

**The Practice and Problems of
Training Programs under Public
Sector Capacity Building Program in
Hareri Regional State**

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**Dedicated to my beloved families, brothers
and *who live to contribute & for*
*the better contribution.***

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Abbreviations and Acronyms

BPR	Business Process Reengineering
CBBH	Capacity Building Bureau of Hareri
CDC	Center for Disease Control and Prevention – Ethiopia
EMI	Ethiopian Management Institute
HPRSCD	Hareri People Regional State Council Dairy
ICT	Information Communication Technology
KSA	knowledge, skills, and attitudes
MCB	Ministry of Capacity Building
M& E	Monitoring and Evaluation
PIP	Program Implementation Plan
PRSP	Poverty Reduction Strategy Papers
PSCAP	Public Sector Capacity Building Program
SDPRP	Sustainable Development and Poverty Reduction Program
TNA	Training Needs Assessment
UNDP	United Nations Development Program

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Abstract

The main purpose of this study was to undertake a formative evaluation of the training programs under Public Sector Capacity Building Program, which have been offered by respective governmental organizations in Hareri Regional State of Ethiopia since 2005. As well, to identify the strengths and weaknesses portraying these training programs and finally to conclude by presenting feasible recommendations. Accordingly, descriptive survey study method was employed; the study conducted in four public sector organizations that were selected using stratified sampling technique, and proportional random sampling technique was used in identifying the study group within the public sectors. On this basis, 12 organization officials, 116 trainees and 9 trainers were the subjects of this study. Interview, questionnaire, and document analysis were used to collect the necessary information. Results obtained were analyzed via percentage, average mean rank and Kruskal Wallis test (a non parametric alternative to one-way ANOVA). The results of this study reveal that although the majority of training programs offered to employees of respected organizations were imposed by higher authorities, they were essential and powerful areas in escalating the public sectors and thereby contribute to the process of alleviating poverty and sustaining development; and respondents' perception on the majority of cases of training programs was similar. Yet, the training programs were dominated by short term type trainings, insufficiency of training needs analysis, improper setting of training objectives, mismatching the organizational training needs and the training objectives with that of the identified and presented training contents, not applying the various training methods in a fair and balanced manner, deficiency in a typical characteristics and roles of trainers, lacking fair-minded and pursuing appropriate procedures for the selection of employees to the training programs, and most importantly not paying attention to the practice of evaluation were observed. To address these issues; it is recommended that training needs analysis should be practiced regularly using the powerful and systematic approaches in assessing prominent information about employees' job and organization performance. Moreover, general and specific objectives for each course should be formulated clearly and properly indicating what trainees will be able to accomplish when the training program is over with displaying them in a manner which every trainee aware of them. Also, involving stakeholders has to be undertaken on identifying training contents that hold detailed statement of what a trainee need to learn. Besides, using various training methods have to take consideration to enable trainees participate actively and to make them expose to various situation. Designing clear and objective selection criteria must be formulated for both trainees and trainers. Above all, evaluation has to be practiced all the way through the training programs using various assessment techniques and undergo all levels of evaluation depending on the degree of importance. Along with developing proper procedures and training instruction guidelines with recording essential training events as objective and type of training, place, venue and duration of the training, complete listing of trainers and participants, and expected outcome/impact of the training program should also be part of the program.

CHAPTER ONE

1. The Problem and Its Approach

1.1 Background of the Study

Organizations are entities established for certain purposes that are to be achieved using various resources. The human resource an organization possesses is the most influential one. Hence, securing and empowering the proper quality as well as quantity of the existing human capacity through various types of training programs is indispensable.

Reid (1997: 46) describes training as the cornerstone of all performances in an organization since it is through training that people learn the basic skills they need to do their job and meet the minimum performance standards that have been set. In addition, the contribution of training uphold the development of people, improve performance, raise morale; generally, improves the health, productivity and effectiveness of the organization (Dessler, 1997: 127). We can deduce from this that, training is the most critical function in the effective use of human resources to empower individuals in the organizations; and also contributes much to the overall organizational performance.

To ensure a successful training program, organizations need to go through appropriate process and procedures. Susan (1986: 24) articulated that any training program consists of at least four consecutive, interrelated and step-by-step basic features. First, training needs must be assessed. This is to identify the specific job performance skills needed, to analyze the skills and needs of the prospective trainees, and to develop specific measurable knowledge and performance objectives. Secondly, the design step where the actual contents of the training program is compiled and produced as books/handouts, exercises, and other activities. The third is the implementation of the training program using various techniques like on-the- job training and programmed training learning. Finally, comes to the evaluation and follow up step to assess the success and failure of the training program, and to make necessary amendments for future practices.

Equally true that the focus of training right at the very outset is on a person-on-the job-in-the-organization. Wherever it moves during the training process, the same starting point becomes the focus again at the end, hopefully with a difference. Of course, that difference in terms of actually more effective behaviour is the measure of the effectiveness of training (Lynton, 1973: 15).

To this, the government of the Federal Democratic Republic of Ethiopia has emphasized the importance of building the capacity of civil servants with establishing training departments in government offices with the aim of assisting public servants at all levels to perform their works efficiently and to develop their personal capacities and to improve organizational performances thereby contribute to the country's poverty reduction and sustainable development effort (MCB, 2002: 1-3).

Alongside, nowadays, there is a global call for poverty reduction and sustainable development through building the capacity of individuals in particular and societies at large. It is recognized that while poverty reduction is an end objective, it is not possible to directly work on poverty reduction without working on the intermediate components/elements that affect it.

The task of capacity building, therefore, must be taken up for organisations and systems that are mandated to deliver public services; and certainly, the main focus of the effort for poverty reduction would be on the various organisations and systems, which directly or indirectly impact the conditions and lives of the poor. These systems do so through the various services they deliver (Ebel, 2003: 4). From this, it is understandable that changing the intensity of poverty is a time taking project and needs collaboration of different bodies.

Accordingly, governments, international funding & donor agencies have taken the major concern to tackle the problem. In light of this, the Ethiopian Government established the Ministry of Capacity Building (MCB) in October 2001 to meet the challenges of the problem with focus on key areas of capacity building activities comprising human resources, organizations & institutions, systems & processes both across sectors & regions (አቶፖ ግንባታ፣ 1999: 5; MCB, 2002: 1-2).

The MCB on its part has prepared a comprehensive capacity building program. According to (MCB, 2002: 16-17) there are various programs under implementation, and that others are

expected to be developed over time in both the public & private sectors in accordance with the needs of the economy. Alongside, the ministry has developed Sustainable Development and Poverty Reduction Program (SDPRP) as well as Poverty Reduction Strategy Papers (PRSP). Donor governments and international organizations have rallied around the strategy hoping to make a dent in the country's huge poverty and with a view to setting it towards sustainable development (MCB, 2006: 42).

Public Sector Capacity Building Program usually named as PSCAP is among the key sub-programs of SDPRP. It is officially launched in 2004, but actual implementation began in 2005 with the aim of improving the scale, efficiency, and responsiveness of the public service delivery at all administrative levels, empower citizens to participate more effectively in shaping their own development, and promote good governance and accountability. PSCAP comprises support for the development of human resources through provision of training across public organizations, development of working systems, and improvement in organizational effectiveness. Above all, it focuses on enhancing rapid socio-economic and institutional transformation. Furthermore, PSCAP is envisaged as a nation-wide program, designed to help remedy the severe public sector capacity constraints at the federal, regional, and local levels. To ensure the consistency of PSCAP activities undertaken by a wide array of beneficiaries with national policies and priorities, the Government has established clear rules of access that should be met by federal executing institutions as well as regions (MCB, 2006: 7-8; MCB, 2004: 75).

To meet these efforts of capacity building activities as intended, focusing on human resource as the most important resources to almost each organization is vital. In line to this, MCB, (2006: 53) recognizes the importance of the development of healthy, productive and trained human power for generating broad-based sustained development; furthermore, "The development of human resources is a key to achieving economic growth and reducing poverty. Investing in people's education, health... creates knowledge, broadens skills, and improves the human capital so essential for sustaining economic growth, raising living standards, and enriching people's lives. Besides, it is the best way to equip them to become more helpful, as well as such investments benefit society" (UNDP, 1997: 2). Subsequently, MCB (2006: 37) noted that the

focus of activities of most of the sub-programs under PSCAP at both federal and regional levels intended to be undertaken on the development of human resources through training of staff.

In Hareri Regional State, many types of development centered trainings under PSCAP have been offered at various times and directed to improve the knowledge, skills, and competencies of civil servants; furthermore to upgrade the status of individuals working at different administrative levels and public sectors, and thereby to achieve improved organizational performance.

Hence, this study as a kind of formative/process evaluation has undertaken how well these trainings have been carried out by public sector organizations in Hareri region. The study attempts to examine the organization and management of the training programs, appreciate strong sides, and find out some of the problems related with them in the region under the study.

1.2 Statement of the Problem

Public organizations have been suffering from lack of trained manpower in Ethiopia. MCB (2002: 5) noted these deep-rooted deficiencies of human resources and institutional capacity in public sectors as one of the major factors constraining the efforts directed at ensuring sustainable development & decreasing poverty in the country. This signifies that the largest portion of Ethiopian civil servants do not have the opportunity of training to improve their quality of performances. Hareri Regional State, has been attempting to turn over this condition by empowering individuals working in different organizations thereby bringing organizational performance improvement.

In line to this, training takes the most crucial part of building the human capital. Supporting this, Frank (2003: 2) states that training is a key competitive advantage for corporations, organizations and institutions — indeed, to the country as a whole. The world changes so quickly that it's hard for an individual employee to be competitive in today's changing environment without improving her/his skills. Training was once a way to escape the office for a few hours; has now become a necessity to getting your job and improving your performance.

Training improves not merely the skills and knowledge of people in organizations but also enhances individuals' motivation towards organizational success. Mullins (1996: 63) verifies that training increases confidence, motivation and commitment of people, and increases the level of individual and organizational competence. Hence, training is one of key elements of improved organizational performance and organizations are expected to have training programs in order to achieve their goals.

Ahead of this, training is an important mechanism to build the capacity of individuals and groups in particular and that of organizations in general. However, whether those trainings have been contributed to the overall performance of an organization or not needs close assessment. According to DeCenzo and Robbins (1988: 263), organizations have to set up sustainable records to know whether training efforts have achieved their goals of correcting deficiencies in skills, knowledge and attitude that were assessed as needing consideration. The function of training evaluation is therefore, to make necessary adjustments to any of the preceding attempts so as to improve future practices.

According to the report revealed in the Hareri People Regional State Council Dairy in its 2006/2007 version; at the moment, there are about 250,000 people living in Hareri regional state, 60% of them are existing in urban and the rest 40% in rural area. Among the general population, nearly 7,000 civil servants working in different organizations at different levels delivering services to the public in the region (HPRSCD, 2006/2007: 5). Along this, in Hareri regional state, various types of development centered trainings under PSCAP organized and coordinated by Capacity Building Bureau of Hareri (CBBH) in the intention of enhancing the capability of public institutions service delivery to the community thereby contribute to the process of alleviating poverty and sustainable development.

But importantly, training programs benefit organizations only when they are planned appropriately and executed accordingly. Mullins (1996: 636) writes that, to secure the full benefits of successful training, there must be a planned and systematic approach to manage trainings. Apart from this, organizations have to evaluate the success or failure of trainings they offered.

Usually yet, these days, the way training program is more often set up something like this: There can be a pressure to improve performance in some area, say monitoring and evaluation or leadership development (added). "It is urgent!" confirming by officials and without delay the first training program has to start. Its duration is "roughed out". The course outline to be developed quickly at a desk, discussed with a few officers down the corridor, and it ensures that the subject gets covered. The subject 'fans out' as its application is considered and as more and more people want to design the course. Soon the outline is overfilled, senior staffs will be pushed to follow it strictly; otherwise they could not 'get through it'. Then, organizations may possibly be informed to send their staff to the program. Though the notice short, they feel obliged to send their quota of participants. No or minimal criteria: usually a certain academic standard and some experience, so that the program is sure to be full of participants. While conducting training, lecturing seems about the only way to get through. Trainers console themselves with the thought that part will at least be exposed to the subject that way, 'oriented'. As soon as the first batch leaves, the next batch comes. There are so many people to train and time is short (Lynton, 1973: 19; Truelove, 1998: 23)!!!

In a harmony to this, the trainings under PSCAP in public sectors of Hareri region have been practicing nearly in a similar fashion. In particular, stakeholders were not there to identify the training contents; as well as, in selecting participants no recognized criteria were set, lecturing method dominated the trainings, trainer's stand was took part by senior employees, and so forth. As well, the student researcher has understood and confirmed from discussions with various civil servants of the region and concerned bodies (like officials of CBBH and others) that whether the trainings in PSCAP have been conducted according to the basic and of the essence of training procedures or not is not studied, and as a result their standard is not distinguished. Therefore, this issue needs to be identified scientifically following the systematic procedure thereby find out its actual extent; and investigate some related problems in order to take appropriate measures to improve the condition for future practices in the region.

Accordingly, the study tries to answer the following research questions:

1. How do public sector organizations in Hareri region assess training needs in PSCAP?
2. What elements/components of training do organizations consider when conducting training programs?

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Accordingly, the study tries to answer the following research questions:

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2. What elements/components of training do organizations consider when conducting training programs?

3. How are training opportunities offered to individuals in public sector organizations?
4. To what extent do participants of training programs in various public sectors perceived the trainings offered?
5. How have been evaluations of the training programs practiced?
6. What have been the major problems that hamper training activities under PSCAP?

1.3 Objectives of the Study

Many organizations face the challenge of developing greater confidence, initiative, solution-finding, and problem-solving capabilities among their people. Moreover, they need staff at all levels to be more self-sufficient, resourceful, creative and autonomous. This behavior enables workforce can operate at higher level, which makes their organizations more productive and competitive. People's efforts produce bigger results. It's what all organizations strive to achieve. Consequently, training as an essential component within organization, it should be dealt properly so as to make its efforts worthwhile.

General Objective:

The main reason for doing this research study is to assess and investigate the practice and problems of training programs under PSCAP in Hareri region; as well, it is intended to propose the likely means through which the difficulties of the practice can be solved and thereby reduce the problem.

Specific Objectives:

The following are hoped-for-outcomes of this research study:

- Assess whether organizations undertake the basic training principles as a guideline,
- Investigate how are training opportunities are offered to individuals in public sectors,
- Examine the extent to which participants of training programs in various public sectors perceived the trainings offered,
- Find out how evaluations of the training programs practiced,
- Identify major problems affecting to trainings under PSCAP, and

- Propose the likely means through which the problems will be solved to improve the situation of training programs in PSCAP in the region.

1.4 Significances of the Study

As it is affirmed earlier, building the human capacity in an organization is a central issue to improve its overall performances and thereby contributes much to the overall wellbeing of a country. To this end, training plays a great role in the effective use of human resources to empower individuals in the organizations; and also contributes much to the overall economic development.

Pertaining to this, the results of the study will have the following benefits:

- It may enlighten public sectors whether the implementation of training programs in PSCAP is taking place consistent with the essential training standards and procedures,
- It may provide valuable information on the actual status and practice of trainings in PSACP to the region,
- It may inform the trainers and the regional officials on how /much/ the training programs are/have been functioning,
- It is believed to serve as a learning experience to the student researcher and,
- It may contribute as a reference material for future in-depth investigation in the area.

1.5 Delimitation of the Study

Although training programs under PSCAP is undergoing at all governmental systems of the whole country, to make the study specific and manageable, it is delimited to Hareri region where the student researcher was close to get the information on the situation of training programs and other associated PSCAP issues. As well, as far as the knowledge of the student researcher is concerned, systematic research work had not been conducted in the region pertaining to the problem. Additionally, consistent with MCB (2004: 173), among the activity areas of PSCAP, the practice of training program took up dominantly. Hence, the study concentrated merely on the training part of the entire program.

1.6. Limitation of the Study

Besides the main problem: constraints of relevant materials in the area of trainings in PSCAP, the other problems the student researcher confronted during conducting the study were unwillingness of some data sources especially, organizational officials to provide the necessary information, and unavailability of fully documented data about the practice of training programs under PSCAP in the region. The student researcher believes that, had these obstacles not occurred, the study would have been better in scope and depth.

1.7 Definitions of Terms

Some terms have been involved in this paper with special emphasis, which are listed in alphabetical order and defined below in the way that they are used in the study:

Assessment:	a systematic process by which as many data as possible are gathered and used to evaluate important elements involved in trainings to know whether objectives are achieved or not (Carter V. Good, 1973: 43).
Capacity Building	is a process that strengthens the ability of individuals, groups, organizations, and communities to carryout the functions and achieves their objectives (Eade, 1986: 3).
Organization Officials	in this study refers to heads, v/heads and team leaders of public sector organizations.
Public Sector	national, regional or local part of economic and administrative life that deals with the delivery of goods and services by and for the government, whether national, regional or municipal (Definitions of Public Sector on the Web (n.d).
Stakeholders	in this study refers to those who are associated in training, its process and outcomes; i.e, trainees, trainers, organization officials, and the like.
Training	is a planned process to acquire/modify knowledge, skill, and attitude through a learning experience to achieve effective/improved performance in a specific current or future work situation (and organization) (Wills,1993: 11).

