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THE ROLE OF TRAINING AND DEVELOPMENT IN STRATEGY IMPLEMENTATION: A REVIEW OF RELATED LITERATURE

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ABSTRACT

The rate of strategy implementation failure in organisation is so worrisome that various forms of interventions are necessary to curtail the situation. This paper reviews related literature on the role of training and development in the implementation of strategies in organisations. The author discusses how training and development function affects the human related critical success factors relevant for strategy implementation in organisations. These are employee motivation, attitudes, commitment, engagement, coordination, performance and employee retention, which are important in the exercise. From the review it emerged that training and development significantly influences strategy implementation in terms of these critical factors. The study therefore, concludes that training and development is an important factor to be considered for the successful implementation of any strategic exercise in organisations.

KEYWORDS: Training and development, skills and knowledge, strategic management, strategy implementation and competitive advantage.

INTRODUCTION

Strategic management is an externally oriented management philosophy that help managers in navigating through the ever-changing environment in order to be efficient and effective not only in the short term, but also in the long run (Hrebiniak, 2006 in Magiri, Ngui and Mathenge, 2018:64). It is one of the management tools used in enhancing organisational performance especially during the time of volatility. The process goes through three stages namely strategy formulation, strategy implementation and strategy evaluation and control. However, according to Eke-Eresia and Soriakumar (2021:47), of the three stages of strategic management process, it is strategy implementation which is more problematic to organisations. In support of the assertion, Mwangi and Khara (2021:03) also allege that several strategies fail not because they are inappropriately formulated, but because they are poorly implemented. Statistically, Baroto, Arvand and Ahmad (2014) in Kabeyi



(2019:29) observed that 66% of corporate strategies are never implemented, 70% - 90% of organisations fail to realise the success of implementing their strategies, and only 63% of financial objectives envisioned by companies' strategies are achieved and that strategies most often fail due to ineffective execution. Thus, Siddique and Shadbolt (2016) in Haurani (2017:13) concluded that the effectiveness of the whole process of strategic planning diminishes if the formulated strategies are not implemented. Against this background, this paper reviews the role of training and development on strategy implementation since it has become an issue of strategic importance in contemporary business management.

Strategy implementation

Strategy implementation is the most crucial phase in the strategic management process since it is at this stage that the formulated strategies are put into action for an organisation to achieve its intended goals. According to Efigenia and Kalambehambe (2020:13), strategy implementation can be seen as a series of interventions concerning organisational structures, key personnel actions and control systems to ensure that desired standards of performance are met. Higgins (2005) in Nyaga and Litunya (2018:52) describe strategy implementation as a process involving almost all the management functions which are planning, controlling, organising and leading. As such, Strickland and Thompson (1996) in Nyaga and Litunya (2018:52) observed that implementing strategy is difficult because of the different managerial activities involved, the different ways to tackle each activity, resistance to change, the people management skills required, the need to secure commitment as well as the cooperation needed from the various parties involved. As a result, training and development exercise is being proposed in this paper, as one of the interventions which can be used in ensuring the successful implementation of strategies.

Training and development

Employee training and development has become one of the key aspects in improving employee performance in organisations, thus leading to improved organisational performance and growth (Mpofo and Hlatywayo, 2015 in Kok, 2020:164). Training and development is a human resource management practice that enhances employee skills, knowledge and ability, which in turn enhance task performance of individuals thus increases organisational productivity in the long run (Huselid, 1995, in Ongori and Nzonzo, 2011:188). Employee training refers to the process of obtaining or transferring knowledge, skills and abilities (KSS) needed to carry out a specific activity or task, thus benefiting both the employer and employee, and are strategic in nature and hence much broader (Sattar, 2011 in Rotich and Osodo, 2017:20). On the other end, Kyprianon and Kasket (1998) in Chandra (2009) define employee training as a function that includes all forms of planned learning experiences and activities whose purpose is to effect changes in performance and other behaviour through the acquisition of new knowledge, skills, beliefs, values and attitudes (Rotich and Osodo,



2017:20). In other words, Milhem, Abushamsieh and Arostegui (2014) refers training and development to the obtaining or transferring knowledge, skills and abilities (KSA) process needed to carry out a specific activity or functions, so the benefits of training and development both for organisation and individual, are strategic in nature.

