STAFF TRAINING AND PERFORMANCE IN HEALTH PROJECTS

OF MSF (FRANCE) IN MOGADISHU-SOMALIA

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Project planning and Management

By

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DECLARATION A

I, ANAB ABDIKADIR AHMED, declare that this thesis is my original work and has never been submitted in any higher academic institution for any academic award, or even published as a normal publication.

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Name and Signature of candidate

26-9-2012
_____

Date

DECLARATION B

This thesis entitled "STAFF TRAINING AND PERFORMANCE IN HEALTH PROJECTS OF MSF (FRANCE) IN MOGADISHU-SOMALIA" was prepared and submitted by ANAB ABDIKADIR AHMED, in partial fulfillment of the requirements for the award of a Masters degree in project management and has been submitted to the postgraduate school for examination with my approval as the supervisor.

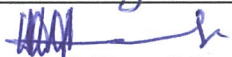Name and Signature of supervisor

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APPROVAL SHEET

This thesis entitled "Staff Training and Performance of Health project of MSF (france) Mogadishu Somalia". Prepared and submitted by Anab Abdikadir Ahmed in partial fulfillment of requirements for the degree of Master of Arts in project planning and management Has been examined and approved by the panel on oral examination with a grade of _____

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iii

DEDICATION

I dedicate this thesis to my parents Abdikadir Ahmed Mohamud and Fatima Ali Mohamud with much love, for any effort and sacrifice they provided throughout my academic life and career development, also my respected friends for being supportive to me spiritually, emotionally, morally.

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My appreciation is therefore extended to all whose contributions constantly supported me to prepare this book.

LIST OF APPREVIATION AND ACRONYMS

CBOs   Community based organizations

COCWO   Coalition of Grassroots Women Organizations

FGM   Female Genital Mutilation

GDP   Gross National Product

FLECs   Family Life Education Centre

ICD   International Co-operation for Development

NGOs   Non-governmental Organizations

SES   Socio-Economic Survey

STIs   Sexually Transmitted Infections

SGBV   Sexual and Gender-Based Violence

SOWRAG   Somaliland Women's Research and Action Group

SWDA   Somaliland Women Development Association

UNICEF   United Nations International Children's Emergency Fund

Table of Contents

LIST OF TABLES

ABSTRACT

The study pursed three objectives namely (i) the extent to which the Mogadishu MSF staff were offered on and off the job training; (iii) the level of staff performance in MSF (France) project Mogadishu Somalia; and (iii) the relationship between training and staff performance in MSF (France) Mogadishu Somalia. The study used a cross sectional survey design using mainly a quantitative approach on total of 150 managers and employees of MSF (France) in Mogadishu-Somalia. A total of 108 respondents were selected from the population using stratified and purposive sampling. Data was collected using self administered questionnaire developed by the researcher of which quantitative data was presented using frequencies, percentages, mean and standard deviation, correlation and regression analyses. The study found put that effort was undertaken by MSF to consider training fresh graduates in different parts of the job by working along with knowledgeable and skilled supervisors, supplemented by lectures(internship) but less efforts were undertaken to adequately orientate employees, give adequate job instructions training, apprenticeship for staff, and job rotation as forms of on the job training. The study found out that the staff received off the job training in form of attending class room lectures and always underwent programmed learning sessions to enable them perform their job effectively. The study found out that staff performance was good in relation to submitting all required daily and weekly reports but was only fair in as far as attending to the desired number of community people in the project area and achievement of targets set by supervisor(s) in the NGO. The study found a high positive significant relationship between staff training and their performance and staff training was a significant predictor of the variance in the staff performance in MSF Mogadishu Somalia. The study concluded that employee training had significantly influenced employee performance. The study recommends that to achieve outstanding performance, the MSF (France) Mogadishu project donors, management, staff and other stakeholders should offer effective on the job and off the job training for project staff.

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Introduction

This study is on staff training and performance in health projects of MSF (France) in Mogadishu-Somalia. This chapter presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, scope of the study, significance of the study and operational definition of terms and concepts.

Background of the Study

Training refers to a planned effort by an organization to facilitate staff' learning of job related competences. These competencies include knowledge, skills and behaviors that are critical for successful job performance. The goal of training is for staff to master the knowledge, skills and behaviors emphasized in training programs and to apply them to their day-to-day activities. Cambridge advanced learner's dictionary defines performance as "how well a person, machine, etc does a piece of work or an activity" (Armstrong, 2001).

In the world, with expansion of organizations, project managers are not limited to their native countries but have been extended worldwide. As organizations expand globally, training becomes quite an essential factor to improve performance of staff. It is a challenge for the staff and management of global projects and organizations to balance the project mission and the local requirements and customs in each office (Tripathi, 2004).

In Africa and the world over, training programs are practiced to improve performance of staff in particular and to equip employees with multi-cultural skills that can enable them perform globally. Managers and supervisors at all levels share the responsibility to ensure staff training and development to implement various projects. There is a growing need for improved and expanded training of projects and organizational staff demonstrated by national authorities in developing countries in Africa. Developments in those areas can inform the initiatives in organizations in Africa and any success in one area may be applied in others (Whymark and Ellis (1999) , 2005).

The desired long-term impact of training is to improve organizational and program or project performance and contribute to achievement of national, demographic and project goals. However, it is difficult to demonstrate a direct link between training and these long-term results because of many factors other than training that affect staff performance (Adams, 1999). But it is possible to demonstrate the impact of training on staff skills and performance and so for this reason, this study focuses on the impact of on job training on performance of trainees with the assumption that good individual performance will lead to strong organizational and program or project performance, better client services, and eventually make a significant contribution to achievement of desired goals.

Since the connection between job performance and training is so important to discover, then one wonders why organizations have inadequately invested in research on this issue. There are many reasons for this: the costs of conducting such researches are rarely covered by

donor-supported projects; managers and staff training and service delivery organizations often do not have the skills to undertake this type of research; many organizations are reluctant to uncover organizational training deficiencies; and managers are often intimidated by time and money required to remedy these deficiencies (Hacker, 2004). As one trainer commented, "We're so busy *doing* the training, we don't have time to think about changing it! After a while it becomes routine." This implies that many organisations conducting and not conducting staff training do not bother about evaluating its efficiency in terms of improving staff performance and so expected impact or relationship between the two is not known, thus the value attached to it will continue to be limited if studies like this one are not conducted (Hanagan, 2002).

In Mogadishu-Somalia, when the central government collapsed, the public and private sectors of health were both previously state-run and were destroyed during the war. But the international Non-governmental organizations have taken place to provide the essential needs of people's health. International NGOs like MSF (France) have worked in Somalia since 1991 providing free medical services in central and southern Somalia. These services are in terms of primary health care, malnutrition treatment, and support to displaced people, surgery, water and relief supply distributions in nine regions of the country (UNDP, 2002).

As of February 2009 MSF's projects continue to be run by dedicated Somali staff, supported by international staff based in Nairobi who visit whenever security allows. The commitment, hard work and bravery of these Somali staff means that MSF was able to continue providing health care to hundreds of thousands of

Somalis throughout 2008 (MSF, Somalia performance report, 2008).

Organizations cannot work without project managers and in fact no organizations can work effectively without trained project staff. Appropriately trained and developed project staff can explain the difference between successful and unsuccessful organizations. Training increases knowledge and skills of staff, helps remove performance deficiency, enables organization to attract talented staff, reduce the probability of staff leaving their jobs, minimizes accidents, scrap and damage to machinery and equipment can be avoided (Armstrong, 2006).

Statement of the Problem

Organizations wishing to survive must ensure an effective trained workforce that performs according to expectations of stakeholders. This can be done by removing barriers to employee performance, such as inadequate staff skills. In Mogadishu Somalia, the performance of MSF in general and its employees in particular has for a long time faced various challenges that have limited the performance of their employees. One barrier to effective and efficient performance of employees is the inadequate skills employees possess. Inadequate skills causes poor performance of workers which is reflected in high employee turnover, absenteeism, strikes, lack of good customer care, late coming, irregularities, lack of creativity and love for work, reflected in long queues in many branches, poor service delivery, long waiting hours and so on. For the case of MSF employees, the low levels of performance may also be reflected in failure to execute effectively the activities of the project such

as quality treatment to neglected diseases, provision of bed facilities for in and outpatients, emergency surgery and other services they are meant to provide. There has always been a failure by relief organisations to transport and deliver food aid, emergency surgery and so on. This has resulted into many people continue to suffer from treatable diseases and other problems caused by war in the country. This failure to deliver effectively the required services may not only damage the reputation of the organisation but also (if not checked) its survival will remain at stake apart from continued suffering of the people it is meant to assist.

