TRAINING AND DEVELOPMENT PRACTICES FOR DIPLOMATIC STAFF AT THE MINISTRY OF FOREIGN AFFAIRS, KENYA

BY

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A Management Research Project Submitted In Partial Fulfilment of The Requirement for the Award of Master of Business Administration (M.B.A) Degree, School of Business, University of Nairobi.

NOVEMBER, 2011

DECLARATION

I hereby declare that this is my original work and has not been submitted to any other academic body.

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ACKNOWLEDGEMENTS

DEDICATION

To my beloved parents Simon and Scholar Kamau and brothers Fred Kamau and Kenneth Kamau.

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ABSTRACT

Training and development has become one dynamic aspect of human resource management. Organisations are forced to keep up with new trends in the global market. The business world today is changing day in day out with changes ranging from economic to technological. Therefore organisations are forced to train their employees continuously to ensure they have the right skills in running business. Any organisation that does not invest in training is bound to fail. It is therefore important for organisations to ensure the right training and development practices are used in training employees. If practices are not well chosen and well conducted the whole process will be considered useless.

The study was to investigate training and development practices of diplomatic staff at the Ministry of Foreign Affairs. Primary data was collected using an interview guide. The research instrument was administered directly by the researcher within the ministry. The data collected was qualitative in nature and was analysed using content analysis technique as the interviewer was to seek in-depth information on training and development practices in the Ministry of Foreign Affairs.

The study investigated training and development practices in the ministry for training diplomatic staff and found out that the practices include linking the public service strategic plan to training and development process, conducting training and needs assessment in the ministry, adopting a work plan that outlines a training plan, application

of training methods, implementation and evaluating the effectiveness of the training process in the embassies/high commissions.

All these practices are linked to each other. On the basis of the study, it was suggested that further research be carried out in due course as the country adopts a new constitution. This new dispensation may have certain changes that might affect the whole public service and therefore having direct or indirect effects on human resource management.

CHAPTER ONE: INTRODUCTION

1.1 Background

For organizations to survive they have to pursue an aggressive training and development program often for the success of the firm. This therefore means that employees have to be trained more often for purposes of improving their skills as the workforce is changing day in day out (Pearce and Robinson, 2005). With well trained employees service delivery improves or even becomes better as the employees already have the right skills. Service delivery is of great importance as the customers or clients are the success of any organisation.

Like any other organization, the public service has a mandate, and a vision of what they ultimately aspire to be in the future. This therefore means that the public service has a task of regularly examining how and where they fit and what adjustments need to be undertaken to take them where they ought to be, and to continue being relevant especially in these uncertain, dynamic and rapid changes in the political, economic, social and technological environments. This therefore means that the public service is required to train its employees more often so that they can be at par with the rapid changes and the demand for better services (Gateere, 2009).

1.1.1 Training and Development

According to Cardy (2010) training is often used in conjunction with development, the terms are not synonymous. Training typically focuses on providing employees with the

specific skills or helping those correct deficiencies in their performance. Special needs are usually determined for employees. This allows the organisation to come up with the right training program suitable for the needs of the employees. In contrast development is an effort to provide employees with the abilities the organisation will need in the future. Beardwell (1997) on the other hand refers to training as a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities. Its work is to develop the abilities of the individual and to satisfy the current and future needs of the organisation. Training and development are two concepts are for helping employees to develop their personal and organizational skills, knowledge, and abilities. Training is a method whereby people get hold of abilities to aid in the accomplishment of organizational objectives. It occupies planned learning activities premeditated to develop an employee's performance at her/his recent job. Training and development is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. Trainings in an organization are mainly of two types; Internal and External training sessions.

1.1.2 Training and Development Practices

Training and development refers to use or application of an idea or method. Practices are wide and they vary from one organisation to another. They include: establishment of a training and development strategy, linking of training needs to training and development strategy, training and needs assessment, training plans, training methods, techniques or programs, implementation, and evaluation. All these practices are used differently

depending on the nature of the organisation. However, these practices are all linked and the starting point of any training and development process is having a strategy.

Torrington (2008) states that for training and development to be effective in terms of business success there is a well rehearsed argument that it should be linked upfront with the business strategy. Olayian (2008) asserts that organisations should have a clearly defined strategy and set of objectives that direct and drive all the decisions made especially for training decisions. Organisations should have a strategy put in place to guide them in achieving their goals.Organizational strategy is concerned with envisioning a future for organizations, creating value in the eyes of your customers/clients, and building and sustaining a strong position in the business world.According to Price (2010) the human training program has to be clearly linked with other important human resource components as human resource strategy, human resource planning and human resource development. The human resource training program has to be definitely connected closely with the human resource strategy.

Training and development practices are part of the systems and processes that are expected to be consistent with strategy. Strategy is an important aspect of determining which practices are suitable for training. Wilson (1995) mentions strategic training and development practices which include 360 degree appraisal, personal development plans, understudy and employee involvement. According to Colquitt (2000) training practices vary from different training methods. Other training practices include international training, cross cultural training and training to team cohesiveness. Businesses are operating in an interconnected world.

1.1.3 Diplomatic Staff

Diplomacy is the art and practice of conducting negotiations between representatives of groups or states. It usually refers to international diplomacy, the conduct of international through the intercession of professional diplomats with regard to issues of peace-making, trade, war, economics, culture, environment and human rights. Diplomacy allows a nation to execute its foreign policy through a number of ways. Diplomatic staff are professionals who engage in the craft of diplomacy. She/he is either an official of foreign ministry or an agent/indi1vidual appointed as such. It is also any individual engaged in the conduct of relations on behalf of one's state. Diplomatic personnel enjoy diplomatic immunity when they are accredited to other countries. Diplomatic services are often part of the larger civil service and sometimes a constituent part of the foreign ministry (Mwanzia, 2010).