Formal training programmes are an effective way of directly transferring organisational goals and values to a whole group of people simultaneously (Shen, 2006 and Harzing, 2004 in Ongori and Nzonzo, 2011:188). Appropriate training can develop managers at all levels including the knowledge and skills required to gain competency in order to manage change in an organisation in any business environment (Stewart, 1996 and John, 2000 in 2011:188). The linkage of training to business strategy has given many businesses the needed competitive advantage to survive and grow in today's highly volatile operating environment.

Training and development is a key factor that makes it possible for organisations to achieve their strategic, business and operational goals (Carrell, Elbert, Hatfield, Grobler and Van der Schyf, 2000, in Dorcas et al, 2020:131). Training is a job-oriented learning process which involves change in one's knowledge, skill-sets and attitudes and it is provided to employees in the knowledge that there is always room for growth and advancement (Dorcas, et al, 2020:130). Accordingly, individuals with higher pre-training motivation on the basis of their willingness to attend training programmes have greater learning outcomes as compared to individuals having lower pre-training motivation (Baldwin, Magjuka and Loher, 1991, in Dorcas et al., 2020:130).

Amir (2011) in Mehdi et al (2019:2904) considers training as an ongoing process that aims at developing the capabilities of individuals in an organisation which subsequently enables them to accomplish entrusted tasks accurately and effectively. In other words, it indicates to the principle that it is a planned scientific activity which is aimed at developing the capabilities and skills, and changing the behaviour individuals through providing them with necessary information to enable them to perform effectively and fruitfully leading to the accomplishment of the intended goals. Accordingly, Sims (1990) in Tahir et al (2014:89) concludes that training and development leads to improved profitability and/or more positive attitudes toward profit orientation, improves the job knowledge and skills at all levels of the organisation, improves the morale of the workforce and helps the employees identify with organisational goals. Successful implementation of strategies in an organisation is, to a great extent, dependent on how well trained its workforce is in terms of skills and knowledge. Therefore, an organisation may execute its great strategic plan if its employees possess appropriate and relevant knowledge, skills and attitudes to successfully support or carry out the strategic plan.

Theoretical perspectives



Some theoretical perspectives were identified on which the review is underpinned. These include the competency theory, human capital theory, balanced scorecard and the resource-based theory.

Competency theory

The theory was first established by David MacClland in the 1980s. The theory seeks to outlay the need for organisations to focus on the abilities of the workers to handle organisational issues and be more productive to the organisation (Gachunga, 2020:41). According to the competency model, the abilities and skills expressed and possessed by the team leaders as well as the team members determine the extent to which the processes in a given activity is integrated for achievement of a common goal (Wills, 2011 in Gachunga, 2020:41). According to Tucker and Cofsky (1994) in Chouhan and Srivastava (2014:16), there are five major components of competency namely knowledge, skill, self-concepts, traits and motives. Katz and Kahn (1986) in Chouhan and Srivastava (2014:17) further grouped competency into three areas which were later expanded into four groups. These are technical or functional, managerial, human and conceptual attributes.

A competency model is a valid observable and measurable list of the knowledge, skills and attributes demonstrated through behaviour that results in outstanding performance in a particular work context. Competency model is a set of competencies that include the key behaviours required for excellent performance in a particular role (Lucian Cernusca and Cristina Dima, 2007 in Chouhan and Srivastava, 2014:18). Thus, it is an organising framework that lists competencies required for effective performance in a specific job, job family (e.g a group of related jobs) and organisation. The model is organised into tiers of competencies and includes descriptions of the activities and behaviours associated with each competency. Since competency models are often highly tailored to the organisation, its elements communicate, in clear terms, the circumstances and conditions of performance. Individual competencies are organised into competency models to enable people in an organisation or profession to understand, discuss and apply the competencies to workforce performance (Chouhan and Srivastava, 2014:18).