While there are many factors that can explain existence of this problem (failure of MSF employees to deliver the required services) for example, scarcity of resources, divergent backgrounds of employees, inadequate skills and experiences, incompatible goals, inadequate communication and political instability in the country, it is also possible that inadequate staff training resulting into inadequate skills and competences, may be the cause of this problem. According to UNDP (2002), MSF (France) has implemented training programs for the newly hired staff to the organization to improve their skills to perform their assigned tasks. Despite the training opportunities availed to employees of MSF, their performance has not been realized to the expectations (UNDP, 2002). It is for this reason therefore that a need arises to carry out a research to determine the impact of training on staff performance in health projects of MSF (France) in Mogadishu-Somalia, and to establish whether there is a relationship between training and staff performance.

Purpose of the Study

The purpose of this study was to establish the impact of training on staff performance in health projects of MSF (France) in Mogadishu-Somalia.

Specific objectives of the study

The specific objectives of the study were:

1. To describe the profile of respondents in terms of; age, gender, education level, work experience and job title,
2. To determine the extent to which the Mogadishu MSF staff are offered training in terms of on and off the job training,
3. To determine the level of staff performance,
4. To determine the relationship between training and staff performance.

Research Questions of the study

The study sought answers to the following research questions:

1. What is the profile of respondents in terms of; age, gender, education level, work experience and job title?
2. To what extent are the Mogadishu MSF staff offered training in terms of on and off the job training?
3. What is the level of staff performance?
4. Is there any significant relationship between training and staff performance?

Scope of the Study

Geographical scope

This study was carried out in the capital city of Somalia-Mogadishu. It will be conducted within the offices of MSF (France). MSF is a worldwide movement, a non-profit making medical organisation founded in 1971, with 19 national offices and an international office (http:www.msf.org). MSF stands for "Médecins Sans Frontières" literally meaning "Doctors without Borders". It is the largest medical humanitarian organisation in the world, with projects in over 65 countries, Somalia being one. This study will investigate about the staff and activities of MSF in Mogadishu, since it is the capital city of Somalia, where most relief activists base their aid to other parts of the country. Mogadishu was also selected because it is the area with relative security, making it possible to carry out an investigation like this one.

Content scope

The study examined the status of MSF employees in terms of age, gender, education level, experience and department. It also examined the extent to which the Mogadishu MSF staff is offered training in terms of Orientation, on-job training, classroom training, mentoring, retreats and buddies and shadowing; the level of staff performance and determine the relationship between training and staff performance in MSF (France) Mogadishu Somalia.

Time scope

This study covered the period was 2007-2010 the time the MSF project was implementing its three year plan and was experiencing problems with employee performance.

Significance of the Study

The study may help the top management of MSF (France) to ascertain the level of performance of their staff. The study also may help the top managers to realize the importance of training and development that removes the deficiencies in performance of the staffs. The findings and recommendations of the study may be helpful to MSF (France) to establish human resource managers in organizing staff training programs.

By investigating how training relates to staff performance middle managers are helped to put in place measures to train staff. The study may stimulate further researchers by providing a building block of a body of literature and findings to start. NGOs may benefit from this study to benchmark appropriate human resource policies. Project managers may learn to appreciate the rationale of training workers-to achieve high performance of the organization.

Operational definition of terms and concepts

Training in this study refers to the on and off the job planned effort by an organization to facilitate staff learning of job related competences through gaining the required skills and knowledge.

Employee performance in this study refers to the quality and quantity of work produced together with the timeliness of the output.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter presents a review of related literature on staff training and performance based on what other scholars have observed and found. The first section presents a review of concepts, views and ideas of authors and experts concerning staff training and employee performance. The relevant theories are also provided in this chapter.

Concepts, Opinions, Ideas from Authors/Experts

Staff Training

Training is generally defined as a planned and systematic effort to modify or develop knowledge, skills, and attitudes through learning experiences, to achieve effective performance in an activity or a range of activities. Training is an application of driven and aims to impart specific practical skills, often manual to employee who will be relevant to the employee' current or next immediate job. However, Armstrong (2006) further explain that training tend to have narrow goals, specifying the right way to do something. Training is a systematic modification of behavior through learning, which occurs as a result of education, instructions, planned experience and development. It is a planned process that modifies an attitude, knowledge or skills, behavior through learning and experience to achieve effective performance in an activity or range of activities.

Cole (1997) defines training as a preparation for new occupation through acquiring specific skills. Whereas Adams (1999), considers training as an instruction or experiment means to develop a person's

behavior partner in the areas of knowledge, skills or attitudes in order to achieve a desired stand or level of performance. He perceives training as strength to enrich employee performance. Training is an organized procedure for increasing the knowledge and skills of people for a desired purpose.

Training is any attempt to improve current and future staff performance by increasing a staff's ability to perform through learning, usually by changing staff's attitude or increasing his or her skills and knowledge. The need for training and development is determined by the staff's performance deficiency. Training needs is equal standard performance-actual performance. In simple terms training refers to the imparting of specific skills, abilities and knowledge to an employee (Aswathappa, 2002).

Training is the process of increasing the knowledge and skills of an employee for doing particular jobs. It is an organized activity designed to create a change in the thinking and behavior of people and to enable them to do their jobs in a more efficient manner. In industry, it implies imparting technical knowledge, manipulative skills, problem solving ability and positive attitude. Training makes new employees more productive and efficient. It makes the old employees familiar with new machines and techniques by refreshing their knowledge (Saleemi, 1997). Goldstein and Ford (2002) defined training as the systematic acquisition of attitudes, concepts, knowledge, roles or skills that result in improved performance at work. A systematic approach refers to the idea that the training is intentional. It is being conducted to meet a perceived need. Learning and

development concerns the building of expertise as a function of these systematic training efforts. Learning outcomes can include changes in knowledge, skills or attitude. Improvement is measured by the extent to which the learning that results from training leads to meaningful changes in the work environment (Goldstein and Ford, 2002). Armstrong (2006) states that training should be systematic in that it is specifically designed planned and implemented to meet defined needs. It is provided by people who know how to train and the impact of training is carefully evaluated.

The type of training depends upon a number of factors such as skills called for in the jobs to be filled, qualification of candidates applying for jobs and the kinds of operating problems confronted by the organization. Although it's important that the training program be developed to meet specific needs, the human resource manager should also be familiar with the whole range of training practices in other organizations so that s/he can advise managers on tracing methods best suited to their needs. The most important type of training has always been and will always be training on the job. The experience of actually doing something on the job makes a lasting impression that other types of training cannot provide. Training on-the job to train a new employee can be successful when it's done in an effective manner, its therefore necessary to ensure that supervisors are themselves trained and motivated to be good trainers (Armstrong, 2006).

On-the-job training method can be classified into five types; coaching, job rotation, internship, apprenticeship and planned work activities. Coaching involves sitting besides somebody and being shown what to do, for example, how to write a voucher and post books (Ellinger,

et al., 2008). The coach narrates the procedures and the trainee undertakes the tasks. Job rotation on the other hand involves mainly familiarizing the employees with different aspects of a department or organization. Employees are rotated in a series of jobs thereby enabling them to learn different aspects about the job. Internship is a situations where fresh graduates being given training in different parts of the job by working along with knowledgeable and skilled supervisors, supplemented by lectures while apprenticeship involves a putting and employee under the guidance of a highly skilled co-worker. Last but not least planned work activities involve giving trainees important work assignments to develop their experience and ability. Trainees may be asked to head a taskforce or participate in an important committee meeting. Such experiences help them gain insight into how organizations operate and also improve their human relations skills (Ellinger, et al., 2008).

