

**IMPACT OF STRATEGIC TRAINING AND DEVELOPMENT PROGRAMMES ON
PERFORMANCE: THE CASE OF VOLUNTARY SERVICE OVERSEAS (VSO)
JITOLEE - EAST AFRICA**

BY

KINYUA, JOHNSON IRERI

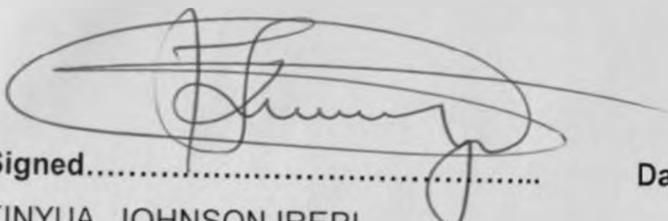
**UNIVERSITY OF NAIROBI
LOWER KABETE LIBRARY**

**A MANAGEMENT RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF BUSINESS
ADMINISTRATION, SCHOOL OF BUSINESS, UNIVERSITY OF NAIROBI, KENYA**

NOVEMBER 2009

Declaration

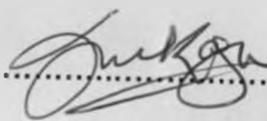
I declare that this is my original work and has not been presented for a degree in any other University.

Signed.....

Date:.....10/11/2009

KINYUA, JOHNSON IRERI
D61/7153/2006

The project has been submitted for examination with my authority as the University Supervisor.

Signed.....

Date:.....12/11/2009

MR. JEREMIAH KAGWE
Supervisor
Lecturer, School of Business
University of Nairobi

Dedication

I dedicate this project to my wife Mary and my son Edwin.

Acknowledgement

I would like to acknowledge my thanks to the management staff, volunteers and partners of Voluntary Service Overseas - VSO Jitolee (East Africa) for their willingness to provide all the information. I am particularly indebted to Ben Ngutu, Director of VSO Jitolee for allowing me to use his organisation as a case study. Also special thanks go Lillian Kotonya, George Awalla, Eve Lwembe, Susan Omedi and Patricia Kashangaki for their special support in completing this project. I am also indebted to my colleagues at NAVNET, especially Gabriel Mbokotho for his understanding, care and support while pursuing the MBA programme and all other my colleagues in the office for their exceptional support.

My special thanks goes to my Supervisor, Mr. Jeremiah Kagwe for his continuous guidance and support in the preparation and finalization of this research project and always there to take my call even at odd hours because of his for his students to complete their projects in time. God bless you Mwalimu for your exceptional support and guidance.

Also my thanks goes to the library staff of Institute of Human Resources Management of Kenya (IHRM), Kenya Institute of Management (KIM) and the University of Nairobi School of Business for providing me excellent support in getting the material resources that I needed to complete this project.

TABLE OF CONTENTS

Declaration.....	ii
Dedication.....	iii
Acknowledgements.....	iv
List of Acronyms and Abbreviations.....	viii
List of Figures and Tables	ix
Abstract.....	x
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.1.1 Strategic Training and Development Programs.....	1
1.1.2 Organizational Performance.....	2
1.1.3 Strategic T&D and Performance.....	2
1.1.4 NGO Sector.....	3
1.1.4.1 Volunteerism Sub-Sector.....	4
1.1.5 Voluntary Service Overseas (VSO) Jitolee.....	6
1.2 Statement of the Problem.....	7
1.3 The Objectives of the Study.....	8
1.4 Significance of the Study.....	8
CHAPTER TWO: LITERATURE REVIEW.....	10
2.1 Introduction.....	10
2.2 Strategic Training and Development Programmes.....	10
2.2.1 Self-directed learning	12
2.2.2 Coaching.....	12
2.2.3 Mentorship.....	13
2.2.4 Action Learning.....	13
2.2.5 Formal Education programs.....	14
2.2.6 E-Learning.....	14

2.2.7	Special Training for Overseas Assignment.....	14
2.3	Organizational Performance.....	16
2.3.1	Benchmarking.....	18
2.3.2	Balanced Score Card.....	19
2.3.3	Kirkpatrick's Model.....	20
2.4	Strategic Training and Development and Performance.....	20
2.4.1	Human Capital Theory.....	25
2.4.2	Transactions Cost Theory.....	26
2.4.3	Resources Based View.....	27
CHAPTER THREE: RESEARCH METHODOLOGY.....		28
3.1	Introduction.....	28
3.2	Research Design	28
3.3	Data Collection Method.....	28
3.4	Data Analysis.....	29
CHAPTER FOUR: DATA ANALYSIS AND FINDINGS.....		30
4.1	Introduction.....	30
4.2	Volunteer Training and Development Programmes.....	30
4.3	Staff Training and Development Programmes	33
4.4	VSO Jitolee Partners' Training Programmes	34
4.5	Impact of Strategic T&D on VSO Jitolee's Performance.....	35
4.6	VSO Jitolee's Competitive Advantage.....	37
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMEDATIONS.....		39
5.1	Introduction.....	39
5.2	Summary	39
5.3	Recommendations.....	39

5.4	Limitations of the Study.....	40
5.5	Suggestions for Further Research.....	40
REFERENCES.....		41
APPENDICES.....		50
Appendix I	Letter of Request to do Research.....	50
Appendix II	Questionnaire for Data Collection.....	51
Appendix III	List of Respondents.....	54
Appendix IV	Other International Volunteer Organisations.....	55
Appendix V	Difference between T&D.....	56
Appendix VI	Link between Competitive Advantage and HRD Strategy.....	57
Appendix VII	Figures showing systematic Training Process.....	58

LIST OF ACRONYMS AND ABBREVIATIONS

AIDS	Acquired Immuno Deficiency Syndrome
CEO	Chief Executive Officer
CIPD	Chartered Institute of Personnel and Development
DFID	Department for International Development
HIV	Human Immunodeficiency Virus
HR	Human Resources
HRD	Human Resources Development
HRM	Human Resources Management
IHRM	Institute of Human Resources Management
ILO	International Labour Organisation
IOD	Institute of Directors
JICA	Japan International Cooperation Agency
KIM	Kenya Institute of Management
KRCS	Kenya Red Cross Society
MDGs	Millennium Development Goals
NAVNET	National Volunteer Network Trust
NGO	Non-Governmental Organisation
PfC	Preparing for Change training
PTAK	Professional Trainers Association of Kenya
RV	Returned Volunteer
STD	Strategic Training and Development
T&D	Training and Development
UK	United Kingdom
UN	United Nations
UNDP	United Nations Development Programme
UNV	United Nations Volunteers
VSO	Voluntary Service Overseas
WRV	Wider Role of Volunteers

LIST OF FIGURES AND TABLES

Figures

Fig 2.1	Strategic Training and Development Process.....	11
Fig 2.2	Impact of Management Development on performance.....	22
Fig 4.2	The Three Way Partnership Agreement.....	37

Tables

Table 4.1	Funding support for different staff development activities.....	33
-----------	---	----

ABSTRACT

Strategic positioning of training and development directly promotes organizational business goals and objectives. When strategically applied, continuous learning fosters knowledge and skills acquisition to help the organization achieve its goals. Strategic training and development of staff is considered a source of organizations' competitive advantage as the training impacted on staff results to manifold improvement in organizational performance of the organizations.

The purpose or the objective of the study was to identify the impact of strategic training and development programmes on organizational performance. The study focused on Voluntary Service Overseas (VSO) Jitolee (East Africa), an international development agency that works through skilled volunteers working in overseas in less developed countries. The VSO Jitolee East Africa is one of the VSO International six federation members and mainly recruits volunteers from Kenya and Uganda. VSO Jitolee (East Africa) also receives volunteers from all other VSO's federation members and at the moment it has about 60 international volunteers working in Kenya. VSO Jitolee works to fulfill the VSO International global mission of poverty eradication through sharing of skills and changing lives.

The study reviewed relevant literature on past studies related to strategic training and development programmes, organizational performance and the relationship between strategic training and development and performance. Data collection was done using primary and secondary methods. Information from secondary sources was obtained from volunteers' annual surveys, staff training and development policy and website. Primary data was obtained from interview guide from training and development manager, International Recruitment Manager, International Placement Manager, Human Resources Manager and responses from serving volunteers, returned volunteers, staff and partners. Content analysis of data was done based on analysis of meanings and implications emanated from respondents, information and documentation data using qualitative and quantitative methods.

After the analysis, the study came up with the following findings, conclusions and recommendations. It was found that VSO Jitolee's overall performance is a function of many variables or interventions, one of the most effective being complex recruitment and selection of volunteers, staff and partners. As much as training and development is a major contributory intervention to VSO Jitolee overall performance, the staff, volunteers and partners says that this cannot be effective without proper recruitment of staff and volunteers, selecting right partners and right matching and therefore performance is a combination of all these factors and not T&D programmes alone. Other contributing factors includes flexi-time, team-based approaches, professionalism, good support structure and climate for training and development and support services such as medical, safety and insurance cover coupled with continuous training and development of volunteers, staff and partners.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

This chapter highlights on the background of the study with regard to the impact of strategic training and development programs on Voluntary Service Overseas (VSO) Jitolee performance. Also dealt in this chapter is the research problem, the research objectives and the significance of the study.

1.1.1 Strategic Training and Development (STD) programs

In the 21st century the education and skills of the work force will end up being the dominant competitive weapon. Organizations can buy skills through hiring, or they can develop skills through training and development (T&D) activities (Thurow, 1992). According to Strategic HR Inc. (2009), Training and Development is a combined role often called Human Resources Development (HRD), meaning the development of human resources to remain competitive in the marketplace. Training focuses on doing activities today to develop employees for their current jobs and development is preparing employees for future roles and responsibilities (O'Toole and Lawler, 2006)

Strategically aligned training and development systems advance and sustain the organization's competitive position in its market (Torrington and Taylor, 2006). Only a few organizations view a workforce with superior skills as a primary source of sustainable competitive advantage. In these organizations, T&D becomes the critical means for creating readiness and flexibility for change across all organizational levels (Gupta, 2006). Readiness and flexibility are achieved largely through supervisory, management and executive training. Unless training and development is made mandatory for staff, organizations' intentions of achieving sustainable competitive advantage cannot be achieved (Carnevale, 1990).

1.1.2 Organizational Performance

In recent years, many organizations have attempted to manage performance using the balanced score card methodology where performance is tracked and measured in multiple dimensions such as financial performance (e.g. shareholder return), customer service, social responsibility (e.g. corporate citizenship, community outreach) and employee stewardship (Armstrong, 2006). Today, managers worldwide are expected to increase the productivity and performance of their organizations in times of great uncertainty and with shrinking resources (Mabey and Ramirez, 2005). Many realize that training and development is essential for setting direction and motivating the workforce to achieve high levels of performance (Mumford and Gold, 2004). Most executives are under pressure to ensure that their organizations are also sustainable. Sustainability is about creating a future for the enterprise that adds value to a range of stakeholders, no longer simply creating shareholder returns as traditional management models claim (Barney, 1991). Sustainability involves satisfying customers and protecting the firm's reputation as well as financial survival (ibid).

1.1.3 Strategic Training and Development and Performance

Continuous investment in training and development is essential for improving the performance of organizations' workforce and enhancing the services provided by organizations (US Office of Personnel Management, 2009). Training and development is essential in attracting and retaining a knowledgeable and skilled workforce. Organizations and companies that are dedicated to providing employees and its strategic partners the necessary guidance and tools for training and development helps them to achieve their strategic goals and create a highly trained workforce (Pfeffer, 1994). It is the learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules and changing of attitudes and behaviors that enhances the performance of employees (Garavan, Costine, and Heraty, 1995). Ensuring that the employees have the right skills is crucial to the growth and success of business.

