UGANDA MANAGEMENT INSTITUTE

CONTRIBUTION OF STAFF TRAINING TO THE PERFORMANCE

OF UGANDAN FOREIGN SERVICE OFFICERS (FSOS)

BY

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A DISSERTATION SUBMITTED TO THE SCHOOL OF CIVIL SERVICE, PUBLIC ADMINISTRATION AND GOVERNANCE IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTER'S DEGREE IN MANAGEMENT STUDIES (PUBLIC ADMINISTRATION AND MANAGEMENT) OF UGANDA MANAGEMENT INSTITUTE.

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DECLARATION

I, Phidelis Evans Aryabaha do hereby declare that this Dissertation is my own original work developed with the guidance of my Supervisors, and that it has never been submitted to any other institution for any award or publication.

Signature   ....   Date   ....

APPROVAL

We certify that Phidelis Evans Aryabaha developed his Research Dissertation under our supervision, and his Research is about the *Contribution of Staff Training to the Performance of Ugandan Foreign Service Officers (FSOs).* We, therefore, confirm his work and approve its submission for examination.

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DEICATION

This piece of work is dedicated to:

My generous father, Mzee S.K. Kahiigi,

who personally tutored me how to write nicely, and at lower primary,

taught me how to tie a tie - which has become part of my daily attire as a Ugandan Diplomat.

He would have been delighted with my additional academic achievements - had he not passed on in

January 2009 (RIP), the same month I was going to enrol for further studies at the University of Malta;

My kind Mother, Mrs. Eva K. Kahiigi

for developing my art of oratory through her rich oral literature;

and for her passionate endeavours to cherish, nurture and prepare me - and my siblings -

especially in the early years when we painstakingly attended day schools so far away from home;

And

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Aheebwa Alton Aryabaha; and Ayebaza Anabel Aryabaha

for their curious, charming and cheerful company throughout this engaging study.

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ACRONYMS

ACP	African, Caribbean and Pacific Group of States.
AU-PSC	African Union - Peace and Security Council.
CHOGM	Commonwealth Heads of Government Meeting.
COMESA	Common Market for Eastern and Southern Africa.
DHRDP	Draft Human Resource Development Policy.
DV	Dependent Variable.
FSOs	Foreign Service Officers.
ICGLR	International Conference on Great Lakes Region.
IGAD	Inter-governmental Authority on Development.
IV	Independent Variable.
LDC	Law Development Centre.
MoFA	Ministry of Foreign Affairs.
NDP	National Development Plan.
PSSO	Public Service Standing Orders.
PSTP	Public Service Training Policy.
SCT	Social Cognitive Theory.
SIP	Strategic Investment Plan.
SSFSC	Scheme of Service for Foreign Service Cadre.
UK	United Kingdom.
UMI	Uganda Management Institute.
UN	United Nations.
UNDP	United Nations Development Programme.
US	United States.

ABSTRACT

The Ministry of Foreign Affairs (MoFA) strives to promote and protect Uganda's national interests abroad through robust foreign policy implementation in a dicey, dynamic, demanding and competitive global environment. But the effective execution of Uganda's foreign policy objectives still faces numerous challenges that make the performance of Foreign Service Officers (FSOs) less gratifying to the officers, less rewarding to the Foreign Service, and less beneficial to the country in general.

This study sought to examine the contribution of staff training to the performance of Ugandan FSOs. It examined the contribution of on-job training and off-job training to, and analysed the effect of resource availability and adequacy on the performance of Ugandan FSOs. Using a Cross-sectional Survey Design, the study was conducted at MoFA and its Missions abroad; with a sample size of 124 participants that included senior managers and FSOs, and covered the period 2010 - 2015.

A standard questionnaire with closed-ended and open-ended questions and an interview guide with semi-structured questions were used to collect primary data. Documentary review was used to obtain secondary data. Quantitative data was analysed, interpreted and presented using the Statistical Package for Social Sciences (SPSS) while qualitative data was analysed thematically. The study registered 61% response rate and 100% interview coverage, and the findings were presented concurrently.

The study established that MoFA variously utilised on-job training and off-job training to enhance staff performance, but with persistent challenges that need to be addressed to realise more benefits. That FSOs' training was adhoc, inadequate, poorly resourced and largely foreign-driven; which made Uganda's Diplomatic Service less productive, less rewarding and vulnerable. The study found that resource availability and adequacy contributed most significantly to the performance of FSOs followed by on-job training, with 0.682 and 0.108 levels of significance respectively. At 0.005, off-job training made non-significant contribution to performance. The study concluded that adequate resources, appropriate skills and relevant knowledge remained crucial to the performance of FSOs.

The study recommended that MoFA should champion enactment of a Foreign Service Act to streamline its operations; negotiate appropriate reclassification and increased funding; improve staff remunerations; and establish a diplomatic institute to build sustainable internal capacity through tailor-made staff training programmes. Top management should lobby for a more favourable ratio for career officers to head Missions, and a significant scale-down on political appointments to lower ranks - in order to invigorate, promote and uphold professionalism in Uganda's Foreign Service.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Staff training plays a crucial role in the performance of public sector organisations (Bartel, 1989; Russel et al. 1985). Organisations flourish, institutions progress and nations prosper when they marshal sufficient human and technical capacity to pursue their desired goals effectively. In Uganda, Ministries, Departments and Agencies (MDAs) have made deliberate efforts to improve performance by enhancing staff skills, knowledge and attitudes through systematic training programmes (Public Service Training Policy [PSTP], 2006).

This study examined the contribution of staff training to the performance of Ugandan FSOs. Staff training was conceived as the independent variable, performance as the dependent variable and resources as the moderating variable that affects performance as well as staff training. Resources were considered in terms of their availability and adequacy while staff training was tackled under on-job training and off-job training.

Performance was discussed in respect of key deliverables in Uganda's Diplomatic Service. These include promoting regional and international peace and security; promoting trade, tourism and education; attracting investments and resources for national development; acquiring and managing properties abroad; managing ceremonies, conferences and events; handling travel documents and Ugandan Diaspora; sourcing international jobs for Ugandans; and protecting Uganda's image abroad. This chapter covers the background to the study, the statement of the problem, the purpose of the study, the objectives of the study, the research questions, the hypotheses, the scope of the study, the significance, justification and operational definition of terms and concepts.

1.2 Background to the study

1.2.1 Historical Background

As the second World War ended in 1945, the United Nations (UN) was born and was closely followed by a wave of massive decolonisation. A receding super power, Great Britain, conceded to the independence of India (1947), Sudan (1956), Ghana (1957) and a bulk of Sub-Saharan colonies in the 1960s. Uganda gained her independence from Britain in October 1962 (United Nations, 2015).

Starting from scratch, Uganda's first Prime Minister - Milton Obote - took charge of Foreign Affairs, and appointed Sam Odaka as his Minister of State to start the Ministry. *"There was no office building, no trained personnel, no records, and certainly no policy framework to be passed on."* (Gakwandi, 2013). The Ministry was first established in Entebbe in 1962, and later operated in Parliament Building, Embassy House and Workers House before settling in its own home in 2004 - which was built with a Chinese Grant at Plot 2A-B, Apollo Kaggwa Road.

Two colonial officials, Russel Barty, and Richard Posnet who became first Permanent Secretary (PS) of the Ministry, recruited and inducted young graduates, who subsequently managed the Ministry, Embassies and High Commissions. The pioneer Foreign Service Officers (FSOs) included Sam Baingana, Apollo Kironde, Paul Etyang, John Ntimba, Zerubaberi Bigirwenkya who became the first Ugandan PS of the Ministry, and Matiya Lubega who was assignment to draw up the first Foreign Service Regulations that he benchmarked from Ghana and Tanganyika (Gakwandi, 2013).

On-the-job training formed a critical part of the new officers' training - through attachments to the UN in New York, and to foreign ministries and embassies of friendly countries to gain diplomatic and consular experience. Later, Makerere University, using Carnagie Endowment Fund, set up an Institute for Diplomacy that trained young diplomats from East, Central and Southern Africa in late 1960s, but was closed during President Amin's regime in the 1970s.

Shortly after independence, Uganda opened its first two strategic Missions; London in the former colonial master and New York to register the presence of a young state among the community of nations. Washington and Moscow Missions were opened concurrently to uphold the principle of non-alignment during superpower politics of the cold war. Addis Ababa Mission was ceremonially opened in 1963 where Uganda became one of the founders of the Organisation of African Unity (OAU) whose main agenda was decolonisation of the entire African continent (Gakwandi, 2013).

By 2015, Uganda had 34 Missions across the world; in Africa (13), Asia and Middle East (9), Europe (9), and Americas (3). The number of Missions in each region reflects Uganda's foreign policy focus, beginning with the concentric circle of the Eastern Africa region in the spirit of good neighbourliness. The drivers of Uganda's foreign policy at independence, which also shaped the outlook of the OAU, continue to underpin the continental affairs under the African Union (AU). These include protection of national sovereignty, pan-africanism, non-alignment, regional and continental integration - which gained impetus with the revival of the East African Community in 1999 and the adoption of the African Union Agenda 2063 in Addis Ababa in January 2015 (African Union Commission, 2015).

Currently, the Ministry of Foreign Affairs is one of Uganda's 30 Cabinet Portfolios (Nalugo, 2015). Since independence, the portfolio has been held by 16 Ministers with varying tenures of office. The longest serving Ministers have been Hon. Sam K. Kutesa (2005- to date), Hon. Paul K. Semwogerere (1988-1994), Hon. Sam Odaka (1966-1971) and Hon. Eriya T. Kategaya (1997-2001). But the year 1975 was both unique and tumultuous. As well as hosting the OAU Summit in Kampala, MoFA was headed by 4 Ministers in quick succession; namely, Ms. Elizabeth Bagaya, Mr. Michael Ondoga, President Idi Amin Dada, and Colonel Juma Oris (Gakwandi, 2013).

Uganda has had 10 Ministers of State for International Affairs from Hon. Paul Etiang (1975) to Hon. Henry Okello Oryem (2015), and 10 Ministers of State for Regional Affairs from Hon. Daniel Omara

Atubo (1988) to Hon. Dr. Philemon Mateke (2015). Yet, from Mr. Richard Posnet (1962-1963), MoFA has had 19 PSs to date. The four longest serving PSs have been Amb. Jame M. Mugume (2007 to date), Amb. Sam Baingana (1964-1971), Amb. Ernest Rusiita (1988-1992) and Amb. Ralph Ochan (1998-2002) (Gakwandi, 2013).

Whereas most PSs have been career FSOs, Uganda's Diplomatic Missions have mostly been headed by non-career Ambassadors since the late 1970s. Presently, 94% of Uganda's Diplomatic Missions (32 out of 34) are headed by non-career Ambassadors; which is consistent with Rana's (2007) observation that for a Ugandan career diplomat to head a Mission was an exception. Only 6% of Missions (2 out of 34) are headed by career diplomats; Ambassador Richard Kabonero (Kigali) and Ambassador Mull S. Katende (Addis Ababa) who is also the current Dean of the Ugandan Ambassadors. Career FSOs who rise to Grade One serve as heads of departments at MoFA headquarters, and have been variously posted to deputise non-career Ambassadors, often with uneasy working relationships (Butagira, 2016; Acemah, 2012; Mubatsi, 2012).

Uganda pursues her foreign policy objectives through bilateral and multilateral frameworks with multiple accreditations. The major multilateral Missions are New York, Geneva, Addis Ababa. Uganda is an active member of the EAC, COMESA, IGAD, ICGLR, AU, ACP, UN and its various agencies. In January 2016, Uganda was re-elected to the AU Peace and Security Council (AU-PSC) for the third time, and has served twice on the UN Security Council (1981-1982 and 2009-2010).

The Minister of Foreign Affairs, Hon. Sam Kutesa, was elected President of the 69th Session of the UN General Assembly (2014 - 2015). Kampala also hosts major international events including the Commonwealth Heads of Government Meeting [CHOGM] (2007), the Organisation of Islamic Cooperation [OIC] (2007) and the African Union Summit [AU] (2010) (Gakwandi, 2013). In addition to the newest Embassy in Kuala Lumpur (Malaysia), Uganda plans to open three more bilateral

Missions in Brasilia (Brazil), Seoul (South Korea) and Lusaka (Zambia). Yet, the Ministry also grapples with issues of underfunding, understaffing and lack of an appropriate training institution to build sufficient technical capacity. This impacts on individual and collective performance of FSOs.

1.2.2 Theoretical Background

This study was supported by the Leeds Institute of Health Sciences (LIHS) Model of Knowledge Transfer (KT), which views translation of knowledge as a complex social process with mutual interactions and linkages between knowledge producers, brokers and users. LIHS Model supports coherent planning, delivery and evaluation of knowledge transfer process; which can be perceived as training and application. The model was developed by a team of researchers at the Leeds Institute of Health Sciences in 2009 on the basis of thematic analysis of 28 different KT models and subsequent field work.

The LIHS Model consists of five common components necessary for understanding and planning knowledge transfer activities. These are problem identification; knowledge development; analysis of context; knowledge transfer interventions; and knowledge utilisation (Ward, Simon & Foy, 2010; Ward, House & Hamer, 2009). Knowledge transfer combines different forms and methods of staff training to develop employees' capacities in order to effectively translate knowledge into action. The LIHS Model - which is further expounded in chapter two - was considered more suitable for this study than the initially earmarked Social Cognitive Theory (SCT) developed by Albert Bandura in 1986; which posits that learning occurs in a social context especially through observation (Dentler, Wolters & Benzon, 2014).

1.2.3 Conceptual Background

Knowledge is conceived as an individual's experience, knowhow or acquired wisdom, whose acquisition process may be linear, cyclic or dynamically multidimensional (Ward et al. 2009).

Knowledge is classified as tacit or explicit. Tacit knowledge is personal and context-specific, difficult to formalise and communicate; and includes symbolic insights, skills and know-how. Explicit knowledge is codified and transmittable in formal, systematic language; and is generally expressed in symbols, words and or numbers (Nonaka & Kanno, 1998).

Organisational knowledge has a fivefold categorisation: (a) embrained knowledge is dependent on conceptual skills and cognitive abilities; (b) embodied knowledge is socially acquired, action oriented and non-explicit, consisting of contextual practices; (c) encultured knowledge is shared understanding achieved through socialisation using language and negotiation; (d) embedded knowledge resides in symbolic routines like formal procedures, roles and technologies; and (e) encoded knowledge is conveyed in signs and symbols like books, manuals and data bases (Blackler, 1995).

Knowledge Transfer (KT) is the process of translating knowledge into action (Ward et al. 2009). Knowledge is converted through socialisation, externalisation, combination and internalisation (Nonaka & Takeuchi, 1995). During socialisation, shared activities generate empathy, emotions and common feelings. During externalisation, intuition and mental images are converted into tangible statements, metaphors, analogies, models and hypotheses. Under combination, analysis of diverse information creates new synthesis of commonalities and discrepancies like journal contents. During internalisation, explicit knowledge is converted into tacit knowledge through learning by doing, a process that is akin to on-job training.

Training is a systematic development of the knowledge and skill behaviour patterns required by an individual in order to perform a given current or future task (Public Service Training Policy [PSTP], 2006). Training is also defined as a structured learning experience directed towards acquiring specific knowledge, skills and attitudes required for effective performance in the current or future roles (MoFA Draft Human Resource Development Policy (DHRDP), 2013).

Staff training is the process of imparting skills and knowledge into employees of an organisation in order to develop their capacities and competencies to enhance their job performance. For purposes of this study, staff training was perceived as a systematic process of imparting knowledge, skills and attitudes into employees - to develop their competencies for effective performance of their current or future roles. The study also adopted Nonaka's (2010) definition of Knowledge Transfer (KT) as the process of translating knowledge into action.

Performance refers to how well or badly something is done or how well or badly something works (Oxford Advanced Learners Dictionary, 2001). It focuses on whether the organisational targets and standards have been met through application of established and known procedures in line with the mission and objectives of the organisation. Performance also relates to inputs [resources], outputs [products or services delivered] and outcomes [consequences of delivering those services or products] (Nabaho, 2012). For this study, performance was construed as the execution of a given task, mission or responsibility within the established diplomatic operational frameworks and practices.

In service related products, performance can also be measured against 8 conditions for effective service delivery: availability, communication, competence, courtesy, credibility, reliability, responsibility, security, tangibles and understanding the recipients (Eze, 2014). Due to complications in quantifying the performance of public agencies, organisational performance may be measured in terms of staff focus, level of staff morale, and staff adherence to formal rules (Manning, Mukherjee & Gokchekus, 2000).

Performance Management is a systematic process for improving organisational performance by enhancing the performance of individuals and teams (Armstrong, 2006). It is an on-going process by which managers and employees work together to plan, monitor and review the work objectives of an employee and the overall contribution to the organisation (University of California, 2015).

Accordingly, performance is guided by two principles: (a) results are measured using objectives and standards, and (b) actions and behaviours are measured using performance dimensions. Hence: *Performance Expectations = Results + Actions & Behaviour.*

Effective performance management depends on observation and feedback; performance appraisal; performance standards; training resources and other resources (University of South Carolina, 2015). The performance of Ugandan FSOs is guided by the strategic objectives of the Ministry of Foreign Affairs formulated in line with its mandate, mission and vision.

1.2.4 Contextual Background

The Ministry of Foreign Affairs is mandated to coordinate, implement and manage Uganda's foreign policy in order to promote and protect national interests abroad (Constitution, 1995; Strategic Investment Plan (SIP), 2010). The Ministry executes its Strategic Objectives at home and abroad through FSOs who operate within the framework of the Foreign Service. Technically headed by the Permanent Secretary, MoFA consists of 2 directorates of Regional Cooperation and International Cooperation, 12 departments, and 34 Missions located in Africa, the Americas, Asia and Europe (MoFA Policy Statement, 2014).

