadership Competencies	Coaches/Mentors	Graduate Trainees	Difference	Combined Average
Combined Average	88%	90%	**-2%**	**89%**

The results are therefore consistent with the literature reviewed in showing that when it comes to practical application in a work environment, these Leadership competencies are necessary and effective in improving employee performance.

4.7. Employee Performance

This section measures a combined response from both the Coaches/Mentors as well as the Trainees on how the Graduate Trainee Program overall is able to influence Employee performance. Table 4.41 presents the responses.

There is agreement from the respondents that being on the Graduate Trainee program positively influences the performance of the trainees once they become full employees of the company. The trainee program helps them to achieve the expected results such as meeting targets set,

while enabling them to develop the right attitudes as well as technical competence and therefore their utilization.

Table 4.41. Response on the influence of the Graduate Trainee Program on Employee Performance

Employee Performance	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	%age
Participation in the Graduate Trainee program improves the employees ability to reach the desired output based on targets set or defined	46%	37%	5%	2%	10%	4.1	81%
Participation in the Graduate Trainee program improves the employee performance as it instils the right attitudes necessary to produce desired performance	41%	46%	2%	2%	7%	4.1	82%
Participation in the Graduate Trainee program improves the employees performance as it enables the individual to achieve the required technological certification/competence	44%	37%	10%	0%	10%	4.0	81%
Participation in the Graduate Trainee program improves the employees utilization as they develop skills useful to the company	59%	29%	2%	0%	10%	4.3	85%
Average						**4.1**	**83%**

The results would therefore signify that participation in the graduate trainee program does improve employee performance in the various areas measured by Nokia Networks.

4.8.   Correlation Analysis

Correlation analysis was done between the Dependent and Independent Variables to test whether the independent variables actually do influence the dependent variable in any way.

Table 4.42. Correlation Matrix

		Employee Performance	Recruitment & Selection	Training & Development	Leadership Competencies
Employee Performance	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	36			
Recruitment & Selection	Pearson Correlation	.510**	1		
	Sig. (2-tailed)	.001			
	N	36	36		
Training & Development	Pearson Correlation	.671**	.146	1	
	Sig. (2-tailed)	.000	.394		
	N	36	36	36	
Leadership Competencies	Pearson Correlation	.505**	-.142	.599**	1
	Sig. (2-tailed)	.002	.410	.000	
	N	36	36	36	36

**. Correlation is significant at the 0.01 level (2-tailed).

Pearson's correlations analysis was then conducted at 95% confidence interval. The Pearson correlation in Table 4.42 indicates that there is no significant correlation between the independent variables Recruitment & Selection and Training & Development, as well as Recruitment & Selection and Leadership Competencies. That is, none of the correlation coefficients are greater than ±0.5 hence no problem of multi-collinearity. There is however, significant correlation between Training & Development and Leadership Competencies. This could be related to the training and development methods being similarly used to develop Leadership Competencies. This means that all the three predictor variables could be used. The Table shows there is significant correlation between the dependent variable and the three independent variables since all the correlation coefficients are greater than ±0.5.

4.9. Regression Analysis

In addition, regression analysis was performed to test the relationship between the dependent and the independent variables. Findings are presented in Table 4.43.

Table 4.43. Model Summary

Regression Statistics	
Multiple R	0.831
R Square	0.691
Adjusted R Square	0.662
Standard Error	0.423
Observations	36

R-Squared is a commonly used statistic to evaluate model fit. R-square is 1 minus the ratio of residual variability. The adjusted R^2, also called the coefficient of multiple determinations, is the percent of the variance in the dependent explained uniquely or jointly by the independent variables. 66.2% of the changes in the employee performance could be attributed to the combined effect of the three independent variables. Further research could be conducted to investigate the other factors (33.8%) influencing employee performance.

Table 4.44. Summary of One-Way ANOVA[a] results

	df	*SS*	*MS*	*F*	*Significance F*
Regression	3	12.754	4.251	23.822	.000[b]
Residual	32	5.711	0.179		
Total	35	18.465			

a. Dependent Variable: Employee Performance
b. Predictors: (Constant), Leadership Competencies, Recruitment & Selection, Training & Development

The probability value (Significance F) of 0 indicates that the regression relationship was highly significant in predicting how the recruitment and selection methods, training and development methods and leadership competencies affect employee performance.

Table 4.45. Regression coefficients[a] of the relationship between employee performance and the three predictive variables

	Unstandardized Coefficients		Standardized Coefficients		
	B	Standard Error	Beta	t Stat	P-value
Intercept	-3.438	0.922	0.000	-3.731	0.001
Recruitment & Selection	0.581	0.121	0.500	4.813	0.000
Training & Development	0.677	0.220	0.395	3.077	0.004
Leadership Competencies	0.506	0.192	0.339	2.638	0.013

a. Dependent Variable: Employee Performance

As per the PSPP generated table above, the equation ($Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$) becomes:

$Y = -3.438 + 0.581 X_1 + 0.677 X_2 + 0.506 X_3$

The regression equation above has established that taking all factors into account (Recruitment and Selection, training and development and leadership skills) constant at zero employee performance was -3.438. The findings presented also show that taking all other independent variables at zero, a unit increase in the recruitment and selection process would lead to a 58.1% increase in the scores of employee performance and a unit increase in the scores of training and development would lead to a 67.7% increase in the scores of employee performance. Further, the findings shows that a unit increases in the scores of leadership skills would lead to a 50.6% increase in the scores of employee performance.

Overall, training and development had the greatest effect on the employee performance, followed by the recruitment and selection, while leadership skills had the least effect on employee performance. All the variables were significant ($p < 0.05$). At 5% level of significance and 95% level of confidence Leadership Competencies were most significant at 0.013.

The results are in agreement with the research done by Avrabos, (2005) where she concluded that when training and development programmes such as these are effectively managed and integrated into the overall development programmes of an organisation that is committed to transformation, these types of programmes can make a significant contribution to ensuring a continuous supply of competent and well-trained employees capable of occupying leadership positions within the organisation. She further adds that Graduate training programmes can obviously not be considered as the sole strategy for facilitating the development of leadership

competencies amongst members of the designated groups (Avrabos, 2005). As a result it is clear that training and development has the greatest influence on employee performance.

4.10. Summary

The aim of this chapter was to present the research data obtained from the survey. Using tables and charts the feedback from both Coaches/Mentors and the Graduate Trainees was presented to show their opinion of how effective each component of the trainee program was influencing the performance of the employee. The individual opinions for each category was first looked at and then a combined result was arrived at by averaging the percentages from each group. This gave an indication of how each component of the Graduate Trainee Program is perceived in influencing employee performance.

From the results obtained, an educated decision backed by data can be made in answering the research questions presented earlier in Chapter Two. Also, other suggestions for improvement and areas of further research can be made. Chapter Five focuses on recommendations to be made based on the findings and highlights opportunities for further research.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter contains the summary of the work and discussions, conclusions and recommendations. It provides the opportunity for re-evaluating the research and summarizing precisely what has been accomplished. The objectives of this study were to examine the influence of Graduate Trainee Programs on employee performance.