1.1.4 Non-Governmental Organizations (NGO) Sector

Non-governmental organizations (NGOs) play a significant role in international development process in all regions of the world. They are particularly critical in circumstances where State funds are limited, political situations are fluid, natural disasters resulting from both predictable and unpredictable environmental circumstances occur, ethnic strife is rampant, and the level of per capita income severely restricts the ability to purchase needed goods and services – social, educational and economic (Mitullah, Ng'ethe and Ngunyi, 1990). The ongoing challenge for NGOs is to ensure that their contribution remains effective within the broader development context (VSO Focus for Change, 2004). International development organizations take many forms of support to developing countries like aid, relief, volunteers, funding or donations to local communities (ibid).

An NGO is an organization that is not part of a Government and is not founded by a state. NGOs are therefore typically independent of governments. NGOs are typically categorized into local, national, regional and international NGOs. International NGOs have their operations in more than one country. NGOs have become important development agents in the developing countries since 1970s. Some of these international NGOs include Action Aid International, Plan International, VSO International, Care International and World Vision International among others. The NGOs phenomenon has its roots in the missionary/charity traditions of the west. The proliferation of NGOs in Africa has been explained in various ways. It has for example been argued that most donor agencies are allocating down on official aid in favor of non-official aid because aid given through Governments rarely reaches the poor. Hence, non-official aid is now channeled through NGOs. NGOs proliferation can also be explained by frequent cases of calamities in Africa raging from civil wars, sickness and diseases such as HIV/AIDS (Mitullah, Ng'ethe and Ngunyi, 1990).

The activities of NGOs have increased since 1980s. The 1980s and 1990s was a period in which Kenyan NGOs changed in several ways. They shifted their focus away from relief and calamities to more general interests in development. They

increased their involvement in socio-economic matters. The range of activities in which they began to involve themselves widens to include sectors such as energy, environment, primary health care, nutrition, education and vocational training. Currently, there are many national, regional and international NGOs in Kenya. Some deal with issues such as gender, human rights, advocacy and participatory development. NGOs are involved in all spheres in life.

The NGO environment has become more turbulent and financial resources has shrunk and competition for diminishing resources has grown and hence the pressure for these organizations to find strategies for increasing the impact as a way of sustaining their competitiveness has intensified. Resources are increasingly difficult to obtain and donors are increasingly looking for results and sustainability and funding environment has become extremely competitive. Connors (1993) observes that the leaders of NGOs are increasingly turning to strategic training and development programs for its stakeholders as a way of enhancing organizational performances and effectiveness in order to adapt in an increasingly rapidly changing world. Issues of the effectiveness of international NGOs are becoming critical among a claim that cultural sensitivity to people's needs and the appropriateness of interventions is a competitive advantage of the sector. The idea of "managing" non-governmental organizations (NGOs) or nonprofit organizations is a recent consideration among practitioners and academics.

1.1.4.1 Volunteerism Sub-Sector

In many organizations, the work of volunteers plays an essential role in effective organizational performance, and thus their training and development are as important as that of paid staff. People volunteer and quit volunteering for a variety of reasons, but studies show that volunteer management and development play an important role. Most voluntary organisations are working to promote equality of opportunity in some way. Despite the enormous scale of such work and the contributions it makes to the quality of life in countries everywhere, however, little sustained effort has gone into its measurement. With these facts in mind, the UN General Assembly passed a

resolution in 2001 calling on member governments to enhance the knowledge base on volunteering and to support efforts to measure its contributions (UN General Assembly, 2001).

Volunteerism is widely used today in the development of especially vulnerable individuals and communities. Kiuna and Munandi (2003) defines a volunteer as one who freely and willingly offers to do something without payment and the process of offering the service is described as volunteering. Volunteers constitute a far more significant share of the workforce of nations than is commonly recognized. Volunteers are an especially sizable component of the workforce of nonprofit institutions (NPIs). Volunteer work is also a significant component of charitable giving. In addition to these strictly economic impacts, volunteer work has a variety of broader social impacts that deliver significant added benefits to society and to the volunteers that makes its measurement important (ILO, 2007).

The contribution of volunteer work to civil society organizations is invaluable. A dependable workforce of volunteers ensures the long-term sustainability of civil society groups. The level of skill and commitment in the voluntary sector helps to boost maturation of the civil society sector. Volunteers' contributions make these organizations more professional and efficient. In Poland, 87% of the country's 30,000 nonprofit organizations depend on volunteers for their work; of these groups, 60% depends entirely on volunteer efforts (Nelson, 2005). Current figures and statistics at regional and global level substantiate the potential role of volunteerism to alleviate social ills and advance national development. Trends in volunteer activity in the world show it has grown in various ways. In Uruguay, volunteer participation has increased 18% over three years. And in Argentina, the percentage of the total population who volunteer jumped to 32% in 2001 from just 12% in 1998 (UN Round-Table on Volunteerism and Social Development, 2005).

Volunteer work provides a lot of benefits such as; important employment training and a pathway into the labour force; volunteer work is a crucial resource for addressing the Millennium Development Goals (MDGs); volunteer work can offer services not

easily provided by paid workers, such as mentoring and role models; volunteer work enhances social solidarity, social capital, political legitimacy and quality of life in a society; volunteer work can serve as a means of social inclusion and integration; and volunteer work provides a sense of personal satisfaction, fulfillment, well-being and belonging to persons who volunteer (UK Cabinet Office, 2007).

A growing number of international organizations have come to recognize the contribution and importance of volunteer work. In its 2001 Resolution reporting the results of the International Year of Volunteers, the United Nations General Assembly identified volunteering as an important component of any strategy aimed at poverty reduction, sustainable development, health, disaster prevention and management, and overcoming social exclusion and discrimination (UN General Assembly, 2001). The International Red Cross and Red Crescent Societies have declared that volunteers are at the heart of effective humanitarian assistance for millions of vulnerable people (International Federation of Red Cross and Red Crescent Societies, 2008).

1.1.5 Volunteer Service Overseas (VSO) Jitolee - East Africa

Volunteer Service Overseas (VSO) is a UK-based international development organisation. VSO has six federation members (regional headquarters) which include VSO Canada, VSO Bahaginan (Philippines), VSO Netherlands, VSO UK, VSO India and VSO Jitolee. These federation members are VSO's volunteers' recruitment, assessment, training and resources mobilization centers. VSO Jitolee (East Africa) is one of these VSO's six federation members. "Jitolee" means, "give of yourself" in Kiswahili. VSO Jitolee mainly recruits volunteers from Kenya and Uganda with expertise in Technical & Natural resources, Business Management and IT, Social Development and HIV/AIDS Specialists. Currently there are over 150 Kenyan and Ugandan volunteers working in almost every VSO country programme in over 40 developing countries in Africa, Asia, Caribbean, Pacific, Eastern Europe and Latin America. VSO Jitolee (East Africa) also receives volunteers from all other VSO's federation members and at the moment it has about 60 international volunteers

working in Kenya. VSO Jitolee works to fulfill the VSO International global mission of poverty eradication through sharing of skills and changing lives.

1.2 Statement of the Problem

The human resource has become a critical resource for creating and sustaining companies' competitive advantage in the 21st Century. Training and development is used as a strategy of developing skills and competence among the staff/volunteers which enhances their efficiency and effectiveness and this results to organizational success (Thurow, 1992). It's argued that the use of these programs would result in better organizational performance and could improve their service performance by having a good training climate which is particularly important for service companies where people are the major resource (Huselid, 1995).

VSO Jitolee is a service oriented organisation that uses skilled volunteers to achieve its development goals and invests a huge budget for training and development of its volunteers who are their main agents of change in their international development work. VSO believes that it's by equipping their key stakeholders (volunteers, staff and partners) with knowledge and skills that enhances their capacity to achieve the development goals. Learning is central to the VSO volunteer experience. Learning opportunities are integrated at every stage of the volunteer journey. There is worldwide consistency in how the volunteers are supported in this journey in order to increase their performance and effectiveness (VSO, 2009).

Even though leadership development interventions are pervasive, research also indicates that organizations are spending little time evaluating the effectiveness of their interventions and, more specifically, evaluating whether those programs improve the organization's performance (Sogunro, 1997). That leadership development efforts will result in improved leadership skills appears to be taken for granted by many corporations, professional management associations, NGOs and consultants. In essence, many companies naively assume that leadership development efforts improve organizational efforts.

Within the last two decades, there have been a number of empirical studies trying to examine the potential relationship between HRD strategies and organizational performance. Generally, it was assumed that the use of effective HRD practices should improve companies' performance. These studies did not provide empirical evidence that clearly shows a causal link between HRD and Organisational Performance (Huselid, 1995), results were often mixed, inconclusive and/or conflicting.

According to the above past researches, there is no enough clear evidence of the direct link between individual training and improvements in organizations though researchers agree that T&D activity does consistently emerge as a crucial intervention factor. The research therefore seeks to answer the following important question. Does strategic training and development programmes impact on organizational performance?

1.3 Objective of the Study

The objective of the study was to determine the impact of strategic training and development programs on VSO's Performance

1.4 Significance of the Study

Many studies have revealed that there is a direct relationship between staff training and the organizational performance especially in the business organizations but this has not been done in development organizations. The study will therefore benefit the following groups of people, one, the VSO Jitolee itself as an organisation of study. The management and staff of VSO Jitolee and the VSO International at large will benefit from the research as it will show the relevance of the training and development programs and areas of improvements.

Other international volunteer agencies like United Nations Volunteers (UNV), Peace Corps, Skill share International, Japan International Cooperation Agency (JICA) Volunteers and Kenya Red Cross Society (KRCS) that uses volunteers to advance their development goals will greatly benefit from the study as this kind of study has not been done before. The study will have considerable benefits for their future training and development programs that are aligned to their development goals.

The government and other policy makers relies on research for planning and policy formulation and therefore this study will provide a basis for policy formulation on the role of training and development in the Human Resources Development (HRD) programmes. The research will also create a new body of knowledge that the academicians can use to generate new theories and hypothesis for further research.

The management training and development consultants will get an insight on how to develop customized executive training and development programmes for their clients especially for those working in international development work.

VSO Jitolee being one of the international funded organizations by the UK Department for International Development (DFID), the research could be useful to the donor as a way of measuring the impact of the training and development programs on international development work. It is an opportunity to measure the Return on Investment (ROI).

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter expounds in details on the concept of strategic training and development programmes and different researches that have been done on trainings and developments, organizational performance and how strategic training and development programmes impacts on the overall organizational performance.

2.2 Strategic Training and Development (STD) programmes

The strategic Training and Development usually implies planned procedures through which the human assets of the organization grow; a certain function among others in the organization; people behind that function; or the growth in the skill and knowledge (Lynham, 2000). In the field of human resource management, training and development is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including employee development, human resource development, and learning and development (Harrison, 2005)

Training and development encompasses three main activities: training, education, and development. Garavan, Costine, and Heraty (1995) of the Irish Institute of Training and Development note that these ideas are often considered to be synonymous. However, to practitioners, they encompass three separate, although interrelated, activities: training which is an activity that is both focused upon, and evaluated against the job that an individual currently holds; education which is an activity that focuses upon the jobs that an individual may potentially hold in the future, and is evaluated against those jobs; and development is an activity which focuses upon the activities that the organization employing the individual, or that the individual is part of, may partake in the future, and is almost impossible to evaluate.

