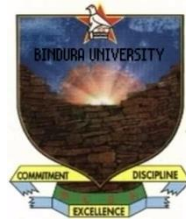


# **BINDURA UNIVERSITY OF SCIENCE EDUCATION**



**FACULTY OF COMMERCE**

**DEPARTMENT OF HUMAN CAPITAL MANAGEMENT**

**THE IMPACT OF MANAGEMENT AND SUPERVISORY DEVELOPMENT  
PROGRAMMES ON STAFF RETENTION LEVELS: A CASE STUDY OF DELTA  
SPARKLING BEVERAGES, HARARE.**

**BY**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS OF THE BACHELOR OF COMMERCE (HONOURS) DEGREE IN  
HUMAN CAPITAL MANAGEMENT**

**FEBRUARY 2021**

## **DECLARATION OF AUTHOURSHIP**

I declare that this research project herein is my original work and has not been copied or extracted from previous sources without due acknowledgement of the authors.

Name of Student            B1748383

Signature

Date                            23/06/2021

## **DEDICATION**

I dedicate this project to my dear parents Moudy Munetsi and Workfield Matora, my little sisters Tapiwanashe and Farida and my aunt Memory Munetsi.

## **ACKNOWLEDGEMENTS**

The completion of this project would have been difficult were it not for the guidance from the supervisors.

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Above all I thank the almighty God who has allowed me to sail through the years and helped me stand on my feet soldier on each day throughout

## **ABSTRACT**

Management and supervisory development programmes are crucial in enhancing staff retention levels. In spite of Delta Sparkling beverages investments in what they regard as the best management and supervisory development programmes, staff retention levels are low. This study sought to investigate the impact of management and supervisory development on staff retention levels, a case of Delta Sparkling Beverages. This study was a case study design and the research utilized both qualitative and quantitative approaches. From a target population of 148 employees the researcher drew a sample of 62 respondents in which stratified random sampling techniques were employed. The target population was divided into three distinct strata namely, management, supervisors and grade (Fs) who according to the Delta Sparkling Beverages policy form a pool of potential supervisors. The researcher utilized self-administered questionnaires to collect data. Tables, bar graphs and pie charts were used for data presentation and SPSS v16.0 was used on data analysis. The study established that there is a positive correlation between Management and Supervisory development programmes and staff retention levels. Moreover, the study revealed that management and supervisory development has a significant role in enhancing staff retention levels at Delta Sparkling Beverages. The research study further recommends that Delta Sparkling Beverages re-designs its management and supervisory development framework such that it strategically aligns to the prevailing academic world, work environment of employees and different occupations. It was also recommended that Delta Sparkling Beverages revisits its criteria for selection of MSD programmes candidates and adopt job analysis and direct observations partly of the existing MSD needs analysis tools. The researcher recommended a similar study to be undertaken in small to medium enterprises.

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# CHAPTER ONE

## INTRODUCTION

### 1.0 Introduction

This chapter introduces the reader of this research on the impact of Supervisory Development Program on staff retention levels, a case study of Delta Sparkling Beverages, Granite-side Branch, Harare. It will delve on the background of the study, statement of the problem, purpose of the study, study assumptions, definition of key terms, research limitations and delimitations.

### 1.1 Background of the study

Development aims at enhancing the job proficiency keeping in view both present and future job related skill requirements. The main objectives for Management and Supervisory Development Programs are for participants to gain knowledge about the company as a system, develop a strategic outlook on the organization, learn the skills required for supervisory and management positions within their business units and avail more skilled employees to fill vacant supervisory positions (Buys, J., & Louw, J. 2012). Armstrong (2001) supports that employee training and development is an essential component in the lifeblood of an organization's performance and that there are three sets of training objectives which includes development of employee competences and performance improvement, employee growth within the organization and reduction of learning duration for employees. Therefore, in order for organizations to achieve optimum returns such as employee satisfaction, developed skills, there is imperative need to effectively manage development programs.

In Zimbabwe, Supervisory Development Programs are undertaken in conjunction with the Zimbabwean Institute of Management (ZIM) examining body which issues Certificates by the end of the training programme. High organisations in Zimbabwe are now recognizing the need for training and development best practices to enhance competitive advantage, through enriched working environment, increased productivity and performance and higher levels of staff retention (The Independent 08.02.19). However, a majority of SMEs still have a long way to go in terms of employee development programmes, mainly constrained by lack of capital to finance training programs hence the need to device economic development programs suitable for their areas of

specialization. The past two decades to date have been characterized by high unemployment rates which in turn disrupt the fluidity of the development programmes leaving zero to limited room for imparting knowledge and skills acquired from such programmes.

Additionally, Delta Corporation since establishment has invested heavily in training and development and runs Mandel Training Center in conjunction with ZIM enabling it to influence the training programs. The institution offers exclusively, Executive Development Programme (EDP) for executives, Management Development Program (MDP) to managers, Supervisory Development Program (SDP) to supervisors and Graduate Development Programme (GDP) to graduate trainees ([www.delta.co.zw](http://www.delta.co.zw)). As a result, the Corporation has afforded itself tailor-made training programmes for different occupations, grades and posts within it. The SDP and MDP programmes were introduced as a result of the absence of training programmes that address the broad needs of supervisors concerning supervisory and management knowledge and skills via a systematic management education and development for supervisors aimed at improving their work performance. The idea being to equip supervisors with skills so that, as first line managers in the organisation, they are able to communicate effectively and clearly, utilize the various management and leadership theories and best practices and industrial relations in a professional and informed manner. At the end of the programme, participants will write an examination for the Certificate in Supervisory Management (CSM). The programme was first introduced in March 2017. It was designed for all grade F employees, supervisors and potential supervisors ([www.mandel.co.zw](http://www.mandel.co.zw)). This research project seeks to examine the impact of MSDP on staff retention levels.

## **1.2 Statement of the Problem**

Although Delta Sparkling Beverages implements what it regards as systematic and best training and development practices, it is suffering from managerial and supervisory staff retention levels instability, as the old and newly appointed managers are terminating employment at worrying and higher rates, leading to high recruitment expenses from replacements, re-training costs and work overload on other employees. This study seeks to investigate the impact of Management and Supervisory development programmes on staff retention levels at Delta SBs.

## **1.3 Research Objectives**

- To identify the framework for management and supervisory development at Delta beverages Pvt Ltd.

- To investigate the relationship between management development programmes and employee engagement levels at Delta SBs.
- To examine the impact of MSDP on staff retention levels at Delta beverages Pvt Ltd.
- To find out existing factors in the workplace which inhibit the effectiveness of management and supervisory development programmes on staff retention at Delta beverages Pvt Ltd.
- To come up with recommendations on effective Management and Supervisory Development strategies and practices which may enhance staff retention levels at Delta SBs.

#### **1.4 Research Questions**

- What is the framework for management and supervisory development at Delta beverages Pvt Ltd?
- What is the relationship between management development strategies and engagement levels at Delta beverages Pvt Ltd?
- What is the impact of SDP on staff retention levels at Delta beverages Pvt Ltd?
- What factors inhibit the effectiveness of Management and Supervisory Development Programmes at Delta beverages Pvt Ltd?
- What are the effective Management and Supervisory Development strategies and practices which may enhance the staff retention levels at Delta beverages Pvt Ltd?

#### **1.5 Significance of the study**

- **Delta Sparkling Beverages**

This study will help increase Delta Beverages staff retention levels and cut costs through reduced recruitment expenses, retraining cost and reduced losses from overtime. It will further encourage the organization to caress MSDP as a driver to organizational and employee performance, create awareness on holistic approach to SDP issues and will aid in its policy making on employee development.

- **To the Beverages industry**

The researcher hopes that the recommendations from this research will help foster management and supervisory development initiatives that are relevant and economic, which reduces high staff turnover and hence improve the industry performance as a whole.

- **SMEs**

This study will create awareness on economic management supervisory development programmes and will aid in its policy making. Organizational performance will increase due to positive returns from staff development programmes, increased chances for employee growth and ultimately improved staff retention levels.

- **Human Resources Practitioners**

Human Resources practitioners will also gain more knowledge on evolving Management and Supervisory Development programs to help improve employee retention levels, relevance and flexibility, growth, motivation purposes and employee satisfaction at the workplace and in the dynamic business environment.

- **BUSE**

The University is going to be aided on relevance of courses which encompass management and supervisory development basing on what is currently happening in the cooperate world. It may also implement the ideas to be discussed on its employee development policies to boost competency in the academic world.

- **Researcher**

The researcher will have a broader knowledge concerning Management and Supervisory Development practices as well as sharpened research skills.

## **1.6 Assumptions**

- The relevant authorities were qualified, and key informants are co-operative and supportive in disclosing the information.
- All respondents responded, participated and answered questions truthfully and timeously.
- The sample population was representative of the whole population.
- Management and supervisory development programmes influence staff retention levels at Delta Sparkling Beverages.

## **1.7 Delimitations**

- The research study was exclusive to only one Specialised Business Unit, Delta Sparkling Beverages, Graniteside, Harare leaving out other subsidiaries such as Lagers, Chibuku, CBC Maheu all over the country. This is because access was guaranteed as the researcher was a student attached at that particular SBU.
- The research study was confined to a sample of 50 respondents from a target population of 148 employees from 7 manufacturing departments with more accessible employees as their work-stations are within the SBU unlike operations departments such as Logistics, Marketing and Sales characterized by high mobility.
- The research study is also confined to a period between 2019 and 2021 thereby limiting findings to that time period.

## **1.8 Limitations**

- The researcher was denied access to some crucial information due to company policy and Covid-19 pandemic. The researcher sought approval from management prior data collection and assured confidentiality of the research to key informants and also utilized online platforms for data collection in tandem with covid-19 regulations.
- The key informants were not willing to share detailed information on the actual SDP and MDP deliverables. The researcher utilized the Mandel Training Center and Delta Beverages Websites to obtain additional information about MSD programmes offered by the organisation.
- Low response rate was a problem which was likely to affect the reliability of results. The researcher professionally and clearly communicated the purpose of the study and maintained research ethics as advocated by Nicolas (2009). Reminders were sent to the respondents to save the dates so as to increase response rate.
- Reduced number of key informants due to Covid-19 restrictions. Questionnaires were distributed online.

## **1.9 Definition of key terms**

Management and Supervisory development : Programmes designed to incorporate essential high level inter- and intra-personal skills to enable supervisors and management to adapt, motivate, lead

and manage their subordinates with confidence through changing times.  
([www.kwalangatraining.co.za](http://www.kwalangatraining.co.za))

Staff retention: refers to a technique adopted by businesses to maintain an effective workforce and at the same time meet operational requirements (Mita, 2014). It is a systematic effort to create and foster an environment that encourages employees to remain employed by having policies and practices in place that address their diverse needs.

Development: Process of coming into existence or of creating something new or more advanced. (<https://dictionary.cambridge.org/dictionary>) Development is an unfolding process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required (Armstrong,2006).

Skills gap: The negative variance created from not having an appreciation of a certain handy skill and/or information (Operational definition).

### **1.10 Abbreviations**

SDP: Supervisory Development Programme

MDP: Management Development Programme

MSDP: Management and Supervisory Development Programme

SR: Staff Retention

SBU: Specialized Business Unit

Delta SBs: Delta Sparkling Beverages

HR: Human Resources

T&D: Training and development

TNA: Training Needs Analysis

KPI: Key Performance Indicators

### **1.11 Summary**

This chapter delved on the introduction, background of the study, statement of the problem, purpose of the study, assumptions, definition of key terms, abbreviations, research limitations and delimitations. The next chapter turns to review literature around the research study in question on

the impact of supervisory development programmes on staff retention levels, conceptual and theoretical framework as well as empirical evidence.



# CHAPTER TWO

## LITERATURE REVIEW

### 2.0 Introduction

The previous chapter focused on the background of the study, statement of the problem, purpose of the study, assumptions, definition of key terms, abbreviations, research limitations and delimitations. The present chapter will review literature on the impact of Management and Supervisory Development Programmes on staff retention levels. It will further examine conceptual and theoretical frameworks underpinning the research study in question. As well as relevant empirical evidence.