Human capital theory

Theory was developed by Becker (1962) who considered that in a perfect labour market, it differs between general and specific human capital on their effect on employee retention as general human capital which refers to the overall education and practical experience decreases employee retention but specific human capital which is gained through education, training and experience in a specific context increases employee retention. In other terms, Schultz (1993) cited Marimuthu and Arokiasamy and Ismail (2009) in Rotich and Osodo (2017:19) assert that the human capital theory is rooted in the field of macroeconomic development theory. The origin of the idea of human capital goes back to at least Adam Smith who in the wealth of nations suggested that investment in physical capital through



expenditure on machines might have parallels in investment in human capital through expenditures on education and training (Little, 2002 in Rotich and Osodo, 2017:19). The idea was later developed by Becker (1993) who argued that there are different kinds of capitals that include schooling, a computer training course, expenditures on medical care. Thus, general-purpose human capital is knowledge gained through education and training in management information systems, accounting procedures or other expertise specific to a particular firm (Marimuthu et al., 2009, in Rotich and Osodo, 2017:19).

According to Hatch and Dyer (2004) in Elsafty and Oraby (2022:60), there is an important role for this theory in contemporary staff learning, as it shows that investing in training can enhance staff skills and knowledge. Miller et al (2015) in Elsafty and Oraby (2022:60) suggest the forms of training which include formal training, job instruction, work experience and on-the-job training. Therefore, the human capital theory concludes that human capital becomes an element in ensuring strategy implementation (Swanson and Holton, 2001, in Rotich and Osodo, 2017:20).

Balanced Scorecard

The concept was originally developed as an evaluation system for business efficiency by Kaplan and Norton (1992a). It was further developed by the same scientists and is widely used as a basis for strategic management. The balanced scorecard framework has of late been linked to strategy implementation in recent years (Creelman, 1998; Epstein and Manzoni, 1998 and Kaplan and Norton, 1996, 2001, in Okumus, 2003:873). The framework consists of four perspectives namely financial, customer view, internal business processes and learning and growth dimensions (Kopecka, 2015:60). Thus Kopecka (2015:60), particularly asserts that the learning and growth perspectives involves the employees' capabilities, information system and organisational capabilities which all comes as a result of training and development. According to this theory, knowledge, employee skills and satisfaction, the availability of information and adequate tools are frequently the source of growth and therefore the most common measures of the learning and growth perspective of the theory (Otieno, 2010, in Langat and Wanyoike, 2016:116). Furthermore, extant literature in Langat and Wanyoike (2016:113) reveals the importance of the Balanced Scorecard framework as a tool, in strategy management implementation. As a result, the learning and growth perspective of the theory becomes more applicable and relevant in this review.

Resource-based theory

According to Moh'd and Lymo (2019), the theory was developed by Penrose (1959) that regarded organisations as concrete and intangible bundles of productive resources and capabilities that could be used to produce competitive advantage and superior results. Barney (1991) in Nwachukwu, Chladkova and Olatunji (2018:47) asserts that firm resources include all assets, capabilities, firm



attributes, information, knowledge and organisational processes controlled by firms that allows them to develop and implement strategies that enhance their efficiency and effectiveness. Accordingly, firms achieve superior performance when their resources are aligned with their overall strategy (Barney, Hesterly, 2010 and Mugeru, 2012, in Nwachukwu, Chladkova and Olatunji, 2018:47). Wright et al (1994), Huselid (1995) and Kamoche (1996) in Nwachukwu, Chladkova and Olatunji (2018:47) specifically use the theory in the field of human resource management where they suggest that the human resources are valuable, rare and cannot be imitated and substituted thus become the source of competitive advantage. Thus, the theory underscores the importance of the human element in developing and implementing effective strategies in an organisation. In this context, the resource-based theory is relevant for describing, explaining and connecting training and development of employees as a method of enhancing their capability and competence in successful implementation of strategies in organisations.

Factors affecting strategy implementation and training and development

The role of training and development function is important in the strategy implementation stage of the strategic management process. In this case, the importance of this function can be seen on how it affects the human related critical factors relevant for an effective implementation of strategies in organisations. These human related factors critical for effective strategy implementation include employee motivation, commitment, attitudes, engagement, performance, coordination and retention.

