

**INVESTIGATING THE USE OF EMPLOYEE TRAINING AND DEVELOPMENT TO
INCREASE ORGANIZATIONAL RESILIENCE AGAINST ECONOMIC CRISIS.
A CASE STUDY OF URA KAMPALA BRANCH.**

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**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF ECONOMICS AND
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DECLARATION

I **MWINE AMON** hereby declare that this is my original work and has never been presented to any other educational institution for the award of any degree or certificate.

Signature 

DATE...24 / 2 / 2017

APPROVAL

This is to certify that the research report of **MWINE AMON** has been under my supervision and is now ready for Examination.

Signature 

Date..... 24.02.2016

Ms Kobusingye Carol

DEDICATION

I dedicate my report to my parents Mr. Katarwa Yosam and Nyamwiza Peace, beloved brothers Kato, Onan, Bright and Norman. My Sisters Alison and Tasha finally my in-law Janet for their utmost love and effort towards my academic life.

I also dedicate this piece of work to my friends Hellen, Mathias, Gift, Anita, Vianny, Geoffrey, Docus, Owen, Dan, Martin and Tristan for their support and may God bless them abundantly

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It requires organizations to adapt and to be highly reliable (Weick & Sutcliffe, 2007), and enables them to manage disruptive challenges (Durodie, 2003).

There is no doubt that Uganda was insulated from the first-round effects of the economic crisis because of the underdeveloped nature of its rate of both industrial and agricultural decline resulting for substandard good produced as a result of limited skill resulting for both poor or lack of training and development of employees in all fields. However, Uganda was vulnerable to the second-round effects, with main channels being through the balance of payments. Specifically, the main transmission channels of the crisis have included trade, private capital flows, private transfers and aid. These in turn have had effects on growth and development prospects for Uganda. There are already indications of an economic slowdown that can be attributed partly to the crisis. On a positive note (Masha, 2009).

The Uganda Revenue Authority (URA) is a government revenue collection agency established by the Parliament of Uganda. The URA is responsible for enforcing, assessing, collecting, and accounting for the various taxes imposed in Uganda Yasiin Mugerwa, and Ismail Musa Ladu (July 2014)

URA's headquarters is located in the URA Building Complex, located at M193-M194, Kinnawataka Road, Nakawa Industrial Area in the Nakawa Division of the city of Kampala, Uganda's capital and largest city.

This is about 6 kilometres (4 mi), by road, east of the city center. The coordinates of the agency's headquarters are: 0°19'45.0"N, 32°37'11.0"E (Latitude:0.329167; Longitude:32.619722)

The Uganda Revenue Authority (URA) was established by the Uganda Revenue Authority Statute of 1991 and set up in September of the same year as a central body for assessment and collection of specified revenue, to administer and enforce the laws relating to such revenue and to provide for related matters. This statute incorporated all the laws that were in force then regarding tax collection. The new organization (URA) amalgamated the three tax administration departments that were responsible for all the taxes collected by the Central Government of Uganda. These Departments were Customs & Excise, Inland Revenue and Income tax Department Busuulwa, Bernard (24 September 2016).

1.2 Problems statement:

Organizational resilience is very vital toward controlling economic crisis in the country, however in Uganda; many organizations have not adopted the concept of employee training and development in order to promote organization resilience which has facilitated the recurring economic crisis. Over the past decade, a great deal has been written about employee training and development (Clark, 1993, Mallak, 1998; Stamp, 2000) but little empirical studies exist on employee development and Organizational resilience in developing countries especially Uganda. To bridge this gap, this study examines the effect of employee training and development on Organizational resilience against economic crisis. By exploring the relationship between employee, training development and Organizational resilience against economic crisis, organizations can enhance their competitive advantage, effectiveness and economic development. It's on this ground that the researcher decided to undertake this study bridge the gaps and enhance economic development as a result of employee training and development in the organizations.

1.3. Objectives of the Study

1.3.1 Main Objective

The study aims at investigating the use of employee training and development on organization resilience against economic crises.

Specific Objectives

- i. Establish the use of employee training and development on organization resilience against economic crises.
- ii. Examine the different types of employee training and development in an organization.
- iii. Assess the relationship between employee training and development on organization resilience against economic crises.

Research Questions

- i. What are the use of employee training and development on organization resilience against economic crises?
- ii. What are the different types of employee training and development in an organization?

- iii. What are the relationships between employee training and development on organization resilience against economic crises?

1.5 Scope of the Study

1.5.1 Geographical Scope

This study was carried out at URA Kampala branch. This is because the researcher is familiar with this area which provided for an in-depth study to be conducted and easy accessibility.

1.5.2 Subject Scope

The study looks at employee training and development as the independent variable and organization resilience against economic crisis as the dependent variable.

1.5.3 Time Scope

The study covered a period of 4 years from 2009 to 2015. The actual research was carried out in November 2016 for three months including data analysis and coding.

1.6 Significance of the Study

This study is instrumental to generating information that is beneficial to the policy makers in Uganda and at the international level, as they will come to understand and see the situation of employee training and development in relation to organizational resilience against economic crisis in the country. The study provides a data base of information from which decisions will be based.

The study is to help to inform the government of Uganda about the relationship between employee training and development as a means to control economic crisis in the country. The research is to inform the policy makers to find ways to curb the present undesirable situation of employee adoption to training and development to improve their performance and in the long run toward controlling economic crisis in the country.

The study adds on to the existing literature in the field of employee training and development. Finally for academics and researchers, the study will generate information on the impact of employee training and development toward organizational resilience against economic crisis. The findings shall be used as a basis for further research and academic debates especially in the field of Human resource management.

1.7 Definition on key terms

Employee is an individual who works part-time or full-time under a contract of employment, whether oral or written or implied and has recognized rights and duties.

Employee training is an organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or skill.

Employee development, is defined as the process from which employees learn and improve their skills not only to benefits themselves but also organizations performance, Business Dictionary (2012)

Resilience, Madni (2007) defined resilience as the ability to anticipate a perturbation, to resist by adapting and to recover by restoring the pre-perturbation state as much as possible.

Economic crisis is a situation in which the economy of a country experiences a sudden downturn brought on by financial crisis.

Rewards can therefore be defined as something given in recognition of service, effort or achievement. They can either be in monetary or non-monetary terms.

Reward systems are the planned activities that organizations implement in order to motivate their employees or individuals to achieve the set goals of the company.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

2.1 Employee Development.

According to Mullins (1999), management is the cornerstone of organizational effectiveness and the contribution to social needs of the society. This applies to public sector and service organizations as to many other industries. Managers need a balance of technical, social and conceptual knowledge and skills, acquired through a blend of education and experience. There is therefore a continual need for managerial development of both present and future managers.

Development is concerned with preparing the manager for expected changes in the job, or for anticipated future job or role. However, employee and management development is meant to include an element of training. For Mullins, a more general interpretation views employee development as an integral part of the process of organizational development. Employee Development must embrace all employees in the enterprise. It must aim at challenging all to growth and self development. It must focus on performance rather than on promise, and on tomorrow's requirements rather than those of today's (Drucker, 1955).

Employee development is defined in the web dictionary as the process from which employees learn and improve their skills not only to benefits themselves but also organizations performance. Employee are exposed to learning opportunity whilst doing their jobs, if this informal learning is used as a formal learning process then it is regarded as management development. Business Dictionary (2012) defines employee's development as an aspect of organizational development that covers recruitment and assessment of executive level employees and training them in leadership to equip them for higher positions. This process generally includes development of cognitive (thinking, idea generation and decision making) behavioral (choosing appropriate attitudes and values) and environmental (suiting management style to the situation) skills.

William, James and Susan (2002) define management development as the process of training and educating employees to become good managers and their monitoring the progress of their managerial skills over time. Employee's development is increasingly being used as a tool to accomplish business objectives.

2.2 Employees training programs include the following:

Understudy Position: Job titles such as undersecretary and assistant are part of a relatively successful way of developing managers. Selected employees work as assistant to higher level managers and participate in planning and other managerial functions until they are ready to assume such positions themselves.

Job Rotation: So that they can learn about different functions of the organization managers are often given assignments in a variety of departments. Through job rotation, top managers gain the broad picture of the organization necessary to their success.

Technology-Based Learning, Common methods of learning via technology include: Basic PC-based programs, Interactive multimedia - using a PC-based CD-ROM, Interactive video - using a computer in conjunction with a VCR.