1.8 Organization of the Study

The description of this research study were organized and presented in five chapters. The introductory chapter briefed background of the study; stated the research questions; explained objectives and significances of the study; and follows review of the relevant related literature, which developed the theoretical and existing realities in relation to the contributions of the training programs in Public Sector Capacity Building Program and examined their current situation. And then, the design and methodology of the research showed the approach of data collection, processing and interpretation. Consequently, the presentation and analysis part tried to examine, evaluate, and interpret the implications of the results with respect to the research questions. Besides, some statistical treatments of the research data collected were also presented.

Finally, the summary, conclusion, and recommendation section tried to draw inferences based on the result and also forwarded some suggestions proceeding the main findings and conclusions of the study. At the end, references and documents containing relevant information that were used in this study have been annexed in the appendices.

CHAPTER TWO

2. Review of Related Literature

This chapter deals with the general concepts of training, importance of training, training processes and overview of trainings under PSCAP.

2.1 The Concept and Importance of Training

2.1.1 Training Concept

We live in an age in which organizations in both the private and public sectors face the challenge of constantly upgrading and building the capacity of their work force. In this view, Warren (1969, 8) states that the human resource an organization possesses is now emerging as the most important resource. Furthermore, the human resource element differs from other resources in that it has a will, free choice and intrinsic value that are treated differently from other organizational resources. It is through this constituent that other resources (materials & financial) could be acquired and used (Mathis and Jackson, 1997: 284).

In supplementing to this, Thomson (1994, 1) and Ebel (2003, 7) argue that we invest in new technology (machineries, equipments, etc.) to increase productivity because better models have been developed but we are reluctant to develop our own 'better models' in the human resource area. Thus, a very important aspect, and almost central, to any capacity building effort is the development of human resources. Even with the increasing spread of information technology in delivery of services, the centrality of human interface cannot be undermined since the quality of human resource determines how well other resources can be utilized. Therefore, we can state that effective service delivery at various levels of government across the country would be significantly dependent on the quality of the people across the service delivery chain.

Mathis and Jackson (1997) supplemented that the quality of service is primarily dependent on the knowledge, skills, and attitudes (KSA) of the personnel at the front-line. Here comes the role of training to raise the capacity of the existing human resources and to meet the ever changing

organizational needs, priorities, and values.

Training activities are an important addition to the benefits and services already offered to employees, that they are a worthwhile investment, and will help employees to develop and fulfill their potential. Moreover, White (1996:164) describes training as the stand of all performances since it is through training that people learn the basic skills they need to do their job and meet the minimum performance standards that have been set. From this, it can be understood that training is not merely a teaching-learning activity rather it goes beyond that (Wareshour, 1988: 4).

There are several definitions of training but the following one is especially helpful because it makes the difference with education clear: According to Wills (1993, 11), training is a planned process to acquire/modify attitude, knowledge and skill through a learning experience to achieve effective/improved performance in a specific current or future work situation (and organization). Hence, it focuses on enhancing the competence and ability of people to apply acquired knowledge and skills with understanding of appropriate attitude in their work. While education is concerned with providing a knowledge base, thinking capacity and skills needed by people to be productive members of the workforce at some future time. By this, it is interesting to note that training is only effective if it succeeds to improve the performance of trained persons: thus trainees are able to apply the learning successful in their work (Thomson, 1994: 18). We can comprehend from this that passing tests and exams, for example can prove learning has taken place. But, the impact of this learning is not the ultimate proving of the effectiveness of the training.

Therefore, training differs from education in that the former aims at achieving short-term specific organizational objectives whereas the latter is directed towards the long-term development of individuals for a variety of roles in society (Walker, (1992: 242), Poulter, (1982: 2-3). In addition, training plans are shorter in time than educational plans. However, it is undeniable that both are complementing each other and have 'learning' as a common denominator (Reid, 1997: 55-57).

On the other hand, despite the fact that there are similarities between the term training and development, we find a clear difference between them. To Warren (1969: 16), and EMI (2001: 5), training supplies specific knowledge, skills, or attitudes needed by the organization to meet its objectives. It is oriented to the completion of specific tasks within standards of productivity. Whereas, development supplies individuals prepared to meet organizational objectives in specific positions or functions. In other words, it prepares individuals to perform whole group of tasks. On top of this, the goal of training is a quick improvement in worker's performance, while the goal of development is the overall enrichment of the organizations human resource prepared by employees for future work demands. This is to mean that training strongly influences present performance levels, while development goes beyond the current job requirements (Mathis and Jackson, 1997: 314).

Thus, training is job specific and addresses particular performance deficits or problems, while development is concerned with the over all work forces usefulness (Mabey, 1998: 51). Clarifying this, the focus of training lies on specific tasks or occupation through improving the immediate work force in the work place. While, development tends to be focused on group of tasks by improving the growth needs of individuals and satisfying organizations' future manpower needs (Henman, 2000: 42).

By and large, we can take a broad view that each of the three types of learning activities differ in varying degrees with the acquisition of knowledge, applying skills, and changing attitudes.

2.1.2 The Importance of Training

The significance and value of training has long been recognized. There is a popular and often repeated quotation saying that, "Give a person a fish and you feed him for a day. Teach a person to fish and you feed him for a lifetime" (Anonymous). This simple but profound saying is stressed the need to make a person act /behave instead of just receive a provision for long lasting purpose to make a difference on his/her life. This fact is also reflected more on today's competitive world of work and the exponential growth in technology with its effect on the economy and society at large (Lynton and Udai, 1973: 79). Hence, this implies that the need for training is more prominent than ever.

Supplementing to this idea, (Camp, 1986) in Mehreteab, (2004, 32) expressed that in today's fast growing world, people's education only (added) is no longer adequate to carryout their jobs because jobs are growing faster than the people who hold them. This is primarily due to the rapid and continuous production and dissemination of the results of science and technology. Similarly, Landale (2004:11) mentions government legislation, aggressive competition, advances in technology, changing demographics of the workforce, and changes in customer needs as the triggers for training.

Increased productivity is time and again said to be the most important reason for training, but it is only one of the benefits. Clarifying this, Waresaur (1988: 21) says that training is essential not only to increase productivity but also to motivate and inspire workers by letting them know how important their jobs are and giving them all the information they need to perform those jobs. Moreover, it is important to assist employees to learn concepts, skills, and more importantly equip and empower them to apply those concepts and skills (Warren, 1969: 5). On top of this, training helps an organization's success in various ways, from creating an enthusiastic work environment to increasing customer satisfaction. Many of these outcomes are tied together, so when you achieve one, oftentimes the others fall into place (Mabey, 1998: 51).

Concerning this, Graham and Bennett (1998: 283) identify it having dual functions. On one hand, it benefits the organization by enabling it to make use of its human resource whose ability and competence to perform organizational tasks are improved. Then again, training gives employees a feeling of mastery over their work and of recognition by management which in turn increases their job satisfaction. Either cases underlines why training is delivered in organizations. Furthermore, organizations train their employees for the reason that the employees can not do something that the job requires should be done. There is some skill they have yet to perfect or acquire, or some knowledge they are lacking that keeps them from doing a completely satisfactory job. However, this has to be confirmed by careful investigation whether the deficiency is purely attributed to lack of training or to other factors (Broadwell, 1989: 7-8).

In relation to this, no quality and amount of work forces only guarantee a perfect match between job requirements and individual abilities, and ensure organizational success. For this, the purpose of training is to improve individual abilities and bring them more in line with existing

or anticipated job requirements (Henman, 2000: 26). Hence, a training function is no longer an extra operation within the organization rather it is an essential element/component and one management tool used to develop the effectiveness of the human capital, and fulfill the over all organization's specific mission (Warren, 1969: 8). This implies that developing competence is a crucial issue for establishing a smart workforce that can achieve a competitive success.

EMI (2001: 7) lists the following as general benefits from employee training:

- achievement of improved job performance and productivity in the work environment;
- improvement of product quality and service to customers;
- maintenance of sufficient and suitable range of skills, and increasing motivation amongst employees;
- development of knowledge, skills, and attitudes in the work force;
- increased job satisfaction, value of employees in the labor market, and improving prospects of internal promotion;
- Increasing the commitment of staff by encouraging them to identify themselves with the mission and objectives of the organisation, thereby increasing job satisfaction and reducing labour turnover;
- Improving individual, team and corporate performance in terms of higher output, better quality, fewer errors and accidents, faster speed and overall productivity;
- Helping to manage change by providing people with the knowledge and skills they need to adjust to new situations; and
- increased capacity to adopt new technologies and methods.

Though the above mentioned benefits are only a partial listing of the many values that result from training, we may classify them as Caffarella (1987) cited in Picogna (1993: 3) by listing three basic and unarguable reasons why training occurs: to prepare people to do their jobs effectively and efficiently, to improve performance of people already at work, and to assist the organization as a whole to grow and develop. However, most training programs seem to develop because of other quite different reasons: some senior executive has targeted a staff member for remediation, an organization is looking for an answer to reverse a negative performance trend,

or a requirement is imposed from some external source (Heneman, 2000: 37).

All things considered, training is not an alternative but critical for organizations to survive and achieve their goals in today's competitive world. It is used as a capacity and a means to an end for meeting ever changing organizational necessities, priorities, and values. Its role should be viewed as central among the strategic and operational planning, controlling, and staffing functions of an organization and its posture must always reflect credibility, i.e.; the worth of training must be comprehensible to those who plan it, provide it, experience it, and profit by it (Picogna, 4). Hence, it can be comprehended from this that all the concerned bodies have to be conscious to the function of training for the better performance of an organization.

2.2 Characteristics of Effective Training Program

Training is a course of action of acquisition of knowledge, applying skills, and/or changing attitudes of an individual or group of individuals to make them perform their tasks more effectively. In addition, as Saiyadain, (1999:112) training activities are an important addition to the benefits and services already offered to employees, that they are a worthwhile investment to upgrade and improve their potential, and this in turn ensures organizational success. However, this can not come haphazardly unless fulfilling certain standard of judgments.

To this effect, the training programs should be consistent with the overall organizational mission, strategies, and priorities; but, this does not avoid involving the flexibility of analyzing new situations and developing realistic strategies. On the other hand, transfer of learning from training to actual job setting increase if the concepts and applications taught should be the ones that can be easily used in the real world of work. To make this on the ground, learning about the trainee's home organization, giving also trainees glimpses into how concepts relate to the organization as a whole can support their efforts to apply these concepts on the job, and makes it easier to provide more relevant training (Wareshuer,1988: 231). We can understand from this that helping employees only to learn concepts, skills and attitudes does not guarantee training's successfulness rather equipping and empowering them to apply those learning is more important.

Apart from this, the effectiveness of any training program depends on the relevance of the topic and the content, and the ability of the trainer to impart his/her knowledge in a captivating

manner. In line to this, Pont, (1991:4) underlines the availability of good trainers as the key person who understands both the content and techniques of setting, running and evaluating training programs. Supplementing to this, the support and commitment of managers to training is worth mentioning for the success of a training program. Recognizing this fact, Henman, (2000: 36) states that managers who fail to value training are less likely to appreciate its benefits. This in turn may affect the attitude of employees under that particular organization.

Thus, the factors that contribute to successful training program may be summarized as follows:

- top management support and commitment preferably direct involvement;
- high standards of professionalism; sound knowledge of training principles and methods , and an intimate knowledge of the organization's operating style;
- a reputation established by a good track record in identifying and satisfying needs;
- skill in recognizing the necessity for change and being able to handle it effectively;
- adaptability in responding to varying individual and group characteristics;
- encouragement of team training as the condition needs, and
- the extent to which the organization sees training as a motivating factor at work, and supports the idea of internal career

development;

- evaluation procedures which enable training activities to be monitored and if necessary modified (Robinson, 1985: 159-200; EMI, 2005: 2-3).

Besides, all the above considered success factors for training, the effectiveness of the training program can be recognized practically if and only if participants use their learning on the job, the application of learning improves job performance, and the change in performance contributes to the achievement of important organizational goals.

2.3 The Process of a Training Program

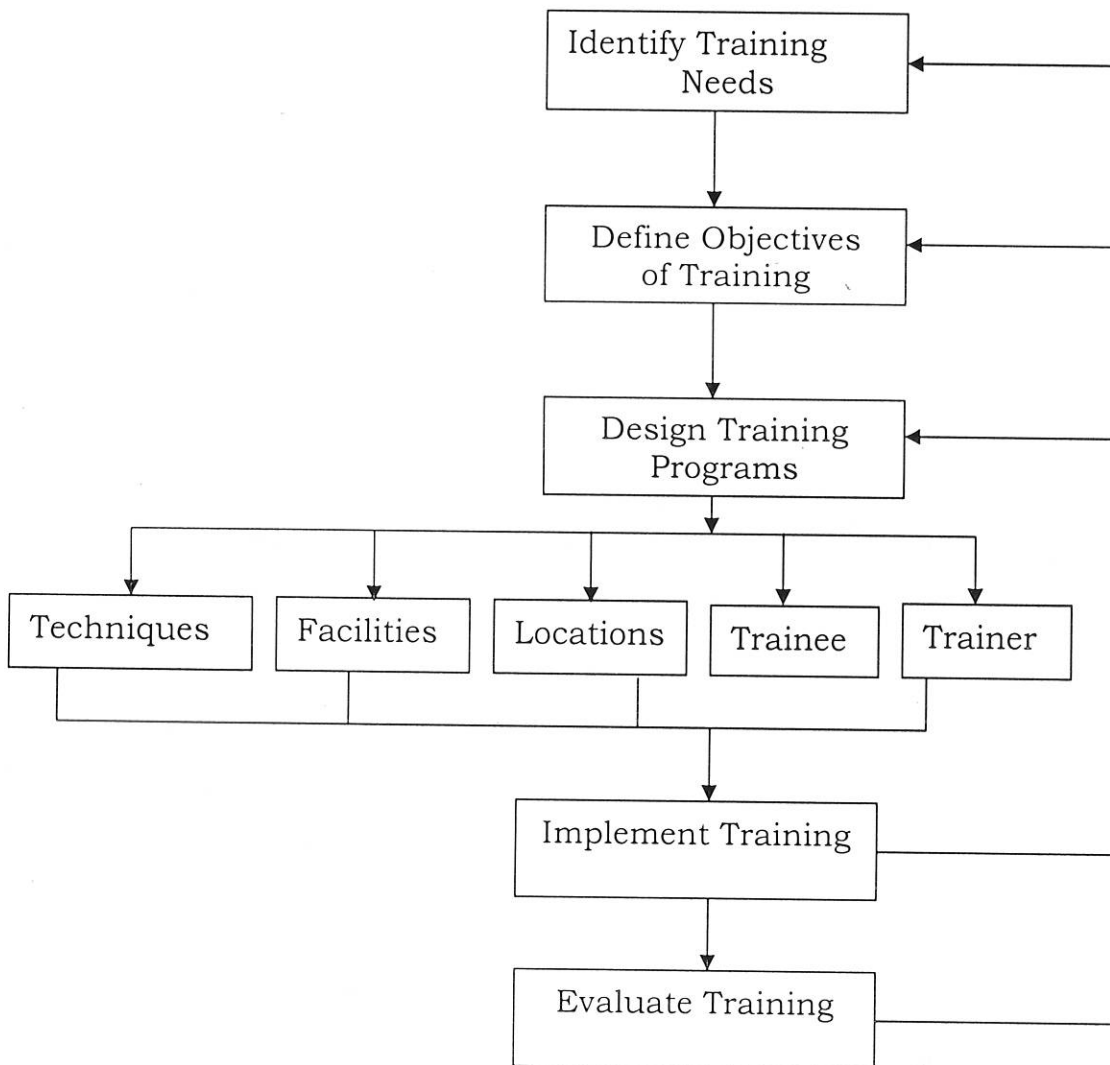
Training is a continuous process and follows a logical sequence of activities. Moreover, training programs do have cyclical process that holds distinct steps. To be effective, training must be carefully planned, use appropriate techniques and be evaluated to understand its effectiveness in assisting the organisation reach its goals.

There are five steps to be covered by the training programs. The first is the need analysis, which involves identifying specific job performance skills that requires training. It has to be targeted to improve the productivity of the targeted parties. The second is setting clear, measurable, and achievable objectives. The third step holds the development of the programs. The fourth step is validation where by some representatives of the trainees evaluate the validity of the program developed. The last step is, to implement and evaluate the training programs (Thomson, 1994: 27; Illgen and others, 1999: 368; Dessler, 1997: 251).

On the other hand, Pond (1991:3) explains some activities that training program comprises: need assessment, planning and designing, developing materials, delivering, and lastly evaluating the training program. In addition, Wills (1993: 31) lists activities involved in the program as need identification, preparation of courses, selection of trainers, determination of resources and locations, preparing session plans, budget setting, administering training, validating the transfer of training and evaluating the total program.