### 2.1 Conceptual Framework

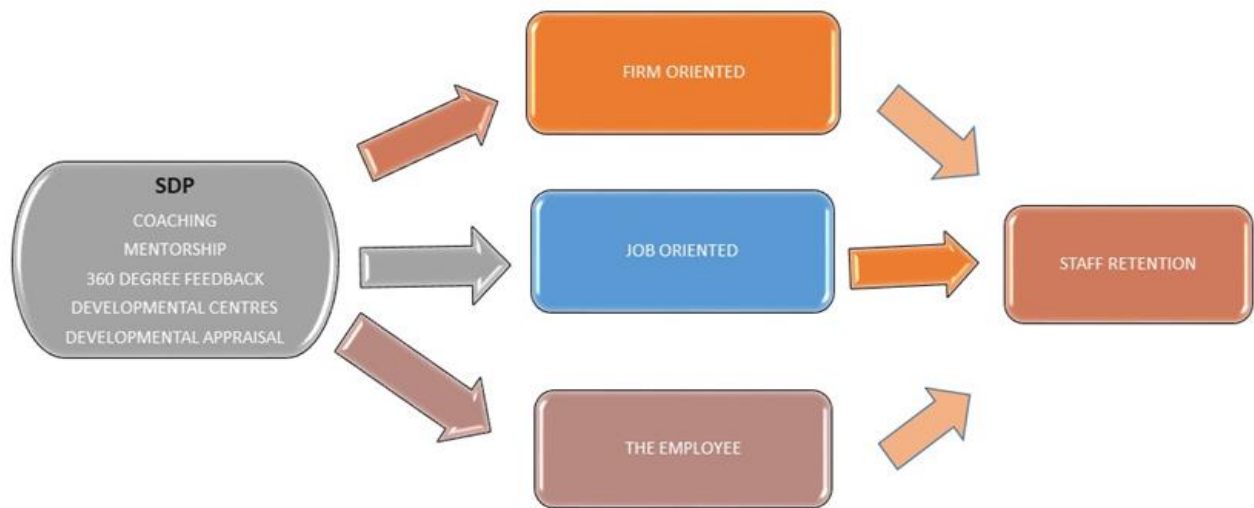
**Independent Variable:**

*MSD programmes*

**Dependent Variable:**

*SR*

*Mediating factors affecting staff retention levels*



**Fig. 2.1 Conceptual Framework.**

*Source: Author*

Management and supervisory development denotes a framework in which the organization prepares potential management and supervisors as well as equip current management with skills

knowledge and abilities relevant for such positions. Management and supervisory strategies aim to prepare employees for adaptation to changes, environmental, ideological and technological advancement (Vroom, 2001).

As shown by Fig 2.1 organisations employ a variety of management and supervisory development programmes to equip their managerial employees and these may include developmental centers, 360 degrees' feedback, coaching, mentorship, supervisory development programmes, management development programmes and developmental appraisal.

Organisations employ management and supervisory development programmes to sustain staff retention levels. However, there are also mediating factors which impacts on staff retention levels these maybe organizational oriented thus culture climate, organizational structure or job oriented which refers to the nature of the job thus job autonomy and in some cases retention can be attributable to the employee itself thus, choice to stay and abilities.

### **2.1.1 Staff Retention Definition**

According to Boxall, P., & Purcell, J. (2003) employee retention is defined as a systematic effort by employers to create and foster an environment that encourages current employees to remain employed by having policies and practices in place that address their diverse needs.

## **2.2. Types of Supervisory Development strategies.**

### **1. Coaching**

Coaching is a process through which supervisors communicate their expectations to employees, provide constructive feedback, suggestions and guidelines for improving performance and facilitate employees' efforts to solve problems or take on new challenges (Heslin et al., 2006). However, it is not formal in nature as it involves treating an employee as a personal partner in achieving both personal and organizational goals. Dialogue-based coaching intervention fuels efficiency, creativity, and a positive work climate via strengthening peer relations and enabling employees to develop and use collective knowledge (Mulec & Roth, 2005). It stimulates a positive, development-oriented process that also result in an individual's performance improvement over time. It enhances job satisfaction through the acquisition of job related knowledge and skills, the enhancement of motivation and effort, and process of social learning, where knowledge and learning are socially embedded in power

relationships and cultural values (Holman, 2000). Examples may include assisting employees to set specific goals, providing constructive feedback on specific tasks, offering resources and suggestions to adopt new techniques, and helping employees understand the broader goals of the organization.

## **2. Mentoring**

Mentoring provides individuals with psychological support and social resources in order to reach long-term career goals. A senior or a more experienced employee plays the role of the training and development of an employee. According to Kleiner (2005) it may also encompass elements of a father and son relationship whereby the mentor acts as an advisor and protector to the trainee. The major advantage of this is that the trainee's weaknesses are identified during training and unacceptable behaviour and attitudes are modified. The trainee is subjected to the actual work situations with real challenges and is mentored to solve complex work tasks and to make decisions promptly. However, the major disadvantage is that the final result relies on the mentor's attitudes, behaviors and perceptions since the trainee is greatly influence by the trainer.

## **3. Tutoring**

It involves an expert transfers domain-specific knowledge to novices.

## **4. 360 Degree Feedback and Developmental centers**

360-degree feedback and development centers are preplanned and are mainly based on prior defined assessment criteria. Developmental center training is found effective mainly in building leadership, decision making, goal setting and counseling skills in experienced trainees (Armstrong, 2009). It is designed based on the structure to assess the potential of an individual to meet the demands of a higher level managerial position. Multiple facilitators observe the members performing tasks according to multiple criteria, using variety methods. Developmental centers are very important as they provide training to the individual employee. However, employees can only be developed if they have a desire to be developed.

## **5. Developmental Appraisal**

Developmental appraisal is an ongoing process for employee development during the course of the year. It is a compulsory and crucial part of Performance management. This appraisal will determine the weak area of employee where employee development is required in order to improve employee performance (Kirkpatrick, 2006).

## **6. Workshops**

Workshops are done to impart and build new knowledge for management and supervisory development. They assist organizations with broadening the skills and expertise the management needs to have in order to sustain a competitive advantage through human capital given the dynamic business environment. At the end of the workshops certificates may be issued for recognition purposes and esteem.

### **2.3. Impact of Management and Supervisory Development on staff retention.**

If an enterprise provides T&D support and room for growth via empowerment, employee loyalty is significantly enhanced (Payne and Huffman, 2005). Empowerment may be achieved through allowing the trained employees to exercise and apply what they learnt on the actual job or in the work environment and if they are entrusted with authority. In this regard employee loyalty has direct influence to the employee's decision to remain with the organization or enterprise.

MSD initiatives are very crucial for employees, as they indicate that organization cares about its employees and wants them to develop (Elena P. 2000). Consequently, the employees are motivated to work hard and utilize their full skills and efforts towards achieving the organizational goals thus organizational commitment. This implies that there is a significant difference between the organizations that prioritize their employee T&D initiatives and organizations that do not (April, 2010).

T&D affects employees' behavior and their working skills which results into employees enhanced performance as well as constructive changes (Satterfield & Hughes, 2007). It has a positive impact on the employees to carry out their work more effectively, increasing their interpersonal and technical abilities, team work, job confidence, job satisfaction and work motivation. Training enhances employees' initiative and quality of work, thereby assisting them to be more committed to their jobs and in turn enhancing employees' effectiveness within the organization. Mainly as a result of job satisfaction and commitment to the organisation.

Chandler and McEvoy (2000) noted that enterprises that invest in the training of their employees and engage in regular performance appraisal are likely to benefit from lower employee turnover and even lower turnover costs. According to Dalziel (2010) staff retention is greatly enhanced if an organisation offers a learning environment and career paths that support personal development of employees and recognises their learning achievements.

Moreover, line managers can utilize training and pass it on the team to create a new workable environment (Bates,2007). Thus, Management and Supervisory development strategies also initiate team building as it brings all supervisors together with different weaknesses and strengths, knowledge, skills and expertise, together for session to create a dynamic team. However, research suggests that supervisors differ substantially in their inclination to coach their subordinates (Heslin et al., 2006).

Although, T&D in organizations holds the key to unlock the potential growth and development opportunities to achieve a competitive edge, it is a double pointed sword as it can either assist in employee retention or fuel employee turnover.

#### **2.4. Rationale behind enhancing staff retention through the use of Management and Supervisory Development programs and practices.**

Supervisors typically have little control over the design of technical systems that enable or constrain opportunities for individual learning and performance, however they assist individuals gain greater competence and overcome barriers to performance through practices such as coaching and mentorship to enhance group interaction and cooperation, psychological requirements of tasks and shape individual performance.

Furthermore, most organizations do not consider employee developmental activities to be of much value. They only focus on achieving the entity goals and care less about the development of employees. If organizations would focus on employee developmental activities, this would help in enhancing the skills of the employees hence improve their job satisfaction, commitment and desire to stay in the organization and consequently create a competitive advantage (Chay et al., 2003). Investing in perceived developmental activities for employees is crucial as it signifies that the organization cares for them, hence employees are motivated to utilize their full skills, increase productivity, quality of work and job satisfaction. Also as skills are enhanced, employees will be able to develop their careers and device their own realistic career plans within the organisation.

#### **2.5. Factors which may inhibit the effectiveness of MSD programmes in enhancing staff retention levels.**

- Training and development have to be immediate, quantifiable and applicable to the job nature of the organization (Armstrong, 2009).

- The degrees of freedom for supervisors to influence performance are relatively small attributable to high levels of process automation and routinized work tasks.
- The rate of social and technological change which cause obsolescence to an employee's skills and knowledge such as automated production processes and the use of computers (Luthans, 1992).
- Lack of a clear MSD framework.
- Lack of clear and uniform T&D programme offering and employee eligibility.
- Organizational structure which is characterized by a high degree of differentiation and excessive dependence on rules and regulations where individuals have no participation in decisions which affect them.
- Environmental factors such as political uncertainty and economic uncertainty can constrain the employer's budget towards employee's welfare and consequently affects the employee's desire to stay in the organization in search for greener pastures.

## **2.6. Other factors which affect staff retention levels.**

### **2.6.1 FIRM-ORIENTED FACTORS**

#### **Management support**

Management support is crucial for employee performance improvement (Armstrong, 2012). The way people are managed and the leadership style have direct influence on an organization's ability to maintain its workforce. Staff retention directly correlate to participative leadership style which is also regarded as a contributing factor of employee retention. Also involvement of employees in decision making motivates them to stay in an organization. Noah (2008) observed that participation in decision-making process makes employees feel they are part of the organization and this increases loyalty and retention. Experts also have opined that employee's perception of an organization is particularly dependent on their relationship with their supervisor and management. According to Andrews and Wan (2009) there is a direct correlation between employee retention and manager behavior. Thus management support has a positive co-relation with employee commitment and proactivity as the zeal to work increases (Parker et al, 2006).

#### **Organisational climate and culture**

Organizational climate influences employees' attitudes and behaviors towards work and a well-developed organizational culture is one of the factors that contribute to staff retention levels. When

employees are content with the organizational culture, organizational structure and work environment, it is likely that they will not quit the job (Mowday et al., 1982). Thus, the organization's culture has an impact on employee's behavior as well and the way they perform as it should be more conducive to allow employee development and optimum use of talent and/or skills. Therefore, organizations can attract and motivate employees through practicing the best organizational culture. If organizations appreciate employees, treat them with respect and provide compensation, benefits, and perks that demonstrate respect and concern, they are likely to stay in the organization. Employees also appreciate a workplace in which communication is transparent, management is accessible, executives are approachable and respected, and direction is clear and understood (Huselid, 1995). In addition, a lack of recognition is one of the significant factors that may contribute to turnover.

### **T&D**

Training improves employees' knowledge and skills, so they can successfully deal with new everyday job-related challenges and thus, improve their job performance. Training assist the employee to align to fast changes in job requirements and work environment and maintain them informed to the new technologies and procedures (Armstrong, 2012). Development is a learning experience of any kind whereby individuals or groups acquire knowledge, skills, values and behaviors relevant for the future work demands (Harrison, 2000). It does not concentrate on improving employee performance in the present job but for the long run. As a result, the acquisition of new knowledge and skills through T&D leads to improved employee competency as it improves job-related skills and level of skills flexibility so they remain relevant in the dynamic business environment. However, T&D should precede a thorough and vigorous TNA. TNA helps the management to identify key development areas of employees which involves identification of skills set required to complete the job or the process, assessment of existing skill levels of the team members and lastly determine the training gap (Cooper, 2008). The dilemma comes in from the ability of training to enhance staff retention levels or fuel staff turnover.

### **Employee benefits and packages**

Benefits can also demonstrate to employees that a company is supportive and fair and previous studies suggest that stable benefits are at the top of the list of reasons why employees choose to stay with their employer or to join the company in the first place. Employee benefits are constantly evolving as the workforce itself evolves, and as people identify new trends, priorities and lifestyles

as being important. However, the relative importance of benefits may vary in accordance to the specific needs of each individual employee. According to Tompkins & Beech, (2002) the importance of a benefit plan to an employee with dependents may assume far greater importance particularly in an environment where benefits costs are increasing rapidly. It can also be noted that the growing interest in fitness and healthcare provisions which are a direct response to changes in personal priorities and demographic changes

## **2.6.2 JOB ORIENTED FACTORS**

### **Job autonomy**

Job autonomy refers to the extent to which the job allows the employee to make decisions about how to perform their work. Rotter (1966) also proposed that employee needs locus of control which is the perception by the individual of his or her ability to exercise control over the environment.