On-The-Job Training: Jumping right into work from day one can sometimes be the most effective type of training. Here are a few examples of on-the-job training: Read the manual - a rather boring, but thorough way of gaining knowledge of about a task.

Coaching/Mentoring: Coaching/mentoring gives employees a chance to receive training one-on-one from an experienced professional. This usually takes place after another more formal process has taken place to expand on what trainees have already learned.

Lectures, Lectures usually take place in a classroom-format. It seems the only advantage to a lecture is the ability to get a huge amount of information to a lot of people in a short amount of time. It has been said to be the least effective of all training methods.

Group Discussions & Tutorials, These most likely take place in a classroom where a group of people discuss issues. For example, if an unfamiliar program is to be implemented, a group discussion on the new program would allow employees to ask questions and provide ideas on how the program would work best.

Role Playing, Role playing allows employees to act out issues that could occur in the workplace. Key skills often touched upon are negotiating and teamwork. Role playing can be effective in connecting theory and practice, but may not be popular with people who don't feel comfortable performing in front of a group

Outdoor Training, A nice break from regular classroom or computer-based training, the usual purpose of outdoor training is to develop teamwork skills. Some examples include: Wilderness or adventure training - participants live outdoors and engage in activities like whitewater rafting, sailing, and mountain climbing.

Films & Videos, Films and videos can be used on their own or in conjunction with other training methods. To be truly effective, training films and videos should be geared towards a specific objective. Only if they are produced effectively, will they keep the trainees attention.

Planned Reading, Basically planned reading is pre-stage preparation to more formal methods of training. Some trainees need to grasp specific issues before heading into the classroom or the team-building session.

2.3 The uses of employee training and development towards organizational resilience against economic crisis.

According to Amah (2010), The aim of employees development is to make sure that the men set aside as future executive are properly trained, and ready for action, by the time they are due to take their appointed place in the overall plan. Amah contend that in selecting for top management, – director level, whether from inside or by external talent spotting, it may be considered advisable to use sophisticated tests designed to demonstrate managerial ability and general group effectiveness. She recommends a group approach which extends to such organized procedure as so- called “Psychological week – end” or „country house” conditions, where candidates take part in public-speaking sessions, group discussion, debates, exercise, etc., and are closely studied by specialist on all points of view. This includes an assessment of their social ability to mix well, to take part in intelligent conversation, and to conduct themselves correctly at table.

Agulanna and Awujo (2005) assert that management development is concerned with the improvement of managers' performance in their current roles and preparing them for greater responsibilities in the future.

They posit that management development covers a wide range of activities such as:-

Self- development through improving communication and presentation skills.

Specific skills such as managing information in the office, performance appraisals, financial management, managing other people, and managing in different cultures.

According to Stamp (2000) cited in Agulanna and Awujo (2005), "in a climate in which managers are expected to use their judgment and trust their intuition, and encourage others to do the same, management development must include concepts such as learning to learn, listening, being a team member, influencing others, communication and individual understanding of growth capability" organizations need creative people who can act on their own initiative whether in serving customers or in making products because the survival of an organization depends on its ability to be flexible and adaptive in a highly competitive environment.

Clarke (1993) refers to the changing role of the manager and suggests that the manager of the future will have to master three specific roles, or survival skills- leader, coach and facilitator.

The role of leader involves the skills of focusing on the wider picture, involving employees in implementation and establishing an environment in which people can operate and have enough space for creativity.

The role of coach- involves the skills of creating an environment where change can thrive, and bringing abilities to the surface by building up confidence and building up on capabilities.

The role of facilitator involves the skills of moving the organization forward and achieving continuous improvement in performance, encouraging the growth of new idea and bringing the best out of employees.

Mullins and Aldrich (1998) have constructed an integrated model of managerial behavior and development.

The model relies on basic management and behavioral theories for its structure, and situational demands for its adaptation.

Past knowledge and experience: Development involves a combination of knowledge and varied experience. These are seen as taking place through a combination of both theoretical and practical involvement.

Behavioral and social variables provide a framework for conceptualizing behavior in organizations and include:

Links with other individuals and groups within and outside the organization. These links may be formal or informal.

Personality and people perception.

Values

Attitudes

Opinions

Intelligence and abilities

Learning and skills acquisition and the assimilation and retention of past knowledge.

Motivation: Needs and expectations.

Analyzing Organization: The organization can be analyzed in terms of five main interrelated sub-systems.

Two of these, people and management, can be considered within the context of the behavioral and social variables above.

Task - organization, the nature of its inputs and outputs, and work to be carried out during the work process.

Technology - Describes the manner in which the tasks of the organization are carried out and the nature of the work performance. The materials, techniques, and equipment used in the transformation or conversion process.

Structure – Defines the pattern of organization and formal relationships among members. The pattern of organization and formal relationships among members. The division of work and co-ordination of tasks by which any series of activities can be carried out.

People – The nature of the members understanding the series of activities as defined by the behavioral and social variables.

Management – Is therefore the integrating of activities working to achieve the tasks using the technology.

The development of executives is the development of the organization.

2.4.0 Organizational Resilience

Madni (2007) Defines resilience as the ability to anticipate a perturbation, to resist by adapting and to recover by restoring the pre-perturbation state as much as possible. McManus et al.; (2008) asserts that the numerous concepts that emerge from definitions of organizational resilience include knowledge of the environment, level of preparation, anticipation of perturbations, adaptation, capacity to recover, etc. The ability of organizations to absorb shock or develop resistance in the face of Perturbances within its environment is a reflection of how prepared the organization can be.

Alastir (2010) contends that managers of resilient organizations should understand at board level, the environment in which their organizations operates, and be aware of changes which may represent a risk to their people, facilities, activities, services and supply chains. He maintains that managers need to understand the increasing complex cultural, political, legal, regulatory, economic, technological, natural and competitive context within which they operate and monitor key issues and trends that may impact on the objectives of the organization and the perceptions and values of external stakeholders.

Erica (2006) asserts that the economic implication of organizations being unprepared for crisis are significant.

In September 11th attacks, business interruption losses far exceeded the sum of all property losses. The importance of organizations being resilience can be well appreciated when we examine the decline in talented skills in certain workforces due to some unanticipated disaster or crisis or loss of key executives either as a result of death or being incapacitated to perform their duties.

In their argument, Amah and Daminabo-Weje (2004) are of the opinion that successful organizations were those who understood the dynamic nature of their environment (Competitors, technology, the availability and cost of finance, taxation, government policy and their customer needs and expectations). In this regard, they contend that a successful organization should evolve like a resilient eco-system constantly adopting to reflect the changing external environments. According to United Nations Report (2003) events such as the 1998 ice storm in Quebec and Ontario and the August 2003 black out that affected 50 million people in the Midwestern and Eastern U.S.A and Ontario made governments realize that it had become crucial to develop a culture of resilience within organization.

The restless and chaotic business operations make organizations vulnerable to a multiplicity of risks at all times. These environments require organizations to be flexible, adaptable and creative enough to respond to changing conditions which implies resilience for the organizations.

Smith (2002) describes organizational resilience in the context of being concerned with crisis prevention. According to Smith, there are two wide areas of crisis prevention. The first is concerned with the development of a crisis preparation culture; the second area is concerned with the ethical aspects of corporate behavior and the creation of resilience as a consequence of suspect ethical behavior.

Mallak et al (1997) identified four tools that will be used to help better prepare for crisis: (1) Risk analysis, (2) Contingency plan (3) Logic charts and (4) Tabletop exercises.

Stucliffe and Vogus (2002) believe that resilience “results from processes that promote competencies, restore efficacy, and encourage growth as well as structures and practices that enable these processes”.

According to Robb, a resilient organization “is able to create structure; dissolve it; provide safety in the midst of change;

Manage the emotional consequences of continuous transformation and change (anxiety and grief); and learn, develop, and grow”.

The September 11 attacks and their aftermath are a living laboratory for those wishing to better understand how individuals, groups, and organizations respond under extreme disaster conditions. Along with other major disaster events, 9/11 revealed much about institutional responses and collective behavior in crises, underscoring what is already known about the social processes that characterize such events, while at the same time highlighting aspects of disasters that the literature has yet to explore fully (Tierney, 2001). Interesting data have emerged from reports written after 9/11. One such report looked at resiliency factors that could be implemented in private industry and the banking business based on what was learned from the attacks at the World Trade Center.