Employee motivation

The success of any strategy implementation endeavour depends on the motivated workforce which is willing and competent to perform tasks within the process. Training and development function is one of the most important factors that motivate employees to perform during the process of strategy implementation. According to Ran (2009) in Nyambegera and Gicheru (2016:21), motivation is generally defined as the process that accounts for an individual's intensity, direction and persistence of effort toward attaining a goal. Swart et al (2005) in Samwel (2018:37) affirmed that employees normally perform better when they are given adequate and appropriate training programmes that motivate them and lead them to fulfil their needs and those of their organisations. Anonymous (1998) in Samwel (2018:37) emphasized that training is essential not only to increase productivity but also to motivate and inspire workers by letting them know the importance of their jobs and giving them all the information, they need to perform those jobs. Myles (2000) in Samwel (2018:37) confirmed that a company that seeks to train and develop its employees and reward them well for their performance makes them motivated by improving their performance and loyalty to the company.

Employee training can be an excellent source of employee motivation (Sharma and Shirsath, 2014:29). This is because it improves the satisfaction level of the employees and rewards them with competitive



edge over other employees and transforms them into valuable employees. Bowen and Lawler (2005) in Odongo and Wachira (2016:15) also affirm that empowerment with proper training can be a powerful employee motivational strategy to enhance performance. Campbell and Kuncel (2001) in Dorcas et al (2020:131) also demonstrated that training has positive effects on the motivation of employees and organisational performance. It helps to build the foundation for career advancement hence staff recognition through promotions further leads to job satisfaction (Dabale, Jagero and Nyauchi, 2014, in Dorcas et al., 2020:131).

Wright and Boswell (2002) in Dorcas et al (2020:131) further alludes that usually when employees are trained, they become more competent and their performance and motivation levels will be increased, therefore, training and development programmes are needed to increase the performance and motivation of employees. Training is an opportunity for promotion and self-improvement, improved job satisfaction through better job performance, a chance to learn new things and there is a greater ability to adapt and cope with change John et al, 2002, in Ongori and Nzonzo, 2011:188). If employees are exposed to training and development programmes, they feel some betterment in their own motivation and performance and so work hard to achieve personal and organisational goals (Dorcas et al, 2020:131). According to Cole (2002) training can achieve high morale among employees who in turn may have increased confidence and motivation to perform. Motivated employees perform better than those who are unmotivated.

Employee competences

Training enables employees to be competent and more effective in their tasks during the process of strategy implementation. According to Wright and Geroy (2001) in Samwel (2018:37), effective training programmes positively change the competency level of an employee. Mathias and Jackson (2008) in Samwel (2018:37) argued that training and development are also a means for addressing employees' needs. On the other hand, Robert (2006) states that effective training programmes help employees to acquire new technology that helps them to perform their job and at the same time gaining full command on the competencies and skills required to perform that particular job with fewer errors and mistakes. Valler et al, (2000) in Samwel (2018:37) also posit that effective training helps the organisation to build and maintain employee's capabilities while Jie and Roger (2005) in Samwel (2018:37) narrated that training helps the organization to enhance its employees' abilities and competencies that are needed in the workplace.

With reference to the competence-based theories of the firm, the conditions of competence refers to the knowledge, skills and abilities required to execute tasks that support strategic objectives. These competencies lies in the actions of organisational members as they engage in the implementation of organisational strategies. According to Helfat and Winter (2011) in Tawse and Tabesh (2020:06),



operational competencies enable repeated and reliable performance of an activity and determine the quality of strategy implementation task outcomes. This is in sync with the resource-based view which assumes that the acquisition and configuration of tangible and intangible resources create competencies that can generate competitive advantage (Barney, 2001 and Winerfelt, 1984 in Tawse and Tabesh, 2020:06). In an example, Peterson, Prayer and Scannell (2000) in Tawse and Tabesh (2020:06), indicate that that the competency to negotiate contracts and conduct business in a foreign language are critical to the effective of a global sourcing strategy and Muhibacher and Biobel (2019) in Tawse and Tabesh (2020:06) allude that the competency to network is a basic requirement for the implementation of shared value strategies. Therefore, employee competence to carry out tasks, normally referred to as expertise, capability and proficiency, is necessary for effective strategy implementation and is acquired through training and development.

