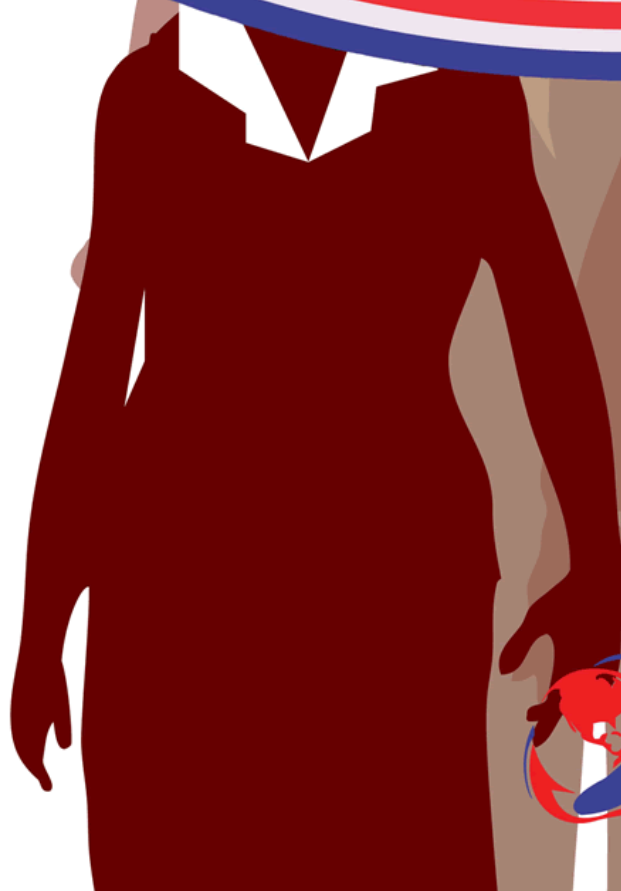


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**IMPACT OF STAFF TRAINING AND DEVELOPMENT PRACTICES
ON ORGANIZATIONAL PERFORMANCE OF
PUBLIC INSTITUTIONS IN RWANDA**

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PUBLIC INSTITUTIONS IN RWANDA**

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Abstract

Purpose: Over time, organizations have been embarking on training and capacity building for their employees so as to enhance productivity and overall performance of the organizations. The overall objective of this study was to investigate the impact of staff training and development practices on organizational performance of Rwanda Revenue Authority. The literature review focused on data relating staff training and development, organizational performance, critical literature and conceptual framework.

Methodology: Data were collected from primary and secondary sources by means of questionnaire and documentary analysis. The collected data were presented in tables, analysed and arranged in form of percentage and frequency distribution and interpretation thereon. To ensure reliability, alternative form method was used while expert panel model were used to ensure validity of instruments.

Results: It was found that public institutions put in place training and development program. In this angle Rwanda Revenue Authority (RRA) uses different techniques of staff training and development whereby Task or job analysis is the most technique used, as per 82% of the respondents. The results showed that RRA very frequently trains its staff as shown by 67.6% of the respondents whereby it mainly uses “on the job training/induction” method as per 68% of respondents. On average (4.143), the respondents were content with the role played by and benefits derived from training and developments being the improved productivity, developed self-confidence and positive attitude towards better service, etc. Due to training and development practices, the organization has improved its overall productivity (as per the majority of the respondents, 93.8), costs and wastage and the alike have reduced. The short period accorded to training and development, lack of providing training materials to serve as future reference were found to be most challenges facing this act.

Policy recommendation: It was recommended to RRA to revise on the period allocated to the training, recruit highly skilled trainers and to the workers (trainees) of RRA to develop the sense of self training.

Key words: *staff training, development practices, organizational performance, public institution*

INTRODUCTION

Background to the study

It has been considered the present Scenario of business world is characterized by a growing competitiveness, market globalization and technological advances in organization. The survival of an organization implies the prosecution of sustainable competitive advantages. The knowledge and skills of an organization's employees have become increasingly important to its performance, competitiveness and advancement (Rohan & Madhumita, 2012). The authors added that theories placing the origin of these advantages outside the company are now losing validity in favor of those centered on internal elements, especially the theory of resources and capacities. According to Barney and Wright (1998), among the internal resources which can be considered sources of competitive advantage is the human element, mainly due to its intangible characteristics: knowledge, skills and attitudes and organizational knowledge (Bollinger & Smith, 2001).