Therefore, job autonomy is positively associated with staff retention, via commitment and job satisfaction. It reflects the degree of freedom and independence that employees have in decision making regarding the way they perform their jobs (Noel et al 2006). When employees are authorized to take part in the decision-making process, they are likely to become motivated and desire more to perform best for the organization. This is so because employees with increased job autonomy have more flexibility in their work because they choose how to execute their jobs more efficiently and thus job satisfaction is increased.

## **2.6.3 EMPLOYEE ORIENTED FACTORS**

### **Ability**

Ability refers to individual capacity to perform and to complete a task as a result of technical skill, interpersonal skill, analysis and problem solving skill or communication skill. Wright and Snell (1998, pp. 764-765) define employees' skill flexibility as the number of possible alternative ways, through which employees can apply their skills in their job and how employees with different skills can be repositioned without hesitation. A firm can improve employees' skill flexibility through for instance, job rotation, job enlargement and cross-functional teams, which create unique skill combinations, exploitable by the firm. Thus, skill flexibility has a direct and most vivid impact on employee's fitness for the job within and outside the organization, implying that the higher the



level of skill flexibility, the more likely it is that employees will demonstrate higher performance on the job.

### **Health and wellbeing**

According to Moore (2000) employee wellbeing refers to the creation of an environment which promotes a state of contentment which allows an employee to flourish and achieve their full potential in an organisation. Harvey (2008) concedes that enhancing wellbeing increases teamwork and communication resulting in job satisfaction. Therefore, management can aim at the provision of a quality work life so to improve their wellbeing which has a positive impact on their desire to stay committed to the organisation and also creates a conducive environment for learning and practicing. The organization may enhance health and wellbeing of its taskforce through formulating proactive policies which support employee wellbeing such as medical care coverage, flexible work schedules and partially reimbursing membership to a fitness facility

### **Employee commitment**

Chen and Francesco (2003) argue that the nature of the psychological status of each commitment factor varies from employee to employee. There is also a positive relationship between employee commitment to their jobs and desire to stay in the organisation. Employees who feel that a firm's behavior towards them is fair and considerate, may increase their levels of emotional commitment to the firm and, in turn, their desire to stay with organisation. Committed employees are most likely to feel obligated to perform their jobs in such a way that is identified with the firm's goals.

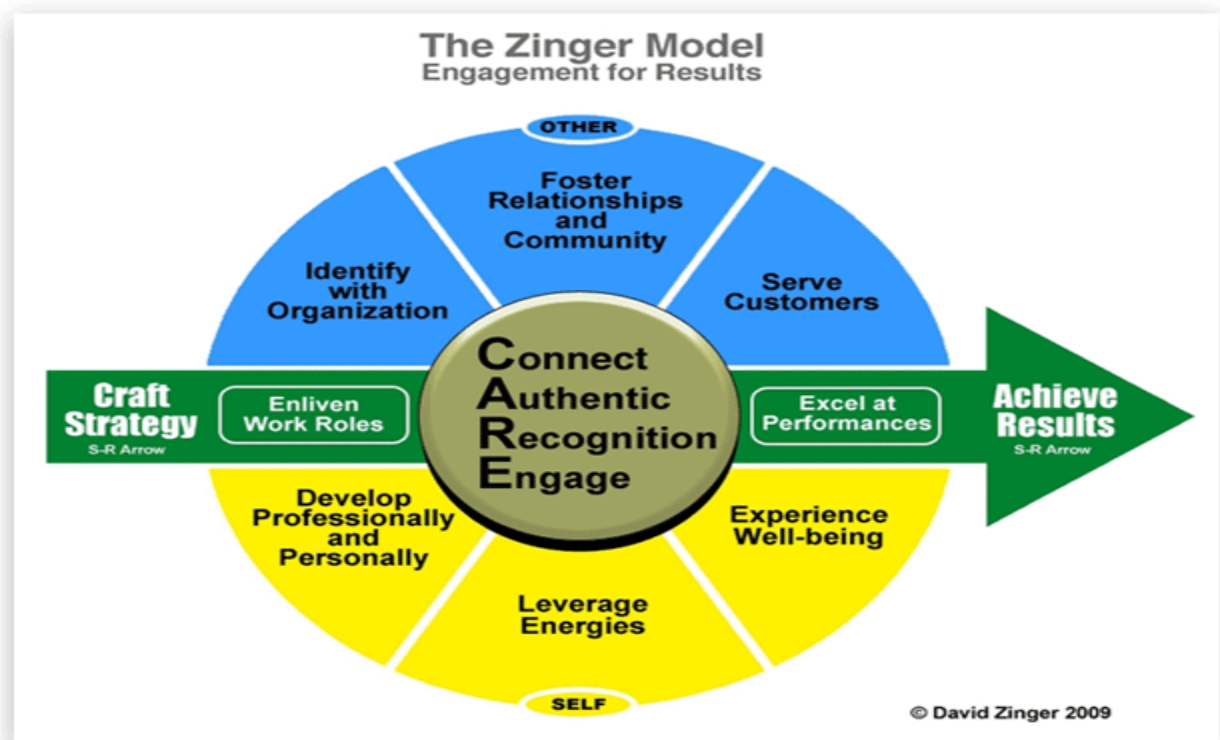
### **Work-life balance**

This refers to the balancing of work and family and social life. According to Boxall and Purcell, (2003) flexible working hours can provide employees with work-life balance thereby reducing and avoiding job-related stress. It is also probable that managers should be provide flexible working hour for their employees as a means of avoiding staff retention levels. Therefore, retention problems can be avoided if the organization finds a solution to help employees to effectively control their commitment both at home and at work.

## 2.7 Theoretical Framework

### 2.7.1 Zinger Model

According to Zinger model employee retention encompasses the art and science of engaging people to strategy, roles, performance, organisation, community, wellbeing, development as the organisation leverage, sustain and transform the employees work connections into results.



*Figure 2.7.1: Zinger Model*

*Source: Online (David Zinger, 2009)*

The model emphasizes that employee retention is focused on achieving results at the organizational, departmental, team or individual level. Therefore, there is an imperative need for organisations to design a strategy in order to achieve desired results. The backbone of employee retention is connection thus engagement (Nazia et al, 2013)

The model suggests that employees should be provided with both personal and professional development opportunities through work, T&D courses and learning to develop their own strengths, values, visibility and engagement levels. However, retention of competent employee

also requires powerful recognitions of the employee's efforts, job well-done, productivity and education achievements.

Work environment and nature of the job should accommodate employee well-being, as the organisation's success also relies on the individual employee's productivity. Employee retention may require the organization to master the physical, mental and possibly emotional aspects of its employees.

Organisations must create roles that significantly contribute towards results, strengthening relationships and enhance employee engagement and practice due diligence in allocation of roles so to avoid role overload on the employee. The employee should also align with the organization in order to build up the organization's esteem and there should not be a disconnect between employee and organization.

### 2.7.2. ERC's Retention Model



**Figure 2.7.2** *ERC Retention Model Source: Online*

Employee Retention Connection's model focuses on applied organizational experience indicating three primary drivers of employee retention namely Stimulating work, Leadership and Recognition and Reward.

The model emphasizes that work can be made more interesting by giving assorted assignments, giving employees autonomy to make decisions, resources and support provided to perform good

work, providing platforms and opportunities to learn, giving feedback on results and recognizing and understanding the significance of an individual's personal contributions.

According to the ERC model leadership should be champions of change, receptive to new ideas and should hold motivational traits, to assist on retaining of employees. They should inspire a shared vision of organization direction, develop the capabilities of employees and their behaviors should reflect the values of the organization.

There is an imperative need for organisations to recognize and reward a job well done and reinforcement of desired behaviors. Employee success and achievements should be celebrated to boost self-esteem, strengthen work relations, team work and generally enhance camaraderie. Therefore, ERC designs a tailored reward and recognition system which fits the organisation's culture through identification of activities, attitudes and contributions to be recognized and rewarded, matching reward and recognition to performance and establishing consistent motivational approaches for retaining employees.

### 2.7.3. Kirkpatrick's Four model framework.

A table with three columns: Level, Criteria, and Focus. The rows represent levels 4, 3, 2, and 1 from top to bottom. Level 4 is Results, Level 3 is Behavior, Level 2 is Learning, and Level 1 is Reactions. The Focus column describes the goal for each level.

Level	Criteria	Focus
4	Results	Business results achieved by trainees
3	Behavior	Improvement of behavior on the job
2	Learning	Acquisition of knowledge, skills, attitudes, behavior
1	Reactions	Trainee satisfaction

**Fig.2.7.3 Kirkpatrick's Four model framework** ([www.einbrain.com](http://www.einbrain.com))

Each level of the model represents a more precise measure of the effectiveness of a training program. The four levels are Reaction, Learning, Behavior and Results (Kirkpatrick,1994).

Level 1: Reaction

Focus is on making employees feel that training is valuable. Measuring how engaged employees were, how actively they contributed, and how they reacted to the training and how well it was

received it. It also enables one to make improvements to future programs, by identifying important topics that might have been missing.

Questions to ask trainees may include:

Did you feel that the training was worth your time?

Were the training activities engaging?

What are the three most important things that you learnt from this training?

Analyze the feedback, and consider the changes that you could make in response.

### Level 2: Learning

Level 2 focuses on measuring what trainees have and have not learned. Also measures what they think they will be able to do differently as a result, how confident they are that they can do it, and how motivated they are to make changes. This demonstrates how training has developed their skills, attitudes and knowledge, as well as their confidence and commitment. To measure how much trainees have learned, start by identifying what you want to evaluate. Training sessions should have specific learning objectives. Prior the training begins, test trainees to determine their knowledge, skill levels and attitudes. Then, when the training is finished, test your trainees a second time to measure what they have learned, or measure their learning with interviews or verbal assessments (Kirkpatrick and Kirkpatrick, 2016).

### Level 3: Behavior

This level helps to understand how well people apply their training. It can also reveal where people might need help. But behavior can only change when conditions are favorable. Be sure to develop required driver thus, processes that encourage, reinforce and reward positive changes in behavior. The New World Kirkpatrick Model calls these processes "required drivers." If a team member uses a new skill effectively, highlight this and praise him or her for it. effectively measuring behavior is a longer-term process that should take place over weeks or months following the initial training. One of the best ways to measure behavior is to conduct observations and interviews therefore managers need to be closely involved at this stage, assessing and coaching team members in making behavior changes.

#### Level 4: Results

This level encompasses analysis of the final results of training. This includes outcomes that the organization have decided are good for business and good for team members and which demonstrate a good return on investment (ROI). This stage is likely to be the costliest and time-consuming (Kirkpatrick, 2016). Biggest challenge will be to identify which outcomes, benefits, or final results are most closely linked to the training and to come up with an effective way to measure these outcomes in the long term. Modern trainers often use the Kirkpatrick model backward, by first stating the results that they want to see and then developing the training that is most likely to deliver them. This helps to prioritize the goals of the training and make it more effective.

### **2.8. Empirical evidence**

The research study by Stanley Aibieyi and Stanley Aibieyi (2015) on *examining the relationship between talent management and employee retention, Nigeria*. The study employed primary source of data through administered questionnaires and Secondary sources of data were also used. The competitiveness of Nigerian universities and shortage of competent staff makes it pertinent for universities to attract, retain and motivate highly talented employees. The result indicated that performance management was significant and positively related to organizational culture. Employee empowerment was significant and negatively related to organizational culture. Compensation and reward was positive and had insignificant impact on organizational culture. The study therefore recommended that universities should adopt a proactive performance management system to have a more transparent and dynamic institutional culture so as to encourage and retain skillful and talented employees.

A research conducted by Prempeh Duah and Brandford Ahwoi Danso (2017), on “*The impact of training and development on retention of employees in capital bank*”, submitted that employees would be more committed to Capital Bank when they are given the required training as well as benefits that commensurate their performance. Based on this, it is recommended that measures have to be put in place not just to increase their salaries but also pay all their emoluments promptly. Changes in compensation packages have associated impact on job satisfaction levels of employees. There should be incentive packages for employees who stay at post for a considerable number of years. The study shows that there is a link between performance and incentive packages and therefore employees must be given the expected incentives so as to enhance their retention. Capital

Bank must have concrete career development structures as well as retention policies for their staff in order to develop and retain them. The promotion and career development path in Capital Bank need to be taken a second look at in order to boost the morale of staff to put in their best to help in the achievement of organisational goals.

