

COLLEGE OF BUSINESS EDUCATION



**PROPOSED AMENDMENTS OF STAFF TRAINING AND
DEVELOPMENT POLICY**

2017

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LIST OF ABBREVIATIONS

ARC	-	Academic, Research and Consultancy
CBE	-	College of Business Education
CBEASA	-	College of Business Education Academic Staff Association
HESLB	-	Higher Education Students' Loans Board
HRMAC	-	Human Resources Management and Administration Committee
ICT	-	Information Communication Technology
MSDDC	-	Management Staff Disciplinary and Development Committee
NUFFIC	-	Netherlands University Foundation for International Cooperation
PFA	-	Planning, Finance and Administration
SWOC	-	Strengths, Weaknesses, Opportunity and Challenges
TEA	-	Tanzania Education Association
TNA	-	Training Needs Assessment

CHAPTER ONE

INTRODUCTION

1.1 Background

The College of Business Education (CBE) was established by an Act of Parliament No. 31 of 1965 that has hitherto been amended twice through an amendment Act No. 17 of 1968 and No. 38 of 1974 respectively. While Act No. 31 of 1965 established College titled CBE which was at the time headed by a Director who was directly supervised by the Governing Body, it also prescribed the role of the Governing Body as well as the operational aspects of CBE. The two subsequent amendment Acts No. 17 of 1968 as well as No. 38 of 1974 defined more explicitly the functions of the College. The two Acts tied the College to teaching middle – level managerial personnel in the area of Business Administration (sub clause 4a and b) and promotion of business education (sub clause 4c). They provided more oversight of the parent ministry as well as more details in the schedule. In the last ten years CBE has substantially expanded its activities to meet the increased demand for Business Administration and Education in Tanzania. The current Staff Training Policy (2004) and its subsequent amendments of 2008 does not match with the College development. This necessitates its amendments.

1.2 Vision and Mission

1.2.1 Vision

To be a dynamic, well-equipped, world-class known and recognized centre of excellence in competence based education through training, research and consultancy services in business and related disciplines.

1.2.2 Mission

To provide high quality demand-driven competence based education through training research and consultancy services in business and related disciplines.

1.3 The Functions of the College

The main functions of the College of Business Education are:-

- (i) To provide facilities for study and training in the principles, procedures and techniques of:
Procurement and Supply Management, Business Administration, Accountancy, Marketing Management, Legal and Industrial Metrology, Information and Communication Technology, E-Commerce and any other related disciplines as the College may from time to time decide.
- (ii) To conduct quality and practice-oriented programmes in the disciplines specified in (i) above and conduct examinations for, and grant awards at Basic Certificate, Ordinary Diploma, Professional degrees and Postgraduate levels.
- (iii) To conduct quality and efficiency oriented short and special courses in the disciplines specified in (i) above.
- (iv) To engage in applied research in the disciplines specified in (i) and use the results to improve teaching, learning and to offer quality public services.
- (v) To provide consultancy in counseling, arbitration and business advisory services.

- (vi) To engage in income generation activities that are within the Mission of the College.
- (vii) To engage in any other educational activities which in the opinion of the Governing Body, is necessary, expedient or conducive for the promotion of business education in the United Republic of Tanzania.

1.4 Core Values

The College embraces the following Core Values:

(a) Academic Freedom

The College is independent and cherishes and defends free inquiry and scholarly responsibility.

(b) Advancing and Sharing Knowledge and Skills

The College supports scholarly pursuits that contribute to knowledge and understanding within and across disciplines, and seeks every opportunity to share them broadly.

(c) Excellence

The College, through its students, staff and alumni, strives for excellence and trains students to the highest standards.

(d) Integrity

The College acts with integrity, fulfilling promises and ensuring open respectful relationships among its stakeholders. CBE abides by ethical code of conduct and respect for laws.

(e) Mutual Respect and Equity

The College values and respects all members of its communities each of whom individually and collectively makes a contribution to create, strengthen and enrich teaching and learning environment.

(f) Societal Orientation

The College embodies the highest standards of service and stewardship of resources and works within the wider community to enhance good societal satisfaction.