5.2. Summary of the Findings

The summary of the findings was based on the earlier findings in chapter four and the empirical literature as contained in the literature review in chapter two. The summary and discussions of the study followed the research questions in chapter one. These research questions guided the arrangement of the discussions and were as presented below;

5.2.1. What is the influence of the methods used by Nokia Networks to recruit and select graduate trainees on performance?

The findings indicated that there was a high retention rate of 86% of the graduate trainees recruited.

The findings indicated that there was significant influence between the variable Recruitment and Selection and Employee Performance. Further analysis on the findings showed that the more levels used in recruitment and selection aided in getting better candidates into the program which in turn influenced their performance. Therefore, there is a significant influence between the Preliminary Screening, Testing and Final Interview and the Employee Performance. No correlation was made between the demographic factors of the trainees and employee performance.

5.2.2. What is the influence of the methods used by Nokia Networks to train and develop graduate trainees on performance?

The findings reveal that there was significant influence between the Training and Development Process and Employee Performance. Further analysis showed that presence or development of Key Competencies and the structure of the training program were more significant in influencing employee performance in comparison to the approaches to training. Presence of certain Key Competencies – Initiative, Drive and Self-Motivation would affect Employee

Performance regardless of the Approach to Training applied. This implies that there should be greater emphasis on identifying or developing the Key Competencies in the Trainee program as they would result in employee performance regardless of the training methods or structure of the training program employed. In the correlation analysis, Training and Development was had the highest correlation to the Employee Performance.

5.2.3. What is the influence of the leadership skills developed by Nokia Networks during the graduate trainee programs on performance?

The findings reveal that there was significant influence between the Leadership Skills and Employee Performance. Analysis shows that the greatest influence on Employee Performance is from Personal Attitude. In particular, the Attitudes Drive to improve own knowledge and skills and Proactiveness had greatest influence on Employee Performance. This would mirror the findings on the presence of certain Key Competencies as being significant in influencing employee performance. Further findings show that Team work, Interpersonal Skills and Communication Skills have significant influence on employee performance. By inference therefore, employees who develop or possess these skills are more likely to outperform their colleagues.

5.3. Conclusions

The conclusion of the findings was based on the summary and guided by the research questions.

From the findings of the study it is concluded that the variable Recruitment and Selection has significant influence on Employee Performance. The methods used to recruit and select trainees influence employee success if they select trainees who have the basic requisites both technically and in terms of other key competencies, skills and attitudes to help them be successful. Proper recruitment and select naturally predisposes one to be successful in a suitable environment, even though it doesn't guarantee successful performance. Literature indicates that recruitment and selection involves obtaining the right fit between the person and the job. The findings do indicate that if recruitment and selection is done right, then it will influence the employee performance.

From the findings of the study it can be concluded that the variables Training & Development and Leadership Skills have significant influence on Employee Performance. The findings further indicate that a key predictor for Employee Performance is the attitude of the employee during the training program. This is more significant than the technical skills as they can be developed over time. Literature indicates that various training methods can be used to impart

the technical skills necessary to make the employee useful and enable their performance in the organization.

5.4. Recommendations

Companies that are involved in the Telecommunications Sector plus other related fields may wish to use the findings of the study to develop or improve their Graduate Trainee Programs with an aim of equipping the employees who go through the programs to be better performing employees.

5.4.1. Recruitment and Selection

Having established the importance of Recruitment and Selection on Employee Performance, this study came up with the following recommendation:

Recruitment and Selection should involve multiple stages and use different methods to be able to better provide a closer fit between the position and the person. These multiple stages should be geared with identifying some of the competencies and skills that are necessary to develop in the program. These Key Competencies are Initiative, Drive and Self-Motivation.

The required competencies as defined by an organization should be established upfront as a guide in the overall development of the trainee program. This is to take into account different organizational requirements and structures.

5.4.2. Training and Development

As training and development have been identified from the findings as having significant influence on Employee Performance, from the study, the following are recommended:

Coaches and Mentors should have formal training on their role towards the Graduate Trainees. This will help them understand better what they are needed to do and how to evaluate them to see whether they meet the required standards. The findings indicated that Coaches/Mentors were not well equipped for their jobs and most had moderate experience.

Training should focus more on gaining practical skills rather than only imparting theoretical knowledge. On the Job training provides a better avenue for gaining the technical skills necessary to influence employee performance. Performance reviews should be a feature of the program to engage the trainees and assess their development. This enables them to better their performance.

The training program should also continuously gauge the Initiative, Drive, Interpersonal Skills, Self-Confidence/Esteem and Self-Motivation of the trainees as these are key indicators in the competencies that influence Employee Performance.

5.4.3. Leadership Skills

From the study, it is clear that the variable Leadership Skills influences employee performance significantly. The following are the recommendations:

During the program, it is important to identify individuals who possess aptitude in working in teams, yet are able to work independently, as well as having time management skills and show a desire to continuously improve themselves. These factors are identified as being significant in influencing employee performance. It is also important to gauge personal attitudes such as being proactive and having the drive for improving on their knowledge and skills as they significantly influence employee performance.

Universities should come up with curricula that helps develop Graduates Interpersonal and Communication skills as this will give them an edge in future employment. Active participation of their students in extra-curricular activities will assist them in developing certain of the non-technical skills and competencies that are required in the workplace. Tertiary Educational Institutions should counsel students in the competencies required to be successful on developmental programs such as graduate trainee programs and assist them to develop such competencies.

5.5.   Areas for Further Research

This study proposes that a similar study be done in another organization which deals with the telecommunication industry with a similar program to allow generalization. The study also recommends the need of a similar study in other engineering or technical fields as this concentrated on the telecommunication service and equipment provider domain.

A similar study can be done within academic institutions to gauge whether the competencies in terms of knowledge, skills and attitude they consider to be important are similar to those highlighted by the study as important for graduate trainees.

Further study should be undertaken over the long term to identify whether the Leadership Skills identified actually translate into the Graduate Trainees moving into actual leadership positions in the organization. A long term research would identify if the variables of the program translate into employee retention and movement into leadership positions.

81

REFERENCES

Aguinis, H., & Kraiger, K. (2009). Benefits of Training and Development for Individuals and Teams, Organizations, and Society. *Annual Review of Psychology*, *60*(1), 451–474. http://doi.org/10.1146/annurev.psych.60.110707.163505

American Society for Training and Development. (2013). *ASTD 2013 State of the Industry*. Alexandria, VA: ASTD Press.

Amimo, C. A. (2012). Tailoring Higher Education In Kenya To The Demands Of The Postindustrial Work Place. *Baraton Interdisplinary Research Journal*, *2*(1), 52–58.