As discussed above, there are discrepancies arise by different scholars concerning the elements of the training process. However, we can summarize it as important and basic activities that begin with an assessment of training needs, for which appropriate training is designed, follows the delivery accordingly, and concluded with some form of evaluation and feedback. This is illustrated in the figure 1 as follows.

Fig.1. Summary of the Cyclical Process of Training Program



Source: Salas & Canon-Bowers: (http://www.crystal-netbook.info.training/ppt_slides/inp312).

2.3.1 Preparation for Training

2.3.1.1 Training Needs Assessment/TNA

Identifying training needs is the starting point for managing the training process. It is a diagnosis of a problem which is usually expressed as a discrepancy between run it performance and desired acceptable performance; or it is the gap which exists between the true requirements of a given job and the present capabilities of the incumbent. Moreover, it implies that there are weaknesses somewhere in the organization which demand strengthening by means of training in some form or another (Robinson, 1985: 36; Thomson, 1994: 30; and Wills, 1993: 34). However, the cause of discrepancy or gap could be a number of factors, and training may not necessarily be the appropriate solution. To this, Nadler and Wiggs (1989: 9) noted that performance gaps or organizational constraints could occur for a number of reasons. While some of these constraints or gaps revolved using training, others could be solved through other measures. Thus, undertaking TNA has an important purpose of sorting out those problems that could be solved only through training.

TNA is very essential not only to determine whether there is a performance deficiency but also to choose the contents of training program to be offered, and accordingly to select appropriate methods to meet the contents effectively. In agreement to this, Dalziel (1997: 136) states that the process of identifying training needs as "what has to be learned" have been extended to include "how the learning can be achieved; to make choices about what training strategy are feasible."

The existence of gaps in skills, knowledge and attitudes (KSA) among employees in organizations is reflected through various types of indicators that serve as sources of information. As Myers, (1981: 282) and Pettman, (1985: 87) some of the major possible sources of information are : inadequate job performance, lack/shortage of skill, drop in productivity, quality control records, accident reports, increased customer complaints, etc. However, this can reflect a glimpse of problems. Therefore, undertaking systematic approaches and different techniques is more appropriate. To conduct training needs, analyzing the physical characteristics of an organization, job requirements, surveys, reports, inventories, formal or informal interviews are used (Patton and Pratt, 2002: 468; and Butler,1998: 96). On top of this, training need

assessment has six basic steps: studying the culture of the organization, studying features of the job, forecasting changes in the job, determining essential knowledge, skills and attitudes, assessing current situation and identifying deficient areas (EMI,2005: 17-19).

Developing and conducting TNA on this basis can come with several benefits. Among others, Warshauer, (1988: 17-21) lists the following as: clarifying crucial organizational issues, increasing the commitment of participants, providing for the best use of limited resources, providing program and design ideas, and formulating strategies for how to proceed.

Remarkably, we can say that TNA, as the base line of training activities has to be performed in a regular basis to identify whether there is a deficiency of performance that can be resolved by offering training. Most importantly, this is to save various organizational sources.

Most scholars agree that training needs are identified and analyzed at three levels: Organizational, person, and task level (Goldstein, 1974: 14; Dalziel, 1997: 198; Illgen and others. 1999: 375: and Wills, 1993: 39).

A. Organizational Analysis

An organization could be effective when it can clearly identify its weakness and strength. Consequently, training must be seen as a tool that enforces the strong sides and reduces the weak points of the organization. Analysis of organization which in turn facilitates the remedial measures to be taken for the weak points identified.

According to Goldstein (1974, 16) organizational analysis involves an examination of the short and long-term goals of the organization, as well as of the trends that are likely to affect these goals. In addition, it includes among others, analysis of goals, resources, climates and constraints in the organization (Mullins, 1996: 637). Focusing on training programs and supporting systems- for example, selection, problem resolving mechanism, and work procedures is another aspect of this level analysis (Goldstein, 1974: 16).

More importantly, when identifying organizational needs, it is essential to consider the global and national contexts. They are: the often rapidly changing pattern of government, intervention

in the control, encouragement, provision and funding that launched by the government departments: the pace of technological advancements and job change; the effects of legislation and national economic policies on the organizations markets and policies are some of these factors that should be considered (Dalziel,1997: 146).

B. Task Analysis

Task analysis is a careful analysis of the job to be performed by the trainees upon completion of the training program. According to Specter (2000: 153) it includes analysis of different factors and types of jobs as well as identification of knowledge, skills and attitudes needed to perform the jobs. On top of this, task analysis is simply identifying specific skills needed to improve the performance and productivity of the trainees. (Mullins, 1996: 642).

As Waresbauer, (1988: 64) usually this analysis is divided into two separate procedures. The first step is a job description. It is not a description of the worker rather it specifies the individual's duties and the special conditions under which the job is performed. The second, is most commonly referred to as task specification, further denotes all the tasks required on the job so that eventually the particular skills, knowledge and attitudes required to perform the job will become clear. Furthermore, it indicates whether tasks have changed over period of time and whether employees have adequate skills in performing these tasks (Saiyadain, 1999: 221).

Apart from this, task analysis involves a detailed examination of various components of jobs and how they are performed should be analyzed. This helps to determine if jobs are have changed over certain period and if employees have adequate knowledge, skills and abilities in performing such tasks (Saiyadain, 1990: 220). In addition, it describes observable and measurable behaviors involved in the performance of a task (Patton, 2002: 462).

C. Individual Analysis

The above two analysis provide a picture of the task and the organizational setting. One critical consideration is the behaviors required of the individual who will be in the training program. Job requirements must be translated into the human attributes necessary to perform the task. The determination of the learning environment and instructional media is directly dependent on the

particular types of behavior necessary to perform the task (Goldestain, 1974: 18). In line with this, Saiyadain (1990: 220) states that in conducting person analysis, individuals' skills, knowledge and attitudes are examined mainly to determine 'who needs to be trained' and 'what kind of training is needed'. In a similar way, individual needs assessment can be readily identified by analyzing the physical and mental characteristics, background, education and training, experience, knowledge, skills, motivation, past and current performance of employees (Tracey, 1984: 61).

Another feature of person analysis is the examination of the performance standards and the capabilities of the target population. It is important to determine which necessary behavioral characteristics have already been learned by the prospective trainees. This is because, too many training programs are exercises in boredom, because they focus on skills already acquired. The determination of the target population is also necessary. Some training programs are designed for individuals who already in the system, while others are for trainees who are not yet part of the organization (Goldestein, 1974: 19-20). Hence, in any case, it is senseless to design the training environment without acknowledging the characteristics of the groups to be trained.

Assessing the above three levels, one can realize a strong relationship among them. As Waresbauer (1988: 22), though a training need is a gap, which exists between the requirements of a given job and the present capabilities of the incumbent; it should be carried out through occupational and organizational needs. This involves among other things, establishing whether the organizational structure and capability are right to meet the challenges of the future and identifying the needs that arise in the various functions or occupations throughout the operation of work.

In some, needs assessments help determine when training is the answer – and when it is not to organizational constraints. Unless an organization can cope with its changing environment, it will die. It is thus crucial that an organization constantly strive to assess more about the dynamic environment/world, and the needs of national and local entities to maintain and compete accordingly.

2.3.1.2 Designing the Training Program

To make certain organizational success through the training practice, there must be systematic and logical sequence among the training components. On this basis, the training program design reflected as the stage of planning what practice is likely to meet the identified needs.

Based on the kinds of needs to be addressed a number of training programs can be designed. In this view, Butler (1998: 112) describes a training program design as 'the process of developing training curricula and materials to meet training needs'.

In designing training programs, there are many questions that need to be answered. Among others, the following are listed.

- What are the objective(s) of the programme?
- What should be the content of the training?
- What should be the duration of the programme?
- Where should the training take place?
- What training methods and techniques will be used to deliver the programme?
- Who should provide the training?
- Who are the trainees?
- How should the evaluation be conducted? (EMI, 2005: 20).

To do this properly, it is essential to ensure that organizations equipped with their own training guide lines, as a framework to provide general and detail plan of action. In line with this idea, Center for Disease Control and Prevention – Ethiopia (CDC- Ethiopia), (2007, 2-3) stressed and summarized the importance of having training guide line in that training interventions are more cost effective when directed by certain strategic and operational guide line. Hence, it helps to:

- maintain consistency of approach throughout the organization while designing, organizing and implementing training programs;
- ensure that training decisions and functions are based on a formal reference document rather than on a distinguished guess work, and
- design, organize and implement training programs in compliance with the core principles, values and approaches of the organization.

Fulfilling all these, therefore display a proper design of training program as a bridge that links the identified gaps or the problems with their solutions.

A. Formulation of Specified Objectives of the Training

The first step in designing training programmes is to develop the objectives. This is because once information obtained from the assessment of training needs, a guide line should emerge that describes the objectives to be achieved by the trainee upon completion of the training program. Therefore, it forms the vital link between a training needs analysis and the design of training.

As Warren, (1969: 39) training objectives can be stated in terms of specific contributions and values of achieving these values. They concentrate on the results, not the process of how to achieve the desired knowledge or skill. In agreement to this, objectives are statements which describe intended outcomes of a training program. They state what trainees should accomplish when a program is over, and also serve as criteria against which the ultimate success of a program is evaluated (Heneman, 1990: 428). On the other hand, it must be assumed that the organization under analysis is able to determine what it wants to accomplish. This is to say, within the framework of organizational objectives, the objectives of training become quite specific.

In verifying the importance of training objectives, Goldestein, (1974: 45) states that the training objectives provide the input for the design of the training program as well as for the measures of success (criteria) that will be used to judge the program's adequacy. In addition, Objectives serve to define the standards or changes of behaviour on the job to be achieved if training is to be regarded as successful, and highlight what the participant will be able to do when he or she goes back to work on completing the course.

On top of this, sound objectives communicate to the trainee what is expected to do when he/she finishes the program. These objectives are related to specific aspects of trainee performance as well as they are concerned with the performance of an organization as a whole through individuals efforts (Heneman, 1990: 430). More powerfully, Mager (1962) in Goldestein (1974: 2) noted:

Well-prepared training objectives specify what the trainee will be able to accomplish when he/she successfully completes the training program. They also indicate the conditions under which the performance must be maintained and the standards by which the trainee will be evaluated. Thus, from these objectives training designers can determine the appropriate learning environment and the criteria for examining the achievement of the objectives.

Therefore, Without properly written objectives, the outcomes of the training are unlikely to meet the identified training needs.

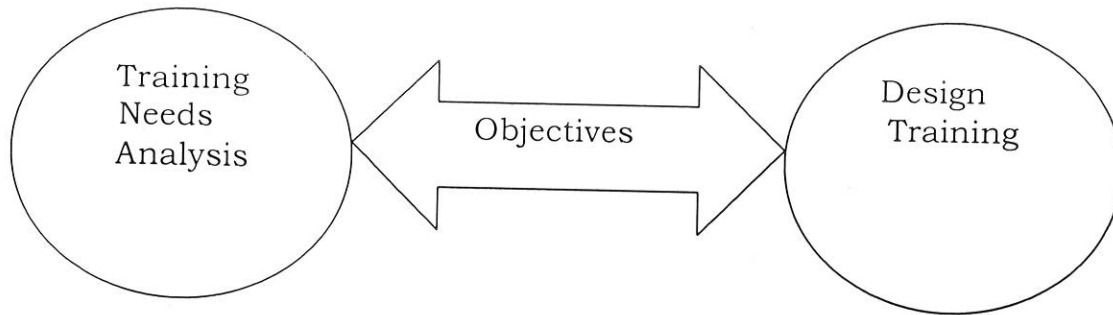
However, since organizational objectives are broad, it may not be easy to connect them directly with the required specific knowledge, skills or attitudes of the job. But, according to Stewart Davis (1988:21) the overall organizational objectives and training objectives can be linked to team or departmental objectives, and through them connected to organizational objectives. That is useful because it encourages integrity in training design and development, and because trainees may find additional motivation if they understand how their immediate efforts fit into overall organizational success.

On the other hand, the focal point of training is to bring a change which is expressed in terms of knowledge, skills and attitudes. That is to say, as a result of its action individuals will do something in a way different from that in which they did the same thing before training. But, it can not come unless first we find out exactly what change needs to be addressed and how it can be delivered. Supporting this, Warren, (1969: 8) states that before attempting to change the current status of an individual or task, the required change must be known and the means to measure that change must be found. Furthermore, the required change must be measured not only in terms of training (while running training program), but also in terms of the actual work environment. Hence, a real test of change is how well the trainee performs and improves the task.

Summarizing the point, training objectives provide a clear description of job requirements, permit both the trainee and the trainer what is expected of them at the end of the training, and provide managers a clear picture of the knowledge, skills and attitudes required for a job. Therefore, without well constructed training objectives, trainers do not supposed to know what to train trainees; trainees do not know what they are supposed to learn and managers do not know why they are paying for the training (Kelly, (1990: 32; Tracey, 1984: 2006). Thus, until one is clear

about what she/he is trying to achieve in the training program, she/he can not be expect to succeed. This is illustrated hereunder.

FIG. 2 The Links between Needs Analysis, Objectives and the Design of Training



Source: Salas & Canon-Bowers: (http://www.crystal netbook.infotraining/ppt_slides/inp632)

B. Identifying the Training Contents

Based on the TNA and the training objectives, the course content will be developed. Supplementing to this, it is logical deciding to deliver the training content by the help of some kind of training methods from among the many. In relation to this, Carr, (1992: 48) states that along with setting training objectives, deciding what knowledge and skills need to be taught is the important task in the development of training design. Hence, the content to be prepared should be shaped in such a way that it can fully satisfy the objectives set to fulfill the training gap.

In deciding the contents of the training program, knowledge, skill and attitudes that the worker has to gain are the central issue. To do this, there must be a criteria/basis. As described by Carr, (1992: 48) some of these include, the profile of the learner, the duration of the program, and the appropriateness of the content to the gaps identified. Moreover, it holds detailed statement of what a trainee need to learn based on comparison between the job specification and his/her level of competencies. Furthermore, to make the contents understandable and retainable they must be systematically grouped, interrelated and sequentially organized (Margaret and Barrington, 1997: 283).

Therefore, considerable attention needs to be paid in developing training contents to be taught in order to bridge the performance deficiencies identified by the training need assessment.

C. Determining Appropriate Methods of Training

The effectiveness of the training program often depends on the selection of the appropriate training techniques and methods. As said by Waresbauer, (1988: 118) and Dessler, (1997: 256-57) there are many different training methods. On-the-job training, informal training, classroom training, induction training for new starters, internal training courses, external training courses, on-the-job coaching, mentoring, training assignments and tasks, skills training, product training, technical training, behavioral development training, role-playing and role-play games and exercises, attitudinal training, accredited training and learning, distance learning - all part of the training options should be applied in line with individual training needs and organizational training needs.

Ahead of this, the basis of choosing a method or a combination of methods (variety of delivery methods) is determined by a number of factors. According to Saiyadain (1999: 217) among others the following are crucial: the purpose of training, the nature of contents, the locating of the training, the level of the trainees in the hierarchy of the organization and their motivation level, training cost, and time allocated.

Generally speaking, one can broadly categorize a training activity as on-the-job and off-the-job. The common techniques of OJT are: Job instruction- where trainees learn while training, Coaching- observing and correcting the employees, job rotation- assigning the employees to different posts and mentoring-pairing with the senior. While off-the-job training methods include: lectures and demonstrations, simulations, role-plays and games, self-study or attending external courses. for example, on day-release, secondment, which means that the employee is temporarily taken away from his/her routine job in order to gain further experience elsewhere, discussion, audiovisual, experiential and computer base training (Broadwell, 1986: 44; Wareen, 1969: 77; Thomson, 1994:29-30).

On- the-Job Training

On-the-job training takes place in a normal working situation, using the actual tools, equipment, documents or materials that trainees will use when fully trained. Usually, the process is explained to trainee, who then observes the process, describes it, and carries it out under trainer's

guidance. The decision to carryout training on the job, according to Robinson, (1985:82) is too often taken on financial grounds and becomes a 'sitting next to nearly' activity.

Describing on the job training, Harris and DeSimone (1994:133) expressed it as the most common form of training involving training at the trainees regular work situation. It has two distinct advantages. First, it facilitates transfer of learning to do the job since the trainees have an immediate opportunity to practice the work tasks on the job and the learning environment is the same as the performance environment. Second, it reduces training costs as no training facilities are needed.

On top of this, there are various benefits of on the job training. Among others, the following distinct with off-the job training:

- enhance retention of learning on the "real" job;
- less preparation of facilities at the job;
- less interference with production/service;
- quick feed-back can be provided on the spot, and
- easy to assess improvement and progress, and resolve encountering problems (Broadwell, 1986: 44; Dessler, 1997: 256)

Yet, in applying this, one must consider its achievability for every one concerned, and the right time to integrate it. In other words, it has to be carried out without disrupting the normal activities of the job, and also suits the actual situation of the trainee.