Diplomatic staff works in the respective embassies/high commissions. They are government officers who have been posted for foreign service Cheruget (2008). These officers posted for foreign service include ambassadors/high commissioners who are appointed by the president in consultation with the prime minister. Other officers include foreign service officers, administrative attaches, financial attaches and other attaches from various government agencies. Government agencies usually represented include Ministry of Agriculture, Ministry of Trade, National Security Intelligence Service, Ministry of Immigration, Ministry of Education and Ministry of Defence.

Diplomatic staff members are a representation of their country on political, economic, cultural, financial, environmental, education issues etc. They carry out negotiations, gather information for their mother country, protect the interest of mother country and promote friendly state relations Mwanzia (2010). However each of the officers mentioned above has unique duties. Some of the duties delegated to an immigration officer, for example, include issuance of visas, renewal of passports, issue emergency travel documents to Kenyans who are in desperate situations among other duties. A trade attaché on the other hand ensures trade relations between mother country and host country are in order and that business is done fairly for the benefit of both countries.

It should be noted that the number of diplomatic staff posted to all missions vary with the size of the embassy/high commission or consulates. This means that some embassies are multilateral where there are many duties and different United Nations Agency for example Addis Ababa and Geneva. Diplomatic staff members work in foreign service for a period of four to five years. Their main goal in foreign service is to recognize the importance of bilateral relations, regional cooperation and enhanced multilateral engagement as fundamental components of foreign policy and entry points for achieving its national interests and security Mwanzia(2010).

1.1.4 Ministry of Foreign Affairs

The Public Service Commission of Kenya is a body created under Chapter VIII of the Constitution of Kenya. It is an autonomous, independent and executive state organ which does not fall under the Executive, Legislature or Judiciary. The Public Service consists of all government ministries therefore its able to monitor the activities and duties of civil

servants. The Ministry of Foreign Affairs (MFA) was established after Kenya became Independent in 1963 to articulate Kenya's Foreign Policy. It is a strategic service ministry. It is the primary interface and coordinating agency between Kenya and all foreign entities and government (Ogutu,et al,2010).

For a long time, Kenya pursued a Foreign policy based on fundamental principles of promotion of peaceful co-existence, respect for sovereignty and territorial integrity of other states and preservation of national security, peaceful settlement of disputes, non-interference in the internal affairs of other states, non-alignment, national interest and adherence to the Charters of the United Nations and African Union. Kenya has now shifted its foreign policy orientation and currently, the strategy rests on four interlinked pillars of economic diplomacy, peace diplomacy, environmental diplomacy and diaspora diplomacy.

For the Ministry to successfully affect these principles and effectively implement its core mandate and functions, a Service Charter has been developed to guide the operations of the Ministry. The Charter, which is based on the current Strategic Plan and the Foreign Policy document, sets out what the Ministry is and what it does, and records its commitment and that of its staff to provide its clients with the highest quality services that a modern Foreign Service will permit. The Ministry of Foreign Affairs, like other Ministries/Departments, has developed a self assessment mechanism, the Performance Contract, to facilitate delivery of efficient and effective services within predetermined targets. Some of the functions of the ministry include facilitating bilateral and multilateral Relations, international and regional organizations, managing and establishing Kenya

Embassies Abroad through the posted officers, hosting and establishing relations with foreign missions in Kenya, facilitating treaties, conventions and agreements, implementing diplomatic Privileges and immunities facilitating state and official visits, handling protocol and consular matters, facilitating peace initiatives, dealing with Commonwealth affairs and handling issues affecting Kenyans in Diaspora (Ogutu et al, 2009).

1.2 Statement of the Problem

Organizations have to ensure that their employees are well trained and able to handle the changes in the environment in which they operate. Dessler (2004) states that training refers to the methods used to give new or present employees the skills they need to perform their jobs. He also acknowledges that training and development are essential ingredients in management of change because employees are equipped with confidence to cope with change and skills they need to implement. Training and development programs allow organisations to improve on service delivery if well done. A well planned training program should be fruitful on basis that employees are able to deliver services well and their performance improves. Beardwell and Hilden (1994) consider staff training and development as a planned process to modify attitude knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities. Employees are valued assets whose value should be increased by a systematic and coherent approach to investing in the training and development needs (Armstrong 1997).

The posted officers are trained on financial, emotional and work related issues as they are all interrelated. The Directorate of Foreign Service Institute is charged with training, capacity building and Human resource development for staff of the ministry. Aspects that affect work especially in a foreign country such as stress management in an embassy setting, conflict in the work place and its management, expectations ,lifestyle and challenges of a diplomat, family counselling in missions (culture shock, loneliness, etc) and life after exit from service are some of the things that they are trained on. While working in the missions, foreign service officers face a myriad of challenges in the day to day management of a mission ranging from financial, ICT and human resource management issues. It is imperative to bestow them with the necessary skills to enable them become effective diplomats as well as competent managers (Cheruget, 2008).