Many companies are now adopting to broader perspective to training which is known as high leverage training. High leverage training is linked to strategic business goals and objectives (Carnevale, 1990) as shown in the figure 2.1. The Fig 2.1 shows strategic training and development process with examples of strategic initiatives, training activities and metrics. The STD process involves identifying strategic training and development initiatives that will help to achieve the business strategy.

Fig 2.1 Strategic Training and Development Process



Source: Noe, R., Hollenbeck, J., Gerhart, B. and Wright, P. (2008). **Human Resource Management: Gaining a Competitive Advantage**. McGraw-Hill, Irwin, pg 270

According to 2009's CIPD Learning and Development survey, sweeping change is on the agenda for the delivery of training in organizations. The survey found moves towards more strategic implementation, greater scrutiny of programmes delivered and even greater emphasis on the growing role of line managers. The biggest change anticipated by respondents (65%) over the next five years is a closer integration of learning and development activity with business strategy to produce more effective results. A similar proportion of respondents (60%) anticipate a greater emphasis on the monitoring and evaluation of training effectiveness so that

organizations continue to offer training that has the biggest impact on the business bottom line. The survey found that the greatest area of growth in training methods was in-house development programmes, with over half (57%) of respondents saying that they have used them more in the past two years.

Virtually all modern organizations accept that a well-trained workforce is a critical success factor. American organizations spend more than \$62 billion per year on formal training of their employees. It is impossible to estimate the full costs of the additional informal training that occurs. Work-place training comes in a variety of forms, ranging from formal, scheduled classroom instruction to spur-of-the-moment sessions with a co-worker to self-directed training efforts. Both organizations and individual workers make choices on selection of training methods (Danziger and Dunkle, 2005). Some of the various modes of training being utilized by employees are explained below.

2.2.1 Self-Directed Learning

Self development is everyone's responsibility as Peter Drucker wisely said 'development is always self-development' as quoted in Armstrong and Stephens (2006). He says the responsibility of personal development rests with individuals, their abilities and their efforts. The method is also called self-managed learning or self-directed learning. It's reflecting on one's experiences and analyzing what one needs to know and what one's able to do to increase one's effectiveness, now and in the future. Other methods used to complement self-development are coaching, mentoring and action learning. According to a new study into organizational learning, self-directed learning is now the route preferred by the majority of employees and the role of managers in facilitating this, is critical to success.

2.2.2 Coaching

Coaching is becoming increasingly popular as a means of promoting learning and development, according to a new survey from the Chartered Institute of Personnel and Development (CIPD). The tenth annual CIPD learning and development survey of 2008 found that almost three-quarters (71%) of UK employers currently use

coaching in their organizations, compared to 63% in 2007. A similar proportion of respondents (72%) found coaching to be an effective tool. Within organizations that offer coaching to all their employees, general personal development (79%) and helping poor performance (74%) were both cited as the most common purposes for which coaching is used. In organizations that only offer coaching to managers, the survey found that the emphasis shifted towards its positioning as part of a wider management and leadership development programme (61%). Coaching is defined by Armstrong and Stephens (2006) as a person-to-person technique designed to develop individuals' skills, knowledge and attitudes. It can either be formal or informal. Executive coaching is provided by specialist consultants. Coaching is often based on the information provided by personality questionnaires such as Myers Briggs Types Indicator. Employers has continued to view in-house development and coaching by line managers as the most effective learning and development practices, 48% and 47% respectively(CIPD, 2009).

2.2.3 Mentoring

Mentoring is a process of using specially selected and trained individuals to provide guidance and advice which will help to develop careers of the people allocated to them, sometimes called protégés. It's aimed at complementing learning on the job and also complements formal training by providing those who benefit from training with individual guidance from experienced managers who are wise in the ways of organisation (CIPD, 2009).

2.2.4 Action Learning

Action learning as developed by Revans (1989) is a method of helping managers develop their talents by exposing them to real problems. Managers are required to analyze the problems, formulate recommendations and then take actions. It's against the belief that managers learn best by doing rather than being taught. Revans produced a formula to describe this concept: L (learning) = P (programme learning) + Q (questioning and insight). A typical action learning programme brings together a 'set' or group of four or five managers to solve the problems. They help and learn from each other but an external consultant or a 'set adviser' sit in with them regularly.

2.2.5 Formal Education

Formal education programs which include off-site and on-site programmes designed specifically for the company's employees, short-courses offered by consultants or universities, executive MBA programmes and university programs in which participants actually live at the university while taking classes. These programmes may involve lectures by business experts, business games and simulations, adventure learning and meeting with customers (Noe et al, 2008).

2.2.6 E-Learning

The electronic delivery and support of formal training has been shown to make a significant contribution to staff productivity and motivation. Informal learning is being used by staff to share knowledge between widely dispersed teams in a way that is not easily captured through more traditional methods. The research, published by the Chartered Management Institute and Centre for Applied Human Resource Research, says that technological and cultural barriers have hindered widespread uptake of online learning, despite recognition of the business benefits it brings. The study identified critical success factors for the introduction and use of e-learning. These include; a commitment to learning from senior management, the right IT infrastructure, effective internal management and support and the sourcing of appropriate e-learning materials (e-Skills, 2009). Agnes Kukulska, a professor of learning technology and communication at The Open University said that mobile phones and other portable devices are beginning to have impact on how learning takes place and concluded that an emphasis on mobility could lead to new perspectives and practices in training delivery methods (<http://oro.open.ac.uk>. October 2009).

2.2.7 Special Training Issues for Overseas Assignment

The special training issues include preparing employees to work in difficult cultures abroad, managing workforce diversity and socializing and orientating new employees. Cross-cultural preparation educates employees (expatriates) and their families to understand the business practices and cultural norms of different countries

(Noe et al, 2008). The author says that one reason why United States expatriates high failure rate is that companies place more emphasis on developing employees' technical skills than preparing them to working in other cultures. Research suggests that the comfort of an expatriates spouse and family is the most important determinant of whether the employee will complete the assignment (Black and Stephens, 1989). The key to a successful foreign assignment is a combination of training and career management for the employee and the family. Foreign assignments involve three phases: pre-departure, on-site and repatriation/resettlement.

Pre-departure training involves providing the leaving expatriates' and their families language training and an orientation to the new country's culture and customs. It's critical that the family be included in the orientation programme (Dunbar and Katcher, 1990). Expatriates and their families need information about housing, schools, recreation, shopping, health and facilities in the areas where they will live (Noe et al, 2008). Expatriates must also discuss with their managers how the foreign assignment fits into their future career plans and what types of positions they can expects upon return (ibid).

Onsite training involves continued orientation to the host country and its customs and cultures through formal programs or through mentoring relationships (Harris and Moran, 1991). Expatriates and their families may be paired with an employee from the host country who helps them to understand the new, unfamiliar work environment and community. Companies are also using web to help employees on expatriate assignments to get answers to questions (Carters, 2005). A major reason why employees refuse foreign assignments is that they can't afford to loose their spouse's income or are concerned about their spouse's career which could be derailed by being out of workforce for a few years. To overcome these fears, the company tries to connect the family with expatriate and the community abroad scout for possible opportunities to that can suit the spouse in overseas (ibd).

Repatriation training prepares the expatriates for return to the parent company or country from foreign assignments. Expatriates and their families are likely to experience high levels of stress and anxiety when they return because of the changes that have occurred since their departure (Lancaster, 1999). Employees are encouraged to self-manage their repatriation process. Ramirez (2006) says, because the company changes and colleagues, peers and managers may leave while the expatriate is on foreign assignment, they need to maintain contacts with key companies and industry contacts. Otherwise, on return the employees can experience a re-entry shock when they have to deal with the new colleagues, a new job and a company culture that may have changed.

2.3 Organizational Performance

Organisations whether in public, private or non-profit exists to make certain contributions or returns to those who have invested in them. The performance of organisations is measured in terms of how well it's able to meet the above objective (Johnson and Scholes, 2005). Performance is measured in terms of how well an organisation is able to meet its defined objectives. Every industry defines key performance indicators that tend to be similar for firms in that industry. In NGOs, objectives are normally expressed in terms of four major dimensions of performance measurements; impact, sustainability, organisational development and capacity development. Impact is usually measured using the quality of lives enhanced, number of poor lives improved, reduction of prevalence of sickness and diseases such as HIV/AIDS. Sustainability is measured by level in which donor recipient organisations are able to survive after the donor pulls out. Organisation development is measured in terms of systems, policies and procedures and ability of these systems to function efficiently and effectively to enhance service delivery of community services. Organisational capacity is the ability of the organisations to execute projects/programmes as a result of improved financial, technical, human and material resources by the organisation. However, not all strategic training and developments leads to improved performance in the four major dimensions of performance measurements in NGOs (Camphell and Marcus, 1997).

Organizational performance comprises the actual output or results of an organization as measured against its intended outputs (or goals and objectives). Specialists in many fields are concerned with organizational performance including strategic planners, operations, finance, legal, and organizational development. In recent years, many organizations have attempted to manage organizational performance using the balanced scorecard methodology where performance is tracked and measured in multiple dimensions such as: financial performance (e.g. shareholder return), customer service, social responsibility (e.g. corporate citizenship, community outreach) and employee stewardship (Wikipedia, 2009). The various slogans such as "what gets measured gets done" connotes the need and purpose for performance measurement as a promising way to improve organizational performance (Halachmi, 2005).

Performance is normally measured using standards which are usually detailed expressions of strategic objectives. They are also measures of acceptable performance results. Measures used to assess organizational performance depend on the organisation and objectives that need to be achieved. These objectives are normally established in the strategy formulation stage of the strategic management process and they could include; profitability, market share and cost reduction among others (Hunger and Wheelen, 1995). Thompson et al (2007) identified two distinct performance yardsticks; those relating to financial performance and the strategic performance. Those related to strategic performance are the outcomes that results from a company strengthening its market standing, competitive vitality and future business prospects.

Simmons (2002) observes that performance measurements systems cannot be designed without taking into account the human behavior. Despite the increase in experience gained with the various performances measurement systems there is still a lot to be learned about the factors that influence effective design, implementation and use of performance measures in organizations. Several factors are perceived by those charged with the responsibility of selecting, designing and implementing performance measurements and measures have been identified as critical in the

successful development, implementation and use of performance measurement in the various contexts (Kennerly and Neely, 2003 and de Waal, 2003)

Most studies on organizational performance use a variety of financial and non-financial success measures. Non-financial measures which most NGOs use are innovativeness and market standing (Goldsmith and Cutter back, 1984). SMART goals setting and consistent measures using devices such as indexes gives a company the flexibility it will need to survive today and thrive tomorrow (ibid). For corporate or profit making organizations, according to Hunger and Wheelen (1995) they use of rate of Return on Investment (ROI), Earning per Share (EPS) and Rate of Return on Equity (ROE). There are other methods that are used in measuring organizational performance such as:

2.3.1 Benchmarking

Another commonly used measure of non-financial performance is benchmarking (Steimart, 2000). To achieve best practices and to stay competitive, many companies realized that it's no longer enough to benchmark against their own previous performance or to rely solely on financial statistics, they must benchmark against their peer groups to gain exceptional understanding of their current and future levels of performance. Benchmarking is the process of comparing the business processes and performance metrics including cost, cycle time, productivity, or quality to another that is widely considered to be an industry standard benchmark or best practice. Essentially, benchmarking provides a snapshot of the performance of your business and helps you understand where you are in relation to a particular standard. The results are often a business case and for making changes in order to make improvements. The term benchmarking was first used by cobblers to measure people's feet for shoes. They would place someone's foot on a "bench" and mark it out to make the pattern for the shoes. Benchmarking is most used to measure performance using a specific indicator resulting in a metric of performance that is then compared to others (http://en.wikipedia.org/wiki/Organizational_performance, October 2009).