1.5 Objectives of the Staff Training and Development Policy

The objectives of the training and development policy are:

- 1.5.1** To ensure that College staff are equipped with knowledge, skills, abilities and attitude necessary to enable them to carry out their duties and responsibilities effectively and efficiently.
- 1.5.2** To ensure effective follow up, and management of staff who are on training.
- 1.5.3** To ensure that adequate financial resources are allocated for staff training and development.
- 1.5.4** To ensure that all staff training and development matters are in line with the Government laws and regulations.
- 1.5.5** To facilitate establishment of priorities in selection of staff for training and development
- 1.5.6** To ensure consistence in decision making on matters pertaining to staff training and development

1.6 Definitions of key terms

1.6.1 Staff Training and Development

Training and Development is the framework for helping employees develop their personal and organizational skills, knowledge, abilities and further achieve long-term goals. It includes opportunities such as employee career development, performance management and development, coaching, monitoring and succession planning.

Training and development are among the most important functions in an organization. Through training and development an organization gets more

effective decision making and problem solving employees who help in understanding and carrying out organizational policies. It develops leadership skills, motivation, loyalty and better attitudes.

1.6.2 Training

Training refers to the acquisition of knowledge, skills and competencies. It is an educational process where an employee learns new things, re-learn and reinforce existing knowledge and skills in order to improve his efficiency and effectiveness at work. It is a process of learning a sequence of programmed behaviour that is relevant to the job. The purpose of training is to bridge the gap between job requirements and present competence of an employee.

1.6.3 Development

Development refers to increasing capacity to perform through training which induce new skills or higher level of responsibility and improving work processes. Development leads an individual to learn how to make difficult decisions and how to function under pressure. In other words, development is about learning activities which enhance the competence of staff beyond the needs of their present jobs and be in a position to meet the future needs of the organization and their own goals and aspirations.

1.6.4 Training Needs Assessment (TNA)

Training Needs Assessment is the first step in designing an effective and efficient training and development program. The purpose of a training needs assessment is to identify performance requirements or needs within an organization in order to direct resources to the areas of greatest need and those that closely relate to fulfilling the organizational goals and objectives, improving productivity and providing quality products and services.

1.7 College Staff Training and Development Policy

Policy is a continuing guideline on how people should be managed in the organization.

Training and Development Policy is a set of guidelines and decisions on training and staff development programme containing the selected goals and means of achieving them. It is an important management tool for effective rationalization of priorities for the College.

1.8 Rationale for Staff Training and Development Policy

The College has Training Policy which for years has been reviewed from time to time and the last review was done in 2004. Hence the current review has been necessitated by the following reasons:

1.8.1 Out-dated Training Policy

The current Training Policy (2004) is out-dated hence the review following many changes which have taken place within the College.

1.8.2 Development as part of Training Policy

The current Training Policy did not consider "Development" as a component of the Policy hence the review of the same by considering "Development" as a necessary component to Policy.

1.8.3 Changes of the College Organization Structure:

Changes on the College organization structure calls for a review of the Staff Training and Development Policy.

1.8.4 Comparative Perspective

The review of the Training and Development Policy has as well been necessitated by search of “Best Practices” from other institutions e.g., Ardhi University, Dar es Salaam Institute of Technology, and Mwalimu Nyerere Memorial Academy.

CHAPTER TWO

STRENGTHS, WEAKNESSES, OPPORTUNITIES AND CHALLENGES ANALYSIS

The College encounters Strengths, Weaknesses, Opportunities and Challenges (SWOC) as presented below:

2.1 Strengths

- a) Availability of human resources policies and procedures, and annual training programme.
- b) Linkages with local and international academic, research and professional Institutions.
- c) Availability of Quality Assurance Unit.
- d) Long experience in providing business education.
- e) Training opportunities within the College at a relatively cheaper cost.
- f) Existence of College strategic plan which advocate staff training and development e.g. College Corporate Plan 2015 – 2020.

2.2 Weaknesses

- (i) Unclear guidelines on staff training and development.
- (ii) Inadequate eligibility training criteria.
- (iii) Inadequate criteria for selection of staff for training.
- (iv) Inadequate financial resources for staff training and development.
- (v) Improper implementation of training programme.
- (vi) Lack of well-defined monitoring and evaluation plan.

2.3 Opportunities

- (i) Availability of links and collaborations with local and international institutions.
- (ii) Availability publicity through professional exhibitions at local and international levels.

- (iii) Participation of CBE staff in both local and international conferences for professional gain.
- (iv) Potential sources of finance from Government, NUFFIC, TEA.
- (v) Presence of various policies and laws emphasizing importance of staff training and development.
- (vi) Technological advancement in ICT.
- (vii) Availability of students loans from HESLB.