Raminder Kaur and Raipur C.G (2017), in the research study “*Employee Retention Models and Factors Affecting Employees Retention in IT Companies*” , concluded that to attain the maximum profit organizations should concentrate more on employees and the ways to retain them for their long run. lack of growth opportunities and salary are the major factors which force employees to change their jobs. to reduce attrition industries should create some opportunities for the growth of their employees within the organization by adopting new Innovative Technologies and Effective training programs and recruiting people who are in the vicinity of the industry, so that the family related problems will not lead to attrition. IT organizations are conscious of the need to manage people with care through implementing good compensation packages for the employees and taking care of the career needs of the employees. A third important strategy adopted by these companies has been Communication. It is facilitated by the information technology itself and communication is rather of 360-degree dimension. In addition, different organizations have their own strategies such as awards and rewards, family involvement, employee engagement activities, regular and frequent meetings between the employees and the top management executives including the President of the Company, recognition from the President of the contributions the employees make. However, one important factor that has helped large number of organizations to retain their employees is the Brand Name and the Image of the Organization.

## **2.9. Justification of the study**

Several authors have persistently studied the relationship between T&D programmes and their significant contributions to employee retention but little research has been targeted at the examination of the role of Management and Supervisory Development Programmes in enhancing staff retention levels, that involves the management and subordinates as well, where the dilemma exists of losing employees due to T&D deliverables hence their fitness for a variety of occupations outside the organization or rather as a result of the lack thereof T&D opportunities or the presence of the possibilities of utilizing MSDP in enhancing staff retention levels. This study seeks to

research the identified gap of examining the effectiveness of Management and Supervisory Development programs in enhancing employee retention and also recommend ways to improve the MSD programmes so that they can be more relevant and aid to a greater extent in staff retention improvements.

### **2.10 Summary**

This chapter dealt with the findings of different recognized authorities pertaining to MSDP and the extent to which they enhance staff retention levels. The chapter focused mainly on conceptual and theoretical frameworks as well as empirical research that underpinned the area of study. The next chapter will cover the research methodology.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter will focus on the methodology to be adopted for purposes of collecting research data. It will critically address the various aspects of the research methodology namely subjects of research, research design, research instruments pros and cons, validity and reliability, data collection procedures, presentation and analysis.

#### **3.1 Research Design**

Research design stretches beyond methods by which data is collected and analyzed but provides an overall configuration of a research piece, the kind of evidence gathered and from where, and how such evidence is analysed and interpreted in order to produce good answers to the research question (Easterby-Smith, 2005). It arranges conditions for collections and analysis of data in such a manner that thrives to combine relevance with the research purpose (Gray, 2009). This study adopted a case study approach with Delta Sparkling Beverages.

#### **3.2 Case study and justification**

Providing the unit of analysis, a case study involves a single case which encompasses both quantitative and qualitative methods to further elaborate outcomes through complete observation and critical analysis of the case under investigation. It involves studying cases from all perspectives, analysis of options available to the company for problem solving and leading to most suitable recommendations (Armstrong, 2010). The following advantages and disadvantages became integral issues in the light of the adoption of the case study approach.

It allowed the researcher to go beyond the quantitative statistical results and thereby understand behavioral conditions through employee perception (Bless et al, 2000). The researcher utilized the case study by providing a platform for key informants to diagnose the current MSD programmes, identify the challenges associated with it and recommend methods of resolving these challenges. Additionally, it provided new and unexpected results via expression of views regarding MSDP at Delta SBs, as a result of its flexibility, to the researcher's advantage.

However, it carries the problem of generalization to other SBUs outside and beyond the scope of Delta SBs as well as to its subsidiaries such as Lagers and Chibuku, attributable to its uniqueness and confinement of the research study to Delta Sparkling Beverages.

### **3.3 Target Population**

The research targeted a total of 148 permanent employees. The target population consists of all (112) grade F employees which according to Delta SBs policy constitutes a pool for potential supervisors, all (7) managers and all (29) supervisors from the seven manufacturing departments within Delta Sparkling Beverages, Granite-side. The target population was drawn from 7 manufacturing departments namely, Quality Assurance, Human Resources, Engineering, SHE, Stores and Warehouse, Procurement and Packaging.

### **3.4 Sampling Technique**

The researcher employed quota sampling techniques which entail that the selected individuals represent the total population. Quota sampling is a type of stratified sample in which selection of cases is completely non-random. The idea of selecting the quota sampling method is centered on the basis that the researcher's sample portrays the total population and that all the crucial variables are known and available. This sampling technique is the most suitable since it enables the gathering of elaborated views of specific employees related to MSD programmes. Objectivity and fairness are other factors that the researcher considered in the selected sampling technique for the research study.

### **3.5 Sample size**

Using quota sampling the researcher drew a sample of 62 respondents to gather data from the target population. The target population was divided into 3 distinct strata namely management, supervisors and potential supervisors. The sample included all 29 supervisors, 7 managers and 26(Grade Fs) potential supervisors since they constitute a pool for supervisory positions and management replacements.

### **3.6 Research Instruments**

The researcher employed both qualitative and quantitative research instruments. The researcher used semi structured questionnaire for data collection.

#### **3.6.1 Questionnaires**

The researcher implemented self-administered questionnaires. A questionnaire is a document containing questions designed to solicit information appropriate for analysis (Creswell, 2014). The

main purpose of a questionnaire is to probe for data that lies deep within the minds of respondents. A questionnaire was used because it allowed respondents to answer questions at their free time without being pressured by the researcher and no interruptions to their tight work schedules. Also the respondents were able to answer questions freely and frankly due to lack of researcher's influence as the researcher was absent and also attributable to the impersonal nature of the questionnaire. Data was easy for the researcher to analyze and tabulate during the limited timescale.

However, respondents may decide to withhold information for reasons beyond the researcher's reach and knowledge (Peterson, 2000). Leading to a low response rate. The researcher emphasized on the benefits and relevance of the research study to the respondents, so to prevent such an encounter. Respondents were also assured anonymity confidentiality as they were not allowed to write their names on the provided questionnaires.

Structuring of questionnaires may affect the response as a result of lack of understanding. The researcher formulated both open ended and close ended questions which were clear and short to insure understanding and to the researcher's advantage all key informants are literate and hold qualifications for either supervisory or management positions. Open ended questions allowed the respondents to express their views and feelings. Also the respondents were given enough time to read, understand and answer the questions without any pressure from the researcher.

However, the absence of gestures and other visual clues which affect the response from respondents especially on sensitive issues. The researcher made use of extra space on the questionnaire to allow for additional information through remarks and comments.

Overall, the questionnaire was subjected to pilot testing which the researcher sought authority to carry out with five respondents requested to answer and comment on the questionnaire provisions. This enabled the researcher to make improvements to the questionnaire to achieve optimum data collection pertaining to the impact of MSD programmes on staff retention levels at Delta SBs.

### **3.7 Validity and Reliability of Research Instruments**

#### **3.7.1 Validity**

The researcher sought to maximise validity of the research instruments by constructing the questionnaire based on the research questions and purpose of the study and avoiding use of ambiguous terms to respondents. Kasomo (2008) avers that validity is concerned with the quality

that a procedure of instruments in the research is true, accurate, meaningful and right. Therefore research instrument is valid if it measures what it is actually intended to measure.

According to Shajam (2005) validity implies that the researcher's conclusion is true or correct and that it corresponds to the actual state in the world. Validity will also be enhanced through pilot testing of questionnaires prior and post final administration to respondents at Delta Sbs.

### **3.7.2 Reliability**

In this study the researcher will ensure that the questionnaire is designed in simple language and is made up of questions which are easy to understand. The researcher will also check for reliability by conducting a pilot test before the final administration of the instrument to ensure simplicity and understandability of the research questions and after the final draft has been issued to respondents. Creswell (2014) refers to reliability as concerned with whether the particular technique applied repeatedly to the same subjects would yield the same results each time under the same conditions. This refers to the stability or consistency of the measurement procedure. Reliability of questionnaires was also ensured through respondents answering the same questions.

### **3.8 Data Collection Procedures**

The data was collected using questionnaires and a pilot study was undertaken. The researcher sought for permission from the top management authorities to undertake the research.

#### **3.8.1 Questionnaire administration**

Self-administered questionnaires were used as instruments for primary data collection. Basically the items in the questionnaire were derived and adopted from the research objectives and aimed at addressing the research questions. The questionnaires were scanned and emailed to the researcher through one email address to aid and assure confidentiality as well as anonymity of respondents as well as in respect of covid-19 protocols. Follow-up calls and emails were utilized by the researcher to remind respondents of the stipulated dates of submission of questionnaires.

#### **3.8.2 Data Presentation Analysis and Procedures**

Data was presented in tables, bar graphs and pie charts to aid interpretations, demonstrate key findings and evidence from the research study. Both qualitative and quantitative data analysis techniques were used to analyze data. Figures were constructed to show relationships between variables for better interpretation of results. Diagrams were accompanied by a description of contents and a key and illustration meanings using SPSS v16.0. Clustered data analysis was used to present respondents with a particular opinion.

### **3.9 Summary**

This chapter dealt with the research methodology used in the study. Accordingly issues such as population and sample, research instruments, data collection and reliability procedures were explained. The next chapter will deal with data presentation, analysis and interpretation.

## CHAPTER 4

### DATA PRESENTATION, ANALYSIS AND DISCUSSION

#### 4.0 Introduction

The previous chapter delved on research methodology which focused on the research design, sample size, population, sampling procedure, instrumentation, validity, reliability, data collection, presentation and analysis procedures. This chapter deals with data presentation, analysis and discussion of findings.

#### 4.1 Response rate.

**Table 1 Percentage distribution of responses (n=62).**

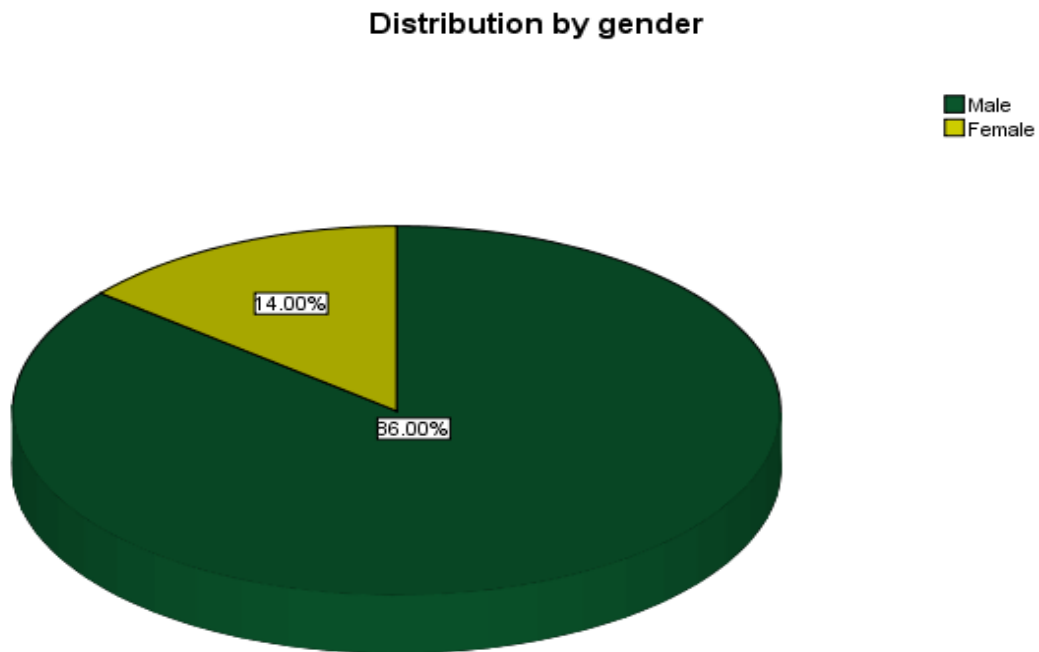
<b>Respondents by department</b>	<b>Questionnaires administered</b>	<b>Questionnaires returned</b>	<b>Response rate</b>
Quality Assurance	6	6	100%
Packaging	20	14	70%
Engineering	14	11	79%
Procurement	6	6	100%
Human Resources	4	3	75%
SHE	2	2	100%
Stores and Warehouse	10	8	80%
<b>Total</b>	<b>62</b>	<b>50</b>	<b>81%</b>

*Source: primary data*

Table 1 indicates that out of 62 self-administered questionnaires which were distributed, 50 questionnaires were returned and a response rate of 81% was realized from the targeted sample at Delta Sparkling Beverages.