Laing (2009) asserts that Human Resources have played a significant role in the economic development in most developed countries such as United States of America, Britain and Japan among others. It can, therefore be considered that a country like Rwanda, can also experience such economic success if the appropriate attention is given to the development and training of her human resource. With these efforts by the government, it has become necessary for organizations to provide long and systematic training and development programs for its employees. This is because every aspect and activity of an organization involves people. Laing (2009) finds that a manager in an organization will not be successful until he has subordinates beneath him who are well equipped with skills, talent and knowledge.

Employee training and development is very vital to job productivity and organization performance as the formal educational system does not adequately teach specific job skills for a position in a particular organization (Malaolu & Emenike, 2013) and that few employees have the requisite skills, knowledge, abilities and competencies (SKAC) needed to work. As cited by Olaniyan and ojo (2008), Adeniyi (1995) therefore observed that skills and knowledge acquired through training and development result into a very significant contribution to the overall effectiveness and success of the organizational goals. As the most of government's service delivery is provided through people, the desired improvement and change required can more likely be achieved by improving the capacity and capability of the people who deliver the services. In the same angle, the government of Rwanda (GoR) has been conducting training and development of its staff with the aim of enhancing their competence towards the effectiveness and efficiency in service delivery (Andrew, Sarah, Ursula, & Ntagungira, 2008).

The study intends to investigate the impact of staff training and development practices on organizational performance of public institutions in Rwanda taking a case study of Rwanda Revenue Authority as one of the public institutions.

Statement of the problem

Over time, organizations have been embarking on training and capacity building for their employees so as to enhance productivity and overall performance of the organizations. This is due to the recognition of the important role of training and manpower development in attainment of organizational goals (Malaolu & Emenike, 2013). Training has been an important variable in increasing organizational productivity. Colombo and Stanca (2008)

showed that training is a fundamental and effectual instrument in successful accomplishment of the firm's goals and objectives, resulting in higher productivity. They added that training and manpower development build a team that is effective, efficient and well motivating, thereby enhancing the confidence and self-esteem of employees. All over the world, training has been seen as a core function in private sector organizations and central to the public sector, whose employees need to be trained to face the new challenges and pressures for innovation created by the current atmosphere of increased globalization. It is obvious that the act aims to upgrade employees' knowledge and raise the level of their performance which is turned into better service delivery and public assets management in public sector.

However, the inconsistency in the existing empirical evidence was reported and this makes it imperative to provide further empirical evidence on the effect of training and manpower development on employee productivity. While Harel and Tzafrir (1999) found that training and development practices had positive relationship with firms' performance in public and private sectors in Isreal, Itami (1987) in their study in Korea did not find any association between training and development and business performance. In addition, despite the effort of empowering employees with skills through training and development practices, the achievement of government and public sector goals have been subject of criticism in terms of poor service delivery, lack of motivation, poor public assets management and lack of influence on the minds of the employees in terms of achieving organizational goals.

That is, there should be a clear link between investment in human capacity building and organizational performance. The study, therefore, aims at investigating the impact of staff training and development practices on organisational performance of public institutions in Rwanda refereeing to Rwanda Revenue Authority.

Objectives of the study

- i)** To examine the common staff training and development practices applied in public sector institutions
- ii)** To evaluate the role of staff training and development on job performance of employees in public institutions.
- iii)** To investigate the impact of staff training and development practices on organizational performance of Rwanda Revenue Authority.
- iv)** To assess the challenges of staff training and development in public institutions in Rwanda.