Moreover, Rotich and Osodo (2017:20) suggest that in the implementation of strategy, hiring and retaining competent employees helps to develop core competencies. Therefore, it is important for organisations to be proactive about what implementation of strategy entails and build competencies and capabilities that are scalable. Johnson, Scholes and Whittington (2005) in Rotich and Osodo (2017:20) also maintains that in the implementation of strategy, the management team's role is to concentrate enough resources and management attention on activities that strengthen employees' core competencies. In support of the assertion, Badri, Bashiri and Hejazi (2013) in Rotich and Osodo (2017:20) acknowledged that the effectiveness of strategy implementation is, at least in part, affected by the quality of people involved in the process. Thus, Peng and Lineljohn (2001) in Rotich and Osodo (2017:20) defined quality as capabilities, skills, attitudes, experiences and other distinctiveness of people that a specific task or position requires.

Prahalad and Hamel (1990) and Barney (2001) in Rotich and Osodo (2017:20) describes core capabilities as complex bundles of skills and collective learning, knowledge and technological know-how exercised through organisational processes that ensure coordination of functional activities and give a special advantage which in turn enhance the implementation of strategy and firms performance, creates synergy and competitive advantage. In conclusion, results of a research by Kihanya (2013) in Rotich and Osodo (2017:20) reveal that as far as human resource skills influence on the implementation of business strategies in Public Sector Firms in Kenya is concerned, organisations need to attract employees with necessary experience, technical skills and other soft skills.

Employee commitment

Employee commitment is one of the most important factor for successful and effective strategy implementation and this is enhanced through training and development function. According to Ahmad and Bakar (2003) in Samwel (2018:38), if training is achieved on both individual and organisational



level, then it brings a high level of commitment on the part of employees. Serkan and Emir (2014) in Samwel (2018:38) also highlighted that training should be planned in such a way that it results in the commitment of the organisation. On the other hand, Mthokozisi and Clifford (2015) in Samwel (2018:38) affirmed that commitment of employees is as a result of some human resource practices such as career development and training opportunities. Eisenberger et al (2016) in Samwel (2018:38) also observed that workers feel more committed to the firm when they feel the organisational commitment towards them through training, and thus show higher performance. Barlett (2001) in Samwel (2018:38) opined that companies can gain a competitive advantage over their opponents by investing in training because training can enhance employee commitment.

Training and development enhance commitment of employees towards implementation of strategies. According to Noble and Mokwa (1999) in Tawse and Tabesh (2020:06), in the context of strategy implementation, commitment describes the extent to which organisational members are determined to execute their implementation responsibilities and support strategic goals. This is consistent with workplace commitment theory and the conceptualisation of commitment which Meyer and Herscowitch (2001) in Tawse and Tabesh (2020:06) describe as ‘a force that binds an individual to a course of action of relevance to a target’. Thus, in case of strategy implementation, strategic goals serve as the target while commitment serves as the motivational force behind actions to support strategic goals.

Process coordination

One of the most important aspects during strategy implementation is coordination of activities. It is defined as the process of interaction that integrates a collective set of interdependent tasks (Okhuysen and Bechky, 2009, in Tawse and Tabesh, 2020:06). Thus, it is a crucial function during strategy implementation in any organisation when the planned ideas are put into action where different activities have to be coordinated. In comparison, Heath and Staudenmayer (2000) in Tawse and Tabesh (2020:06), commitment addresses the problem of motivational alignment to reach common strategic goals (an agency problem), while, as Crowston, 1997, in Tawse and Tabesh, 2020:06) asserts, coordination theory is critical to the effective design of strategy implementation processes and the management of dependencies, tasks and resources involved in the process. Training and development become crucial in this aspect for enhancing accountability which, according to Okhuysen and Bechky (2009) in Tawse and Tabesh (2020:06), clarifies responsibility for carrying out specific tasks, predictability determines the ease of anticipating subsequent tasks and common understanding represents the shared conception of tasks.