Anastas, J. W. (2012). *Research Design for Social Work and the Human Services*. New York: Columbia University Press. Retrieved from http://public.eblib.com/choice/publicfullrecord.aspx?p=949030

Ando, R. (2014, January 21). Nokia-Siemens Networks under pressure to perform. Retrieved August 5, 2014, from http://www.itnews.com.au/News/370058,nokia-siemens-networks-under-pressure-to-perform.aspx

Armstrong, M. (2009). *Armstrong's handbook of human resource management practice* (Eleventh ed). London: Kogan Page.

Avrabos, C. L. (2005, January). *An Evaluation of Volkswagen of South Africa's Graduate Training Programme to develop a model for achieving programme outcomes* (Master's Thesis for Master of Technology In Human Resource Management). Nelson Mandela Metropolitan University.

Baldwin, C. (2013, July 19). Nokia cuts losses but sales are still declining. Retrieved August 5, 2014, from http://www.computerweekly.com/news/2240188336/Nokia-cuts-losses-but-sales-are-still-declining

Barrows, H. S. (1996). Problem-based learning in medicine and beyond: A brief overview. *New Directions for Teaching and Learning*, *1996*(68), 3–12. http://doi.org/10.1002/tl.37219966804

Berg, S. A., & Chyung, S. Y. (Yonnie). (2008). Factors that influence informal learning in the workplace. *Journal of Workplace Learning*, *20*(4), 229–244. http://doi.org/10.1108/13665620810871097

Boyatzis, R. E. (1982). *The Competent Manager: A Model for Effective Performance*. New York: John Wiley & Sons.

Boyatzis, R. E. (2008). Competencies in the 21st century. *Journal of Management Development*, *27*(1), 5–12. http://doi.org/10.1108/02621710810840730

Bransford, J., Stevens, R., Schwartz, D., Meltzoff, A., Roschelle, J., Vye, N., … Sabelli, N. (2006). Learning Theories and Education: Towards a decade of synergy. *Handbook of Educational Psychology*, *2nd*, 209–244.

Bray, D. W., Campbell, R. J., & Grant, D. L. (1979). *Formative years in business: A long-term AT & T study of managerial lives*. Huntington, N.Y: RE Krieger Publishing Company.

Brown, J. S., Collins, A., & Duguid, P. (1989). Situated Cognition and the Culture of Learning. *Educational Researcher*, *18*(1), 32–42. http://doi.org/10.3102/0013189X018001032

Campbell, J. J., Dunnette, M. D., Lawler, E. E., & Weick, K. E. (1970). *Managerial behavior, performance, and effectiveness* (Vol. xiv). New York, NY, US: McGraw-Hill.

Collins, A., Brown, J. S., & Newman, S. E. (1987). *Cognitive apprenticeship: Teaching the craft of reading, writing and mathematics* (No. Technical Report No. 403). BBN Laboratories, Cambridge, MA: Centre for the Study of Reading, University of Illinois. Retrieved from https://www.ideals.illinois.edu/bitstream/handle/2142/17958/ctrstreadtechrepv01987i00403_opt.pdf?sequence=1

Collins, A., & Stevens, A. L. (1982). Goals and strategies of inquiry teachers. *Advances in Instructional Psychology*, *2*, 65 – 119.

Collins English Dictionary: 21. century editions. (2000). Glasgow: HarperCollins.

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2nd ed). Upper Saddle River, N.J: Pearson/Merrill-Prentice Hall.

Cronje, G. J. de J., Hugo, W. M. J., Neuland, E. W., & Van Reenen, M. J. (1994). *Introduction to Business Managerment* (3rd Ed). Pretoria: Southern Book Publishers (Pty) Ltd.

Dasmani, A. (2011). Challenges facing technical institute graduates in practical skills acquisition in the Upper East Region of Ghana. *Asia-Pacific Journal of Cooperative Education*, *12*(2), 67–77.

Dathan, M. (2013, September 13). How can we equip graduates with the workplace skills they need? Retrieved March 28, 2015, from http://www.theguardian.com/careers/careers-blog/equip-graduates-workplace-skills

David, H. (2013, August 19). Local graduates lack key skills for job market. *Business Daily*. Nairobi. Retrieved from http://www.businessdailyafrica.com/Kenyan-graduates-lack-key-skills-for-job-market/-/539546/1960004/-/4pvcb8/-/index.html

DeLisi, M. (2014). The Nurture Versus Biosocial Debate in Criminology: On the Origins of Criminal Behavior and Criminality. In *Low Self-Control Is a Brain-Based Disorder* (pp. 172–184). London: SAGE Publications Ltd. Retrieved from http://knowledge.sagepub.com/view/the-nurture-versus-biosocial-debate-in-criminology/n11.xml

Dick, W., & Carey, L. (1996). *The Systematic Design of Instruction*. New York: HarperCollins College Publishers.

Erdmann, D. V., & Schumann, T. (2009). *European Engineering Report*. Retrieved from https://www.vdi.de/uploads/media/2010-04_IW_European_Engineering_Report_02.pdf

Ewing, A., Jinks, B., & Webb, A. (2013, July 1). Nokia Buys Siemens Stake in Joint Unit for $2.2 Billion. Retrieved March 28, 2015, from

http://www.bloomberg.com/news/articles/2013-06-30/nokia-said-to-agree-to-buy-siemens-stake-in-nsn-networks-venture

Eysenck, M. W., & Keane, M. T. (2005). *Cognitive psychology: a student's handbook* (5th ed). Hove [England] ; New York: Psychology Press.

Forrest, C. (2014). Diversity stats: 10 tech companies that have come clean. Retrieved September 4, 2015, from http://www.techrepublic.com/article/diversity-stats-10-tech-companies-that-have-come-clean/

Goldstein, I. L., & Ford, J. K. (2002). *Training in organizations: Needs assessment, development, and evaluation*. Belmont, CA: Wadsworth.

Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.

Goleman, D., Boyatzis, R., & McKee, A. (2013). *Primal Leadership: Unleashing the Power of Emotional Intelligence*. Boston, MA: Harvard Business Press.

Groysberg, B. (2010). *Chasing stars: the myth of talent and the portability of performance*. Princeton, N.J: Princeton University Press.

Heathfield, S. M. (2014, August 2). 14 Ways to Develop Employees. Retrieved August 2, 2014, from http://humanresources.about.com/od/educationgeneral/a/training_invest.htm

Hmelo-Silver, C. E., Duncan, R. G., & Chinn, C. A. (2007). Scaffolding and Achievement in Problem-Based and Inquiry Learning: A Response to Kirschner, Sweller, and Clark (2006). *Educational Psychologist*, *42*(2), 99–107.