LITERATURE REVIEW

Importance of training and development on job performance

The training and development of public sector employees is vital to any country; it affects the quality of its bureaucracy and policy making, as well as the representativeness of its administrative systems (Maor & Stevens, 1997). Nowadays' organizations have found the importance of training and staff development and consider them organizational investment and not as an expense (Noe, 2000; Clements and Josiam, 1995 and Adamson & Caple, 1996). This led them to have their training programs planned and managed carefully to ensure that

employees who have received the training will be able to apply what they have learned and increase their work performances.

According to Rohan and Madhumita (2012) firms can develop and enhance the quality of the current employees by providing comprehensive training and development. Training and development offers more than just increased knowledge. For every employee to perform well there is the need for constant training and development. The right employee training, development and education provide big payoffs for the employer in increased productivity, knowledge, loyalty, and contribution to general growth of the firm (Adeniyi, 1995)

Echard and Berge (2008) stated that effective training techniques can produce significant business results especially in customer service, product development, and capability in obtaining new skill set. This linkage of training to business strategy has given. Echard and Berge, (2008) also provides that effective training and development improves the culture of quality in business, workforce, and ultimately the final product (Huang, 2001) and an educated and well trained workforce is considered to be essential to the maintenance of a business firm's competitive advantage in a global economy.

Role and impact of training and development on job performance

According to survey results by Becker, Huselid and Ulrich (2001), organizations with high HRM quality have a higher percentage of employees in a formal plan for development, and both new and experienced employees spend more hours in training each year. The same authors argue that investing in employee development means increasing the value of the organization's human resources. By improving individual capabilities, organizational capabilities are also improved. And as organizations become flatter, with fewer levels between the top and the bottom and more management responsibilities throughout the organization, investments in developing the management skills of all employees becomes even more important.

Hellriegel, Slocum and Woodman (2001) states that training of employees in organization increases higher productivity through better job performance, more efficient use of human resources, goals and objectives more effectively met, reduced cost due to less labor turnover, reduced errors, reduced accidents and absenteeism, more capable, and mobile workforce and retention of the existing staff. Rohan and Madhumita (2012) find that training has a significant effect on employee performance. Firms can develop and enhance the quality of the current employees by providing comprehensive training and development. Indeed, the investments in training employees in problem-solving, teamwork and interpersonal relations result in beneficial firm level outcomes (Barak, Maymon & Harel, 1999).

Stone (2002) is of the view that training is one of most important practices of HRM and has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce. Raja, Furqan and Muhammad (2013) affirm that the most important factor of employee performance is training as it enhances the capabilities of employees. They added that the employees who have more on the job experience have better performance because there is an increase in the both skills and competencies because of more on the job experience. It was reported that on job training is better than bookish training. It helps employees to get the knowledge of their job in a better way (Deming, 1982), reduces cost and saves time, i.e. cost effective and time saving (Ruth and Doug, 2004)

It is believed that by the help of provision of adequate and appropriate training to the workers the organizations can have high productivity as per Human capital theory. Donovan,

Hannigan and dan Crowe, (2001) came out with the findings that employees are more active and quick in responding and accepting changes, built their inner confidence stronger and develop understanding to the supportive to their peers, once they participate in different type of training programs. Comprehensive training and development program helps in deliberating on the knowledge, skills and attitudes necessary to achieve organizational goals and also to create competitive advantage. The authors added that since the existing resources of a firm may not be adequate to facilitate the future market requirement, due to volatility of the contemporary markets. There should be a vital need to modify and develop resources in order to encounter the future market competition.

Training, Performance and Productivity

Laing (2009) asserts that the quality of employees and their development through training are major factors in determining long-term profitability and optimum performance of organizations. To hire and keep quality employees, it is good policy to invest in the development of their skills, knowledge and abilities so that individual and ultimately organizational productivity can increase. The author went and put forward that traditionally, training is given to new employees only and finds this a mistake as ongoing training for existing employees helps them adjust rapidly to changing job requirements.

Organizations that are committed to quality invest in training and development of its employees (Evans and Lindsay 1999). They revealed that Xerox Business Products and Systems invest over \$125 million in quality training. Motorola & Texas Instruments provide at least 40 hours of training to every employee quarterly. According to the author, Training and development have become an essential responsibility of HRM departments in organizations particularly as employees require new skills, knowledge and abilities, which should not be cost-justified as most public sector organizations engage in.