## 4.2 Demographic profile of respondents

### 4.2.1 Distribution by gender

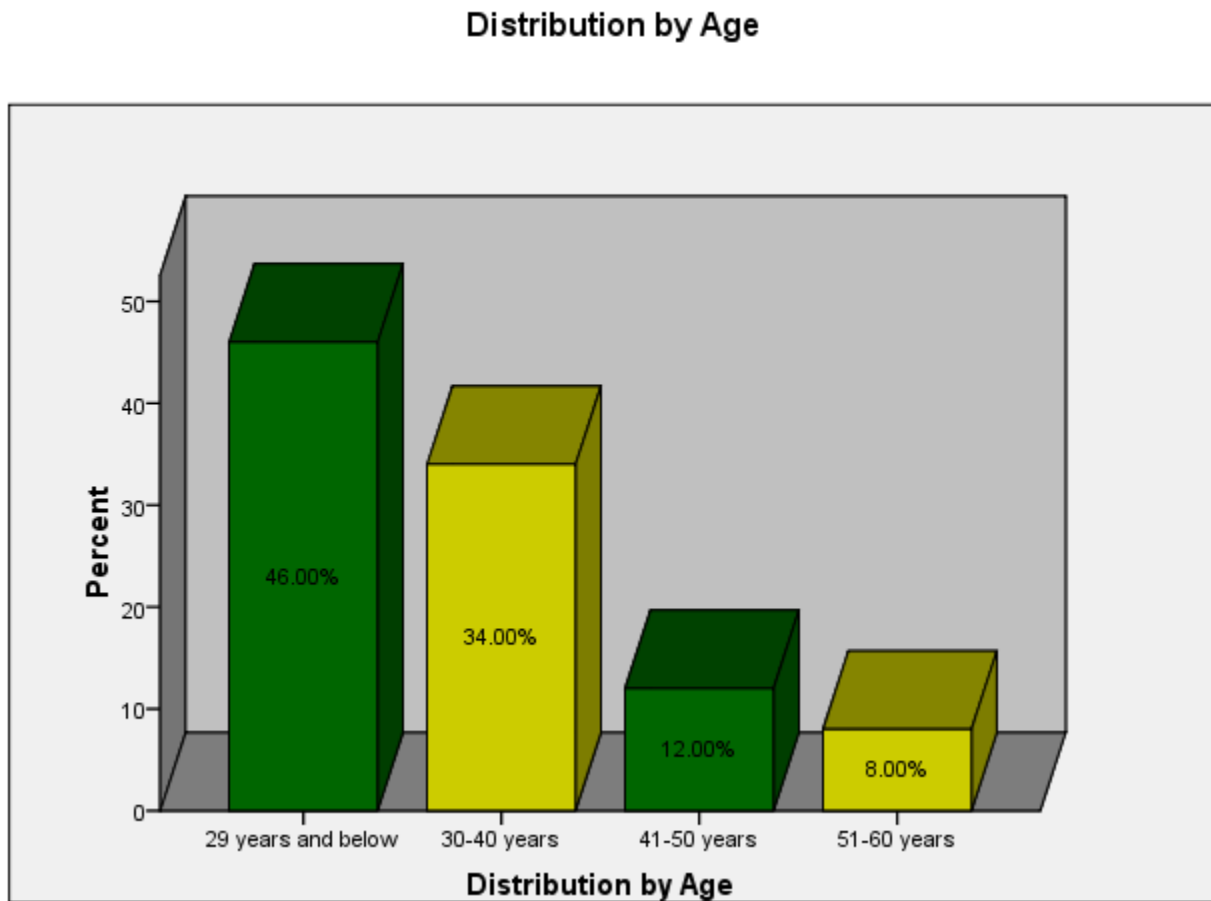


*Source: primary data*

**Figure 4.2.1 Percentage distribution of respondents by gender (n=50)**

The results in the above figure indicates that the majority of respondents were males. That is 43 males and 7 females.

## 4.2.2 Age



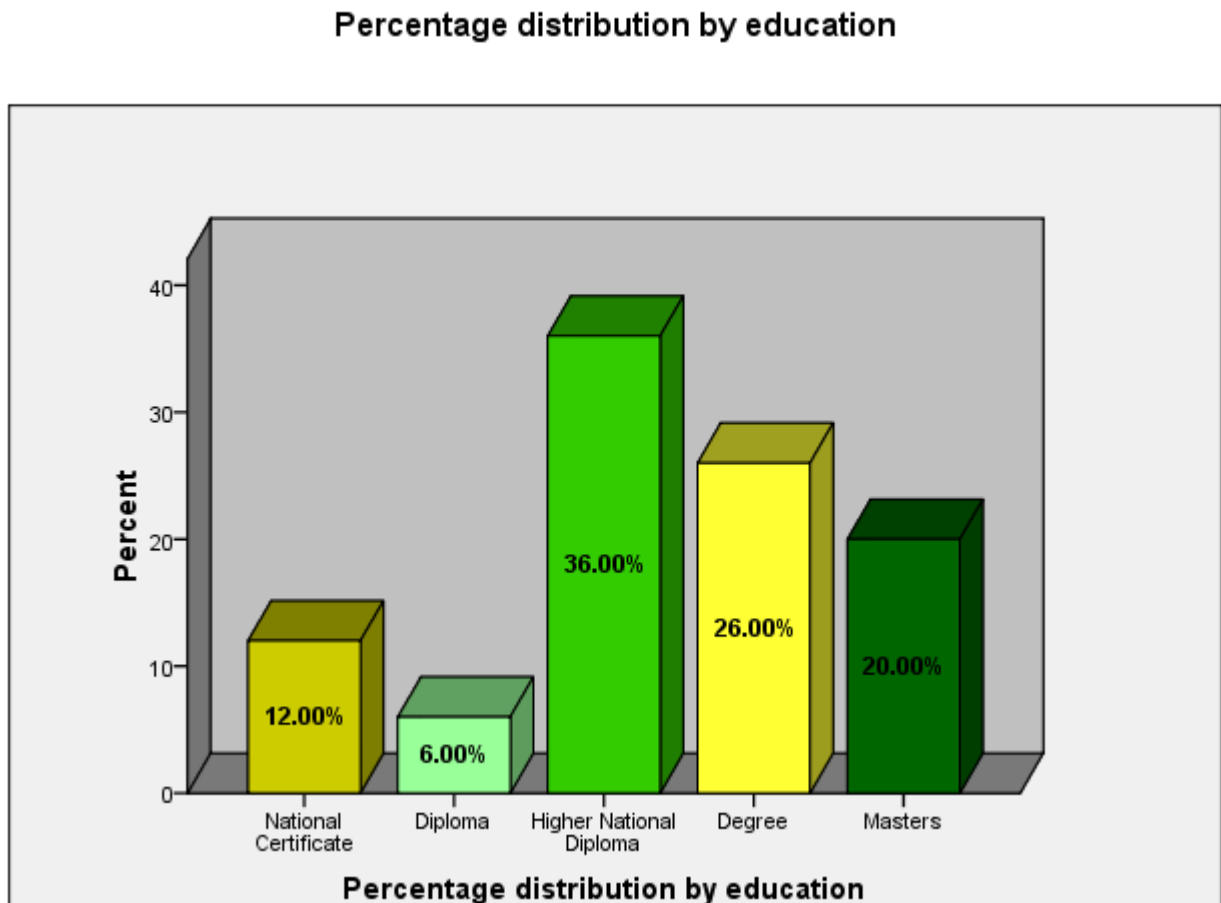
*Source: primary data*

**Figure 4.2.2 Percentage distribution of respondents according to age (n=50)**

The results in figure 4.2.2 indicated that a generous percentage of the respondents were between the age range of 29 years and below.



#### 4.2.3 Distribution by highest level of education attained by respondents.

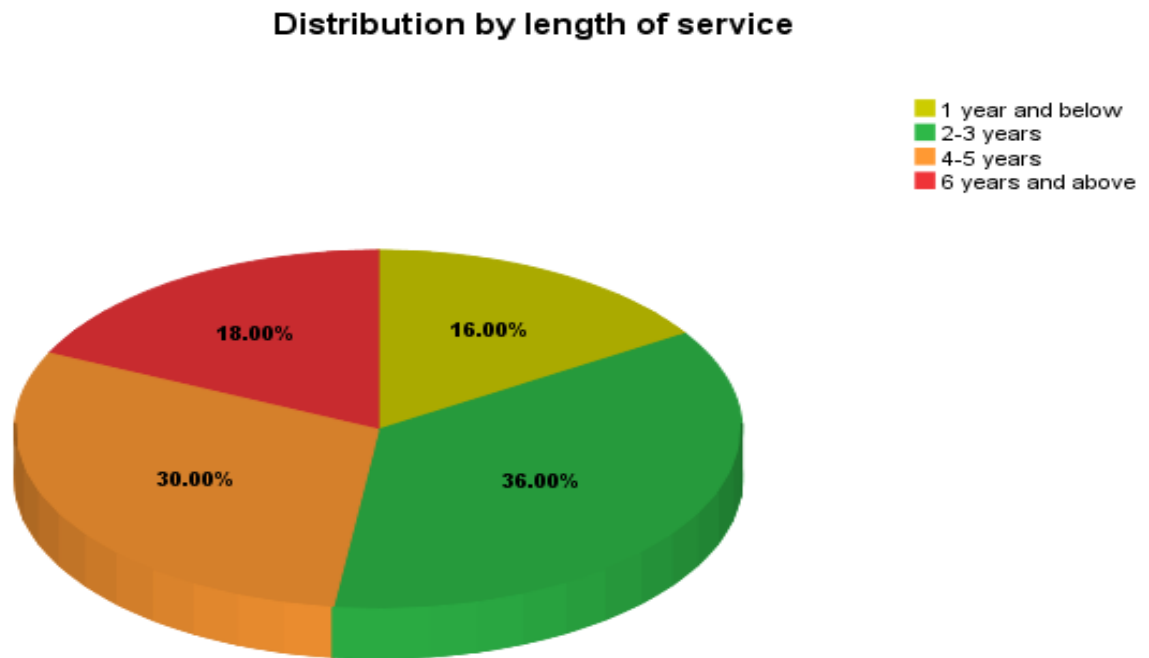


*Source: primary data*

**Figure 2.3 Percentage distribution of respondents by education. (n=50)**

The findings in figure 4.2.3 showed that the majority of respondents attained a masters' qualification. This included all the managers in the targeted sample

#### 4.2.4 Length in service at Delta Sparkling Beverages.



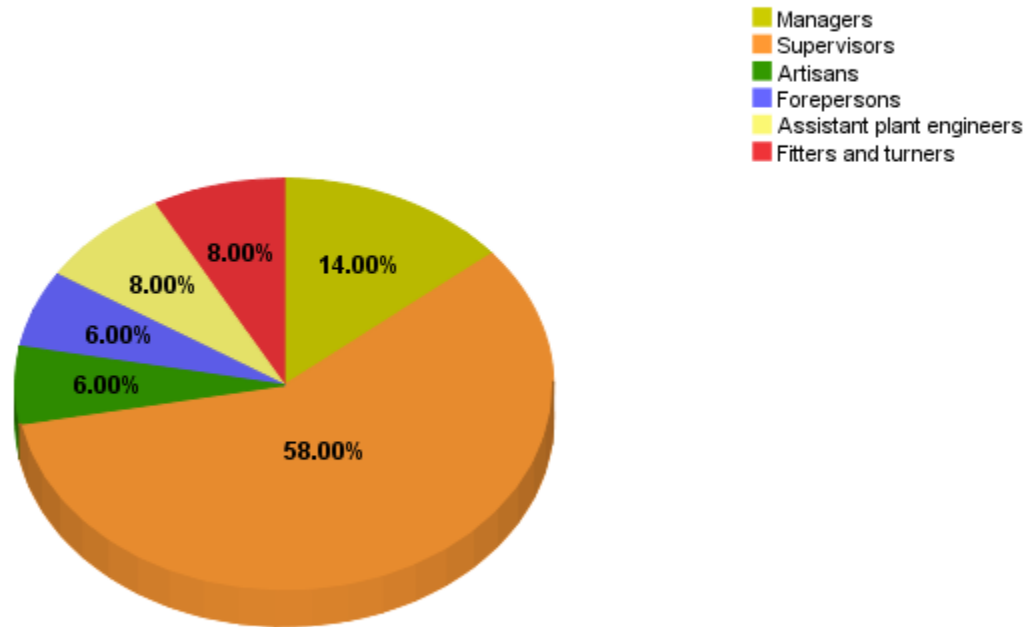
*Source: primary data*

**Figure 4.2.4 Percentage distribution by length of service of respondents at Delta SBs. (n= 50)**

The results in figure 4.2.4 showed that the majority (36%) of respondents had 2-3 years of employment at Delta SBs.