IAEResearch. (2014, February 10). What Are The Growth Areas For Nokia? Retrieved August 5, 2014, from http://seekingalpha.com/article/2007091-what-are-the-growth-areas-for-nokia

Ihucha, A. (2014, May 10). Half of graduates in the region are unprepared for job market: Study. *The East African*. Nairobi. Retrieved from

http://www.www.theeastafrican.co.ke/news/East-Africa-skills-base-warning-over-unfit-graduates-/-/2558/2310264/-/9dr0qez/-/index.html

Irwin, N. (2014, June 18). Europe May Be in a Recession (Still). *The New York Times*. Retrieved from http://www.nytimes.com/2014/06/19/upshot/europe-may-be-in-a-recession-still.html

Ivanovic, A., & Collin, P. H. (2006). *Dictionary of human resources and personnel management*. London: A & C Black. Retrieved from http://site.ebrary.com/id/10196636

Kenya ICT Board. (2011). *Julisha: Kenya ICT Market Survey 2011*. Nairobi: ICT AUTHORITY. Retrieved from http://www.scribd.com/doc/73453205/Julisha-Kenya-ICT-Market-Survey-2011

Kinnunen, T., & Abboud, L. (2013, July 1). Nokia to buy out Siemens equipment venture; shares surge. *Reuters*.

Kirkpatrick, D. L. (2009). *Implementing the Four Levels: A Practical Guide for Effective Evaluation of Training Programs: Easyread Super Large 24pt Edition*. San Francisco, CA: ReadHowYouWant.com.

Kolb, D. A., Rubin, I. M., & McIntyre, J. M. (1974). *Organizational psychology; an experiential approach* (2d ed). Englewood Cliffs, N.J: Prentice-Hall.

Kolodner, J. L., Camp, P. J., Crismond, D., Fasse, B., Gray, J., Holbrook, J., … Ryan, M. (2003). Problem-Based Learning Meets Case-Based Reasoning in the Middle-School Science Classroom: Putting Learning by Design(tm) into Practice. *Journal of the Learning Sciences*, *12*(4), 495–547. http://doi.org/10.1207/S15327809JLS1204_2

Korda, P. (2012). *Strategy and training making skills a competitive advantage*. [New York, N.Y.]: Business Expert Press. Retrieved from http://site.ebrary.com/id/10642437

Kothari, C. R. (2004). *Research methodology methods & techniques*. New Delhi: New Age International (P) Ltd. Retrieved from http://public.eblib.com/EBLPublic/PublicView.do?ptiID=431524

Kotter, J. P. (1982). *The General Managers*. New York: Free Press.

Labaree, R. (2015, March 27). Research Guides: Organizing Your Social Sciences Research Paper: Purpose of Guide. Retrieved March 28, 2015, from http://libguides.usc.edu/c.php?g=235034

Leedy, P. D. (2010). *Practical research: planning and design* (9th ed). Upper Saddle River, NJ: Merrill.

Lee, J. (n.d.). Learning Theories, Learning Models, Learning Theory Summaries - in Plain English! Retrieved June 3, 2015, from http://www.learning-theories.com/

Le Maistre, R. (2014, April 29). Nokia Ushers In New Era, Retires NSN Name | Light Reading. Retrieved March 28, 2015, from http://www.lightreading.com/mobile/4g-lte/nokia-ushers-in-new-era-retires-nsn-name/d/d-id/708821

Leshin, C. B., Pollock, J., & Reigeluth, C. M. (1992). *Instructional Design Strategies and Tactics*. Englewood Cliffs, NJ: Educational Technology.

Levy, A. (2013, March 16). Graduates lack basic skills and are more interested in "what a job can do for them, not what they have to offer an employer." Retrieved March 28, 2015, from http://www.dailymail.co.uk/news/article-2294249/Graduates-lack-basic-skills-interested-job-offer-employer.html

Litmos. (2015, March 11). Define What Is Employee Performance. Retrieved from http://www.litmos.com/training-platform/define-what-is-employee-performance

Luthans, F., Hodgetts, R. M., & Rosenkrantz, S. A. (1988). *Real Managers*. Cambridge, MA: Ballinger.

McLellan, H. (1994). Situated Learning: Continuing the Conversation. *Educational Technology*, (34), 7–8.

McLeod, S. (2013). Kolb's Learning Styles and Experiential Learning Cycle | Simply Psychology. Retrieved July 16, 2014, from http://www.simplypsychology.org/learning-kolb.html

Melwin Joy, M. (2013, July). *Complete guide to Effective Training - Nick Blanchard and James W Tha….* Education. Retrieved from http://www.slideshare.net/manumjoy/effective-training-nick-blanchard-and-chapter-1

Merriam-Webster.com. (2015, October 26). self-awareness | knowledge and awareness of your own personality or character. Retrieved October 26, 2015, from http://www.merriam-webster.com/dictionary/self-awareness

Molenda, M. (2003). In search of the elusive ADDIE model. *Performance Improvement*, *42*(5), 34–37.

Mugenda, O., & Mugenda, A. (2003). *Research Methods: Qualitative and Quantitative Techniques*. Nairobi: ACTS.

Mwirigi, L. (2011, March 27). Why We Need To Adopt Informal Education Practices In The Management Of Formal Education Systems. Retrieved August 2, 2014, from http://ezinearticles.com/?Why-We-Need-To-Adopt-Informal-Education-Practices-In-The-Management-Of-Formal-Education-Systems&id=6118428

Ng, R. C. H. (2004). Narrowing competency gaps to enable manufacturability of new mobile communication products - a technical training methodology. In *Engineering Management Conference, 2004. Proceedings. 2004 IEEE International* (Vol. 1, pp. 363–366 Vol.1). http://doi.org/10.1109/IEMC.2004.1407136

Ng, R. C. H. (2007). ICAS - model and method to cultivate all rounded engineers. In *Frontiers In Education Conference - Global Engineering: Knowledge Without Borders,*

Opportunities Without Passports, 2007. FIE '07. 37th Annual (pp. F2A–21–F2A–26). http://doi.org/10.1109/FIE.2007.4417803

Nokia. (2007, April 2). Nokia Siemens Networks starts operations and assumes a leading position in the communications industry | Nokia Networks. Retrieved March 28, 2015, from http://pt.networks.nokia.com/pt/press/press-releases/nsn-starts-operations-and-assumes-a-leading-position

Nokia. (2011). *Nokia in 2010*. Espoo, Finland: Nokia. Retrieved from http://company.nokia.com/sites/default/files/download/07-agm-nokia-in-2010-pdf.pdf

Nokia. (2013a, July 1). Nokia to fully acquire Siemens' stake in Nokia Siemens Networks. Retrieved August 5, 2014, from http://company.nokia.com/en/news/press-releases/2013/07/01/nokia-to-fully-acquire-siemens-stake-in-nokia-siemens-networks

Nokia. (2013b, August 7). Nokia completes the acquisition of Siemens' stake in Nokia Siemens Networks. Retrieved August 5, 2014, from http://company.nokia.com/en/news/press-releases/2013/08/07/nokia-completes-the-acquisition-of-siemens-stake-in-nokia-siemens-networks

Nokia. (2014, April 29). Nokia appoints Rajeev Suri as President and CEO and announces new strategy, program to optimize capital structure, and leadership team. Retrieved March 28, 2015, from http://company.nokia.com/en/news/press-releases/2014/04/29/nokia-appoints-rajeev-suri-as-president-and-ceo-and-announces-new-strategy-program-to-optimize-capital-structure-and-leadership-team

Nokia Networks. (2014). Corporate information | Nokia Networks. Retrieved March 28, 2015, from http://networks.nokia.com/legal

Nokia Networks. (2015). Employees | Nokia Networks. Retrieved March 28, 2015, from http://networks.nokia.com/about-us/sustainability/employees

Nokia Siemens Networks. (2013). Nokia Siemens Networks | Annual Report 2012. Retrieved August 5, 2014, from http://reports.nsn.com/2012/

Nokia Solutions and Networks. (2014). NSN Summary 2013. Retrieved August 5, 2014, from http://reports.nsn.com/

Nyerere, J. (2009). *Technical & Vocational Education and Training (TVET) Sector Mapping In Kenya*. Dutch Schokland TVET programme Edukans Foundation.