McManus's (2007) definition and indicators of organizational resilience, which she called, Relative Overall Resilience (ROR), is based on a definition of organizational resilience as, “...a function of an organization's situation awareness, management of keystone vulnerabilities and adaptive capacity in a complex, dynamic and interconnected environment”. This definition identifies three components or dimensions of organizational resilience; situation awareness, management of keystone vulnerabilities, and adaptive capacity. McManus (2007) also identified fifteen indicators of organizational resilience, five for each dimensions. Tierney (2003) talks about, robustness redundancy, resourcefulness and rapidity, as well as four domains; technical, organizational, social and economic.

2.4.1 Measures of Organizational Resilience

The measures of Organizational resilience include Organizational Learning, Adaptive capacity and Dynamic Capability.

Organizational Learning

Organizational learning has been defined in the web dictionary as an Organization-wide continuous process that enhances its collective ability to accept, make sense of and respond to internal and external change.

Organizational learning requires systematic integration and collective interpretation of new knowledge that leads to collective action and involves risk taking as experimentation.

Organizational Learning is an area of knowledge within organizational theory that studies models and theories about the way an organization learns and adapts. In organizational development (OD) is as characteristic of an adaptive organization, ie, an organization that is able to see changes in signals from its environment (both internal and external) and adapt accordingly. Learning is acquiring new, or modifying existing knowledge, behaviors, skill, values, or preferences and may involve synthesizing different types of information knowledge.

Aggestam (2006) posits that a learning Organization has a culture that supports learning and innovations both by individuals and by the organization. The environment promotes a culture of learning, a community of learners, and it ensures that individual learning enriches and enhances the organization as a whole. The process of learning must ultimately be made part of the culture, not just be a solution to a given problem. Learning organizations demand a new view of leadership, leader as designer. Culture begins with leadership, but because culture is the result of a group's accumulated learning the culture itself will later define the wanted leadership.

The first step in building a learning organization requires a leader who inspires the vision of the learning organization. To be a learning organization has no value in itself, it must always serve the broader aims of the organization. Shared visions emerge from personal visions. A Learning Organization has a design and a culture which takes in, and in a learning organization members know why. In other organizations they know how. Aggestam (2006) maintains that a learning organization is organized in such a way that it scans for information in its environment, creates information by itself, and encourages individuals to transfer know-ledge between the individuals in team.

This must be guided by the structure and by the vision that is guided by the strategic leadership of the organization.

Learning is when changes in knowledge happen inside an individual and learning and accumulation of (new) knowledge always starts with the individual. Individual learning does not necessarily imply changes in organizational knowledge. Organizational knowledge is knowledge independent of specific members in the organization, e.g. knowledge in knowledge repositories, and knowledge embedded in policies, and routines. Organizational Learning (OL) is considered to depend on the collective cognitive processes of individuals. Individuals can be regarded as subsystems in the organization. The concept of learning organization regards the organization as an entity and focuses what are the characteristics such that encourages its members may learn. Organizational learning, on the other hand, focuses on how learning is developed in an organization.

Adaptive Capacity

In socio-ecological context, Walker et al., (2002) define adaptive capacity as an aspect of resilience that reflects learning, flexibility to experiment and adopt novel solutions, and the development of generalized responses to broad classes of challenges. Folke et al., (2003) identified four dimensions of adaptive capacity:

- Learning to live with uncertainty
- Nurturing diversity for reorganization and renewal
- Combining different types of knowledge for learning
- Creating opportunities for self-organization.

Armitage (2005) adapts Folke (2003) four dimensions for socio-institutions. In a socio-institution context, adaptive capacity depends on the attributes of individuals, organizations and institutions that might foster learning when faced with change and uncertainty, such as willingness to learn from mistakes, engage in collaborative decision-making arrangements, and encourage institutional diversity.

Adaptive capacity may be defined as the ability or inclination of individual or group to maintain an experimental attitude towards new situations as they occur and to act in terms of changing circumstances.

Adaptive capacity is addressed in this context through two approaches; socio environmental, and organizational (McManus, 2007). An organization's ability to adapt is at the heart of their ability to display resilient characteristics.

Amah and Baridam (2012) discuss the importance of adaptation and note that the aim is to create advantages over less adaptive competitors. This suggests that adaptive capacity is also linked to competitiveness.

Dalziell and McManus (2004) define adaptive capacity as, the engagement and involvement of organizational staff so that they are responsible, accountable and occupied with developing the organization's resilience through their work because they understand the links between the organization's resilience and its long term success. "...the ability of the system to respond to changes in its external environment, and to recover from damage to internal structures within the system that affect its ability to achieve its purpose". They also define adaptive capacity as relating to strong leadership and a culture which enables clear communication, good working relationships, and a shared vision across the organization. The organization is innovative and creative and people are able to constantly and continuously act to match or exceed the needs of the organization's operating environment in anticipation of, or in response to change. Dalziell and McManus (2004) go on to demonstrate the difference between adaptive capacity and vulnerability, which they argue are often used interchangeably because of the inclusion of adaptation in definitions of vulnerability.

Vulnerability is defined by Dalzille and McManus (2004) as the amount of deviation from the organization's original state to the point at which it experiences significant change or impacts as a result of the disaster. Adaptive capacity then, is the envelope or space in which the organization's performance or management of the disaster fluctuates until it reaches an equilibrium.

Dynamic Capabilities

Teece, (2010) defined Dynamic capabilities as "the firm's ability to integrate, build, and reconfigure internal and external competencies to address rapidly changing environments". Dynamic capabilities can be distinguished from operational capabilities which pattern to the current operations of an organization.

Dynamic capabilities, by contrast, refer to "the capacity of an organization to purposely create, extend, or modify its resource base" (Helfat, 2007) cited in Teece, (2010).

The basic assumption of the dynamic capability framework is that core competencies should be used to modify short-term competitive positions that can be used to build longer-term competitive advantage. These authors affirm that the Literature on dynamic capabilities grew out of (1) the resource based view of the firm and (2) the concept of “routines” in evolutionary theories of the organization (Nelson and Winter, 1982) cited in Teece, et al (2010). It thus provides a bridge between the economic-based strategy literature and evolutionary approaches to organization. They opine that three dynamic capabilities are necessary in order to meet new challenges. Organizations and their employees need the capability to learn quickly and to build strategic assets. New assets such as capability, technology and customer feedback have to be integrated within the company. Existing strategic assets have to be transformed or reconfigured. Teece’s concept of dynamic capabilities essentially says that what matters for business is corporate agility; “ the capacity (1) to sense and shape opportunities for threat, (2) to seize opportunities, (3) to maintain competitiveness through enhancing, combining, protecting, and when necessary, reconfiguring the business enterprise’s intangible and tangible assets.

2.5 Relationship between training and development and organization resilience against economic crisis.

There is a strong emphasis for creating „knowledge for action, not knowledge for its own sake (Agyris 1993). Further, it recognizes that organizations are a part of complex social systems, systems over which it is unlikely they can exert control. Another aspect of the pragmatic orientation is that learning organization theorists, unlike many of their academic counterparts, have also developed an array of techniques and tools for doing diagnostics, examining patterns of behavior in organizations, and engaging in, transformative thinking (Wycoff 1995).

There is also a strong element of self-improvement found in the literature, whereby individuals in a learning organization are not only in an ongoing quest for work-related knowledge, but also for self knowledge. One aspect of this is the need to understand their own mental models -- deeply ingrained assumptions about how the world works, what motivates people, cause-and-effect relationships -- and to be open to challenges regarding these assumptions.

Individuals as well as the organization are engaged in an ongoing quest for knowledge, their struggle to “unlearn” dysfunctional behaviors is continuous, and because change is a constant, they must constantly change. Developing managers is a learning process that enhances organizational learning. This can be achieved by reviewing and assessing talent employees who should fit into higher roles when the need arises. Methods may include.

Identify the development needs.

Identify employees with talents.

Identify positions that are threading.

Assess the environment, competitor’s activities.

Information sharing is important for the progress of the organization.

Staber and Sydow (2002) discuss adaptation and „adaptive capacity as two approaches to organizational effectiveness and survival in hypercompetitive environment. They assert that continual learning along with a mindset and conditions that are supportive for the learning is at the core of adaptive capacity. This comes as no surprise; organizational learning and adaptation are among the literatures that speak most directly to understanding organizational resilience (Sutcliffe and Vogus, 2003). Developing managers through learning is an essential way of ripping off failure in terms of loss of knowledge in organizations.

Teece (2011) asserts that the most important intangible asset that organizations have to deal with is technological know-how and other intangibles are increasingly the “bottleneck assets” that allow innovating firms to differentiate and establish some degree of competitive advantage. Knowledge and information are intangible assets which are used for developing managers to ensure that the organization has all the HR needs required to operate in a dynamic environment. This further forestalls the organization against threats from its competitors and other external factor that might disrupt the enterprise.