Noe (2000) bemoaned the lack of training and development by employers in the United States when they stated that statistics suggests that only 16% of United States employees have never received any training from their employers. Now organizations are beginning to realize the important role that training and development play in enhancing performance and increasing productivity, and ultimately stay in competition. They reiterated that as a result of this realization, General Electric, Texas Instruments and Federal Express have all made substantial investments in training. They now invest between 3% and 5% of their payroll in training.

In a study in America on the impact of human capital investments such as employer-provided training and development, Black and Lynch (1996) indicated that employer-provided training and development raises subjective productivity and performance measure by almost 16% and again stated that returns on training and development investments increase productivity by 16%.

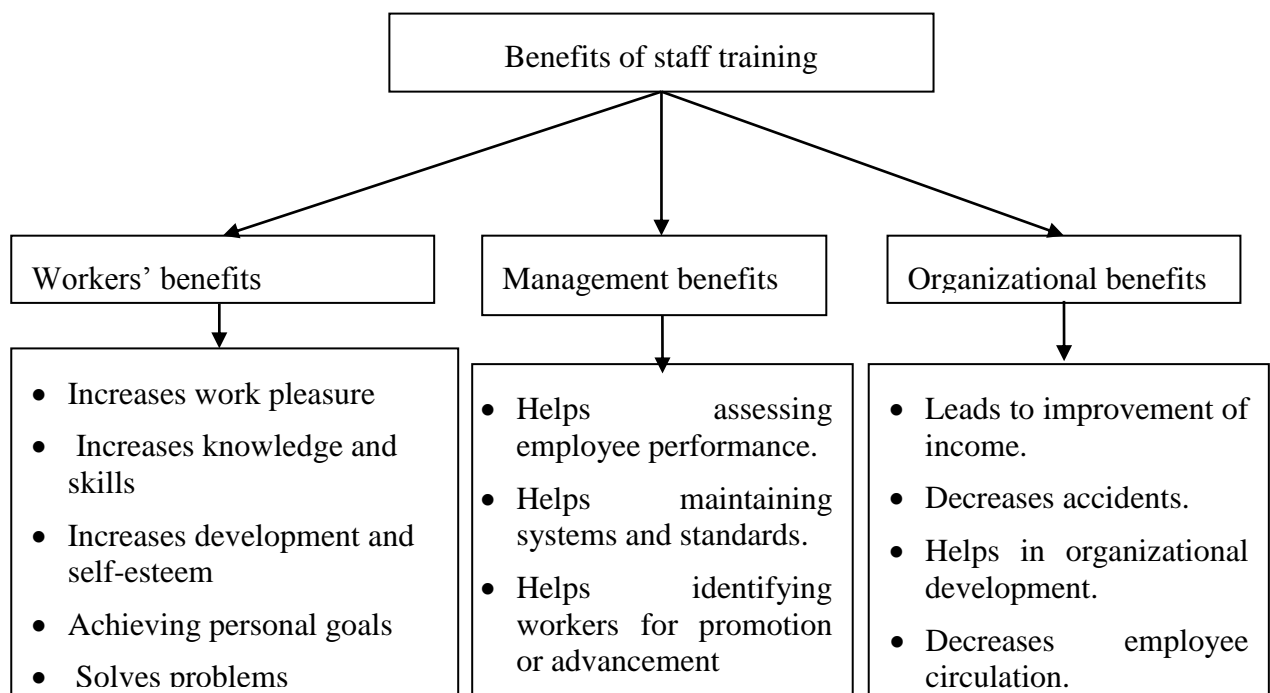
Benefits of staff Training

The purpose of training is mainly to improve knowledge and skills, and to change attitudes or behavior. It is one of the most important potential motivators which can lead to many possible benefits for both individuals and the organization. Changing technology requires that employees possess the knowledge, skills and abilities needed to cope with new processes and production techniques.