Waruguru (2010) in a study titled strategic human resource training and development for Cooperative Bank of Kenya mostly emphasises on the importance of strategy in training and development where it should be incorporated into the overall corporate strategy. Training on the other hand should be planned to fill the gap between what people can do and what they need to do now and in the future Nguku (2005). On the other hand Gakuru(2006) in her study of the Relationship between training practices and performance: A survey of companies listed in the Nairobi Stock Exchange (NSE) also acknowledges that one of the very important functions of human resource development is to continuously develop people as individuals in their roles. Training is a prime investment in HR that plays a vital role in securing the goals of organisations. Owino (2006) in a survey of training and development practices applied by international NGOs operating in Nairobi asserts that training and development of employees is necessary to

prepare them on how to manage changes. These changes should be of positive contribution to the organisation where employees improve in performance.

The above related studies have emphasized on training and development of employees who have no affiliation to diplomacy. They have dealt with state corporations, NSE, Cooperative Bank of Kenya and NGOs. The study on international NGOs has not mentioned NGOs with diplomatic stature which would have similarities with this study. It has generally mentioned international NGOS. This study therefore aims to investigate training and development for diplomatic staff in the Ministry of Foreign Affairs who are posted in foreign countries for duty.

1.3 Objectives of the Study

The objective of this study is to investigate training and development practices for diplomatic staff in the Ministry of Foreign Affairs.

1.4 Importance of the Study

This study will be important to:

Researchers and academicians on the field of diplomacy and international relations who will be able to use this study as a source of reference in forming their future research topics. They will be able to identify the training and development methods the ministry has put in place.

It will also be important to policy makers who will use this information to focus on service delivery and performance of employees. This will facilitate the formulation for enhancement of suitable training and development.

NGOs and international organisations that have diplomatic stature can also benefit from this study. With this information they will be able to formulate better training and development practices for their employees.

CHAPTER TWO: LITERATURE REVIEW

2.1 Training and Development

In recent years firms have increasingly recognized that in order to stay competitive they must utilize and develop the knowledge of their workers as fully as possible and as a result the focus of their activities has switched to fully training employees. (Fort, 2008).Fort continues to state that if an organization is to encourage learning or training to occur then it must develop a culture which recognizes that people learn in different ways and must provide range of experiences from which they learn. Human resource managers have an important role to play in ensuring that the organization develops in a way it facilitates the learning that the organization wants to occur and that a suitable environment is created in which continuous improvement is actively encouraged.

By investing in training, employees often feel: employers have confidence in them to do the job; the business values them and gives something back over and above wages. As a result, employees become self-starters and develop further competencies such as leadership, teambuilding and more willing to undertake further training. It is also an opportunity for employers to better know their staff and develop stronger working relationships (Ellis, 2003).According to the Chartered Institute of Personnel And Development (CIPD, 2011) the three key principles of investing on people are developing strategies to improve the performance of an organization, taking action to improve the performance and evaluating the impact of the performance of the organization. The effectiveness and success of an organization therefore lies on the people who form and work within the organization. It follows therefore that the

employees in an organization be able to perform their duties and make meaningful contributions to the success of the organizational goals need to acquire the relevant skills and knowledge.

McNamara (2011) asserts that training can be initiated for a variety of reasons for an employee or group of employees. For example: when a performance appraisal indicates performance improvement is needed, to "benchmark" the status of improvement so far in a performance improvement effort, as part of an overall professional development program, as part of succession planning to help an employee be eligible for a planned role in the organization, or to "pilot", or test, the operation of a new performance management system.

Training is any attempt to improve employees' performance on a currently held job or one related to it. This usually means changes in specific knowledge, skills, attitudes or behavior. It is the methods used to give new or present employees the skills they need to perform their job Dessler (2004).It is a systematic process of altering the behavior of employees in a direction that will achieve organizational goals. Training is related to present job skills and abilities. It is about the acquisition of knowledge, skills, and abilities (KSA) through professional development.

Abiodun (1999) submitted that training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately on a given task or job. It can take place in a number of ways. Adeniyi (1995) observed that staff training and development is a work activity that can make a very significant contribution to the overall effectiveness and profitability of an organization. He therefore, provides a systematic

approach to training which encompasses the main elements of training. Effective training should involve learning experience, a planned organizational activity designed in response to identified needs. It should be designed to meet the goals of the organization while simultaneously meeting the goals of the individual.

Training is a process of learning a sequence of programmed behaviour. It improves the employee's performance on the current job and prepares them for an intended job.Training both physically, socially, intellectually and mentally are very essential in facilitating not only the level of productivity but also the development of personnel in any organization Olayian (2008).Human resources, are the most valuable assets of any organization, with the machines, materials and even the money, nothing gets done without man-power.He continues to state that training is required for staff to enable them work towards taking the organization to its expected destination. It can solve a variety of manpower problems which militate against optimum productivity. Training is a short term process that refers to instruction in technical and mechanical problems. It mostly targets non-managerial personnel and is job specific.

The need for improved productivity in organization has become universally accepted and that it depends on efficient and effective training. It has further become necessary in view advancement in modern world to invest in training. Thus, the role played by staff training and development can no longer be over-emphasized. Absence of training programs often manifests tripartite problems of incompetence, inefficiency and ineffectiveness. Oribabor (2000) submitted that training and development aim at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and

organization growth. Man is dynamic in nature, the need to be current and relevant in all spheres of human endeavor's make staff development a necessity, to keep track with current event and methods.

Development on the other hand refers to those learning opportunities designed to help employees grow. Development is not primarily skill-oriented. Instead, it provides general knowledge and attitudes which will be helpful to employees in higher positions. Efforts towards development often depend on personal drive and ambition (Olayian, 2008). He continues to assert that development on the other hand must be more than just the expansion of income and wealth since administering involves the creation and maintenance of an environment for performance, working closely or in isolation towards the accomplishment of common goals, it is obvious that administrators cannot be successful without well skilled and well trained people. Development is a long term educational process. It refers to philosophical and theoretical educational concepts. It is mainly for managerial personnel. Development not only improves job performance but also brings about the growth of the personality. Individuals not only mature regarding their potential capacities but also become better individuals (Ryan, 2011).