The advantages of on-the-job training include instant feedback about what the learner is doing right or wrong, allowing correction of the erroneous action immediately. Because the training takes place on the job, it is realistic, therefore no transfer of learning is required. It is inexpensive because no special equipment is needed other than what is normally used on the job. On the other hand, on-the-job training takes the trainer and materials out of production for the duration of the training time, and requires many experienced trainers--depending on the number of trainees--since the trainer is usually training one person at a time. However, if the volume of production is low, so that the personnel and equipment are available for on-the-job training, then it is the most economical method of training to use. It may not be the most efficient at

teaching a task, however; this depends on the learner, the job to be learned, and the teaching abilities of the trainer (Armstrong, 2006).

Off-the-Job Training involves training outside one's actual work place though it may be within the organization. The intention usually is to remove fresh employees away from the work environment pressures to facilitate learning. It has also the advantage of having highly skilled trainers instructing different people which may not be possible on the real job situation. Off the job training may also involve classroom lecture where a teacher delivers lectures in a class room setting. This enables large amounts of to be presented in a short time period. It may also be in the form of case studies a technique where an actual business situation is presented to the trainee in writing and in a comprehensive manner. The trainee is asked to identify the problems in the cases, analyze situations and suggest solutions (Coyne, 2008). It may also include role play where trainees are induced to assume the role of a specific individual under specific organizational conditions. Each role player is expected to react to other role playing participants in the group. In-basket method is another related method which involves a trainee being asked to assume a particular managerial position and deal with the incoming mail containing a number of pressing matters requiring decisions and resolution, for example, employee complaints, requests for promotions or transfers. The management trainee is expected to give rational and applicable responses, and results are then evaluated. Last but not least, programmed learning is self paste and uses a teaching or a computer. The topic to be learnt is broken down into a series of steps and the participants acquire knowledge in a step-by-step manner. At each learning

step the participant prepares a response to a given question and receives a feedback as to the correctness of the response (Coyne, 2008).

Off the job training gets employees away from their work environment to a place where their frustrations and bustle of work are eliminated. This more relaxed environment can help employees to absorb more information as they feel less under pressure to perform. Off the job training can be a source to supply the latest information, current trends, skills and techniques for example current employment legislation or other company law and regulations, current computer software or computerised technologies or improved/innovative administrative procedures. These new skills can be brought back and utilised within the company. Similarly, experts in their field would cover these courses, and this would mean that training for staff members would be taught to a reasonable standard. As the courses are held externally, the company would not have added costs incurred as a result of extra equipment or additional space. Furthermore, sending an employee on a course could help to make an employee fee more valued as they would feel as if they are receiving quality training. As many courses or seminars invite employees from other companies to attend, this would allow employees to network and perhaps drum-up business (Armstrong, 2006).

Off the job training has some disadvantages associated with the overall cost that could prove quite expensive for example; many courses may require an overnight stay at a hotel if the course is outside the area or the course itself may prove to be expensive due to the level of expertise or equipment need to deliver the course. Similarly, as there is no real way to know the abilities both as a trainer and their subject

14

knowledge of the people delivering the external training courses, there is no guarantee that sufficient skills of knowledge will be transfers or valuable. Furthermore, many courses do not have a system of assessment or standardisation of learning, so there is no set yardstick that can be guarantee learning has been achieved to a specified standard (Armstrong, 2006).

Employee performance though wildly used has not been easy to define. Measurements for manual workers have commonly been based on output or throughput (Montgomery, 1997). Examples commonly include total output, and output per hour, based on the quantity of goods and services produced per hour of labor input (Huang *et al.*, 2003). These and similar measures of productivity have been modified over time, resulting in measures such as yield, defects, and other measures of quality. Inspection and statistical process control methods are now used to ensure product conformity (Montgomery, 1997).

Gordon (1997) proposes measure of employee productivity that includes: quantity (how much gets done); quality (how well it gets done); timeline (when it gets done); and multiple priorities (how many things can be done at once) by an employee. Evans (1999) stated that the performance is measured against set standards and he argues that performance standards can be expresses in terms of productivity that is to say, the ratio of outputs to inputs. The quantity is measured units produced, dollars of sales, or any term that suits ones need. The quality of outputs is measured by workmanship, adherence to standards, and absence of complaints (Kemption, 1995). Using this framework, a performing NGO staff would score well on all criteria which offer a basis or

measure NGO staff performance in this study. For purposes of this study, staff performance will refer to the quantity, quality and timeliness of output by the staff in the NGO. From the above conceptual review, the following model was developed.

Related studies

When staffs are trained they become more flexible, the productivity and quality of work improves, and job satisfactions increases with consequent reductions in absenteeism and staff turnover (Hanagan, 2002). Job satisfaction can come from training and be feeling comfortable within the organization, job proficiency and even from the knowledge that an employee can work hard and get promoted. Training programs can contribute to all of these factors and lead to more satisfied employees who perform at exceptional levels. Effective training targets the gap between what is expected and what is currently being done. Hence, the training of the staff will result as the following:

Similarly, Aswathappa (2002) contends that training contributes to employee stability in at least two ways. Staff become efficient after undergoing training. Efficient employees contribute to the growth of the organization. Growth renders stability to the workforce. Further, trained employees tend to stay the organization. They seldom leave the organization. Training makes staff versatile in operations. All rounder can be transferred to any job. Flexibility is therefore ensured.

Training gives an employee confidence in handling the job assigned to him. It enables him to achieve the level of performance required by the job to be handled by him. Positive correlation between his skills and the job will give him job satisfaction and boost his morale and self-confidence.

The resultant satisfaction of his materials and psychological needs such as security and esteem needs will make him committed to the organizational goals (Saleemi, 1997). The trained staffs are self dependent. He or she knows his or her work and the best way to perform it.

Training allows the organization to avoid wasting a lot of time by supervising employees, and supervisor can contribute his time on more urgent jobs which have more benefits to the organizations instead of supervising the staffs.

Training improves staff ability and skills and, in turn, improves the employee's performance both in quality and quantity. Better or increased employee performance directly leads to increase operational productivity and increased organizational profits (Khanka, 2008).staff performance may be related to numerous factors within the workplace, such as overall job satisfaction, knowledge, and management. But there is a definite relationship between training and performance, as training programs can address numerous problems that relate to poor performance. Training programs increase an employee's job knowledge. An increase in job knowledge means that the staffs will feel more comfortable doing his job and will perform at a high level.

A great deal of time and money is spent every year socializing and technically training employees (Paradise, 2007). Making sure this investment is well spent should be a central concern. However, this is not always the case. Because training is expensive, organizations should make sure they are effectively preparing employees for on-the-job success by delivering the proper training content and teaching it the right way (Chiaburu & Marinova, 2005). New employee orientations are no different.

Assessing the training needs of new employees consumes time and money, but it sends the message that the organization is committed to the development of its employees, to giving them the right tools to perform, and to putting them in a position where they can succeed (Hacker, 2004), all of which are recognized goals of new employee orientation programs (Mestre et al., 1997). Helping a new employee fit into his or her job and organization are important when considering job satisfaction, commitment, and retention (Kristof-Brown et al., 2005). Whether potential candidates accept the job or not is somewhat influenced by how well they believe they will fit into that company. Thus, developing a new employee orientation program that will not only properly train new hires, but successfully introduce them to their new organization is extremely important (Carless, 2005).

In support, it has been suggested that employee training provides opportunities to employees widen their knowledge and abilities for more efficient teamwork and achieve individual development (Jun et al., 2006). Also, Martensen and Gronholdt (2001) found that the development of individual competencies through various training programs has a positive influence on employee satisfaction and performance. When employees attended to training programs, they gain self-confidence of making their jobs, they perceive career development opportunities and they think that their companies make investment in them. As result of this positive situations, employee satisfaction and performance increases (Jun et al., 2006).

In a study of formal workplace training, attempts to conceptualise organizational learning cultures were made by a number of key scholars

(Evans et al., 2006). They developed the expansive-restrictive framework that provides a conceptual and analytical tool for evaluating the quality of learning environments and for analysing an organisation's approach to workforce development. With this framework, they identified three participatory dimensions: (1) Opportunities for engaging in multiple (and overlapping) communities of practice at and beyond the workplace. (2) Access to a multidimensional approach to the acquisition of expertise through the organisation of work and job design. (3) The opportunity to pursue knowledge-based courses related to work.