FSOs are a unique category of public officers competitively recruited into Diplomatic Service by the Public Service Commission on the account of their strong academic credentials and relevant personality traits. They operate alternately for an average of three years at home and four years abroad on regular postings by the Permanent Secretary (PSSO, 2010; Scheme of Service for Foreign Service Cadre (SSFSC), 2013). Diplomatic Missions are broadly categorised into bilateral stations that handle country to country relations and multilateral missions which, besides bilateral engagements, are specifically accredited to regional and international organisations like the African Union and the United Nations (MoFA Policy Statement, 2014).

As public Officers, FSOs are expected to receive systematic and continuous training based on identified current or projected training needs, supported by adequate funding from Uganda government (PSSO, 2010). The PSTP (2006) aims to bridge such training gaps as poor planning and coordination, lack of professionalism and career training milestones and supply-driven training. The Scheme of Service for Foreign Service Cadre (SSFSC) (2013) is aimed creating a "*well defined career structure which will attract, motivate and facilitate retention of suitably qualified and competent Foreign Service Officers in the Uganda Public Service.*"

The Ministry conducts staff induction for new FSOs; orientation training for new Heads of Missions for about three weeks; annual Accounting Officers' workshop; and biennial Ambassadors' Conferences to discuss foreign policy priorities. Besides sponsoring a handful of officers, MoFA solicits for scholarships from different countries and diverse foreign training institutions for skills-based and knowledge-based training of FSOs to enhance their competences and performance (MoFA Policy Statement, 2014).

However, it is apparent that FSOs are not fully equipped to meet the global demands and challenges in an ever dynamic diplomatic arena (SIP, 2010). Inadequate skills development and insufficient capacity continue to affect the Ministry's ability to perform effectively (MoFA Policy Statement, 2014*).* Uganda's diplomats are poorly trained, poorly remunerated and poorly housed while the Ministry is understaffed and indebted to international organisations (Muwanga, 2013; Byarugaba, 2013; Walubiri, 2012).

Kafeero (2012) notes that MoFA's approach to staff training, guidance and promotions is adhoc; that it ignores the short and long term needs and aspirations of the organisation as well as those of individual officers. The majority of Uganda's Ambassadors are political appointees, considered mostly for their political loyalty to the President rather than merit (Butagira & Naturinda, 2012). Their orientation

training provided by the Ministry and biennial conferences appear to be inadequate. Besides, most of the appointees are short on requisite qualities and necessary experience (Kiwanuka, 2012).

Uganda's Diplomatic Service is also afflicted with recurrent tensions between career FSOs and political Ambassadors in various Missions including Ankara, Brussels, Cairo, Canberra, Khartoum, Paris, Rome and Washington (Butagira, 2016; Acemah, 2012; Kiwanuka, 2012). A balance between career and political appointees at a ratio of 60:40 percent respectively has long been recommended but not implemented; leading to stifled professional aspirations, career frustrations and poor staff motivation (Report of the Committee on Foreign Affairs, 2013).

Uganda also lacks a national institution for professional diplomatic training of its FSOs (Baligidde, 2012). Hence, key milestone courses like Foreign Service Basic, Supervisory and Advanced programmes are not tenable in Uganda. The Ministry relies heavily on foreign scholarships and external training academies. It continues to seek Asian and European training offers that do not necessarily, but not surprisingly, meet most of its staff training needs (MoFA Policy Statement, 2014).

Currently, the Ugandan Foreign Service is faced with adhoc staff training, skills deficiencies, understaffing, numerous lateral entries of political appointees and acute imbalance between career and political Ambassadors (Walubiri, 2015; Karugaba, 2012; Mubatsi, 2012). The Foreign Service is characterised by inadequate funding, insufficient promotional materials, stifled career aspirations, meagre pay, low staff morale, poor housing and recurrent tensions between career and political appointees (Kigozi, 2014). The foregoing conditions can hardly be conducive for effective performance of the Ugandan FSOs.

1.3 Problem Statement

Staff training plays a crucial role in enhancing the performance of public officers. There has been a renewed effort by the government of Uganda to improve employee skills, knowledge and attitudes through systematic staff training in order to enhance the effectiveness and efficiency of the Public Service (PSSO, 2010; PSTP, 2006).

The Ministry of Foreign Affairs conducts induction for new FSOs, orientation for new Heads of Missions, annual workshops for Accounting Officers and biennial conferences for all Ambassadors. The Ministry also sponsors a handful of FSOs for short and long-term training at home and abroad. Besides, MoFA solicits for foreign scholarships as part of its effort to build capacity, improve skills and bolster the performance of FSOs.

Despite the various efforts to enhance the capacities of the Foreign Service, the performance of Ugandan FSOs is still faced with capacity challenges. According to the Minister of Foreign Affairs, Hon. Sam Kutesa, these challenges limit the Ministry's ability to implement its mandate and fully meet foreign policy objectives. There is inadequate capacity to effectively promote trade, investment, tourism and education; settle contributions to international organisations; acquire and manage mission properties; and effectively protect Uganda's image abroad (MoFA Policy Statement, 2014; SIP, 2010).

These are serious challenges that adversely impact on the capacity and performance of Ugandan FSOs. If not urgently and effectively addressed, the foregoing challenges will constantly diminish the morale, confidence and commitment of FSOs; continuously undermine effective foreign policy implementation; and inevitably undercut the realisation of Uganda's national interests pursued in a competitive global environment.

1.4 Purpose of the Study

The study aimed at examining the contribution of staff training to the performance of Ugandan Foreign Service Officers.

1.5 Objectives of the Study

1. To examine the contribution of on-job training to the performance of Ugandan Foreign Service Officers.

2. To determine the contribution of off-job training to the performance of Ugandan Foreign Service Officers.

3. To analyse the effect of resources on the performance of Ugandan Foreign Service Officers.

1.6 Research Questions

1. What is the contribution of on-job training to the performance of Ugandan Foreign Service Officers?

2. What is the contribution of off-job training to the to the performance of Ugandan Foreign Service Officers?

3. What is the effect of resources on the performance of Ugandan Foreign Service Officers?

1.7 Hypotheses of the study

1. On-job training significantly contributes to the performance of Ugandan Foreign Service Officers.

2. Off-job training significantly contributes to the performance of Ugandan Foreign Service Officers.

3. Resources have a significantly affect on the performance of Ugandan Foreign Service Officers.

1.8 Conceptual Framework

The Conceptual Framework is an illustration of the study variables and the relationship existing among them. For this study, the variables included Staff Training as an Independent Variable (IV) with two dimensions of On-job training and Off-job training; Performance as the Dependent Variable (DV) with dimensions that relate to key deliverables in Uganda's Diplomatic Service; and Resources as the moderating variable - with dimensions of resource availability and adequacy which significantly affect performance as well as staff training, as illustrated in the Conceptual Framework below.

INDEPENDENT VARIABLE (IV)   DEPENDENT VARIABLE (DV)

STAFF TRAINING

On-job Training
- Induction.
- Staff Coaching.
- Employee Delegation.
- Training Workshops.

PERFORMANCE
- Promoting peace and security.
- Promoting investments, trade, tourism and education.
- Acquiring and managing Mission

RESOURCES

- Availability
- Adequacy
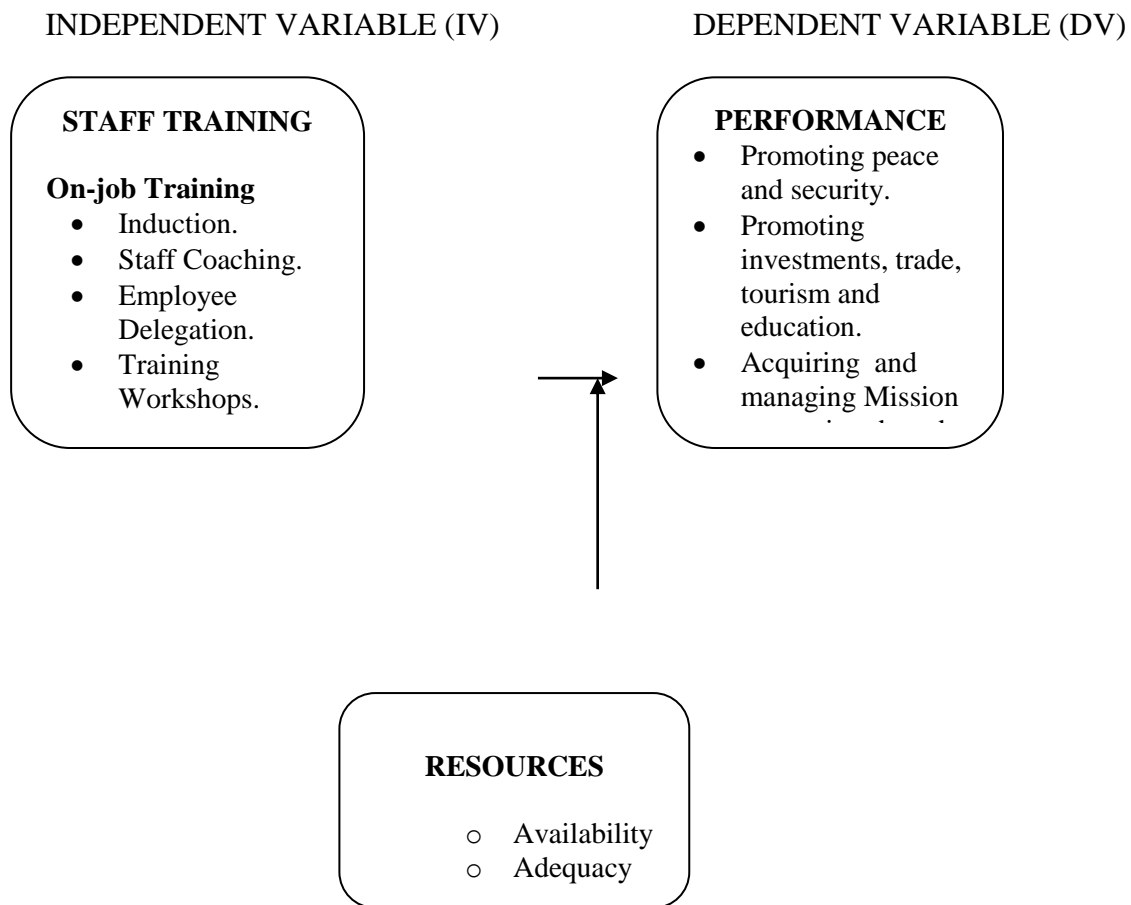
Figure 1: Conceptual Framework: *Adopted and Modified from Armstrong (2006).*

The Conceptual Framework above sums up the relationship between staff training and performance, which is moderated by resource availability and adequacy. As illustrated, staff training may be offered as on-job training for short, skills-based courses in form of induction, coaching, delegation or through training workshops, and as off-job training for long term professional development and knowledge-based training undertaken in or outside Uganda. Both approaches are complementary and help to equip employees with diverse skills and knowledge in order to enhance their capacities to fully internalise and better perform their various roles in Foreign Policy implementation.

Both forms of training variously equip FSOs with the ability and know-how to operate more effectively in domestic and foreign environment. Through training and daily practice, FSOs learn how to promote regional peace and stability especially through multilateral frameworks in the region, the African Union and the United Nations; and how to effectively promote trade, tourism, investment, education and resource mobilisation through economic and commercial diplomacy. They also learn how to manage state functions and ceremonies, finances and mission properties, clients and travel documents; as well as job sourcing, promoting, protecting and projecting the national image.

Resource availability and adequacy affect performance as well as staff training. Such resources include financial budget allocations, human resources and technical capacity as well as facilities and equipment that should facilitate staff training activities and effective employee performance. Hence, effective performance of FSOs may be a function of adequate skills and necessary resources.

1.9 Scope of the study

1.9.1 Geographical Scope

The study was conducted in the Ministry of Foreign Affairs; and covered FSOs and senior managers the Ministry Headquarters located at Plot 2A-B, Apollo Kaggwa Road, Kampala as well as Diplomatic Missions in the four major regions of Africa, the Americas, Asia and Europe.

1.9.2 Content Scope

The study looked at staff training as the independent variable with two main dimensions of on-job training and off-job training. On-job training included induction, staff coaching, employee delegation and training workshops. Off-job training focused on professional skills-based and long term knowledge-based programmes offered by national and foreign training institutions. Resources were examined as a moderating variable in respect of how the availability and adequacy of financial, human and logistical resources particularly affect the performance of FSOs. However, factors affecting training of FSOs were explored and possible remedies suggested by the study participants.

1.9.3 Time Scope

The study looked at staff training and performance of Ugandan FSOs from 2010 to 2015; a period covered by the Ministry's first Strategic Investment Plan (SIP, 2010) and the country's first National Development Plan (NDP, 2010).

1.10 Significance of the study

It was hoped that the findings of this study would emphasize the unique relationship between diplomatic staff training and the performance of Ugandan Foreign Service Officers - in order for this critical link to be better appreciated by the management of the Ministry of Foreign Affairs.

The study highlighted the peculiar challenges and constraints facing professional diplomatic training of Ugandan Foreign Service Officers. It provided recommendations on how these challenges could be resolved or mitigated in order to improve the performance of the Uganda FSOs.

To Uganda's policy makers, the findings underscored the nexus between diplomatic staff training, foreign policy implementation and effective protection of national interests, and the significant impact of resources on the performance of Foreign Service.

Besides enhancing the researcher's own understanding of the impact of staff training on the performance of public sector employees, it is hoped that the study contributes to the existing body of knowledge on the subject, and could stimulate more inquiry into other aspects of the Ugandan Foreign Service, a field that is yet to received sufficient scholarly attention.

1.11 Justification of the study

This was the first study to be carried out in Uganda with a primary focus on staff training and performance of Ugandan Foreign Service Officers. It focused on FSOs; a unique category of professionals with a global focus who require specialised training, but who are neither systematically trained nor have a relevant national training institution to handle their professional training needs.

The study used the Leeds Institute of Health Sciences (LIHS) Knowledge Transfer Model to highlight the prevailing weaknesses in Uganda's diplomatic training. It made recommendations, which if effectively applied, could improve not only the training and performance of FSOs but also enhance the promotion and protection of national interests through more effective foreign policy implementation.

1.12 Operational Definitions

Diplomacy	Skill and activity of managing relations between different nations.
Diplomatic Missions	High Commissions, Embassies and Consulates.
Financial Resources	Money available to an agency to carry out its work programmes.
Foreign Policy	Strategies, decisions and actions for dealing with other countries.
Foreign Service	A diplomatic or professional service that manages foreign policy.
Knowledge	An individual's experiences, know-how or received wisdom.
Knowledge Transfer	The process of translating knowledge into action.
National Interest	A country's long term goals, ambitions and aspirations.
Performance	How well tasks are accomplished within diplomatic frameworks.
Performance management	Creating work environment supportive of optimum performance.
Public Diplomacy	Initiatives and actions initiated by state and non-state actors, and harnessed by government to incite foreign and domestic publics.
Resources	Financial, technical and logistical facilities FSOs rely on to work.
Staff training	Systematic imparting of knowledge, skills and attitudes into staff.
Strategic Objectives	Long term goals that organisations or nations intend to achieve.
Training Milestone	Special training courses that are mandatory in one's career path.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This Chapter presents a comprehensive review of literature. The literature was reviewed from Uganda government policy documents, reports, journals, dissertations, books, conference papers, newspaper articles, websites and other internet sources. The study aimed to investigate the contribution of staff training to the performance of Ugandan Foreign Service Officers. It specifically considered the contribution of on-job training and off-job training to, and the effect of resources on the performance of Ugandan FSOs.

The first part of this chapter elaborates the Knowledge Transfer (KT) Model that guided this research. The second part presents literature on how the key study variables, on-job training, off-job training and resources contribute to staff performance. The third and last part presents the summary of the literature reviewed and the gaps identified, which necessitated undertaking this study.

2.2 Theoretical Review

This study was supported by the Leeds Institute of Health Sciences (LIHS) Model of Knowledge Transfer (KT), developed by a group of researchers at Leeds University in 2009, which the researcher considered more suitable compared to Badura's Social Cognitive Theory (SCT) that had been earmarked initially. SCT is premised on the notion that learning occurs in a social context and happens largely through observation; and that human behaviour is caused by reciprocal interaction of personal, behavioural, and environmental influences (Dentler, Wolters & Benzon (2014). While the SCT adequately explains human learning processes, it does not sufficiently cover the variable of performance. Closer analysis of SCT also revealed that the application of its core concepts to this

study would be constrained by the uniquely diverse and ever dynamic diplomatic environment in which FSOs operate.

The LIHS Model of Knowledge Transfer was selected to guide this study on the account of its currency, comprehensiveness and common application in related studies (Graham, 2007; Ward et al. 2009). It was considered suitable for this study because it provides for coherent planning, delivery and evaluation of knowledge transfer process. It adequately caters for training needs assessment; analysis of individual and organisational context; assessment of knowledge content and appropriate delivery mechanisms; evaluation of application, monitoring and sustainable use of knowledge.

Knowledge Transfer (KT) is perceived by Argote & Ingram (2000) as the process through which one unit is affected by the experience of another. Ding, Akoorie & Pavlovich (2009) consider it as the conveyance of knowledge between actors in exchange relationship. Ward et al. 2009) define KT as the process of transferring knowledge into action. Knowledge Transfer is also variously known as knowledge translation, knowledge utilisation, knowledge exchange, knowledge linkage, knowledge spread, knowledge uptake or innovation (Ward et al. 2010). Hence, KT process entails the exchange, synthesis and application of research and other evidence between producers and users.