2.3.2 Balanced Scorecard

The works collected in Harvard Business Review on measuring corporate performance including the three ground breaking articles on balanced score card offers managers practical guidance for measuring their intangible assets (customer relationships, internal business processes and employees learning) and aligning corporate strategy. The balanced scorecard approach offers the most complete purpose business application for managing business performance in today's complex and rapidly changing business environment (Steimart, 2000).

The Balanced Scorecard gives managers an indication of the performance of a company based on the degree to which stakeholders needs are satisfied, it depicts the company from the perspective of internal and external customers, employees and shareholders (Kaplan and Norton, 1992). The Balanced Scorecard is important as it brings together most of the features that a company needs to focus on to be competitive. These include being customer focused, improving quality, emphasizing teamwork, reducing new products and service development times and managing for long-term (ibid). Balanced Scorecard can be useful in managing human resources. Communicating the scorecard to employees gives them a framework that helps them see the goals and strategies of the company, how these goals and strategies are measured, and how they influence critical indicators.

The balanced scorecard can be used to link HRM activities to company's business strategy and to evaluate the extent to which the HRM function is helping the company to meet its strategic objectives. Measures of HRM practices primarily relate to productivity, people and process (Ulrich, 1997). Productivity measures involve determining output per employee. Measuring people includes assessing people's behavior, attitudes or knowledge. Process measures focus on assess employees satisfaction with people systems within the company.

2.3.3 Kirkpatrick's Model

Assessing training effectiveness often entails using the four-level model developed by Donald Kirkpatrick (1994). According to this model, evaluation should always begin with level one, and then, as time and budget allows, should move sequentially through levels two, three, and four. Information from each prior level serves as a base for the next level's evaluation. Thus, each successive level represents a more precise measure of the effectiveness of the training program, but at the same time requires a more rigorous and time-consuming analysis. Kirkpatrick's model is simple, and has been used primarily to evaluate reactions, learning, and behavior, all of which are measurement of transfer of training to individual employees (Alliger and Janak, 1989). However, Kirkpatrick's model does not appear to be effective in measuring organizational performance, the effectiveness of an organization in achieving outcomes as identified by its strategic goals, or the realization of a return on investments (Holton, 1999).

Because little is known about what knowledge and skills or processes in managerial leadership development interventions contribute to organizational performance (Lynham, 2000), the researcher focused on outcomes in terms of knowledge, expertise, or system results at the individual, team or group, or organizational level (Rummler and Brache, 1995), with outcomes defined as "a measurement of effectiveness or efficiency (of the organization) relative to core outputs of the system, subsystem, process, or individual" (Holton, 1999). Managerial leadership development outcomes have traditionally focused on individual learning and skills without regard to organizational performance (Kirkpatrick, 1998).

2.4 Relationship between Strategic Training & Development and Performance

In order to sustain economic and effective performance, it's important to optimize the contribution of employees to the aims and goals of the organisation (Armstrong, 2006). Improvements in institutional productivity and high performance require a trained and developed workforce. Through training and development, the staff is

equipped with knowledge, skills, attitudes and values to enable them utilize other factors of production effectively resulting in increased productivity of goods and services and hence gain competitive advantage. On the other hand, staff development is the improvement of employees competencies for future environmental demands and adaptability. Staff development is the means of enhancing and widening skills by helping people grow within the organisation and by enabling them make better use of their skills and abilities as it empowers them to increase their contributions to the organizations (Armstrong, 2009).

There are several benefits that accrue from the training to employees such as improved profitability, improved job knowledge and skills, improved morale, helps to create a better corporate image, aids in organizational development, improves relationship between boss and subordinate, aids in understanding and carrying out organizational policies, aids in getting more effective decision making and problem-solving skills, aids in productivity and quality of work, helps in cutting down the costs e.g reduction of wastes, helps the employees to adjust to change and labour management relations (Gupta, 2006).

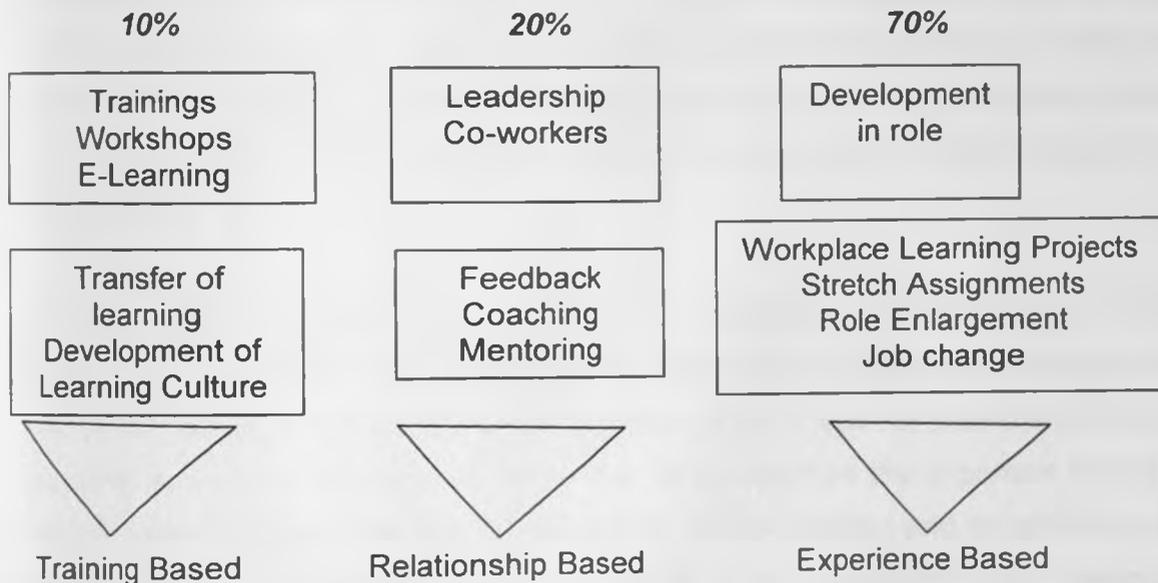
A new survey carried out by the Institute of Directors (IoD) has found that despite the recession, training has been maintained or even increased in eight out of ten organizations over the six months to May 2009. Nearly nine out of ten directors surveyed said that their business planned at least to maintain investment in training over the next six months too. The survey of 937 IoD members found that rather than slashing training in an attempt to cut costs, the majority of employers are more likely to cut other expenditure first. According to the survey, investment in training has actually held up best of all under the recessionary pressures of recent months, with the biggest casualty having been business investment in hospitality, entertainment and events (Institute of Directors, 2009).

According to the Video Arts survey (2009), the top ten priorities for learning and development professionals were leadership and managing people, communication, customer service and quality, performance management, attitude and motivation, teamwork, change management, project management, diversity and health and

safety. Peter Block, CEO Video Arts said that "training plays a key role across the whole business; scrapping training provision is a false economy as the short-term revenue gain pales into insignificance when judged against potential damage to long-term competitiveness" (Video Arts, 2009).

Management development contributes to business success by helping the organization to grow the managers it requires to meet its present and future needs (Armstrong, 2006). A balanced approach is required to maximize the impact of development on engagement and performance as illustrated in Figure 2.2.

Fig 2.2 Impact of Management Development Programmes on performance



Source: Walker, D. (2004). **Does Strategic HRM contribute to sustainable competitive advantage?** Irwin, USA. pg 425

An effective Corporate University helps the organization exceed organizational performance objectives by equipping employees and future leaders with appropriate development opportunities, drives higher quality programs at lower costs by managing enterprise-wide learning resources for consistency, and using deliberate processes for vendor review, selection, and management, defines value generated

for the organization through learning by implementing a relevant measurement system that monitors investments in learning in relation to business results and focuses learning programs on business needs through a model of enterprise-wide education with central oversight to address needs of business units with unique learning and development requirements (CIPD, 2009).

Studies on the relationship between training and development and organizational performance have been explained by Benabou (1996) and Clarke (2004). The research by Benabou examined the impact of various training programmes on the business and financial results of 50 Canadian organizations. The conclusion reached was that in most cases, a well-designed training programme can be linked to improvement in business results and that Return on Investment (ROI) in training programmes is very high. However, Benabou pinpointed the following limitations that, organizational results are rarely achieved solely through training and that for training to have positive effects; supporting structures must be put in place throughout the organisation.

Another survey of training evaluation in specialized healthcare organizations conducted by Clarke (2004) showed that while there appeared to be some links between training and development and performance, it was not possible to reach firm conclusions about causality. However the study reached the important finding that where organizations undertake assessments of their training and development (both formal and informal), then there is a greater belief in the positive impact training and development has in the organisation. While it's possible and highly desirable to evaluate training and development, establishing the link between training and development and organizational performance is problematic. It may be difficult to distinguish between cause and effect and that's why Hendry and Pettigrew (1986) warned that it's risky to adopt simplistic views that training leads to improved business performance because it's more likely that successful companies will under certain conditions increase their training budget.

A study by Huselid (1995) examined the effectiveness of HRD practices called High Performance Work Practices. The author emphasized that prior empirical work found that the use of High Performance Work Practices enhanced companies' performance. These practices included the following range of activities: recruitment, selection and training procedures; formal information sharing, attitude assessment, job design; grievance procedures, performance appraisal, promotion, labor-management participation programs, and incentive compensation systems. The author argued that the use of these HRD practices would result in better organizational performance.

The study found considerable support for the hypothesis that investments in such practices are associated with lower employee turnover, greater productivity, and better organizational performance. It should be noted that the impact of High Performance Work Practices on organizational performance was in part due to their influence on employee turnover and productivity, thus leading us to the conclusion about the indirect relationship between HRD activities and organizational performance.

According to the Public Management Index 2008 carried out through collaboration between Ashridge Business School and the National School of Government, 'challenging and interesting work' was ranked as the number one motivating factor by both public sector managers and their private sector counterparts. Other motivating factors in the 'top 5' for both the public and private sectors were a 'high basic salary' and the 'opportunity to continually learn and develop' (National School of Government, 2009).

A study conducted in Israel by Harel and Tzafrir (1999) analyzed the relationship between some HRD practices and perceived organizational and market performance. The authors examined whether organizations that place greater emphasis on employee training increase the human capital of individual employees and their job satisfaction, which then augments the overall ability of the organization. They argued that an increase in human capital generates a higher perception of performance on the internal organizational dimension as well as on the market dimension. The researchers focused on the following independent variables: recruitment, selection,

participation, internal labor market, and training. The dependent variable measured the perception of an organization's performance compared with its competitors. The authors emphasized that the most conspicuous finding of the study was that training activities were the only variable that had a positive and significant impact on the perceived organizational performance.

These researchers concluded that the evidence between training and development and the performance of organisations is both weak and inconsistent (Patton et al., 2000). However, the researchers said that organizations could improve their service performance by having a good training climate which is particularly important for service companies where people are the major resource. Most of the studies above did not specifically examine the relationship between employee training and organisational performance. They typically examined the effectiveness of an HR system where employee training is only one component of the entire system. This makes it difficult to specifically isolate employee training as a factor which affects organisational performance.

However, Lepak and Snell (1999) suggested using three approaches to HRD and organisational performance together because each theory explains only part of the underlying logic for understanding how organizations can manage their workforce to achieve sustainable competitive advantage. The strategic HRD literature incorporates these approaches in order to highlight how training and development of human assets contributes to business success.