By training and retraining, enriching and enlarging jobs, job rotation, simulation and scenario exercises, management is saying we are ready to absorb any form of shock, anticipatorily to prepare to cushion whatever environmental disturbance that may arise.

It then means that by preparing employees by enriching them with the required skills and knowledge to manage not just their particular job but also to be able to step into the shoes of superiors or talented executives when vacancy exist, the organization is guarding itself against failure.

Agulanna and Awujo (2005) asserts that human beings are the agents who accumulate wealth, exploit material resources, build social, economic, and political organizations and achieve national development. When they are trained, they become more effective and efficient in the above exercises. It is pertinent at this point to bring in the Paul Principle which states “overtime, people become uneducated and therefore incompetent to perform”. The implication of the principle is that training and retraining are imperative. Training is needed when organization goals can be advanced by improved employee-performance. Employee performance is required to keep the organization going and that is a way of possessing dynamic capabilities.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents and discusses the research design that was adopted for the study, area and population of study, the sampling method and strategy applied data collection methods and instruments to be used, data analysis and presentation and limitation to the study.

3.2 Research Design

The study was cross sectional. The study was largely qualitative because of the need to generate explanations about the impact of employment training and development on increasing organization resilience against economic crisis. Using qualitative approaches enabled the researcher to collect the non-categorical data and data which cannot easily be quantified for instance attitudes and perceptions. Qualitative methods allows for the capturing of views, attitudes and perceptions of the participants. However, quantitative approaches will also be used to deal with numerical variables such as age, educational level, marital status, and marital status of the respondents.

3.3 Area of Study

This study was carried out at U.R.A Kampala branches. This is because the researcher is familiar with this area which provided for an in-depth study to be conducted.

3.4 Study Population

In this particular study, the population included the employee and the top management of the organization. The choice of these population categories is because of their experiences and knowledge of the topic under study. The researcher was cognizant of the fact that both male and female respondents participate in this study.

3.5 Sampling Procedure

In this study, the sampling procedure based on the demographic characteristics of the study respondents. Stratified random sampling was used to get a fair representation of all the categories of respondents.

Cluster sampling was also be used for the different groups of people, to give a fair representation and every respondent have a chance of being selected. In this case each of the categories of people has a chance of being selected in the strata.

3.2.3 Sample size

The researcher used a sample size of one hundred (100) respondents. This sample size is representative of the whole population and manageable to administer the research instruments. The sample population was selected from the research population of 134 respondents using, Slovene’s Formula to come up with appropriate sample size to be used in the study.

Slovene’s Formula states that, given a population, the minimum Sample size is given by: The sample size will be calculated mathematically using the formula below;

$$n = \frac{N}{1 + N\alpha^2}$$

Where; n = the sample size

N = total population of respondents that is 134.

α = the level of significance, that is 0.05

$$n = \frac{N}{1 + N\alpha^2}$$

$$n = \frac{134}{1 + 134 (0.05)^2}$$

$$n = \frac{134}{1 + 134 * 0.0025}$$

$$n = \frac{134}{1.375}$$

$$n = 100.3$$

$$n = 100$$

A sample size of 100 respondents was selected to participate in the study

3.6 Data Collection Methods

The study used mainly two types of data collection methods namely primary data and secondary data collection.

Primary data includes raw data obtained directly from respondents in the study whereas, secondary data includes all data obtained from published documents including reports, journal articles, newsletters, and other written materials from the archives and library.

Primary data was collected through the following methods;

) Face to Face Interviews

This was in the form of individual interviews where the researcher interviews one respondent at a time. During this interview the interviewer asks direct or indirect questions to respondents. The researcher used a self administered and semi-structured questionnaire which has guiding questions with minimal restrictions to collect primary data.

i) Key Informant Interviews

Five key informant interviews were held with selected people who have specialized knowledge on the employee training and development on organizational resilience against economic crisis. Key informant interviews enabled the researcher to obtain expert knowledge and opinion on the topic under study.

ii) Observation

Observation as a means of data collection employs vision as its main means of data collection. The researcher would sit, watch and see what is happening. The researcher was in position to record the visible aspects of the lack of training and development and in regards to increasing resilience against economic crisis. An observation guide was used.

iv) Documentary Review

Secondary data was collected and its content analyzed. Specific analysis of documents on training and development and organization resilience against economic crisis, such as books, journals, business magazines, government reports was carried out and this helped in generating a synthesized report.

3.7 Data Analysis

Data collected using a semi-structured questionnaire were processed, thematically analyzed because the data collected were largely qualitative. This analysis was basic and descriptive generating information of the subject matter. Key informant interviews were tape-recorded. Once interviews had been transcribed, qualitative data were analyzed manually. Emphasis was placed on drawing relevant proposed and emerging themes including exploring relationships.

3.8 Procedure in Data Collection / Ethical Considerations

An introductory letter from Kampala International Department of applied economic and management science commissioning the researcher to carry out the study in the area of study will be got. A guide from the area of study will be employed to assist the researcher locate the informants. Before starting the interview or discussions, the researcher built a rapport with the informants to build confidence and trust. This is expected to motivate the informants to participate in the interviews. The researcher also worked hard to ensure the confidentiality of the sensitive information of the respondents.

3.9 Limitations of the Study

The anticipated threats to the validity in this study are as follows;

Logistical support was a challenge to the study since the research was funded solely by the researcher.

However, by self-sacrifice and support from friends and family members, the researcher was able to overcome this challenge. To help in timely completion of the research work and the researcher was able to meet the deadline.

The main limitation to this study is time frame; the researcher faced a problem with time as the timetable was not give enough time to do the research. However this was overcome by developing a personal time plan to follow in order to be in time with the school program.

Some of the respondents were not in position to give clear information about what may be asked. So in this case there were response from respondents, but here the researcher ensured confidentiality of their information provided.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND ANALYSIS OF FINDINGS

4.0 Introduction.

This chapter comprises of the findings that were acquired by the researcher from the employees and management in relation to the topic, “The role of employee training and development on organizational resilience against economic crisis.”

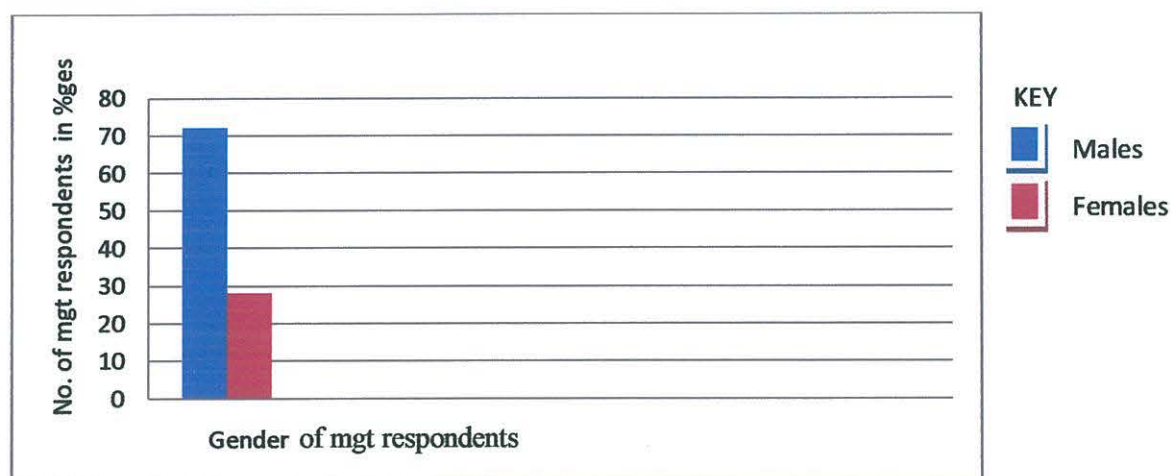
The data is presented and interpreted in view of the objectives mentioned in chapter one of this research. The interpretation also seeks to answer the research questions that were raised in chapter one.

Presentation and interpretation of data in this chapter has been done with the aid of quantitative and qualitative methods for example the use of tables, graphs, percentages and personal analysis and interpretation presented in essay form.

Questionnaires were provided to 100 respondents of which 25 were from management and 75 were employees who filled them to the best of their knowledge.