Derek and Laura (2000) looked at the training environment and the structure of organizations, and emphasized on the effects of internal political and cultural factors on training and development. They also argue that many new employees can be equipped with most of the knowledge, skills and attitudes needed to start work, but others may require extensive training to ensure their effective contribution to the organization. A majority however, will require some type of training at one time or another to maintain an effective level of job performance. According to Krietner (1995) in his book *The Good Manager's Guide*, no matter how carefully job applicants are screened, typically a gap remains between what the employee does know and what they should know. An organization which desires to gain the competitive edge in its respective industry, needs among other things, extensive and effective training of its human resources.

Training is therefore a key element for improved organizational performance; it increases the level of individual and organizational competences. It helps to reconcile the gap between what should happen and what is happening – between desired targets or standards and actual levels of work performance. Although many employers continue to have reservations about the cost and extent of tangible business returns from training, the development of skills has been identified as a key factor in sharpening competitiveness. Cascio (1989) puts it this way “The economic and technological trends, the pace of innovation, change and development are growing faster year-by-year and as a result, provide clear signals that training and development are so relevant that both organizations and individual stakeholders must give a serious attention to.

Figure 1: Benefits of staff training



Source: Albana (2011)

Challenges of staff training and development in an organization

Mike (2009) found that there are some challenges which affect the staff training and development in a certain organization. These include a failure to identify the specific needs of learners and for learners to own their own development needs, Objectives set by trainers, rather than the learners, little acceptance by learners of the need to take responsibility for their own development, constraints of time for preparation and participation in learning events, a failure to follow through learning beyond an event or course and failing to achieve high value via transfer of the learning.