2.4.1 Human Capital Theory

This theory emphasizes the importance of investing in human capital and its development and was first acknowledged by Theodore Schultz (1961), a Nobel Prize-winning economist. He argued that while it is not obvious that useful skills and knowledge are a substantial part of deliberate investment, people are an important part of the wealth of nations and that investment in human capital grew in industrialized societies at a much faster rate than non-human capital. The author contends that investment in human capital is probably the major explanation for this

difference. Schultz stressed that it is not the acquisition of knowledge and skills per se that contributes to organizational success but the economic value created by this knowledge and skills. Pfeffer (1994) finds evidence to support this proposition noting that between 1929 and 1982, education prior to work accounted for 26 percent of the growth in productivity in the United States, with learning on the job contributing to an additional 55 percent. Because of that, human capital theory continues to be widely used in the area of strategic HR management and development.

2.4.2 Transaction Cost Approach

The transaction cost approach to human capital management is based on "make or buy" decisions (Williamson, 1981). Companies can hire personnel internally and provide employees with necessary skills through training and development. On the other hand, they may contract or outsource some functions. According to the human capital perspective, organizations would hire and develop human resources internally only when investments in employee skills are justifiable in terms of future productivity. Thus, the decision to internalize or externalize employment and development is based on a premise of the expected returns of employee productivity (Lepak and Snell, 1999). Though the make-or-buy employment distinction sounds simplistic, a growing number of studies on effective HR practices and their impact on organizational effectiveness examine benefits and costs of both options. The literature usually emphasizes potential advantages of internal employment and development, which include greater stability and predictability of company's stock of core competencies and capabilities, better coordination and control, enhanced socialization, and lower transaction costs. Externalization, on the other hand, would result in decreased overhead and administrative costs and increased organizational flexibility (Williamson, 1981).

However, both options have associated costs. Internalization usually incurs higher bureaucratic costs stemming from administration of the employment and training relationship. Besides, it may constrain firm's ability to adapt to environmental changes. Externalization has its own costs too. For instance, organizational reliance

on the use of external skills and knowledge for short-term purposes may negatively affect the development of its own core skills and capabilities. It is worth noting that in reality organizations utilize a variety of ways to allocate human capital and often use both approaches simultaneously (Lepak and Snell, 1999).

2.4.3 Resource-Based View of the Firm

The resource-based perspective posits that HRM practices can contribute to sustained competitive advantage by developing strategies that improve effectiveness and efficiencies, exploit market opportunities, and/or neutralize potential threats (Barney, 1991). The three traditional means of gaining competitive advantage (financial, strategic, and technological capabilities) are decreasing in importance (Pfeffer, 1994). This has resulted in the increased significance of HR management as part of organizational strategic resources with the potential for continuous business success (Harel and Tzafrir, 1999). It is proposed that there is a strong link between competitiveness and effective human management, which may lead to a logical conclusion that HR issues must be managed simultaneously with other strategies (Ulrich and Lake, 1991). This model posits that through efficient HRD systems a company's human capital may become a strategic asset (Harel and Tzafrir, 1999) and lead to sustained competitive advantage (Huselid et al., 1997). In summary, the resource-based view of the firm conceptualizes the organization as a collection of competencies/capabilities and highlights the importance of investment in human capital, development and accumulation of knowledge, skills, experience, and learning in order to achieve sustained competitive advantage (Garavan et al., 2001).

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter discusses the research design, data collection and analysis method that was used in this study.

3.2 Research Design

This study adopted the case study research design approach. The case study was on the impact of strategic training and development programs on performance of VSO Jitolee – an international development agency in Kenya. The case study often uses qualitative strategies for data collection. This form of research policy has become an important in science policy research (Dosi and Egidi, 1991) and is increasingly used in other fields involving the study of organizational processes such as management of technology (Mwamadzingo, 1996). Obtaining data from NGOs can be an uphill task because of the data protection policy. In this study, preliminary permission to conduct research in VSO Jitolee was sought first (see appendix 1). VSO Jitolee granted the researcher permission to conduct the research and therefore a Case Study of the organization was conducted.

3.3 Data Collection Method

This was a case study and relied mainly on both primary and secondary data. Secondary data was used to supplement and confirm primary data and was obtained from various sources such as volunteers and partners' feedbacks, progress reports, websites, newsletters, trainers' reports and staff training and development policy. VSO International and VSO Jitolee comprehensive website provided the researcher with most of the information. In general, secondary data was collected regarding types of training and development programmes, training budget and trainers (either internally or externally done) among other information.

Primary data was collected using interview/questionnaire guide (see appendix 2). The interview was done with Training and Development Manager, International Recruitment Manager and Human Resources Manager who were required to provide information and types of trainings and development programs offered to volunteers, staff and partners of VSO Jitolee. The International Recruitment Manager provided the volunteers and overseas partners' feedback on the impact of pre-departure, in-country, on-site and resettlement training and development programs.

The Training and Development Manager provided the training reports from trainers. Human Resources Manager provided information on staff training and development programmes, training budget and whether the T&D programs were strategically aligned to the business strategy. Programme Managers provided feedback on partners training programmes and the impact to their organisational performance. The respondents were the VSO staff, partners, serving and returned volunteers (see appendix 3).

3.4 Data Analysis

Content analysis was used since the data collected was mainly qualitative in nature. Case studies can often yield information that could not be obtained using other methods. Content analysis of data was based on analysis of meanings and implications emanating from respondents, information and documentation data on the impact of T&D on performance at VSO Jitolee (East Africa).

CHAPTER FOUR: DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter discusses the findings of the study. The research objective was to identify the impact of strategic training and development on VSO Jitolee (East Africa)'s organizational performance. Data was analyzed using content analysis based on the meanings and implications emanating from respondents' information and documented data on VSO Jitolee's training and development programmes. Analysis and results are presented below.

4.2 Volunteers Training and Development programmes

VSO Jitolee's volunteers are skilled professionals mainly in their thirties or forties. Volunteers must have a formal qualification and work experience. VSO Jitolee has a strategic approach to development. Each VSO Jitolee volunteer placement contributes to one of VSO International's development goals and forms part of a strategic approach in each of the countries where they work. VSO International's development goals are education, HIV and AIDS, disability, health, secure livelihoods and participation & governance but VSO Jitolee focuses on three development goals only namely HIV and AIDS, disability and secure livelihoods. VSO Jitolee volunteers work in partnership with local communities and organizations that benefit disadvantaged people to share skills and learning and achieve positive change together.

Upon joining VSO Jitolee, the volunteers are inducted into a learning journey that optimizes their potential to meet identified development goals as well as maximize organisational learning within VSO Jitolee. VSO Jitolee provides training and learning support to volunteers in addressing the following inter-linked learning needs: personal learning needs (e.g. adapting to living and working in a new culture, attitudes, ethics, language); development learning needs (e.g. HIV and AIDS as a development issue, gender, Millennium Development Goals, globalization); and professional learning needs (e.g. training skills, programme development, motorcycle

driving). To achieve those learning needs, volunteers are taken through pre-departure, placement and post-placement trainings.

Pre-departure training prepares volunteers to volunteer overseas. It comprises of acquaintance to concept of the volunteerism; volunteer assessment process outlining VSO's systems and expectations; preparing for change (PfC) training that covers culture, changes to personal lives, working in different environment; three-way partnership process (volunteer, VSO office and partner), gender and power issues; Wider Role of Volunteers (WRV) training which covers development context, skills for working in development, negative and positive aspects of globalization, disadvantage, poverty cycle, resources and resources mobilization, strategic planning, capacity building of partner organizations. Apart from those compulsory trainings that takes about three weeks, volunteers are encouraged to do self-briefings specific to the placement, online learning through an internet database called Moodle, country specific briefings, learning language through audio CDs, websites links relevant to specific placement, contacting Returned Volunteers (RVs) who have worked in similar country of placement. Some volunteers requires specific skill based training such as IT, accounting software, Geographical Information System (GIS), motorcycle training, rough terrain driving which VSO Jitolee provides on case basis..

Placement training starts with in-country training (ICT) after the volunteer has arrived in the country of placement which goes for two weeks. The ICT covers political, social, economic and general briefings on health, security and country specific issues. ICT can go for three, six or nine months depending on the country, language and cultural issues. Countries like Bangladesh, Nepal and Ethiopia are case examples where ICT can go for up to nine months. Apart from ICT, there is Continuous Learning In Country (CLIC) which is made easy by Moodle, resource centre and cross-learning from volunteers based on geographical and skills clusters. LINKS (Learning Information Network on Knowledge Sharing) is another useful learning tool that enables partners and volunteers to move across the country or region to share skills, experience and knowledge on specific programmes issues.

Other trainings provided to volunteers' in-country are skills based trainings such as HIV/AIDS and advocacy, Secure Livelihood and Disability.

Post placement training provides a chance for Returned Volunteers (RVs) during RVs weekends to share experiences, to offer career guidance and support for self-discovery and career development, public engagement, advocacy and global awareness and re-positioning of volunteers.

4.3 Staff Training and Development Programmes

According to VSO Jitolee's training and development policy, the organisation is committed to providing opportunities for its staff to develop their skills and knowledge so that they can contribute effectively to the achievement of VSO Jitolee's strategies and goals. The training philosophy aims at building competencies for its staff to deliver and to explore their career growth. Most of the training (about 80%) are in-house and the rest are external like team-building and monitoring and evaluation. The organisation spends 5% of the total budget on staff training and development.

The VSO Jitolee's training and development policy further states that, learning and development activities includes attending courses, conferences, workshops, briefings, meetings, obtaining professional qualifications, joining a professional body, on the job coaching and mentoring, self-directed learning via internet and resource centres, networking through specific forums, joining a working group, job swaps, secondments, temporary higher roles, taking new work or responsibilities and use of a professional development log.

For staff to achieve the learning and development goals, VSO Jitolee provides the following supports; staff development loans, study and sabbatical leave (unpaid leave of not more than 1 year) as shown in the Table 4.1.

Table 4.1 Funding support for different staff development activities

Course/training activity	Funding available	Level of Funding	Loan Available	Loan up to	Comments/Conditions
Post Graduate Certificate or diploma in development	Yes	80%	Yes	100% of available loan facility	Primary degree required
Professional qualifications & External study	Possible	N/A	Yes	100% of available loan facility	See criteria for assessing funding applications
External Coaching, Mentoring and Action Learning	Possible	See comments	Possible	100% of available loan facility	See criteria for assessing funding applications
External Training Courses	Possible	See comments	Possible	100% of available loan facility	See criteria for assessing funding applications
Conferences & Seminars	No	None	No	None	The department must meet all funding for conferences and seminars

Source: VSO Jitolee Training and Development Policy (November 2007)

VSO Jitolee funding is given on the understanding that the staff members will remain with the organisation for not less than 12 months from the date of completion of their funded development opportunity. If the member of staff leaves prior to this date, then VSO Jitolee will seek to reclaim all or part of the funding allocated from the individual before they leave VSO Jitolee's employment.

Based on the feedback from the staff, the trainings has enhanced their morale, developed their careers and improved their efficiency as well as understanding development issues. The new staff attributed their performance to the VSO Jitolee's structured orientation programme which helps the staff to understand the organisation in a more holistic manner. They further said that advocacy and

fundraising training has helped them to learn how to fundraise and also encourage volunteers to do so on behalf of the organisation. The advocacy training has helped to advocate for development policies at national and international level.

According to the Human Resources Manager, training and development programmes has helped to instill organisational values, performance management system and reduced the staff turnover to less than 10%. However, the manager emphasized it's not training and development intervention alone that contributes to VSO Jitolee's performance but a combination of many factors such as recruitment of high quality staff 'talent search' which means less training costs, orientation and induction, knowledge management and sharing, team based and support structure for learning and development such as flexi-time and a culture of 'learning'.