Off-the-Job Training

Off-the-job training takes place away from normal work situations - implying that the employee does not count as a directly productive worker while such training takes place. In other words, the employee is sent to another location outside the organization to learn a skill or acquire important knowledge or behave differently. As Robinson, (1985: 78) underlines that the major argument for taking training away from the work place is that it provides an opportunity in low-

rise surroundings to study important problems in greater depth than would be possible in the midst of work pressures and interruptions.

Out of others, off-the-job training has the advantage that it allows people to get away from work and concentrate more thoroughly on the training itself. According to Broadwell, (1986: 61) and Saiyadain, (1999: 217) the major benefits are:

- (1) Specialists can be used to instruct the employees;
- (2) Training can be more concentrated;
- (3) It is more suitable for theoretical instruction;
- (4) It can be less stressful, and
- (5) It may involve online learning, to deliver other aspects of learning (added).

Even if the above mentioned and other pros of off the job training; it has its own cons. The major ones are: No direct link between the training and the job, it can be artificial, trainers may not know the specific conditions of the employment, usually more expensive, and employees cannot work whilst they are being trained (Saiyadain, 1999: 229; Harris and DeSimone, 1994: 133).

Generally, the decision as to whether training should be carried out on or off the job can not be made arbitrary. A judgment has to be made as to which method is more likely meet the required objectives.

D. Selection of Trainees and Trainers

Though valuing the environment and other sources of the training (like materials, equipment, facilities, and the like) and making the best use of them is essential, emphasizing more on the human aspect of the resources, especially, trainer and trainee as the actual user and beneficiaries of the training program is crucial and indispensable. Hence, after deciding the suitable method and techniques, as well as the contents of the training, selecting the appropriate participants of

the training program comes worth and valuable.

Trainer as an instructor, and sometimes as coordinator of the training program, she/he should be capable of addressing the required knowledge and act as the nature of training (like guiding, consulting, etc) obliged to do so. In line with this, Tracey, (1984: 345) stressed that only those best qualified by education, experience, technical knowledge and skill, should be assigned to instructor duties. Moreover, along with designing and delivering a training program, the importance of able trainer as he/she is the one who involves in reviewing an organization's objectives and strategy, assessing training needs and priorities, securing agreement and commitment to training plans and their implementations, and discussing with managers and key personnel at appropriate points of the organization to closely examine the underlying strengths and weaknesses of the organization, the skills it possesses and the areas in which skills need to be developed. Apart from instructing the training course, a trainer act as organizer, lead trainer, and facilitator of the training program (CDC.2007: 26; Darling, 1993: 80).

Clarifying this, CDC continuous explaining that the organizer is responsible for the overall design, delivery and management of the particular training course. Lead trainer is the resource person as expert/consultant who is responsible mainly for the delivery of the training applying various methodologies and approaches of training. Facilitator is responsible for training aids, transport, financial, and other support.

Taking the above roles of a trainer into consideration, setting a clear and well defined selection criterion of appropriate person who is capable to carry out the responsibilities is not arguable. As CDC, (2007: 27) the major factor while selecting a trainer are: Expertise, experience, relevance. Supplementing to this, a good trainer should be equipped with both knowledge of the subject matter and art of interpersonal skills, conscious of several essential elements, including a controlled environment, good planning, and the use of various training methods, good communication skills, and trainee participation (Tracey, 1984: 345).

Regarding the sources of trainer(s), usually we can get from the organization's trained personnel, operative and technical employees, line supervisors and managers, staff training specialists, and moreover; training experts out side the organization can be main sources (Tracey: 1984: 348).

Likewise, selecting trainees need to be on the basis of certain factors. As Tracey, (1984: 406) and CDC, (2007: 29) the main criteria should be:

- Worker's responsibilities and his/her position in the organization;
- qualification and related requirements (language, technical skills, etc);
- ability to transfer the knowledge and skills required;
- evidence-based capacity gap, and
- applicability of the skills/knowledge in his/her organization.

From this, one may comprehend that for a training program to be successful, selecting the right trainers and trainees based up on the objective criteria set possibly will ensure its fruitfulness.

2.3.2 Delivering the Training

This is the stage of putting the training program into practice with accordance of the design. As to Pont, (1991: 174) and EMI (2005: 20-21) delivery of training is the process by which the planned knowledge and skill come to the ground so as to fill the gap analyzed at the early stage of the conception of the training program. Above all, the ultimate goal of the proceeding activities needs to be followed by proper program implementation. Failure to implement the plan properly will turn out all the efforts made before. In carrying out the training therefore, the trainer has to be sure that the training is in line with the objectives set and address the selected target group, bring the expected change/gap identified in knowledge, skills and attitude, and satisfy the trainees in enabling them to exercise what they have acquired in the near or far future .

Regarding the responsibility of implementing the training program, Carr, (1992: 48) suggests the trainer as the right person in selecting appropriate seating arrangements. To this, decisions must be made on arranging the physical environments to make the trainees feel comfortable enough so as to concentrate and learn. The seating condition has to be arranged so as to establish a spatial relationship between the trainer and the trainees. Moreover, the physical comfort like conducive atmosphere is also important for successful learning. All these depend up on the number of participants, the method to be applied, the size and shape of classrooms and time factors (Pont,

1991: 177).

Implementing, as an important phase of training program, due attention must be given so as to see its fruits in the actual work condition. Most importantly, it is reasonable to find out what the trainees already know, to maximize the similarity between the training and the job situation, to build friendly training atmosphere, and to stimulate their interests. Otherwise, retraining may happen, and this generates financial loss (Dessler, (1997: 256-57) and Waresbauer, 1988: 118).

2.3.3 Assessing the Training Program and its Success

The ultimate purpose of training is to improve the efficiency and effectiveness of the organization. Evaluation is concerned with measuring how far training has achieved these goals. Training evaluation is the process of obtaining feedback on the impact of a training program, and to determine the value of the training based on the feedback. Stern, (1990: 23) defines evaluation as a tool through which we gather information in the form of feedback and get inputs to make certain judgments. Moreover, it is the process of obtaining and weighing all the evidence about the effects of training and processes such as identifying training needs or objective setting. Furthermore, it is the systematic collection and analysis of information necessary to make effective decisions related to the selection, adaptation, design, modification, and values of training programs in an organization (CDC, 2007: 29 and Waresbauer, 1988: 118). This implies that assessed and analyzed information is necessary to judge the success or failure of a training program and to decide on modifications to be made for future efforts.

Although most evaluations are done at the end of the training course, the evaluation process actually commences at the planning stage. Describing this, Rae (2003: 161), says that evaluation is the process of 'measuring' this improvement and achievement from the start to the end of the training process. As it is over the whole process, it must be considered early in the design and planning, and must be started before the training event. To clarify this, during the planning stage, the basis upon which each category of training is to be evaluated should be determined. At the same time, it is necessary to consider how the information required to evaluate courses should be obtained and analysed. Furthermore, evaluating training involves collecting and documenting trainee's performance during the training and comparing it with the on job performance

(Robinson, 1985: 69).

In evaluating the training program, various scholars suggest different contexts. But they agree that the evaluation compares the actual effects of training against the objectives to determine how far training had achieved its purpose and whether the training was worthwhile (preferably in cost-benefit terms). In line with this, Phillips, (2004: 53) underlines that the fundamental premise of training evaluation is to collect data directly related to the objectives of training. These data are the function of four primary measures of improvement: out put, quality, cost and time. Hence, the evaluation should determine what improvements are required to make the training effective.

Most popularly, there are four levels and phases of evaluation developed by Kirkpatrick that can be used as a framework. These are reaction, learning, behavior and result evaluation. Reaction refers getting inputs in terms of materials, methods, facilities, content, trainers, duration, and relevance of the training program. Mostly it is assessed at the end of training session through questionnaire. The second is learning, which refers to qualitative and quantitative assessment to gather information regarding what the person learned in the training or what the learners can behaviorally demonstrate in terms of knowledge, skills, and attitudes (KSAs) required. The third is behavior; it is concerned with training behaviors on the job. It looks at whether or not the person is doing things he/she was taught. The last phase is result, which deals with whether or not the training affected what it was intended to do on the overall performance of the organization such as. increasing effectiveness, improving quality of performance and service, and reducing cost (Saiyadain, 1999: 230; Reddy, 1991: 72 and Spector, 2000: 165).

In principle, it is essential to undergo all levels of evaluation depending on the degree of importance. Yet, according to CDC-Ethiopia (32-33), commonly, most organizations undergo reaction evaluation, which covers evaluating each training session and the overall management and coordinator of the training program. So long as resource (time, budget, availability of skilled professionals) permits it is mandatory to carry out all levels of evaluation depending on the type and nature of the training events.

Among the common used training follow-up/evaluation mechanisms are field/site visits, questionnaire-based evaluations, telecommunication-based assessments, focus group discussions,

and meetings with organization officials and other stakeholders on the consequences of training programs.

To generalize, undertaking the evaluation process on the basis of the aforementioned issues greatly contribute on the overall training success. Doing this, may help to:

- determine whether the objectives of training were met, and whether they are the right ones;
- improve current and future training programs;
- determine unmet training needs;
- provide improved services and product, and
- assess whether the organization has improved because of the trained employees (Phillips, 2004: 86)

Summarizing the whole process of training program; following a procedural and systematic interventions of the training activity ensures the effectiveness of the training program. A central position within the training process holds the transfer and the implementation of the acquired knowledge into the work situation, the applicability of training results to the work place represents a main factor of successful training.

The systematic training starts with identifying and defining training needs, to collect information on training needs. i.e., new skills or competencies that are demanded by the respected organization. Follows defining the learning that is required, this is to specify clearly the skills and knowledge that have to be learnt and what attitudes need to be developed. This helps to formulate the objectives of training which is expressed in terms of what has to be learnt and what the trainees must be able to do after the end of training program. A training objective as a blue print leads to design a training program so as to meet the needs and objectives by using the right combination of training techniques, methods, equipment and locations. Accordingly, implement the training, to ensure the use of the most appropriate methods to enable trainees to acquire the skills, knowledge and attitudes they need comes forward. To end with, evaluating and monitoring the effectiveness of training during the training course and assess the extent to which the learning objectives have been achieved comes worth, and it will decide on how the planned

training program can be improved/extend, or dropped it as necessary. Above all, training should be viewed as a whole, intertwined, and cyclic process so as to ensure its effectiveness (Broadwell, 1986: 172; Waresbauer, 1988: 228; Henman, 2000: 36).

2.4 Training Programs Under PSCAP

2.4.1 Public Sector Capacity Building Programs: Overview

Capacity building is a process that strengthens the ability of individuals, groups, organizations, and communities to carryout the functions and achieves their objectives. As the issue of reducing poverty is becoming a global concern, many developing countries are designed a strategy as a way to respond the problem accordingly. MCB (2002: 6) states that the incidence of poverty in Ethiopia is amongst the highest in the world. Emphasizing the possible constraints, the ministry affirms that deficiencies in human resources and institutional capacity, as well as deficiencies in working systems and processes are the main factors that hinder sustainable growth and perpetrating poverty.

According to (MCB, 2006: 3), as a result of these deficits in capacity, the ability of the state to secure the fundamentals of poverty reduction were hampered, and reflected in responsive service delivery and citizen empowerment. In relation to this, Short falls in capacity almost in all sectors of the economy have emerged as the most critical constraint for achieving economic growth on a sustainable basis (MCB, 2002: 6).

In this regard, the Ethiopian government launched the first ever nation and sector wide public sector capacity building program (PSCAP) in 2004, as part of concerted effort to the on-going capacity building initiatives.

The major objective of the program is to build national capacity across regions and sectors as an integral part of sustainable development and poverty reduction program (MCB, 2002: 6). As a result, it helps to meet the capacity building demands of the country.

PSCAP as one of the government's main initiatives, it provides the basic building blocks for the federal and regional components. As Program Implementation Plan (PIP), (2004: 162) the activities that fall within the program are planned on an annual basis; and comprise technical assistance, consultancy services, provision of goods, and conducting training. On the other hand,

the major features of PSCAP expressed in that it focuses on; institutionalization of capacity building, development of human resources, institutions/organizations, systems and processes as a means for achieving the countries' overall development goal (MCB, 2006: 36-38).

Regarding the beneficiaries of the program, several regional public institutions are considered to receive support under it. PIP, (2004: 265) mentions the major ones as sector bureaus for example; health, education, as well as authorities and agencies of public sectors. Accordingly, in Hareri regional state, implementation program of PSCAP were designed on the basis of MCB set to benefit the respected public sectors, thus ensure efficiency and sustainability of the socio-economic aspect of the region, and this intern reduce poverty.

2.4.2 The Nature and Organazation of the Training Programs in PSCAP

The nature of planning and implementation of training activities in PSCAP is different from other activities of the program. According to PIP, (2004: 246): the reason is that the manner in which its expenses are classified. Training costs normally associated with expenses associated with: tuition/registration fees; cost of transport, meals, accommodation and other allowances; rental of facilities; and cost of production of training materials, etc.

Towards the way how it is carried on, individuals undergo training acquire certificates, diplomas, etc. inhouse/external training; meetings/seminars/workshop/consultations; and overseas study tours (PIP, 2004: 267).

In addition to the general provisions noted above, the type of training activities in the program grouped in to three: in-house, generic, and specialized training. Distinguishing them PIP, (2004: 273) describes that in-house skills development is usually related to awareness creation workshops on new government policies and implementation procedures. While specialized training includes areas where a highly specialized knowledge is required from the organization which provides the training such as development of skills for the maintenance of IT networks, best practice land management etc. Generic training on the other hand, covers areas such as strategic management, financial management, leadership development, communication, computers skills, monitoring and evaluation, etc.

Beside, the government has developed a corresponding delivery approaches. In-house training initiative can be financed from the program on a *unit cost* basis, i.e., covering the actual cost of the training sessions rather than the overhead or salaries of personnel in these public institutions. With respect to highly specialized forms of training such as development of skills for the maintenance of ICT networks or best practice land management systems, will be financed on the basis of *competitive tendering*. For “generic” training, PSCAP will use pre-qualification of public autonomous, private, university, and non-profit suppliers. This approach is an ideal way of organizing and increasing supply response to capacity building demands generated under PSCAP (PIP, 2004: 145-146). This is summarized below.

Consequently, PSCAP in the initial phase/year has achieved some of its objectives in strategic and economic performance areas such as; continuing civil service reform, local level decentralization, enhancing the use of ICT, etc.

However, despite the progress made as noted, PSCAP implementation encountered various problems. Besides major performance variations among regions, the major ones are lack of human resources at all administrative levels, coupled with high staff turnover, unavailability of adequate procurement specialists as well as monitoring and evaluation officers, and lack of effective monitoring and evaluating guidelines to assist in assessing PSCAP activities (MCB, 2006: 31-33).

CHAPTER THREE

3. Research Design and Methodology

3.1 Research Method

As stated earlier, this study primarily concerned with a formative assessment (process evaluation) of the training programs under PSCAP, which have been offered by respective organizations. To display the on-going status of the training practice, descriptive survey method is appropriate, and hence, was employed for this study.

3.2 Data Sources

Both primary and secondary data sources were used in the study. Primary data was gathered from respected organization Heads, Assistant Heads and Team Leaders as Officials of organizations, trainers and trainees. Officials of organizations, by virtue of their roles in their organizations assumed to have better information. Moreover, trainers obviously expected to provide reliable information on trainings in PSCAP as they carry out the training programs; apart from this, employees in the respected organizations who obtained trainings in PSCAP as trainees were also expected to have pertinent information since they acquire the practical benefits of the training.

As to complement and supplement results from the primary data sources, secondary data sources were examined. In this case, pertinent documents available in the respected organizations to the study were consulted and the relevant related literatures were reviewed. Besides, various bulletins & directives were additional sources of secondary data.

3.3 Samples and Sampling Techniques

In Hareri region, there are 12 public sectors which are the foremost clients in receiving the PSCAP trainings. To identify sample public sectors, organizations were stratified based on their service delivery type (productive and social sector). From the productive sector, Agriculture & Rural Development; and from the social sector, Education, Capacity Building, and Health were chosen. Along this, proportional random sampling technique was used in identifying the study group within the public sectors. For the reason that the number of employees among the public sectors is different, and also to make samples fair representatives of the organizations. By doing

so, one-third (four) organizations were selected. They are: Capacity Building, Education, Agriculture & Rural Development, and Health. In consequence, the sample covers (34 %) of the total study group.

In view of that, the respondents of the study were 12 organization officials (Organization Heads, V/Heads & Team Leaders), 116 trainees and 9 trainers in the aforementioned sectors, using proportional random sampling technique. That is to say (1/3rd) of the subjects from each category (organization) selected randomly and proportionally in a way that made the samples representatives of the population. In consequence, stratified and proportional random sampling techniques were employed in this study.

By and large, as designated in the Table 1 below, 12 organization officials, 116 trainees and 9 trainers were the subjects of this study. Totally, there were 137 respondents who took part in this study.