Powell (2000) noted that training programs can not only train salespeople for their current positions but can also provide them with the skills and competencies they need for their next position or other future positions. When salespeople or their managers identify weaknesses that the salespeople possess or competencies that the salespeople need to develop, these can be addressed by company sponsored training programs that the salesperson can attend. Training might consist of seminars, workshops, conferences, or on-line courses. Powell suggests that regardless of current career status the individual has to make a commitment to the concept of continuing education (Powell, 2000).

Curtis and Wright (2001) observed that a feeling of obligation and responsibility to the employer will vary between individuals, given similar circumstances. Individuals who have been employed by their organisation for many years would resign today if they could afford to retire or find another job, whereas some individuals who have only been with their employer for a short time are guilt-ridden if they have to resign for unavoidable reasons. The elements which might help to build up a feeling

of obligation include; new employees going through an `induction crisis' if they are not given adequate training when they join the organisation. They may perceive that their employer has not fulfilled their obligation or responsibility to them if they are unable to carry out the work. They will, in turn, feel a reduced obligation to stay. Conversely, new employees who are greeted with an interesting and informative induction programme, attached to a mentor and informed about a plan of future training for them will feel much more enthusiastic about staying with their employer. Existing employees should also have their skills and competences enhanced, and be assisted to acquire new skills and competences so that they can make better use of their abilities, take on greater responsibilities and undertake a greater variety of tasks.

Subordinates' training help develop supportive relationships with supervisors or peers. In some organizations, for example, social support provided by supervisors may take the form of performance information, learning opportunities and challenging work assignments that promote career advancement (Greenhaus et al., 1990).

Whitely et al., (1991) examined mentoring and socioeconomic origins as antecedents of early career outcomes for salaried managers and professional graduates working in various organizations. They found career mentoring to be related to employee performance. Other researchers found that mentorship and supportive work relationships were related to career advancement based on performance (Turban and Dougherty, 1994).

HSBC reinforces its strategy of being the "world's local bank" by developing local talent while maintaining global standards including

potential new-hire assessment, recruiting, performance and career management, 360-degree feedback, and leadership development. The firm also maintains a global talent pool of high-potentials who are given assignments that cross geographic and organizational boundaries (Ready and Conger, 2007).

Whymark and Ellis (1999) found out that on-going training and across-team working as an important measure of career development. These findings reflect closely the findings of where employees from the private, public and not for profit sector reported that in-house training and cross project team working were the avenues for managing career development and improved employee commitment. Furthermore, in a study of commitment to excellence in the hotel business, Erstad (2001) noted that employee training was the real catalyst to employee commitment. Training programs were designed for on the job by delivery the training internally by service champions and facilitators and off the job 12-16 weeks training approaches to meet the challenges of 24hoours business requirement gained through sustained employee commitment.

A study examined the link between on-the-job training (OJT) and job performance in a randomly selected sample of 50 skilled maintenance craft persons employed by the city of Chicago. The sample was identified from the training sheets signed by 160 employees who participated in OJT in a 1-month period. The majority of the employees agreed with current trends and ideas found in research concerning OJT. Employees overwhelmingly agreed that the subject matter of their OJT program was logically organized and that the instructor presented the subject matter well, was organized and prepared, stressed safety rules, and related the

subject matter of the OJT to the employees' work. When asked about written materials and training facilities, 92% of the employees responded positively. The employees agreed that the OJT made them better able to do the following: assist an injured employee, use fire extinguishing equipment, understand a train operator's viewpoint, and recognize various safety zones and warnings. The employees' overwhelmingly positive responses about the content and relevance of their OJT was concluded to be evidence in support of the hypothesis that employees receiving OJT experience increased job satisfaction, work knowledge, responsibility, and productivity (Norman,1993).

The literature as reviewed above suggests that training and development is vital in gaining new knowledge, skills, experience and behaviors from new learning which can be useful for job performance. However, there is no empirical evidence of the relationship between training and development and employee performance in public health institutions especially in decentralized government hospitals. This study will therefore examine the extent to which training has influenced employee performance of project staff in Somalia.

Theoretical review

This study was guided by the social exchange theory (Blau, 1964) and the human capital theory proposed by (Becker, 1975). The social exchange theory asserts that social exchanges entail unspecified obligations; when one person does another a favour, the expectation of some future repayment exists. Employees tend to adopt a social exchange relationship at work, with a pattern of reciprocity determining the perceived balance in exchanges over time. Through human resource management practices such as training, organisations convey favourable treatment towards workers, while the workers, themselves, respond reciprocally with a positive attitude towards the organisations (Blau, 1964) which may be in the form of improved performance from the training motivation and skills gained. In support of the social exchange theory, Mitlacher (2008) contends that training is related to temporary perceptions regarding the treatment received from the organisation and these perceptions are what, in turn, are directly linked to employee performance significant in employment attendance, improved quality and quantity of output and timeliness of output as a social reciprocation. Similarly, Collins and Smith (2006) noted that the literature on strategic human resource management considers human resource practices to influence workers' outcomes such as performance through social exchanges.

On the other hand, the human capital theory proposed by Becker (1975) suggests that individuals and organisations who invest the most in human capital attributes such as education, training, and experience are

expected to show higher level of performance. According to this theory, an individual's career progression and success arising from performance is contingent upon the skills and experiences that individuals bring to their work. To the extent that human capital factors influence the performance of employees, greater personal attributes would enable them to better perform their job. Recent empirical evidence supports the positive linkage between human capital variables and employee performance (Ng et al., 2005). Applying the human capital theory individual approach to this study, the study posits that employees' training undertaken by the organisation to improve on the skills of staff will lead to possession of the decision competencies to produce the desired quality and quantity of output in the project.

CHAPTER THREE
METHODOLOGY

Introduction

This chapter presents a detailed description of the research methodology. Methodology refers to the detailed procedure to be followed to realize the research objectives. So this chapter contains the research design, population of the study, sample size, sampling techniques, research instruments, reliability and validity of the instruments, and data analysis.

Research Design

This study used a cross sectional survey design using mainly a quantitative approach to investigate the effects of staff training and performance in health projects of MSF (France) in Mogadishu-Somalia. Cross sectional survey design examines several groups of people at one point in time (Amin, 2005). On the other hand surveys are used to collect data from a sample of a population at a particular time (Amin, 2005).

Research Population

The research population of the study comprised a total of 150 managers and employees of MSF (France) in Mogadishu-Somalia who were deemed to possess information about staff training and performance in health projects of the organization. A total of 108 respondents were selected from the target population as a sample size, according to the Sloven's formula:

$n=N/1+Ne^2,$

Where; n= sample size

N= population size

e= level of significance (0.05).

$150/1+150(0.05^2) = 108$.

Table 1 below shows the two categories of respondents who were used in this study.

Table 1: Population and sample of the Study

Categories	Population	Sample
Managers	20	18
Staff	130	90
Total	**150**	**108**

Sampling techniques

This study employed stratified random sampling and purposive random sampling techniques. Stratified sampling techniques was used to categorize the respondents to be included in the sample and ensure that the target population is divided into different strata and each stratum was represented in the sample. Purposive sampling was used to select only managers who possessed specialized information on employee training and employee performance in MSF (France) Somalia.

Research Instruments

The researcher used a self administered close ended researcher developed questionnaire to collect the required data for the study in order to determine the relationship between the staff training and performance in health projects of MSF (France) in Mogadishu-Somalia. A questionnaire

is often one time data gathering device on the variables of interest to the researcher and enabled collection and quantification of a reasonable amount of data in a short time (Amin, 2005).

Data Collection Procedure

The researcher obtain a letter of introduction from the University and used this letter as proof that she was a student of Kampala International University, main campus, Kansanga. The researcher proceeded to the field, made preliminary introductions to the staff members and selected employee to participate in the study. The entry point was the general manager of MSF (France) that was handed the introductory letter in order to get authorization from her. Thereafter, the questionnaires were personally delivered to the sampled respondents by the researcher; sufficient time was provide to the respondents which result to successful data collection. After receiving the questionnaire back, the researcher analyzed the data using SPSS package.