4.4 VSO Jitolee's Partners' Training

Partners' training and development programmes are managed by specific programme managers in VSO Jitolee's four key specific goals focus namely HIV/AIDS, Disability, Secure Livelihood and National Volunteering which integrates national volunteering aspect in the three other programme areas. VSO Jitolee facilitates 'Right-to-Life' training to HIV/AIDS partners, training of women groups on entrepreneurship to Secure Livelihoods partners. The National Volunteering programme provides a range of structured volunteer management training programmes to its partners such as Volunteer Management System (VMS), Volunteer Programme Development and Management (VPDM), Commonwealth Fellowship Programme, Study Tours and Learning Information Network on Knowledge Sharing (LINKS).

According to the feedback obtained from partners, Volunteer Management System (VMS) has opened the thinking of management of volunteers. Volunteer recruitment and engagement is no longer done in an adhoc manner but in a more professional manner. However, the Volunteer Programme Development Advisor said that VMS has not worked well for small organizations that works with volunteers but large

organizations which has elaborate systems, policies and procedures like Hope World Wide Kenya and the likes of Kenya Record Cross Society.

4.5 Impact of Strategic T&D Programs on VSO Jitolee Performance

VSO Jitolee measures its performance in terms of impact. According to VSO Jitolee, impact refers to the changes affected through development interventions. This includes the changes in the lives of poor and marginalised people in countries where they work. The beneficiary level impact is core to VSO Jitolee's focus as a development organisation and it is worth emphasising that they expect that all other levels of impact affected by VSO will ultimately translate into improvements for poor and marginalised communities in countries where they work.

Some of the parameters or indicators that VSO Jitolee uses to measure its organization's performance are the achievements of strategic objectives, targets and development effectiveness. Based on the feedback from VSO Jitolee's key stakeholders on overall organisational performance, they said it is not a function of training and development only but a combination of several mixes of approaches of which training is one of the major contributory intervention. They all attributed their performance to the recruitment and selection criteria of the staff, volunteers and partners coupled with adequate preparation before, during and after overseas placement. They also said that unlike other international volunteer sending agencies that recruits from their own specific countries, VSO Jitolee recruits from different countries like UK, Canada, East Africa, Philippines and India and this enhances diversity.

According to VSO's 2007 volunteer Survey report, 90% of all the 431 interviewed serving volunteers in 2007 said that the assessment process helped them to demonstrate their personal qualities with a number stating that they were fully able to deliver. Also 89% said they were satisfied with application process. Of all the Returned Volunteers (RVs) interviewed in this study, 80% said assessment, recruitment and matching process is the most important steps because it helps to get

the right volunteers for the right job. This was backed by the HR Manager who said that if you recruit 'wrong' people and match them with 'wrong job' and subject them to rigorous training and development, it will not yield any results and therefore the assessment, recruitment, selection and matching process is the foundation to training and development of volunteers for effective performance.

The survey further indicated that, because of VSO Jitolee's volunteering impacts upon the returned volunteers' career development, 58% said they would like to re-volunteer with VSO Jitolee, 47% said they would like to work with VSO as a staff, 59% as a trainer or selector and 66% can recommend to others to volunteer with VSO Jitolee (VSO Volunteer Survey, 2007). On the impact of RVs in their placement partners', 93% felt that their placement made a difference in individuals very effectively, 67% believed that their placements made a difference to the organisations they were placed, 57% to the communities and 37% to the country. However, 25% of serving volunteers and 26% of returned volunteers believed that VSO does not provide enough support to partner organisations (ibid).

Programme Managers orientation trainings which are specific to VSO International's work that enables programme managers to acquire practical skills for implementing programmes at a country level and contributes to the corporate level. Programme Managers have acquired practical skills to develop their programmes that have led to developing new partnerships at different levels (strategic and capacity building levels.). The trainings have helped them to carry out programme area reviews and to relate placement reviews to the annual programme area reviews. The staff says training is the key to equipping the staff with skills, knowledge and attitudes.

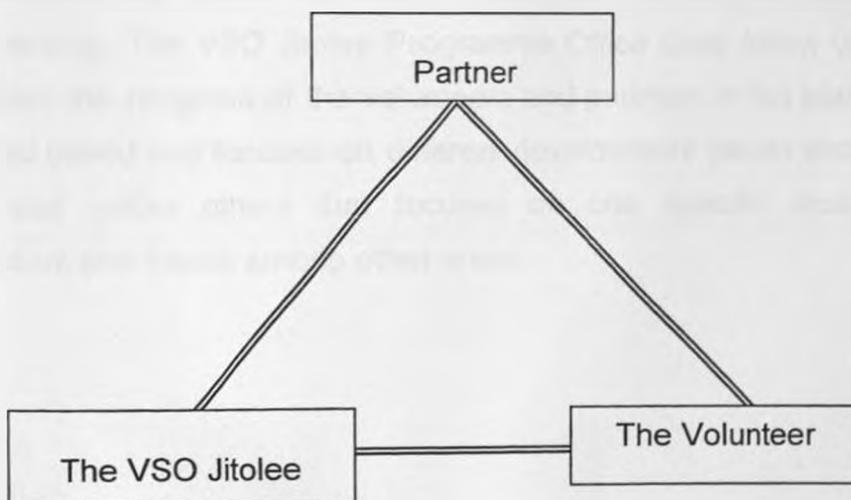
Apart from training and development programmes, volunteers, staff and partners attributed VSO Jitolee's overall performance to organisational values, cordial relationship between volunteers and the programme staff, flexi-time and work life balance, support such as health, insurance and security, proper recruitment of staff and volunteers; selecting right partners; right matching; continuous professional

development of staff and volunteers through self-briefing and online learning; one on one meetings with managers and climate and structures that supports training.

4.6 VSO Jitolee's Competitive Advantage

There are several factors that make VSO Jitolee gain competitive advantage from other international volunteer agencies. These are, three way partnership agreements between volunteers, partners and the programme office. The purpose of this agreement is to outline the responsibilities of the Programme Office, the volunteer and the partner in order to improve communication and to make clear the expectations of all parties.

Fig 4.2 The 3-Way Partnership Agreement



Source: Volunteer Partnership Agreement Form (August, 2008)

Structured volunteer engagement process which enhances professionalism in the way volunteers are managed and coordinated. VSO is a professional organisation that recruits professional people with experience. Other agencies recruit people who may perhaps have academic background but lacks professional experience. VSO Jitolee adopts South-to-south volunteering where volunteers from developing countries (south) are sent to less developed countries (south) as opposed to

volunteers from developed countries (north) sent to developing countries (south) and experience has shown that volunteers from developing countries work well in other developing countries because they understand the context of development and poverty. The multi-cultural diversity by recruiting from different cultural contexts like India, Philippines, Canada, Kenya, Uganda, UK and Netherlands makes VSO Jitolee unique as opposed to others that recruit from one specific nationality.

VSO Jitolee recognizes the roles of volunteerism in development and uses skilled volunteers to build the capacity of implementing partners. VSO places values on training and this helps to empower people. Other critical success factors that makes VSO Jitolee unique is the complex volunteer selection criteria coupled with preparation before going abroad. VSO Jitolee has clear selection and objectives setting criteria that are set much earlier before the volunteer arrives in the country. Partners are also given a chance to meet and discuss with volunteers before they start working. The VSO Jitolee Programme Office does follow up on a regular basis to assess the progress of the volunteers and partners in the placement. VSO Jitolee is broad based and focuses on different development issues except on humanitarian and relief unlike others that focuses on one specific area like humanitarian, agriculture and health among other areas.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings, makes conclusions and recommendations on strategic training and development programmes and its impact on performance. It also includes study limitations and suggestions for further research.

5.2 Summary

The main purpose of strategic training and development is to help organizations to achieve its strategic goals. In most cases, effective training and development programmes are specific to the firm. This means that time must be spent in developing the course and that this development must make use of both in-house as well as external training programmes. Some training and development programmes are very significant to any organisation. In VSO Jitolee, pre-departure, placement and post placement trainings are key to effective volunteer performance. However the study has shown that the assessment, recruitment, selection and matching process is the foundation to training and development of volunteers for effective performance.

5.3 Recommendations

There is need for regular evaluation on the effectiveness of trainings and development programmes to VSO Jitolee's stakeholders. Volunteer Annual Survey captures the impact of training on volunteers' performance but there is none for partners and staff. There is also need for structured T&D programmes for partners in programme areas similar to National Volunteering training programmes. The e-learning programmes for staff and volunteers should be extended to partners. Because of the multi-cultural environment in which the VSO Jitolee operates, there is need for diversity training to staff, partners and volunteers to deal with volunteers from different multi-cultural contexts. Constant innovation in development context to meet the diverse community needs. Tackle emerging issues like climate change and the growing youth population in the developing countries. Adjust the volunteer, staff

and partners trainings with the changing labour market. Improve on post-placement engagement with RVs to tap into their rich experience gained overseas to advance development goals locally and document the impact of VSO Jitolee's impact and sell it. There is need to structure RVs programme for continued engagement to tap into the rich experience gained abroad for local national development. The feedback from the partners, volunteers and staff indicated that VSO Jitolee is unique and performs better. However, the programme manager said there is a need for regular reviews on the impact of VSO Jitolee in the development sector and the specific interventions that contributes to this impact.

5.4 Limitations of the Study

The study depended entirely on interventions and discussions with staff, volunteers and partners and no opinion of the impact of the VSO's volunteers and partners from the beneficiaries (community point of view) who are the ultimate consumers of the services provided by the volunteers through partners and also wide range of staff from senior management to junior level to confirm the benefits of training programmes to their performance. If time allowed, it could have been better to tackle a sizable number of serving and returned volunteers and placement partners.

5.5 Suggestions for Further Research

The study concentrated on the impact of STD on VSO Jitolee's performance only. However, it was discovered that it's not training alone that contributes to organisational performance, but a combination of several HRD factor commonly known as 'Best HRM Practices' model sometimes referred to as 'High Performance Work Systems'. These seven HRM best practices includes employment security and internal promotion, selective hiring and sophisticated selection, extensive training, learning and development, employee involvement and voice, self-managed teams / team working, reduction of status differentials or harmonization and high compensation contingent on organizational performance. The researcher therefore suggests further research on which of the seven factors contributes most to the organisational performance.

REFERENCES

- Alliger, G. M., and Janak, E. A. (1989). Kirkpatrick's levels of training criteria: Thirty years later. *Personnel Psychology*, 42, 331-342.
- Armstrong, M. (2009). **Armstrong's Handbook of Human Resources Management Practice, 11th Edition**, London, Kogan page.
- Armstrong, M (2006). **A Handbook of Human Resources Management (HRM), 10th Ed.** London, Kogan page.
- Armstrong, M. and Stephens, T. (2006). **Management and Leadership: A Guide to Managing Results**, London, Kogan page.
- Barney, J., 1991, Firm Resources and Sustained Competitive Advantage, *Journal of Management*, 17(1): 99-120.
- Benabou, C (1996). Assessing the Impact of Training Programmes on the Bottom Line, *National Productivity Review*, 15 (3), pp 91-9
- Black, J. and Stephens, J. (1989). The Influence of a Spouse on American Expatriate; Adjustment and intent to stay in Pacific Rim Overseas Assignment, *Journal of Management* 15, pg 529-44
- Camphell, A. and Marcus, A. (1997). What's Wrong with Strategy? *Havard Business Review* (Nov-Dec) 35-53
- Carter, J. (2005). "Globe Trotters" *Training*, August, Pg 22-28
- Carnevale, R. (1990). **Strategic Human Resource Management and Sustainable Competitive Advantage**, USA, Irwin.
- CIPD (2009). <http://www.cipd.co.uk/subjects/lrnanddev/mmtdevelop/mngmntdevt.htm>

Clarke, M (2004). Evaluating the Effectiveness of Training Programmes in Healthcare Institutions, *National Productivity Review*, 55 (1), pp 121-9

Connors, C. T. (1993, March). The integration of human resource development into the strategic planning process: A comparative case study of three corporations. Paper presented at the annual conference of the Academy of Human Resource Development, Atlanta, GA.

de Waal, A.A. (2003). **Behaviors factors important for successful implementation and use of performance management system**, Germany, Bonn.