TABLE1. Population and Sample of the Study

Sample Orgs	Population and Sample Type												Sampling Technique	Remarks
	Organization Heads, V/Heads & Team Leaders				Trainers				Trainees					
	Popul ation	%	Samp le	%	Popul ation	%	Samp le	%	Popul ation	%	Samp le	%		
Cap. Building	7	100	3	43	6	100	2	33	52	100	18	35	Stratified & proportional random sampling	<u>Questionnaire</u> for trainees & <u>Interview</u> to Org. Heads, V/Heads, Team leaders & Trainers are used as data gathering instruments.
Agriculture	11	100	4	46	6	100	2	33	118	100	39	33		
Education	9	100	3	44	8	100	3	38	96	100	33	34		
Health	6	100	2	33	5	100	2	40	79	100	26	33		
Total	33	100	<u>12</u>	42	25	100	<u>9</u>	36	345	100	<u>116</u>	34		

3.4 Data Gathering Instruments Used

In obtaining current and primary information from respondents, a self-report questionnaire and interview were used as the main instruments of gathering qualitative and quantitative data. In addition, document review/assessment was also applied to realize the status of the training programs in PSCAP in depth and supplement the questionnaire.

3.4.1 Questionnaires

The questionnaire was designed and pilot tested. After reviewing previous related works and collecting possible items through open-ended and predefined answer categories of questionnaire,

the researcher designed the instrument that were used in this specific study.

3.4.2 Interview Guide

There was an interview session with officials of respected organizations and senior staffs as trainers. To this effect, Structured Interview guide was prepared for gathering supplementary information from participants in this specific study. It was also helpful to understand the challenges in depth from the selected bodies and indicate way outs through which the problems will be improved.

3.4.3 Document Review/Analysis

With reference to the checklist prepared, some relevant documents found in the selected organizations archives were assessed.

3.5 Pilot Testing

To find out ambiguous and vague statements and thereby to improve the questionnaire items, a draft questionnaire was first administered. Following the worth comments from the research advisor, pilot testing of the instrument was made on one randomly selected sector (Culture & Tourism) which was not included in the final research study to know whether the questionnaire can met the intended target or not. The pilot test was conducted on 10 respondents in the selected sector. On the basis of the pilot test, the internal consistency of the instrument was considered, along with since most (73%) of the response alternatives in the questionnaire were prepared in the form of likert/rating scale, the Guttman split-half method was appropriate and thus applied. Thus, the reliability of the instrument was found to be 86%. And also to prove the validity of the instrument, the questionnaires were distributed among three (3) experts who are working in the area of training under Governmental and Non governmental institutions. Accordingly, some eleven vague and ambiguous questions were then corrected for actual administration.

Once the necessary amendments were made, the final copies were distributed to be filled by the respondents.

3.6 Data Collection Procedure

In order to understand with the major issues under the study consideration, primarily, relevant literatures were examined to look into what has so far been done in relation to the subject of the study. Along with, check-list organized for document analysis, and accordingly appraised the

available information. Following, data gathering tools (questionnaire and interview) were developed and then pilot tested the questionnaire to recheck the appropriateness of the instrument. The questionnaire was initially developed in English. Provided that the official language of the region under the study is Amharic, this insisted on translation of the instrument into Amharic language to avoid communication barrier on one hand, and to make the respondents react confidently and unreservedly to the questions. Subsequent to the improved instrument based on pilot test result, information was gathered pertaining to the subjects of the study.

Then after, data were organized, analyzed and interpreted in line with the research questions raised by using both qualitative and quantitative analyses.

3.7 Methods of Data Analysis

Based on the question items filled in the questionnaire, personal information were organized in tables to show the general picture of the respondents.

To analyze the close ended question items promptly computer-assisted program (SPSS) was applied. and based on the nature of the data obtained, percentage, average mean rank and Kruskal-Wallis test (a non parametric alternative to one-way ANOVA) statistical tools were employed. On the other hand, the open-ended question items of the questionnaire, the qualitative responses gathered through the interviews and the review of documents were summarized and examined in accordance with their relevance. Finally, based on the results of the analysis, interpretations and essential discussions were made to clarify the idea.

CHAPTER FOUR

4. Presentation, Analysis and Interpretation of Data

This section deals with the presentation, analysis and interpretation of the data collected from four groups of public sector organizations, i.e.; Capacity Building, Education, Agriculture and Rural Development, and Health. The data collected through questionnaire from the trainees and through interview from the organizations' officials and the trainers were presented, analyzed and interpreted. Alongside, the respondents' general background, issues of training programs in PSCAP revealed as the condition of conducting training needs assessment, training objectives developed, training contents identified, training methods applied, selection criteria of trainers and trainees, evaluation of training programs, and area and coverage of training programs in PSCAP were examined.

All along the study, the quantitative data collected were processed by using percentage, average mean rank, and Kruskal-Wallis test (a non parametric alternative to one-way ANOVA) as regards to the type of data obtained, especially, the number of respondents in the selected sample organizations was not similar. Besides, the qualitative data obtained were expressed in words. In view of that, the following discussions were made to indicate the results.

4.1 General Characteristics of the Study Population

As stated earlier, the study was conducted on four public sector organizations which selected through stratified and proportional random sampling technique. In order to diversify information sources from respondents, some responsible bodies of the organizations, trainers of training programs and training participants were included.

In using instruments to collect data, two varied but correlated types of interview questions were prepared and presented to 12 organization officials and 9 trainers. As well, 116 questionnaires were prepared and distributed among the training participants, out of which 102 (87.9%) of the questionnaires were collected, fully responded and returned back to the student researcher. Generally, 123 respondents took part in this study.

Thus, the characteristics of the four groups of respondents were examined in terms of organizational composition, sex, age, academic qualification and work experience along with the responses obtained from personal data part of the questionnaire. Accordingly, the analysis and

interpretation of the data are presented following each table.

Table 2, General Characteristics of the Respondents of the Study

Variables	Categories	Number of Respondent	Percentage
Organizational Composition	Cap Building	21	17.07
	Education	37	30.08
	Agriculture & Rural Dev't	38	30.89
	Health	27	21.95
	Total	123	100.0
Sex Combination	Female	25	24.51
	Male	77	75.49
	Total	102	100.00
Age Structure	Below 25	13	12.75
	26 - 35	48	47.06
	36 - 45	31	30.40
	46 - 55	7	6.87
	Above 56	3	2.95
	Total	102	100.00
Educational Background	Below Certificate	14	13.73
	Certificate	17	16.67
	Diploma	39	38.24
	Degree	30	29.42
	MA/MSc	2	1.96
	Total	102	100.00
Work Experience	Below 5	33	32.36
	6 - 10	31	30.40
	11 - 15	24	23.53
	16 - 20	9	8.83
	> 20	5	4.91
	Total	102	100.00

It is shown in Table 1 that a large proportion which is about sixty percent of the respondents are from Agriculture and Education sectors, the reason is conceivably the number of employees especially the one who obtained trainings in PSCAP in the respected sectors is higher as compared to the other sectors.

Among the respondents, 75.49 percent (77) of them were male and 24.51 percent (25) of the respondents were females. This indicates that the sex combination was more of male dominant and females were the least represented in the organizations, the number of females being least represented in this case was not a problem in sampling but they are few in the positions related to the study population.

The data on age structure depicts that out of the total respondents, considerable percentage (77.5%) of the respondents' age group covers 26 - 45 years of age. More or less, this indicates that most of the trainees are exposed to several types of trainings in their carrier, and along with

they are expected to know the actual condition (be it favorable or adverse) of the trainings in PSCAP.

In relation to the respondents' level of education, 13.7 percent under certificate, 16.7 percent were graduates of certificate, 38.24 percent of the respondents were diploma holders, 29.4 percent of the respondents were first-degree holders, and only about 1.96 percent was second degree holders. Majority of the respondents' (67.6%) were found to be diploma and degree holders.

It is deduced that above half of respondents were found to be those with 6 – 15 years of experience which covered (55%), while those whose experience was below 5 years were found to be 32.4 percent, and 13.7 percent of the respondents have were above 16 years of work experience.

Summarizing this section, it is pointed out that the respected organizations have been delivered trainings mainly to the work forces of 26 - 45 age groups, with 6 – 15 years of work experience, and majority of them diploma and degree holders. This possibly shows that comparably, organizations have been set up training opportunities for their young staff. Perhaps, it is intended to utilize the learning in a more persistent manner. Supporting this, Truelove (1998: 91) ascertains that since the younger employees do not have to break through a crust of outdated experience and they have the longest career ahead of them in which to put the training to use, deciding to run a training program with the domination of young professional staff may have sound logic to commend it.

4.2 Analysis of the Findings of the Study

It is vivid that public sector organizations take part in the provision of various kinds of contributions that promote the capacity of human capital which all other capacity building components are to be harmonized and thereby enhance the process of alleviating poverty. A significant focus of PSCAP is on the training of civil servants and public sector officials at all levels and covering a wide range of topics and subject areas enabling them to carry out their duties most efficiently and effectively (MCB, 2002: 1-2).

This study as a type of formative evaluation is utilized to determine if the program is operating as originally planned or if improvements are necessary. Hence, then, it aimed at assessing the ongoing efforts of some public sector organizations in the process of improving poverty reduction which is expressed in responsive service delivery and citizen empowerment through the training activities in Hareri regional state. Here under, the essential elements of assessing training program are described.

4.2.1. Training Needs Assessment Issues

Table 3, Frequency and Percentage Distribution on TNA Aspects

Question Items	Frequency	Percentage
<i>Does your organization conduct TNA?</i>		
• Yes	28	27.5
• No	60	58.8
• I don't know	14	13.7
Total	102	100.0
<i>Reasons for not conducting TNA:</i>		
• Shortage of financial resource	6	10.0
• The practice is not familiarized	15	25.0
• The management has not given attention	20	33.3
• Absence of experts to conduct TNA	19	31.7
Total	60	100.0

In the intention of assessing the presence of training needs assessment in the selected organizations, and whether there is a discrepancy on its rate or not among the organizations, respondents asked to reflect as to the existing reality in their organizations. As displayed in the above table, out of 102 trainees, the majority (60) of them that covers (58.8%) have responded as there was no any practice of training needs assessment in their organizations. Conversely, the rest 27.5% and 13.7% of the respondents admitted the presence of TNA practice and undistinguished the actual situation respectively. Here, it is obvious to say that lacking such an important exercise before conducting a training program may cause a great lose economically as training might not be the solution for the problem, and more prominently, the training program

may not hit its target. In accordance to this Truelove (1998: 52) emphasizes the importance of assessing training needs in an organization, and says that mainly, analyzing training needs allows decisions to be made about where investment in training offers the best return to meet current and future needs. It also prevents waste of resources. Moreover, it avoids using training where it is not justified.

Regarding the absence of training needs assessment; inattention of the management body, absence of experts to conduct it, unfamiliarity of the practice, and shortage of financial resource are found to be the crucial reasons identified by the respondents with the extent of percentage proportions 33.3, 31.7, 25, and 10 respectively. Hence, then, this shows that among others disregarding the management tend to be the main reason. Aligned to this, Tracey (1984: 138) expressed that managers vary in terms of how much they want to be involved in the process of pre-training, but the best will be committed enough to the process to give it serious attention.

4.2.2 Techniques of Training Needs Assessment

In principle, any training program should be designed after undertaking several training requirement interventions. Starting with TNA as the base line to propose, organize and implement training programs is advantageous and at the same time profitable. Accordingly, every organization supposed to carry out different techniques and methodologies to maximize the benefits. On this basis, respondents who are confirmed with the existence of training needs assessment in their organizations were asked to respond on the way how TNA was practiced, and forwarded their insight accordingly as displayed in the table here under.

Table 4, Frequency and Percentage Distribution on Techniques of Training Needs Assessment

Items	Frequency	Percent
Analyzing the physical characteristics of an organization	3	2.0
Analyzing how organizational tasks are performed	10	6.8
Assessing current situation of organization and identifying deficient areas	24	16.2
Recognizing the recommendation of higher authorities	88	59.5
Analyzing how individuals perform their jobs	5	3.4
Employing questionnaire and conducting interviews	18	12.2
Total	* ¹ 148	100.0

* = Number of Respondents (N) = 76

*¹ = Total number of frequencies is greater than N due to multiple responses

As viewed in Table 4, the participants of training programs in PSCAP who are represented their respective organizations work force, replied to the way of conducting TNA regarding their organizations experience. Consequently, assessing the physical characteristics of an organization, analyzing how employees perform their jobs, and how organization tasks performed are the least ranked techniques employed by the organizations, while using questionnaire, conducting interviews, and identifying deficient areas of organization shown in average position. Yet, the overwhelming majority (59.5%) of the respondents rated the recommendation of higher authorities first. This signifies that a good number training programs in PSCAP delivered without considering the other essential training needs assessment techniques. In accordance to this, Heinemann (2000: 37) mentioned among others, the enforcement of external source/ higher authorities as the most widely used motive in delivering trainings. Thus, disregarding those remaining techniques may cause deficient of many values that result from training.

4.2.3 Issues Related to Setting Training Objectives

As any development program, a training program has its own objective to be achieved in the end. To examine this issue thoroughly, respondents were respond on several aspects of formulating training objectives. Consequently, table 5 below depicts the analysis of the responses.

Table 5, Kruskal-Wallis Test on Training Objectives Formulated

Rating Criteria	Organization	N	Ranking Scales					Mean Rank	df	P-value
			1	2	3	4	5			
Written general objectives were available	Cap. Building	15	-	1	2	6	6	72.69	3	0.021
	Education	30	1	2	8	10	9	65.35		
	Agriculture	35	1	3	6	12	13	85.11		
	Health	22	2	4	8	6	2	61.37		
	Total	102								
Trainees were certain on what to learn	Cap. Building	15	1	3	5	4	2	54.80	3	0.535
	Education	30	3	8	5	9	5	46.48		
	Agriculture	35	4	9	12	7	3	55.93		
	Health	22	1	5	6	7	3	49.05		
	Total	102								
Training objectives were measurable	Cap. Building	15	2	2	7	4	-	56.03	3	0.236
	Education	30	4	9	9	5	3	42.73		
	Agriculture	35	3	10	12	9	1	54.54		
	Health	22	3	5	6	6	2	55.52		
	Total	102								
Training objectives were improved Organizational Tasks	Cap. Building	15	-	1	5	7	2	86.59	3	0.007
	Education	30	1	4	8	13	4	74.47		
	Agriculture	35	3	5	11	14	2	61.05		
	Health	22	-	2	5	8	7	93.65		
	Total	102								
Training objectives were solved organizational problems	Cap. Building	15	-	1	4	7	3	72.69	3	0.000
	Education	30	2	4	8	12	4	65.35		
	Agriculture	35	-	2	10	14	9	85.11		
	Health	22	2	3	8	6	3	61.37		
	Total	102								
Training objectives were appropriate to resolve capacity gap	Cap. Building	15	1	3	4	5	2	53.66	3	0.009
	Education	30	3	5	7	7	8	78.00		
	Agriculture	35	2	4	8	12	9	83.66		
	Health	22	-	3	7	8	4	71.52		
	Total	102								
Training objectives were achievable	Cap. Building	15	2	3	7	3	-	50.80	3	0.029
	Education	30	1	5	12	10	2	52.27		
	Agriculture	35	2	9	13	8	3	59.44		
	Health	22	2	8	7	5	-	38.30		
	Total	102								

*2 = average rank for each group

** = Calculated Kruskal Wallis Test

*1 = 1: Strongly Agree, 2: Agree, 3: Undecided, 4: Disagree, 5: Strongly Disagree

As exemplified in the first item of Table 5, respondents were asked to rate the extent of accessibility of written general objectives of the training programs in their respected organizations. As displayed the trainees' view in the table, the result indicates the domination of difference among the trend of organizations. The similarity of the mean ranks amongst

organizations' stand and the calculated P-value of 0.02 which is below the significance level of 0.05 also supports that there is statistical significant difference seen among the groups. Alongside, while assessing documents in the mentioned organizations, there was no relevant data found which reflect the status and extent of its occurrence. Surprisingly enough, when interview conducted with organization officials, it is examined that most of them were not exposed to the all-purpose of the training objectives. From this, it can be realized that without well-known and exposed general objective/s to the training participants, its role as a basis for evaluating and improving the learner, the trainer and the training as a whole is questioned. In line to this, Truelove (1998: 118) suggests that general objectives are more effective than specific behavioral objectives in promoting and valuing learning that will be used to evaluate the performance of the trainee in the transfer setting (on the job).

In dealing with awareness of trainees on what to learn in the training programs; almost all respondents gave similar answers in a positive way. Substantiating it, the similarity of mean ranks and the P-value that is greater than the significance level of 0.05 pointed out the resemblance of organizations' position towards the issue. Consequently, it denotes that there is an agreement among the categories towards awareness of the subject matter in the training programs.

Concerning the extent of measurability of training objectives; just about the average of the respondents was not in a state of decision whether training objectives can be measured or not, which is reflected on the respondents' outlook. Moreover, the mean ranks ,along with the associated P-value that is above the significance value of 0.05 indicates that there is no significant statistical difference confirmed among the reactions of selected public sectors through the response of respondents.