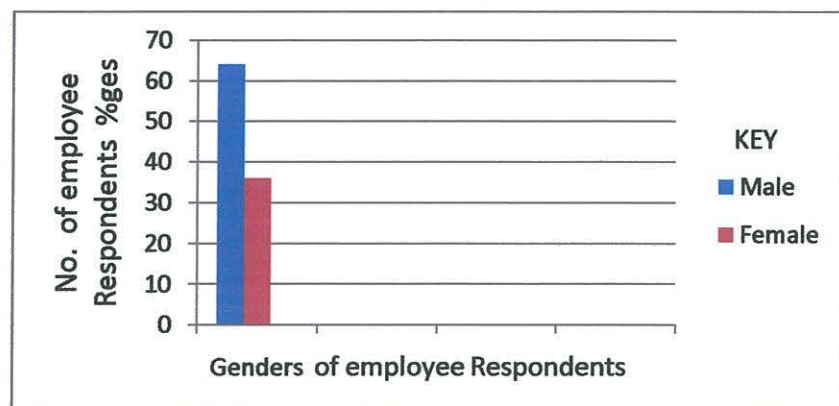
4.1 Demographic characteristics of both management and employee respondents.

Figure i: The bar graph showing gender of management respondents



From the figure above, it can be seen that the majority of respondents are male with 72% of the management respondents whereas 18% were female respectively.

Figure ii: The bar graph showing gender of Employee respondents



From the figure above, 64% of the employee respondent were male and only 36% of the employee respondents were female respectively.

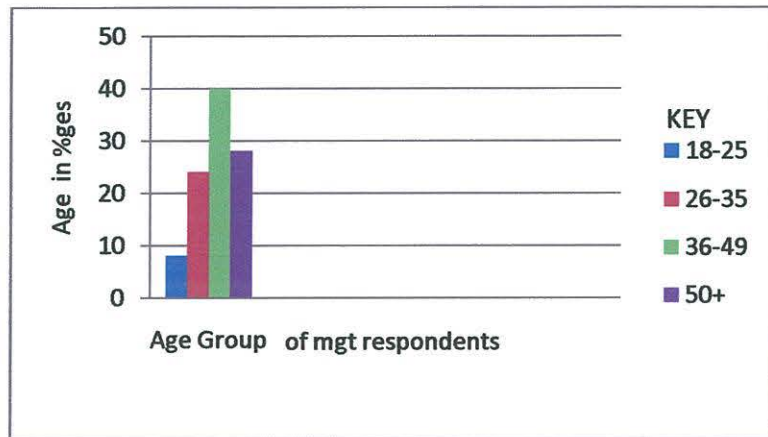
Table (i) Showing Gender of both management and employee respondents.

Levels	Respondents	Frequency	Percentage
Management	Males	18	72
	Females	7	28
	Total	25	100
Employees	Males	50	64
	Females	25	36
	Total	75	100

Source: Primary data 2016

From the table above, it can be seen that the majority of respondents are male whereby 72% of the management respondents were male whereas 18% were female and 64% of the employee respondent were male and only 36% of the employee respondents were female.

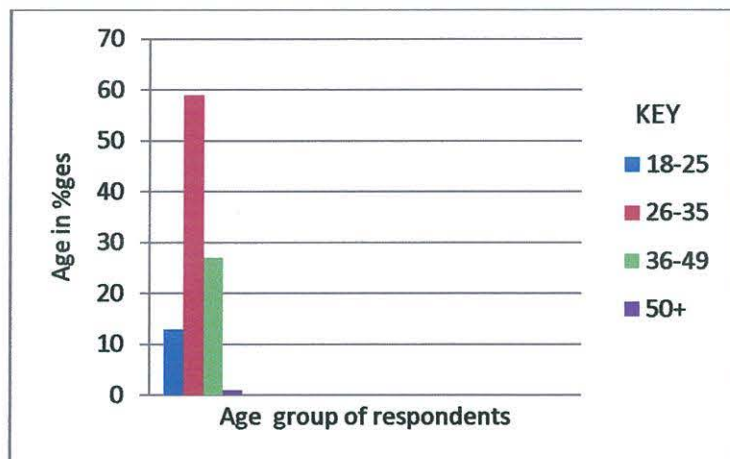
Figure iii: The bar graph showing age distribution of the management respondents.



Source: Primary data 2016

From the figure above, it can be seen that the majority of the respondents are aged between 36-49 years representing 40%, followed by 50+ years representing 28%, 26-35 represented by 24% and above 18-25 represented by 8% for the management respondents.

Figure iv: The bar graph showing age distribution of the Employees respondents.



From the figure above, the employee majority of the respondents were aged between 26-35 years representing 59%, followed by 36-49 years representing 27%, 18-25 represented by 13% and 50+ represented by 1%.

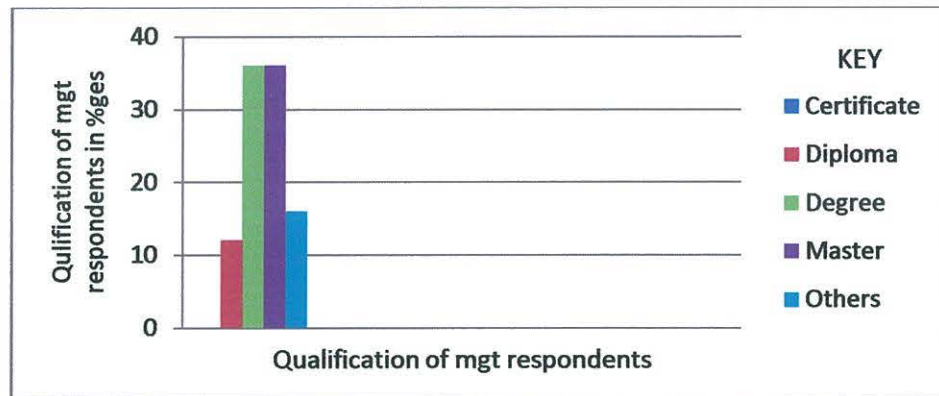
Table (ii) Showing Gender respondents

Levels	Age Group	Frequency	Percentage
Management	18-25	2	8
	26-35	6	24
	36-49	10	40
	50+	7	28
	Total	25	100
Employees	18-25	10	13
	26-35	44	59
	36-49	20	27
	50+	1	1
	Total	75	100

Source: Primary data 2016

From the table ii above, it can be seen that the majority of the respondents are aged between 36-49 years representing 40%, followed by 50+ years representing 28% , 26-35 represented by 24% and above 18-25 represented by 8% for the management and for the employee majority of the respondent were aged between 26-35 years representing 59%, followed by 36-49 years representing 27% , 18-25 represented by 13% and 50+ represented by 1%.

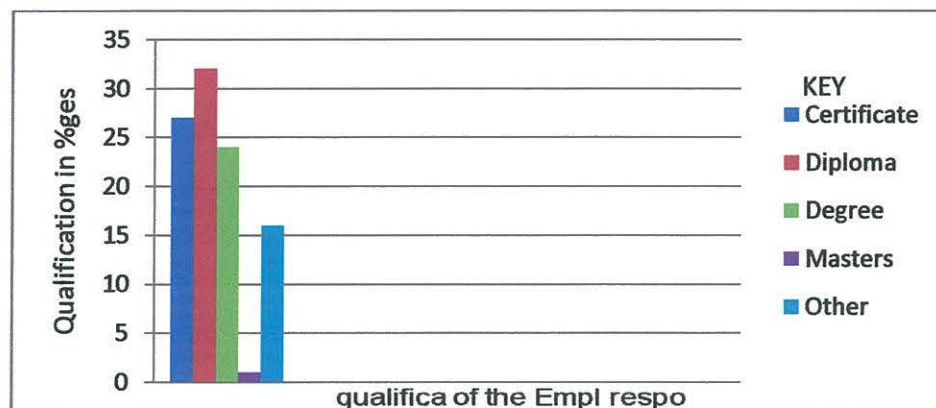
Figure v: The bar graph showing qualifications of the management respondents.



Source: Primary data 2016

From the figure above, the majority of the management in the organization were masters and degree Holders representing 36% followed by other certificate holder at 16% followed by Diploma holders representing 12% no one from management had certificate. This implies that the respondents are well educated and therefore the information obtained from them can be relied upon for the purpose of this study.

Figure vi: The bar graph showing qualifications of the Employee respondents.



Source: Primary data 2016

From the above figures, it is seen that the majority of the employees in the organization were Diploma Holders representing 32% followed by certificate holder at 27% followed by degree holders representing 24% followed by others representing 16% and then masters holder at 1%.

