

Which training method is appropriate: A case of UK Insurance

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Abstract: This research is set to evaluate the appropriateness of the training methods used at UKI (United Kingdom Insurance) based in Nottingham, UK. The use of questionnaire and a quantitative method of research were used to find out the appropriateness of the training method used at UKI with a sample size of 100 participants representing the population. There was literature on the evaluation of the choice of training method, the elements to be considered before selecting a training method and how the human sense (sight, hearing, smell, touch and feeling) assist in the understanding and retention of what is taught. The findings and data were analysed and concluded that the sense of sight and hearing assist in the understanding and retention of what is taught. And the most important elements to be considered before a training method is selected for UKI are the location of the training, the trainer, and the materials to be presented. Also the appropriate training method for UKI are computer based, role play, one on one instructions and the use of lectures.

Keywords: Training Methods, Call Centre, Human Sense

1. Introduction

We live in a dynamic world where change is inevitable. The pace of change is almost unbelievable. Today's organisations have to constantly train their employees to stay competitive in business. There has been recent growth in call centre services world-wide, as predicted that it will evolve into the customer access centre of the future that will provide a competitive basis for many organisations [1]. Call centre is defined by Taylor and Bain. "As a dedicated operation in which computer-utilising employees receive inbound, or make outbound, telephone calls, with those calls processed and controlled either by an automatic call distribution (ACD) or predictive dialling system" [2]. Development of employees is aimed at improving their attitudes abilities, knowledge and skills. This aims to improve the condition of service of the staff and to improve the performance of employees. Training is designed to give knowledge and acquire skills to relate to customers effectively. It is the quickest way of acquiring experience and skills under supervision and also supports various forms of education [3].

There are many training methods used for training but I will be assessing the ones used at UKI which are computer-based, video tapes, lectures, one-on-one, role play, slides,

and audio tapes, evaluating its appropriateness for training of consultants. An effective training method is selected by considering elements like the nature of the material to be presented, the number of persons to be trained, the background and the ability of the trainers, and the results to be achieved [4]. The method of training should encourage participation of trainees and the provision of feedback to retain what is taught.

Employers and employees have different interest in investing in the skills of workers. Employees need skills to perform adequately in their jobs and organisations want to increase productivity by employing qualified workers and providing the appropriate training for customer satisfaction and return on investment. The call centre industry is a fast-growing sector with a high level of personnel turnover. Commitment among call centre employees is traditionally low [5]. Studies on the training methods used at call centres suggest that there is a focus on efficiency at the expense of effectiveness, where effectiveness is indicated by characteristics such as customer orientation and training, service priorities and quality of handling customers during training.

This particular research will be investigating the appropriate training methods that management at UKI call centre can give to Consultants to enhance their performance

for quality customer service. The research questions that will be answered at the end of this project are, to identify the appropriate training method for UKI, identify the elements to consider before a training method is selected, and identify the human sense that assist in the understanding and retaining of what is taught at UKI.

2. Literature Review

The training of employees is more prevalent today than some few years ago, as most companies provide some type of training for their employees. Training takes a formal process with employees devoted to both initial and ongoing employee training programmes. Other companies bring in consultants who perform training sessions. The purpose of training in most companies is to enhance the skills and competences of the workforce, meet required job safety regulations, while others conduct training for appearance sake [6]. Training as a form of staff development aims at improving skills, knowledge, and attitudes of employees which is a Human Resource function. Training improves performance on the job enabling employees to move to higher levels in the organisation [7]. The increase in employee training has risen due to rapid expanding of the use of technology in society with particular emphasis on quality and customer satisfaction. Companies now recognised that learning is a lifelong activity and the development of employees such as employee training has an impact on productivity, job satisfaction, and profitability. Employee training increases efficiency which bring return on investments [6]. Selection of an effective training method will not guarantee that the training will be effective, as this is just one step in designing the programme. The objectives of the organisation in relation to their training needs should be analysed and established, as the appropriate training method can be identified. The final stage of the training process is to evaluate the training and to assess its effectiveness [7].

The literature for this project is divided into five main sections. The first of these sections will consider the evaluation of training methods, the next section will look at the choice of training method, the next stage is the use of different senses during training, the fourth section is related to elements to consider when choosing a training method and the final section looks at different types of training methods used.