2.4 Challenges

- i) Untimely release of funds from the government and other development partners.
- ii) Conditional scholarships offered by some development partners.
- iii) Potential turn-over of staff after completion of training.
- iv) Failure of some staff to complete studies on time.

CHAPTER THREE
MAJOR AREAS, ISSUES, POLICY STATEMENTS, STRATEGIES AND
OPERATIONAL PROCEDURES

3.1 Training Needs Assessment

3.1.1 Situational Analysis

The College from time to time has been conducting training needs assessment to identify performance requirements in order to direct resources to greatest needs to improve productivity. However, Training Needs Assessment is not conducted timely and effectively as a result the College is unable to fulfil its organizational goals and objectives as desired.

3.1.2 Policy Issues

- (i) Inadequate number of skilled human resources officers to undertake training needs assessment.
- (ii) Lack of training needs assessment guidelines

3.1.3 Policy Statements

- (i) The College shall ensure that human resources officers are well equipped with knowledge and skills to undertake effective training needs assessment.
- (ii) The College shall establish training needs assessment guidelines.

3.1.4 Strategies

- (i) The College shall facilitate training needs assessment course for human resources officers.
- (ii) The College shall put in place training needs assessment guidelines.

3.1.5 Operational Procedures

(i) The College shall allocate adequate budget for training needs assessment course.

(iii) The College shall appoint a team to prepare training needs assessment guidelines.

3.2 Eligibility and selection for staff training

3.2.1 Situational Analysis

For many years the College has been offering scholarships to its staff to undertake training. However, it has been observed that selection and priority for staff to attend training is not well streamlined. Selection and priority criteria are not well stipulated to enable effective and efficient decision making on training matters. This has led to conflicting views about age limit, and choice of training programmes that satisfy the needs of the College.

3.2.2 Policy Issue

- (i) Inadequate eligibility training criteria.
- (ii) Inadequate criteria for selection of staff for training.

3.2.3 Policy Statements

- (i) The College shall establish eligibility criteria for training.
- (ii) The College shall establish criteria for selection of staff for training.

3.2.4 Strategies

- (i) The College shall ensure only permanent staff are allowed to go for long term training.
- (ii) The College shall ensure only those staff who have served the College for at least 2 years are allowed to go for long term training.

- (iii) The College shall ensure that staff who are allowed for long term training are not under any disciplinary penalty.
- (iv) The College shall set age limit for staff to attend long term training.
- (v) The College shall consider seniority in terms of years of service on allowing staff to go for long term training.
- (vi) The College shall consider urgency of application of the training programme to satisfy the needs of the College in selection of staff for training.
- (vii) The College shall observe requirements of the scheme of service in selection of staff for training.
- (viii) The College shall consider training programme cost and affordability in selection of staff for training.
- (ix) The College shall consider training programme cost and affordability in selection of staff for training.
- (x) The College shall consider terms and conditions of donors/scholarship before selecting staff for long term training.

3.2.5 Operational Procedures

- (i) The College shall allow only permanent staff to go for long term training.
- (ii) The College shall allow only those staff who have served the College for at least 2 years to go for long term training.
- (iii) The College shall deny long term training to all staff who are under any disciplinary penalty.
- (iv) The College shall set age limit (45 years for PhD; and 35 years for Masters' degree levels) to select staff to attend long term training. There shall be flexibility regarding age limit for staff with alternative sponsorship other than the College. Such exceptional cases shall be determined by the Training Committee.
- (v) The College shall observe seniority in terms of years of service to select staff to go for long term training.
- (vi) The College shall evaluate urgency of application of the training programme to satisfy the needs of the College in selection of staff for training.
- (vii) The College shall implement requirements of the scheme of service in selection of staff for training.
- (viii) The College shall evaluate training programme cost and affordability in selection of staff for training.
- (ix) The College shall evaluate terms and conditions of donors/scholarship before selecting staff for long term training.

3.3 Management and administration of staff on training

3.3.1 Situational Analysis

Administration of staff on training activity involves the following aspects: ensuring that staff are enrolled and complete the course they were released for; ensuring that in case staff terminate their studies they do so in accordance to the prescribed guidelines, procedures and regulations; ensuring that staff do not terminate their studies without employer's knowledge; and timely determine authenticity of academic progress reports of staff on training. The College has been undertaking administration of staff on training activity without having proper guidelines and procedures. This has resulted into ineffective implementation of the above aspects or administration of staff on training.