The LIHS Model was developed by a team of researchers at the Leeds Institute of Health Sciences in 2009 on the basis of rigorous thematic analysis of 28 different KT models and on subsequent field work (Ward et al. 2010; Ward et al. 2009). The model consists of five elements considered vital to understanding, planning and delivering knowledge, namely; (i) problem identification and communication, (ii) knowledge development and selection, (iii) analysis of context, (iv) knowledge transfer interventions, and (v) knowledge use or utilisation (Ward et al. 2010; Ward et al. 2009).

The model supports coherent planning, delivery and evaluation of knowledge transfer process. It is a dynamic, cyclic, multi-directional and complex social process. Each of its core elements interacts, can

operate singularly or in parallel, and with varying intensity during the KT process (Ward et al. 2009). Hence, this intricate process involving knowledge producers, brokers and users seeks to organise, create, capture and distribute knowledge as well as ensure its availability for current and future use. The key components of LIHS model, their definitions and key activities are illustrated below.

Table 1: Showing Essential Elements of Knowledge Transfer/ Translation.

Component	Definition	Activities
Problem	The problem or issue to be addressed by the researcher.	• Identifying the problem, issue or user needs. • Communicating and negotiating about the nature of the problem/ issue to be addressed by the knowledge translation process between users and researchers.
Context	The circumstances surrounding the user and the researcher.	• Assessing and prioritising barriers to and supports for knowledge translation. • Analysing and taking account of individual, organisational and environmental / structural dimensions of user and researcher/producer context.
Knowledge	Properties of the pre-existing knowledge/ evidence about the problem or generation of new knowledge/ evidence.	• Developing, producing, scoping, and selecting knowledge/ research. • Taking account of/ assessing the knowledge properties like complexity, trialability, observability, compatibility and credibility.
Interventions	The specific activities designed to translate knowledge / research into action.	• Selecting the most appropriate form of intervention (including dissemination activities, linkage and exchange activities, and capacity building activities). • Selecting, tailoring and evaluating activities.
Use	The ways in which the knowledge/ research is or might be utilised.	• Identifying/ accounting for the ways in which the knowledge will be used (ie direct use of knowledge for problem solving, conceptual use of knowledge for perception-shifting or understanding, political use of knowledge for supporting or challenging policies). • Monitoring and sustaining knowledge/research use.

Source: *Adopted and adjusted from Ward, Smith, Foy, House & Homer (2010).*

As illustrated in table 1, the problem, context, knowledge, interventions and use of knowledge constitute the core components of LIHS model; and make model ideal for translating knowledge from producers through various forms of learning (training) to action by the users. Knowledge is broadly

categorised as tacit or explicit (Nonaka & Kanno, 1998; Nonaka & Takeuchi, 1995). At organisational level, it is classified as embrained knowledge, embodied knowledge, encultured knowledge, embedded knowledge, and encoded knowledge (Blackler, 1995).

After identifying the problem, defining the context of the user and producer and assessing the relevancy, knowledge may be used directly for problem solving; conceptually for understanding or perception-shifting; or politically for supporting or challenging positions and policies (Ward et al. 2009). Graham (2007) also confirms that knowledge may be used instrumentally (rationally), conceptually (informatively), symbolically (supportively) or interactively (anticipatorily). While approaches to knowledge utilisation vary, they are mutually reinforcing. But the interactive (participatory) method has gained wider use because it greatly enhances knowledge sharing and utilisation based on collaboration between knowledge producers, brokers and users (Graham, 2007).

It noteworthy that LIHS model is not yet universally accepted by all knowledge professionals. However, its rigorous effort to generate a comprehensive, dynamic, interactive and multidimensional knowledge transfer process is plausible. Education, health and government agencies have variously used instrumental, conceptual, symbolic and interactive approaches to knowledge transfer (Tetroe, 2005; Clark & Kelly, 2005; Rynes, Bartunek & Daft, 2001). The currency, comprehensiveness and wide use of LIHS model in related studies make it suitable for this study aimed at examining how on-job training, off-job training and resources contribute to the performance of Ugandan FSOs.

2.3 Contribution of On-job Training to Staff Performance

On-job training is a form of employee training that is cost-effective, covers more employees at the same time, causes minimal work disruption, and preserves organisational productivity (Tom & Barrons, 2006). Managers get better results from individuals, teams and organisations when they

understand and manage performance within an agreed framework of planned goals, standards and competence requirements through effective performance management (Armstrong, 2006). To enhance performance, on-job training may be delivered to individuals or small groups in form of induction, coaching or delegation; or to larger groups through training workshops and seminars (Asiki & Odubuker, 2015; PSSO, 2010).

2.3.1 Induction Training

Induction is the process of being formally placed into an office or organisation. Induction training is a programme designed to give new employees a general introduction to the business of the organisation and to make them ready for the task ahead (Tom & Barrons, 2006). The induction process includes orientation which is an introduction to the institution, organisation, job, or community (Eze, 2014).

Induction training orientates new employees to the organisation structure, vision, mission, values and virtues, their roles and expectations in terms of conduct and efficiency (Tom and Barrons, 2006). It may involve assigning trainees to mentors and coaches to facilitate their introductions, orientation, socialisation and appropriate feedback. In most public organisations, induction may be covered by legislation, institutional policies and manuals.

 In Uganda Public Service, induction training is normally conducted during probation and might determine how soon, if at all, the new employee should be confirmed in appointment. In 2010, probation period was reduced from 2 years to 6 months (PSSO, 2010). But Tom & Barrons (2006) advise that staff inductions need to be properly evaluated; made tougher to get rid of misfits; and to ensure that newcomers feel recognised, welcome and confident.

According to Ronoh et al. (2013) induction training may include apprenticeship, tutelage and testing. Tom & Barrons (2006) concur that there should be no assumption that the most basic skills have already been mastered. Besides, collective training builds comradeship, collegiality and teamwork

which improve employee performance. However, induction has to be followed by other forms of training such as coaching and delegation to enhance skills development and professional advancement.

2.3.2 Staff Coaching

Coaching is giving somebody instructions for what should be done or said in a particular situation. Staff coaching is a work-based activity whereby more senior employees are assigned to junior staff to advise, guide and help them learn job skills; perform better and advance their career aspirations (PSSO, 2010). Coaching and mentoring are part of performance management process which entails clarifying expectations, setting objectives, identifying goals, evaluating progress and providing feedback to support attainment of objectives and career aspirations (University of California, 2015).

Peers, managers and executives can coach and mentor employees to enhance their competences and professional growth. Peer coaching is cost-effective training and promotes transfer of learning to the coached colleagues. It may involve team playing, problem solving, sharing observations and video tape analysis or study groups (Sparks & Loucks-Horsley, 1989). Robbins (2014) concurs that it is a confidential process through which colleagues reflect on the current practices; expand, refine and build new skills; share ideas, teach one another; and conduct research or solve problems in the work place.

In his book, *'What Got You Here Won't Get You There',* Goldsmith (2007) asserts that the essence of coaching is to make successful people even more successful. He argues that human beings often have an elevated opinion of their professional abilities and think that their past achievements are predictive of future success. He advises that when some habits that brought past success begin to hamper subsequent progress, or if an employee is succeeding in spite of certain negative habits, coaching and counselling can offer appropriate remedies.

Tom & Barrons (2006) argue that the level of skills and experience an organisation needs in future should be properly assessed (training needs assessment), including the reliability and validity of staff.

In support, Goldsmith (2007) adds that counselling may also be necessary to provide professional advice about identified problems or delusions that could adversely impact on employee performance. Thus, staff coaching, mentoring and counselling are essential for succession planning, staff retention, career progression, organisational continuity, sustainability and greater productivity.

Peers, supervisors and chief executives can offer as well as benefit from coaching and mentoring. Coaching may occasionally be abused, or could come with some financial costs but has notable long term benefits. It can potentially make well performing employees and organisations perform even better. Effective coaching and mentoring strengthen communication, increase employee motivation, commitment and self-esteem, enhance staff confidence, competence and performance (University of South Carolina, 2015). Staff coaching needs to be tested for effectiveness; and depending on the level of skill deficiencies, it may have to be supplemented by other forms of training like delegation.

2.3.3 Employee Delegation

Delegation is the ability to get results through others where superiors divide and entrust part of their work to their respective subordinates (Acharya, 2014). Employee delegation is the assignment of responsibility from a manager to a subordinate to carry out specific activities (Wikipedia, 2014). Employee delegation is intended to save money and time, build skills and motivate staff, and prepare employees for higher responsibilities - in order to enhance performance (Tom & Barrons, 2006).

While Henshaw (2014) concurs that employee delegation supports effective management of time, people and resources, he notes that it is often resisted, undervalued or misapplied by managers. Acharya (2014) considers delegation more positively when he reaffirms that as a staff development strategy, it provides subordinates with training and motivation to work, develop their managerial ability and enhance their confidence to perform new assignments.

Despite being a valuable and critical management skill, delegation remains one the most underutilised, underdeveloped and often abused management capabilities (Gallo, 2012). Effective delegation must follow certain basic principles: (a) delegated authority should be commensurate with responsibility; (b) responsibility of the superior is absolute and cannot be delegated; (c) delegated authority flows downwards while responsibility flows upwards; and (d) a delegatee cannot delegate (Acharya, 2014).

Indeed, as a transfer of authority and associated responsibility from a superior to a subordinate, delegation benefits managers, direct reports and organisations (Business Dictionary, 2014). As Henshaw (2014) rightly notes, effective delegation can enable managers to identify and concentrate on high value activities like planning, researching, reflecting, sharing knowledge, networking and personal development which help to promote better reputation, relationships, learning, productivity, revenue generation and generally, improved performance. However, organisational growth, productivity and sustainability can be also significantly bolstered through training workshops.

2.3.4 Training Workshops

A workshop is an avenue for discussion on a particular subject in which a group of people share their knowledge and experience (PSSO, 2010). Training workshops are important learning avenues that utilise group discussions on a particular subject through sharing knowledge and experience within or across agencies; and may be conducted in form of conferences, seminars or symposia. The subject, content, objectives and learning schedules should be carefully evaluated and pre-determined.

Workshop training may also be delivered in form of peer learning where a discussion is a useful problem-solving tool especially when new concepts, techniques and strategies are introduced (Sparks & Loucks-Houcks,1989). Accordingly, when peers are trainers, most employees feel more comfortable exchanging ideas, actively participate and receive more practical suggestions.

Tom & Barrons (2006) contend that management should take the lead in initiating staff training. They argue that training workshops provide an appropriate setting for sharing experiences and perspectives. Accordingly, workshops also provide an appropriate forum in which staff and management can objectively discuss training and performance related issues to generate mutual understanding, and reconcile certain unique staff training needs with the organisational goals.

According to Tom & Barrons (2006), businesses transform through shared experience, shared goals, shared perspectives, shared challenges and willingness to support each other. In Uganda's Foreign Service, workshops are occasionally organised for learning and handling special assignments. Examples include staff induction, Accounting Officers' training, biennial Ambassadors' conferences, Budget confluences and task-oriented workshops to execute such assignments as the Universal Periodic Review and Foreign Policy Review (MoFA Policy Statement, 2014; Gakwandi, 2013).

Peer discussions and observations, timely feedback and expert guidance can best be delivered during training workshops to elicit mutual support, experience sharing and learning to improve performance. However, sharing across agencies may lead to dissatisfaction and loss of staff. Besides, such workshops are often brief to minimise costs, too few and far between to adequately inculcate deeper skills and wider professional knowledge. Hence, it is necessary to supplement coaching, delegation and workshops with long term professional and relevant knowledge-based training.

Individually and collectively, the performance of Ugandan FSOs benefits from induction, coaching, delegation and Training workshops. While most scholars concur on the value of these forms of training, there was no concurrence as to whether induction is indeed indispensable for every employee, whether staff coaching and mentoring are beneficially applied, and why delegation is often abused.

2.4 Contribution of Off-job Training to Staff Performance

Imparting comprehensive skills and knowledge into employees for longer periods of time is best done through off-job training (Asiki & Odubuker, 2015). Sparks & Loucks-Horsely (1989) observe that under appropriate conditions, training has the potential to profoundly transform beliefs, knowledge, skills, competence and performance of individual employees and organisations. Training together, away from the workplace, allows deeper concentration on learning; limits potential interruptions and distractions by daily work and workmates; and improves group understanding, cohesion and teamwork (Tom & Barrons, 2006).

2.4.1 Skills-based Training

Skills-based training is intended to improve or teach employees new skills required for better performance and professional excellence. Professional training is the structured learning directed towards acquiring specific knowledge, skills and attitudes required for effective performance (DHRDP, 2013). This includes successive career training as well as training milestones, which refers to mandatory training that must be undertaken in a specific profession (PSTP, 2006).

In the context of Diplomatic Service, skills-based courses may be named differently, but generally cover Foreign Service Basic Programmes, Supervisory Programmes, Advanced Programmes, and Pre-Posting Training Courses (MFA Diplomatic Academy, 2014). These professional training programmes are specially designed and appropriately delivered in various forms to junior, mid-career and senior diplomats including Heads of Missions (Turkey Diplomatic Academy, 2014).

Diplomatic career training packages may also include cross-cutting issues, inter-cultural and languages training to enable diplomats develop necessary insights and adaptations as well the ability to communicate with the foreign publics in host nations (Malaysia Institute of Diplomacy and Foreign

Relations, 2014). In the case of Uganda, mid and senior FSOs are also expected to undergo management training since higher positions have greater management roles (SSFSC, 2013).

An Institute of Diplomacy was established at Makerere University in late 1960s with Carnegie funding to train diplomats from East, Central and Sothern Africa, but was unfortunately closed in early 1970 due to President Amin's controversial policies (Gakwandi, 2013). Without such an institution, some milestone courses are missed or undertaken haphazardly; which impacts on the capacity, confidence, career growth and ultimately, the performance of Ugandan FSOs. As officers strive to enrol for knowledge-based programmes at home and abroad, some of the foreign-sponsored courses may lack appropriate context or relevant content that relate to diplomacy and international relations.

2.4.2 Knowledge-based Training

Knowledge-based training programmes are long term training courses that last for at least 9 months (PSSO, 2010) such as postgraduate diplomas, academic research, master's and doctoral studies; fully or partially undertaken as off-job training. Most tertiary institutions in Uganda, which conduct research and long term training, offer knowledge-based study programmes. These include Makerere, Kyambogo and Mbarara public Universities as well as Mukono, Nkozi and Ndejje private Universities. However, none of them offers professional diplomatic training.

Tom & Barrons (2006) strongly argue that inadequately trained and technically weaker managers cannot fully understand and ably manage complex processes. Accordingly, such managers are less adaptable, less marketable, less efficient and their organisations less productive. As Ronoh (2014) notes, the four dimensions of knowledge management - knowledge creation, knowledge retention, and knowledge transfer and knowledge utilisation - have a direct bearing on individual and organisational performance. Hence effective knowledge transfer from such technically weak managers to their subordinates will be seriously constrained (Nonaka & Kanno 1998; Blackler, 1995).

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Both professional and knowledge-based training is normally intended to enhance individual competences and collective capacity to perform. Tom & Barrons (2006) strongly hold that when firms systematically and appropriately train their employees, they create a better, flexible, loyal and effective team. A recent study by the American Society for Training and Development conducted across a section of industries found that the returns on training investment ranged from 150% to 200% (Lokaj, 2014). Hence, national development of any country requires comprehensive fostering of human resources (Eze, 2014) where the role of various national training institutions is crucial.

2.4.3 National Training Institutions

The PSTP (2006) empowers the Ministry of Foreign Affairs to negotiate for partnerships and networks with other countries to address Uganda's training needs. Government also undertakes to provide staff training in a systematic manner for all levels of staff based on current or projected training needs (PSSO, 2010). However, there is lack of systematic approach to professional diplomatic training in Uganda; which undermines the confidence, competence and performance of Ugandan FSOs.

The Ministry of Foreign Affairs has proposed to establish an Institute for Diplomacy to act as a Think-Tank, carry out foreign policy research, offer specialised diplomatic training and make professional publications (Report of the Committee of Foreign Affairs, 2013). The existing tertiary institutions largely offer knowledge-based training. Makerere University and Nkozi University teach international relations from an academic perspective; Uganda Management Institute (UMI) specialises in management; Kigumba Institute handles Petroleum Studies and Law Development Centre (LDC) focuses on barrister training. Although these institutions may contribute to the making of a versatile FSO, they do not provide the core professional training for effective diplomatic work.

As Acemah, (2012) and Mubatsi (2014) rightly argue, a country that continues to deploy ill-equipped diplomats in a dynamic, demanding and competitive global arena undermines its own interests.

Indeed, national policies, strategies and actions; their context, rationale and exigencies can be better defined by national institutions, not by foreign-based institutions which in most cases are keen on fostering national interests of their respective countries.

On-job training and off-job training, if carefully designed, and appropriately administered in a cooperative and participatory environment favourable to adult learning, they can significantly enhance individual competences and improve the collective performance public organisation (Russell, 2006; Literacy Professionals, 2014). However, in the absence of a relevant and dedicated national institution for diplomatic training, Uganda inevitably continues to rely on adhoc, unpredictable supply-driven, foreign-initiated and foreign-based programmes to train and equip its FSOs.

2.4.4 Foreign Diplomatic Institutes

Growing interdependence among nations has taught states, organisations and individuals to cultivate promote and maintain multiple relations that variously support their respective interests (Aryabaha, 2011). As Melissen (2006) rightfully notes, countries go into public diplomacy to boost their economic performance; support long term foreign policy objectives; enhance visibility; articulate their perceived identity; do away with historical stereotypical images; or head-off crisis and negative perceptions.

Over 80 diplomatic institutes, supported by language training centres, are part of a wider foreign policy strategy to display soft power of persuasion and attraction by host nations (Diplomatic Academies & Foreign Service Institutes, 2014). Besides pioneers like US, UK, France and Germany, emerging nations like China, India and Brazil and developing countries like Ghana, Cameroon and Kenya keenly use training to promote their national interests. Small Island States like Malta, Mauritius and Singapore have particularly found a niche in training foreign students including Ugandan diplomats (MoFA Policy Statement, 2014).