2.1.1 Benefits of Training and Development

The main objectives of staff training and development are to improve the qualities of the trainee, formulation of objectives for different needs and ways of achieving it. The training objective is very important because it determines the designed and content of the training programs. Contents of the training remain the same no matter the type of training

involved. It is to increase personnel efficiency, professional growth, smooth and more effective organization's operations.There are several reasons for emphasizing the growth and development of personnel which include creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organization, enhancing the company's ability to adopt and use advances in technology because of a sufficiently knowledgeable staff, building a more efficient, effective and highly motivated team which enhances the company's competitive position and improves employee morale (Ryan,2011).

On the other hand the benefits of training and development are many which should be a motivating factor for training employees more often. The benefits include increased productivity, improve quality of work and skills, knowledge, understanding and attitude and optimum utilization of human resources (Mcnamara,2011). Employees frequently develop a greater sense of self-worth, dignity and well-being as they become more valuable to the firm and to society. Generally they will receive a greater share of the material gains that result from their increased productivity. These factors give them a sense of satisfaction through the achievement of personal and company goals. Training of employees allows them to have the confidence in delivery of better service to clients or customers. Modern business environment is very dynamic and more so it keeps on changing due to technology and economic reasons. Therefore employees have to be trained to have the right skills especially in terms of technology. Organizations that have employees who have served for long have a task of ensuring that they are endowed with current skills and abilities (Ewart, 1991).

With the necessary service infrastructure and tools employees will be able to execute service operations at an acceptable level. This is through empowering them with the relevant knowledge and training and receive the necessary support from management (Vendzulu, 2010). Effective training serve as an important tool enabling the service delivery team in delivering exceptional customer service experiences day in day out which alternatively ensures customers loyalties towards the business. All training modules should be designed in such a way that during implementation they focus on the overall development and improvement aspects of the service delivery. An extensive and comprehensive training module is actually the key to success for the service delivery function as well as the employee who has to perform and deliver (Saini, 2011).

Another benefit of an effective training and development module is that the employees also feel wanted and cared for in an organization and when they see that they have chances of growth within the organization as a result of their skill set enhancement, they tend to stick around for a longer time in the set up. Doug (2011) also states that training and development module plays a very vital role in reducing the employee turnover that are then able to ensure that with their excellent customer service delivery they are able to retain the loyalties of their customers as well.

2.2 Training and Development Practices

An effective training and development practice fulfils the following criteria: adaptation of the technique/method to the learner and the job provides motivation to the trainee to improve job performance and creates trainee's active participation in the learning process (Brown, 2008).The most effective training and development programs today have the

following features incorporated: Strategy driven, supported by key strategies, systems, structures, policies, and practices, driven through many channels, learning by doing, linked to other people-related programs and departments and continuous learning process. Most organisations want to succeed, but do not engage in training design that promise to improve their chances of success. There are several training and development practices.

2.2.1 Linking Strategy to Training and Development Process

It is important for organisations to link their strategy with the training and development process. Training and development process aims to achieve change and foster new skills in employees. Therefore whatever it aims to achieve it has to be pegged to the organization's goals and objectives. Kaplan (2001) states that management has a task of translating the strategy into operational terms**.** In order to achieve this, a strategy must be put at the center of any organization's management process. Strategy cannot be executed if it cannot be understood and it cannot be understood if it cannot be described.

The strategy has to be aligned to the training needs of the employees. For organizational strategies to work, they must be linked and integrated across many functions such as finance, manufacturing, sales, marketing and so forth. A training Program has to be clearly linked with other important components as strategy, planning and development. The strategy defines the background for all human resources activities with the value added. The training program has to be definitely connected closely with the strategy as

the human resources team cannot be trained in different skills and competencies, which are requested by the strategy.

2.2.2 Training and Needs Assessment

Before training design issues are considered, a careful needs analysis is required to develop a systematic understanding of where training is needed, what needs to be taught or trained, and who will be trained. Unless such a needs assessment has been adequately performed it may be difficult to rationally justify providing training. Such a needs assessment should enable an explanation to be given on why the training activities should be done, and also show that training is, in fact, the best solution for the performance problem or development need (Grobler, 2006).Training needs analysis process is a series of activities conducted to identify problems or other issues in the workplace, and to determine whether training is an appropriate response. The needs analysis is usually the first step taken to cause a change. This is mainly because a needs analysis specifically defines the gap between the current and the desired individual and organizational performances.The training needs assessment is a critical activity for the training and development function. The purpose of a training needs assessment is to identify performance requirements and the knowledge, skills, and abilities needed by an agency's workforce to achieve the requirements (Miller and Osinski, 2002).

They continue to mention that an effective training needs assessment helps to direct resources to areas of greatest demand. The assessment should address resources needed to fulfil organizational mission, improve productivity, and provide quality products and services. A needs assessment is the process of identifying the "gap" between performance

required and current performance. When a difference exists, it explores the causes and reasons for the gap and methods for closing or eliminating the gap. A complete needs assessment also considers the consequences for ignoring the gaps. The results of the needs assessment allows the training manager to set the training objectives by answering two very basic questions: who, if anyone, needs training and what training is needed A training/learning needs analysis (TNA) is a review of learning and development needs for staff, volunteers and trustees within in your organisation. It considers the skills, knowledge and behaviours that your people need, and how to develop them effectively. Training and needs assessment should ideally be undertaken at 3 levels: organisational level, team/departmental level and Individual level. These three levels are inter-linked, and using this structure will help ensure a balanced analysis (Donovan,2004)

2.2.3 Training Plan

A training plan identifies what an organization wants form training, what skills the workforce has now, what resources the organization has for training, what approaches to training are available and what training opportunities exist. Developing a training plan involves asking questions about the organization's current skills and training as well as its values, cultures and relationships. McKay (2011) asserts that when developing a training plan certain factors are considered which include: organizational capacity, training and needs analysis, organizational culture and values, desired outcomes from training and existing relationships. Training plans or programs are vital in the long-term success of any business.