### 4.3 Occupations of respondents

Percentage distribution by Occupation

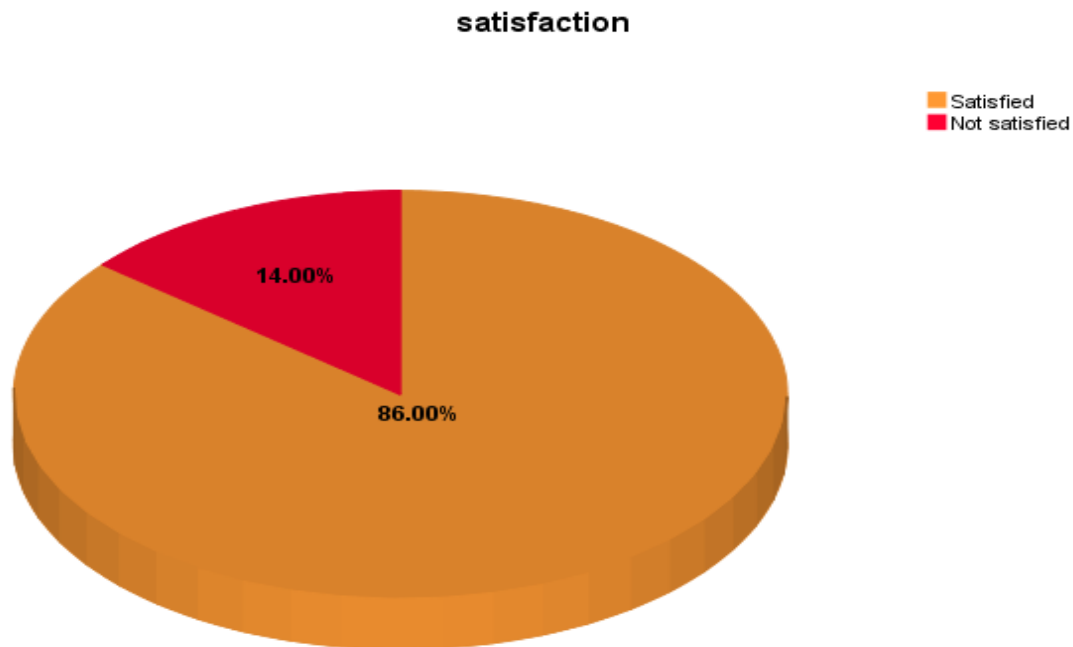


Source: primary data

**Figure 4.3 Percentage distribution of respondents by occupation. (n= 50)**

Figure 4.3 results indicates that the majority of respondents are supervisors, followed by 14% managers and the rest represent potential supervisors.

#### 4.4 Employee satisfaction with the criteria of selection for MSD programs candidates.



*Source: primary data*

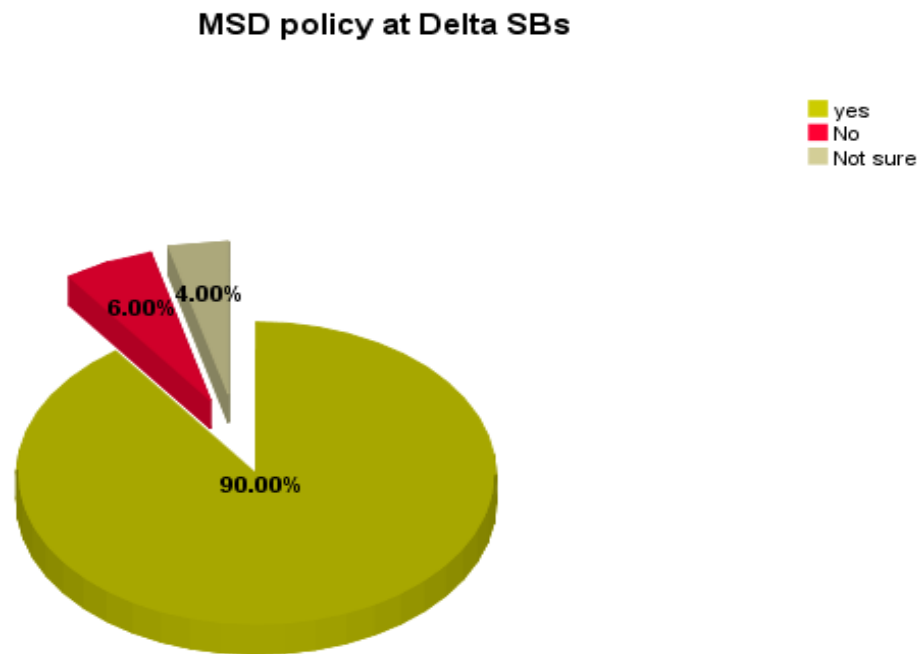
#### **Figure 4.4 Percentage distribution of respondents by satisfaction with the criteria of selection for MSD programmes candidates at Delta SBs. (n= 50)**

Figure 4.4 shows that the majority of 86% is satisfied with the criteria of selection for MSDP candidates being used by Delta SBs. However, 14% of the respondents are in disagreement, their responses were as below:

**Respondent 1:** *“Programme should be exclusive to managers and supervisors only to avoid dilution of power.”*

**Respondent 2:** *“Direct observations and job analysis should be utilised in identifying employee MSDP needs to form a basis for selection.”*

#### 4.5 Delta SBs management and supervisory development policy.



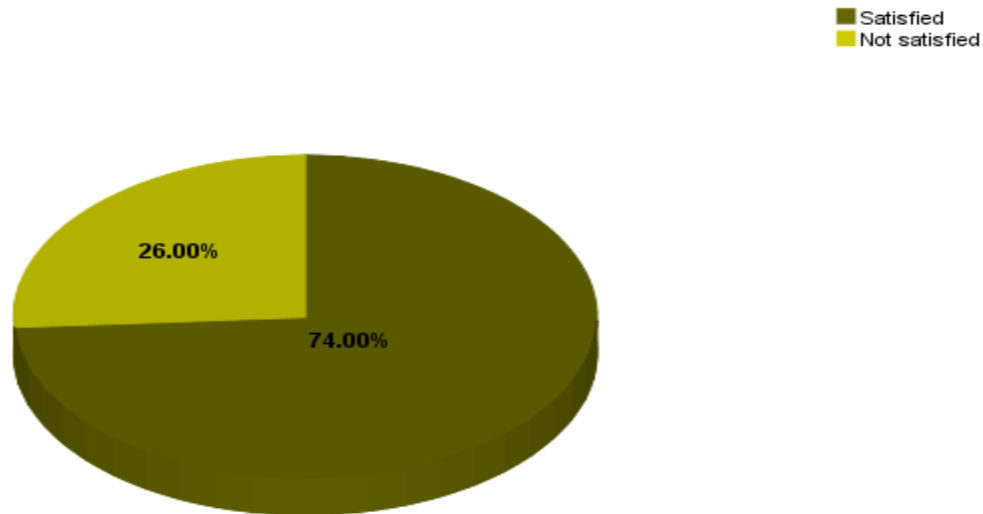
*Source: primary data*

**Figure 4.5 Percentage response rate on whether Delta SBs have a MSD policy. (n= 50)**

Figure 4.5 indicates that 90% of the respondent are aware of the existence of Delta SBs' management and supervisory development policy, 6% are convinced that it does not exist, while 4% are not sure whether or not it exists.

#### 4.6 Are you satisfied with the framework for MSD programs?

Percentage distribution by satisfaction with the MSD framework



*Source: primary data*

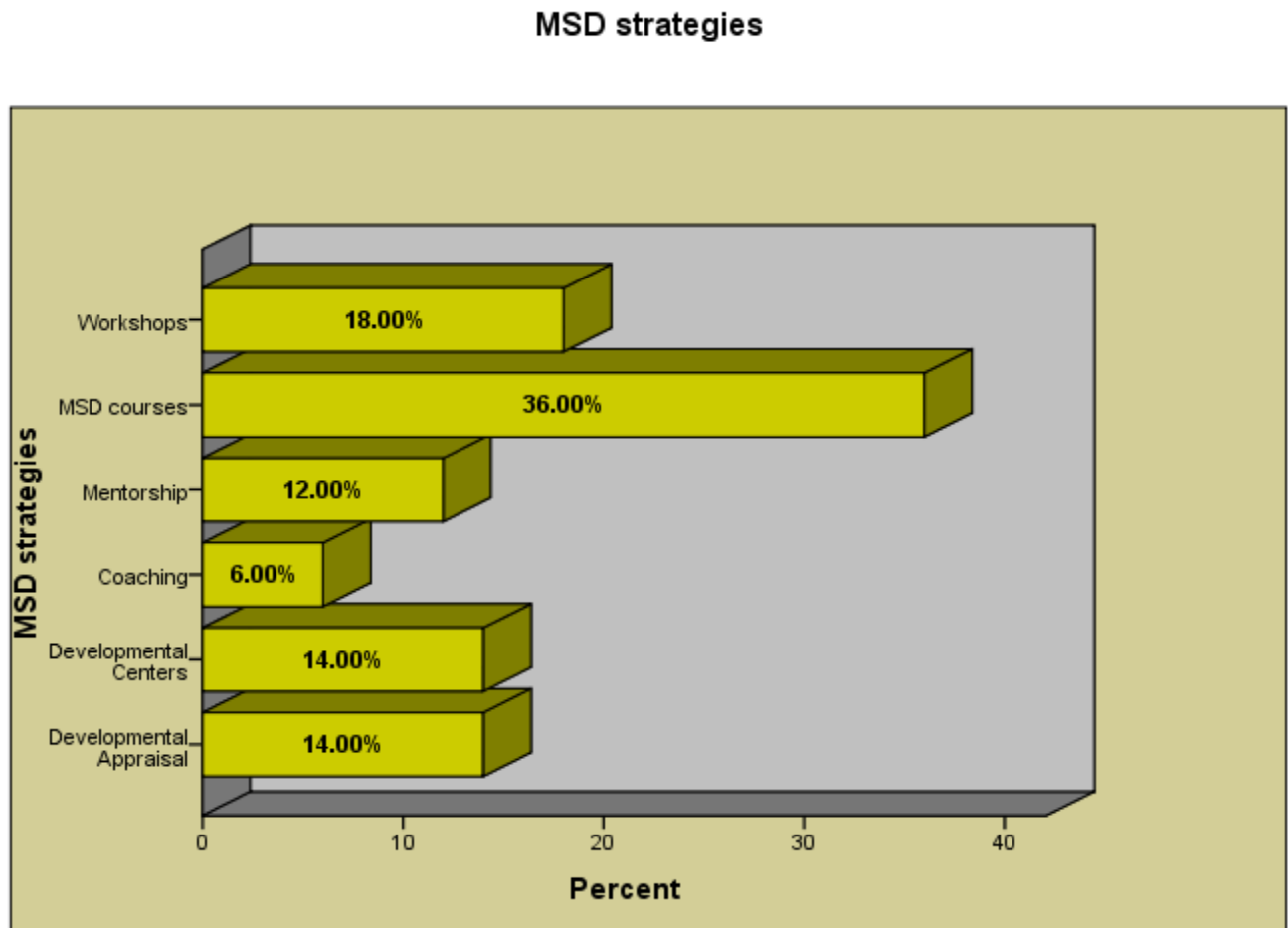
#### **Figure 4.6 Percentage distribution of respondents by satisfaction with the framework of MSD programmes at Delta SBs. (n= 50)**

Figure 4.6 above shows that 74% percent of the respondents are satisfied with the management and supervisory development framework at Delta SBs. 26% are not satisfied and some of the common reasons are stated below:

**Respondent 1:** *“Repetition of courses becomes boring.”*

**Respondent 2:** *“Thorough job analysis and direct observations should be utilized in needs identification to avoid one size fit all courses throughout the programme.”*

#### 4.7 Delta SBs' MSD strategies and practices.



*Source: primary data*

**Figure 4.7 Percentage response rate pertaining to MSD strategies and practices undertaken by respondents at Delta SBs. (n= 50)**

Fig 4.7 indicates that at least 6% of the respondents underwent some sort of the MSD strategies or the other.