2.1. Evaluation of Training Methods

Evaluation of training takes place at four levels, these are reactions, learning, behaviour, and work results. Reaction considers how people react to the training inputs. Learning looks at what people remember from the training, behaviour relates to how people use what they know at work and work results are the outcome of applying what has been taught over a period of time [8]. Evaluation of the training methods used during training has long been considered as important as the need to monitor the

effectiveness of training and the value for the money spent on training [9]. The type of measure which is used to collect the data is pencil and paper evaluation forms that should be completed by course participants at the end of the course. Training methods evaluation combines structured response scales and an open-ended format which does allows questionnaire to come out with a broad variety of information than a fixed response format alone. Open ended evaluation gives people the chance to respond freely and say things which concern them, as they will be more honest and come out with the reality despite the fact that it demands more effort from respondents and it is time consuming [10].

On the contrary, Vinten [11] has stated that closed questions which he referred to as “check answer”, “pre-coded” or “restricted” has no reply in their own words, but respondent has to select from pre- designed categories, the answer that best fit their own opinion or views. An example he cited is “Do you believe that working condition in this factory are better, worse or about the same as last year?” Vinten [11] argues that closed questions are more preferred because they are easy to handle and cost less to administer and process. To maximise the response rate of using questionnaire to evaluate the training method the structure should be logical, sequential and kept short [12]. Closed questions take up less interview time, they reduce coding time where many interviews have been conducted and results are to be written up and finally they are cheaper to analyse. However, there can be bias in the category of answers, may irritate respondents, can loss spontaneous response and can be too crude to use alone [11]. Evaluation of the training will be effective if the appropriate training method was used for trainee to understand what was taught [6].

2.2. Choice of Training Method

The choice of training method used will depend on the nature of material to be presented, the background of the trainer, the number of persons to be trained, the time that can be allocated to the training, the amount and kind of equipment available and the result expected to be achieved must all be considered when considering the appropriate training method to use [7]. Wood et al [13] acknowledges that some of the training objectives are to improve interpersonal skills, knowledge retention, acquire knowledge, change attitudes, and improves problem solving skills. Based on a survey conducted by Wood et al [13] managers can select training method which can be useful to accomplish diverse training need [14].

The method that encourages active participation by trainees is more likely to retain what is taught as adequate feedback can be given by trainees. The selecting of an effective training method does not always guarantee that the training process will be effective, as this is just one step in designing an effective training programme. The aims and goals of the organisation and the objectives of the training should be assessed before the training method is selected as it is from the objectives of the training that the course

content can be established and presentation method selected. There should be post-training evaluation as this will indicate how well the information is retained by trainees [7]. The objectives of the training should be assessed before the training method is selected as this can lead to effective training and cost efficiency [6]. Most of our human senses (sight, smell, sound, taste, and touch) are used during training. The more the number of senses used the better the understanding of what is being taught. The choice of the training method can use the appropriate sense for a better understanding of the programme [15].

2.3. The Use of Different Senses during Training

Perception is becoming aware of the world around us through our senses. Each person has different level of perception and no two people will view the world the same. The perception process have three stages, these are selection, organisation, and interpretation. Our senses select stimuli which we attend to. Our mind then arranges the stimuli which are the information we have so we can analyse and make meaning out of it. Our interpretation is based on our beliefs, experience and personal factors [15].

Our senses, operate at an unconscious level and scan the environment continually, for example they are conscious of high temperature and trigger perspiration to cool the body down before we become aware that we are hot [16]. A model by Gibson et al [15] the experiential learning model have five main elements, which are stimuli, our senses, the filtering process, interpretation and response. Stimuli occur within us and include feelings of thirst, hunger and pain. Our senses which is the second stage in the experiential process is the sense of touch, sight, hearing, smell and taste, which becomes aware of these stimuli if we are within the sensory ranges. The third stage is that we filter the stimuli from preventing our brains from being overloaded with information or concentrate on important factors [16].

2.4. Elements to Consider When Choosing a Training Method

There are various elements to consider when choosing a training method. These are cost of training, location of training, equipment to be used for training, the trainer, number of people to be trained, time allocated for training, and the nature of material to be presented [7]. In this section I will look at the above elements by dividing them into two sections namely, cost of training which is significantly a major factor to consider before choosing a training method and group the other element enumerate above under "other elements" to be considered.