Training programs provide multiple benefits for employees and the company, but only if they are carefully planned and properly implemented. Training is a means to a specific end, so keeping goals in mind during the development and implementation stages of your training program will assist in creating a clearly defined and effective program. Harrison (2011) asserts that staff training and development plans are designed to help identify, record and monitor the training and continuing professional development of staff. Keeping an up-to-date staff training and development plan is best practice and will make sure you meet statutory requirements. It is a working document that should be used regularly to log staff training and development.

2.2.4 Training and Development Methods

Another training and development practice is the use of methods or techniques used in training employees. A training and needs assessment allows an organization to determine which training methods are suitable (David, 2001). Training methods are many and organizations have a variety of methods to choose in training their employees.Training methods are comprehensively discussed here. The method used in training employees should be feasible and affordable, thus evaluated in terms of its practicality and cost effectiveness. Whoever is selected to conduct the training, either outside or in-house trainers, it is important that the company's goals and values be carefully explained (Kenneth, 2001).

According to Ryan (2011) there are two broad types of training: on-the-job and off-the-job techniques. On-the-job training is delivered to employees while they perform their regular jobs. In this way, they do not lose time while they are learning. After a plan is

developed for what should be taught, employees are informed of the details and a time table established with periodic evaluations to inform employees about their progress. They include orientations, job instruction training, apprenticeships, internships and assistantships, job rotation and coaching. In-house training is the daily responsibility of supervisors and employees. Supervisors are ultimately responsible for the productivity and those of their subordinates (Colquitt, 2000).

Off-the-job techniques include lectures, special study, films, television conferences or discussions, case studies, role playing, simulation, programmed instruction and laboratory training. Most of these techniques can be used by organisations although, some may be too costly (Ryan, 2011).There are several ways to select training personnel for off-the-job training programs. Many small businesses use in-house personnel to develop formal training programs to be delivered to employees off line from their normal work activities, during company meetings or individually at prearranged training sessions (Massie, 2000).

On the other hand Moore (2011) mentions development methods which include: Under-study which is good for succession planning. This allows for smooth transition of work when one officer leaves a schedule or organization. Job-rotation is another development practice which is necessary for all workers who move from one schedule to the other within the same organization. This allows for competence on all spheres of work. Self-development/Self-assessment is another development method which means a personal desire to improve through an individual's attempt to embark on study and practical explosive that are independent of an organization's role and contribution. It entails

personal identification of strengths, opportunities, weaknesses and challenges and an attempt to improve and build on current efforts for a more fulfilling corporate movement. Greer (1995) elaborates further on other development methods. Job involvement serves to increase employees' commitment to their work and to the organization in order to facilitate workforce suitably. Job enrichment is another development practice that ensures knowledge of assigned tasks which contributes to greater activity of the larger organization.

2.2.5 Implementation

Implementation is another training and development practice which is the point where a trainer activates the training plan, or it is the process of putting a training programme into operation. It also entails how long the training process will take. According to Halim and Ali (2010) the first step towards implementing a training programme is publicity. Most of the well-established training centres develop training brochures which contain course descriptions, prepare an annual calendar of training opportunities, and inform concerned organizations, agencies, or departments well ahead of time about their training plans. Once the training centre and concerned organizations agree to implement training, the next step is to arrange available resources such as sufficient funds for the course and facilities for food, lodging, transportation, and recreation. All these resources need to be well managed and coordinated to run the programme smoothly. McKay (2011) asserts that training programs do take employees away from work, but when employee training is carefully monitored and properly implemented, the long-term benefits usually outweigh the temporary productivity losses associated with training schedules.

2.2.6 Evaluation

Training should be evaluated several times during the process. Employees should be evaluated by comparing their newly acquired skills with the skills defined by the goals of the training program. Many training programs fall short of their expectations simply because the administrator failed to evaluate its progress until it was too late. Timely evaluation will prevent the training from straying from its goals. Evaluation is therefore an important training practice. Thus Raab et al. (1987) defines training evaluation as "a systematic process of collecting information for and about a training activity which can then be used for guiding decision making and for assessing the relevance and effectiveness of various training components." Training and development practices are also based on organisation, task and individual levels.

According to Mckay (2011) to aid in future training justification, human resource managers must monitor and evaluate the results of training. If training has a negative impact on the company, the training program or individual modules must be scrapped or revamped. If training provides measurable results in meeting goals and needs, continuation of the program is justified. Keep track of employee, department and overall company performance before and after training to determine the effectiveness of the program.