Validity and reliability of the instrument

The content Validity Index (CVI) was used to measure the relevance of the questions on the study variable using expert judgment using the formula:

CVI =   Number of item declared valid

                 Total number of items

The closer to 1 the more the reliability and the results are shown in table 2 below.

Table 2. Content Validity Results

Variable	Number of items	CVI
Training	10	0.80
Performance	09	0.89

Table 2 shows that staff training yielded CVI of 0.80 while staff performance yielded a CVI of 0.89. Since all variable yielded a CVI above 0.70 accepted for social sciences, it was concluded that the instrument had a good validity hence relevant in measuring staff training and staff performance.

The reliability was tested using Cronbach's alpha to test if the variables used in the questionnaire consistently measure what they are supposed to measure. Alpha coefficient values of 0.70 accepted as the minimum accepted for social sciences (Amin, 2005) was used as a basis for determining the reliability of the instrument and the results are shown in table 3 below.

Table 3. Reliability Results

Variable	Number of items	Alpha values
Training	10	0.75
Performance	09	0.85

Table 3 above shows that staff training yielded Cronbach's alpha value of 0.75 while performance yielded Cronbach's alpha value 0.85. Since all variable yielded alpha values above 0.70 accepted for social sciences, it was concluded that the instrument was reliable, thus consistently measured staff training and employee performance.

Data Analysis

The data collected was edited, coded and later analyzed using the SPSS computer program. Quantitative data was presented using graphs, frequencies and percentages and Pearson's correlation coefficient to establish the relationship between the variables and Analysis of Variance (ANOVA) in the regression analysis

Ethical Consideration

The respondents were informed that their participation was voluntary and they had the final decision of participation. The respondents were also informed of the purpose of the study and that at no moments will their responses be used against them. An introductory letter was issued to the relevant authorities for approval. The responses were kept in a safe place for privacy purposes and sealed for future reference.

Limitation

The real problem that faced the study was the insecurity situation in Somalia which made it to difficult to carry out the study smoothly. This resulted into prolonging the time of the study to enable collecting of adequate data from the respondents. Use of emails to complement the physical distribution of questionnaires was also employed.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

Introduction

This chapter presents and discusses the study findings arising from the field information collected from questionnaires on regional staff training and staff performance in MSF (France) Mogadishu Somalia. The first section presents response rate. This is followed by a presentation and discussion of the study empirical findings in relation to the specific objectives.

Response rate

A total of 108 questionnaires were distributed but 98 useable questionnaires were responded to making a response rate of 90.7% which according to Amin (2005) is a good representation of the sample used in the population of study. The reminders of the distributed questionnaires were either partially filled, not returned in time by the respondents to the researcher.

Empirical findings

The empirical findings are presented and analyzed using mean and standard deviation, measures of covariance using Pearson's correlation coefficient technique and analysis of variance (ANOVA) using simple regression analysis in relation to the specific objectives. In this section the study findings are presented as follows:

1. The profile of respondents

2. To determine the extent to which the Mogadishu MSF staff are offered training in terms of On job training and Off the job training

3. To determine the level of staff performance in MSF (France) project in Mogadishu.

4 .To determines the relationship between training and staff performance in MSF (France) Mogadishu Somalia.

Profile of the respondents

The profile of the respondents related t gender, age, education level, working experience and job title and the findings are presented in table 4 below.

Table 4. Profile of the respondents used in the study

Item	Description	Frequency	Percentage (%)
Gender	Male	55	56.1
	Female	43	43.9
Age	20-30 Years	36	36.7
	31-40 Years	47	48
	41-50 Years	10	10.2
	51 years & above	5	5.1
Education level	Secondary	21	21.4
	Certificate	12	12.2
	Diploma	30	30.6
	Bachelors degree	32	32.7
	Masters	3	3.1
Working experience	6 months	29	29.6
	1 year	22	22.4
	2 years	13	13.3.
	3 years	15	15.3
	4 years& above	19	19.4
Job title	Manager	15	15.3
	Officer	83	84.7

Source: Primary data

Table 4 shows that the male respondents constituted 56.1% of the respondents while the female constituted 43.9% a finding which suggested that the NGO employed both male and female staff who has an

implication on the on and off the job training options due to the different gender roles to be undertaken in their homes.

Table 4 also shows that a majority of 48% of the respondents were aged between 31-40 years followed by 35.7% who were aged between 20-30 years. Those who were aged between 41-50 years constituted only 10.2% while those who were aged 51 years and above constituted only 5.1% of the total number of respondents. This finding generally revealed the respondents were of a reasonable maturity to understand issues of training and job performance in the NGO and could have different training needs based on their age group for improved performance.

Table 4 above also shows that a majority of 32.7% of the respondents had attained a university degree while 30.6% had attained a diploma as their highest level of education. Those who had attained secondary education constituted 21.4% while those who had attained a certificate constituted 12.2% yet those who had masters degree constituted only 3.1% of the total number of respondents. This finding on level of project staff education has implication on the kind of job training the different employees will need based on their level of education.

On working experience, table 4 above shows that a majority of 29.6% of the NGO staff had worked for 6 month only followed by 22.4% who had worked for 1 year only with MSF. These were followed by 19.4% who had worked for 4 years and above, 15.3% who worked for 3 years and 13.3% who had worked for 2 years. This particular finding suggested that most staff needed training related to on the job and off the job training since they had a low working experience of less than 3 years.

Interventions such as apprenticeship, coaching and mentoring would go a long way to improve on the performance of the employees.

On the job title, table 4 shows that a majority of 84.7% of the respondents were officers while the managers constituted 15.3% of the total number of respondents suggesting that different training approaches will be used for the different managers and officers to improve on their performance and preparation of promising staff to take up managerial positions in future through coaching and mentoring approaches.

Level of Staff Training

The extent to which the Mogadishu MSF staff are offered training in terms of on job training and off the job training

Training according to the conceptual framework was the independent variable used in this study and had dimensions of on the job and off the job training. Respondents were asked to indicate the extent to which they agreed with the set of training experiences in MSF (France) health project in Mogadishu Somalia on a scale of 4- Strongly agree, 3- Agree, 2- Disagree, 1- Strongly disagree. The findings were tabulated using measures of central tendency of mean and standard deviation and the findings are presented and discussed in table 5 below.

Table 5. The extent to which the Mogadishu MSF staffs were offered training

Staff training	Mean	S.D
On the job training		
1. I receive(d) adequate orientation to enable me perform my job in MSF	1.78	0.82
2. I received adequate job instruction training to enable me perform my job in MSF	1.74	0.90
3. I have worked for, and with a senior skilled staff in my field (apprenticeship) to enable me perform job in MSF	1.72	0.85
4. I undergo internships when I upgrade in my career	3.24	0.84
5. I have been moved into different sections related to my job to enable me familiarize with the MSF	1.78	0.82
6. I have always received coaching for improved performance.	1.64	0.78
Off the job training		
7. I have attended class room lectures to enable me improve on my job performance in MSF	3.45	0.91
8. I have attended special studies to enable me improve on my job performance in MSF	2.38	1.39
9. I have gone through programmed learning sessions to enable perform my job effectively in MSF	3.31	0.87
10. I have been subjected to case studies to enable perform my job effectively in MSF	1.76	0.77

Source: Primary data

The findings in table 5 shows that on the job training the respondents only agreed that they were suggested to internships when they upgraded in their career (Mean = 3.24, Standard deviation = 0.84) a finding which suggested efforts was undertaken by MSF to consider to train fresh graduates in different parts of the job by working along with knowledgeable and skilled supervisors, supplemented by lectures.