Diplomatic Institutes are variously supported by different scholarship offers and foreign language teaching centres such as France's Alliance Francaise [1883], United Kingdom's British Council [1934], German's Goethe Institute [1953] and China's Confucius Institutes [2004] (Scholars for Development, 2014; Scholarship-Positions, 2014). As effective agents of foreign influence through education and language training, Alliance Francaise, British Council and Goethe institutes were, in 2005, awarded the 'Prince of Austria's Award' for outstanding performance (Wikipedia, 2014).

Countries that establish and run diplomatic institutions often design their training curricula to reap most of the benefits. Kafeero (2012) candidly notes a Foreign Service whose staff are trained by other governments is vulnerable to the interests of those governments. Besides monetary gains, such governments can use hospitalities, scholarships and course contents that are deliberately designed to promote their foreign policy objectives through 'alumni ambassadors'. Uganda could address its diplomatic training needs by creating its own institute for domestic capacity building to bolster foreign policy implementation. However, the success of this strategy would also depend on the availability and adequacy of resources to establish and run the institute and support other foreign policy operations.

With varying emphasis, different scholars concur that staff training significantly contributes to employee competences and improved job performance (Eze, 2014; Lokaj, 2014; Ronoh, 2014; Saad et al. 2013; Hashem et al. 2013; Kinsman & Bassuener, 2013; Kafeero, 2012; Goldsmith, 2007; Tom & Barrons, 2006; Russell, 2006; and Sparks & Loucks-Horsley, 1989). Although Asiki and Odubuker (2015) considered on-the-job and off-the-job training and Performance, they specifically focused on Yumbe District Local Government. Yet, Kafeero's (2012) study - the other research done in Uganda which particularly involved FSOs - took a gender perspective by focusing not on training and performance but the challenges faced by Female Service Officers in Uganda's Diplomatic Service.

Therefore, despite their valuable insights, none of the studies reviewed, focused on the relationship between training and performance in Foreign Service. The only two studies done in Uganda concentrated on training and performance in Yumbe Local Government, and the challenges facing Female FSOs from a gender perspective thereby referring to training and performance aspects in passing. Hence, these and other studies reviewed could not sufficiently address training and performance issues in Uganda's Foreign Service which were never their main focus.

2.5 The Effect of Resource Availability and Adequacy on Staff Performance

This study purposely focused on resources in respect of finances and human expertise as well as logistical facilities and equipment which FSOs rely on to perform their duties effectively, but which also support staff training activities. Resource availability and resource adequacy are instrumental to improved performance, including facilitating the acquisition of relevant skills and knowledge and effectively translating knowledge into action through enhanced performance of individual roles.

As Manning et al. (2000) rightly note, quantifying the performance of public organisations is complicated by lack of a single performance indicator, and the fact that they often deal in goods of low contestability and measurability. Manning et al. identify three key dimensions for conceptualisation of performance: (i) the officials' level of focus on results, (ii) their level of morale, and (iii) their adherence to formal rules. While the three dimensions help to measure institutional performance, this particular study focused on individual performance of Ugandan FSOs over which resources have a significant effect.

2.5.1 Resource Availability

Availability of financial and competent human resources, appropriate facilities and equipment is crucial for supporting and improving staff performance in public sector organisations. Financial resources are the money available to the organisation to run its operations. MoFA's annual budget estimates always include a section on '*Unfunded Priorities'*, which is a clear manifestation of non-availability of resources. Yet, the budget preparation is always guided by SIP (2010), NDP (2010) and the Finance Act, 2001 [new Public Finance Management Act 2015], (MoFA Policy Statement 2014).

Uganda's first Foreign Policy Review exercise, intended to improve foreign policy implementation, had been planned for 2010. The Ministry also planned to make two publications; '*Uganda in the Security Council, 2009-2010'* and *'Uganda and the World: Half a century of Foreign Policy, 1962-2012*'. Foreign Policy Review is a matter of national sovereignty while the two publications were a vital public diplomacy initiative for enhancing Uganda's image. The Ministry repeatedly presented the two items in its budget but could not secure any funds. Eventually, MoFA negotiated their funding from the United Nations Development Programme (UNDP) in 2012 (Gakwandi, 2013).

By August 2013, Uganda had accumulated arrears of Shillings 17.76 billion in contributions to international organisations; most Missions still operated in rented and poorly maintained premises; and only 12 out of 40 existing staff vacancies were to be advertised because of lack of funds. Also, the Ministry had received no funds to pay Education Allowance for the children of FSOs on posting; which compelled parents to abandon their school-going children in Uganda thereby splitting their families (Report of the Committee on Foreign Affairs, 2013).

The internal human resource expertise can be harnessed for skills development, knowledge sharing and institutional capacity building. This requires tapping into the organisational knowledge, identifying competent senior officers, appropriately motivating them and creating enabling conditions

for them to train others and foster continuous learning (Tom and Barrons, 2006). There is sufficient skill and diverse experience among senior Ugandan FSOs to provide home grown training. However, harnessing such potential may encounter challenges of diminished motivation, career frustrations, interpersonal challenges, inadequate skills to train others and the absence of a defined institutional framework to consistently spearhead such vital efforts for sustainable internal capacity building.

Facilities, equipment and tools like office premises, vehicles, and computers significantly impact on staff performance and organisational productivity in public sector organisations. Dieleman & Harnmeijer (2006) argue that good staff performance is enabled by sufficient equipment, relevant tools, adequate supplies and appropriate infrastructure. They also stress that working conditions including relevant and supportive infrastructure, values and beliefs significantly impact on staff performance.

Necessary machinery like vehicles and generators as well as relevant tools like computers, software and accessories support employee performance. Gagnon & Dragon (1998) note that new technology has become an integral part of the work environment, and that if well embraced, can help in rationalising resource utilisation and enhancing staff performance. Indeed, computers, internet and email services, websites, blogs and social media have become part and parcel of the contemporary work apparatus. However, these resources will be ineffective if not properly maintained, or redundant and abused if the users lack sufficient training, knowhow and appropriate controls.

For the Ministry of Foreign Affairs, such facilities that support staff training and translation of knowledge into action would include appropriate offices and owned Mission premises, access to computers and reliable internet services that support communication and feedback, information and task-sharing, online learning and research. Some of Uganda's Missions like Brussels, Ottawa and

Pretoria are operating in buildings that could be condemned soon (Walubiri, 2012; Auditor General's Report, 2013). Besides availability, resource adequacy also affects staff performance.

2.5.2 Resource Adequacy

In the context of public organisations, resource adequacy refers to having sufficient human, financial and logistical facilities to effectively carry out planned programmes and activities. Adequacy of resources positively affects organisational learning (Moynihan & Landuyt, 2009) which in turn positively impacts individual and collective performance. However, there is a growing trend for lean and mean structures and to ask public agencies to deliver more and better services with less resources.

Moynihan & Landuyt (2009) strongly argue that agencies which are constantly underfunded tend to be in a reactive situation as they struggle to cope with problems created by low resources. Likewise, agencies that have some measure of organisational slack are more likely to think proactively and devote specialised resources and time to learning. The New Vision headline of 30 May 2015 ably captured the plight of Uganda's persistently underfunded Diplomatic Service thus: "*Living far away from home and serving the interests of their motherland, but not adequately remunerated".*

The Minister of Foreign Affairs, Hon. Sam Kutesa, indicated that despite improved performance, the Ministry still faced critical financial challenges (MoFA Policy Statement 2014). Accordingly, inadequate financial resources adversely affect the promotion of commercial and economic diplomacy; staff recruitment, skills development and institutional capacity building; acquisition and management of properties abroad; settling contributions to international organisations; and promoting, protecting and projecting the national image, among others.

Notwithstanding the government policy to ensure adequate funding for staff training (PSSO, 2010), diplomatic training of Ugandan FSOs remains inadequately funded, supply-driven, foreign-based and

haphazard. Ultimately, the adhoc approach undermines individual and collective capacity of FSOs, the Foreign Service and the Ministry to perform more effectively in foreign policy implementation. Yet, as Tom & Barrons (2006) candidly note, systematic underperformance costs more than training.

Besides facilities, equipment and financial resources, individual performance in an organisation is also affected by some personal and organisational factors. The employee's willingness to train, transfer and apply new knowledge is significantly influenced by learning styles, self-efficacy and personal characteristics like age, gender, marital status and education background (Bandura, 1986; Saad et al. 2013). On gender dynamics, Kafeero (2012) noted that women endure a double burden of balancing work and family. Insufficient funds aside, adults have many learning barriers including limited time, confidence, motivation and information; scheduling and bureaucratic constraints (Russell, 2006).

Effective adult training requires a cooperative learning climate, clarification of mutual expectations, and shared goals coherently formulated through a participatory approach (Clinical Educators, 2014). Moreover, staff training takes place in an organisational context, and is influenced by the organisational climate including leadership attitudes and behaviours, systems, policies and philosophy (Lokaj, 2014; Ward et al. 2010; Sparks & Loucks-Horsley, 1989). Inadequate resources and unfavourable institutional environment make continuous staff training and effective knowledge transfer more difficult to achieve, and undermine the realisation of staff aspirations, organisational expectations and productivity.

Hence, inadequate financial resources limit the number of staff that an organisation can train every year; unsupportive organisational culture diminishes the staff zeal for further training, and inability to develop and follow a clear career development path makes staff development haphazard. Thus, staff aspirations may remain unfulfilled, staff motivation affected, institutional expectations unexplained, organisational targets unmet, and individual and collective performance adversely impacted.

2.6 Summary of the Literature Review

The LIHS Model is a rigorous and valuable framework of knowledge transfer process. Although the model is yet to gain universal acceptance, its comprehensiveness, currency and common application in related studies made it suitable for this study which sought to examine the contribution of staff training to the performance of Ugandan FSOs. The model adequately explains training and performance variables by providing for coherent planning, delivery and evaluation of knowledge transfer process that addresses the problem, context, knowledge, interventions, utilisation and monitoring.

Literature reveals that on-job training is cost-effective, less disruptive to productivity and covers large numbers of staff at the same time. Despite their immense value, induction, staff coaching, mentoring and delegation can be underutilised or abused especially by supervisors and managers. While workshops provide necessary avenues for knowledge and experience sharing, they can inadvertently precipitate discontent, lower staff morale, and potentially lead to loss of valuable employees.

Off-job training deepens knowledge, broadens professional understanding and enhances career growth. However, its value may diminish if that training is supply-driven, individually initiated, and carried out haphazardly without proper training needs assessment and post-training evaluation. Foreign scholarships need to be properly evaluated against Uganda's national interests, domestic context and course relevance. On the other hand, availability and adequacy of resources remain vital to staff training and performance. Moreover, it has been noted that perpetually underfunded agencies are often in a reactive mode, and too constrained to commit resources and time to learning.

Systematic staff training can facilitate successful knowledge acquisition and its effective translation into action. With varying emphasis, different scholars concur that staff training positively contributes to employee knowledge, skills and competences, which enhances their job performance. Despite their valuable insights, the studies reviewed could not adequately explain training and performance issues in

Uganda's Foreign Service because they had a different focus. Moreover, most of them were undertaken in a different context outside Uganda. This study, using a cross-sectional survey design, examined the contribution of staff training to the performance of Ugandan Foreign Service Officers.

METHODOLOGY

3.1 Introduction

This chapter presents the information showing how the study was conducted. The study aimed at examining the contribution of staff training to the performance of Ugandan Foreign Service Officers. It specifically considered the contribution of on-job training and off-job training to, and the effect of resource availability and adequacy on the performance of Ugandan FSOs. The chapter presents information on the research design, study population, determination of the sample size, sampling techniques and procedures, data collection methods, data collection instruments, validity and reliability of data collection instruments, procedures of data collection and data analysis.

3.2 Research Design

This study adopted a cross-sectional survey design covering MoFA headquarters in Kampala and the Missions abroad. The design was considered suitable for this study because it made it possible to reach the study population in diverse areas within the designated study time. Primary data was collected at one point from across the study population through questionnaires, and interviews with selected key informants (Dawson, 2009; Kothari & Garg, 2014). Both MoFA Headquarters and Missions abroad were selected because they were familiar with the researcher, and staffed by FSOs who were the focus of this study. Secondly, covering the Ministry headquarters and Missions enabled the study to capture data on both domestic and external aspects of Uganda's foreign policy operations.

Quantitative and qualitative methods of data collection were used to obtain primary data. Mixed methods approach was purposely chosen to harness the strengths of both approaches in generating empirical data, explaining the findings, enhancing the understanding of the research problem, and increasing the validity and reliability of the outcome in order to meet the research objectives

(Creswell, 2006). Triangulation of research methods and data sources also made it possible to mitigate the known weaknesses in the lone use of either quantitative or qualitative approach (Dawson 2009).

Under quantitative approach, a self administered questionnaire was used to obtain primary data through large scale survey. It also generated numbers in respect of respondents' sex, age, marital status, education and length of service. Qualitative approach used interviews with 10 selected key informants to obtain their background information and more in-depth data about their attitudes, behaviour, experiences, perceptions and opinions on staff training and performance as advised by Dawson (2009). Documentary review of existing relevant literature generated secondary data of what is already known about the subject of study, which enabled the researcher to identify gaps.

3.3 Study Population

The study was based on a total population is 192 participants (MoFA Staff List, 2013). These included 1 Permanent Secretary, 2 Directors, 2 Human Resource Officers, 12 Heads of Departments and 34 Heads of Missions who variously handle staff training and performance assessment, and 53 FSOs based in Kampala and 88 FSOs abroad, who execute foreign policy activities at home and abroad.

3.4 Determination of the sample size

A sample of 124 participants was selected from the study population of 192, based on MoFA Staff List as a Sampling Frame. The sample size was selected using simple random sampling methods with the help of Krejcie & Morgan Table (1970), and purposive methods for key informants. A breakdown of the various categories in the sample is illustrated in Table 2 below.

Table 2: showing the Sample Size

Category	Sample Population	Sample Size	Sampling Technique
Permanent Secretary	01	01	Purposive
Directors	02	01	Purposive
Human Resource Unit	02	01	Purposive
Heads of Department	12	03	Purposive
Heads of Missions	34	04	Purposive
FSOs at Headquarters	53	44	Simple Random
FSOs in Missions	88	70	Simple Random
Total	**192**	**124**	

Source: *Breakdown of the Sample Size (developed by the Researcher from primary data).*

3.5 Sampling Techniques and Procedures

The study used both probability and non-probability sampling techniques, basing on MoFA Staff List as Sampling Frame. The sample to which questionnaires were administered, that is FSOs at the headquarters and on posting abroad, names of Departments and Missions were selected through lottery. Names of FSOs in selected Departments and Missions were all included in the sample.

For the non- probability sampling, respondents were selected for interview based on their relative importance to this study. This applied to the 2 Human Resource Officers who coordinate training programmes; the 34 Heads of Missions who supervise and occasionally recommend officers for training; the 12 Heads of Departments who regularly assess, nominate and endorse staff for training;

and the 2 Directors and the Permanent Secretary who normally countersign Staff Performance Appraisal Forms and approve Departmental plans and decisions in respect of staff training.

Face to face interviews with key informants based in Kampala were conducted at the agreed time and venue. Four Heads of Missions - one from each region of Africa, Americas, Asia and Europe - were selected by lottery; three of them were interviewed face to face and the fourth, by telephone. For FSOs in Kampala and at Missions, a general questionnaire was used because respondents were many, literate and scattered across continents.

3.6 Data Collection Methods

3.6.1 Documentary Review

The study used documentary review to collect and analyse secondary data from literature related to staff training and performance. Key documents included the 1995 Constitution of Uganda (as amended), Public Service Standing Orders [PSSO], 2010; Public Service Training Policy [PSTP], 2006; Scheme of Service for Foreign Service Cadre [SSFSC)], 2013; MoFA Strategic Investment Plan [SIP], 2010; MoFA Staff List (2013); and MoFA Ministerial Policy Statements for 2013/14 and 2014/15. Others included journals, books, reports, dissertations, policy documents, conference papers, news articles and publications from websites and other internet sources (Kothari & Garg, 2012).

3.6.2 Questionnaire Surveys

Because the study population was literate and scattered in diverse parts of the world, the researcher conducted a questionnaire survey using personal emails of the selected respondents. A questionnaire was considered suitable because it is more reliable in covering large samples; could cover a diverse geographical universe; allows respondents convenience and adequate time to reflect on their answers; is free from the interviewer's bias; and can easily be used on potentially non-approachable respondents, as advised by Kothari & Garg (2012).

3.6.3 Interviews

Semi-structured personal interviews through face to face contact and telephone interview were conducted - because they are economical and provide a safe basis for generalisation (Kothari & Garg, 2014). A limited number of interviews were conducted with selected key informants in the Ministry of Foreign Affairs, senior line managers and a representative of human resource unit who coordinates training programmes and scholarships.

The semi-structured interviews were preferred because they enable the researcher to build rapport, clarify issues, read body language, modify questions according to circumstances and obtain more detailed information (Dawson, 2009). Telephone interview helped to mitigate the challenge of distance and cost by reaching at least one key informant based in Europe. For every interview, paper notes were taken and developed into a report immediately after the session when the interview was still fresh to ensure a more accurate reflection of the actual outcome.

3.7 Data Collection Instruments

3.7.1 Documentary Review Checklist

The researcher prepared a Document Review Checklist for key documents that were reviewed to obtain secondary data (Kothari & Garg, 2012). These included the Scheme of Service for Foreign Service Cadre (SSFSC), Public Service Training Policy (PSTP), Public Service Standing Orders (PSSO), MoFA Strategic Investment Plan (SIP) and MoFA Ministerial Policy Statements as well as articles from journals, news papers, websites and other internet sources that were found relevant.