Training and development also spell out communication channels which are important in the effectiveness of strategy implementation. The two important communication channels in organisations



are the vertical and horizontal communication channels. According to Miller (1997); Rapert, Velliquette and Carnetson (2002) in Tawse and Tabesh (2020:06), vertical communication in this context, describes a system through which strategic goals and implementation plans are clarified and shared. On the other hand, Chimhanzi and Morgan (2005) in Tawse and Tabesh (2020:06), describes horizontal communication as helping coordinating interdependent tasks between departments, in this context. Therefore, for a better understanding of coordination roles in strategy implementation, training and development programmes for employees have to be initiated beforehand.

Employee attitude

One of the main purposes of training and development in strategy implementation phase in an organisation is to change the behaviour of employees so that they conform to the expectations during the exercise. Lee et al (2010) in Siddiqui and Sahar (2019:25) posit that human resource management of organisations focus on developing employees' attitudes and capabilities through effective training and development programmes so that they become more engaged in their job and organisation to positively and significantly contribute to achieve organisational objectives while growing personally at the same time. As such, Lazazzara and Bombelli (2011) in Dorcas et al (2020:130) refers training to the systematic accretion of skills, competencies, concepts or mind-sets leading to improved performance. Moreover, McGhee et al (1996) explains training as a planned and systematic effort by management aimed at altering behaviour of employees in a direction that will achieve organisational goals. It is an effort by an employer to provide opportunities for the employee to acquire job-related skills, attitudes and knowledge thus necessary for strategy implementation.

Allport (1935) in Blessing, Mary and Busola (2020:445) saw an employee's attitude as a mental state of readiness, organised through experiences, exerting directives or dynamic influences on the individual response to all object and situations to which it is related. The author further regards attitude as composed of affect (a feeling), behaviour (an action) and cognition (belief) and an employee's attitude is related to his/her level of satisfaction, motivation, training and development, culture and commitment. According to Pickens (2005) in Blessing, Mary and Busola (2020:445), the success and failure of any enterprise is conditioned by the attitude of its motivated, committed, trained and satisfied employees with its business processes. Additionally, Chaiken (1998) in Blessing, Mary and Busola (2020:445) observed that an attitude is a psychological pre-disposition which is shown as a result of comparing one entity with some level of favour or disfavour. This suggest that peoples' behaviour and reactions in an organisation towards achievement of a goal, is as a function of their belief and perception of organisational commitment towards satisfying their personal needs.

According to Anyim and Nwanesi (2018:500), training enables employees to view their jobs in a different perspective, not just accomplishing roles, but working towards a specific direction. When an



organisation provides training opportunities that help in bridging the knowledge gap between skill requirements and the abilities employees have, it causes them to reciprocate the availability of this opportunity on their workplaces by working harder to improve job performance (Chidambaram and Ramachandran, 2012, in Anyim and Nwanesi (2018:500)). Thus, all job training, apart from the provision of the necessary skills to the workforce, aim at changing the attitude of the employees towards their organisation and subsequently to their roles (Truitt, 2011 in Anyim and Nwanesi, 2018:445). When employees receive a lot of training, they become more educated, understand the organisation's mission further, and are more acquainted with their jobs than before. Truitt (2011) reiterates the importance of keeping employees' attitude towards their jobs positive at all times, as it is key towards maintaining a competitive advantage and ensuring the company goals are accomplished.

Furthermore, Degraft-Otoo (2012) in Anyim and Nwanesi (2018:500) observes that an organisation can carry out employee training for different purposes such as enhancing the skills and expertise of employees, providing knowledge on contemporary issues, or aligning new employees with the organisational practices. Training facilitates employees to acquire proper reasoning and behaviour that will enable them to accomplish their roles by gaining important competencies and communication (Truitt, 2011, in Anyim and Nwanesi, 2018:500). Therefore, among the factors that prompts employees' attitude towards achievement of an enterprise objective, Milman (2002) in Blessing, Mary and Busola (2020:445) suggested training and development together with job satisfaction, commitment and motivation as the predictor of employees' attitude.