2.5. Cost of Training

There must be a link between training and the balance sheet of a company, for the training to be valued. Training should not be just an exercise but must be related to profitability and should be cost effective. Companies must keep accurate operational data to allow managers to

compare and monitor performance of trainees. Record keeping will assist in measuring the effectiveness of the training objectives against operational performance [17]. Four methods of assessing the cost effectiveness of training has been identified by Campbel [18]. These are return on investment (ROI), cost benefit ratio, bottom-line evaluation and payback period. ROI indicates the worth, merit and value of the training. Management will view training worthwhile if the ROI report is favourable. However, it will be appropriate if the outcome of the training can be quantified in monetary units. Cost are classified into economic cost, expenditure cost, direct cost, capital cost and indirect cost [19]. Cost benefits ratio can be done before the programme is delivered as benefits are difficult to quantify in monetary terms [18]. Bottom line evaluation assists in employee decision making and participation. This method of cost assessment appeals to management due to its linkage with job performance, training and productivity. However, there might be some biasness in the questionnaire data. The last method is the payback period which can provide a look at the training investment. This can however be used only as an initial screening tool as it does not consider time value or cost during or after training until breakeven point is reached [20]. Other elements to be considered before a training method is selected will be considered next.

2.5.1. Other Elements to Consider

Before an effective training method can be picked there should be the consideration of the location of the training, the equipment to be used, the number of persons to be trained, time allocated to the training and the person doing the training (trainer) [7]. The location of the training should create a positive climate for learning and the trainer should deliver and design effective programme. The trainer should demonstrate that he knows the subject area to gain the confidence of the participants and demonstrate clear thinking by planning ahead of time before delivery of the training [21]. The trainer must empathised with participants, that is judging their mood and the group itself, and should also be humble enough to admit what he does not know, and also providing enough resource for the training. The trainer should be intuitive, know how to find information, be patience, tolerant have good sense of humour, be flexible, confidence and have the ability to let go [22]. The location of the training should be spacious and tidy for trainees not to be distracted by the environment. It should not be too cold or hot for trainees to be uncomfortable. There should be enough equipment that will be required by the trainees. And enough time for feedback and questioning [23]. The next section looks at the different training methods.

2.6. Training Methods

2.6.1. Lectures

Wood defines Lectures as "presentation to groups" Lectures delivered, can be grouped into two distinct components as technical quality, (outcome) and functional

quality (process) [24]. The service of giving a lecture can also be in two forms, the content and the process that is what is delivered and how it is delivered. The quality of the process of delivery is reliability, responsiveness, assurance and empathy while that of technical quality (outcome) is to predict the satisfaction of customers during the lectures. Lectures, are supposed to enhance customers knowing, reasoning, thinking, feelings, values and connecting thoughts and feelings to actions. [24]. The lecture skills which are course planning, knowledge of the lecture, class management and instruction skills are part of the input of impacting knowledge. The behaviour of the lecture, the student, the classroom environment, lecture student relations are all part of the lecture process [25]. For students to benefit from lectures the following elements should be considered. Conditions and ambience of the classroom, equipment to be used, appearance of the teacher, teacher's audibility and articulation, clear presentation of concepts, teacher's sincerity in teaching, pace of teaching, promptness in responding to queries, availability and approachability of teacher outside class hours, courtesy shown by teachers, ease in interacting with teacher, convenience of teaching hours, knowledge and skills gained during the lecture, coverage and depth of lecture and teachers feedback on assessed work. [24]. However, lectures alone have been identified by Read and Kleinar [7] as a poor training method as there is no trainee involvement and lack of feedback from the trainee. The lectures can be effective if there is involvement from the trainee and this can be done if lectures are stop intermittently asking trainees to ask questions or draw conclusions from what has been taught relating to the objectives of the training. Four suggestions have been provided to improve the oral presentation. These are simplifying complex topics, introducing topic in a dramatic fashion, providing inspiration by being enthusiastic and finally giving up to date and current information. This will capture the trainee's attention and encourage participation [7].

2.6.2. Video Tapes

Video are now mostly used in both commercial and industrial training, competing with the printed word [26]. Video can be used to show training films of sales techniques and customer care. Trainers can combine video equipment with PC data and graphics, teaching with the most up to date and relevant illustrations of their courses changing them daily when necessary. Video allows trainee to learn at their own pace and speed and can cut down the time to be spent on slow learners [27]. Videos can be used to train staff on new model that a company want to launch or inform sales and service staff, the benefits of a new product.. However, Read and Kleiner [7] acknowledged that, for video tape to be effective, it depends on how they are used. Trainees need to watch video in a passive way for the learning to be effective, as what you see usually influences you more than what you hear, thus leading to active participation and feedback [27]. Video does not hold

attention as much as hearing; this can be overcome by colour of the video, drama, motion and the graphics. Video is ranked high in the use of senses for attention as people enjoy watching television during leisure. Using video tape during training will remove the learning environment psychologically [7]. The main disadvantage of using video tapes is the cost and the complexity [7]. The work of the trainer is changing rapidly with the use of technology as the trainer has the responsibility for the transition to a new environment, the trainer needs tools to assist to facilitate the transition. Video is not a replacement of trainers but a tool to enhance efficiency and effectiveness. The same video tapes can be used to train different groups of staff over a period of time [28].