3.7.2 Questionnaire

A self-administered questionnaire was designed and tested by three experts and emailed to respondents to obtain primary data in form of multiple responses. Although closed-ended questions were mostly used for ease of data analysis, some open-ended questions were also used to obtain respondents'

experiences, perceptions and opinions (Dawson, 2009). The negative effect of low response rate to questionnaire was experienced despite deliberate mitigation measures. The researcher used personal emails of the respondents to send the questionnaire and receive responses, regularly sent reminders, and promptly acknowledged responses received.

In an effort to receive unbiased responses and to minimise the low rate of return, a confidentiality clause was included in the questionnaire distributed to all respondents (Kothari & Garg, 2012). Personal emails were used because all the respondents were computer literate, had email accounts, were many and located on various continents. The research was able to register 61% of questionnaire responses, well above the average of 30% as noted by Kothari & Garga (2014).

3.7.3 Interview Guide

The researcher used an Interview Guide for face to face and telephone interviews (Dawson, 2009) with senior managers of the Ministry and the Principal Human Resource Officer in order to limit unnecessary digressions in the course of interviews. Paper notes were taken and developed into reports immediately after the session when the interview was still fresh as advised by Dawson (2009). The researcher also utilised telephone interview with one Head of Missions which proved to be time-saving and cost effective. The study registered 100% interview converge.

3.8 Validity and Reliability.

3.8.1 Validity

A pilot study of 10 % (12 respondents) of the desired sample size of 114 respondents was carried out. The pretest enabled the researcher to determine the reliability of the data collection instruments. The respondents were conveniently selected since statistical conditions are not necessary in the pilot study. Validity was considered in terms of the appropriateness of data collection instruments (Gravetter & Forzano, 2012). A Questionnaire was designed, initially shared with fellow participants, and then

pretested as advised by Dawson (2009). A Content Validity Index (CVI) was computed to test the validity of these instruments. They were given to 3 experts to evaluate the relevance of the questions to the study. The number of questions ticked were summed up and divided by the total number of questions in each category - using the formula below:

*CVI = **Total items rated Relevant by Experts***

 Total number of items in the instrument.

The average of the total number of questions ticked by the three experts divided by the total number of questions in the instrument was calculated as follows:

The Questionnaire had a total of 47 questions including 5 from background information and 2 from the open-ended section.

 a) The first Expert ticked 43 out of 47 as relevant questions, and crossed 4 as irrelevant.

 b) The second Expert ticked 40 out of 47as relevant questions, and crossed 7 as irrelevant.

 c) The third expert ticked 42 out of 47 as relevant questions, and crossed 5 as irrelevant.

Then the CVI was calculated as follows:

CVI = (41+40+41)/3 = 122/3 = 40.6 implying 40.6/44 = 0.92 => 92%

According to Amin (2005), the CVI of 0.7 imply that the instrument will collect valid data. Therefore, CVI of 0.9 was considered good enough to demonstrate that the questionnaire collected valid data for this study. The validity of the study findings was further improved by the use of mixed methods of data collection and triangulation of data sources as recommended by Creswell (2014).

3.8.2 Reliability

Reliability focused on the stability and consistency of data collection instruments (Gravetter & Forzano, 2012) which the researcher sought to establish before they were used. Reliability was tested by administering the data collected from the pilot test of 10 respondents to the Cronbach Alpha test. The Alpha measures internal consistency by establishing if a given instrument measures the same construct. The respondents were conveniently chosen (Dawson, 2013) from FSOs on the basis of their easy accessibility to the researcher and their familiarity with the issues being researched.

Nunnally (1978) established the Alpha value threshold at 0.6 which the study benchmarked against. Cronbach Alpha was established for every objective in order to determine if each scale (objective) would produce consistent results. Resource availability and adequacy had the highest reliability ($\alpha = 0.799$), followed by on-job training ($\alpha = 0.681$), and off-job training ($\alpha = 0.673$). Since each of the three scales had a reliability value above 0.6 threshold, they were considered sufficiently reliable to produce valid results for the study.

3.9 Procedure of Data Collection

The researcher obtained an introductory letter from the Uganda Management Institute which was presented to the Permanent Secretary, Ministry of Foreign Affairs. As the letter was being processed, the researcher had approached and obtained permission of the Permanent Secretary, albeit informally, to access the various staff of the Ministry earmarked to participate in the study.

A standard questionnaire was developed and mailed to FSOs in selected departments at the Ministry headquarters and Missions. A mailed survey, using a self-administered questionnaire, was used because it is time-saving and cost-effective; non-threatening and more confidential; convenient for literate participants and relatively simple to process (Gravetter & Forzano, 2012). The research made appointments and personally conducted interviews with the selected key informants.

3.10 Data Analysis

The data collected was organised, sorted and edited; the answered questionnaires were coded and entered into the computer and analysed using the Statistical Package for Social Scientists Programme (SPSS). Background data was interpreted and presented using descriptive statistics such as tables, averages, percentages and frequencies . Regression analysis and Pearson rank correlation were used in an attempt to establish the relationship between independent and the dependent variables. R-Squared is a commonly used statistic to evaluate model fit. R-squared is 1 minus the ratio of residual variability. The adjusted R2, also called the coefficient of multiple determinations, is the percent of the variance in the dependent variable explained uniquely or jointly by the independent variable (Kothari & Garg, 2014). Qualitative data was thematically and progressively analysed using an Interview Summary Notebook as advised by Dawson (2009).

3.11 Measurement of Variables

The Likert scaling technique was used to measure different dimensions of the variables. A 5-point scale ranging from 1 to 5 numerical values was used to measure respondents' opinions and attitudes showing their levels of disagreement or agreement. The 5 points are: [5] Strongly Agree (SA); [4] Agree (A); [3] Not Sure (NS); [2] Disagree (D); and [1] Strongly Disagree (SD) (Gravetter & Forzano, 2012).

Likert scale was considered suitable because it takes less time to construct, can be used without a panel of judges, enables respondents to answer each question, provides more information and is frequently used by students of opinion research (Kothari & Garg, 2014). The researcher attempted to use alternate phrasing of questions to minimise the possibility of *response set tendency* where respondents use the same response to answer all or most of the questions (Gravetter & Forzano, 2012).

3.12 Ethical Issues

The following ethical issues were considered in the course of this study.

After successful defence of the Research Proposal, a letter of introduction from the UMI management was obtained and presented to MoFA as a necessary institutional approval (Gravetter & Forzano, 2012). The Ag. Permanent Secretary had already granted initial approval for the conduct of this study.

The academic purpose of the study was clearly spelt out in the introductory part of the questionnaire/ interview in order to avoid possibilities of raising false hopes and expectations of the prospective respondents (Dawson 2009). This measure appeared to have worked well.

Potential respondents were informed that participation was voluntary and that personal data and details provided by the respondents would be treated with utmost confidentiality (Dawson, 2009; Gravetter & Forzano, 2012). Despite the assurances and reminders, some responses were too late to be utilised while some targeted respondents did not respond at all.

Necessary appointments were made and interviews conducted while ensuring respect for the privacy of the respondents. However, one of the interviews conducted in the office setting was interrupted by the arrival of a visitor who occasionally volunteered some opinions on the subject of the interview.

As a public officer, the researcher also observed the confidentiality of the Foreign Service in the conduct of this study and the reporting of its findings.

Other people's ideas and works were duly acknowledged by citing the relevant sources in text and references (Gravetter & Forzano, 2012). The contribution of the supervisors, facilitators and colleagues was also appreciated and appropriately acknowledged.

The American Psychological Association (APA) Style and ethical code of conduct, and UMI guidelines on the conduct of research were followed in the conduct of this study which examined the contribution of staff training to the performance of Ugandan FSOs.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

This chapter is about the presentation, analysis and interpretation of the study findings on how staff training contributes to the performance of Ugandan Foreign Service Officers. The study had three specific objectives: to examine the contribution of on-job training to the performance of Ugandan FSOs; to determine the contribution of off-job training to the performance of Ugandan FSOs; and to analyse the effect of resource availability and adequacy on the performance of Ugandan FSOs.

In this cross-sectional survey study, the researcher mainly relied on quantitative methods that were variously supplemented by qualitative methods. The researcher used both descriptive and inferential statistics when analyzing the data. Descriptive statistics allow for meaningful description of a distribution of scores or measurements using a few indices or statistics to describe (and compare) variables numerically. Descriptive statistics such as frequency distribution, sum and percentages were used in analyzing the data. Inferential statistics on the other hand were used to make inferences about the population based on results obtained from the sample. Regression analysis was used to determine the relationship among independent and dependent variables, and Pearson rank correlation was used to test the strength of that relationship (as applied in Asiki & Odubuker, 2015).

Qualitative methods employed face to face and telephone interviews with 10 key informants. 6 senior managers from the Ministry headquarters and 4 Heads of Missions representing the regions of Africa, Americas, Asia and Europe were interviewed - to find out their experiences, opinions and suggestions; and to compare the findings with the survey outcome in line with the study objectives.

This chapter presents the response rate, research results and discussion of demographic data, and descriptive analysis of the responses in line with the study objectives. Also discussed are factors affecting FSOs' training, ways of improving the performance of FSOs, inferential analysis and regression analysis of the relationship between the key variables of the study. Both quantitative results of the survey and the qualitative findings of the interviews were presented concurrently.

4.2 Response Rate

The study targeted 114 respondents and 10 key informants in collecting primary data with regard to the contribution of staff training to the performance of Ugandan Foreign Service Officers. 69 out of the 114 respondents filled-in and returned the questionnaires making a response rate of 61%. All the 10 key informants were interviewed by the researcher, one of them by telephone, representing 100% interview coverage.

The data from questionnaires was analyzed using Statistical Package for Social Science (SPSS) and presented using charts and tables. This followed a pilot study of 10% (12 respondents) whose results were measured and gave the average Content Validity Index (CVI) of 0.9 and an Alpha coefficient (α) value above 0.6 threshold for each of the three objectives, as recommended by Nunnally (1978).

4.3 Results on the Background Characteristics of the Respondents

Background characteristics of the respondents were collected and analyzed in respect of five key attributes, namely; sex, age, marital status, level of education and length of service in the Ministry of Foreign Affairs. Demographic data was then analyzed and presented using charts and tables below.

4.3.1 Sex of Respondents

The respondents of the study were asked to indicate their sex and the following were the findings.

Table 3: showing the Sex of the respondents

Sex	Frequency	Percentage
Male	47	68
Female	22	32
Total	**69**	**100**

As indicated in table 3 above, the results from the study showed that the majority of the Ugandan Foreign Service Officers were male. This is on the basis that 68% male, which is 36% more than female, responded to the questionnaire. On the other hand, 8 out of 10 key informants [senior managers] interviewed (80%) were male. This implies that Uganda's Foreign Service is male-dominated.

4.3.2 Age of the Respondents

The respondents of the study were asked to indicate their age according to the age brackets provided, and the following were the findings.

Table 4: showing the Age of the Respondents

Age Bracket	Frequency	Percentage
20-29	9	13
30-39	30	44
40-49	14	20
50-59	16	23
Total	**69**	**100**

According to table 4 above, the majority of the respondents, 44% which is the highest, was aged between 30 and 39 years. This was followed by respondents between 50 and 59years, and those aged between 40 and 49 years. Most FSOs were above 30 years of age on the basis of this data. In fact only 13% of the respondents were below 30 years. 100% of the key informants interviewed were aged between 50 and 59 years, which appears to conform to maturity necessary for one to hold a managerial position in most public sector institutions in Uganda.

4.3.3 Marital Status of Respondents

The respondents of the study were asked to indicate their marital status and the following were the findings.

Table 5: showing the Marital Status of the Respondents

Marital Status	Frequency	Percentage
Single	17	25
Married	52	75
Divorced	0	0
Widowed	0	0
Total	69	100

The findings in table 5 above indicate that a massive 75% of the respondents were married, and only 25% were single at the time of the survey. This conforms, to some extent, to the fact that the majority of the respondents were above 30 years. At this age, many adults are either engaged to get married or married in most Ugandan communities. 100% of the participants interviewed for this study were married.

4.3.4 Education of the Respondents

The respondents of the study were asked to indicate their level of education and the following were the findings.

Table 6: showing the Education Level of the Respondents

Education Level	Frequency	Percentage
Bachelors	10	14
Post Graduate-Certificates	9	13
Post Graduate-Diploma	9	13
Masters Degree	41	60
PhD	0	0
Total	**69**	**100**

Table 6 indicate that 59% of Ugandan FSOs who participated in the survey had attained a Masters degree. In fact, the findings also indicate that another 26% had attained a post graduate qualification (diploma or certificate), a likely signal of intent to also obtain a Masters degree. On the other hand, 90% of the participants interviewed had attained a Masters degree.

4.3.5 Length of Service of the Respondents

The respondents of the study were asked to indicate how long they had served in the Ministry of Foreign Affairs (Foreign Service) in terms of years, and the following were the findings.

Table 7: showing the Length of Service of the Respondents in years

Length of Service in Years	Frequency	Percentage
1-5	16	23
6-10	18	26
11-15	14	20
16-20	2	3
21-25	8	12
26-30	11	16
30-35	0	0
Total	**69**	**100**

Table 7 above shows that the majority of the Ugandan FSOs (26%) had been in service for a period of between 6 and 10 years. 23% had served for 1-5 years, and 20% had served for 11-15 years. It is evident that 64% of the Ugandan FSOs are in their prime, between 30 and 49 years; and that the service welcomes fresh ideas to blend with long experience for succession and institutional continuity.

4.4 Results on On-job Training and Staff Performance

The level of the respondents' agreement or disagreement was indicated by the statements below and the corresponding rating scale. Results of the respondents' responses are indicated below.

	Strongly Agree SA	Agree A	Not Sure NS	Disagree D	Strongly Disagree SD
SCALE	**5**	**4**	**3**	**2**	**1**

Table 8: showing descriptive results of On-job Training

	ON-JOB TRAINING	SA	A	NS	D	SD
		5	4	3	2	1
A	**Induction Training**					
1	I underwent induction training when I joined this Ministry.	23	15	8	13	10
2	I received induction training within 6 months after joining this Ministry.	20	17	7	14	11
3	The induction training I received enabled me to understand my work better.	25	13	6	16	9
	Average	23	15	7	14	10
	Percentage	**33**	**22**	**10**	**20**	**15**
B	**Staff Coaching**					
1	I coach my colleagues on how to handle some challenging assignments	31	12	9	9	8
2	Coaching has helped me to improve my own skills. attitude and performance	20	14	6	12	17
3	Coaching can provides an excuse for supervisors to exploit their subordinates	14	8	9	16	22
	Average	22	11	8	12	16
	Percentage	**32**	**16**	**12**	**17**	**23**
C	**Employee Delegation**					
1	My supervisor briefs me whenever s/he wants me to stand in for him/ her.	29	21	3	6	10
2	My supervisor gives me feedback after acting on his or her behalf	19	17	2	22	9
3	Whenever I represent my Department/ Mission, I feel empowered	41	12	1	9	6
	Average	30	17	2	12	8
	Percentage	**43**	**25**	**3**	**17**	**12**
D	**Training Workshops**					
1	Workshops facilitate learning and sharing of knowledge and experience.	69	0	0	0	0
2	Attending workshops with colleagues builds comradeship and team spirit.	50	19	0	0	0
3	My department carries out training needs assessment to prepare for training.	20	7	12	19	11
	Average	46	9	4	6	4
	Percentage	**66**	**13**	**6**	**9**	**6**

4.4.1 Induction

Findings for assertions made under induction training showed that an average of 23 and 15 respondents strongly agreed and agreed respectively with the assertions made in support of induction training having an effect on the performance of FSOs. An average 7 respondents were undecided, 10 and 14 respectively disagreed and strongly disagreed with the statements. Hence, 55% which is the majority, supported induction, 10% was undecided, and 35% disagreed that induction positively contributed to the performance of FSOs. It was a similar trend for findings under staff coaching, employee delegation and training workshops.

The senior managers interviewed for this study, without exception, revealed that timely induction was necessary to introduce new officers to MoFA structure, functions, tasks and expectations, and to acquaint them with authentic tools of trade like the Public Service Standing Orders and the Scheme of Service, Protocol and Etiquette manuals, and the Vienna Conventions on Diplomatic and Consular Relations. According to one of the managers interviewed, *"induction is for welcoming new officers to the Ministry in order to make them feel at home and to see themselves as part of the MoFA family"*. It was however, admitted that due to lack of necessary financial resources, there were times when some inductions were delayed or their time made too short to cover the desired training content.

4.4.2 Staff Coaching

On staff coaching, survey results showed that an average of 22 and 11 respondents cited that they strongly agreed and agreed respectively with the assertions made in support of staff coaching having a positive contribution to the performance of FSOs. An average of 8 was undecided while 12 and 10 respectively disagreed and strongly disagreed with the statements. Hence, an average of 48% agreed with the statements, 41% disagreed while 12% was not sure. Thus, a slim majority of the respondents supported the view that staff coaching positively contributed to the performance of Ugandan FSOs.

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Survey results on staff coaching were not contradicted by the interview findings. The majority of the senior managers interviewed confirmed that coaching was a valuable approach to staff training to inculcate skills and know-how; to build teams and staff relations; and to provide career guidance and feedback in order to improve individual and institutional performance. However, they admitted that staff coaching was not done systematically, but rather as an individual initiative by some Heads of Departments/ Missions. One Head of Department noted that it was *"a big oversight for staff coaching and mentoring to be approached casually by the Ministry"*.

4.4.3 Employee delegation

In respect to employee delegation, an average of 30 respondents surveyed strongly agreed, 17 agreed, 2 were undecided, 12 disagreed and 8 strongly disagreed with the statements. The majority, 68% of the respondents, agreed with the assertions made under delegation, 3% was undecided, while 29% disagreed with the assertions that delegation positively contributed to the performance of FSOs.