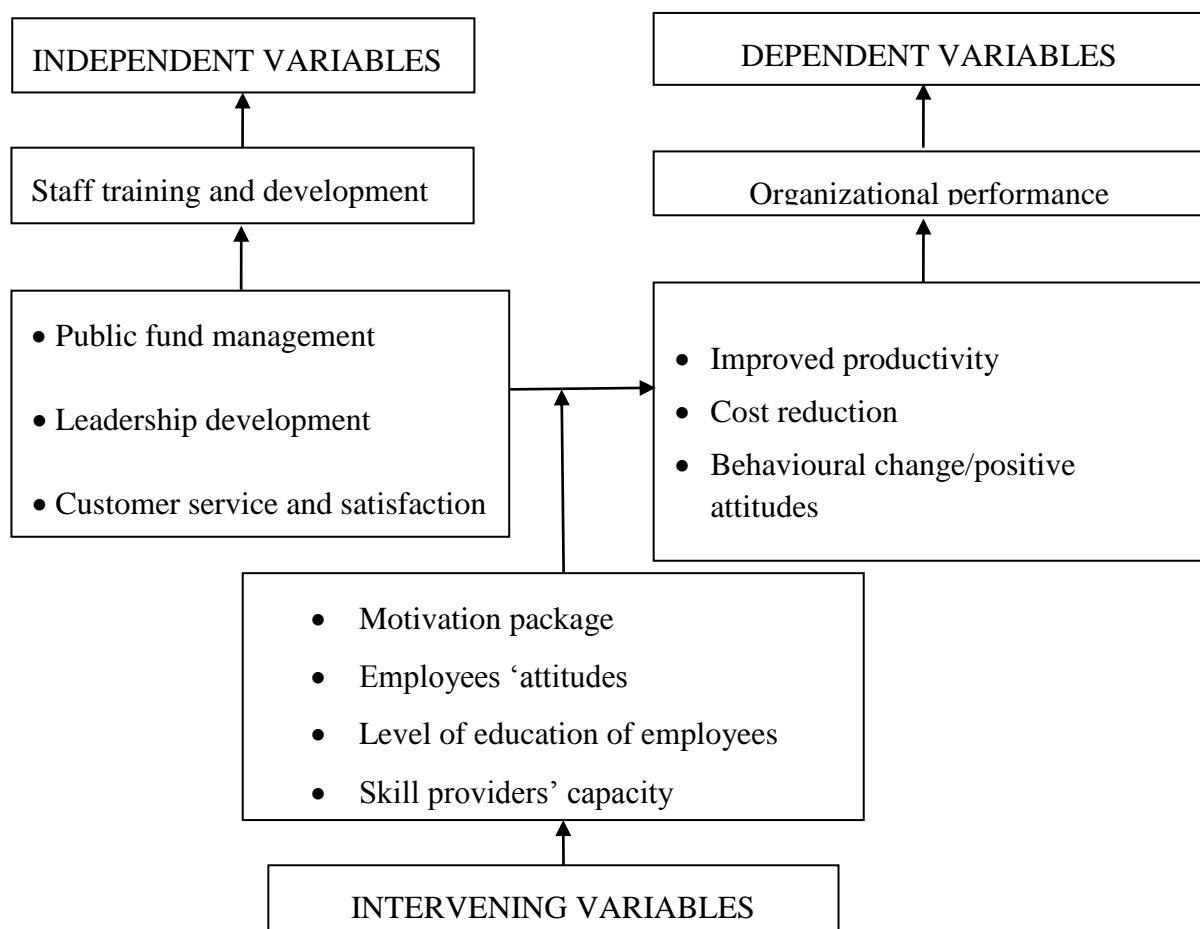


Figure 2 Conceptual framework

RESEARCH METHODOLOGY

The study used a case study design. The target population was 599 employees of Rwanda Revenue Authority. The sample size was 234 employees found using Krejcie & Morgan Table. The study collected both primary and secondary data. Data collection tools were questionnaires and journal papers. Validity and reliability of the instruments was also conducted. Data analysis was done using statistical packages for social sciences (SPSS).

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Techniques used in identifying training and development needs in Rwanda revenue Authority (RRA)

In this research, the respondents revealed that Rwanda Revenue Authority (RRA) uses different techniques of staff training and development. The most method used, as per 82% of the respondents, is Task or job analysis. This approach refers to the determination of skill and knowledge the job requires. It examines the tasks performed and the knowledge, skills, attitudes and other behavioral aspects required to determine what employees must do to perform successfully. According to McClelland (2002), in collecting job information as input into training decisions the job analysis must include a detailed examination of each task component of the job; the performance standard of the job; the method and knowledge the employee must use in performing the job task and the way employee learns the method and acquires the needed knowledge.

The respondents reported that their institution also uses person analysis as a method of identifying training needs as shown by 62.3% of the respondents. Each individual employee is analyzed the substantive knowledge and skill possessed. This approach deals with three basic questions. These are: Who needs to be trained? What kind of training is needed? And what skills does the employee have?

It was also found that Rwanda Revenue Authority uses organizational analysis method for employees needs for training. Here their institution identifies job-related knowledge and skills that are needed to support short-range and long-range goals. In this approach, information related to the structure, size, growth, objectives and other factors is gathered to effectively determine where and how training and development programs should be conducted. There are questions relevant to identify organizational needs: What human resource does the organization have? What training has these human resources had? What are the deficiencies or what skills are lacking? And Are there an adequate number of people to fulfill organizational objectives?

Methods used by RRA in its staff training and development

There are numerous methods and materials available to help prepare and equip employees to better do their jobs. Concerning the understanding about Training & Development methods used by RRA, the result indicated that majority (68%) of the respondents are of the view that the RRA provides 'On the job training/induction. This training is highly essential for newly recruited staff to enable them gain self-confidence and perform more efficiently. This training is the method used to acquire specific skills while the individual is on the job. In-house training on the other hand is believed to be conducted by the bank by only 20 % of the

respondents. The motive behind this type of training is to update the skills of the employees of an organization at all levels. While 12 % are of the opinion that the RRA conducts seminars and lectures program with the purpose of sharing information, experience and knowledge with other institutions through presentation, practical discussions, group works, etc. for better understanding of ones duties.