2.6.3. The Use of Slides

Slides are training aid that assists in the use of lectures. A great deal of time can be saved and lectures extended with a collection of slides. With the use of slides complex diagrams and calculations can be explained. Slides use most of the human senses and the attention of the audience is captured. Lectures are combined with slides for effective teaching as trainee feedback and participation is generally low [7]. Spoken communication using slides is a powerful tool that can inspire, motivate, impress and persuade trainees. Clear communication combining lectures with slides gives trainees confident of the trainer as this will result in enhancing the attention of the trainee for better participation and feedback [29]. In preparing slides Khalid [29] suggested that it should be straight to the point and clear, tailoring ideas to the objectives of the training. The use of jargons should be avoided and self explanatory slides should be used keeping them relevant and succinct. Slides should not be overloaded with information as trainees will not keep pace with the training and the interest will fall [29].

2.6.4. Computer Based

Computer-based training is any training that is delivered via the computer [30]. It is a training method that allows trainees to access learning at any place and time. The interaction between the computer system and the person using it will determine their characteristics. Some of the characteristics of individuals are computer anxiety and attitude towards computer, which is due to age, education, and 'feeling thinking' [31]. The individual should be self directed and autonomous in thinking as this can influence the acceptance of computer based training. The term autonomy in learning means independent from external factors and self rule and ability to make decisions and judgements [31]. Teaching methods covers either instructor-focused or learner-focused. The later implies that trainers must select a method that enhances the involvement of the learner. Computer based technology encourages individual learning environment and allows personal experience as opposed to just receiving from trainer [30] This training method lower training cost, as trainees can learn at any time and at any location. As opposed the traditional classroom training, computer based

is an opportunity to address the learning styles of individuals. There can be immediate access to new training courses on the organisation's intranet and all employees across geographic locations can have around the clock access to learning opportunity [27]. One challenge Smith & Long [30] recognised was the absence of face to face interaction with an instructor or other trainees; however, this can be addressed by building in to the computer a device for collaborative learning such as chat room or electronic bulletin board. [30] Computer based training can also be used to maximise or minimise a process that is invisible due to its size, and an activity or process can be speed up or slowed down assisting in enhancing understanding and analysis. Graphics and other animation can be displayed for better illustration [7].

2.6.5. One on One Instruction

One-on-one instruction is training while on the job. It is classified as trainees actually working in a working environment and under normal working conditions or away from the employee's work area. The actual work environment is necessary as skills acquired during training are expected to be exhibited on the job [7]. Three benefits have been identified as a less training cost, just- in- time training and transfer of what is taught to the trainees work situation [32]. The effectiveness of on-the-job training can be determined by the reactions of trainees, the learning results, the behaviour of the trainees on the job and the returns on investment for the organisation. Negative working conditions and the environment will not result in the effectiveness of on-the-job training [27]. For on-the-job to be effective trainee's characteristics such as self determination, experience with the task and managerial support are the determinants of the effectiveness of on-the- job training [32]. One-on-one instructions is used in most organisation to improve productivity. New professionals need it to acquire a qualification; others need it for information on new service or product, and the human resource department needs it for "training and development purposes" as lack of training will lead to de-motivation and job dissatisfaction [33]. On-the-job is important for new employees as work can be started as soon as they are appointed, and it is a means of learning job responsibilities. Creth [34] acknowledged that on-the-job training is an unrealised source of training and the benefits are increase in quality and quantity of work, reduced need for closed supervision, high staff moral, job satisfaction and practical experience as opposed to classroom lectures which can be boring. For on-the-job to be effective the training needs for trainees should be identified, training should be 'hands on' and there should be a follow-up by a supervisor to ascertain how effective the training was [33].