O'Leonard, K. (2014). *The Corporate Learning Factbook 2014: Benchmarks, Trends, and Analysis of the U.S. Training Market*. Oakland, CA: Bersin by Deloitte.

Paton, G. (2013, September 12). University leavers lack the essential skills for work, employers warn. Retrieved from http://www.telegraph.co.uk/education/educationnews/10306211/University-leavers-lack-the-essential-skills-for-work-employers-warn.html

Pedler, M., Burgoyne, J. G., & Boydell, T. (1991). *The learning company: a strategy for sustainable development*. London: McGraw-Hill.

Rainville, C. (2013, January 8). Conceptual Thinking. Retrieved October 26, 2015, from https://prezi.com/zbbzpziwmus6/conceptual-thinking/

Recruitment and Selection - Australian Human Resources Institute. (n.d.). Retrieved August 7, 2014, from https://www.ahri.com.au/assist/recruitment-and-selection

Reichel, M., & Ramey, M. A. (1987). *Conceptual Frameworks for Bibliographic Education: Theory into Practice*. Littleton, Colorado: Libraries Unlimited.

Reynolds, J. (2004). *Helping People Learn*. London: CIPD.

Reynolds, J., & Mason, R. (2002). *How Do People Learn?*. London: CIPD Publishing.

Ritsuko. (2014, January 23). Nokia Solutions and Networks sets sights on reviving wireless network sales. Retrieved August 5, 2014, from http://www.torontosun.com/2014/01/23/nokia-solutions-and-networks-sets-sights-on-

reviving-wireless-network-sales?utm_source=facebook&utm_medium=recommend-button&utm_campaign=Nokia Solutions and Networks sets sights on reviving wireless network sales

Sample Size Calculator - Confidence Level, Confidence Interval, Sample Size, Population Size, Relevant Population - Creative Research Systems. (n.d.). Retrieved August 13, 2014, from http://www.surveysystem.com/sscalc.htm#one

Sarros, J. C., & Woodman, D. S. (1993). Leadership in Australia and Its Organizational Outcomes. *Leadership & Organization Development Journal*, *14*(4), 3–9. http://doi.org/10.1108/01437739310039424

Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research methods for business students* (5th ed). New York: Prentice Hall.

Senge, P. M. (1990). *The fifth discipline: the art and practice of the learning organization*. New York: Doubleday/Currency.

Shuell, T. (2013, July 19). Theories of Learning. Retrieved June 3, 2015, from http://www.education.com/reference/article/theories-of-learning/

Shuttleworth, M. (2008). Case Study Research Design - How to conduct a Case Study. Retrieved March 28, 2015, from https://explorable.com/case-study-research-design

Sloman, M., & Rolph, J. (2003). E-learning: The Learning Curve. Chartered Institute of Personnel and Development. Retrieved from https://www.cipd.co.uk/download/anonymous/lrng_crv.pdf

Spencer, L. M., & Spencer, P. S. M. (1993). *Competence at Work: Models for Superior Performance*. New York: John Wiley & Sons.

Stake, R. E. (1995). *The Art of Case Study Research*. SAGE Publications.

Swanepoel, B., Erasmus, B., & Schenk, H. (2008). *South African Human Resource Management: Theory & Practice*. Lansdowne: Juta & Co. Retrieved from

http://books.google.co.ke/books?hl=en&lr=&id=g5PvjILBsWkC&oi=fnd&pg=PR3&
dq=South+African+Human+Resource+Management&ots=EtaeTIaBNf&sig=aGQLSi
wGhOIwlN4ATAMvuCeV_eU&redir_esc=y#v=onepage&q=South%20African%20
Human%20Resource%20Management&f=false

Theories of Learning. (n.d.). Retrieved June 3, 2015, from http://www.lifecircles-
inc.com/Learningtheories/learningmap.html

Thompson, M. (2013, August 14). Eurozone sees first growth since 2011. Retrieved August 5,
2014, from http://money.cnn.com/2013/08/14/news/economy/europe-economy-
growth/index.html

Tran, M. (2006, June 19). Nokia and Siemens announce joint venture. Retrieved March 28,
2015, from http://www.theguardian.com/business/2006/jun/19/money.mobilephones

UNESCO. (2010). Influential theories of learning | Education | United Nations Educational,
Scientific and Cultural Organization. Retrieved June 3, 2015, from
http://www.unesco.org/new/en/education/themes/strengthening-education-
systems/quality-framework/technical-notes/influential-theories-of-learning/

Vocabulary.com. (n.d.). empathy - Dictionary Definition. Retrieved October 26, 2015, from
http://www.vocabulary.com/dictionary/empathy

Wafula, Y. O. (2012, March). *A Model For Information Technology Services Costing In Public
Organizations: A Case Study Of The Kenya Revenue Authority* (Master's Thesis).
Strathmore University, Nairobi.

What is systems thinking? - Definition from WhatIs.com. (n.d.). Retrieved October 26, 2015,
from http://searchcio.techtarget.com/definition/systems-thinking

Wick, C. W., & León, L. S. (1995). From ideas to action: Creating a learning organization.
Human Resource Management, *34*(2), 299–311.
http://doi.org/10.1002/hrm.3930340207

Winne, P. H., & Alexander, P. A. (Eds.). (2006). *Handbook of Educational Psychology* (2nd ed.). Mahwah, NJ: Psychology Press.

Women in engineering in the United States. (2015, April 19). In *Wikipedia, the free encyclopedia*. Retrieved from https://en.wikipedia.org/w/index.php?title=Women_in_engineering_in_the_United_States&oldid=657139439

Women's Engineering Society. (2014). Useful Statistics | Women's Engineering Society. Retrieved September 4, 2015, from http://www.wes.org.uk/sites/default/files/Women%20in%20Engineering%20Statistics%20February%202014.pdf

Yin, R. K. (2014). *Case study research: design and methods* (Fifth edition). Los Angeles: SAGE.