Interview findings established that despite challenges, delegation was done in MoFA to train, motivate, empower and build staff confidence; promote teamwork, responsibility, transparency and accountability; and to recognise individual value and improve decision making. Besides honestly admitting self-interest to reduce their own workload, the managers revealed that they used delegation to ensure staff involvement and ownership, spot talent for management development, identify training gaps and build capacity for better performance, succession planning and institutional sustainability.

The managers admitted that there were several challenges associated with delegation in the Ministry including lack of mutual trust, hiding supervisor's incompetence, passing blame, credit hogging, increased red tape and supervisors redoing badly done work. They also cited reluctance to delegate, identifying what to delegate, lack of timely feedback, limited capacity of the subordinate and

continuous worry about failure to deliver. One of the managers candidly noted: "*we have a tendency to delegate only when we are absent, when we are not confident or when we do not like the task*".

In order to mitigate the foregoing challenges, the managers variously suggested that the Ministry should build a system which reprimands failure and rewards stellar performance, and which gives regular and timely feedback. They also indicated that there was need to ensure resource availability, capacity building, staff commitment, proper briefing and individual responsibility by officers, supervisors and senior managers in the Ministry to make delegation more effective.

4.4.4 Training Workshops

Regarding training workshops, 46 and 9 respondents respectively strongly agreed and agreed with the statements and 4 respondents were not sure. 6 respondents disagreed and 4 respondents strongly disagreed with the assertions made under training workshops. Thus, the overwhelming majority, 79% supported training workshops, just 6% were undecided, and only 15% disagreed that training workshops contributed to performance.

Despite the respondents' overwhelming support for training workshops, interviews with senior managers revealed that this training approach was rarely used by the Ministry of Foreign Affairs. Three exceptions were pointed out; induction training for new FSOs, orientation for new Heads of Missions and annual training for Mission Accounting Officers organized jointly with the Office of the Accountant General. This may partly explain why the overwhelming majority of FSOs (79%) agreed with the view that training workshops would positively contribute to staff performance.

Overall, the survey results and interview findings in respect of on-job training showed a similar and consistently positive trend. The majority of the survey respondents agreed that induction, coaching,

delegation and training workshops positively contributed to the performance of the Ugandan FSOs. The level of agreement on the three aspects of staff training was well above 50%, save for staff coaching with 46% support.

The results of the survey for on-job training were confirmed by the interview findings. MoFA senior managers revealed that induction, coaching, delegation and workshops were variously used for staff training in the Ministry of Foreign Affairs, and positively contributed to the performance of Ugandan FSOs. However, they also revealed that induction at times delayed; coaching was informally done; delegation was laden with many challenges; and training workshops were rarely organized - save for inducting new officers, orienting new Ambassadors and training Mission Accounting Officers.

4.5 Results on Off-job Training and Staff Performance

The level of the respondents' agreement or disagreement in respect of the contribution of Off-job training to staff performance was indicated against the statements in the table below.

Table 9: showing descriptive Results on Off-job Training

	OFF-JOB TRAINING	SA	A	NS	D	SD
		5	4	3	2	1
A	**Skills-Based Training**					
1	I have attended at least one short course in the last 2 years.	15	19	0	18	17
2	The short courses I attended have improved my professional skills.	30	4	0	16	19
3	I have applied the skills I acquired from training to do my job better.	28	2	3	20	17
	Average	24	8	1	18	18
	Percentage	**36**	**12**	**0**	**26**	**26**

B	**Knowledge-Based Training**						
1	I have attended a course lasting for at least 9 months in the last 5 years.	4	8	0	32	25
2	I attended long term training to enhance my knowledge and understanding.	5	6	1	26	31
3	My department/ Mission carries out post-training evaluation/ debriefing.	7	9	3	28	22
	Average	5	8	1	29	26
	Percentage	**7**	**12**	**0**	**43**	**38**
C	**National Training Institutions**						
1	Effective promotion of national interests abroad requires special training	42	12	0	7	8
2	My professional diplomatic training has been systematic and predictable	19	15	16	10	9
3	Uganda should have its own national diplomatic Institute for staff training	57	5	0	5	1
	Average	40	11	5	7	6
	Percentage	**58**	**16**	**7**	**10**	**9**
D	**Foreign Diplomatic Institutes**						
1	Countries offer scholarships to promote their own national interests	52	10	0	4	3
2	Countries can use diplomatic training to influence beneficiaries' foreign policy	48	16	0	1	4
3	Currently, my Ministry solicits for offers to train Ugandan diplomats abroad	6	25	31	4	3
	Average	36	17	10	3	3
	Percentage	**52**	**25**	**15**	**4**	**4**

4.5.1 Skills-based Training

Findings for assertions made under skills-based training showed that an average of 24 respondents strongly agreed and 8 agreed that skills-based training positively contributed to the performance of FSOs. I respondent was undecided, 18 respondents disagreed, and another 18 respondents strongly disagreed with the statements. A slim majority of 52% disagreed while 48% agreed that skills-based training contributed positively to staff performance.

Unlike the survey results, interview findings strongly supported the view that skills-based training positively contributed to the performance of Ugandan FSOs. However, interview findings also revealed that MoFA did not have a systematic and consistent training needs assessment mechanism. Availability of sponsored training offers, individual initiatives by officers, occasional requests by Heads of Departments and concurrence by the officer contacted to participate in training generally underlined the current approach to selection of staff to undertake training. Performance appraisal reports and an off-and-on training committee were occasionally referred to, especially when interested officers exceeded the training offers available.

4.5.2 Knowledge-based Training

Findings on assertions made under knowledge-based training were similar but even more radical compared to those on skills-based training. An average of only 5 respondents strongly agreed with the assertions made in support of knowledge-based training being able to contribute to performance. 8 respondents agreed with the statements, 1 respondent was undecided, 29 respondents disagreed while 26 respondents strongly disagreed with the statements. An overwhelming majority, 81% disagreed that knowledge-based training contributed positively to their performance while only 19% supported skills-based training.

Interview findings also confirmed that the Ministry continued to solicit for staff training opportunities from friendly countries in Asia, Europe and Africa especially China, South Korea, India, Japan, Turkey, United Kingdom, Germany, Netherlands, Malta, South Africa, Ghana, and Egypt. These countries offer Uganda both short term and long term training programmes in various fields, some of them unrelated to diplomacy and international relations. This, coupled with lack of proper training needs assessment, may partly explain the respondents' scepticism towards knowledge-based training.

4.5.3 National Training Institutions

The responses under National Training Institutions and Foreign Diplomatic Institutes were similar with the overwhelming majority of the respondents answering in the affirmative. An average of 40 respondents in the survey strongly agreed, 11 agreed, 5 were undecided 7 disagreed and 6 strongly disagreed with the statements made under National Training Institutions. Hence, a staggering 74% agreed, 7% was undecided, and only 19% surveyed disagreed with the assertions made in support of establishing a national training institute to improve the performance of FSOs.

All senior managers,100% interviewed, expressed strong support for establishing a National diplomatic Institute for Uganda under the Ministry of Foreign Affairs. They variously submitted that the institute would design tailor-made courses in the national context, give hands-on experience, train more officers cost-efficiently, train political appointees and staff from other MDAs, enhance internal institutional capacity and sustainability, help to relate training to career planning and progression, improve staff morale and motivation and enhance individual and collective performance. One Head of Department observed that "*a diplomatic institute would be a national monument that provides free advertising for the Ministry of Foreign Affairs and the country".*

4.5.4 Foreign Diplomatic Institutes

Foreign training institutions and scholarship offers are used to influence policies of beneficiary nations. An average of 36 respondents strongly agreed, 17 agreed, 10 were undecided 3 disagreed and another 3 strongly disagreed. A large majority, 77% agreed, 15% were undecided and 8% disagreed with the assertions that diplomatic institutes and foreign scholarships could be used to influence foreign policy.

Interview findings revealed that training FSOs abroad was double edged. Training abroad can potentially expose FSOs to other cultures, diverse opinions and global perspectives on regional and international perspectives. However, it can also expose trainees to foreign influences, ideologies and practices that may not necessarily be supportive of Uganda's national interests. There was concurrence however, that a national diplomatic institute would serve Uganda better by designing training programmes that fit in the national context underpinned by national interest, domestic realities, and properly assessed training needs, cost-effectiveness and sustainability.

Overall, the findings under off-job training revealed contradictions and showed dissimilar trends. While the respondents were sharply divided about the assertions made on skills-based training, the majority disagreed with the statements made in support of knowledge-based training. Yet, there was overwhelming support for establishing a national diplomatic institute to improve the performance of Ugandan FSOs. This trend also contradicted the survey finding that the large majority, 72% of FSOs had attained Masters or post graduate diploma while 90% of the senior managers interviewed possessed Masters degree. In this regard, some FSOs seem to be inspired by self actualisation.

4.6 Results on Resource Availability and Adequacy and Performance of Staff

Survey results on the effect of resource availability and adequacy on staff performance in the table below indicate the level of agreement and disagreement; followed by the respondents' opinions and suggestions on factors affecting the training of FSOs as well as possible remedies.

Table 10: showing descriptive Results on Resource Availability and Adequacy

	RESOURCES	SA	A	NS	D	SD
		5	4	3	2	1
A	**Resource Availability**					
1	Uganda's Foreign policy implementation is currently under-funded.	29	12	6	15	7
2	Uganda owns less than half of the premises in which its 34 chanceries operate.	12	11	4	25	17
3	MOFA's human resource capacity constraints affect effective on-job training.	31	19	6	12	1
4	I have ever missed an important training course abroad because of lack of funds.	25	21	3	10	10
	Average	24	16	5	15	9
	Percentage	**35**	**23**	**7**	**22**	**13**
B	**Resource Adequacy**					
1	Inadequate funding of my Ministry negatively impacts on my performance.	42	18	4	2	3
2	I receive inadequate Education Allowance for my children while on posting.	41	12	3	2	11
3	Unstable/ unreliable internet service at my work place can affect my output.	18	42	1	8	0
4	Foreign Service Act can help streamline the operations of Uganda Foreign Service.	21	32	0	11	5
	Average	30	26	2	6	5
	Percentage	**44**	**37**	**3**	**9**	**7**

4.6.1 Resource Availability

Most respondents were in agreement that resource availability and resource adequacy significantly impacted on the performance of Ugandan FSOs. An average of 24 respondents strongly agreed, 16 agreed and 5 were undecided. 15 respondents disagreed and 9 strongly disagreed with the statements made under resource availability. Thus, the majority, 58% agreed, 7% were undecided and 35% disagreed that resource availability significantly affected the performance of Ugandan FSOs.

Interviews with senior managers confirmed that the Ministry of Foreign Affairs received inadequate funding for its operations, including staff training and foreign policy implementation, which impacted negatively on its performance. Senior managers also noted that if the Ministry had the required financial resources, its desire to establish a diplomatic institute would have been long realized.

4.6.2 Resource adequacy

Resource adequacy significantly impacts on the performance of Ugandan FSOs. Survey results showed that an average of 30 respondents strongly agreed, 26 agreed, 2 were undecided, 6 disagreed, and 5 strongly agreed with the statements made under resource adequacy. Therefore, an overwhelming majority, 81% agreed, 3% were not sure, while only 16% disagreed that resource adequacy significantly affected the performance of the Ugandan FSOs.

All senior managers, 100% interviewed, variously revealed that their directorates/ departments/ Missions were perpetually underfunded. Interview findings further revealed that inadequate funding remained a persistent challenge that affected the Ministry's ability to effectively execute its mandate of foreign policy coordination, implementation and management.

4.6.3 Factors affecting Training of FSOs

 Respondents were asked, in the survey, to indicate the challenges that had affected their training as FSOs, and the table below sums up their responses.

Table 11: showing the challenges affecting Training of FSOs.

Challenges affecting Training	
1. Inadequate funding of the Ministry and limited resources allocated to staff training.	69
2. Lack of a national diplomatic training facility, and dependence on foreign training offers.	61

3. Limited scholarship opportunities which cannot cater for MoFA's various training needs.	55
4. Lack of tailor-made training courses that address the real training needs of the Ministry.	52
5. Absence of a systematic staff development plan to offer proper career guidance to FSOs.	52
6. Difficulty to balance job demands, family obligations and study commitments.	49
7. Lack of a clear link between successful training, staff promotion and work assignments.	45
8. Lack of regular training needs assessment and absence of synchronized training programmes.	41
9. Staff postings and work assignments that ignore specialization and expertise of officers.	41
10. Unpredictable, supply-driven and expensive diplomatic training abroad.	34
11. Heads of Missions who make it difficult for officers to study when on posting.	33
12. Absence of clear training benchmarks, milestones and timelines to be followed.	32
13. Lack of a systematic staff training plan that equitably benefits all FSOs.	26
14. High cost of training and inadequate personal funds for self sponsorship.	23
15. Relying on personal initiative of officers to search for training programmes to attend.	20
16. Inability to specialize in particular fields of diplomacy to develop subject expertise.	17
17. Limited relevance of some foreign course offers and meagre facilitation attached to them.	13
18. Understaffing that affects delegation and limits room for officers to be away on training.	12
19. Political appointments of officers below standard, with limited capacity and will to train.	10
20. Lack of recognition for staff training accomplishments and excellence by the Ministry.	7

As indicated in table 11 above, the most cited challenges affecting training of Ugandan FSOs were inadequate funding of the Ministry and limited resource allocation to training; lack of a national diplomatic training facility; limited scholarships; lack of tailor-made courses; absence of a systematic staff development plan; balancing job, family and study demands; lack of regular training needs

assessment; postings and assignments that ignore specialization and the inability to link staff training to promotion of FSOs. Each of the foregoing challenges was cited by over 40 (out of 69) respondents. Other challenges cited by at least 20 respondents include unpredictable, expensive and supply-driven training abroad; obstructive Heads of Missions; inequitable training opportunities; lack of clear benchmarks and milestones; self-sponsorship and personal initiative to find training opportunities.

4.6.4 Improving the Performance of Ugandan FSOs

Respondents were asked to suggest ways in which the performance Ugandan FSOs could be improved, and the table below summarizes their suggestions.

Table 12: showing Ways to improve the Performance of FSOs

	Ways to improve Performance	No.
1	MoFA should lobby and negotiate for more funding of its operations, including staff training.	66
2	Increase staff salary and raise Foreign Service Allowance (FSA) to match other East African countries, and adjust it every 2 years in line with the cost of living index.	62
3	Establish a National Diplomatic Training Institute to reduce dependence on foreign academies, and build sustainable capacity for training, research, think tank & collaboration.	59
4	The Ministry should lobby for a 60:40 balance between career and political Ambassadors heading Missions, for mutual benefit from experience and contribution of career officers.	56
5	Formally involve Heads of Departments and senior FSOs, supported by the Human Resource Unit, in coaching, mentoring, counselling and career guidance of officers.	54
6	The Ministry should pursue enactment and implementation of a Foreign Service Act to help streamline operations of the Foreign Service	54
7	Train new and serving Heads of Missions in modern management, Mission management, diplomacy and international relations, and appropriately refresh them every 3 years.	53
8	Management should ensure timely staff promotions and recruitments, and make Heads of Departments substantive - in order to maintain staff morale and to address understaffing.	49
9	Always carry out timely and adequate induction of all new FSOs, and arrange appropriate orientation of new Heads of Missions before reporting to their duty stations.	48
10	Restrict the influx of political appointees into Foreign Service, their perpetual stay on posting, and unfair advantage for higher ranks - to preserve and protect the integrity of the Service.	45
11	Management should create and maintain a clear linkage between staff training, staff performance, staff appraisal and staff promotions.	44

12	Establish a fair, transparent and predictable system of postings and recalls, and harmonize training plans with postings and rotations for better planning and knowledge transfer.	43
13	The Ministry should carry out regular training needs assessment and arrange for tailor-made and cost-effective programmes to address the actual training needs identified.	42
14	Develop a clear system that punishes failure and mediocrity, rewards good performance, recognizes good initiative and innovation in order to promote a culture of excellence.	40
15	Improve communication within the ministry and with Missions to allow the flow of ideas and regular feedback between the various levels of management and staff.	40
16	Establish a systematic staff development plan that ensures fairness and equitable distribution of opportunities to all FSOs and avoid adhoc considerations for staff training and placement.	35
17	MoFA should negotiate for its reclassification from public administration sector to the economically productive sector in order to access better funding.	32
18	Develop and communicate clear training timelines, benchmarks, milestones and relevant courses for respective FSO grades to guide career planning.	32
19	Create opportunities for senior and mid level FSOs to attend long term training in diplomacy, international relations, management and other relevant fields to prepare for greater roles.	27
20	Train all political appointees sent to the Ministry, first deploy them at the headquarters to learn before posting them to Missions abroad, and recall them timely like other officers.	24
21	Encourage specialization by policy and practice to develop subject experts in Foreign Service on certain key thematic or geographical basis.	21
22	Negotiate a separate budget allocation to support commercial and economic diplomacy in Missions abroad (to promote investment, trade, tourism, education and technology transfer).	20
23	Restore two-year minimum probation period to allow adequate induction, rotation, practical learning and necessary evaluation before confirmation of new FSOs.	19
24	Display key staff qualifications on the Ministry and Mission websites as a sign of recognition, demonstration of MoFA's skills and capacities, and as an encouragement to other officers.	16
25	Expose, address and eradicate patronage, sectarianism and favouritism from the Foreign Service in all their nefarious forms in order to promote fairness and professionalism.	16
26	Ensure staff participation and contributions in meetings, planning and decision making to elicit ownership, cooperation and increased commitment of officers.	15
27	Pay adequate education allowance to address forced separation of families, and provide air tickets to posted officers and their families to take annual leave and ease stress.	14
28	Initiate an inter-agency coordination mechanism to enable MoFA effectively and regularly liaise with other MDAs on matters that require its coordination.	13
29	Institute a policy to train every Ugandan FSO to learn and speak at least two foreign languages to ease their communication and performance in their diplomatic career.	12
30	Allow Missions to use None Tax Revenue to build and maintain Mission premises, acquire and develop properties abroad for long term commercial and national image purposes.	12
31	Attach FSOs to relevant MDAs to enhance learning, networking and coordination.	12

32	Heads of Departments/ Missions should enhance teamwork through regular interaction, team building, proper delegation of duties and regular and timely feedback.	11
33	Adequately facilitate timely training, and make training mandatory at junior and mid-career levels to build sufficient technical skills and competencies in the Foreign Service.	11
34	Allow and encourage FSOs to take advantage of relevant training opportunities while on posting to continuously improve individual skills and competences.	10
35	Organize periodic country tours for FSOs at various levels to visit Uganda's key natural resources, endowments and assets in order to be equipped to represent the country better.	9
36	Establish clear and transparent yardsticks for stagnation, demotion and exit from Uganda's Diplomatic Service.	8
37	Investigate, expose and eradicate illicit sexual escapades by senior managers to ensure greater transparency, objectivity, fairness and professionalism in the Ministry's operations.	6
38	Introduce a practice to allow each officer to make at least 4 non-binding choices for his/ her next posting to officially give information to decision makers and to discourage lobbying.	5

As indicated in table 12 above, survey respondents adequately responded with various suggestions on how to improve the performance of Ugandan FSOs. Over 40 out of 69 respondents advised the Ministry to negotiate better funding for its operations including training; increase staff salary and raise regularly adjust FSA; establish a National Diplomatic Institute; lobby for a 60:40 balance between career and political Ambassadors; involve senior managers in staff coaching and mentoring; enact and implement a Foreign Service Act; train Heads of Missions in management, diplomacy and international relations; streamline promotional procedures; provide for adequate and timely induction; predictable recalls and postings; restricted entry of political appointees; a clear link between staff training, performance appraisal and staff promotions; and regular training needs assessment.