#### 4.8 Perceptions of respondents on the effectiveness of MSD programmes.

**Table 2 Percentage distribution of perceptions of respondents on the effectiveness of the following MSD programmes at Delta SBs. (n=50)**

Statement	Very Great Extent	Great extent	Little extent	Very little extent	Not at all	Not sure
1. MSD syllabuses or modules are up to date given my work environment and current academic environment.	6 (12%)	11 (22%)	33 (66%)	0	0	0
2. There are opportunities within Delta SBs, I identified in undertaking MSD courses	7 (14%)	25 (50%)	0	18 (36%)	0	0
3. MSD programmes play a crucial role in staff retention levels at Delta Sparkling Beverages.	6 (12%)	27 (54%)	7 (14%)	10 (20%)	0	0
4. I feel Delta SBs provides platforms to constantly practice what have been learnt during MSDP.	0	12 (24%)	33 (66%)	1 (2%)	4 (8%)	0
5. MSD programmes are quite insightful.	37 (74%)	5 (10%)	7 (14%)	0	1 (2%)	0

*Source: primary data*

**Statement 1: MSD syllabuses or modules are up to date given my work environment and current academic environment.**

Table 2 shows that most of the respondents (66%) agree that MSD syllabuses or modules offered by Delta SBs are not up to date given their work environment and current academic environment.

**Statement 2: There are opportunities I identified in undertaking MSD courses.**

Table 2 above revealed that 50% of the respondents have identified opportunities within Delta SBs, available for individuals who undertake MSD courses.

**Statement 3: MSD programmes play a crucial role in staff retention levels at Delta Sparkling Beverages.**



Table 2 indicates that 54% of the respondents share the perception that MSD programmes have a crucial role in maintaining staff retention levels at Delta SBs

**Statement 4: Delta SBs provides platforms to practice what have been learnt during MSDP.**

Table 2 shows that 66% of the respondents are of the view that Delta SBs does not provide an environment for them to practice and apply what have been learnt during the course of the MSD programmes.

**Statement 5: MSD programmes are quite insightful.**

Findings in Table 2 indicate that the majority (74%) of respondents find the management and supervisory development programmes offered at Delta SBs quite insightful.

**4.9 Factors which inhibit the effectiveness of MSD programmes at Delta SBs.**

**Table 3 Response to factors which inhibit the effectiveness of MSD programmes at Delta SBs. (n= 50)**

<b>Factors which inhibit the effectiveness of MSD programmes</b>	<b>Response Rate</b>	<b>Percentage Response Rate</b>
Resources availed for MSD programmes	20	40%
Senior management support towards development	20	40%
Employee willingness to learn	10	20%
<b>Total</b>	<b>50</b>	<b>100%</b>

*Source: primary data*

Table 3 indicates that 40% of the respondents agree that resources availed for MSD programmes inhibit the effectiveness of such programmes. Another 40% also agree that senior management have to demonstrate support towards employee development. However additional factors were submitted by respondents which include the following:

**Respondent 1:** *“Post-training platforms to practice and apply what has been learnt.”*

**Respondent 2:** *“Proper performance appraisal to identify training needs.”*

**4.10 Respondents’ perceptions on effective measures which enhance retention levels at Delta SBs.**

**Table 4 Percentage distribution of perceptions of respondents on the effectiveness of the following measures on enhancing their keenness to stay with Delta SBs. (n=50)**

	<i>Excellent</i>	<i>Very good</i>	<i>Good</i>	<i>Very poor</i>	<i>Poor</i>
<b>MSD programmes</b>	10 (20%)	0	32 (64%)	0	8 (16%)
<b>Health and wellness benefits</b>	24 (48%)	20 (40%)	6 (12%)	0	0
<b>Salaries and cushioning allowances</b>	0	0	17 (34%)	9 (18%)	24 (48%)
<b>Chances of getting promoted</b>	2 (4%)	0	9 (18%)	39 (78%)	0
<b>Benefits and other packages</b>	3 (6%)	0	27 (54%)	7 (14%)	13 (26%)
<b>Job autonomy</b>	0	11 (22%)	7 (14%)	0	32 (64%)
<b>T&amp;D</b>	39 (78%)	9 (18%)	2 (4%)	0	0
<b>Senior management support</b>	0	0	3 (6%)	37 (74%)	10 (20%)
<b>Involvement in decision making</b>	5 (10%)	0	18 (36%)	20 (40%)	7 (14%)

*Source: primary data*

**Statement 1: MSD programmes**

The results from table 4 indicates that most (64%) respondents are keen to stay with the organization due to the MSD programmes it offers.

**Statement 2: Health and wellness benefits**

Table 4 indicates that 48% of the respondents regard the health and wellness benefits offered by Delta SBs to be excellent in enhancing their keenness to stay.

**Statement 3: Salaries and cushioning allowances.**

Table 4 shows that the majority (48%) of respondents are not keen stay due to the salaries and allowances that the Delta SBs offers.

**Statement 4: Chances of getting promoted**

The above table 4 demonstrates that 78% of employees perceive that the chances of getting promoted are very limited.

**Statement 5: Benefits and other packages**

Table 4 reviews that 54% of the respondents are keen to stay due to what they regard as good benefits and other packages provided by Delta SBs.

**Statement 6: Job autonomy**

It can be deduced from table 4 that 64% of the respondents feel that job autonomy at Delta SBs is poor.

**Statement 7: T&D**

Table 4 reveals that most (78%) of respondents regard T&D as an excellent measure at Delta SBs in enhancing their keenness to stay with the organization.

**Statement 8: Senior management support**

According to table 4 most (74%) of the respondents are of the perception that senior management support at Delta SBs is very poor to enhance their eagerness to stay with the organization.

**Statement 9: Involvement in decision making**

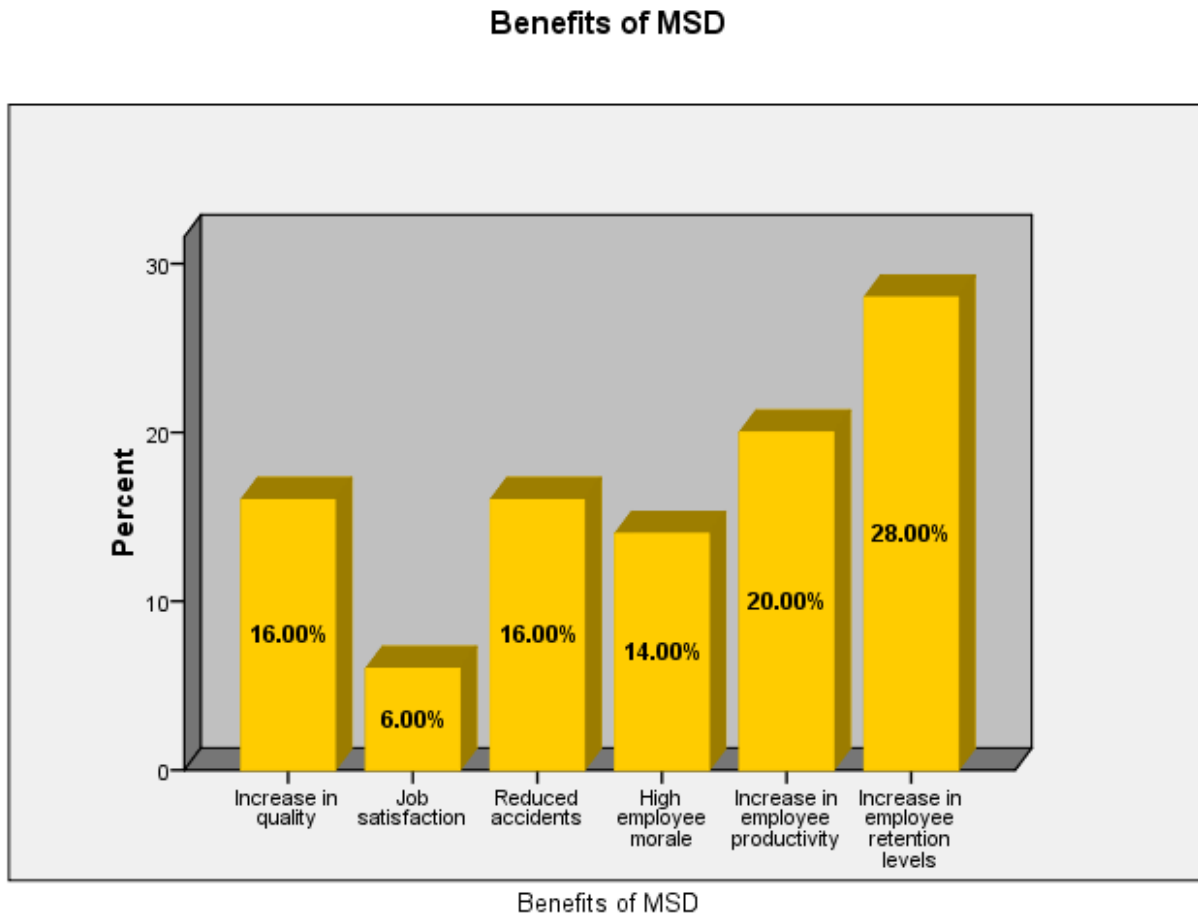
Table 4 shows that 40% of the respondents regard the involvement in decision making at Delta SBs as very poor to enhance their eagerness to stay with the organization.

Other respondents added some suggestions which the organization need to take note of, these are as follows:

**Respondent 1:** *“Provision of working hours, work plans and shifts that accommodates work-life balance for employees.”*

**Respondent 2:** *“Participative leadership style.”*

#### 4.11 Benefits of undertaking MSD programmes to Delta SBs.



*Source: primary data*

**Figure 4.11 Responses to benefits derived from undertaking MSD programmes at Delta SBs. (n=50)**

Figure 4.11 results demonstrates that 28% of the respondents agree that MSD benefits Delta SBs.

#### 4.12 Reasons for the low retention levels at Delta SBs.

**Table 5 Responses on reasons for the low retention levels at Delta SBs. (n=50)**

Common Reasons	Frequency	Percentage
Better paying jobs	7	14%
Less pressure	21	42%
Leadership style	9	18%
Higher post offers	13	26%

*Source: primary data*

Table 5 results indicates the commonly mentioned reasons employees are leaving Delta SBs. The following are some of the responses by respondents:

**Respondent 1:** *“Work overload especially when covering up for replacements who are never replaced in some cases”*

**Respondent 2:** *“Insane targets are given without taking into account environmental factors”*

**Respondent 3:** *“Being given roles and tasks that are over and beyond one’s job description in the name of job enlargement”*

#### 4.13 Respondents’ recommendations on Management and Supervisory Development strategies and practices which may enhance the staff retention levels at Delta SBs.

**Table 6 Responses on recommended MSD strategies and practices that Delta SBs should utilize to enhance staff retention levels.**

**(n=50)**

Recommendation	Frequency	Percentage
Introduce short-term incentives to aid MSD effectiveness.	11	22%
Introduce Tailor-made MSD programmes according to departments and nature of jobs.	23	46%
MSD programmes should be exclusive to management and supervisors only to avoid dilution of power and sizing-up those on positions of power.	5	10%
There is need to re-design MSD framework at Delta SBs in line with prevailing academic environment.	11	22%

*Source: primary data*

The above table 6 indicates the most mentioned recommendations for making MSD programmes more effective in enhancing staff retention levels at Delta SBs, by respondents.

#### **4.14 Discussion of findings**

The researcher managed to establish a response rate of 81% from the distributed questionnaires. This is in line with Brasso's (2004) recommendations that response rates between 70% to 80% are sufficient to make valid conclusions with respect to all forms of research.

The research findings on age distribution of respondents indicated that 66% of the respondents were within the age range of 29 and below. This was supported Abbott (ibid) whose findings were that middle aged workforce is active, knowledgeable to understand the core business values and strategies. The nature of Delta SBs calls for active workforce to deliver desired outputs and targets per schedules.

According to this research study finding the major population of respondents are males at 86% and females 14%. This is mainly attributable to the nature of the jobs such as artisans, fitters and turners, which are required by a manufacturing Delta SBs. The majority are male dominated occupations.

Findings also revealed that 36% of the respondents shared a length of service between 2-3 years at Delta SBs. The percentage also dropped as length of service went up indicating low staff retention. This can be attributable to organisational brain drain as employees gain more from the MSD initiatives.

The findings regarding highest level of education attained by respondents indicated that the majority (36%) of respondents attained Higher National Diploma qualifications. This is attributable to the manufacturing nature of Delta SBs which demands for services such as mechanical engineering, fixers, turners and artisans. The results also indicated that all managers were holders of Masters qualifications and there are other individuals with the same qualifications who did not hold a managerial or supervisory post. The minimum of respondents attained a diploma qualification. The results signify that the majority are qualified beyond requirements of their post they hold at Delta SBs.