Towards organizations' position to the role of training programs objectives in improving organizational tasks; a difference perspective presided over trainees' response. Even as the reaction of participants as well as the corresponding mean ranks variation amongst the organizations' stand, and the calculated P-value that is under the significance value of 0.05 evidently indicated that at least one of the groups replied differently. Likewise, as it is clearly shown in the respondents' reaction, the objectives set were not sound enough to solve

organizational problems and to resolve employees' capacity gap as well. Here also the represented mean ranks, with the associated P-values, which are less than the significance level of 0.05 imply statistically significant value that the organizations' disparate attitude on the issue. Clearly, it shows at least one of the organizations differ with others in its stance.

In responding to the question of achievability of training programs objectives, most respondents took the disagreement position and the calculated P-value of 0.03 which is below the significance level of 0.05 also supports that there is statistical significant difference seen among the categories. By and large, it can be said that organizations have not been formulated appropriate objectives of training programs in PSCAP to the intention of enhancing the capacity of their human power thereby improve organizational performance.

All in all, unable to set profound and sound objectives may have an effect on the extent of effectiveness of the training programs; the reverse is also true. Along this, Goldstein (1974: 45) noted that sound objectives communicate to the learner what he/she is expected to able to do when she/he finishes the training program. Moreover, if the trainer be in touch with such objectives, the success of the program would be assured. And importantly enough, training objectives should be associated with the overall organizational goals. That is to say, when organizational goals are not considered in the implementation of training programs, then objectives that ensue from the need assessment process is not appraised. As a consequence, training objectives that are in conflict with the goals of the organization are unlikely to assist the training program hit its target (Goldstein. 1986:126).

4.2.4 Identifying Training Contents

Table 6, Kruskal-Wallis Test on Identifying Training Contents

Rating Criteria	Organization	N	*1 Ranking Scales					*2 Mean Rank	df	*3 P-value
			1	2	3	4	5			
Training contents were appropriate to the needs of the organization	Cap. Building	15	2	3	5	4	1	58.60	3	0.106
	Education	30	3	6	11	7	2	57.12		
	Agriculture	35	5	9	10	9	2	42.23		
	Health	22	1	8	9	3	1	53.75		
	Total	102								
The selected contents were pleasant to the training objectives set	Cap. Building	15	-	1	7	5	2	57.43	3	0.246
	Education	30	2	6	13	8	1	56.60		
	Agriculture	35	4	10	12	7	2	44.29		
	Health	22	1	7	10	4	-	51.98		
	Total	102								
There was a direct link between training contents and trainees level of competency	Cap. Building	15	2	4	5	3	1	45.57	3	0.211
	Education	30	4	8	9	7	2	45.00		
	Agriculture	35	3	4	13	11	4	58.16		
	Health	22	2	3	8	9	-	53.82		
	Total	102								
Trainees were participated in the selection of training program contents	Cap. Building	15	-	5	7	1	2	55.07	3	0.377
	Education	30	1	9	13	4	3	56.77		
	Agriculture	35	5	11	11	6	1	50.40		
	Health	22	2	7	8	3	2	43.64		
	Total	102								
Training contents were arranged sequentially	Cap. Building	15	2	4	6	2	1	160.80	3	0.475
	Education	30	-	10	14	5	1	47.07		
	Agriculture	35	4	13	10	5	3	52.53		
	Health	22	1	6	9	4	2	49.57		
	Total	102								
Training contents were understandable	Cap. Building	15	4	6	3	2	-	46.13	3	0.734
	Education	30	7	9	8	4	2	51.15		
	Agriculture	35	6	9	14	4	2	55.17		
	Health	22	1	7	8	3	2	49.80		
	Total	102								

*2 = average rank for each group

*3 = Calculated Kruskal Wallis Test

*1 = 1: Strongly Agree, 2: Agree, 3: Undecided, 4: Disagree, 5: Strongly Disagree

As depicted in table 6 above, respondents were requested to rank various aspects of training contents. Consequently, except in two items, i.e. the sequential arrangement and the understandable level of the training contents, in all other cases, the participants expressed their feelings in a negative way. Explicitly, a considerable number of participants in the training

programs perceived the cases as incompatible as their response and the corresponding mean ranks confirm. Furthermore, there is no statistical significant difference noticed among the respondents' view, since the P-values exceed the significance level of 0.05. Amazingly, nearly the same result is reflected when conducting interview with senior employees as trainers. According to the interviewees, the organizational training needs and the training objectives set with that of the already identified and presented training contents were mismatched, this is mainly because the degree of participation of various organization entities in the selection process of training contents as well as their contribution to the analysis of organizational training needs were insufficient, since the only one involved in the process under the direction of higher officials are trainers. Obviously, this condition suffers the attainability of the training program. In agreement to this, Lynton (1973: 10) states that participants, different units of organizations, and the institution are all partners in the training effort. To be effective, their collaboration starts with the definition of training goals and different aspects of the training. It continues after training with follow-up services from institution and support for the innovation from within the organization.

4.2.5 Choosing Training Methods

Table 7, Kruskal-Wallis Test on on-the-Job Training Method Used

On the Job Training Method										
Rating Criteria	Organization	N	Ranking Scales					Mean Rank	df	P-value
			1	2	3	4	5			
Job rotation	Cap. Building	15	3	4	7	1	-	46.67	3	0.850
	Education	30	6	12	10	3	1	50.23		
	Agriculture	35	8	14	11	1	1	53.46		
	Health	22	1	6	9	5	1	53.41		
	Total	102								
Mentoring	Cap. Building	15	1	3	8	2	1	65.77	3	0.186
	Education	30	5	11	12	-	2	51.60		
	Agriculture	35	10	13	8	4	1	46.70		
	Health	22	2	7	10	3	-	49.27		
	Total	102								
Coaching	Cap. Building	15	-	3	7	2	3	71.53	3	0.015
	Education	30	7	15	4	2	2	42.98		
	Agriculture	35	6	16	11	2	-	51.87		
	Health	22	3	4	9	6	-	48.86		
	Total	102								
Job instruction	Cap. Building	15	9	3	3	-	-	28.70	3	0.010
	Education	30	5	10	6	5	4	56.97		
	Agriculture	35	8	13	7	4	3	54.31		
	Health	22	2	4	10	4	2	55.11		
	Total	102								
Distance education	Cap. Building	15	1	5	7	2	-	62.45	3	0.330
	Education	30	3	8	9	7	3	58.67		
	Agriculture	35	2	7	4	8	8	57.49		
	Health	22	-	4	6	9	3	59.11		
	Total	102								

¹ = average rank for each group

² = Calculated Kruskal Wallis Test

³ = 1: Most Frequently, 2: Frequently, 3: Sometimes, 4: Seldom, 5: Never

Table 8, Kruskal-Wallis Test on off-the-Job Training Method Employed

Off the Job Training Method										
Rating Criteria	Organization	N	*1 Ranking Scales					Mean Rank	df	** P-value
			1	2	3	4	5			
Lecture method	Cap. Building	15	9	3	-	3	-	30.87	3	0.020
	Education	30	11	6	5	6	2	54.53		
	Agriculture	35	8	3	5	10	9	54.24		
	Health	22	5	1	8	5	3	57.07		
	Total	102								
Attending higher education	Capacity	15	2	7	2	3	1	48.63	3	0.148
	Education	30	7	14	4	5	-	45.50		
	Agriculture	35	4	9	1	7	3	50.43		
	Health	22	1	-	8	13	-	63.34		
	Total	102								
Scholarship	Cap. Building	15	-	9	5	1	-	60.34	3	0.223
	Education	30	1	-	3	18	8	64.35		
	Agriculture	35	2	3	9	16	5	59.50		
	Health	22	-	4	4	6	8	63.78		
	Total	102								
Visiting other organization	Cap. Building	15	2	2	9	-	2	55.77	3	0.024
	Education	30	8	11	6	4	1	38.57		
	Agriculture	35	2	4	8	13	3	59.79		
	Health	22	1	6	3	5	7	53.05		
	Total	102								
On-line learning	Cap. Building	15	1	2	4	7	1	72.67	3	0.903
	Education	30	-	5	1	10	3	65.84		
	Agriculture	35	-	7	1	9	6	63.88		
	Health	22	2	5	6	5	4	61.24		
	Total	102								

*1 = average rank for each group

** = Calculated Kruskal Wallis Test

** = 1: Most Frequently, 2: Frequently, 3: Sometimes, 4: Seldom, 5: Never

Referring the above two consecutive Tables (Table 7 & 8), respondents were asked to rate the extent of employing on-the-job and off-the-job training methods in their organizations. As a result, their response noticeably reflected on the sub methods as coaching, job rotation, and mentoring within on-the-job training method; and attending higher education and visiting other organization contained by off-the-training method used infrequently. On the other hand, job instruction and lecturing under on-the-job and off-the-job training methods respectively used frequently, but on the contrary respondents pointed to the absence of employment of distance education under on the job training, and applying online learning and offering scholarship under off-the-job training method.

On top of that, organizations' situation to the methods of coaching and job instruction under on the job training shows a difference outlook. The reaction of participants as well as the corresponding mean ranks variation amongst the organizations' stand, and the calculated P-

values that are below the significance value of 0.05 clearly indicated that at least one of the groups replied differently. Similarly, as it is visibly exposed in the respondents' reaction; within off the job training, lecture and visiting other organization methods practiced differently. The corresponding mean ranks, with the associated P-values, which are less than the significance level of 0.05 imply statistically significant value that the organizations' had different approach on the issue. Noticeably, it shows at least one of the organizations differ with others in its position.

Yet, in the remaining cases, the consequent mean ranks, with that of the associated p-values that go beyond the significant level of 0.05 points up the similar practice of the mentioned methods among the organizations. Above all, it implies that public sectors have not been offered scholarship chances to their employees, and as well they were not beneficiaries of the modern technology through open and online learning that may affect adversely in improved performance. Explaining the limited contribution of online learning in most training programs, Truelove (1998:223-224) states that even though there has been a significant growth in its use over the last ten years or so, online learning has not become the major force in education and training . This is because, relatively high development costs of it compared with traditional methods, its effectiveness only for knowledge-based learning, and administrative barriers like requirement to attend a training at specific times, over a stated period, and for a minimum group size.

On the whole, the organizations have been using the two methods (on-the-job, off-the-job) in PSCAP every now and then with a slight difference among their mean ranks. This fact is supported with P-values as displayed in the table corresponding to each items, also no statistically significant difference was examined in practicing the two methods among the sectors. From this, though the organizations have been employed the two major types of training just as similarly, it is pointed out that they have not been applied the various training methods under each method in a balanced way, and that may make them lose many advantages and benefits that would have been gained from practicing a diversity of training methods.

4.2.6 Selection of Trainers and Trainees

The selection of the proper trainers and trainees as the exact performers and beneficiaries of the

training program is among the crucial factors of training success. Hence, it is upon organizations to set and hand over appropriate criteria of selection and put into practice. Some of the important decisive factors under each group are displayed and analyzed hereunder in table 8.

4.2.6.1 Selection of Trainers

Table 9, Kruskal-Wallis Test on Selection of Trainers

Rating Criteria	Organization	N	*1 Ranking Scales					*2 Mean Rank	d f	*3 P-value
			1	2	3	4	5			
Trainers were prominent in knowledge of subject matter	Cap. Building	15	1	1	6	5	2	62.53	3	0.001
	Education	30	6	7	10	6	1	40.03		
	Agriculture	35	3	7	10	11	4	63.26		
	Health	22	5	9	6	2	-	40.91		
	Total	102								
Trainers' interpersonal skills were convincing	Cap. Building	15	-	3	7	4	1	53.90	3	0.660
	Education	30	1	6	13	8	2	53.32		
	Agriculture	35	2	7	15	8	3	46.66		
	Health	22	1	6	9	5	1	55.09		
	Total	102								
Trainers were accepted acceptance to trainees opinion	Cap. Building	15	1	2	8	3	1	49.53	3	0.171
	Education	30	1	4	15	7	3	52.87		
	Agriculture	35	2	7	14	8	4	57.84		
	Health	22	2	6	8	5	1	40.89		
	Total	102								
Trainers were facilitated trainees' discussion	Cap. Building	15	1	7	6	-	1	43.83	3	0.474
	Education	30	3	6	8	12	1	57.02		
	Agriculture	35	3	7	11	14	-	52.23		
	Health	22	2	8	6	5	1	48.05		
	Total	102								
Trainers were able to relate the training with the trainees real life	Cap. Building	15	-	2	4	3	6	55.90	3	0.727
	Education	30	2	5	13	7	3	47.07		
	Agriculture	35	3	8	12	7	5	53.63		
	Health	22	2	5	7	6	2	51.16		
	Total	102								

*2 = average rank for each group

*3 = Calculated Kruskal Wallis Test

*1 = 1: Strongly Agree, 2: Agree, 3: Undecided, 4: Disagree, 5: Strongly Disagree

As observed in the table 9, respondents requested to rank their opinion towards trainers' functional attributes. Among the question items presented, trainers' knowledge of subject matter reacted differently by the respondents under various groups of organizations, the calculated P-value which is below the significance level of 0.05 visibly shows that the status of at least one of the organizations is differ from others. On the other hand, trainers' interpersonal skill is viewed in unclear position by most respondents, and it indicates that no statistical significance difference observed about the issue among the respondents.

But, all the remaining items as trainers' enthusiasm to participants' opinion, their facilitation to trainees' discussion, and their ability in relating the training with the trainees' real life are positioned in a disagreement level by the respondents. The corresponding mean rank values which are located parallel to every item in the table support the outlook. As well as, in all cases

no significant statistical difference seen among the categories which is revealed by P-values that exceed the significance level of 0.05.

In the same way, while conducting the interview session with the trainers there seems a big deficiency relating to trainers due to lack of 'know how' on different training aspects. In analyzing the available documents in the respected sectors also, it is realized that among others, particularly the list of both trainers and trainees were not fully documented, which may affect the administration of training programs like program repetition, unable to determine the competence and attainment of trainer and trainee in a training program, and the like. Corresponding to this, CDC-Ethiopia (2007: 36) describes the importance of recording training events as on the one hand, part of the control mechanisms for monitoring the activity and the effectiveness of the training function, and on the other, a record of the learning/capacity building endeavor that an individual and/or organization has achieved.

4.2.6.2 Selection of Trainees

Table 10, Kruskal-Wallis Test on Selection of Trainees

Rating criteria	Organization	N	Ranking Scales					Mean Rank	df	P-value
			1	2	3	4	5			
Trainees were selected based on their responsibility	Cap. Building	15	2	6	4	3	-	57.27	3	.494
	Education	30	4	9	8	7	2	54.75		
	Agriculture	35	5	10	6	10	4	50.76		
	Health	22	1	8	7	5	1	44.32		
	Total	102								
Trainees were selected according to their qualification	Cap. Building	15	2	2	5	5	1	60.50	3	.003
	Education	30	7	9	9	8	2	39.10		
	Agriculture	35	1	7	13	9	5	63.03		
	Health	22	6	6	7	2	1	43.93		
	Total	102								
Selection of trainees on Evidence-based capacity gap	Cap. Building	15	3	6	3	2	1	51.07	3	.214
	Education	30	5	10	7	6	2	53.55		
	Agriculture	35	2	6	15	8	4	56.66		
	Health	22	7	8	5	2	-	40.80		
	Total	102								
Trainees were selected as to the related requirements of the training	Cap. Building	15	5	6	2	2	-	41.07	3	.188
	Education	30	6	12	6	4	2	50.87		
	Agriculture	35	3	7	14	7	4	58.84		
	Health	22	4	7	6	4	1	47.80		
	Total	102								
Trainees were selected properly	Cap. Building	15	2	6	2	3	2	46.27	3	.062
	Education	30	2	4	13	8	3	50.45		
	Agriculture	35	3	6	10	11	5	61.13		
	Health	22	2	5	7	6	2	41.18		
	Total	102								

¹ = average rank for each group

² = Calculated Kruskal Wallis Test

³ = 1: Strongly Agree, 2: Agree, 3: Undecided, 4: Disagree, 5: Strongly Disagree

As to the above table 10, the reaction of respondents in relation to selecting suitable trainees found to be depressed. That is to say, nearly all the suggested factors to the participants in selecting trainees, representing responsibility of employees, capacity gap, and the related requirements of the training were not considered while conducting training programs in PSCAP. The denoted mean ranks indicate the similar position of organizations. Moreover, no significant statistical difference was indicated among the group of organizations which is revealed by P-values that exceed a significance level of 0.05. Yet, in contrast, upon the respondents' reaction, the issue of trainees' qualification found to be varied among organizations. Reflecting this, the P-value of 0.003 which is below the significance level of 0.05 implies that no less than one of the organizations differ in its situation with the other organizations.

In a similar way, it is realized from interview sessions with team leaders that selection of trainees done haphazardly, especially as one of them cleared out the matter as since the past three implementation period of PSCAP, he has not seen any typical action for selection of both trainers and trainees of the training programs in his organization. Beside, in analyzing the available documents in the respected sectors, it is comprehended that in most organizations the event of training program was not fully recorded which possibly may cause lack of completeness of the training programs. From this one can presumes that the process of selecting trainers and trainees in the respected organizations was not fair-minded, not pursued appropriate procedures, and this possibly affect negatively on the overall training event.