Others were rewarding good performance and promoting excellence; improving communication with regular feedback; establishing a systematic and equitable staff development plan; reclassification of MoFA to access better funding; clear training benchmarks and milestones; training all political appointees before posting; promoting specialization; funding commercial and economic diplomacy; restoring a two-year probation period; displaying key staff qualifications; eradicating sectarianism and

favouritism; paying adequate education allowance; staff attachments; training in foreign languages and initiating an inter-agency coordination mechanism for the Ministry of Foreign Affairs.

Overall, the challenges affecting the performance of Ugandan FSOs cited by the respondents above range from structural, institutional and policy shortcomings to financial, managerial and individual constraints. The solutions suggested include short term, medium term and long term measures. For some, the support of other government agencies is key while others require the initiative and diligence of the Ministry's senior management, and the appreciation and goodwill of top management to implement them. Whether the measures suggested relate to financial resources, policy innovations, management practices or administrative initiatives, the Permanent Secretary has a central role in improving the performance of FSOs. However, there are common but differentiated roles to be played jointly or individually by other actors including Heads of Departments, Heads of Missions and individual officers in order to enhance the competences and the performance of Ugandan FSOs.

4.7 Correlation Analysis

4.7.1 Correlation Analysis between Performance, Staff Training and Resources

The strength of the relationship between the independent and dependent variables was determined through correlation analysis. Pearson correlation was determined, and the findings of the coefficients are presented in table below.

Table 13: Showing Analysis of Correlations between DV and IV

Variables		Performance	On-job training	Off-job training	Resources
Performance	Pearson Correlation	1	.889**	.816**	.822**
	Sig. (2-tailed)		.000	.000	.000
	N	69	69	69	69
On-job Training	Pearson Correlation	.889**	1	.959**	.942**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	69	69	69	69
Off-job Training	Pearson Correlation	.816**	.959**	1	.964**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	69	69	69	69
Resources	Pearson Correlation	.822**	.942**	.964**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	69	69	69	69

Results from the correlations analysis in Table 11 revealed a strong positive correlation between staff training, resources and performance of FSOs. The correlation coefficients between On-job training, Off-job training, Resources and Performance of FSOs were; 0.889, 0.816 and 0.822 respectively. These results indicate a strong positive correlation between the dependent and independent variables. It can, therefore, be deduced that the independent variables - which are staff training and resource adequacy and availability - actually explain the fluctuations in the performance of Ugandan FSOs.

4.8 Regression Analysis

4.6.1 Analysis of Regressions among the variables

The researcher conducted a multiple regression analysis so as to test the relationship among variables in examining the contribution of staff training to the performance of Ugandan FSOs. The researcher applied the Statistical Package for Social Sciences (SPSS) to code, enter and compute the measurements of the multiple regressions for the study.

The three variables (on-job training, off-job training and resources) that were studied explain only 77.4% contribution to the performance of Ugandan FSOs as represented by the R2. This means that other factors not studied in this research contribute 22.6% to the performance of Ugandan FSOs. Therefore, further research should be conducted to investigate the other factors (22.6%) that influence the performance of Ugandan FSOs.

Table 14: Showing Coefficients

Model	Unstandardized coefficients		Standardized coefficients		
	B	Std.Error	Beta	T	Sig.
(Constant)	.233	.564		.236	.812
On-job training	.207	.126	.201	1.630	.108
Off-job training	.061	.152	.050	.410	.005
Resources	.322	.113	.342	2.827	.682

As reflected in table 13 above, taking all attributes of on-job training, off-job training and resources (training and resources) constant at zero, FSOs' performance will be significant at 0.233. The data findings analyzed also show that taking all other independent variables at zero, a unit increase in resource availability and adequacy will lead to a significant increase of 0.322 in FSOs' performance. A unit increase in on-job training will lead to a significant increase of 0.207 in FSOs' performance; and a unit increase in off-job training will lead to a non-significant increase of 0.061 in the performance of FSOs.

This infers that resource availability and adequacy contributed most significantly to the performance of the Ugandan FSOs, followed by on-job training. At 5% level of significance, resource availability

and adequacy had a 0.682 level of significance, on-job training had a 0.108 level of significance and off-job training showed a 0.005 level of significant. Hence the most significant factor is resource availability and adequacy followed by on-job training while the least significant factor in the performance of the Ugandan FSOs is off-job training.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of findings and discussion, conclusions and recommendations of the study. Using a cross-sectional survey design, the study examined the contribution of staff training to the performance of Ugandan FSOs in respect of on-job training, off-job training and the effect of resource availability and adequacy. A standard questionnaire and an interview guide were used as the key instruments for collecting primary data, which was respectively analysed using SPSS and appropriate themes. Documentary review was used in respect of collecting secondary data.

5.2 Response Rate

The study was conducted in the Ministry of Foreign Affairs of the Republic of Uganda, and targeted 114 respondents (FSOs) and 10 key informants (senior managers). It registered 61% response rate and 100% interview coverage. The quantitative results and qualitative findings were presented concurrently.

5.3 On-job Training and Staff Performance

5.3.1 Induction

The majority, 55% of the respondents, agreed that induction contributed positively to the performance of Ugandan FSOs. Only 35% disagreed, and 10% was undecided. The essence of induction is to introduce new officers to the Ministry's structure, functions, tasks and expectations, and to acquaint them with authentic tools of trade. However, induction for some FSOs was not always timely or adequate, due to resource constraints. But in '*Secrets of Leadership Success'*, Tom & Barons (2006) stress that staff inductions need to be timely, adequate and properly evaluated for newcomers to be properly oriented, recognised, welcomed in their new roles, and to get rid of misfits at the earliest.

5.3.2 Staff Coaching

Staff coaching, as an approach to staff training, positively contributed to performance, and was supported by 48% of the respondents. Coaching could help to inculcate skills and know-how, build teams and relations, provide career guidance and feedback . This view is shared by the University of South Carolina (2015) which notes that effective coaching and mentoring strengthen communication, increase employee motivation, commitment and self-esteem, and enhance staff confidence, competence and performance.

However, staff coaching in MoFA remains an individual initiative by a few senior officers and line managers rather than a defined method of staff training. Goldsmith (2007) asserts that the essence of coaching is to enhance success and to provide necessary professional advice to resolve identified performance problems and delusions. Coaching and mentoring help to clarify expectations, set objectives, identify goals, evaluate progress and provide feedback through performance management (University of California, 2015).

5.3.3 Employee Delegation

Delegation can improve staff training and performance of Ugandan FSOs, as supported by 68% of the survey respondents. Interview findings confirmed that delegation helped to train, motivate, empower and build staff confidence; promote teamwork, responsibility, transparency and accountability; recognise individual value, improve decision making and reduce supervision; identify training gaps, spot talent and plan succession. Tom & Barrons (2006) confirm that employee delegation is, indeed, intended to save money and time; build skills; motivate staff, prepare them for higher responsibilities and enhance performance.

Employee delegation in MoFA is however, constrained by lack of mutual trust, lack of regular feedback, concealed incompetence, credit hogging, passing blame and increased red tape, limited

capacities and redoing badly done tasks by supervisors. As Henshaw (2014) rightly observes, delegation is often resisted, undervalued or misapplied by managers. Delegated authority should be commensurate with responsibility; responsibility of the superior is absolute; delegated authority flows downwards and flows responsibility upwards; and a delegatee does not delegate (Acharya, 2014).

5.3.4 Training Workshops

Most Ugandan FSOs support the use of training workshops to improve staff performance, as supported by 79% of the respondents. Tom & Barrons (2006) argue that training workshops provide an appropriate setting for sharing experiences and perspectives which also provides a basis for businesses transformation. However, MoFA hardly uses training workshops beyond inductions, orientations and training Accounting Officers. The apparent inability to adequately utilise workshops to enhance staff competences represents a gap in MoFA training scheme.

5.4 Off-job training and Staff Performance

5.4.1 Skills-based Training

Skills-based training does not significantly contribute to the performance of Ugandan FSOs, as determined by 52% of the respondents. Only 48% believe that skills-based training contributed positively to the performance of FSOs. It was noted that Uganda has no institution dedicated to diplomatic training. Besides, training offers made to the Ministry were not properly evaluated to harmonise them with the skills desired. Milestone courses for diplomats are missed or undertaken haphazardly, which impacts on staff capacity, confidence, career growth and ultimately performance. This factor may partly explain why a slim majority of the respondents believed that skills-based training did not significantly contribute to their performance.

5.4.2 Knowledge-based Training

Knowledge-based training makes significant contribution to the performance. 81% of the respondents, disagreed that knowledge-based training made any positive contribution to the performance of Ugandan FSOs. Sparks & Loucks-Horsely (1989) observe that under appropriate conditions, training has the potential to profoundly transform beliefs, knowledge, skills, competence and performance. According to the current findings, it is possible that many Ugandan FSOs were trained under unfavourable conditions, or received knowledge-based training that was unrelated to diplomatic work.

The Ministry neither undertook proper needs assessment to prepare for staff training nor carried out post-training evaluation. MoFA largely relied on individual initiative to find a training opportunity or training offers abroad; an approach that can hardly match relevant courses with suitable officers - to foster effective transfer of knowledge into action. This adhoc approach lacks coherent planning, delivery and evaluation required of an effective knowledge transfer process (Ward et al. 2009).

5.4.3 National Training Institutions

Most Ugandan FSOs strongly support the establishment of a national diplomatic training institute as supported by 74% of the respondents. 86% suggested that establishing the institute as one of the ways to improve the performance of FSOs while 100% of the senior managers interviewed also answered in the affirmative. Currently, training for career promotion is inadequate, poorly facilitated, foreign-initiated and largely foreign- driven (Kafeero, 2012). This explains why the senior managers noted that besides monumental value, the institute would support systematic career progression, professionalism, staff motivation and cost-effective training of FSOs, including political appointees.

5.4.4 Foreign Diplomatic Institutes

Most countries offer scholarships to influence the policies of the beneficiaries and to promote their own national interests as noted by 77% of the respondents. Kafeero (2012) observed, rightly, that Uganda's Foreign Service remained vulnerable to the interests of foreign governments that continue to invest in its training. This underlines the patriotic view that Uganda should have its own institute to build national capacity, support foreign policy objectives, and deliver appropriate policy influences.

Overall, the findings under off-job training showed dissimilar trends and contradictions. The majority were decided that knowledge-based training did not positively contribute to their performance. Yet, there was an overwhelming support for a national diplomatic institute. The lack of support for knowledge-based training is further contradicted by the fact that 72% of FSOs had attained post graduate qualifications while 90% of the senior managers possessed a Masters degree.

5.5 Resource Availability and Adequacy and Performance of Staff

5.5.1 Resource Availability and Adequacy

Resource availability and resource adequacy significantly affect the performance of Ugandan FSOs. 58% of the survey respondents supported this view while only 34% disagreed. Likewise, a staggering 81% of the respondents agreed that resource adequacy significantly affected the performance of Ugandan FSOs. Thus resources contribute most significantly to the performance of Ugandan FSOs.

5.5.2 Regression and Correlation

Regression analysis revealed that resource availability and adequacy contributed most significantly (0.322) to the performance of the Ugandan FSOs, followed by on-job training (0.207). Off-job training contributed no-significantly (0.061) to the performance of Ugandan FSOs. At 5% level of significance,

resource availability and adequacy had a 0.682 level of significance, on-job training had a 0.108 level of significance and off-job training showed a 0.005 level of significance. Hence, the most significant factor in the performance of Ugandan FSOs is resource availability and adequacy followed by on-job training.

The results of the correlations analysis revealed a strong positive correlation between the independent and dependent variables. The correlation coefficients between on-job training, off-job training, resources and performance of FSOs were; 0.889, 0.816 and 0.822 respectively. This implies a strong positive correlation between the dependent and independent variables, which implies that that the independent variables, (on-job-training, off-job training and resource availability and adequacy), actually explain the fluctuations in the performance of Ugandan FSOs.

In sum, the Scheme of Service for Foreign Service Officers (2013) envisages a clear career structure that attracts, motivates and facilitates retention of suitably qualified and competent FSOs. Interview findings confirmed that MoFA is persistently unfunded, and staff training poorly resourced and adhoc. Yet good staff performance is enabled by conducive working conditions, values and philosophy (Dieleman & Harnmeijer, 2006). Starving MoFA of desired resources to effectively implement its mandate demoralizes FSOs, weakens foreign policy implementation, and inadvertently undermines effective pursuit of Uganda's national interests in an ever competitive global environment.

5.6 Conclusions

5.6.1 On-job training and Staff Performance

The Ministry of Foreign Affairs conducts formal induction training for new FSOs, which is at times delayed or shortened due to resource constraints. Induction may be missed by an officer who joins alone or in a small group; and they start work unprepared, unevaluated, uncertain and unrecognised.

In Uganda's Foreign Service, staff coaching is a casually conducted through individual initiatives by a few senior officers. Yet, Coaching and mentoring are an essential part of performance management (University of California, 2015). By implication, the Ministry of Foreign Affairs also lacks a deliberate and systematic approach to performance management within the Foreign Service.

Employee delegation is practiced in the Ministry of Foreign Affairs, but with numerous challenges. No consistent mechanism for regular and timely feedback and no effective delegation to maximally benefit individual officers, management and the service.

The Ministry of Foreign Affairs scarcely uses workshops for staff training. Workshops are hardly harnessed for sharing knowledge, experiences, perspectives, goals, challenges and solutions. They have simply been limited to staff induction, Ambassadors' orientation and the annual training of AOs.

5.6.2 Off-job Training and Staff Performance

Off-job training does not contribute significantly to the performance of Ugandan FSOs. Overall, the findings under off-job training showed dissimilar trends and contradictions. Foreign training offers are not properly evaluated to align their contents with the skills desired. Some of the foreign-based training programmes offered do not necessarily equip Ugandan FSOs with the most desired skills.

Knowledge-based training makes no positive contribution to the performance of FSOs. The Ministry does not carry out proper training needs assessment, post-training evaluation and debriefing. Its current approach to staff training is adhoc and lacks coherent planning, delivery and evaluation mechanism required of an effective knowledge transfer process.

Most Ugandan FSOs strongly support the establishment of a national diplomatic training institute. Besides its monumental value, the institute would support cost-effective training and staff motivation,

systematic career progression and professionalism. The main challenge remains lack of the necessary financial and infrastructural resources to establish and run the institute.

Most countries offer scholarships to promote their own national interests by influencing the policies of their beneficiaries. Uganda should have its own diplomatic institute for monumental and instrumental value; to enhance public diplomacy, provide staff with practical skills, build internal staff capacity and deliver enduring influences to its alumni in furtherance of national foreign policy objectives.

5.6.3 Resource Availability and Adequacy and Performance of Staff

Resource availability and resource adequacy significantly affect the performance of Ugandan FSOs. Persistent underfunding of MoFA highlights the absence and inadequacy of financial resources. Low staff salaries and allowances, understaffing and limited logistical support negatively affect FSOs' opportunities to train, aspirations for career growth and motivation to perform. This also weakens foreign policy implementation, and undermines effective pursuit of Uganda's national interests.

The study revealed a strong positive correlation between resources, staff training and performance; which implies that the independent variables actually explain the fluctuations in the dependent variable. Regression analysis established that resource availability and adequacy contribute more significantly to the performance of FSOs, followed by on-job training at 0.682 and 0.108 levels of significance respectively. At 0.005, the contribution of off-job training is non-significant.

Despite its notable contribution to staff performance, the training of Ugandan FSOs remains adhoc, and largely supply-driven, foreign-based and inadequate. Insufficient   resources   strain   Uganda's foreign policy implementation, undermine national interest and threaten the national image. Foreign Service needs to be adequately resourced, better structured and sufficiently staffed with qualified, competent and continuously trained officers to enhance their professionalism and productivity.