On the other hand, less efforts were undertaken to adequately orientate staff to enable them perform their jobs effectively (Mean = 1.78, Standard deviation =0.82) while less efforts was undertaken to adequately staff to job instruction training to enable them perform their jobs effectively in MSF (Mean = 1.74, Standard deviation =0.90) yet less efforts if any was undertaken to consider apprenticeship for staff (Mean = 1.72, Standard deviation =0.85). There was less effort undertaken to rotate staff as staff disagreed that they have been moved into different sections related to their jobs to enable them familiarize with the MSF (Mean = 1.78, Standard deviation =0.82) while less efforts were undertaken to coach staff for improved performance (Mean = 1.64, Standard deviation =0.78). The lack of orientations leads to failure by the employee to gain knowledge on the different functions, people, practices and places which are important in the organisation while the lack of job instruction and coaching results in failure to share accumulated experiences from senior staff for improved performance in a supervisor supervisee relationship. The lack of job rotation makes staff to miss out opportunities to know how other functions or department performance and how they contribute to the overall organizations performance while missing out the opportunity to

interact with other teams. Thus the management of MSF Mogadishu needs to effectively consider effective on the job training in their training practices.

This study findings and observation on the on the job training are supported by other scholars who noted that on-the-job training method can be classified into five types; coaching, job rotation, internship, apprenticeship and planned work activities. Coaching involves sitting besides somebody and being shown what to do, for example, how to write a voucher and post books (Ellinger et al., 2008). The coach narrates the procedures and the trainee undertakes the tasks. Job rotation on the other hand involves mainly familiarizing the employees with different aspects of a department or organization. Employees are rotated in a series of jobs thereby enabling them to learn different aspects about the job. Internship situations where fresh graduates are usually given training in different parts of the job by working along with knowledgeable and skilled supervisors, supplemented by lectures while apprenticeship involves a putting and employee under the guidance of a highly skilled co-worker. Last but not least planned work activities involve giving trainees important work assignments to develop their experience and ability. Trainees may be asked to head a taskforce or participate in an important committee meeting. Such experiences help them gain insight into how organizations operate and also improve their human relations skills (Lawrence, 2008).

Table 5 shows that the staff agreed that they received off the job training in form of attending class room lectures to enable them improve on their job performance in MSF (Mean = 3.45, Standard deviation = 0.91) while they also agreed that they always underwent programmed

learning sessions to enable them perform their job effectively in MSF (Mean = 3.31, Standard deviation = 0.87). These findings suggested a reasonable efforts to undertake off the job training by the management and staff of MSF Mogadishu to improve on the competencies of the staff through formal education and programmed learning.

On the other hand, the staff disagreed that they had attended special studies to enable them improve on their job performance in MSF (Mean = 2.38, Standard deviation = 1.39) while they also disagreed that they have been subjected to case studies to enable them perform job effectively in MSF (Mean = 1,76, Standard deviation = 0.77) findings which revealed a low considerations of special studies and case studies which make the staff to miss out on learn from actual business situation.

The study therefore inferred that the management needed to adopted diverse off the job training methods in their training practices a position supported by scholars that Off the job training may involve classroom lecture where a teacher delivers lectures in a class room setting. This enables large amounts of to be presented in a short time period. It may also be in the form of case studies a technique where an actual business situation is presented to the trainee in writing and in a comprehensive manner. The trainee is asked to identify the problems in the cases, analyze situations and suggest solutions (Armstrong, 2006). It may also include role play where trainees are induced to assume the role of a specific individual under specific organizational conditions. The management trainee is expected to give rational and applicable responses, and results are then evaluated. Last but not least, programmed learning is self paste and uses a teaching or a computer. At

each learning step the participant prepares a response to a given question and receives a feedback as to the correctness of the response (Politt, 2001).

The level of staff performance in MSF (France) project in Mogadishu

Staff performance according to the conceptual framework was the dependent variable used in this study and had dimensions of on the quantity, quality and timeliness of outputs by an employee. Respondents were asked to rate their performance in MSF Mogadishu Somalia on a scale of 4- very good, 3- Good, 2- fair, 1- poor. The data was analysed using measure of central tendency of mean and standard deviation and the results are shown in table 6 below.

Table 6. Level of employee performance in MSF Mogadishu Somalia

Employee performance	Mean	S.D
Quantity of output		
1. Attending to the desired number of community people in your project area	2.18	0.99
2. Submitting all required daily and weekly reports	3.45	0.79
3. Achievement of targets set by supervisor(s) in this the NGO	1.89	0.98
Quality of output		
4. Recording of low defects/failure rates in work	2.88	1.05
5. Outputs meeting the specified MSF health standards	1.58	0.67
6. Stakeholders satisfaction with the quality of work produced by the staff	2.01	0.99
Timeliness		
7. Attendance to the required number of community people in time	2.15	1.07
8. Use of official time to perform official NGO duties	3.54	0.79
9. Always meet deadlines for the tasks assigned	1.67	0.92

Source: Primary data

Table 6 above shows that staff performance in relation to the quantity of output was only good in submitting all required daily and weekly reports (Mean = 3.45, Standard deviation =0.79) but was only fair in as far as attending to the desired number of community people in the project area (Mean = 2.18, Standard deviation =0.99) and achievement of targets set by supervisor(s) in the NGO (Mean = 1.89, Standard deviation =0.98). These findings generally suggested that employees performed averagely and there was need to improve the employee performance for outstanding performance in relation to quantity of output.

On the quality of output the staff had achieved a good performance only in relation to recording of low defects/failure rates in work (Mean = 2.88, Standard deviation = 1.05) but had had only attained fair performance in relations to outputs meeting the specified MSF health standards (Mean = 1.58, Standard deviation = 0.67) and stakeholders' satisfaction with the quality of work produced by the staff (Mean = 2.01, Standard deviation = 0.99). These findings generally suggested that employees performed averagely and there was need to improve the employee performance for outstanding performance in relation to quality of output.

On the timeliness of outputs, the staff felt that they were very good at using official time to perform official NGO duties (Mean = 3.54, Standard deviation = 0.79) but had attained a fair performance in relation to attendance to the required number of community people in time (Mean = 2.15, Standard deviation = 1.07) and always meeting deadlines for the tasks assigned (Mean = 1.67, Standard deviation = 0.92). These findings generally suggested that employees performed

averagely and there was need to improve the employee performance for outstanding performance in relation to timeliness of output.

This study findings and observations are supported by other scholars who suggested that staff performance needs to consider the total output, and output per hour, based on the quantity of goods and services produced per hour of labor input for manual work (Huang *et al.*, 2003). These and similar measures of productivity have been modified over time, resulting in measures such as yield, defects, and other measures of quality. Inspection and statistical process control methods are now used to ensure product conformity and proposes a measure of employee productivity that includes: quantity (how much gets done); quality (how well it gets done); timeline (when it gets done); and multiple priorities (how many things can be done at once) by an employee. Using this framework, a performing NGO staff would score well on all criteria which offer a basis or measure NGO staff performance in this study (Montgomery, 1997).

The relationship between training and staff performance in MSF (France) Mogadishu Somalia

To test if there was relationship between staff training and staff performance in MSF (France) health NGO a correlation analysis was conducted using Pearson's correlation coefficient and significance at the two tailed level. The findings are presented in table 7 below.

Table 7. Correlation matrix between staff training and staff performance

		Staff training	Performance
Staff training	Pearson Correlation	1.000	.400 **
	Sig. (2-tailed)	.	.000
	N	98	98
Performance	Pearson Correlation	.400 **	1.000
	Sig. (2-tailed)	.000	.
	N	98	98

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

P<0.05

Source: Primary data

Table 7 above shows the Pearson's correlation coefficient r = 400** between staff training and staff performance suggesting that the two variables were related. The r = 0.400** and significance p = 0.000 between staff training and staff performance suggests that there was a high positive influence between staff training and the level of staff performance. Thus the lack of effective consideration of on and off the job training practices significantly contributed to fair quantity, quality and timeliness of MSF staff outputs.

Regression model between staff training and staff performance

A regression analysis was conducted to measure the extent to which staff training influenced staff performance in Mogadishu Somalia using the ANOVA techniques of adjusted R^2 values, standardized beta values, t-

values and the significance measured at 0.05 level. The results are tabulated in table 8 below.