2.6.6. Role Play

Role play is a "participatory method of learning that involves a variety of person's mental capabilities." [35]. A learner processes what is taught in an active and learning environment. Trainee's must fully participate in role

playing openly, observing and reflecting on new experiences; viewing it from different perspectives. Trainees must link their observation with the objectives of the training to solve complex issues and make decisions [27]. Role play increases a learner's knowledge in terms of judgement and problem solving. Mann et al [35] quoted an ancient statement by Confucius that states, "I hear and forget; I see and remember; I do and understand." Role play allows participants to get an in-depth understanding when analysing issues and solving problems. However, the drawback of role play is that the feedback received from other participants may not exist in the real world. Also the rules for role play can be subjective as the learning environment relies on the participant's interaction. The participant may also be novice in the subject or may not have enough information to respond in a manner that has a bearing with the objective of the learning activity. Thus for role playing to be effective the trainer should ensure that participants have basic level of understanding and proficiency. [35] play provides an opportunity for practical experience and personal involvement. An insight into the view point and feelings of others can be gained and this can lead to group discussion and active participation can be encouraged. To ensure that reinforcement is positive role play must be confined to training environment where mistakes can be treated with tolerance by both trainer and other trainees [7].

2.6.7. Audio Tapes

Audio tapes are used to present information that could have been on a printed paper or slide. The basic drawback is its inability to physically see diagrams and tables for illustration. Also to listen to information takes longer than reading. These reasons made Read and Kleiner [7] suggested that audio tapes are better used with other visual aids like slides, printed material or video, as the combination of these will make an effective individual learning activity, even though audio tapes are less expensive and easy to use [7]. Audiotapes are used to train employees at different locations who cannot come together into the classroom for training. This is termed as distance learning [36]. The advantages of distance learning are that the trainee can learn at their own pace as there are slow and fast learners. Distance learning can be done in a relaxed atmosphere and information can be retained more easily. It also encourages proactive approach to learning. Another benefit of distance learning is that it is cost effective and once it has been designed, it remains the organisation's resource that can be used for years [37]. However, for an organisation to accept distance education for its staff they have to go through three different stages. The first stage is assessment to identify their objectives in relation to the training method used. The next stage is implementing the training of the programme defining the course structure, objectives and aims of the organisation and itinerary for delivery. The implementation stage should also analyse who will be benefiting from the training, and who will be

steering the affairs of the training. "Where and how" of the implementation stage should also be assessed. For example, will the training be held during working hours or at home? The last and final stage is the evaluation; as this will monitor the results of the training and its success. The trainee can be more satisfied if a self assessment monitor is built into the audiotape for them to check their progress as they move to different stages of the course structure for distance learning [36].

3. Methodology

3.1. Introduction

This study gathered both qualitative and quantitative data from questionnaire sent to customer service consultant at UKI call centre based in Nottingham to evaluate the appropriateness of the training methods used to train consultants before they attend to customers. This project addresses the training methods used to train consultants at UKI which is a periodic event undertaken after the recruitment of customer service consultants. Over the years UKI have used some training methods, which will be evaluated by this research to know its appropriateness.

100 questionnaires were distributed to Customer Service Consultants with instructions on how to fill in and answer questions, promising confidentiality and anonymity. Participants were given a maximum period of one week to fill in the questionnaire and return to team leaders.

4. Findings

An acceptable 75 per cent of response rate was obtained. The high rate of non-response was anticipated as UKI is a busy call centre. A follow-up of non respondent was undertaken, with no significant difference in the response rate.

The findings below are a representation of the population. The gender consists of 36 percent male and 64 percent, females. Participants are aged between 17 and 65 years old.

Participants are trained for a period of between 1 to 7 days, and above a month, with approximately 40 percent with training above one month. About 8 percent are trained within a period of 1 -7 days. Approximately 3 males aged between 41 and 50 are trained between 22 to 28 days. This clearly indicates that most trainees at UKI are trained for more than a month. There are more full time trainees than part time staff. Female full time between the ages of 17 – 30 are more than any other group of age range.

With the choice of training method affecting understanding, about 15 people out of the population samples of females strongly agree that the choice of training method affect the understanding of what is taught. And about 3 of females sampled disagree with the above idea.

Participants were asked whether the human senses assist in understanding and retaining what is taught. Our senses are sight, touch, hearing, smell and feeling. The figures represent the number of people who responded to a

particular sense. For instance 60 people said they totally agree to 'hearing' assisting in understanding what is taught and 33 trainees out of the population sampled neither agree nor disagree with 'touching' as a sense that assist in understanding what is taught.