Employee engagement

The human resource management of any organisation has to carry out training of employees on a regular basis to align them with the organisation's objectives and goals (Mohamud, 2014 in Anyim and Nwanesi, 2018:499). Additionally, Ahmed, et al (2015) in Anyim and Nwanesi (2018:499) posit that training and development is an initiative to improve the employee focus and commitment to their jobs, which enables them to meet the organisation's goals as they remain motivated and engaged. Lack of commitment and engagement by the employee leads to poor results in strategy implementation, which makes the organisation less competitive on the market.

According to Sundaray (2011), training and development is one of the major areas contributing to employee engagement. When employees get stuck on their job with the same skill and knowledge, they become bored and contemplate leaving the organisation because of redundancy of skills resulting in employee turnover. This has a negative effect on the successful implementation of strategies in an organisation especially when employees leave the organisation in the midst of strategy implementation. Therefore, as Patro (2013) suggested, training helps new and current employees



acquire the knowledge and skills they need to perform their jobs better during the strategy implementation. Moreover, research by Malik, Rubina and Adil (2013) confirms that employee training is a learning experience which significantly shapes employee behaviour towards accomplishment of organisational goals. This ultimately adds into the job performance by enhancing employee engagement. Employees are likely to engage in strategy implementation when they are trained and developed on the expectations within the process leading to successful performance. Furthermore, Vance (2006) insists that orientation as an element of training, gives a chance to encourage employees' engagement by explaining how tasks within the process of strategy implementation, can be performed.

Employee performance

Employee performance management is a process that organisations use to ensure their employees are contributing effectively during a strategy implementation process. Training is crucial to increase the performance of employees. Trained employees become aware of their job specifications; skill needed to perform the job. Furthermore, when employees are given training, they feel some betterment in their own performance and hence work harder to achieve set organisational goals. According to Harrison (2000) in Samwel (2018:38), learning through training is said to be a key factor in increasing employee performance, achieving corporate goals and also influencing the performance of the organisation. Swart et al (2005) also observed that performance gap of employees can be bridged by implementing a relevant training method in order to develop particular skills and abilities of the workers thereby enhancing the performance of employees. This is because, according to Chiaburu and Tekleab (2005) in Samwel (2018:38), training is a planned intervention aiming at enhancing the elements of individual job performance. Thus Nguku (2006) in Samwel (2018:38) concludes that employees training assists employees in acquiring better skills, knowledge and attitudes towards their better performance.

Employee retention

Employee retention is a crucial factor to be considered during strategy implementation in an organisation. Labour attrition during strategy implementation results in discontinuity and failure of the process altogether. Therefore, as Lusewa (2015) in Elsafty and Oraby (2022:61) illustrated, training programmes are a determinant factor of employee retention. Additionally, research by Aleem and Bowra (2020) in Elsafty and Oraby (2022:61) in Pakistan proved that training and development enhances employee retention and commitment significantly. The research found out that there is an important role of training in employee career growth, skills enhancement and capacity building to improve the quality of services provided to clients thus achieving firm goals. In support of the above notion, Villegas (2006) in Hassan et al (2013:13) also observed that training has a direct relationship with employee retention. When an organisation trains its employees, they feel that their organisation

is interested in them and want to develop their career thus reciprocating by willing to stay for long which in turn enables continuity in the implementation of envisaged strategies.

Conceptual framework

Training and development function enhances human related critical success factors relevant for effective strategy implementation. This relationship is shown on the conceptual framework below.