Table 8 Regression results between staff training and staff performance

Predictor	Adjusted R Square	Df	Mean square	F	Sig.
	0.151	1	1.815	18.251	0.000[a]
			Standardized coefficients	t	Sig.
	Adjusted R square	Std error	Beta (*B*)		
Constant		0.171		9.712	0.000
Staff training	0.151	0.074	0.400	4.272	0.000

P<0.05

a. Predictor: (constant), staff training
b. Dependent Variable: staff performance

The regression model in table 8 above shows adjusted R^2 value of 0.151 between staff training and staff performance suggesting that staff training predicted 15.1% of the variance in the staff performance in MSF Mogadishu Somalia. The R^2 = 0.151, beta 0.400, t = 4.272, and significance p = 0.000 suggested that staff training was a significant predictor of staff performance in MSF.

The positive relationship between staff training and performance is widely supported by other scholars who noted that because training is expensive, organizations should make sure they are effectively preparing employees for on-the-job success by delivering the proper training content and teaching it the right way (Chiaburu & Marinova, 2005; Heggestad & Kanfer, 2005; Holladay & Quinones, 2003; Pugh and Bergin, 2006; Wolfe et al., 1998). Assessing the training needs of new employees consumes time and money, but it sends the message that the organization is committed to the development of its employees, to giving them the right tools to perform, and to putting them in a position where they can succeed (Hacker, 2004), all of which are recognized goals of new employee orientation programs (Mestre et al., 1997). Helping a new employee fit into his or her job and organization are important when considering job satisfaction, commitment, and retention (Kristof-Brown et al., 2005). Whether potential candidates accept the job or not is somewhat influenced by how well they believe they will fit into that company. Thus, developing a new employee orientation program that will not only properly train new hires, but successfully introduce them to their new organization is extremely important (Carless, 2005).

In support, it has been suggested that employee training provides opportunities to employees widen their knowledge and abilities for more efficient teamwork and achieve individual development (Jun et al., 2006). Also, Martensen and Gronholdt (2001) found that the development of individual competencies through various training programs has a positive influence on employee satisfaction and performance. When employees attended to training programs, they gain self-confidence of making their

jobs, they perceive career development opportunities and they think that their companies make investment in them. As result of this positive situations, employee satisfaction and performance increases (Jun et al., 2006).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the major study findings on staff training and staff performance in MSF in Mogadishu-Somalia. The first section presents the summary of findings this is followed by the conclusion and recommendations of the study arising from the study findings.

Summary of findings

Profile of the respondents

The study found out that the male respondents constituted 56.1% of the respondents while the female constituted 43.9% while a majority of 48% of the respondents were aged between 31-40 years followed by 35.7% who were aged between 20-30 years. Those who were aged between 41-50 years constituted only 10.2% while those who were aged 51 years and above constituted only 5.1% of the total number of respondents. Similarly, the study found out that a majority of 32.7% of the respondents had attained a university degree while 30.6% had attained a diploma as their highest level of education. Those who had attained secondary education constituted 21.4% while those who had attained a certificate constituted 12.2% yet those who had masters degree constituted only 3.1% of the total number of respondents. On working experience, the study found out that a majority of 29.6% of the NGO staff had worked for 6 month only followed by 22.4% who had worked for 1 year only with MSF. These were followed by 19.4% who had

worked for 4 years and above, 15.3% who worked for 3 years and 13.3% who had worked for 2 years. On the job title, the study found out that a majority of 84.7% of the respondents were officers while the managers constituted only 15.3% of the staff in MSF who respondent to this study

The extent to which the Mogadishu MSF staff are offered training in terms of on job training and Off the job training

The study found put that effort was undertaken by MSF to consider to train fresh graduates in different parts of the job by working along with knowledgeable and skilled supervisors, supplemented by lectures(internship) but less efforts were undertaken to adequately orientate employees, give adequate job instructions training, apprenticeship for staff, and job rotation ad forms of on the job training.

The study found out that the staff agreed that they received off the job training in form of attending class room lectures and always underwent programmed learning sessions to enable them perform their job effectively. On the other hand, the stdy found out that fewer efforts were undertaken subject the project staff to special and case studies.

The level of staff performance in MSF (France) project in Mogadishu

The study found out that in relation to quantity of output, the staff performance was only good in relation to submitting all required daily and weekly reports but was only fair in as far as attending to the desired number of community people in the project area and achievement of targets set by supervisor(s) in the NGO. On the quality of output the staff

had achieved a good performance only in relation to recording of low defects/failure rates in work but had had only attained fair performance in relations to outputs meeting the specified MSF health standards and stakeholders' satisfaction with the quality of work produced by the staff. On the timeliness of outputs, the staff felt that they were very good at using official time to perform official NGO duties but had only attained a fair performance in relation to attendance to the required number of community people in time and always meeting deadlines for the tasks assigned.

The relationship between training and staff performance in MSF (France) Mogadishu Somalia

The study found a high positive significant relationship between staff training and their performance (r = 0.400** and significance p = 0.000) and staff training predicted 15.1% of the variance in the staff performance in MSF Mogadishu Somalia (R^2 = 0.151, beta 0.400, t = 4.272, and significance p = 0.000).

Conclusions

The study made the following conclusions in relation to the study findings: The extent to which the Mogadishu MSF staff are offered training in terms of on job training and Off the job training

1. Efforts were undertaken by MSF to consider training fresh graduates in different parts of the job by working along with knowledgeable and skilled supervisors, supplemented by lectures for on the job training.

2. A reasonable effort to undertake off the job training by the management and staff of MSF Mogadishu to improve on the competencies of the staff through formal education and programmed learning was undertaken.

3. The lack of orientations leads to failure by the employee to gain knowledge on the different functions, people practices and places which are important in the organization.

4. The lack of job instruction and coaching results in failure to share accumulated experiences from senior staff for improved performance in a supervisor supervisee relationship.

5. The lack of job rotation makes staff to miss out opportunities to know how other functions or department performance and how they contribute to the overall organizations performance while missing out the opportunity to interact with other teams.

6. The lack of special studies and case studies considerations make the staff to miss out on learn from actual work situation.

7. The management of MSF Mogadishu needed to effectively consider effective on the job and off the job training practices.

The level of staff performance in MSF (France) project in Mogadishu

1. Employees performed averagely in relation to quantity and there was need to improve the employee performance for outstanding performance in relation to quantity of output.

2. Employees performed averagely in relation to quality of output and there was need to improve the employee performance for outstanding performance in relation to quality of output.

3. Employees also performed averagely in relation to timeliness of output and there was need to improve the employee performance for outstanding performance in relation to timeliness of output.

The relationship between training and staff performance in MSF (France) Mogadishu Somalia

Staff training significantly influenced and the level of staff performance and the lack of effective consideration of on and off the job training practices significantly contributed to average quantity, quality and timeliness of MSF staff outputs.

Recommendations

The study recommends that to achieve outstanding performance, the MSF (France) Mogadishu project donors, management, staff and other stakeholders should:

1. Continuously conduct internship programs for fresh graduates in different parts of the job by working along with knowledgeable and skilled supervisors, supplemented by lectures for on the job training.

2. Continuously conduct formal education and programmed learning.

3. Institute and observe effective project staff orientations which leads to gaining knowledge on the different functions, people, practices and places which are important in the organization.
4. Institute and observe job instruction and coaching to enable employees share accumulated experiences from senior staff for improved performance in a supervisor supervisee relationship.
5. Subject project staff to job rotation to enable staff gain opportunities to know how other functions or department performance and how they contribute to the overall organisations performance while gaining the opportunity to interact with other teams.
6. Subject project staff to special studies and case studies to enable them learns from actual work situation.

Recommendations for further studies

Other studies need to be conducted to establish the extent to which project human resource policies and budgets could have influence health projects performance in Mogadishu Somalia as they were conceptualized as the moderating variables but not empirically tested in this study.

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APPENDIX I: - Transmittal Letter

KAMPALA INTERNATIONAL UNIVERSITY

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Fax: +256- 41- 501974
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Website: www.kiu.ac.ug

OFFICE OF THE ASSOCIATE DEAN, SOCIAL SCIENCES
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)

May 20, 2011

Dear Sir/Madam,

**RE: REQUEST FOR ANAB ABDIKADIR AHMED MPP/32729/102/DF
TO CONDUCT RESEARCH IN YOUR ORGANIZATION**

The above mentioned is a bonafide student of Kampala International University pursuing a Masters of Arts in Project Planning and Management.