5.7 Recommendations

Based on the study findings presented, the researcher makes the following recommendations to address the challenges identified in order to improve the performance of Ugandan FSOs.

5.7.1 On-job Training and Staff Performance

The Ministry of Foreign Affairs should establish a system to carry out training needs assessment on short, medium and long term basis to guide strategic planning for necessary skills, appropriate training, career progression, and succession planning within the Foreign Service.

MoFA management should ensure timely recruitments and staff promotions in order to alleviate persistent understaffing; bolster staff morale; enhance human resource planning; and ensure timely filling of vacancies in the service to meet career aspirations of FSOs.

MoFA management should make induction training timely, within the first 6 months of arrival into the Ministry; and should include bonding and teambuilding sessions, study visits to multilateral institutions, and country tours to appreciate Uganda's strategic resources and natural endowments.

MoFA, in consultation with the Ministry of Public Service, should increase probation period for new FSOs from the current 6 months (which is inadequate) to at 18 months (less than the 2 years applicable up to 2010). The first 6 months should be dedicated to intensive induction training and 12 months for departmental rotations, practical learning, attachments and actual work evaluation.

MoFA should establish a mechanism to evaluate the content of training offers it receives, carry out post-training assessment and negotiate necessary modifications to meet its staff training needs. Basing on proper assessment, the Ministry should periodically arrange for tailor-made and cost-effective programmes to address the actual training needs identified.

MoFA should consider using training workshops to foster learning, experience sharing and teambuilding among FSOs. The current use limited use of training workshops should be replicated to deliver appropriate and cost-effective courses to enhance skills, knowledge and performance.

MoFA should establish a fair, transparent and predictable system of postings and recalls. The system should consistently harmonize training schedules with postings and departmental rotations for better individual planning by officers and effective knowledge transfer after training.

MoFA should intensively train all political appointees for at least 6 months, and deploy them at the headquarters for at least 2 years to learn before being posted abroad. In order to ensure fairness and maintain morale in Uganda's Foreign Service, these officers should be posted and recalled like career officers rather than exclusively perpetuate or forever rotate them in various Missions.

MoFA should initiate a policy to train every Ugandan FSO to speak at least two foreign languages to ease communication and performance. Upon being posted, every officer should spend at least 3 months learning about the host country, including the basic understanding of its official language.

Every FSO, upon receiving posting instructions, should prepare adequately for the new station: conduct thorough research and produce a paper on the strategic importance of the destination country; consult widely with colleagues in and outside the Ministry that have dealt with that country; and undergo appropriate orientation on arrival at the new station.

5.7.2 Off-job Training and Staff Performance

Uganda should establish a national diplomatic training institute to offer skills-based, tailor-made and cost-effective training programmes for FSOs, other MoFA staff, and personnel from other MDAs; and to research, think-tank, collaborate and publish. Besides monumental value, the Institute should be used as a public diplomacy tool to increase Uganda's influence in the region.

Management should create and maintain a clear linkage between staff training, staff performance, staff appraisal and staff promotions. A national diplomatic institute should help to reduce dependence on foreign training, make training systematic and predictable, and build sustainable internal capacity for training, benchmarking, career advancement and professionalism.

The Ministry should establish a systematic staff development plan that ensures fairness and equitable distribution of opportunities to all FSOs, and avoid adhoc considerations and individual solicitations for staff training. Manuals for training timelines, milestones courses, benchmarks and schedules should be developed availed to FSOs to guide individual and collective career planning.

MoFA should train all new and serving Heads of Missions in diplomacy and international relations, ICT and modern management, and refresh them every 3 years. Management studies should include Embassy management and the application of essential concepts and capabilities like staff coaching, mentoring, counselling, delegation, career guidance and schedule of duties.

Management should allow and encourage FSOs to take advantage of relevant training opportunities in their host countries while on posting - to continuously improve individual skills, knowledge and competences in order to create and maintain a learning service.

MoFA should train FSOs and all senior managers in ICT, media and Public Diplomacy. This will improve the Ministry's visibility by enhancing internal communication, and with other MDAs, other clients and public. The flow of ideas and regular feedback between management, staff, clients and other agencies will improve responsiveness and image, and enhance service delivery.

MoFA should build a consistent mechanism to reprimand mediocrity, punish failure, encourage innovation, recognise good initiatives and reward staff excellence. That will go a long way in promoting a culture of good performance and achievement within Uganda's Foreign Service.

Although Uganda has never had any restrictions on women joining the Foreign Service, MoFA should still pay more attention to gender balancing and mainstreaming during staff recruitment in order to increase the number of female FSOs, and to adopt gender sensitive policies in the Service

Officers should be attached to relevant MDAs and seconded to relevant national, regional and international institutions to enhance learning, networking and coordination. Relevant institutions include those that handle immigration, investment, trade, tourism, industry, education, defence and finance as well as regional and international multilateral organisations where Uganda is member

Management should streamline the current ambiguous 'Schedule of Duties'. Heads of Departments and Heads of Missions should make and provide every officer under their supervision with a clear schedule of duties that clearly illustrate what is expected of the officer, including a breakdown of activities, the chain of command, and reporting mechanisms.

5.7.3 Resource Availability and Adequacy and Performance of Staff

MoFA should pursue enactment and implementation of a Foreign Service Act to help streamline the unique operations of the Diplomatic Service - including funding, remunerations, appointments and promotions - benchmarked against the best practices in other Foreign Services.

MoFA should negotiate for its reclassification from public administration sector to the economically productive sector in order to access better funding - to effectively implement foreign policy, meet training needs, and reduce over dependence on unpredictable, unfocused and foreign influence-laden scholarships.

The Ministry, in consultation with the Ministries responsible for Finance, and Public Service, should increase staff salaries, raise Foreign Service Allowance (FSA) to match other East African countries,

and adjust FSA every 2 years in line with the cost of living index as practiced by the regional neighbours.

MoFA top management should lobby the Presidency for at least a 60:40 balance between career and political Ambassadors heading Missions. All Departments should be substantively headed by FSO Grade Ones from whom career Heads of Missions can always be selected.

The influx of political appointees into the Foreign Service at lower ranks should be restricted in order to maintain a clear structure, recruit and retain suitably qualified and competent Officers, and maintain fairness, staff morale and professionalism in Uganda's Diplomatic Service.

The Ministry should negotiate a separate and adequate budget allocation to support economic and commercial diplomacy in Missions abroad - for effective promotion of tourism, trade, investment, education and technology transfer.

MoFA management should permit each officer who is almost due for posting to make at least 4 non-binding choices for his/ her next posting - to officially give that information to decision makers and to discourage lobbying for certain stations.

Uganda government should pay adequate education allowance to address forced separation of families due unaffordable cost of education in most countries where FSOs are posted; restore local leave for officers on posting; and provide air tickets to posted officers and their families to take annual leave and ease work-related stress.

Uganda government should adequately facilitate diplomatic training programmes, including Petroleum Diplomacy. Training should be timely and mandatory at junior and mid-career levels to build sufficient technical skills and competencies in the Foreign Service.

Uganda government should allow Missions to use None Tax Revenue (NTR) to build and maintain Mission premises, and to strategically acquire and develop properties abroad for commercial purposes, renting saving, and image projection for public diplomacy value.

MoFA should display key staff qualifications on the Ministry and Mission websites. That will help to recognize individual academic and professional accomplishments; demonstrate the human and technical capacities available in the Foreign Service; and encourage by example the reluctant officers to also attain desired qualifications - to build a dynamic and vibrant Diplomatic Service.

MoFA should initiate an inter-agency coordination mechanism to facilitate effective and regular liaison with other MDAs on matters that require coordination. To maintain this mechanism, all officers at headquarters should establish at least one contact person in each government department, and be able to use these contacts at home as well as when posted abroad.

5.8 Limitations of the Study

While conducting this study, the researcher faced a number of challenges including geographical distance, attending mandatory academic workshops, limited financial resources, busy work schedule and time constraints.

Financial resources for Air tickets: Throughout the time of the study, the researcher was based at the Uganda Embassy in Addis Ababa, Ethiopia. Attending mandatory workshops at the Uganda Management Institute in Kampala necessitated repeated travel between Addis Ababa and Kampala at appropriate times. The researcher relied on personal savings to procure air tickets for these travels.

Permission to travel out of station: Travelling out of a diplomatic station requires permission. To attend each of the 5 mandatory workshops at UMI required prior proper planning and written

authorisation from the Permanent Secretary, MoFA. To secure timely permission, the researcher would formally request in advance. Thankfully, the necessary authorisation was never denied.

Rescheduled Workshop: The second Workshop (October 2014) was abruptly rescheduled by UMI management, which made it difficult for the researcher to adjust to the new dates. Upon insistence by the institute on all participants meeting the minimum contact hours, the researcher attended a similar Workshop (May 2015) to compensate for the missed study sessions, albeit belatedly.

Interviewing distant informants: Conducting interviews with Heads of Missions across continents was a serious challenge. In order o overcome this particular constraint, the researcher took advantage of the African Union Summit in Johannesburg to interview some of the targeted Heads of Missions who attended, and reached another distant interviewee by telephone. The researcher also utilised his annual leave in Uganda to interview the Kampala-based MoFA senior managers.

Tight work schedule: Working at a multilateral station in Addis Ababa is very engaging, with frequent meetings and tight works schedules especially on matters of Africa's peace and security. The researcher had to reduce his hours of sleep at night in favour of this study to be completed in time.

Meeting the Supervisors regularly: It was difficult for the researcher to meet his Kampala-based Supervisors regularly. To overcome this constraint, the researcher agreed with the supervisors to use emails to communicate, make submissions and receive feedback. This method, supplemented with occasional phone calls and physical contact during workshop periods, worked well.

Viva Voce Delayed: The researcher had difficulties attending abrupt Vivas at the end of January 2016 because of the AU Summit. When the option of 'Skype Viva' could not materialise, the researcher travelled to Kampala, and belatedly but successfully defended his Dissertation on 6 February 2016.

5.9 Contributions of the Study

The study examined the contribution of staff training to the performance of Ugandan FSOs. The study findings highlighted the peculiar challenges facing diplomatic training in Uganda and underscored the critical link between professional diplomatic training and the performance of FSOs, with hope that MoFA management will appreciate this link and accordingly take necessary remedial measures.

The findings underscored the nexus between diplomatic staff training, pursuit of foreign policy objectives and protection of national interests; and how resource availability and adequacy significantly affect the performance of FSOs. The study recommendations should guide relevant policy and decision makers in Uganda to appreciate and allocate sufficient resources for effective foreign policy implementation.

The study also made a number of specific recommendations, which if effectively applied, can improve the training and performance of FSOs. These measures can variously help enhance the promotion and protection of Uganda's national interests in furtherance of national development; and merit serious consideration by MoFA management and other government agencies as well as individual FSOs.

Finally, the study enhanced the researcher's own understanding of the relationship between staff training and performance of public sector employees, and will hopefully, enable him to get an appropriate UMI award. It also contributed to the existing body of knowledge on the subject; and could stimulate more inquiry into other aspects of the rarely researched Foreign Service of Uganda.

5.10 Areas recommended for future Research

The researcher found that this study was not only interesting and engaging but focused on matters of serious concern to individual FSOs, their professional life and the Foreign Service in general.

However, the scope of the present research was limited to the contribution of staff training and resources to the performance of Ugandan FSOs, which accounts for 77.4% of FSOs' performance.

The study revealed that there were other factors not covered in this research that contribute 22.6% to the performance of Ugandan FSOs. More studies should be conducted to investigate the other factors that influence the performance of FSOs to further improve diplomatic service delivery, enhance Uganda's foreign policy implementation and promote national socio-economic development.

Other key aspects of Uganda's Diplomatic Service like Mission Charters; Performance Contracts; Performance Management; Embassy Management; Appraisal System; Foreign Languages; Foreign Postings; Separation of Families; and Cultural Shock in Diplomacy also deserve scholarly attention.

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QUESTIONNAIRE FOR FOREIGN SERVICE OFFICERS

A: INTRODUCTORY

Dear Respondent, I am a student at Uganda Management Institute - Kampala, pursuing Masters in Management Studies. I am undertaking research for purposes of my Master's Dissertation on the topic: *"Contribution of Staff Training to the Performance of Ugandan Foreign Service Officers".*

You have been selected to participate in this study. Kindly make your assessment as objective, honest and accurate as possible. The information provided will be valuable for the study, will be treated with utmost confidence, and will be used only for the purpose stated.

B: BACKGROUND INFORMATION/ PERSONAL PROFILE

Question 1 – 5: Tick in the blank box below the appropriate description:

1. Sex

1	2
Male	Female

2. Age

1	2	3	4
20 – 29 years	30 – 39 years	40 – 49 years	50 years and above

3. Marital Status

1	2	3	4	5
Single	Married	Divorced	Widowers	Others (Specify)

4. Education Level

1	2	3	4	5
Bachelors Degree	Post graduate Certificate(s)	Post graduate Diploma(s)	Masters Degree	PhD

5. Length of service in the Ministry

1	2	3	4	5
1 – 5 years	6 – 10 years	11 – 15 years	16 – 20 years	21 years and above

C: INQUIRY – 1

Using this rating scale, indicate your level of agreement or disagreement with the statements below:

	Strongly Agree (SA)	Agree (A)	Not Sure (NS)	Disagree (D)	Strongly Disagree (SD)
SCALE	5	4	3	2	1

Table 8: showing results of On-job Training, Off-job Training and Resources

No.		SA 5	A 4	NS 3	D 2	SD 1
1.	**ON-JOB TRAINING**					
A	**Induction Training**					
a	I underwent induction training when I joined this Ministry.					
b	I received induction training within 6 months after joining this Ministry.					
c	The induction training I received enabled me to understand my work better.					
B	**Staff Coaching**					
a	I coach my colleagues on how to handle some challenging assignments.					
b	Coaching has helped me to improve my own skills, attitude and performance.					
c	Coaching can provides an excuse for supervisors to exploit their subordinates.					
C	**Employee Delegation**					
a	My supervisor briefs me whenever s/he wants me to stand in for him/ her.					
b	My supervisor gives me feedback after acting on his or her behalf.					
c	Whenever I represent my Department/ Mission, I feel empowered.					
D	**Training Workshops**					
a	Workshops facilitate learning and sharing of knowledge and experience.					
b	Attending workshops with colleagues builds comradeship and team spirit.					
c	My department carries out training needs assessment to prepare for training.					
2.	**OFF-JOB TRAINING**					
A	**Skills-Based Training**					
a	I have attended at least one short course in the last 2 years.					
b	The short courses I attended have improved my professional skills.					
c	I have applied the skills I acquired from training to do my job better.					
B	**Knowledge-Based Training**					
a	I have attended a course lasting for at least 9 months in the last 5 years.					
b	I attended long term training to enhance my knowledge and understanding.					
c	My department/ Mission carries out post-training evaluation/ debriefing.					

C	**National Training Institutions**					
a	Effective promotion of national interests abroad requires special training.					
b	My professional diplomatic training has been systematic and predictable.					
c	Uganda should have its own national diplomatic Institute for staff training					
D	**Foreign Diplomatic Institutes**					
a	Countries offer scholarships to promote their own national interests.					
b	Countries can use diplomatic training to influence beneficiaries' foreign policy.					
c	Currently, my Ministry solicits for offers to train Ugandan diplomats abroad.					
3.	**RESOURCES**					
A	**Resource Availability**					
a	Uganda's Foreign policy implementation is currently under-funded.					
b	Uganda owns less than half of the premises in which its 34 chanceries operate.					
c	MOFA's human resource capacity constraints affect effective on-job training.					
d	I have ever missed an important training course abroad because of lack of funds.					
B	**Resource Adequacy**					
A	Inadequate funding of my Ministry negatively impacts on my performance.					
B	I receive inadequate Education Allowance for my children while on posting.					
C	Unstable/ unreliable internet service at my work place can affect my output.					
D	Foreign Service Act can help streamline the operations of Uganda Foreign Service.					

D: INQUIRY - 2

1. What factors or challenges have affected your training as FSO?

....
....

2. In your view, what should be done to improve the performance of Ugandan FSOs?

....
....

THANK YOU.

INTERVIEW GUIDE FOR MOFA SENIOR MANAGERS

A. INTRODUCTORY

Dear Respondent, I am a student at Uganda Management Institute - Kampala, pursuing Masters in Management Studies. I am undertaking research for purposes of my Master's Dissertation on the topic: *"Contribution of Staff Training to the Performance of Ugandan Foreign Service Officers".*

You have been selected to participate in this study. Kindly make your assessment as objective, honest and accurate as possible. The information provided will be valuable for the study, will be treated with utmost confidence, and will be used only for the purpose stated.

B. PARTICULARS OF THE RESPONDENT

Names:	....
Age:	....
Sex:	....
Designation:	....
Department/ Mission:	....

C. INQUIRY OUTLINE
Main Areas: 1. Off-Job Training; 2.On-Job Training; 3. Resources; and 4. Performance.

1. Does your Ministry conduct induction of new Foreign Service Officers? Why or why not?

2. Do you conduct staff coaching/ mentoring of FSOs? Why or why not?

3. Do you exercise employee delegation in your Department/ Mission? Why or why not?

4. Can you cite challenges associated with employee delegation, if any?

5. Does your Ministry carry out staff training needs assessment? Why or why not?

6. Does your department carry out post-training evaluation/ debriefing? Why or why not?

7. How are successful completions of training and excellent performance of FSOs rewarded?

8. Should Uganda establish its own institute for diplomatic training? Why or why not?

9. Is your Ministry/ Mission allocated sufficient financial resources for staff training?

10. What is the mandate of the Ministry of Foreign Affairs? How is MoFA mandate implemented?

 THANK YOU.