Rae and Chapman (2010) assert that for effective training and learning evaluation, the principal questions should be: To what extent were the identified training needs objectives achieved by the programme? To what extent were the learners' objectives achieved? What specifically did the learners learn? What commitment have the learners

made about the learning they are going to implement on their return to work? And back at work, how successful were the trainees in implementing their action plans? To what extent were they supported in this by their line managers? Organizations commonly fail to perform these evaluation processes, especially where: The human resource department and trainers, do not have sufficient time to do so, and/or the department does not have sufficient resources - people and money - to do so. The responsibility of evaluating the training process should be that of the senior management, the trainer, line management, the training manager and the trainee.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research Design

This will be a case study since it is an in-depth study of a particular situation found in only one organisation. It is appropriate for this study because an in depth analysis will be done on the training and development of the diplomatic staff in the Ministry of Foreign Affairs.

3.2 Data Collection

Data collection will be based on primary and secondary sources. Primary data will be obtained through the use of interview guide (Appendix 1). The respondents will be drawn from head of at least two departments, head of human resource in the Ministry of Foreign Affairs and in the Foreign Service Institute which has the mandate of training diplomatic staff.

Secondary data will be used to supplement primary data. It will be collected from already documented materials such as news bulletins from the ministry, training plans and reports from the Foreign Service Institute among others**.** The training plans and reports are prepared by the Human Resource Development Division. They clearly outline the training and development programme of posted officers. The interview will be administered face to face using a questionnaire.

3.3 Data Analysis

Before analysing the data collected will be examined for completeness, reliability, comprehensibility and consistency. The data collected will be qualitative in nature and will be analysed using content analysis technique as the interviewer will seek in-depth information on training and development practices in the Ministry of Foreign Affairs. By using content analysis the detected errors will be corrected.

CHAPTER FOUR: DATA ANALYSIS, RESULT AND DISCUSSION

4.1 Introduction

The objective of this study is to investigate the training and development practices in at the Ministry of Foreign Affairs. Data was collected from the Ministry of Foreign Affairs Human Resource Division and the Foreign Service Institute which has the mandate of training diplomatic officers. The response rate was good as the respondents were cooperative and willing to provide information needed for the study.

4.2 Demographic Information

Data was collected from two respondents. Respondent one is based in the human resource department as the deputy head of the department and has worked with the Ministry of Foreign Affairs for a period of one year. He has a Master in Business Administration (Strategic Management).

Respondent two is based at the Foreign Service Institute as the deputy director and minister counselor one of the institute. He has a Bachelor of Arts in political science, postgraduate diploma in international relations and a Master in Business Administration in International Business having also majored in organizational transformation and strategic management. He has worked with the institute for two years. Both respondents were resourceful in providing the information needed for this study. This is in regard to their level of education, department in which they are based and their experience.

4.3 General Information on Diplomatic Staffing

This section gives an explanation of who is to be trained, at what time, the criterion of listing officers for foreign service and the objectives of the training process. The Foreign Service Institute ensures all officers listed for posting must be trained before reporting for duty abroad. This also applies to ambassadors/high commissioners who are the heads of the missions. Currently, there are 400 diplomatic officers in all Kenyan missions. There are two major postings in the ministry annually. Since the Ministry of Foreign Affairs is a large ministry, the criterion used in determining officers who serve in Foreign Service is that only officers from group J and above are selected for Foreign Service. The other criterion used is their performance in the ministry which is also evaluated.

Officers who go for posting are in two categories. Category one is that of political officers who include ambassadors/high commissioners whose appointment is political. They are later trained by the Foreign Service Institute after being appointed by the president. The other category is that of attaches who include administrative attaches and financial attaches from the Ministry of Foreign Affairs. Other attaches are from several ministries such as Ministry of Trade (trade attaché), Ministry of Agriculture, (agricultural attaché), Ministry of Defence (defence attaché) and Ministry of Immigration (immigration attaché) are also posted to the respective missions. However the posting of all these officers is dependent on the size of the mission. Some missions are smaller and may not require all these officers. Most of these officers are found in fully fledged missions. Officers are trained regardless of whether they have served in foreign service

previously. This is due to the fact that today's world is dynamic and change is inevitable especially in the diplomacy field.

4.4 Training and Development Practices for Diplomatic Staff

This section discusses training and development practices the Ministry of Foreign Affairs undertakes in training its officers for Foreign Service. They include: linking strategy to the training and development process, training and needs analysis, training plans or training programs outlined in the ministry's annual work plan, implementation, training and development methods and evaluation.

4.4.1 Linking Strategy to Training and Development

It is important to link organizational strategy to the training and development process. All aspects of training in the ministry and in the general public service are based on a common strategic plan. This strategic plan (2009-2012) guides the training and development activities of the ministry and that of the whole public service. It presents the key policies, objectives and activities it intends to implement in a given number of fiscal years. The ministry's strategic plan is based on the human resource pillars which include training and development for capacity building, recruitment and selection, compensation and performance. The plan is aligned to the overall thrust of Kenya's development as defined in Vision 2030 and the first Medium Term Plan. It focuses on three thematic areas: equity in employment; improvement in service delivery; and promotion of good governance in the public service. The plan takes due consideration of public sector

reforms and the emerging issues in human resource management, such as the need for results based management, performance contracting and performance rewarding.

4.4.2 Training and Needs Assessment

The ministry undertakes training and needs assessment which is conducted to capture any deficiency in performance through a performance appraisal, individual initiative and by use of schemes of work. The ministry has a performance contract which outlines the set targets for all officers in the ministry and also for those in foreign service. This follows on a performance appraisal being carried to aid in carrying out training and needs analysis. A scheme of work also cuts across the public service as a guideline manual that has components of work minimum requirements from job title to basic minimum competencies which cuts across the public service. The ministry uses the schemes of work in training and needs assessment. Individual initiative on the other hand entails officers being able to detect any problems on their own in work related issues and being able to solve the problems through training whether through on job or off job training.