Some few problems and challenges were encountered by trainees, as some of their feedback on the problems encountered revealed that, trainees tend to forget what they were taught by the time they start communicating with customers over the phone. Most of the things taught, according to one participant is irrelevant and a waste of time, as most of the information is acquired over the phone while on the job. The time period for the training was very short as it is difficult to retain a lot of information within the time frame for the training. The numbers of people being trained were too many for some trainees to cope, as they felt intimidated. One participant is of the opinion that trainees need more time in the training session, before they formally move into their teams. The biggest challenge for some participants was to meet the quality standards of UKI, as calls were monitored and marked. The part of the training which was not liked by some trainees was the examination and the first call taken while in training.

5. Discussion

The findings clearly shows that there are more females than males in total working for UKI, with more people in the age range of between 17 to 30 years. The age range depicts the school leavers who are recruited during this period.

Participants were asked if they agree that the human sense assist in the understanding and retention of what is taught. About 80 percent (%) of the participants totally agree to 'hearing' and 92% to 'seeing' as a sense that can assist in understanding and retention of information. The trainee's senses select stimuli which they attend to. Their mind then arranges the stimuli which are the information they have to analyse and make meaning out of it. Their interpretation is based on their beliefs, experience and personal factors [15]. The perception process and experiential learning in the literature review above, indicates that the sense of sight and hearing of the trainees makes them aware consciously or unconsciously of stimulus in their learning environment. The stimulus then filters their perceptual factors which may include their previous knowledge, experience, emotions, personal needs and wants. This is then interpreted by stimulus leading to their response and feedback to what they have been taught; this can be rejected, accommodated or assimilated by their sensors [15].

Participants were asked which elements to consider before a training method is selected. The elements were cost, location, equipment, the trainer, and number of people to be trained, the time allocated for training, and the nature of the material to be presented. 60% of participants are of the opinion that the time allocated for training is very important and 64% thinks the nature of the material should

be considered before the selection of the training method. Cost was the least of the elements to be considered as very important, as only 6% of participants are of the opinion that it is an important element to be considered prior to training.

5.1. Lectures

Participants were asked to identify the appropriate training method for UKI and lectures were one of the training methods selected by more than half of the participants. 42 females and 24 males out of a total sample of 75 participants said lectures is an appropriate method for UKI.

5.2. Video Tapes

More than half of the participants think video is not an appropriate training method for UKI. Out of the 75 participants only 18 females and 9 males think video is an appropriate training method for UKI. The literature indicates that video does not hold attention as much as hearing and video removes the learning environment [7]. Participants do not want video tapes as a training method for UKI due to its drawback. However, most of the participants who opted for video are the younger age group of 17 to 30 years who enjoy watching television but not as a form of learning. Video can be used occasionally in UKI but should not be one of the training methods that should be used by UKI.

5.3. Use of Slides

Slides are usually used alongside with lectures as complex diagrams and calculations can be explained better during lectures. It also makes teaching effective as the sense of sight and hearing can be used at the same time [29] As the findings depicts more than half of the population sampled agreed that the use of slides is an appropriate training method for UKI.

5.4. Computer Based

Almost all participants agreed to the use of computer for training in UKI. Out of a total of 75 participants sampled, 69 participants thinks computer based training is appropriate for UKI. The only age group who objected to the use of computer are the age group from 50 to 65 years.

5.5. One on One Instruction

Just about half of the population sampled agreed that one on one instruction is appropriate for UKI. More than half of these participants are females and are in the age range of 17 to 30 years. One-on-one instructions are training while on the job. It is classified as trainees actually working in a working environment and under normal working conditions. The younger (17 to 30) participants and females want one on one instructions as this can get them out of the classroom environment on to the job while they are being trained. They will also have the benefit of just- in- time training and transfer of what is taught to their work situation.

5.6. Role Play

An equal number of participants for both male and females agreed that role play should be used by UKI as a training method. Role play identified in the literature, increases a learner's knowledge in terms of judgement and problem solving[35]. Participants opted for role play as it allows them to get an in-depth understanding when analysing issues and solving problems. It also provides an opportunity for practical experience and personal involvement. With role play participants have an insight into how other trainees feel and group discussion is encouraged. UKI should use role play as a training method as the sense of sight and hearing is used to encourage understanding and retention of what is taught.

5.7. Audio Tapes

About 16 percent of the males sampled and 12 percent of females think audio tapes should be used as a training method for UKI. The small number of participants opting for audio tapes relates to the drawback of audio tapes identified by Read and Kleiner [7] as trainees cannot physically see diagrams and tables for illustration. Participants want to read instead of listening to information as listening takes longer than reading. Audio tapes are better used for distance learning, but in UKI training is done with all participants based in a classroom. The use of audio tapes should be discouraged as most trainees did not like the use of them.

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