Dunbar, E. and Katcher, A. (1990). Preparing Managers for Foreign Assignments, *Training and Development Journal*, Sep, pg. 45-47

Danziger, J. and Dunkle, D (2005). **Methods of Training in the Workplace**, Center for Research on Information Technology and Organizations, School of Social Sciences University of California, Irvine CA 92697-4650

Dosi, G. and Egidi, M. (1991). Substantial and Procedural Uncertainty: An Exploration of Economic Behaviour in Complex and Changing Environments, In *Journal of Evolutionary Economics* Vol. 1 pp 613-619.

Fowler, A. (1995). Assessing NGO Performance: Difficulties, Dilemmas and a Way Ahead. In M. Edwards and D. Hulme (eds.), *NGOs—Performance and Accountability: Beyond the Magic Bullet*. London: Earthscan.

Garavan, T., Costine, P. and Heraty, T. (1995). Training and Development: Concepts, Attitudes, and Issues. *Training and Development in Ireland*. Cengage Learning EMEA. pp. 1

Garavan, T., M. Morley, P. Gunnigle, E. Collins, 2001, Human Capital Accumulation: The Role of Human Resource Development, *Journal of European Industrial Training*, 25(2/3/4): 48-68.

Goldsmith, W. and Cuttle back, D. (1984) in Allen R.S. and Helms, M.M. (2006) . Linking Strategic Practices and Organizational Performance. *Business Process Management Journal* (12) (40 pg 433-454

Gupta, R. (2006). **Business Organisation and Management**. New Delhi, India, S.Chand & Company Ltd.

Halachmi, A. (2005). Performance Measurement is the only way of Managing Performance. *International Journal of Productivity and Performance Management* Vol. 54 No. 7 pp 502-516

Harel, G. and S. Tzafrir, 1999, The Effect of Human Resource Management Practices on the Perceptions of Organizational and Market Performance of the Firm, *Human Resource Management*, 38(3): 185-200.

Harris, P. and Moran, R. (1991). **Managing Cultural Differences**, Gulf, Houston.

Harrison, R. (2005). **Learning and Development**. London, CIPD Publishing.

Herzlinger, R. (1996). Can Public Trust in Non-Profits and Government restored? *Havard Business review*, March-April 1996.

Hendry, C. and Pettigrew, A. (1986). The Practice of Strategic HRM, *Personnel Review*, 15, pp 2-8

Holland, J. (1975). **Adaptation in Natural and Artificial Systems**. Ann Arbor, University of Michigan Press.

Holton, E. F. (1999). Performance domains and their boundaries. In R. J. Torraco (Ed.), *Advances in developing human resources, Vol. 1* (pp. 26–46). Baton Rouge, LA: Academy of Human Resource Development.

Hunger, J.D. and Wheelen, T.L. (1995). **Strategic Management, 5th Edition**, USA, New York, Addison-Wesley Publishing.

Institute of Directors (2009) <http://www.iod.com/is-bin/INTERSHOP.enfinity>

<http://www.e-skills.com/elearning/towardsmaturity>

<http://oro.open.ac.uk>. October 2009

Huselid, M. A. (1995). The impact of human resource management practices on turnover, productivity, and corporate financial performance. *Academy of Management Journal*, 38 (3), 635–672.

Huselid, M., S. Jackson, R. Schuler, 1997, Technical and Strategic Human Resource Management Effectiveness As Determinants of Firm Performance, *Academy of Management Journal*, 40(1): 171-188.

International Federation of Red Cross and Red Crescent Societies Taking Volunteers Seriously: Progress Report 1999-2007, in http://www.worldvolunteerweb.org/fileadmin/docdb/pdf/2008/110900-Volunteering-Report-25_10_07.pdf

ILO (2007). **ILO Manual on Measurement of Volunteer Work**, Geneva, ILO Headquarters,

Jacobs, R. L., and Jones, M. J. (1995). **Structures on-the-job training: Unleashing employee expertise in the workplace**. San Francisco: Berrett-Koehler.

Johnson, G. Scholes and Whittington (2005). **Exploring Corporate Strategy**, 5th Edition. England, Prentice Hall.

Kaplan, R. and Norton, D. (1992). The Balanced Scorecard – Measures that drives Performance, *Havard Business Review*, Jan-Feb pg. 71-79.

Solomon, C. (2000). Unhappy Trails, *Workforce Journal* Pg. 36-41

Kennerly, M. and Neely, A. (2003). Measuring Performance in a Changing Business Environment. *International Journal of Operations and Productions Management*. Vol 23 No. 2 pp 213-229

Kirkpatrick, D. L. (1998). **Evaluating training programs: The Four Levels**. San Francisco: Berrett-Koehler.

Kiuna, S. and Munandi, I. (2003). **Stakeholders' Conference "Fresh Thinking to Promote Development: The Case for National Volunteering" Volunteerism and Development in Kenya** (Unpublished Concept Paper).

Lancaster, H. (1999). Before Going Overseas, Smart Managers Plan their Home-coming. *The Wall Street Journal* Sep 28 pg. B1.

Lee, Richard. (1996). The "pay-forward" view of training. *People Management*, 2 (3), 30-32.

Lepak, D. and S. Snell, 1999, The Human Resource Architecture: Toward a Theory of Human Capital Allocation and Development, *Academy of Management Review*, 24(1): 31-48.

Lewis, D. (2001). **The Management of Non-Governmental Development Organizations**. London: Routledge

Mabey, C. and Ramirez, M. (2005) Does Management Development Improve Organizational Productivity? A Six-Country Analysis of European Firms. *International Journal of Human Resource Management*. Vol 16, No 7, July. pp1067-1082.

Mitullah, W., Ng'ethe, N. and Ngunyi, M. (1990). **"Non-Governmental Organisations" Local Capacity Building and Community Mobilization: A Research Proposal**, April , pg 31, Working Paper No. 469, IDS, University of Nairobi.

Morgan, G. (1980), "Paradigms, Metaphors and Puzzle Solving in Organisations Theory" *Administrative Science Quarterly*, Vol 25 pp 605-636

Mumford, A. and Gold , J. (2004) **Management Development: Strategies for action**. 4th ed. London: Chartered Institute of Personnel and Development.

Mwamdingo, M(1996). **The Interaction of Universities and Industries in Science and Technology in Kenya**, Science Policy Research Unit, University of Sussex.

Nelson, T. (2005). **A Comparative Look at National Volunteerism Legislation, the Inter-American Initiative for Social Capital**, Ethics and Development, Inter-American Development Bank, June

Naikiruhubut, (2009) <http://traininganddevelopment.naukrihub.com/training.html>,

Nguku, J.M. (2006). **A Survey of Staff Training and Development Practices in State Corporations in Kenya**, Unpublished MBA Research Project, University of Nairobi

Noe, R., Hollenbeck, J., Gerhart, B. and Wright, P. (2008). **Human Resource Management: Gaining a Competitive Advantage**. USA, McGraw-Hill, Irwin.

O'Toole, J., & Lawler, E. E. III. (Eds). (2006). **The New American Workplace**. New York: Palgrave MacMillan.

Patton, D. S. Marlow, P. Hannon, 2000, The Relationship Between Training and Small Firm Performance; Research Frameworks and Lost Quests, *International Small Business Journal*, 19(1, March): 11-27.

Pfeffer, J., 1994, **Competitive Advantage Through People: Unleashing the Power of the Work Force**. Boston, Massachusetts: Harvard Business School Press.

Public Management Index (2009) <http://www.nationalschool.gov.uk/> & <http://www.ashridge.org.uk>

Ramirez, J. (2006). Lost in the Shuffle. *Human Resource Executive*, Jan pp 54-57.

Revans, R. (1989). **Action Learning**, London , Blond and Briggs

Simmons, J. (2002). An Expert Witness" Perspectives on Performance Appraisals in Universities and Colleges *Employee Relations* Vol. 24 No. 1 pg 86-100

Rummler, G. A., and Brache, A. P. (1995). **Improving performance: How to manage the white space on the organizational chart**. San Francisco: Jossey-Bass.

Sogunro, O. A. (1997). Impact of training on leadership development: Lessons from a leadership training program. *Evaluation Review*, 21 (6), 713–737.

Steimart, S. (2000). Improving your bottom line, *online publication*.

Strategic HR Inc. (2009). <http://www.strategichrinc.com/August>

Schultz, T., 1961, Investment in Human Capital, *American Economic Review*, LI (1, March): 1-17

Thompson, A.A. (2007). **Crafting and Executing Strategy; Texts and Readings**, Irwin, McGraw Hill.

Thurow, L. 1992. **Head to Head**. USA

Torrington, D. Hall, L. and Taylor, S. (2006). **Human Resource Management**. Pearson Education. pp. 363

Ulrich, D. (1997). Measuring human resources: An overview of practice and a prescription for results. *Human Resource Management*, 36, 303–320.

Ulrich, D. and D. Lake, 1991, Organizational Capability: Creating Competitive Advantage, *Academy of Management Executive*, 5(1): 77-91.

UK Cabinet Office (2007). Prepared for the Office of the Third Sector in the Cabinet Office by the National Centre for Social Research and the Institute for Volunteering Research, *Helping Out: A National Survey of Volunteering And Charitable Giving* (2007).

UN Roundtable on Volunteerism and Social Development, (2005). "Below the Waterline of Public Visibility", p. 13. USA

UN General Assembly (2001). UN General Assembly resolution on recommendations on support for volunteering, A/RES/56/38. Fifty-sixth session, Item 108 of the Agenda. Distributed 10 January 2002.

US Office of Personnel Management, 2009 <http://www.opm.gov/hrd/lead/>-

Video Arts (2009) <http://www.videoarts.co.uk/>

VSO Focus for Change, 2004. VSO's Strategic Plan 2004-2009. London, UK

VSO 2007 Volunteer Survey Report

Wikipedia (2009) http://en.wikipedia.org/wiki/Organizational_performance

Walker, D. (2004). **Does Strategic HRM contribute to sustainable competitive advantage?** USA, Irwin.

Williamson, O., 1981, The Economics of Organization: The Transaction Cost Approach, *American Journal of Sociology*, 87(3): 548-577.

VSO (2009) www.vso.org.uk, August

APPENDIX I: Preliminary Permission to Conduct Research

7th July 2009

Johnson Ileri Kinyua,
Director, National volunteer Network Trust (NAVNET)
P.O. Box 52833-00200
Nairobi, Kenya

Ben Ngutu
Director, VSO Jitolee
P.O. Box 40985-00100
Nairobi, Kenya

Dear Ben,

RE: REQUEST TO USE VSO JITOLEE AS A CASE STUDY FOR MY MBA PROJECT

I am the Director of a local and national volunteering organization called National volunteer Network Trust (NAVNET) which is a national partner of VSO Jitolee.

Currently, I am undertaking an MBA degree course at the University Of Nairobi School Of Business. Having completed my coursework in December 2007, I need to embark on a research project. My area of interest is "Impact of Strategic Training and Development Programs on Performance" with a bias on international volunteer sending agencies in Kenya.