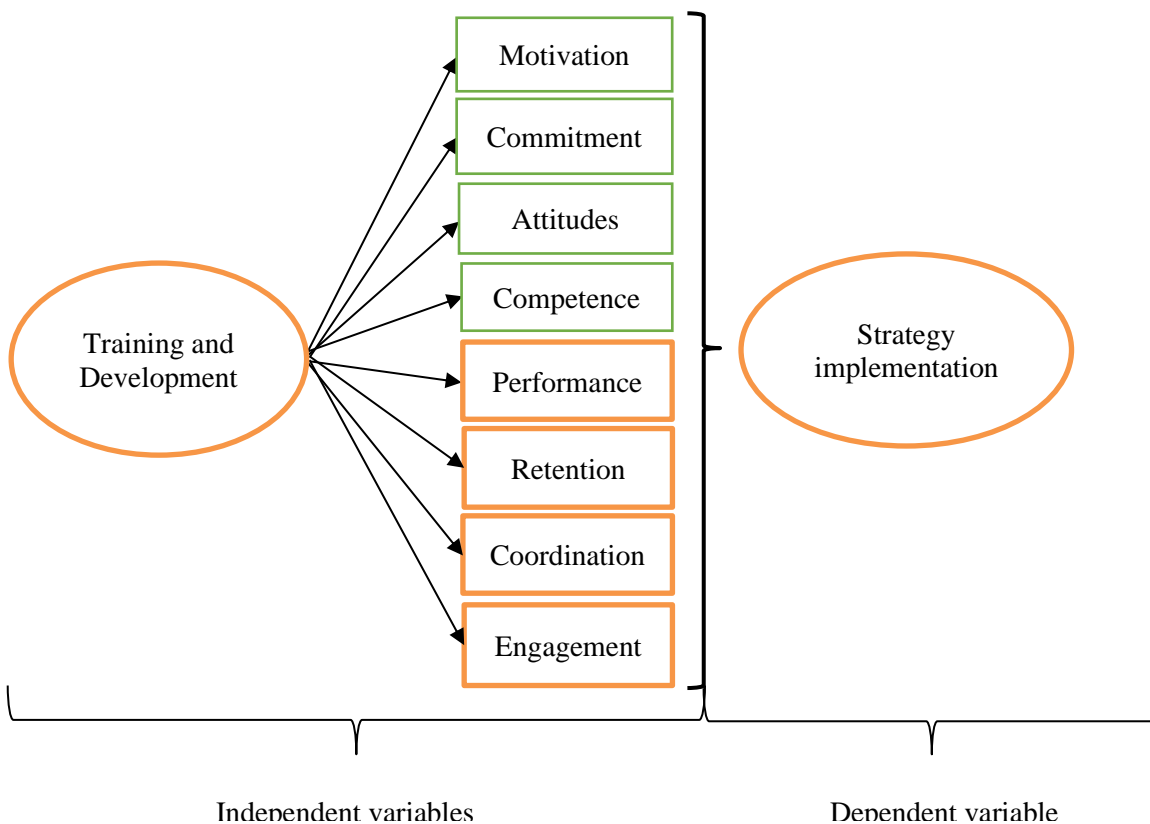


Figure 1. Conceptual Framework: The role of training and development in strategy implementation
(Source: Authors, 2022)

METHODOLOGY

The study reviewed related literature on the role of training and development on strategy implementation. In the review, both theoretical and empirical perspectives were used.

RESULTS AND DISCUSSION



In the review, training and development proved to be an important factor in determining the success or failure of strategy implementation exercise in an organisation. It emerged from the review that the training and development function affects various human related critical success factors for an effective implementation of strategies in organisations, as summarised below.

- Training and development function influences employee motivation which is critical in any strategy implementation exercise of an organisation.
- Training and development enhance employee competence in terms of skills and knowledge which is important for any strategy implementation endeavour.
- Training and development improve employee engagement during strategy implementation phase and this is critical for its success.
- The training and development function also helps in the coordination of necessary activities during the execution of strategies in an organisation.
- It also emerged that, as a behavioural change initiative, training and development helps in aligning the attitudes of employees with the behavioural expectations in strategy implementation in an organisation.
- Training and development function enhances performance of employees during strategy implementation endeavour in an organisation.
- Training and development also enhance commitment of employees which is critical during strategy implementation.
- Training and development also improve employee retention during a strategy implementation exercise.

CONCLUSION

Employees are an important constituent for an effective strategy implementation in an organisation. Human related key success factors for the successful implementation of strategies include motivation, competence, commitment, attitudes, performance, engagement, coordination and employee retention. Therefore, for any strategy implementation endeavour to be successful in an organisation, training and development function plays an important role in the enhancement of these human related critical success factors. However, a further research study on the subject is recommended, with a different methodology, for conclusive results.

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