Table (iii) Showing Academic Qualifications of the Respondents.

Levels	Qualifications	Frequency	Percentage
Management	Certificate	-	-
	Diploma	3	12
	Degree	9	36
	Masters	9	36
	Others	4	16
	Total	25	100
Employees	Certificate	20	27
	Diploma	24	32
	Degree	18	24
	Masters	1	1
	Others	12	16
	Total	75	100

Source: primary data 2016

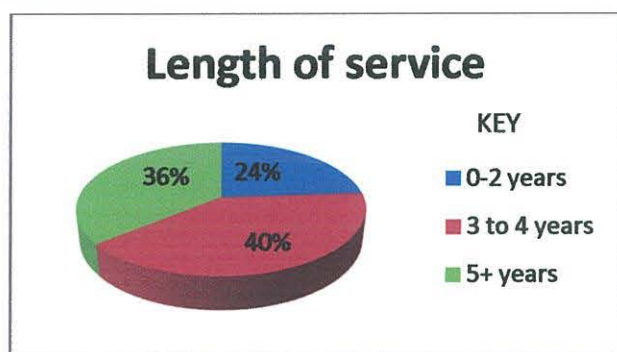
From the above table, it is seen that the majority of the employees from in the organization were Diploma Holders representing 32% followed by certificate holder at 27% followed by degree holders representing 24% followed by others representing 16% and then masters holder at 1%.

Where the management the majority of the management from in the organization were masters and degree Holders representing 36% followed by other certificate holder at 16% followed by Diploma holders representing 12% no one from management had certificate. This implies that the respondents are well educated and therefore the information obtained from them can be relied upon for the purpose of this study

4.1.4. Length of operation in the Organization

One of the questions asked aimed at establishing the length of service in URA by the respondents. The results are presented in the figure below;

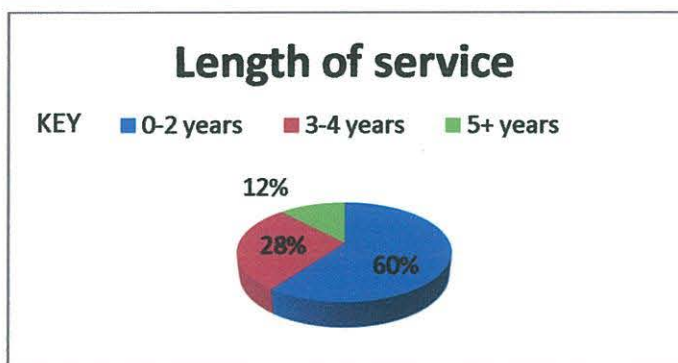
Figure vii. Length of service in the company for the management respondents.



Source: Primary data 2016

Results in figure vii above indicate that majority (40%) of the management respondents had stayed in the organization between 3-4 years and (36%) stayed for five years and plus whereas the (24%) had stayed for only two years respectively.

Figure viii. Length of service in the company for the Employee respondents.



For the case of Employee respondent, majority (60%) had stayed in the organization for less than two years, this is basically because of high rate of employee turnover whereas (28%) had stayed for three to four years and only (12%) stayed for five years and more in the organization respectively.

Table (iii): Showing length of service at the organization.

Levels	Length	Frequency	Percentage
Management	0-2 years	6	24
	3-4 years	10	40
	5+	9	36
	Total	25	100
Employees	0-2 years	45	60
	3-4 years	21	28
	5+	9	12
	Total	75	100

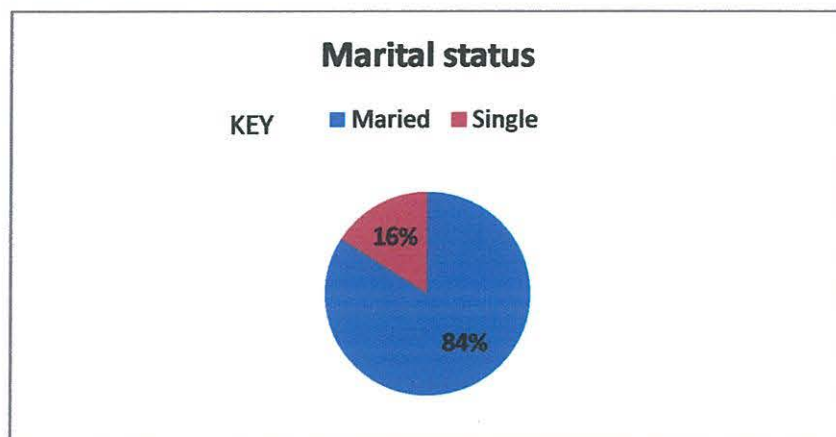
Source: Primary data 2016

Results in Table iii above indicate that majority (40%) of the management respondents had stayed in the organization between 3-4 years. And for the case of Employee respondent, majority (60%) had stayed in the organization for less than two years, this is because basically because of high rate of employee turnover.

4.1.5 Marital status

This is one of the socio-cultural factors that influence organization resilience against economic crisis. The marital status of respondents can be illustrated below;

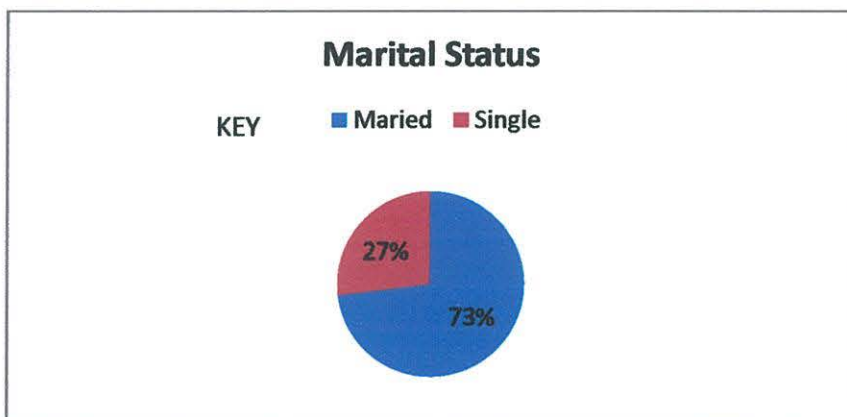
Figure ix. Marital status of management Respondents



Source: Primary data 2016

According to the results in figure ix & x above, majority (84%) of management respondents were married whereas (16%) of the respondents were single.

Figure x. Marital status of Employee Respondents



Source: Primary data 2016

From the figure above, the employee respondents were the majority and also married with 55% whereas singles were 27% meaning they were responsible enough to provide correct information.

Table (iii): Showing respondents' marital status.

Levels	Marital status	Frequency	Percentage
Management	Married	21	84
	Single	4	16
	Total	25	100
Employees	Married	55	73
	Single	20	27
	Total	75	100

Source: Primary data 2016

1.2 Uses of employee training and development on organization resilience against economic crisis.

The first objective of the study was to find out the uses of employee training and development on organization resilience against economic crisis.

1.2.1 Whether there are some uses of employee training and development on organization resilience against economic crisis

The responses that were gathered from the respondents are shown in the table below:

Table iv: Showing response to whether employee training and development is important on organization resilience against economic crisis

Levels	Responses	Frequency	Percentage
Management	Yes	23	92
	No	-	-
	Not sure	2	8
	Total	25	100
Employees	Yes	70	93
	No	-	-
	Not sure	5	7
	Total	75	100

Source: Primary Data 2016

From the table above, it's clearly that 92% of the management respondents and 93% of the employee respondents agree that employee training and development has got use on organization resilience against economic crisis while 8% for management and 7% for employee respondents are not sure. This indicates that it has a greater work toward economic crisis of an economy of a given country.

4.1.3 Employee training and development has got use on organization resilience against economic crisis in URA Kampala Branch.

Table v: Showing response in percentages to the uses of employee training and development on organization resilience against economic crisis

Importance	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total
	%	%	%	%	%	%
Improvement on employee skills	60	30	6	0	4	100
Improvement in performance, innovation	84	10	4	0	2	100
Implementation and establishing good working condition	70	4	2	24	0	100
Improvement of managers' performance in their current roles	60	0	10	10	20	100

Source: Primary Data 2016

From the table above, 80% of the respondents strongly agreed that employee training and development is of use, 10% of the respondents agreed, 6% were not sure, 2% disagreed and 2% of the respondents strongly disagreed.

The issue of improved skills had 60% of the respondents who strongly agreed and also 30% who agreed, 6% of the respondents were not sure, none disagreed and 4% were not sure.