4.2.7 Training Evaluation Issues

Among the key issues of a training program, evaluation comes ahead. This is to determine the value of the training based on the feedback, to investigate the processes and effects of training such as identifying training needs or objective setting. On this basis, respondents were asked whether or not there is a tendency of evaluating training programs in their organizations. Thus, among the selected participants of the training programs in PSCAP, 34.62 % of them replied that occasionally there was an activity of evaluating training programs in their respected organizations. Yet, the overwhelming majority of participants, 65.38 % reacted to the adverse condition of the practice of evaluating training in their organizations. Goldstein (1974: 23) reflected this fact unfavorably: he says that unfortunately, few training programs are evaluated.

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Though it is possible that the program can work successfully, the information to make such a judgment is unavailable. Thus, there is no way to judge the effectiveness of the program or to provide information that could lead to improvements. Table 10 below shows the analysis of data presented to investigate the status and extent of evaluating training programs.

Table 11, Kruskal-Wallis Test on Training Evaluation Issues

Rating Criteria	Organization	N	Ranking Scales				Mean Rank	df	P-value
			1	2	3	4			
The training programs were evaluated	Cap. Building	15	-	5	4	6	50.27	3	0.903
	Education	30	3	7	9	11	49.00		
	Agriculture	35	2	8	11	14	53.94		
	Health	22	1	4	8	9	51.86		
	Total	102							
Formal training evaluation formats were available	Cap. Building	15	-	3	5	7	50.40	3	0.354
	Education	30	4	5	9	12	50.85		
	Agriculture	35	2	5	10	13	57.26		
	Health	22	3	8	6	5	43.98		
	Total	102							
Evaluation determined unmet training needs	Cap. Building	15	1	1	5	8	51.17	3	0.636
	Education	30	4	-	4	12	50.58		
	Agriculture	35	2	10	10	13	55.89		
	Health	22	3	5	5	9	46.00		
	Total	102							
Evaluation made to ensure the rightness of the training program	Cap. Building	15	2	1	7	5	37.80	3	0.060
	Education	30	1	5	9	15	56.33		
	Agriculture	35	3	4	11	17	47.39		
	Health	22	-	5	7	10	60.80		
	Total	102							
Evaluation made to improve current and future training programs	Cap. Building	15	-	-	9	6	53.73	3	0.739
	Education	30	1	7	10	12	51.07		
	Agriculture	35	2	5	9	19	54.23		
	Health	22	2	6	10	4	46.23		
	Total	102							
Discussion was available by trainees, trainers and employer organization	Cap. Building	15	-	2	5	8	58.90	3	0.523
	Education	30	2	9	8	11	48.37		
	Agriculture	35	2	6	9	18	53.20		
	Health	22	2	6	9	5	48.02		
	Total	102							
Evaluation assisted in improving organizational product and services	Cap. Building	15	1	2	7	5	51.03	3	0.389
	Education	30	3	8	6	13	53.08		
	Agriculture	35	2	5	9	19	55.53		
	Health	22	3	5	9	5	43.25		
	Total	102							

^{**} = average rank for each group

^{**} = Calculated Kruskal Wallis Test

^{**} = 1. Always, 2. Sometimes, 3. Rarely, 4. Never

As can be seen from the table above, respondents forwarded their perception concerning the trend of evaluation activities in their organizations. Upon their response, it can be understood that the training programs evaluated in an irregular manner, and as well, the respected organizations were not designed formal formats for evaluation of training programs, and there

was absolute absence of discussion by all trainees, trainers, and organization officials regarding the training programs delivered so far. Further, the evaluation process to determine unmet training needs, to ensure the rightness of the training program, to improve current and future training programs and to advance organizational product and services rated in a similar degree of infrequent manner with nearly approaching mean ranks. This is pointed out in the associated P-values, which are above the significance level of 0.05 implying that there is no statistical difference among the responses of trainees regardless of their organizations.

At the side of interview conducted with organizations officials and trainers, it is enlightened that most training programs evaluated at the end of each training event through questionnaires filled by trainees, and a few while the program is going on, but non on the job. In line to this, Rae (2003:161) underlines the application of reaction evaluation in the beginning of the training programs, as the easiest, the least useful and the most frequently used method. All the same, it is found out from document analysis that there had been a trend of evaluation practice in some organizations for limited number of training programs. But, no complete document found which kept with the records of the entire training programs.

Completing this part of analysis, almost all issues of evaluating training programs suggested to be comprehended by the participants ranked in a similar fashion. That is to say, respondents perceived the mentioned aspects as unfavorable altitude. This result indicates that, if strong and weak sides of training programs are not recognized through evaluation, improvements are unlikely to be made for consequent activities as a result of which organizations may not be benefited from training programs. Describing in another way, incapable of performing a training program without considering the critical issues of evaluation may be a sign of unpleasant situation of the training process, and undesirably, the prominent information necessary to make use of decisions related to objective setting, selection of training contents, design, modification, and rejection/enhancement of the training program might not be reached. Aligned to this, Goldstein (1974: 26-27) summarizes the possible source of information that can be gathered for evaluating a training program as two main levels. To him, the information may be become available at monitoring program, which might show whether the training program has been implemented as originally planned or not, and at transfer evaluation, that may insist to assess the

adequacy of the entire training program if the participants perform well in the training sessions but poorly in the transfer setting.

4.2.8 Review of Training Programs in PSCAP

This part of analysis summarizes the efforts which made to examine some matters related to the types and trends, contents, values, major problems, success features, foremost obstacles, and overcoming efforts of the training programs in PSCAP.

4.2.8.1 Types and Trends of Training Programs in PSCAP

Training programs in PSCAP have been offered with the aim of upgrading the capacity of employees in public sector organizations, in so doing, achieve organizational performance. There have been many types of training in PSCAP presented to the civil servants of Hareri region to maximize and vary the experience. To assess whether those trainings covered the suggested types or not, participants asked to comment the extent of applicability. Remarkably, Table 11 below deals with responses of some fifty eight participants.

Table 12, Frequency and Percentage Distribution on Types of Training Programs in PSCAP

Rating Items	Respondents Frequency	Percentage
Higher Education Program	11	12.20
In- service (summer) program	25	28.09
Short term training	38	42.71
Distance education/ self-study program	8	9.00
Teleconferencing/ Online learning	7	8.00
Total	89 * ¹	100.00

* = Number of Respondents (N) = 58

*¹ = Total number of frequencies is greater than N due to multiple responses

As clearly illustrated in the above table, out of the respondents who filled the questionnaire, 58(56.87%) of them gave attention to the mentioned items and reflected their opinion accordingly. Along this, the higher proportion (42.71%) found to be rated to short term training, continuing by 28.09% and 12.20 % to summer program and attending higher education respectively. Distance learning and teleconferencing are found to be the least types of training

programs practiced in PSCAP. This entails that the majority of training programs in PSCAP are dominated by short term trainings, which may limit the advantages of obtaining diversified types of training with considering the trainees' level, attitude and capability. In support of this, Poulter (1982:46), states that widening area coverage of training programs maximize trainees learning, and allowing them to perform their duties and responsibilities in a better way.

4.2.8.2 Contents of Training Programs in PSCAP

Table 13, Frequency and Percentage Distribution on Contents of Training Programs

Rating Items	Respondents Frequency	Percentage
Awareness creation on new government policies	9	6.87
Strategic Planning and Management	28	21.38
BPR	37	28.24
Monitoring and Evaluation	18	13.74
Financial Management	10	7.63
Leadership Development	7	5.34
Good Governance	6	4.58
Human Resource Management	16	12.22
Total	131 * ¹	100.00

* = Number of Respondents (N) = 83

*¹ = Total number of frequencies is greater than N due to multiple responses

Under the various training contents of training programs in PSCAP, a limited number of respondents replied their view. As shown in table 12, BPR, strategic planning and management, monitoring and evaluation, and human resource management figured the total calculated percentage of 75.56. This implies that the organizations have been offered the trainings in PSCAP repeatedly in relation to those contents. Quite the opposite; financial management, government policy awareness, leadership development, and good governance rated least with percentages of 7.63, 6.87, 5.34, and 4.58 respectively.

In a general view, most training programs are imposed by higher authorities. Thus, the training contents in PSCAP which have been used in a frequent manner in the respected sector organizations are seem to be directed by the higher officials of government bodies.

4.2.8.3 Values of Training Programs in PSCAP

Table 14, Kruskal-Wallis Test on Some Values of Training Programs in PSCAP

Rating Criteria	Organization	N	*1 Ranking Scales				*2 Mean Rank	df	*3 P-value
			1	2	3	4			
Improved competency of the trainees	Cap. Building	15	-	2	7	6	53.93	3	0.817
	Education	30	1	5	14	10	47.83		
	Agriculture	35	6	6	8	15	53.74		
	Health	22	3	4	7	8	51.27		
	Total	102							
Adopted new technologies and findings to the trainees	Cap. Building	15	-	1	5	9	59.87	3	0.258
	Education	30	2	6	10	12	55.83		
	Agriculture	35	6	9	9	11	44.91		
	Health	22	2	5	8	7	50.36		
	Total	102							
Increased the moral of the trainees	Cap. Building	15	4	6	3	2	37.30	3	0.005
	Education	30	5	5	12	8	55.97		
	Agriculture	35	4	8	13	9	61.23		
	Health	22	4	8	6	4	39.61		
	Total	102							
Provided solutions for the major and prioritized problems	Cap. Building	15	-	3	7	5	53.30	3	0.500
	Education	30	1	7	15	7	50.90		
	Agriculture	35	2	7	14	12	55.70		
	Health	22	1	7	8	6	44.41		
	Total	102							
Improved efficiency & effectiveness of organizational performance	Cap. Building	15	1	1	8	5	53.77	3	0.263
	Education	30	3	6	14	7	45.25		
	Agriculture	35	2	10	12	11	57.87		
	Health	22	3	3	9	7	48.34		
	Total	102							

*2 = average rank for each group

*1 = Calculated Kruskal Wallis Test

*3 = 1: Highly Relevant, 2: Relevant, 3: Irrelevant, 4: Highly Relevant

As displayed in the above table, respondents requested to outlook the importance of training programs in PSCAP. Accordingly, they replied almost in all cases that the training programs were not as such relevant to improve the competencies of the employees, to be acquainted with new technologies, to provide solutions for the major and prioritized problems, and to improve the efficiency and effectiveness of the organizational performance. The same as, the indicated results of organizations' mean ranks shows the similar stand of the cases among the organizations. Furthermore, the calculated values of P, which are above the significance level of 0.05 indicates that there is no significant statistical difference confirmed among the reactions of selected public sectors through the response of respondents.

Yet, the issue of increasing the moral of the employees found to be almost relevant. As well, the P-value of 0.005 which is below the significance level of 0.05 implies that at least one of the organizations differs in its position with the other organizations. However, to enhance trainees'

motive, the goal of training should be achievable. Wareshuer (1998: 174) remarkably notified that for optimum inspiration of training, and subsequent feeling of accomplishment, the goal of training should be attainable with effort. If no effort is called for, then the value of the training is reduced.

Along this, according to some team leaders' frank and transparent remark while conducting interview, the value of the training programs is not noticed remarkably due to improper procedure of the trainings delivered; especially, absence of full preparation of trainers, misusing the training instruction guideline, lack of planning, and making the training programs as a futile exercise. In supplement to this, while analyzing the documents in the organizations; it is realized that some available formats like description of trainers and participants list, follow-up mechanism layout, and arrangement of evaluation were not fully documented. Likely, lacking all these essential issues in the training program may hamper the values of the overall training practice.

4.2.8.4 The Training Success under PSCAP

To make training program accomplished successfully and doing this contribute in improving organizational performance, powerful and all rounded issues should be considered. In other words, the effectiveness of any training program cannot come haphazardly unless fulfilling certain standard of judgments. On this basis, the participants forwarded their frank opinion on the mentioned glimpse of features to successful training program, and arranged their responses as displayed in the table 14 below.

Table 15, Frequency and percentage Distribution on Some

Aspects of Training Success

Rating Items	Respondents' Frequency	Percentage
Relevance of training contents to trainees current work status	19	19.19
Consistency of the training programs with the current organizational needs	16	16.16
Identifying the real needs of training in an organization	22	22.23
Transfer of learning from training to actual job setting	27	27.27
Availability of sound knowledge in applying training principles	15	15.15
Total	99 * ¹	100.00

* = Number of Respondents (N) = 76

*¹ = Total number of frequencies is greater than N due to multiple responses

As one can easily observe from table 14, some seventy six respondents from various organizations took the issue of factors of training success in to consideration. Consequently, they perceived the above mentioned aspects nearly in a balance way. Explaining further, transfer of learning from training to actual job setting, identifying the concrete needs of training in an organization, relevance of training contents to trainees current work status, consistency of the training programs with the organizational needs, and sound knowledge in applying training procedures and principles formed a corresponding share of 27.27, 22.23, 19.19, 16.16, and 15.15 in descending order.

Hence, we may say that there or thereabouts, the listed training success factors in PSCAP and in overall training programs of others can contribute a lot for gaining the best of the training programs.

Even though the participants suggested the above some possible factors of training success, the reality of assessing the proceedings of training programs as discussed all along the study, is not confirm the applicability of such aspects into the ground of work. Correspondingly, while interviewing organization officials on this aspect, some claimed that employees who participated in the training programs applied their learning to actual work status, and improved job performance on service delivery and customer satisfaction; yet they failed to show the extent to which the claimed progress affect organizational achievement. This signifies in one or another way that the trainings offered in PSCAP were possibly deficient of important success factors.

4.2.8.5 Major Problems of Training Programs in PSCAP

Table 16, Frequency and percentage Distribution on Some

Major Problems of Training Programs

Rating Items	Respondents Frequency	Percentage
Improper management and coordination of training	31	20.67
Shortage of skilled manpower on running training activities	25	16.67
Absence of training needs assessment	21	14.00
Unsound selection of trainees and trainers	20	13.33
Lack of budget	21	14.00
Inattention of management bodies	10	6.67
Scarcity of training institutes	7	4.67
Absence of training departments	7	4.67
Lack of motivation of Trainees	8	5.32
Total	* ¹ 150	100.00

* = Number of Respondents (N) = 87

*¹ = Total number of frequencies is greater than N due to multiple responses

On the basis of some sort of impeded issues listed by a significant number of respondents who participated in training programs of PSCAP, the above table prepared and made ready for analysis. By doing this, it is found that the first five items; improper management and coordination of training (20.67%), shortage of proficient manpower on training issues (16.67%), absence of training needs assessment (14%), and lack of budget (14%) ranked in descending order. On the other hand, lack of attention from management bodies, absence of training departments and training institutes in the region, and lack of motivation of employees to attend the training programs appeared to be the bare minimum of the rate of recurrence. Among others, Truelove (1998:25) stressed more on the motivation of training participants. To him, organizations should regard training as thoroughly worthwhile and is taking steps to enable trainee to use his new competence when he returns. Importantly enough, he/she should be encouraged as simply as being imparted by public acts of acknowledgment like prestigious certificate etc. Yet, obviously, organizations cannot completely control the motivation of trainee. This is influenced by very many factors in the life of each individual, and by his/her own personality (Wareshuer, 176).

As explained by organization officials and trainers in the interview sessions also, among the problems appeared being: lack of valuable reference materials, especially, monitoring and evaluation guidelines, absence of clear and transparent selection criteria of both trainers and trainees, shortage of training experts, misuse and shortage of the allocated budget, lack of fair knowledge in the area of training program, absence of follow-up, and reporting the progress of training programs merely occasionally.

In line to this, (MCB, 2006: 32) noted that among the challenges encountered PSCAP implementation; lack of human resources at all levels of government, unavailability of adequate training specialists as well as monitoring and evaluation officers, delays in getting "no objection" of financial support, lack of guidelines to assist in assessing PSCAP activities. More importantly, as MCB, 2006: 6-7 stated deficiencies in human resources and institutional capacity, as well as deficiencies in working systems and processes are the main factors that hinder sustainable growth and perpetrating poverty.

This entails that, with such vital blockages, it is not expected to gain benefits from the trainings and the best of the programs under PSCAP.

To improve and make progressed of the training programs in PSCAP, the respondents were asked for their comments both in the open-ended part of the questionnaire, and in the interview sessions. Consequently, a few participants and organization officials pointed out the subsequent points as the major aspects to be determined so as to improve the condition:

Selecting both trainers and trainees according to reasonable standards, follow-up of trainers in relation to the preparation and scheduling of training programs, participation of employees in planning and implementation of training programs, strengthening the managerial capacity of official bodies, identifying the right capacity gap of employees and designing training programs accordingly, utilization of the allocated budget properly, and more importantly not conducting training programs for the sake of 'training' rather making it a serious attempt especially, by official bodies. Among others, Truelove (1998: 240, 322) stressed more on the proper use of training budget. To him, if a training budget is not fully used, then it means that an investment that the organization wants to make could not be made. Hence, when most organizations have limited resources available it is vitally important that such spend is effectively employed. He also suggested that effective budgeting for training program depend on communication from other departments regarding their plan.