Yusuf, M. (2014, June 13). Survey: Kenyan Graduates Not Prepared for Workplace. Retrieved August 2, 2014, from http://www.voanews.com/content/kenyans-graduates-not-prepared-for-workplace/1936808.html

Zimmerman, B. J., & Schunk, D. H. (2001). *Self-Regulated Learning and Academic Achievement: Theoretical Perspectives*. New York: Routledge.

Appendix   **1**

NOKIA NETWORKS GRADUATE TRAINEE PROGRAM MENTOR / COACH / MANAGER QUESTIONNAIRE

SECTION A: GENERAL INFORMATION

Please supply the following information by indicating with an "x" where appropriate.

    A.1   Which department of Nokia Networks do you work in?

    A.2   What position do you currently hold?

    A.3   For how many years have you held this position?

    A.4   What is your gender?

Male	1
Female	2

    A.5   What is your age group?

21 – 25	1
26 – 30	2
31 – 35	3
36 – 40	4
41 – 45	5
46 – 50	6
51 – 55	7
56 – 60	8
Over 60	9

A.6   What is your highest qualification?

Diploma	1
Higher Diploma	2
Bachelors Degree	3
Honours Degree	4
Masters Degree	5
Doctorate	6
Other (please specify)	7

A.7   Have you attended workshops/training on mentoring in the past three years?

Yes	No

A.8.   For how many years have you served as a mentor / coach?

A.9   How many people have you mentored / coached?

A.10.   How many of these people still work within your department/Nokia Networks?

SECTION B: RECRUITMENT

B.1   From your knowledge, which methods does Nokia Networks use to recruit to its Graduate Trainee Program (Select all that apply)?

Direct Application	[ ]
Email Forum	[ ]
Institution in Partnership with Nokia Networks	[ ]
Referral by a Nokia Employee	[ ]
Referral by someone who was not a Nokia employee	[ ]
University Placement Office	[ ]
Word of Mouth	[ ]
LinkedIn	[ ]
Other (Please Specify):	

B.2   Please indicate the degree to which you agree or disagree with the following statement:

	RECRUITMENT	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
B.2	The methods currently employed by Nokia Networks are effective in obtaining the best trainees in the market and influence the success of the trainee on the program and in future as an employee of Nokia Networks					

SECTION C: TRAINING AND DEVELOPMENT METHODS

C.1 Please indicate the degree to which you agree or disagree with the effectiveness of the following training methods in improving the future performance of the trainees (where 1 is strongly disagree, 2 is disagree, 3 is neither agree nor disagree, 4 is agree and 5 is strongly agree):

	TRAINING METHODS	1	2	3	4	5
A	Buddy Tutoring is an effective training method in improving the future performance of the employees					
B	Case Studies is an effective training method in improving the future performance of the employees					
C	Classroom Training is an effective training method in improving the future performance of the employees					
D	Lab Sessions and Demos is an effective training method in improving the future performance of the employees					
E	On the Job training on CARE Projects is an effective training method in improving the future performance of the employees					
F	On The Job Training on Start-up/Network Implementation Projects is an effective training method in improving the future performance of the employees					
G	Self-Study is an effective training method in improving the future performance of the employees					
H	Senior Leader Coaching Sessions is an effective training method in improving the future performance of the employees					
I	Shadowing Senior Engineers is an effective training method in improving the future performance of the employees					
J	Site Visits is an effective training method in improving the future performance of the employees					
K	Soft Skill Development Workshops is an effective training method in improving the future performance of the employees					
L	Team Building is an effective training method in improving the future performance of the employees					
M	Technical Workshops is an effective training method in improving the future performance of the employees					
N	Virtual e-learning Sessions is an effective training method in improving the future performance of the employees					

O	Weekly/Monthly Graduate Trainee Oral Presentations is an effective training method in improving the future performance of the employees					

SECTION D. CURRENT GRADUATE TRAINING DEVELOPMENT PROGRAM

Please indicate the degree to which you feel the current training and development that the graduate trainees are exposed to contributes to their future performance:

	CURRENT TRAINING AND DEVELOPMENT	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
D.1	**Mandatory Training:**					
A	Anti-corruption and Ethical Business Training contributes to the future performance of the employees					
B	Company Health & Safety Awareness Training contributes to the future performance of the employees					
C	I own Quality Assessment contributes to the future performance of the employees					
D	Lean Six Sigma for Beginners contributes to the future performance of the employees					
E	Information Security in NSN contributes to the future performance of the employees					
F	Customer Perceived Quality contributes to the future performance of the employees					
G	IP Training contributes to the future performance of the employees					
H	Introduction to NetAct contributes to the future performance of the employees					
I	Focused training on individual department contributes to the future performance of the employees					
D.2	**Workshops:**					
A	Team Buildings contributes to the future performance of the employees					
B	Presentations from other non-Technical departments (Logistics, Finance, Cost and Progress, IPM & Tools) contributes to the future performance of the employees					
C	Presentation Skills Training contributes to the future performance of the employees					
D	Report Writing and Business Communications contributes to the future performance of the employees					
D.3	**Projects:**					
A	Participating in a CARE Project contributes to the future performance of the employees					
B	Participating in an Existing OpCo Network Implementation Assignment contributes to the future performance of the employees					
C	Participating in a New Start-up Network Implementation Project contributes to the future performance of the employees					
1.4	**Monthly Performance Feedback Reviews** contributes to the future performance of the employees					

SECTION E: GRADUATE COMPETENCIES

E.1 Please indicate the degree to which you agree / disagree that the following competencies are required by Graduate Trainees to perform in their departments:

	COMPETENCIES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A	Initiative is a competence that is required to improve employee performance					
B	Drive is a competence that is required to improve employee performance					
C	Self-Motivation is a competence that is required to improve employee performance					
D	Assertiveness is a competence that is required to improve employee performance					
E	Interpersonal Skills is a competence that is required to improve employee performance					
F	Leadership Skills is a competence that is required to improve employee performance					
G	Judgment is a competence that is required to improve employee performance					
H	Self-Confidence / Self Esteem is a competence that is required to improve employee performance					
I	Verbal Communication is a competence that is required to improve employee performance					
J	Written Communication is a competence that is required to improve employee performance					
K	Internal Locus of Control (Have control over their actions) is a competence that is required to improve employee performance					
L	Adhering to Work Standards is a competence that is required to improve employee performance					
M	Tenacity is a competence that is required to improve employee performance					

SECTION F: GRADUATE SKILLS

F.1 Please indicate the degree to which you agree / disagree that Graduate Trainees need to be in possession of the following skills when entering their departments to help them perform at their jobs:

	SKILLS	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A	Presentation Skills are necessary for trainees to possess for them the be able to perform at their jobs					
B	Project Management Skills are necessary for trainees to possess for them the be able to perform at their jobs					
C	Team work Skills are necessary for trainees to possess for them the be able to perform at their jobs					
D	Skills to work independently are necessary for trainees to possess for them the be able to perform at their jobs					
E	Time Management skills are necessary for trainees to possess for them the be able to perform at their jobs					
F	Assertiveness Skills are necessary for trainees to possess for them the be able to perform at their jobs					
G	Report writing are necessary for trainees to possess for them the be able to perform at their jobs					
H	Skills at Managing diversity are necessary for trainees to possess for them the be able to perform at their jobs					
I	Skills to Manage their desks are necessary for trainees to possess for them the be able to perform at their jobs					
J	Skills to continuously improve themselves are necessary for trainees to possess for them the be able to perform at their jobs					
K	Problem-solving Skills are necessary for trainees to possess for them the be able to perform at their jobs					
L	Conflict management are necessary for trainees to possess for them the be able to perform at their jobs					

SECTION G: GRADUATE ATTITUDE

G.1 Please indicate the degree to which you agree / disagree that Graduate Trainees need to possess the following attitudinal dimensions to perform in their departments:

	ATTITUDE	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A	First Time Right mentality is an important attitudinal dimension necessary for trainees to perform at their jobs					
B	Striving to continuously improve work processes is an important attitudinal dimension necessary for trainees to perform at their jobs					
C	Desire to satisfy customer needs is an important attitudinal dimension necessary for trainees to perform at their jobs					
D	Drive to improve own knowledge / skills is an important attitudinal dimension necessary for trainees to perform at their jobs					
E	Proactiveness is an important attitudinal dimension necessary for trainees to perform at their jobs					
F	Contributing of ideas to solve problems is an important attitudinal dimension necessary for trainees to perform at their jobs					
G	Acceptance of ownership for work is an important attitudinal dimension necessary for trainees to perform at their jobs					
H	Strives to reduce waste is an important attitudinal dimension necessary for trainees to perform at their jobs					
I	Address mistakes and problems is an important attitudinal dimension necessary for trainees to perform at their jobs					
J	Team player is an important attitudinal dimension necessary for trainees to perform at their jobs					

SECTION H: LEADERSHIP COMPETENCIES

Please indicate the degree to which you agree / disagree that Graduate Trainees need to possess the following leadership competencies to perform in their departments:

	COMPETENCIES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
H.1	**Cognitive Competencies**					
A	Systems Thinking is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs					
B	Pattern Recognition is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs					
C	Conceptual Thinking is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs					
H.2	**Emotional Intelligence Competencies**					
A	Self-awareness is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs					
B	Self-management is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs					
C	Emotional Self-Control is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs					
H.3	**Social Intelligence Competencies**					
A	Empathy is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs					
B	Teamwork is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs					
C	Interpersonal Skills is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs					
H.4	**Personal Management Competencies**					
A	Decision Making Skills is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs					
B	Time Management Skills is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs					
C	Technical Knowledge in area of competence is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs					
D	Communication Skills is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs					

SECTION I: EMPLOYEE PERFORMANCE

Please indicate the degree to which you agree or disagree with the following statements regarding employee performance of graduate trainees:

	STATEMENTS	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A	Participation in the Graduate Trainee program improves the employees ability to reach the desired output based on targets set or defined					
B	Participation in the Graduate Trainee program improves the employee performance as it instils the right attitudes necessary to produce desired performance					
C	Participation in the Graduate Trainee program improves the employees performance as it enables the individual to achieve the required technological certification/competence					
D	Participation in the Graduate Trainee program improves the employees utilization as they develop skills useful to the company					

Thank you for your kind co-operation

Appendix **2**

NOKIA NETWORKS GRADUATE TRAINEE PROGRAM

GRADUATE TRAINEE QUESTIONNAIRE

SECTION A: GENERAL INFORMATION

Please supply the following information by indicating with an "x" where appropriate.

A.1   Which department of NOKIA NETWORKS do you work in?

A.2   What position do you currently hold?

A.3   For how many years have you held this position?

A.4   What is your gender?

Male	1
Female	2

A.5   What is your age group?

21 – 25	1
26 – 30	2
31 – 35	3
36 – 40	4
41 – 45	5
46 – 50	6
51 – 55	7
56 – 60	8
Over 60	9

A.6   What is your highest qualification?

Degree	1
Masters Degree	2
Doctorate	3
Other (please specify)	4

A7.   For how many years have you been mentored / coached?

A8.   How many people have you been mentored / coached by?

SECTION B: RECRUITMENT

B.1.   In what year did you join the Graduate Trainee Program?

2007	1
2008	2
2009	3
2010	4
2011	5
2012	6
2013	7
2014	8

B.2.   How long were you a part of the Graduate Trainee Program?

Less than 6 months	1
6 months to 1 year	2
1 year to 2 years	3
More than 2 years	4

B.3.   How did you find out about Nokia Networks Graduate Trainee Program?

Direct Application   [ ]
Email Forum   [ ]
Institution in Partnership with Nokia Networks   [ ]
Referral by a Nokia Employee   [ ]
Referral by someone who was not a Nokia employee   [ ]
University Placement Office   [ ]
Word of Mouth   [ ]
LinkedIn   [ ]
Other (Please Specify): _____

B.4.   What stages of evaluation did you go through before being selected as a member of the Nokia Networks Graduate Trainee Program?

Aptitude Test   [ ]
HR Interview   [ ]
Technical Exam   [ ]
Panel Technical Interview – Face to Face   [ ]
Panel Technical Interview – Telephone   [ ]
Senior Leader Interview   [ ]
No Evaluation   [ ]
Other (Please Specify): _____

B.5   Please indicate the degree to which you agree or disagree with the following statement:

	RECRUITMENT	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
B5	The methods currently employed by Nokia Networks are effective in obtaining the best trainees in the market and influence the success of the trainee on the program and in future as an employee of Nokia Networks					

SECTION C: TRAINING AND DEVELOPMENT METHODS

C.1 Please indicate the degree to which you agree or disagree with the effectiveness of the following training methods in improving the future performance of the trainees (where 1 is strongly disagree, 2 is disagree, 3 is neither agree nor disagree, 4 is agree and 5 is strongly agree):

	TRAINING METHODS	1	2	3	4	5
A	Buddy Tutoring is an effective training method in improving the future performance of the employees					
B	Case Studies is an effective training method in improving the future performance of the employees					
C	Classroom Training is an effective training method in improving the future performance of the employees					
D	Lab Sessions and Demos is an effective training method in improving the future performance of the employees					
E	On the Job training on CARE Projects is an effective training method in improving the future performance of the employees					
F	On The Job Training on Start-up/Network Implementation Projects is an effective training method in improving the future performance of the employees					
G	Self-Study is an effective training method in improving the future performance of the employees					
H	Senior Leader Coaching Sessions is an effective training method in improving the future performance of the employees					
I	Shadowing Senior Engineers is an effective training method in improving the future performance of the employees					
J	Site Visits is an effective training method in improving the future performance of the employees					
K	Soft Skill Development Workshops is an effective training method in improving the future performance of the employees					
L	Team Building is an effective training method in improving the future performance of the employees					
M	Technical Workshops is an effective training method in improving the future performance of the employees					
N	Virtual e-learning Sessions is an effective training method in improving the future performance of the employees					