Increased performance and innovation has 84% of the respondents who strongly agreed, 10% agreed, 4% were not sure, none disagreed and 2% strongly disagreed.

Job rotation had 60% of the respondents who strongly agreed, 6% agreed, 28% were not sure, 0% respondents disagreed and 12% strongly disagreed.

66% of the respondents strongly agreed that Understudy Position is a type of training and development in the company 8% agreed, 8% were not sure, 14% disagreed and 4% strongly disagreed.

Technology-Based Learning had 60% of the respondents who strongly agreed, 18% agreed, 4% were not sure, 8% of the respondents disagreed and 10% strongly disagreed.

60% of the respondents strongly agreed with role play, 28% agreed, 10% were not sure and 4% of the respondents strongly disagreed and 8% disagreed.

Coaching/mentoring had 58% of the respondents who strongly agreed, 28% agreed, 4% were not sure, 4% disagreed and 6% of the respondents strongly disagreed

Group Discussions & Tutorials had 70% respondents who strongly agree, none agreed, 4% were not sure, 20% of respondents disagreed and 6% of the respondents strongly disagreed .

Films & Videos had 60% of the respondents who strongly agreed, 14% agreed 6% were not sure, 20% disagreed and 6% strongly disagreed.

Outdoor Training and lectures had 60% respondents who strongly agreed, 10% agreed, 8% were not sure, 10% disagreed and 12% strongly disagreed.

4 Relationships between training and development and organizational resilience against economic crisis.

One other question of the research was to find out the relationship between training and development and organizational resilience against economic crisis.)

The following were the responses that were gathered from the respondents:

Table vii: Showing response to whether employee training and development relates to the organizational resilience against economic crisis.

Levels	Responses	Frequency	Percentage
Management	Yes	20	80
	No	-	-
	Not sure	5	20
	Total	25	100
Employees	Yes	65	87
	No	-	-
	Not sure	10	13
	Total	75	100

Source: Primary Data 2016

As seen in the table vii above, since 80% of the management respondents agreed that employee training and development have a relationship with organizational resilience against economic crisis. However this argument is not so convincing because of the substantial percentage of disagreements and those who are not sure, that is 20% and respectively and for the employees 87% agreed and 13% of the respondent were not sure therefore before drawing any conclusions on this objective other parameters need to be seriously considered and addressed as well.

4.2 Ways in which employee training and development relates with organizational resilience against economic crisis.

Table viii: Showing response to the ways in which employee training and development have a relationship with organizational resilience against economic crisis.

Relationship	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total
	%	%	%	%	%	%
Affects the economic performance.	54	20	10	16	0	100
Massive sensitization	50	20	0	30	0	100
Methods and procedures have a direct influence on organizational resilience	60	18	14	0	8	100
Monitoring and evaluation of training and development techniques	40	36	10	6	10	100

Source: Primary Data 2016

In reference to the table above, 54% of the respondents strongly agreed with the point of economic performance. As a way in which employee training and development relate to organization resilience against economic crisis, 20% agreed 10% were not sure, 16% disagreed and none of the respondents strongly disagreed.

Massive sensitization had 50% of the respondents who strongly disagreed, 20% agreed; none of the respondents was not sure 30% disagreed and no respondent strongly disagreed.

Methods and procedures have a direct influence organizational resilience had 60% of the respondents who strongly agreed, 18% agreed, 14% were not sure, none of the respondents disagreed and 8% strongly disagreed.

Finally, 40% of the respondents strongly agreed, 10% were not sure, 6% disagreed, 10% strongly disagreed and 36% agreed; that Monitoring and evaluation of training and development techniques make employee training and development relate to organizational resilience against economic crisis.

From the chart above, it's observed that employee training and development influence organizational resilience against economic crisis factors like massive sensitization, monitoring and evaluation, Methods and procedures and economic performance. All the above were agreed upon by over an average of 70% of the respondents who agreed and strongly agreed but the main factor being methods and procedure of employee training and development with 60% of the respondent strongly agreed with it.

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS

5.0 Introduction

The study was carried out with the view to assess the role of employee training and development on organization resilience against economic crisis in URA.

This chapter is concerned with discussion, summary, conclusion, recommendations and suggestions about the findings that were gathered from the case study.

5.1 Discussion of findings

5.1.1 Uses of employee training and development on organization resilience against economic crisis.

In view of the first objective which sought to find out Uses of employee training and development on organization resilience against economic crisis, the researcher found out that employee training and development play a commendable role in the organization resilience against economic crisis as expressed by the respondents. Furthermore, it was found out by the researcher that the main way in which its of great importance is through Improvement in performance, innovation through provision of scholastic materials and provision of basic needs including paying fees with 84% of the respondents who strongly agreed and agreed. This finding is in line with, Bangladesh (Buckland & Graham, 1990), sesame in the Gambia (Gilbert, 1990), and cocoa in Bolivia (Trujillo, 1991), who argue that One of training and development main concerns has been to identify the needs of economic growth and development.

Implementation and establishing good working condition are other significant key importance of employee training and development with 70% and of the respondents who strongly agreed and agreed.

5.1.2 Types of training and development provided in URA.

Considering the second objective which was to find out the Types of training and development provided at URA., it was found out that according to the responses from the respondents concerning the types of training and development provided at URA the main type of training and development at URA is Group Discussions & Tutorials with 70% the respondents who strongly

agreed and agreed, it's evident that all the types of training and development that the researcher suggested in Table iv group discussion and tutorial carrying the most weight since it had a total agreement of 70%.

This is in line with (Wikipedia, 2006) that argued that the best ways to train and develop employee is through group discussion and tutorials.

1.1.4 Relationship between employee training and development and organizational resilience against economic crisis.

In relation to the researcher's suggestions, the respondents agreed with the suggested points by the researcher, that employee training and development have a direct relationship organizational resilience against economic crisis factors like massive sensitization, monitoring and evaluation, methods and procedures and economic performance. All the above were agreed upon by over an average of 70% of the respondents who agreed and strongly agreed but the main factor being methods and procedure of employee training and development with 60% of the respondent strongly agreed with it.

1.2 Summary of the findings.

The key findings of the study include the following:

The researcher found out that 56% of the respondents agreed that employee training and development directly impacts on organizational resilience against economic crisis. This does not ignore the fact that 44% of the respondents are in disagreement, therefore in order to control economic crisis other factor must also be considered.

The researcher found out that 66% of the respondents agreed employee training and development plays a vital for organization resilience against economic crisis in the country. However a substantial disagreement (34% who do not agree and not sure can't be underestimated when prescribing recommendations.

The findings were that 80% of the respondents agreed that employee training and development's key importance is through Improve on employee skills, Improvement in performance, innovation, implementation and establishing good working condition and Improvement of managers' performance in their current roles

The researcher found out that there is a huge relationship between employee training and development through effecting economic performance, Massive sensitization , Methods and procedures have a direct influence organizational resilience and finally Monitoring and valuation of training and development techniques which has an average of 75% respondents who strongly agree and agree.

3.3 Recommendation

Organizations in Uganda seems to be working well and is a correct avenue for controlling economic crisis through employee training and development, therefore it should be strengthened, government giving better avenue and programs for training.

In relation to the challenges faced in by organization in fighting adopting effective training program, the researcher recommends that all the stakeholders involved should adopt a clear mechanism of finance such as effective program to control economic crisis in the country.

Organizations should establish a clear means of training and development programs for employee through following the regulations set so as to operate well with government .This is on top of adopting all the solutions raised by the researcher in the previous section so as to reverse the trends their operations in URA.

Basing on the fact that a substantial 44% disagreed with a view that training and development did not contribute to development, organizations should strengthen training programs and facilitate for effective training and development of employee in different organization with the main purpose of controlling economic crisis in the country.

3.4 Conclusion

The majority of respondents are male with 72% of the management respondents were male whereas 18% were female and 64% of the employee respondent were male and only 36% of the employee respondents were female respectively.

The majority of the employees from in the organization were Diploma Holders representing 32% whereas in management the majority of the management from in the organization were masters and degree Holders representing 36% this implies that the respondents are well educated and therefore the information obtained from them can be relied upon for the purpose of this study.

majority (40%) of the management respondents had stayed in the organization between 3-4 years. And for the case of Employee respondent, majority (60%) had stayed in the organization or less than two years, this is because basically because of high rate of employee turnover.