Impact of training and development practices by Rwanda Revenue Authority (RRA) on employees’ individual work or personal attitudes

Staff training and development practices become effective not only when they benefits the organization, but also when staff themselves find them fruitful even when they have left the training organization. The researcher asked the respondents to express how these practices may have contributed to their development and changes in their personal and work situation. The answers were presented in Table 1.

Table 1: Impact of training and development practices on RRA staff work or personal attitudes.

Alternative answers	Rank	Frequencies	Percentages (%)
Acquisition of new skills and knowledge	1	210	100
Improved working environment	2	150	71.4
Improved job security	3	120	57.1
Increased job satisfaction	4	130	61.9
Improved interpersonal relationship	5	128	60.9
Increased salary/ rewards	6	210	100

Source: Field data, 2014

As per the Table 1, the respondents expressed their feelings about the role training and developments have played on their personal and work performance. All of them (100%) ranked training and development as a way of equipping them with new skills and knowledge and even improving the existing ones as they placed it at the 1st position as opposite, 100 % are of the opinion that RRA no longer increases their salary or rewards after training or development. “The salary levels are set according to levels of qualification and appointment and not training packages”, they reported. They revealed that their institution activities performed to enhance employee development made them feel fitted in their working environment and improved their job security as they came to the 2nd (as per 71.4% of the respondents) and 3rd (as per 57.1% of the respondents) position respectively. They said that they got satisfied with their job after being trained and developed as they now feel very capable of performing their duties. The interpersonal relationship has improved as they have been trained together and taught how regular social and work interaction contribute to one’s

job improvement through team spirit and solidarity in harmony. This brings about concluding that training packages organized by RRA mainly benefits its workers in terms of skills reinforcement and exclusively for salary or reward purpose. That is the institution focuses more on improving the capacity of its employees to better serve the public.

Impact of staff training and development practices on the performance of Rwanda Revenue Authority (RRA)

Malaolu and Emenike (2013) are of the view that organizations have been embarking on training and capacity building for their employees so as to enhance productivity and overall performance of the organizations. This attracted the researcher to trace the achievements of Rwanda Revenue Authority as results of staff training and development practices. The results are presented in Table 2:

Table 2: Impact of staff training and development practices on the achievement of goals and objectives of Rwanda Revenue Authority

Alternative answers	Rank	Frequencies	Percentages (%)
Improvement in productivity	1	197	93.8
Reducing costs and wastage	2	178	84.7
Improvement of communication	3	144	68.6
Improvement in customer service	4	102	48.6
Enhancing organization image/reputation	4	102	48.8

Source: Field data, 2014

The results illustrated in Table 2 show that training and development benefited by RRA staff has significantly contributed to the achievement of its goals. The majority of the respondents (93.8%) accept that the productivity has improved and was ranked the first, followed by the reduction of costs and wastage especially those related wastage of time in service delivery, complaints due to the mistakes frequently committed, etc. as revealed by 84.7% of the respondents. It was reported that there was the improvement in communication within the organization as per 68.6 % of the respondents. The latter found that customer service has improved and the reputation of their organization was maintained since training and development equipped the trainees with team spirit, performance driven purpose, sense of responsibility and the alike, all of them leading to the good image of the organization. These came both to the 4th position as per 48.8 % of the respondents. The answers in the table above led the researcher to accept the role that training and development plays on the overall performance of the organization. i.e. achievements of its missions and objectives. Since 2009 up to 2013, RRA has registered a progressive improvement in achieving its targets with at least an average surplus of 6.4% translating into 32.8 billion each year. This matches with the finding of Richard (2001) that human resources are the most valuable assets of the

organization and, thus, expenditures on training should be regarded as investment in people and therefore, the most valuable investment.

Challenges facing training and development practices in Rwanda Revenue Authority

Staff training and development as an investment in an organization is related to some challenges. The majority of respondents 72% reported that considering the content of what they want to learn during training, the time accorded to that act is not enough and this was ranked number one. It was also reported challenges related to the lack of providing training or course tools/materials for future reference as reported by 63% of the respondents. Some of the participants find that some trainers fail to effectively train the beneficiaries and few of them (32%) reported that the budget allocated to training is not enough.