O	Weekly/Monthly Graduate Trainee Oral Presentations is an effective training method in improving the future performance of the employees					

SECTION D. CURRENT GRADUATE TRAINING DEVELOPMENT PROGRAM

D.1 Please indicate the degree to which you feel the current training and development that the graduate trainees are exposed to contributes to their future performance:

	CURRENT TRAINING AND DEVELOPMENT	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
D.1	**Mandatory Training:**					
A	Anti-corruption and Ethical Business Training contributes to the future performance of the employees					
B	Company Health & Safety Awareness Training contributes to the future performance of the employees					
C	I own Quality Assessment contributes to the future performance of the employees					
D	Lean Six Sigma for Beginners contributes to the future performance of the employees					
E	Information Security in NSN contributes to the future performance of the employees					
F	Customer Perceived Quality contributes to the future performance of the employees					
G	IP Training contributes to the future performance of the employees					
H	Introduction to NetAct contributes to the future performance of the employees					
I	Focused training on individual department contributes to the future performance of the employees					
D.2	**Workshops:**					
A	Team Building contributes to the future performance of the employees					
B	Presentations from other non-Technical departments (Logistics, Finance, Cost and Progress, IPM & Tools) contributes to the future performance of the employees					
C	Presentation Skills Training contributes to the future performance of the employees					
D	Report Writing and Business Communications contributes to the future performance of the employees					
D.3	**Projects:**					
A	**Participating in a CARE Project contributes to the future performance of the employees**					
B	**Participating in an Existing OpCo Network Implementation Assignment contributes to the future performance of the employees**					
C	**Participating in a New Start-up Network Implementation Project contributes to the future performance of the employees**					
1.4	**Monthly Performance Feedback Reviews** contributes to the future performance of the employees					

SECTION E: GRADUATE COMPETENCIES

E.1 Please indicate the degree to which you agree / disagree that the following competencies are required by Graduate Trainees to perform in their departments:

	COMPETENCIES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A	Initiative is a competence that is required to improve employee performance					
B	Drive is a competence that is required to improve employee performance					
C	Self-Motivation is a competence that is required to improve employee performance					
D	Assertiveness is a competence that is required to improve employee performance					
E	Interpersonal Skills is a competence that is required to improve employee performance					
F	Leadership Skills is a competence that is required to improve employee performance					
G	Judgment is a competence that is required to improve employee performance					
H	Self-Confidence / Self Esteem is a competence that is required to improve employee performance					
I	Verbal Communication is a competence that is required to improve employee performance					
J	Written Communication is a competence that is required to improve employee performance					
K	Internal Locus of Control (Have control over their actions) is a competence that is required to improve employee performance					
L	Adhering to Work Standards is a competence that is required to improve employee performance					
M	Tenacity is a competence that is required to improve employee performance					

SECTION F: GRADUATE SKILLS

F.1 Please indicate the degree to which you agree / disagree that Graduate Trainees need to be in possession of the following skills when entering their departments to help them perform at their jobs:

	SKILLS	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A	Presentation Skills are necessary for trainees to possess for them the be able to perform at their jobs					
B	Project Management Skills are necessary for trainees to possess for them the be able to perform at their jobs					
C	Team work Skills are necessary for trainees to possess for them the be able to perform at their jobs					
D	Skills to work independently are necessary for trainees to possess for them the be able to perform at their jobs					
E	Time Management skills are necessary for trainees to possess for them the be able to perform at their jobs					
F	Assertiveness Skills are necessary for trainees to possess for them the be able to perform at their jobs					
G	Report writing are necessary for trainees to possess for them the be able to perform at their jobs					
H	Skills at Managing diversity are necessary for trainees to possess for them the be able to perform at their jobs					
I	Skills to Manage their desks are necessary for trainees to possess for them the be able to perform at their jobs					
J	Skills to continuously improve themselves are necessary for trainees to possess for them the be able to perform at their jobs					
K	Problem-solving Skills are necessary for trainees to possess for them the be able to perform at their jobs					
L	Conflict management are necessary for trainees to possess for them the be able to perform at their jobs					

SECTION G: GRADUATE ATTITUDE

G.1 Please indicate the degree to which you agree / disagree that Graduate Trainees need to possess the following attitudinal dimensions to perform in their departments:

	ATTITUDE	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A	First Time Right mentality is an important attitudinal dimension necessary for trainees to perform at their jobs					
B	Striving to continuously improve work processes is an important attitudinal dimension necessary for trainees to perform at their jobs					
C	Desire to satisfy customer needs is an important attitudinal dimension necessary for trainees to perform at their jobs					
D	Drive to improve own knowledge / skills is an important attitudinal dimension necessary for trainees to perform at their jobs					
E	Proactiveness is an important attitudinal dimension necessary for trainees to perform at their jobs					
F	Contributing of ideas to solve problems is an important attitudinal dimension necessary for trainees to perform at their jobs					
G	Acceptance of ownership for work is an important attitudinal dimension necessary for trainees to perform at their jobs					
H	Strives to reduce waste is an important attitudinal dimension necessary for trainees to perform at their jobs					
I	Address mistakes and problems is an important attitudinal dimension necessary for trainees to perform at their jobs					
J	Being a Team player is an important attitudinal dimension necessary for trainees to perform at their jobs					

SECTION H: LEADERSHIP COMPETENCIES

H.1 Please indicate the degree to which you agree / disagree that Graduate Trainees need to possess the following leadership competencies to perform in their departments:

	COMPETENCIES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
H.1	**Cognitive Competencies**					
A	Systems Thinking is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs					
B	Pattern Recognition is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs					
C	Conceptual Thinking is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs					
H.2	**Emotional Intelligence Competencies**					
A	Self-awareness is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs					
B	Self-management is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs					
C	Emotional Self-Control is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs					
H.3	**Social Intelligence Competencies**					
A	Empathy is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs					
B	Teamwork is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs					
C	Interpersonal Skills is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs					
H.4	**Personal Management Competencies**					
A	Decision Making Skills is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs					
B	Time Management Skills is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs					
C	Technical Knowledge in area of competence is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs					
D	Communication Skills is a necessary competence for Graduate Trainees to possess to be able to perform at their jobs					

SECTION I: EMPLOYEE PERFORMANCE

Please indicate the degree to which you agree or disagree with the following statements regarding employee performance of graduate trainees:

	STATEMENTS	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A	Participation in the Graduate Trainee program improves the employees ability to reach the desired output based on targets set or defined					
B	Participation in the Graduate Trainee program improves the employee performance as it instils the right attitudes necessary to produce desired performance					
C	Participation in the Graduate Trainee program improves the employees performance as it enables the individual to achieve the required technological certification/competence					
D	Participation in the Graduate Trainee program improves the employees utilization as they develop skills useful to the company					

Thank you for your kind co-operation