According to the objectives set out in this research, the researcher observes and can be concluded that employee training and development directly impacts on organizational resilience against economic crisis, the main types of employee training and development being group discussion and tutorial and also that there is a huge relationship between employee training and development through effecting economic performance, Massive sensitization, Methods and procedures have a direct influence organizational resilience and finally Monitoring and evaluation of training and development techniques

5 Areas of further research

The researcher suggests the following as possible areas for further research on NGOs and development:

- An assessment of role employee training and development on economic growth of the country.
- The most influential factors that promotes economic crisis worldwide.

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APPENDIX I: QUESTIONNAIRE

FOR THE MANAGEMENT

Dear respondents,
I AMONG AMON Pursuing Bachelor of Human Resource Management. Am carrying out a study on Training and development to increase organizational resilience against economic crisis. I humbly request you to spare some few minutes of your time and answer these questions below. The information provided will be strictly for academic purposes and will be treated with utmost confidentiality. Please tick where necessary make a brief statement.

SECTION A: BACKGROUND INFORMATION

1. Gender

- a) Male ☐
- b) Female ☐

2. Age bracket

- a) 15-20years ☐
- b) 21-25years ☐
- c) 26-30years ☐
- d) 31-35years ☐
- e) 36-above ☐

3. Level of education

- a) Certificate ☐
- b) Diploma ☐
- c) Degree ☐
- d) Masters ☐
- e) None of the above ☐

4. Marital

- a) Married ☐
- b) Single ☐
- c) Divorced ☐
- d) Others specify

5. Department/position

- a) Finance department ☐
- b) Marketing department ☐
- c) IT department ☐
- d) HR department ☐
- e) Others specify

6. Position in organization

- a. Director ☐
- b. Executive ☐
- c. Others specify

7. Duration

- a) 0-2 years ☐
- b) 2-5 years ☐
- c) 5-7 years ☐
- d) Others specify

SECTION B: USES OF EMPLOYEE TRAINING AND DEVELOPMENT ON ORGANIZATION RESILIENCE AGAINST ECONOMIC CRISIS

Use a likert Scale to Rank the following alternatives from a-m use 1-5 where 1= Strongly agree (SA), 2= Agree (A), 3= Not Sure (NS), 4= Disagree (D), and 5= Strongly Disagree (SDA)

		Rankings				
	Statements	1	2	3	4	5
a)	Involves the skills of creating an environment where change can thrive, and bringing abilities.					
b)	Improvement in performance, encouraging the growth of new idea and bringing the best out of employees.					
c)	In implementation and establishing an environment in which people can operate and have enough space for creativity.					
d)	Improvement of managers'' performance in their current roles and preparing them for greater responsibilities in the future.					

SECTION C: TYPES OF EMPLOYEE TRAINING AND DEVELOPMENT IN AN ORGANIZATION

Use a Likert Scale to Rank the following alternatives from a-j use 1-5 where 1= Strongly agree (SA), 2= Agree (A), 3= Not Sure (NS), 4= Disagree (D), and 5= Strongly Disagree (SDA)

Methods/type of training in the organization	Rankings				
	1	2	3	4	5
Understudy Position					
Job Rotation					
Technology-Based Learning					
Coaching/Mentoring					
Group Discussions & Tutorials					
Lectures					
Role Playing					
Outdoor Training					
Films & Videos					
Planned Reading					

SECTION D: RELATIONSHIP BETWEEN TRAINING AND DEVELOPMENT AND ORGANIZATIONAL RESILIENCE AGAINST ECONOMIC CRISIS.

Use a likert Scale to Rank the following alternatives from **a-i** use 1-5 where 1= strongly agree (SA), 2= Agree (A), 3= Not Sure (NS), 4= Disagree (D), and 5= Strongly Disagree (SDA)

	Statements	Rankings				
		1	2	3	4	5
a.	The level of Employee training and development affects the economic crisis.					
b.	Training and development improves on organizational resilience.					
c.	The low training and development among Ugandan organization affects the economic performance.					
d.	The assessment system by URA determines the total economic performance of the company.					
e.	The employee training and development methods and procedures have a direct influence on the organizational resilience against economic crisis.					
f.	The effectiveness of the monitoring and evaluation of training and development techniques improve on organizational resilience.					
g.	Massive sensitization of the organization toward employee training and development increase organizational resilience.					

THANK YOU VERY MUCH FOR YOUR COOPERATION

APPENDIX I: QUESTIONNAIRE

FOR THE EMPLOYEES

Dear respondents,

MWINE AMON Pursuing Bachelor of Human Resource Management. Am carrying out a study on Training and development to increase organizational resilience against economic crisis. I humbly request you to spare some few minutes of your time and answer these questions below. The information provided will be strictly for academic purposes and will be treated with utmost confidentiality. Please tick where necessary make a brief statement.

SECTION A: BACKGROUND INFORMATION

1. Gender

- a) Male ☐
- b) Female ☐

2. Age bracket

- a) 15-20years ☐
- b) 21-25years ☐
- c) 26-30years ☐
- d) 31-35years ☐
- e) 36-above ☐

3. Level of education

- a) Certificate ☐
- b) Diploma ☐
- c) Degree ☐
- d) Masters ☐
- e) None of the above ☐

4. Marital

- a) Married ☐
- b) Single ☐
- c) Divorced ☐
- d) Others specify

5. Department

- a) Finance department ☐
- b) Marketing department ☐
- c) IT department ☐
- d) HR department ☐
- e) Enforcement department ☐
- f) Others specify

6. Position in organization

- a) Employee ☐
- b) Others specify

7. Duration

- a) 0-2 years ☐
- b) 2-5 years ☐
- c) 5-7 years ☐
- d) Others specify

SECTION B: USES OF EMPLOYEE TRAINING AND DEVELOPMENT ON ORGANIZATION RESILIENCE AGAINST ECONOMIC CRISIS

Use a likert Scale to Rank the following alternatives from a-m use 1-5 where 1= Strongly agree (SA), 2= Agree (A), 3= Not Sure (NS), 4= Disagree (D), and 5= Strongly Disagree (SDA)

		Rankings				
	Statements	1	2	3	4	5
A.	Involves the skills of creating an environment where change can thrive, and bringing abilities.					
B.	Improvement in performance, encouraging the growth of new idea and bringing the best out of employees.					
C.	In implementation and establishing an environment in which people can operate and have enough space for creativity.					
D.	Improvement of managers" performance in their current roles and preparing them for greater responsibilities in the future.					

SECTION C: TYPES OF EMPLOYEE TRAINING AND DEVELOPMENT IN AN ORGANIZATION

Use a Likert Scale to Rank the following alternatives from a-j use 1-5 where 1= Strongly agree (SA), 2= Agree (A), 3= Not Sure (NS), 4= Disagree (D), and 5= Strongly Disagree (SDA)

Methods/type of training in the organization	Rankings				
	1	2	3	4	5
Understudy Position					
Job Rotation					
Technology-Based Learning					
Coaching/Mentoring					
Group Discussions & Tutorials					
Lectures					
Role Playing					
Outdoor Training					
Films & Videos					
Planned Reading					

SECTION D: RELATIONSHIP BETWEEN TRAINING AND DEVELOPMENT AND ORGANIZATIONAL RESILIENCE AGAINST ECONOMIC CRISIS.

Use a likert Scale to Rank the following alternatives from a-i use 1-5 where 1= strongly agree (SA), 2= Agree (A), 3= Not Sure (NS), 4= Disagree (D), and 5= Strongly Disagree (SDA)

		Rankings				
Statements		1	2	3	4	5
a.	The level of Employee training and development affects the economic crisis.					
b.	Training and development improves on organizational resilience.					
c.	The low training and development among Ugandan organization affects the economic performance.					
d.	The assessment system by URA determines the total economic performance of the company.					
e.	The employee training and development methods and procedures have a direct influence organizational resilience against economic crisis.					
f.	The effectiveness of the monitoring and evaluation of training and development techniques improve on organizational resilience.					
g.	Massive sensitization of organization toward employee training and development increase organizational resilience.					

THANK YOU VERY MUCH FOR YOUR COOPERATION

WORK PLAN

Activity	October			November			December		
Topic formulation and approval									
Proposal writing									
Data collection									
Data analysis									
Typing the draft copy									
Typing the fair copy									
Submission									

APPENDIX. 2

BUDGET

ITEMS	UNIT	UNIT COST	AMOUNT
Writing paper	1 ream	17,000	17,000
Travels			20,000
Consultation charges			70,000
Production			50,000
Typing and printing	5	1,000	5,000
Photocopying	37	200	7,400
Total			<u>169,400</u>