Training and needs assessment is one of the activities the ministry conducts annually as outlined in the work plan. It is done with a major objective of enhancing operational efficiency and capacity. The assessment fills in the gap and brings out any problems facing the officers especially in terms of performance. All officers whether diplomatic or not are taken through the assessment and trained on the respective issues. Apart from conducting training and needs assessment in the ministry, it is also conducted within the missions where a report with training projections and budget is handed in to the permanent secretary for implementation.

4.4.3 Training Plan

The Ministry of Foreign Affairs has no official training plan. It has a clearly outlined work plan for the whole year which has training plans in its. The work plan is an outline of all training activities that the ministry undertakes annually. The work plan has an overall strategic objective which is to project, promote and protect Kenya's national interest globally. The training plan for the induction of diplomatic officers is outlined in the work plan under the objective of enhancing operational efficiency and capacity. The output expected of diplomatic officers is improved performance and productivity with that of ambassadors/high commissioners being to enhance operational efficiency.

The training plan for inducting diplomatic officers is prepared when officers are to be posted. This is due to the fact that posting is not always guaranteed as government finances and other underlying issues in the government are determining factors. The training plan is a guideline of what the training and development process entails. It has a target group which is the diplomatic officers to be posted at a certain time of the year. The training plan also states the general and specific objectives of training the officers. It also outlines the course content, methodology and the duration to be taken in the training and development process. It also states the list of participants and the budget of the whole induction process.

4.4.3.1 Types of Training for Diplomatic Staff

The training is pegged upon the foreign service objectives which include promoting sub regional and regional cooperation, enhance peace and diversity, etc and the general

objective of the induction course which aims at enabling participants understand Kenya's foreign policy and the role of a diplomat in furthering Kenya's national interests abroad. It also aims at bequeathing those posted with practical managerial skills that would enable them perform their duties in the missions efficiently and effectively.

The training package for diplomatic staff is geared towards multitasking whereby listed officers for posting are trained on everything. The only exception is that of ambassadors who are trained on their own and on separate issues. The types of training within the whole package are on protocol, finances, trade, immigration, agricultural and administrative issues in the missions which are not independently trained. This is because all these officers are expected to carry out all these duties in the absence of any officer. However their job descriptions in the missions are maintained. The training aims to have all rounded officers serving in the missions. It should be noted that the work of attaches from the other ministries are well stated in their ministries. This therefore means that for example an agricultural attaché should handle agricultural issues of Kenya as per the guidelines in the Ministry of Agriculture whilst enhancing Kenya's foreign policy and relations with the host nation under the umbrella of Ministry of Foreign Affairs.

4.4.4 Implementation and Training Methods

After carrying out training and needs analysis the trainers move to the implementation stage. The induction is conducted at the Kenya Institute of Administration for a period of two weeks where application of certain training methods is done. Officers are trained at Kenya Institute Administration since the institution has the facilities for training and developing employees. At this implementation stage officers are provided with all the

materials for the training process. They are also provided with food and transport. All this enhances the induction process.

The induction of diplomatic officers is a participative and practical process and it is delivered through a variety of methods which include: lectures, case studies, exercises (country briefs and speech and report writing), discussions and study tours. The Foreign Service Institute also uses resource persons in the induction process. These resource persons are drawn from groups such as senior officers in the ministry, former ambassadors, the private sector and Ministry of Tourism, Ministry of State for Immigration and Registration of Persons, Ministry of State for Public Service and Ministry of Trade and Industry.

These methods give diplomatic officers skills and knowledge in tackling tasks ahead in the missions. The trainers use these methods in implementing the course content. The course content also entails training officers on being the twenty first century diplomat, Kenya's foreign policy, Kenya's interests through regional integrations, harnessing diaspora potential, negotiation skills in diplomacy, understanding the country of posting, diplomatic privileges and immunities, immigration and consular services and practices, Kenya's foreign service regulations, protocol and procedures procurement issues in missions, expectations ,lifestyle and challenges of a diplomat, stress management in an embassy setting, preparation reports, etc.

4.4.5 Evaluation

After the training at Kenya Institute of Administration the officers are ready to report for duty in the respective missions since there is no exam or end of course exam that officers

take to evaluate what they have learnt in the period of two weeks. However, they are awarded a certificate of attendance to show that they were inducted for posting. The ministry however follows up on the officers' performance through an evaluation mechanism where instruments of measuring performance are used. A performance appraisal is done after three months in the missions to monitor the progress of the officers. This performance appraisal also helps in determining the suitability of the training process for all the officers serving in different parts of the world. Disciplinary letters and periodic reports from the heads of missions also provide information on the performance of the officers. The evaluation ensures that the ministry does not stray from its objectives of training.

The ministry has also put in place strategies/measures of ensuring that officers continue performing well. The officers are continually trained (on job training) while on posting for promotion purposes and for improving on performance. The ministry also rewards excellent performance. There is also the innovators reward whereby those officers in the ministry and also in the general public service are accorded if they come up with any innovations.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the Findings

The research findings show that the Ministry of Foreign Affairs undertakes several training and development practices for diplomatic officers. The ministry has a Service Charter which is based on the current strategic plan. The strategic plan provides a strategic objective for all training activities in the work plan. The objective is clearly defined in the annual work plan and acts as a guide for all training activities.

In the work plan the induction of diplomatic officers is outlined whereby a training plan or program is formulated after officers have been listed for posting. The training plan outlines the target group for training and development which is diplomatic staff, general and specific objectives of the induction, course content, methodology and duration the training will take. A training and needs analysis is also undertaken within the ministry and in the missions. It provides information on any deficits in the performance of officers. With this the ministry is able to determine where the problem lies.