She is currently conducting a field research of which the title is **"Staff Training and Performance in Health Projects of MSF (France) in Mogadishu, Somalia."**

Your organization has been identified as a valuable source of information pertaining to her research project. The purpose of this letter is to request you to avail her with the pertinent information she may need.

Any information shared with her from your organization shall be treated with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.

Yours truly,

Dr. Roseann Mwaniki
Associate Dean social Sciences, SPGSR)

APPENDIX II
TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear Sir/ Madam,
Greetings!

   I am a Master of project planning and management candidate of Kampala International University. Part of the requirements for the award is a Thesis. My study is entitled, "**STAFF TRAINING AND PERFORMANCE IN HEALTH PROJECTS OF MSF (FRANCE) IN MOGADISHU-SOMALIA** ". Within this context, may I request you to participate in this study by answering the questionnaire kindly does not leave any option unanswered. Any data you will provide shall be for academic purposes only and no information of such kind shall be disclosed to others.

May I retrieve the questionnaire within five days?
Thank you very much in advance.

Yours faithfully,

Anab Abdikadir Ahmed

APPENDIX III
CLEARANCE FROM ETHICS COMMITTEE

Date_____

Candidate's Data

Name_____

Reg.# _____

Course _____

Title of Study _____

_____

Ethical Review Checklist

The study reviewed considered the following:

____ Physical Safety of Human Subjects

____ Psychological Safety

____ Emotional Security

____ Privacy

____ Written Request for Author of Standardized Instrument

____ Coding of Questionnaires/Anonymity/Confidentiality

____ Permission to Conduct the Study

____ Informed Consent

____ Citations/Authors Recognized

Results of Ethical Review

____ Approved

____ Conditional (to provide the Ethics Committee with corrections)

____ Disapproved/ Resubmit Proposal

Ethics Committee (Name and Signature)

Chairperson _____

Members' _____

APPENDIX IV
INFORMED CONSENT

I am giving my consent to be part of the research study of Anab Abdikadir Ahmed that will focus on Staff Training and Performance of Health project of MSF (france) Mogadishu Somalia.

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials:_____

Date_____

APPENDIXES: V

QUESTIONNAIRE

Dear respondents,

I am a student at Kampala International University (KIU) doing a Master of project planning and management. I am investigating the **STAFF TRAINING AND PERFORMANCE IN HEALTH PROJECTS OF MSF (FRANCE) IN MOGADISHU-SOMALIA.**

This study has been prepared for academic purpose and you have been selected to provide reliable information according to your knowledge. I kindly request you to answer the following questions honestly. The results of this study will be useful for organizations.

Information ou offer will be used for academic purpose and also kept confidential.

Your cooperation will be highly appreciated.

Section A: Profile of the respondents

Direction: Kindly tick in the blanks from the following questions by using ☑ √

1. Gender: Male ☐   Female ☐

2. Age of the respondent ☐

3. Educational level:

Secondary ☐ Certificate ☐ Diploma ☐ Bachelor degree ☐

Master degree ☐

4. How long have you been working with the Organization:

Less than one year ☐   1-2 years ☐   3-5 years ☐

6-7 years ☐   More than 7 years ☐

5.Your job title: Manager ☐ Officer ☐

SECTION B: STAFF TRAINING

Instructions

Indicate the extent to which you agree with the following training experiences in MSF (France) health project in Mogadishu Somalia. Please kindly use the rating provided as follows: 4- Strongly agree, 3- Agree, 2- Disagree, 1- Strongly disagree

Staff training	1	2	3	4
On the job training				
11. I receive(d) adequate orientation to enable me perform my job in MSF	1	2	3	4
12. I received adequate job instruction training to enable me perform my job in MSF	1	2	3	4
13. I have worked for, and with a senior skilled staff in my field (apprenticeship) to enable me perform job in MSF	1	2	3	4
14. I undergo internships when I upgrade in my career	1	2	3	4
15. I have been moved into different sections related to my job to enable me familiarize with the MSF	1	2	3	4
16. I have always received coaching for improved performance.	1	2	3	4
Off the job training				
17. I have attended class room lectures to enable me improve on my job performance in MSF	1	2	3	4
18. I have attended special studies to enable me improve on my job performance in MSF	1	2	3	4
19. I have gone through programmed learning sessions to enable perform my job effectively in MSF	1	2	3	4
20. I have been subjected to case studies to enable perform my job effectively in MSF	1	2	3	4

SECTION C: EMPLOYEE PERFORMANCE

Instructions

Rate your performance in MSF Mogadishu Somalia on the following scale:

4- very good, 3- Good, 2- fair, 1- poor

Employee performance	1	2	3	4
Quantity of output				
10. Attending to the desired number of community people in your project area				
11. Submitting all required daily and weekly reports				
12. Achievement of targets set by supervisor(s) in this the NGO				
Quality of work output				
13. Recording of low defects/failure rates in work				
14. Outputs meeting the specified MSF health standards				
15. Stakeholders satisfaction with the quality of work produced by the staff				
Timeliness				
16. Attendance to the required number of community people in time				
17. Use of official time to perform official NGO duties				
18. Always meet deadlines for the tasks assigned				

APPENDIX VI

CALCULATION OF CONTENT VALIDTY INDEX

CVI $\quad=\quad$ $\dfrac{\text{No of judges declared item valid}}{\text{Total No of judges}}$

Section: A

CVI $\quad=\quad$ $\dfrac{4}{5}$ $\qquad =0.8$

Section: B

CVI $\quad=\quad$ $\dfrac{3}{5}$ $\qquad =0.6$

Section: C

CVI $\quad=\quad$ $\dfrac{4}{5}$ $\qquad =0.8$

Section: D

CVI $\quad=\quad$ $\dfrac{5}{5}$ $\qquad =1.0$

Therefore, Average of content validity index is:

CVI $\quad=\quad$ $\dfrac{3.20}{4}$

APPENDIX VII: INTERPRETATION OF MEANS

Range	Description	Interpretation
3.26- 4.00	strongly agree	Very high
2.51- 3.25	Agree	High
1.76- 2.50	Disagree	Low
1.00- 1.75	strongly disagree	Very low

CURRICULUM VITAE

Anab abdikadir Ahmed

CONTACT INFORMATION

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PERSONAL DETIALS

Date of birth   :   28th Dec/1989

Nationality   :   Somalia

Marital status   :   Single

Languages   :   Somalia, Arabic and English

Religion   :   Muslim

EDUCATION BACKGROUND

2010 – 2012 Kampala International University

Masters of Arts in Project Planning and Management (mpp)

Master Certificate of MPP in PROJECT PLANING

2006 – 2010 Somali Institute of Management and Administration Development

Faculty of businesses administration and management

Department of businesses administration (BA)

Bachelor Certificate Of businesses

2003 - 2006 baarbe secondary school(High School)

Secondary Certificate of Education

1999 – 2003 baarbe Primary School

Primary Certificate of Education

OTHER COURSES

- 18-April-2011: *Professional Report Writing Skills Course*
  Makerere Institute For Social Development which is conducted in Makerere University, Kampala-Uganda
- 11-April-2011: *project planning and management*

- March- 2011: *Conflict Resolution and Peace Building Management Course*
  Africa Population Institute which is conducted in MAKARERE University, Kampala-Uganda
- Feb-02-2011: *Statistical Package of Social Scientists (SPSS) Course*
  Family Business Network which is conducted in Kampala International University (KIU) Kampala, Uganda.
- 22-Jan-2011: *Financial Management and Accounting Course*

  Africa Population Consult which is conducted at Makerere University.

- 29-March-2008: *Computer Software & Hardware Course*
  Al-Harameyn Computer Institute in Mogadishu, Somali

EXPERCIENCE BACKGROUND

2006-2008: finance assistance of Al-Qabas Development Foundation Mogadishu-Somalia.

2008-2009 Senior lecturer of Somali Institute of Management and Administration Development

LANGUAGES

➢ English Good (Both written & Spoken)

➢ Arabic Good (Both written & Spoken)

➢ Somali Mother Tongue.

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