3.3.2 Policy Issues

- (i) Lack of guidelines and procedures for administering staff on training.
- (ii) Lack of monitoring and evaluation mechanism for administering staff on training.
- (iii) Lack of awareness on procedures and regulations relating training matters among staff.
- (iv) Lack of guidelines for administering staff who are on part-time training.

3.3.3 Policy Statements

- (i) The College shall establish guidelines and procedures for administering staff on training.
- (ii) The College shall institute an effective monitoring and evaluation mechanism for administering staff on training.
- (iii) The College shall ensure staff are conversant with necessary procedures and regulations related to training.
- (iv) The College shall establish guidelines for administering staff who are on part-time training.

3.3.4 Strategies

- (i) The College shall implement and adhere to guidelines and procedures for administering staff on training.
- (ii) The College shall put in place an effective monitoring and evaluation mechanism for administering staff on training.
- (iii) The College shall devise an awareness creation plan on training procedures and regulations for staff.
- (iv) The College shall implement guidelines for administering staff who are on part-time training.

3.3.5 Operational Procedures

- (i) The College shall observe that no staff on training changes course/programme in which he/she was admitted to without the College consent.
- (ii) The College shall observe that no staff on training changes training institution(s) in which he/she was enrolled to without the College consent.
- (iii) The College shall require every staff on training to submit academic progress report from time to time when required to do so.
- (iv) The College shall observe that staff pursue and complete studies as required by training institution, and in accordance with any other such directives given by the College.
- (v) The College shall observe that staff on training comply with residence rules and directives which may be given to him/her by the training institution.
- (vi) The College shall observe that staff on training adhere to College rules and regulations related to staff on training.
- (vii) The College shall sensitize staff on training procedures and regulations
- (viii) The College shall require every staff on part-time training to submit to the directorate of human resources and administration academic calendar from training institution for management purposes.
- (ix) The College shall grant leave to staff on part-time training according to academic calendar of the training institution.

3.4 Bonding and release for studies

3.4.1 Situational Analysis

Currently, the College issues release letters to staff attending training. In addition to that, all staff on training is required to sign bonding agreement before they are released for studies. However, there are some reported cases specifically from upcountry campuses in which these procedures are not been adhered.

3.4.2 Policy Issues

(i) Ineffective bonding agreement

(ii) Inconsistence and inadequate procedures on releasing staff for studies

3.4.3 Policy Statements

(i) The College shall ensure review of bonding agreement is undertaken.

(ii) The College shall establish consistent and adequate study release procedures.

3.4.4 Strategies

(i) The College shall institute bonding agreement to every staff who is on training.

(ii) The College shall institute bonding release procedures.

(iii) The College shall ensure proper arrangements are in place to make sure that its operations are not affected in any way by releasing staff for training.

3.4.5 Operational Procedures

(i) The College shall ensure that every staff sign the bonding agreement before is released for studies.

- (ii) The College shall require staff after completion of training to serve the College for a minimum of three (3) years.
- (iii) The College shall hire or otherwise find a replacement for a staff released for studies.
- (iv) The College shall ensure staff who is still in bond and intend to terminate employment refunds cost incurred for his/her training.
- (v) The College shall ensure that staff in question sign contract for repayment of training expenses.

3.5 Allocation of financial resources for staff training and development

3.5.1 Situational Analysis

For a number of years, the College has been allocating financial resources for staff training and development. The allocated resources have been used effectively to train a good number of College staff. However, the allocated financial resource does fulfil the College requirements.

3.5.2 Policy Issues

- (i) Limited financial resources allocated by CBE for staff training and development.
- (ii) Unavailability of institutions other than CBE offering financial resources for staff training and development.

3.5.3 Policy Statements

- (i)The College shall endeavour to allocate in its budget adequate resources for staff training and development.
- (ii)The College shall liaise with donors and other stakeholders to acquire external financial resources for staff training and development.

3.5.4 Strategies

- (i) The College shall ensure adequate allocation of financial resources for staff training and development.
- (ii) The College shall continuously encourage staff to apply for scholarships from other external sources to support their training and development.

3.5.5 Operational Procedures

- (i) The College shall set aside in its budget adequate financial resources for staff training and development.
- (ii) The College shall continuously sensitize staff to seek for scholarships to support their training and development.

CHAPTER FOUR

GOVERNANCE OF THE POLICY

4.1 Governance of Staff Training and Development Policy

In order to enable the College effectively and efficiently manage the training and development of staff, this Policy outlines the management framework, the roles and responsibilities of parties in the Staff Training and Development process and the necessary activities to be performed.