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary of findings

Training and development of employees has become a core function for most organizations worldwide and has gained center-stage in recent years. The training and development of public sector employees is vital to any country as it affects its productivity improvements, level of customer satisfaction, employees' morale. It ensures the employees in every organization understand what business and company is in what condition and keeps updated on the skills they need to possess to perform their day to day job so it brings in confidence and improves performance.

The first objective was to examine the common staff training and development practices applied in public sector institutions. The results showed that public institutions put in place training and development program. In this research, the respondents revealed that Rwanda Revenue Authority (RRA) uses different techniques of staff training and development. The most technique used, as per 82% of the respondents, is Task or job analysis. This approach examines the tasks performed and the knowledge, skills, attitudes and other behavioral aspects required to determine what employees must do to perform successfully. The respondents reported that their institution also uses person analysis as a method (62.3% of the respondents) and organizational analysis method.

The second objective was to evaluate the role of staff training and development on job performance of employees in public institutions. The results indicated that the respondents were content with the role played by and benefits derived from training and development. They revealed that they have improved their productivity, developed self-confidence and positive attitude towards better service, improved communication between management and within workers, etc. as results of their training and development practices

The third objective was to investigate the impact of staff training and development practices on organizational performance of Rwanda Revenue Authority. It was found out that the productivity has improved (as per the majority of the respondents, 93.8), costs and wastage especially those related to wastage of time in service delivery, complaints due to the mistakes frequently committed, etc. have reduced. It was reported that the improvement in communication within the organization, customer service and the reputation of their organization was maintained since training and development equipped the trainees with team

spirit, performance driven purpose, sense of responsibility and the alike, all of them leading to the good image of the organization.

The fourth objective was to assess the challenges of staff training and development in public institutions in Rwanda. The findings on this objective revealed that, as per the majority of respondents (72%), among the challenges of staff training and development in public institutions in Rwanda, include the short time accorded to that act which was ranked number one, lack of providing training materials to serve as future reference and lack of and insufficient skilled trainers. In general it was considered that insufficient training period is the most challenging issue in this sector. This is the gap which needs to be filled by RRA and capacity building policy makers through the increased training period and improved programs.

Conclusions

It was deduced that there are various staff training and development techniques and methods currently applied in public sector institutions. However, task or job analysis technique was the mostly used as revealed by 82% of the respondents while “on the job training/induction” method was reported to be the main training approach, as per 68% of respondents, whereby all newly recruited staff undergo training before they start their duties.

The data got from the respondents from the Rwanda Revenue Authority led the researcher to conclude that staff training and development played a big role on workers’ job performance. It resulted into increased productivity, developed self-confidence and positive attitude towards better service, revived the sense of responsibility of workers, improved communication between management and workers, etc.

Basing on the findings, it can be concluded that staff training and development practices have had a positive impact on Rwanda Revenue Authority overall performance. Within this institution, it was found out that the productivity has improved, costs and wastage as well as complaints due to the mistakes frequently committed, etc. have reduced. In addition, communication within the organization, customer service and the reputation of their organization was maintained since training and development equipped the trainees with team spirit, performance driven purpose, sense of responsibility and the alike, all of them leading to the good image of the organization. In terms of financial performance, RRA has registered the achievement of its targets with at least an average surplus of 6.4% translating into 32.8 billion each year. Despite the positive contribution of staff training and development on RRA overall performance, this has been facing some challenges. These include lack of enough training period, insufficient knowledge capacity of trainers and non-provision of training materials to the learners.

Recommendations

The institution should revise on the period allocated to the training so as to be effective for both the organization and staff. It should also recruit highly skilled trainers so as to effectively equip the trainees and meet their expectations. Due to the challenging needs of the institution mission in terms of activities and physical coverage, it must allocate the exact training fees in its budget in order for a continuous skills update of workers.

Considering that the period of training may not be enough to cover all the necessary matters, the workers should develop the sense of self training. They have to read books, consult the experts and enrol for and attend some short courses related to their job especially during evening time, weekend and whenever they have time.

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