VSO Jitolee is a respected and leading independent international volunteer agency in the world and offers excellent training and development programmes to its volunteers, staff and partner organizations thus increasing its impact on its international development work in the developing countries of which I am one of the beneficiaries both as a volunteer and a partner organization.

I am therefore kindly requesting you to allow me use your organization for this research. All information obtained in this study would be treated with confidence and would be used only for academic purpose.

Attached please find a copy of the concept paper for the proposed study.

Yours faithfully

Johnson I. Kinyua
Director, NAVNET

APPENDIX II: QUESTIONNAIRE ON THE IMPACT OF STRATEGIC TRAINING AND DEVELOPMENT PROGRAMMES ON VSO JITOLEE'S PERFORMANCE

I am a Graduate Student at the University Of Nairobi School Of Business and iam doing an MBA Management Research Project on *Impact of Strategic Training & Development Programmes on Performance: A Case of VSO Jitolee*. Any information you give will be completely confidential. It will not be used in any way other than for academic purpose. A final research paper will be shared with you (*put your email at the end*)

1. Name of the respondent.....
2. Citizenship.....
3. Male Female
4. Age Below 30 years 30-49 50-69 over 70+ years
5. Are you a; (tick appropriately)
 - a) VSO Staff
 - b) Volunteer a) currently serving_or b) returned volunteer?
 - c) Placement partner
6. VSO Federation member of recruitment.....
 - a) VSO UK
 - b) VSO Netherlands
 - c) VSO Canada
 - d) VSO Bahaginan
 - e) VSO Jitolee
 - f) VSO India (iVolunteer)
7. Name of the Placement Partner (if a volunteer and Country served/serving)
.....
8. Job Title.....
9. Which VSO's thematic area (development goal) do you belong?
 - a) Education
 - b) HIV and AIDS
 - c) Disability
 - d) Health

- e) Secure Livelihoods
- f) Participation & Governance

10. If volunteer, are you Have you attended any training and development programmes organized by the VSO for the last 2 years (List them down) *hint* for volunteers (include all the pre-departure, in-country, during placement and after return)
11. From your own opinion, is there any strategic relationship between the above trainings and development programmes with the VSO Jitolee vision, mission and goals? If yes, kindly explain.
12. Do you think these strategic training and development programmes have any direct relationship with the VSO's performance as an organization? Yes or No. If yes, kindly explain how the training and development has impacted on your performance and the performance of VSO as an organization.
13. What performance indicators are you using to measure the VSO's performance?
14. Do you think there are other factors that contributes to VSO's overall performance as an institution other than the training and development programs?
- a) Yes
 - b) NO.

If yes, what are those other factors?

15. If you compare those other factors and training and development programmes, which one would you say it contributes to the VSO's overall performance?

16. Do you know any other international volunteer sending agencies that do what VSO does?

- a) Yes
- b) No.

If yes, name them:

17. If you compare the above volunteer sending agencies' performance (that you have mentioned in 15 above) using the same performance indicators, do you think VSO is performing better or worse than them and if worse, why and if better, why?

18. As a result of engagement or partnership with VSO Jitolee, do you consider your professional, career and organizational development has

- a) improved,
- b) deteriorated
- c) Had no impact at all

Kindly explain your answer

19. Any other comment you would like to make regarding VSO's training and development programmes and performance?

Kindly put in your email here if you need a copy of the final research paper;

Email:

APPENDIX III: LIST OF RESPONDENTS

VSO Jitolee Staff Interviewed

1. Susan Omedi Training Manager
2. Lillian Kotonya International Recruitment Manager
3. Patricia Kashangaki Human Resources manager
4. George Awalla International Placement Manager
5. Charles Maloba Programme Manager, HIV/AIDS
6. Eve Lwembe Volunteer Programme Development Advisor
7. Eric Nyamwaro Volunteer Assessment and Resettlement Officer

VSO Jitolee Partners Interviewed

1. National Volunteer Network Trust (NAVNET) National Volunteering
2. National Organization of Peer Educators (NOPE) HIV/AIDS
3. Naivasha Community HIV/AIDS Group (NACOHAG) HIV/AIDS
4. Lea Tea Program (Nyumbani) HIV/AIDS
5. Hope World Wide Kenya HIV/AIDS
6. SOS Children's Village (Youth Centre) National Volunteering
7. Kenya Association of Professional Counselors (KAPC) HIV/AIDS

VSO International Serving Volunteers Interviewed

1. Robert Keatley Kenya Disability

VSO Jitolee & International Returned Volunteers (RVs)

1. Silvester Guuru Malawi HIV/AIDS
2. Peter Muigai Malawi & Gambia Health
3. Sam Owigo Malawi & Phillipines Secure Livelihoods
4. Chris Waithanji Guyana (Latin America) Secure Livelihoods
5. Flacia Nyamu Malawi & Cameroon Secure Livelihoods
6. Johnson Kinyua Malawi HIV/AIDS

Appendix IV: International Volunteer Agencies working in Kenya

1. ACDI VOCA
2. Activity International
3. AMSCO
4. Danish Volunteers Association (*Ms Kenya*)
5. German Development Service (DED)
6. International Red Cross (IRC)
7. Japan International Overseas Volunteers (JIOV)
8. Korea International Cooperation Agency (KOICA)
9. MBAs without Borders
10. Medicos Sin Frontiers (MSF)
11. Netherlands Development Organisation (SNV)
12. Oxfam GB
13. Skillshare International
14. United Nations Volunteers (UNV)
15. US Embassy Fulbright Scholars
16. US Peace Corps
17. Veterinarian San Frontiers (VSF)
18. World University Service of Canada (WUSC)

Appendix V: A Table showing the difference between Training and Development

Point of Difference	Training	Development
Context	The term training is used to refer to the process of increasing the skills and abilities of operatives	The term development is used to refer to the process of an all round development of managerial personnel
Nature	Training is 'job oriented'. It enables operatives to perform a specific job (in which training is imparted) in a better manner.	Development is career oriented. It enables a manager to perform a wide variety of managerial jobs, in an effective manner.
Effect/Impact	Training produces immediate and better effect on the performance of operatives	Development produces effects for better performance of managerial roles, specifically in the long run.
Method	Training is imparted specifically through on the job methods i.e. while worker is put on the job.	Development of Managers is done through the off the job methods e.g. seminars, conferences, case studies, project assignments etc.
Emphasis	Training emphasis is on creating technical skills of operatives	Development emphasis is laid on increasing the human and conceptual skills of managerial personnel.

Source: Gupta 2006: pg 282

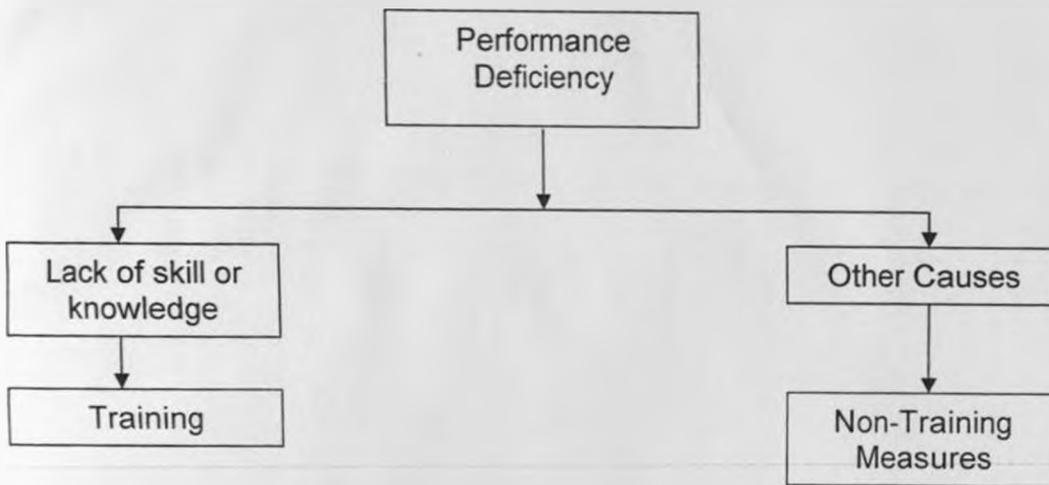
Appendix VI: A Table showing the link between competitive advantage and HR Strategy for HRD

<i>Competitive Advantage</i>	<i>HR Strategy for H R Development</i>
Achieving competitive advantage through innovation	Develop strategic capability and provide encouragement and facilities for enhancing innovative skills and enhancing the intellectual capital of the organization
Achieving competitive advantage through quality	Encourage the development of a learning organization, develop and implement knowledge management processes, support total quality and customer care initiatives with focused training
Achieving competitive advantage through cost leadership	Providing trainings designed to improve productivity, inaugurate just in time training that is closely linked to immediate business needs and can generate measurable improvements in cost effectiveness
Achieving competitive advantage by employing	Develop organizational learning process, encourage self-managed learning through the use of personal development plans as part of a performance management process.

Source: Adapted from Armstrong, 2006: pg 136

Appendix VII: Figures showing the systematic process in training programmes

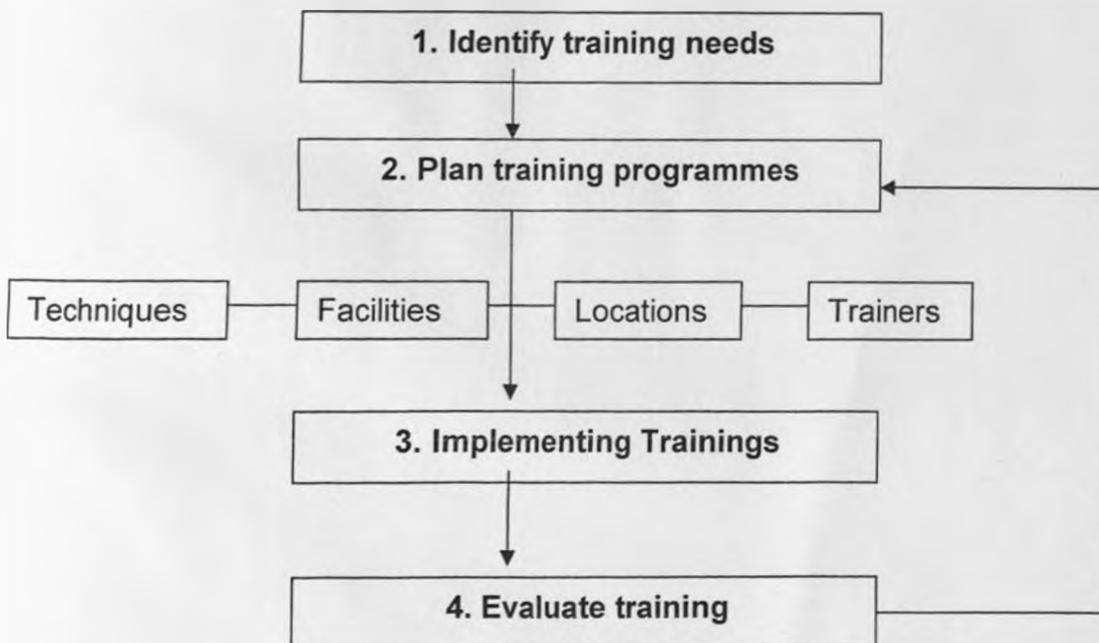
Fig 1 Need Assessment and Remedial Measures



Source: Gupta, 2003 pg 88.

The training is specifically designed, planned and implemented to meet defined needs. It follows the four stages:

Figure 2 Systematic training model:



Source: Adapted from Armstrong, 2006 pg 135