Implementation of the training process is conducted and application of several of training methods is done. An evaluation of the training is conducted as the officers work in foreign service. All these practices are linked and dependent on each other. The failure of one prompts the failure of the other practice.

5.2 Conclusion

Training and development practices are key aspects of human resource management. In today's dynamic world the management should ensure officers or employees are well trained to be at par with the changes. The practices chosen should show improvement in performance. Organizations once created and accorded a mandate, must have a vision of what they ultimately aspire to be in the future. In this age of uncertain, dynamic and rapid changes in the political, economic, social and technological environments, organizations must regularly examine how and where they fit and what interventions/adjustments need to be undertaken to take them where they ought to be and to continue being relevant. Training and development practices for diplomatic staff should continuously be reviewed and based on pillars of diplomacy which include economic, cultural, peace, etc. Diplomacy is a dynamic field and it gives trainers a task of ensuring that diplomatic staff are continuously trained and able to face the challenges in the field.

5.3 Recommendations for Further Studies

The study will not be complete without making recommendations for the application of its findings and related areas of the study. The main objective of this study was to investigate training and development practices for diplomatic staff at the Ministry of Foreign Affairs. The study established that the training is up to standard. However, some improvements in view of the above findings would be recommended.

The time taken for training diplomatic staff is two weeks and the time they are required to be in Foreign Service is 48 months. This duration of training should be longer enough to prepare officers as they relocate abroad with their families. Serving in a foreign country

for four years requires a lot of preparations more so for the officer who has to adjust to a new working environment in the diaspora. More time for training will allow officers to be trained on more issues they are bound to face.

The ministry should do a comprehensive survey of the host nations' cultural values, norms, laws, etc to avoid any conflict with the host. A good example is labour laws which vary from nation to nation and what may be considered standard or normal may be against the law in the host nation. This therefore gives the trainers a task of ensuring that they have comprehensive information on the host nation.

With a comprehensive survey of the host nation it therefore means that the curriculum/syllabus should be wider to capture more challenges in the embassies/high commissions. The challenges are usually captured from the five basic pillars of diplomacy which are economic, environmental, diaspora, cultural and peace. With a syllabus that is wide the officers are well trained and able to execute their diplomatic duties and at the same time be prepared for challenges ahead. This therefore means that the Foreign Service Institute should keep on revising its curriculum so as to be at par with the changes. The curriculum that was used in past years posting may not necessarily be suitable in the coming years.

The training officers are drawn from the public service but more trainers who have served in Foreign Service should be considered in the training process as trainers. This is because they have the experience at hand of what goes on in Foreign Service. They can also be consulted in revising the curriculum/syllabus for future postings. An incumbent officer serving in foreign mission should also be used as a resource person to give his/her experience in Foreign Service.

After officers have served their term of 48months they come back to the country and find a lot of things have changed. They also experience changes in the ministry where they find some things for example procedures and protocols are being handled differently from the time they left for Foreign Service. It is therefore important to undertake a training of redeploying the officers back in the ministry after being away for four years. This will help them adjust quickly in the country and at the ministry.

A further study on the training and development practices in the ministry for diplomatic staff can be done in the future since Kenya has a new constitution. As the years go by changes are bound to occur in relation to the dispensation of a new constitution. It is therefore important to monitor changes in the ministry that might affect the training and development in future as per the new constitution.

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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

October, 2011

Dear Sir/Madam,

REF: REQUEST FOR RESEARCH DATA

I am a Master of Business Administration (M.B.A) student at University of Nairobi. I am required to submit as part of my course work assessment a research project report on **"Training and Development Practices for Diplomatic Staff at the Ministry of Foreign Affairs, Kenya "** This is to kindly request you to assist me collect data by availing yourself for a face to face interview on issues relating to the subject. The information will be used exclusively for academic purposes. Findings of the study shall upon request be availed to you.

Your assistance and cooperation will be highly appreciated.

Thank you in advance.

Kamau Ruth Wacuka   **Florence Muindi**

M.B.A Student – Researcher   **University Supervisor**

University of Nairobi   **University of Nairobi**

APPENDIX I1: INTERVIEW GUIDE

1. Department or section that you are based

2. Position held in the organization

3. When did you join the organization (year)?

4. What is your education level?

5. Do you train officers when they are being posted abroad?

6. How many times in a year are officers posted for Foreign Service? And how many times are they trained?

7. What criterion is used to determine the officers who need training and development for posting in the Foreign Service?

8. Which departments/categories/job groups in the ministry are targeted for training and development for Foreign Service in the embassies/high commissions?

9. Briefly explain what training and development of diplomatic officers expects to achieve? Mention a few Foreign Service objectives.

10. Does the ministry have a human resource training and strategic plan? Briefly explain what the plans entail?

9. Other than strategic and training plans briefly mention other training and development practices for diplomatic staff in the ministry.

10. Briefly mention the types of training diplomatic officers undertake

11. Briefly mention a few content issues that diplomatic staff are trained on to ensure they perform well in the respective embassies/high commissions?

12. In your opinion is the adoption of these training and development practices suitable for all officers in the foreign/diplomatic service? Is it, for example, equally suitable for an officer serving in China and another one in Botswana? Yes or No. Briefly explain

13. In your opinion, have these training and development practices shown any improvement in foreign/diplomatic service delivery? If yes, clearly explain.

14. What other strategies/measures has the ministry put in place to ensure that officers continue performing well and are at par with the changes in today's dynamic world? Briefly mention them.