In terms of the relevance of the MSD programmes offered by Delta SBs, to individuals, 50% of the respondents agree that there are opportunities that they identified in undertaking the programmes to a greater extent. Training and development have to be immediate, quantifiable and

applicable to the job nature of the organization (Armstrong, 2009). Employees are likely to conform and pay more attention to MSD initiatives when they see its value. On the organizational end, it is an added advantage since an employee who is eager to learn is one of the attributes to a successful MSD.

Another 66% revealed that Delta beverages does not fully provide respondents with platforms to exercise and refine skills and knowledge acquired during MSD programmes to a greater extent. According to the New World Kirk Patrick Model, behavior can only change when conditions are favorable hence organisations need to develop required drivers thus, processes that encourage, reinforce and reward positive changes in behavior (Kirkpatrick and Kirkpatrick, 2016). In this case post training platforms to which learnings can be applied and refined for continuous improvement.

Also 66% of the respondents shares the view that MSD syllabuses or modules are not totally up to date given their work environment and current academic environment. This contradicts with the assertion that proper training needs analysis is essential in assisting management to identify key development areas of employees which involves identification of skills set required to complete the job or the process, assessment of existing skill levels of the team members and lastly determine the training gap (Cooper, 2008). Training assist the employee to align to fast changes in job requirements and work environment and maintain them informed to the new technologies and procedures (Armstrong, 2012). Therefore, the modules should foster provision of knowledge that covers the identified skills gap. In this case internal and external environmental scanning is essential in identifying MSD needs.

The study findings also indicated that all respondents agree that MSD benefits Delta SBs through increase in quality, job satisfaction, reduced accidents, high employee morale, increase in employee productivity and employee retention levels. This was confirmed by Beardwell (2000) where he contributed that casual effects of management and supervisory development include increased motivation, job satisfaction as well as increased engagement levels. Bass (2005) also concurs with this notion by pointing out that the purpose of development is improved effectiveness on the individual within an organization.

Although MSD maybe effective in enhancing staff retention the majority are leaving the organization for jobs with less pressure as agreed by 46% of the respondents. Other reasons which were highlighted for low retention rates on managerial and supervisory staff are greener pastures,

higher post offers given their qualifications and better paying jobs. Messmer (2006) suggests that retention is improved when employees are offered a supportive work culture, can develop and advance, balance work and life activities. Therefore, as a result although the organization employs one of the top notch training initiatives, salaries and benefits, employees may still leave the organization for another firm paying the same salaries and offering same benefits but with less work related pressure.

The study results which indicate that 48% of the respondents regard the health and wellness benefits offered by Delta SBs to be excellent in enhancing their keenness to stay, 78% of employees perceive that the chances of getting promoted are very limited, 54% of the respondents are keen to stay due to what they regard as good benefits and other packages provided by Delta SBs. Harvey (2008) concedes that enhancing wellbeing increases teamwork and communication resulting in job satisfaction. Therefore, the organisation can aim at the provision of a quality work life so to improve their wellbeing which has a positive impact on their desire to stay committed to the organisation and also create a conducive environment for learning and practicing.

However, 64% of the respondents feel that job autonomy at Delta SBs is poor, another 74% are also of the perception that senior management support at Delta SBs is very poor to enhance their eagerness to stay with the organization and another 40% of the respondents regard employee involvement in decision making at Delta SBs as very poor to enhance their eagerness to stay with the organization. The ERC (Employee Retention Connection) model emphasizes that work can be made more interesting by giving assorted assignments, giving employees autonomy to make decisions, resources and support provided to perform good work, providing platforms and opportunities to learn, giving feedback on results and recognizing and understanding the significance of an individual's personal contributions.

Other respondents added some suggestions which the organization need to take note in conjunction with the MSD programmes, these are provision of working hours, work plans and shifts that accommodate work-life balance for employees and participative leadership style. According to Boxall and Purcell, (2003) flexible working hours can provide employees with work-life balance thereby reducing and avoiding job-related stress as a means to sustain favorable staff retention levels. However, in a typical organization flexible working hours are applicable to some occupations and non-applicable in others due to the job demands for instance, technical jobs such as artisans, engineers, fixers and turners.



More so, findings revealed that MSD has a positive impact on staff retention levels at Delta SBs. 64% of respondents demonstrated that MSD programmes are a good and effective measure in enhancing their desire to stay with the organization and another 74% of respondents perceive T&D to be an excellent measure for enhancing staff retention levels. Where training and development is a subfield of MSD initiatives.

Furthermore, the findings confirmed that Delta SBs has a MSD policy which forms the framework or guideline for MSD programmes carried out by the SBU. 90% of the respondents indicated that they are aware of the existence of the MSD policy at Delta SBs. This implies that it has been communicated and thereby ensuring transparency. As a result, this forms the basis for all MSD activities and guideline such that they are aligned to the policy.

Another finding was that 54% of the respondents share the perception that MSD programmes play a crucial role in enhancing staff retention levels at Delta SBs. If organizations would focus on employee developmental activities, this would help in enhancing the skills of the employees hence improve their job satisfaction, commitment and desire to stay in the organization and consequently create a competitive advantage (Chay et al., 2003). Therefore, it plays a positive role in enhancing staff retention levels.

#### **4.15 Chapter Summary**

This Chapter dealt with data presentation, interpretation, analysis and discussion of the research findings. The next chapter covers the summary, conclusions and recommendation of the research study.

## **CHAPTER 5**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

The previous chapter focused on data presentation interpretation, analysis and discussion of research findings. This chapter presents the summary, conclusions and recommendations of the research study.

#### **5.1 Summary of the research findings**

The research findings confirmed that Delta SBs has a MSD policy framework which guides MSD programmes carried out by the SBU. Moreover, the research study results indicated that there is a positive relationship between staff retention and management and supervisory development. It established that MSDP assist the organization through creation of high employee morale, increased productivity and employee commitment to the SBU. The study also established that low staff retention levels can also be attributed to work pressures, inadequate salaries and cushioning allowances, limited chances of getting promoted, lack of job autonomy, lack of senior management support and exclusion in decision making. However, it was recommended that there is an imperative need for Delta SBs to have adequate resources for MSD, senior management support, proper MSD needs analysis, provision of post training platforms to apply, practice and refine learnings from MSDP as well as an employee who is willing to learn.

#### **5.2 Conclusions**

The research study concluded that MSD programmes play a crucial and significant role in enhancing staff retention levels. This can be established from the benefits emanating from MSD programmes which include, job satisfaction, employee commitment, enhanced skills and performance as well as reduced accidents. It can also be concluded that Delta SBs criteria of selection is rigid and non-selective, hence MSD programmes are one size fits all. Moreover, the MSD framework at Delta SBs is outdated and needs to be revised and re-designed such that it matches different functions and aligns to the nature of the designations within the organisation. The majority hold high qualifications compared to their occupations within the organization hence their expectations are high.

### **5.3 Recommendations**

- This study recommends Delta SBs to update and redesign its MSD framework, to ensure that it fits different functions which may require different approaches to supervision and management.
- Furthermore, the study recommends Delta SBs to conduct job analysis and direct observations as part of their MSD needs assessment.
- More so, the study recommends Delta SBs human resources to effectively communicate objectives of MSD programme such that employees do not assume that it equals promotion.
- Additionally, the study recommends Delta SBs to introduce incentives for development in a bid to increase employee's willingness to learn.
- The study further recommends Delta SBs to focus more on MSD programmes to increase and sustain their effectiveness and efficiency, so to avoid the reverse effect of losing talent due to the additional expertise that they now possess from the organisation's MSD programmes.

### **5.4 Recommendations for further studies**

The study recommends that a similar study on the impact of management and supervisory development on staff retention levels in small to medium enterprises.

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## **APPENDIX 1: REQUEST FOR CARRYING THE RESEARCH**

Bindura University of Science Education

Private Bag 1020

Bindura

10 February 2020

Delta Sparkling Beverages

Cnr, Seke Rd, Graniteside

Harare

Zimbabwe

Dear Sir/ Madam

### **RE: REQUEST FOR PERMISSION TO CARRYOUT A RESEARCH STUDY**

I am a student at Bindura University of Science Education, studying a Bachelor of Commerce Honours Degree in Human Capital Management currently in part final. It is a prerequisite for all students to carry out research projects in partial fulfilment of the degree programme. I am therefore kindly seeking permission to carry out a research at Delta Sparkling Beverages on the impact of management and supervisory development programmes on staff retention levels, a case study of Delta SBs. All information and data to be collected will be strictly used for academic purposes and confidentiality is rest assured.

Your reply and assistance will be greatly appreciated.

Yours Faithfully

BUSE HCM Student

## APPENDIX 2: QUESTIONNAIRE COVER LETTER

BINDURA UNIVERSITY OF SCIENCE EDUCATION



Dear Respondent

My name is b1748383 and I am currently studying for a Bachelor of Commerce Honours Degree in Human Capital Management at Bindura University of Science Education. As an academic requirement, I am undertaking a research study focusing on “The impact of Management and Supervisory Development on staff retention levels, a case study of Delta Sparkling Beverages” I am hereby interested in your views regarding the questions that shall follow. I would like to assure you that your responses will be treated with utmost level of confidentiality and will be used for academic purposes only.

Your cooperation is greatly appreciated.

Yours faithfully

B1748383

## APPENDIX 3: A QUESTIONNAIRE FOR RESPONDENTS

### Guidelines

- a. Do not write your name on the questionnaire.
- b. Indicate response by ticking or an X in the respective answer box or writing where applicable on the spaces provided.

### Section A: Demographic Data

(Tick in the appropriate box.)

1. Gender                      Male       Female

2. Age                              29 years and below       30-40 years

   41-50years       51-60 years

3. what is the highest level of Education you have attained.

Ordinary Level

Advanced Level

National Certificate

Diploma

Higher National Diploma

Degree

Masters



Other Specify.....

4. Length of service at Delta Sparkling Beverages.

1 year and Below

2-3 years

4- 5 years

6years and above

5..What is your job title?

Manager

Supervisor

Other (Please specify. ).....

**Section B: Management and Supervisory development programmes related information.**

**(Tick in the appropriate box.)**

1a.

	Yes	No
Are you satisfied with the criteria of selection for MSD programs candidates?		

1b. If the answer is no, given a chance what changes would you make to the selection criteria?

.....  
.....

2.

	Yes	No	Not sure
Delta SBs has a MSDP policy framework?			

3a.

	Yes	No
Are you satisfied with the framework for MSD programs?		

3b. If the answer is no, why?

.....  
.....

4. What are the MSDP strategies and practices which have been put in place by Delta SBs?

**(Tick in the appropriate box)**

Coaching	
Mentorship	
MSD programmes/ courses	
Workshops	
Management education (eg. MBA degree)	
Developmental Appraisal	
Developmental centers	

Any other?

.....  
 .....

5. To what extent do you agree with the following statements?

**(Tick in the appropriate box)**

Statement	Very Great Extent	Great extent	Little extent	Very little extent	Not at all	Not sure
1. MSDP syllabus or modules are up to date given my work environment and current academic environment.						
5 There are opportunities within Delta SBs, I identified in undertaking MSD courses						
6 MSDP plays a crucial role in staff retention levels at Delta Sparkling Beverages.						
7 Delta SBs provides platforms to practice what have been learnt during MSDP.						

8	MSD programmes are quite insightful.						
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6a. What factors do you think inhibit the effectiveness of Management and Supervisory Development Programmes at Delta Sparkling Beverages?

**(Tick in the appropriate box)**

Resources availed for MSD programmes	
Senior management support towards development	
Tailor-made programmes according to functions e.g engineering	
Job autonomy	

6b. Any other?

.....

.....

.....

7a. What value have you identified from undertaking MSD programmes?

**(Tick in the appropriate box)**

Increase in employee retention levels	
Increase in employee productivity	
High employee morale	
Wastage reduction	
Reduced accidents	

7b. Any other?

.....

.....

.....

**Section C: Employee retention related information.**

8a. How effective does the following measures enhance your keenness to stay employed at Delta SBs?

	<i>Excellent</i>	<i>Very good</i>	<i>Good</i>	<i>Very poor</i>	<i>Poor</i>
<b>MSD programmes</b>					
<b>Health and wellness benefits</b>					
<b>Salaries and cushioning allowances</b>					
<b>Chances of getting promoted</b>					
<b>Benefits and other packages</b>					
<b>Job autonomy</b>					
<b>T&amp;D</b>					
<b>Senior management support</b>					
<b>Involvement in decision making</b>					

8b. Any other?

.....  
 .....

9. What do you think are/is the reason/s why employees are leaving the organization?

.....  
 .....

10. What would you recommend regarding Management and Supervisory Development strategies and practices which may enhance the staff retention levels at Delta Sparkling Beverages?.....

.....

.....  
.....

*Thank you very much for your time and cooperation!*