4.2 Staff Training and Development Committee.

There shall be a staff training and development committee of the College which shall deliberate on training and staff development matters. The committee shall forward to the Rector recommendations regarding staff training and development matters for approval. Similarly, there shall be staff training and development sub-committees in each campus. The sub-committees shall forward to the staff training and development committee recommendations regarding staff training and development matters for further deliberations.

4.2.1 Composition of Staff Training and Development Committee.

- | | | | |
|--------|--|---|-------------|
| (i) | Deputy Rector (PFA) | - | Chairperson |
| (ii) | Deputy Rector (ARC) | - | Member |
| (iii) | Campus Directors | - | Member |
| (iv) | One Representative from a Trade Union | - | Member |
| (v) | One member from Legal Officer | - | Member |
| (vi) | Human Resources Officer responsible for Training | - | Member |
| (vii) | One Representative from CBEASA | - | Member |
| (viii) | Director of Human Resources and Administration | - | Secretary |

4.2.2 Functions of the College Training and Development Committee

- (i) Establish staff training needs
- (ii) Prepare plans and programmes concerning staff training and development from the directorates/departments
- (iii) Review and approve staff training applications and plans originating from respective campuses.
- (iv) Propose training budget.
- (v) Provide guidance on staff training and development, monitoring and evaluation reports.
- (vi) Setting and reviewing staff training and development, academic and professional standards required for enhancing employees performance

4.2.3 Campus Sub-training and development committee.

- (i) Campus Director - Chairperson
- (ii) Manager-Campus Academic, Research and Consultancy - Member
- (iii) Manager - Campus Planning , Finance and Administration - Member
- (iv) Heads of Department both Academic and Administration - Member
- (v) One Representative from a trade union - Member
- (vi) One Representative from CBEASA - Member
- (vii) Head of Human Resources at the campus - Secretary

4.2.4 Functions of Sub-Training and Development Committees

- (i) Review and recommend staff training applications and forward the same to the College training and development committee for deliberation.
- (ii) Monitoring and evaluation of staff training at Campuses and submission of reports to Head office.
- (iii) Discuss and deliberate on matters concerning capacity building for the staff training and development functions at the Campus level.

4.2.5 Staff Training and Development Appellate Authority.

A staff who is aggrieved by the decision of staff training and development committee may appeal to the Human Resources Management and Administration Committee (HRMAC) and Management Staff Development and Disciplinary Committee (MSDDC) accordingly.

CHAPTER FIVE

MONITORING AND EVALUATION

5.1 Introduction

Monitoring and evaluation of Human Resources Training and Development Policy is a process of collecting and analysing information relating to implementation of the policy against the value or benefits obtained from human resources training and development. It is intended to ensure success implementation of the policy which will largely depend on a well-defined and effective coordination mechanism.

5.2 Monitoring and evaluation

Monitoring and evaluation must involve different stakeholders playing their role in the realization of desired policy objective. The College shall establish a mechanism for monitoring and evaluation of the implementation of Human Resources Training and Development Policy. Key personnel in Monitoring and Evaluation of the Human Resources Training and Development Policy are as indicated in Table below.

Monitoring and Evaluation shall involve:-

- i. Establishment of mechanisms of accountability for monitoring and evaluating the implementation of the Human Resources Training and Development Policy.
- ii. Establishment of framework that will provide basis for monitoring and evaluating the Policy implementation at all College levels.

5.3 Key players of Monitoring and Evaluation of Policy

Below is a summary of key players and activities meant to enable monitoring and evaluation of the policy.

SN	Key Players	Key Activities
1	Governing Body	- Approving the Policy and overseeing the implementation of the Policy by Management.
2	Human Resources Management Committee (HRMAC)	- Recommending the approval of the Human Resources Training and Development Policy to the Governing Body for approval. - Receiving and deliberating on Human Resources Training and Development Policy implementation reports.
3	Rector	- Overall coordination of the implementation of Human Resources Training and Development Policy.
4	Deputy Rector – Planning, Finance and Administration	- Coordinating Human Resources Training and Development Policy implementation.
5	Director of Human Resources and Administration	- Administering implementation of various Human Resources Training and Development Policy activities. - Preparing annual Budget for Human Resources Training and Development Policy matters.
6	Campus Director	- Administration of the policy in respective campus.

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