Summing the whole preceded issues of analysis: i.e., the participants' perception towards the practice of training programs in PSCAP regarding their organizations trend on the aforementioned aspects under TNA, setting training objectives, identifying training contents, choosing training methods, selection of trainers and trainees, evaluating training programs, review of types, contents, and values of trainings within PSCAP, as well as the possible factors of training success, the major problems encountered, and the probable solutions to ease the challenges were discussed. Seeing that it can be generalized as, though the respondents' organizations varied their (participants) perception in relation to most of the items under each aspect found to be almost alike. Thus, we may infer from this that the trend and practice of training programs in PSCAP among the involvement of various public sector organizations if not completely identical, it is nearly similar.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

5.1 Summary

As part of the intensive effort to the ongoing capacity building effort, the Ethiopian government commenced the first ever nation and sector wide Public Sector Capacity Building Program (PSCAP) in 2004. The major objective of the program is to build national capacity across regions and public sectors as a crucial part of Sustainable Development and Poverty Reduction Program (SDPRP). Amongst the sub programs of PSCAP, provision of training across public sector organizations took up the foremost share.

In light of this, the main purpose of this paper was to assess the status and extent of those trainings offered, to find out main problems encountered which probably have had a negative effect on achieving the objective set. To this effect, the descriptive method was employed, respondents were selected by stratified as well as proportional random sampling techniques, and findings were analyzed using percentiles, average mean rank scores, and Kruskal Wallis test. In doing all the above, the following basic questions were raised to way out the direction of the paper.

1. How do public sector organizations in Hareri region assess training needs in PSCAP?
2. What elements/components of training do organizations consider when conducting training programs?
3. How are training opportunities offered to individuals in public sector organizations?
4. To what extent do participants of training programs in various public sectors perceived the trainings offered?
5. How have been evaluations of the training programs practiced?
6. What have been the major problems that hamper training activities under PSCAP?

Alongside, a total of 102 trainee respondents, 9 trainers, and 12 organization officials from four categories of public sector organizations were used as a data sources. The data were collected by means of questionnaire, interview and a careful checklist-stand examination of available documents. Thus, the following are the major findings of the study.

5.1.1 Training Needs Analysis Issues

TNA as the base line to propose, organize and implement training Programs, it should be conducted every now and then. Yet, it is found most of the time that public sector organizations were not conducted TNA for the trainings they offered to their employees. The crucial factors of not conducting TNA being: inattention of the management body, absence of experts to conduct it, shortage of financial resource, and lack of awareness and unfamiliarity of the practice. But even then, of the time when organizations conduct TNA, according to the vast majority of respondents, they used to apply the recommendation of higher authorities primarily. Following, assessing the physical status of an organization, analyzing how employees perform their jobs, and how organization tasks performed are rarely practiced.

5.1.2 Formulating Training Objectives

On the basis of the respondents' response, it is noticed that the competency of training objectives to improve organizational tasks, solve organizational problems, resolve capacity gap, as well its achievability were unsound and inappropriate to enhance organizational tasks. Furthermore, the extent of measurability of training objectives were questioned; but, regarding the contribution of training objectives to make trainees certain of what to learn was determined to be favorable and constructive.

5.1.3 Identifying training contents

In the majority of the cases: as appropriateness of training contents to the needs of the organization, pleasant of the selected contents to the training objectives set, trainees participation in the selection of training program contents, and linkage between training contents and trainees level of competency, perceived by both the trainees respondents and trainer interviewees as incompatible with those of the organizational training needs and the training objectives set. All together, the degree of participation of employees in the selection process of training contents as well as their contribution to the analysis of organizational training needs were negligible, since

the only one involved in the process under the direction of higher officials are trainers.

5.1.4 Determining Training Methods

Training methods as coaching, job rotation, and mentoring within on-the-job training method; and attending higher education and visiting other organization contained by off-the-job training method used infrequently. The same is true also in distance education under on the job training, and online learning and offering scholarship under off-the-job training method which are employed rarely. But in the contrary, job instruction and lecturing under on-the-job and off-the-job training methods respectively used frequently.

5.1.5 Selection of Trainers

The issue of trainers' acceptance to trainees' opinion, trainers' facilitation to trainees' discussion, and trainers' ability in relating the training with the trainees' real life found to be perceived negatively by most respondents.

Similarly but with a higher extent, trainers' knowledge of subject matter determined as incompetent by the respondents. Then again, trainers' interpersonal skill is positioned unclearly. It is realized that among others, particularly the list of both trainers and trainees with necessary details were not fully documented.

5.1.6 Selection of Trainees

In selecting trainees, key factors as responsibility of employees, capacity gap, and the related requirements of the training were not considered. As well, trainers' qualification reacted depressingly with a substantial extent. It is comprehended from interview sessions with some organizations officials that selection of trainees done arbitrarily and far from objectivity. Likewise, not seen any distinctive and convinced action scheme for selection of both trainers and trainees of the training programs while analyzing the available documents.

5.1.7 Evaluation of Training Program

It is enlightened that most training programs evaluated at the end of each training event through questionnaires filled by trainees, and a few while the program is going on, but non on the job. Unfavorably most of the time, there were no formal formats displayed for evaluation, and absence of discussion by all trainees, trainers, and organization officials about the trainings delivered. Furthermore, the evaluation process to determine unmet training needs, to ensure the rightness of the training program, to improve current and future training programs were achieved

as an infrequent manner. Except in some limited number of training programs, no complete document found which kept with the records of the entire training programs.

5.1.8 Overview of Training Programs under PSCAP

It is found that the majority of training programs in PSCAP are dominated by short term trainings, following summer program and attending higher education. While distance learning and teleconferencing are the least types of training programs practiced in PSCAP. Concerning the type of training offered; BPR, strategic planning and management, monitoring and evaluation, and human resource management figured the lion share of it. And unexpectedly, financial management, government policy awareness, leadership development, and good governance employed bare minimum.

The value of the training programs is not noticed remarkably due to improper procedure of the trainings delivered; especially, absence of full preparation of trainers, misusing the training instruction guideline, lack of planning, and making the training programs as a futile exercise. On the other side, transfer of learning from training to actual job setting, identifying the concrete needs of training in an organization, relevance of training contents to trainees current work status, consistency of the training programs with the organizational needs, and sound knowledge in applying training procedures and principles considered as crucial factors for the training success.

To trainees, the challenges encountered training programs in PSCAP

being;

- improper management and coordination of training.
- shortage of proficient manpower on training issues.
- absence of training needs assessment, lack of budget,
- be deficient in attention from management bodies.
- absence of training departments and training institutes in the region,
- and lack of motivation of employees to attend the training programs.

As well, to some organization officials and considerable number of trainers, among the problems appeared being:

- lack of valuable reference materials, especially monitoring and evaluation guidelines.
- absence of clear and transparent selection criteria of both trainers and trainees,
- shortage of training experts.
- misuse and shortage of the allocated budget.
- lack of fair knowledge in the area of training program,
- absence of follow-up, and reporting the progress of training programs merely occasionally.

Ensuing the aforementioned obstacles, as per the participants of the training programs the following measures possibly tackle the problem:

- Selecting both trainers and trainees according to rational standards,
- follow-up of trainers in relation to the preparation and scheduling of training programs,
- participation of employees in planning and implementation of training programs,
- strengthening the managerial capacity of official bodies,
- identifying the right capacity gap of employees and designing training programs accordingly,
- utilization of the allocated budget properly,
- and more importantly not conducting training programs for the sake of 'training' rather making it a serious attempt.

In a general view, though the selected respondents of this study were represented different public sectors their perception towards most of the essential preceded training issues were almost similar.

5.2 Conclusions

As verified earlier in this paper, an attempt has been made to assess the continuing efforts of some public sector organizations in the process of empowering civil servants on efficiency and responsiveness of public sectors' service delivery through the training activities under PSCAP in Hareri regional state.

Viewing generally, although respondents were differing in organizational composition, their perception on the majority of cases of training programs was similar. This shows that the status of public sector organizations regarding the practice of training is almost the same. Along with, even if most training contents in PSCAP were imposed by higher authorities and dominated by short term type trainings, they are expected to be essential and contribute a lot to capacitating the public sectors if and only if, they offered in the rational approach.

Yet, disregarding TNA, improper setting of training objectives, insufficiency of the organizational training needs and the training objectives with that of the already identified and presented training contents, not applying the various training methods in a fair and balanced manner, deficiency in typical characteristics and roles of trainers, lacking fair-minded and pursuing appropriate procedures for the selection of trainees, and most importantly not paying attention to the practice of evaluation were observed. Under all these unfavorable conditions, mainly, the possibility of attaining the subject matter and the opportunity of transferring learning into the ground of work, improving employees' performance and enhancing organizational tasks, and all in all, achieving benefits from the trainings and the best of the programs under PSCAP are questioned.

5.3 Recommendations

Based on the findings and conclusions made from this study, the following recommendations can be forwarded.

- A. TNA as the key source to propose, organize and implement training programs, it should be conducted regularly following a typical procedure and employing powerful techniques in assessing prominent information about employees, job and organization performance. In doing so, there should be collaboration between Capacity Building Bureau of Hareri

and respected public sectors to maximize the practicability as well as the achievement of training programs to be delivered.

- B. Deciding what knowledge and skills need to be taught is the important task in the development of training design. Therefore, CBBH as the coordinator of training programs in PSCAP should play a great role in participating stakeholders on identifying training contents that hold detailed statement of what a trainee need to learn based on comparison between the job specification and his/her level of competencies. Furthermore, to make the contents understandable and retainable they must be systematically grouped, interrelated and sequentially organized; and above all, they should be well-suited with those of the organizational training needs and the training objectives set, in order to bridge the performance deficiencies identified by the training need assessment.
- C. For a successful training program, selecting the right trainers and trainees based upon clear and objective criteria set with following appropriate procedures are indispensable. Consequently, instead of leaving this issue to the participant public sectors, CBBH should consult and follow-up the process of selecting both trainers and trainees. Furthermore, organizations should be familiar with recording essential training events as listing of trainers and participants to accelerate the training effort that an individual and organization may achieve.
- D. Evaluation as a major tool through which we gather information in the form of feedback and get inputs to make certain judgments about the trainings offered thus far, should be practiced carefully and systematically. Therefore, organizations should carry out evaluating the training programs all the way through the training programs using various assessment techniques, and undergo all levels of evaluation depending on the degree of importance. Moreover, CBBH has to monitor and follow-up the process so as to get necessary feedback, which makes fulfill its responsibility, and thereby advance the situation.
- E. The challenges the training programs under PSCAP in Hareri region faced are likely to have their own impediments on planning and implementation of the program at national level since PSCAP is an ever- nation program. Therefore, in-depth study on the issue should be conducted and based on the findings take action accordingly to improve the situation and thereby enhance the capacity building endeavors.

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Annex One
Addis Ababa University
School of Graduate Studies
College of Education
Department of Educational Planning and Management

Questionnaire to be completed by employees who obtained training (s) in PSCAP to scale up the capacity of civil servants in public sectors since 2005.

The purpose of this questionnaire is to collect appropriate information that will help to assess the practice of Training Programs in Public Sector Capacity Building Program (PSCAP) in Hareri Regional State.

To achieve the purpose, your cooperation in completing this questionnaire is highly appreciated.

Accordingly, your authentic & forthright response, and timely return is quite vital to determine the success of the research study. Therefore you are, kindly requested to react to each one of the questions carefully.

General Direction

- ▶ you do not have to write your name.
- ▶ mark (X) signs in the boxes given to indicate your response(s).
- ▶ respond to all open-ended questions by writing your comments on the spaces provided.
- ▶ it is possible to use Amharic or English in giving comments.

Thank you in advance for your cooperation!

PART ONE: General Information/Personal Characteristics

1) Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Capacity Building	Education	Agr. & Rural Dev't	Health	
2) Sex	<input type="checkbox"/>	<input type="checkbox"/>			
	Male	Female			
3) Age in Years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Below 25	26 - 35	36 - 45	46 - 55	Above 56
4) Educational Background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Below Certificate	Certificate	Diploma	BA/ BSC	MA/MSc
5) Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Below 5	6 - 10	11 - 15	16 - 20	

6) Current Position _____.

PART TWO: PRACTICE OF TRAINING PROGRAM

A. TRAINING NEEDS ASSESMENT

7) Does your organization conduct training needs assessment in PSCAP?

A. Yes B. No I Do not know

8) If your response for question No. 7 is "Yes", which technique (s) does your organization use to conduct training needs assessment? (You can have more than one response).

- A. Analyzing the physical characteristics of an organization
 B. Analyzing how organizational tasks are performed
 C. Assessing current situation of organization and identifying deficient areas

- D. Recognizing the recommendation of higher authorities
- E. Analyzing how individuals perform their jobs
- F. Analyzing organizational inventories
- G. Conducting employee interviews

H. If any other, please specify it _____

9) If training needs analysis have not been practiced what would be possible reasons?

(You can indicate more than one choice)

- A. Lack of awareness
- B. Shortage of financial resource
- C. The practice is not familiarized
- D. The management has not given attention
- E. Absence of experts to conduct it

F. If any other, please specify it _____

B. SETTING TRAINING OBJECTIVES

. Indicate the extent to which you agree or disagree towards training objectives with the following question items.

	Question Items	The extent of the gap				
		Strongly Agree	Agree	I can not Decide	Disagree	Strongly Disagree
10)	There were written general objectives about the training program					
11)	Before the beginning of the training program trainees were quite sure what they need to learn					
12)	Training objectives were measurable					
13)	Training objectives were sound					

	enough to improve organizational tasks					
14)	Training objectives were suitable to solve organizational problems					
15)	Training objectives were appropriate to resolve employees' capacity gap					
16)	Training objectives were achievable					

C. IDENTIFYING THE TRAINING CONTENTS

Show the extent to which you agree or disagree with the following issues of training contents characterized in your organization.

No	Question Items	The extent of the gap				
		Strongly Agree	Agree	I can not Decide	Disagree	Strongly Disagree
17)	The training contents were appropriate to the needs of the organization					
18)	The selected contents satisfy the training objectives set					
19)	There was a direct link between training contents and trainees level of competency					
20)	Trainees participate in the selection of training program contents					
21)	The training contents were arranged sequentially					
22)	The training contents were understandable					

D. CHOOSING TRAINING METHODS

. Indicate the extent to which your organization employed the following training methods.

No	Question Items	The extent of the gap				
		Most frequently	Frequently	Sometimes	Seldom	Never
On the Job Training						
23)	Job rotation is used					
24)	Mentoring is used					
25)	Coaching is used					
26)	Job instruction is used					
27)	Distance education is used					
<i>If any other, please specify it</i> _____ _____						
Off the Job Training						
28)	Lecture method is used					
29)	Attending higher education is used					
30)	Scholarship is offered					
31)	Visiting other organization is used					
32)	On-line learning is applied					
<i>If any other, please specify it</i> _____ _____						

approach to training program

method selection of training program

E. SELECTION OF TRAINERS AND TRAINEES

. Indicate the extent to which you agree or disagree with the following points towards selecting trainers and trainees in your organization.

No	Question Items	The extent of the gap				
		Strongly Agree	Agree	I can not Decide	Disagree	Strongly Disagree
CRITERIA ON SELECTION OF TRAINERS						
33)	Trainers have sound knowledge of subject matter					
34)	Trainers have good interpersonal skills					
35)	Trainers accept trainees opinion					
36)	Trainers facilitate trainees' discussion					
37)	Trainers have ability of relating the training with the trainees real life					
<i>If any other, please specify it</i> _____ _____						
CRITERIA ON SELECTION OF TRAINEES						
38)	Trainees selected based on their responsibilities in the organization					
39)	Trainees selected according to their qualification					
40)	In selecting trainees evidence based capacity gap is used					
41)	Trainees selected as to the related requirements of the training (like technical skills,					

	language, ...)					
42)	Most of the trainees selected properly					
If any other, please specify it _____ _____						

F. EVALUATING THE TRAINING PROGRAMS

43) Does your organization evaluate the training programs delivered?

A. Always B. Sometimes C. Rarely D. Never

. Point out the degree to which your organization makes use of the following aspects of training evaluation practice.

No	Question Items	The degree of the gap			
		Always	Sometimes	Rarely	Never
44)	There are formal training evaluation formats in the organization				
45)	Evaluating the training program is made to determine unmet training needs				
46)	Training evaluation ensured the rightness of the training program				
47)	Training evaluation is made to improve current and future training programs of the organization				
48)	There was a discussion by trainees, trainers and employer organization				
49)	Training evaluation has assisted in improving organizational product and services				

G. REVIEW OF TRAINING PROGRAMS IN PSCAP

50) What were the types of training programs you have attended in PSCAP?

- A. Scholarship abroad
- B. Distance education/ self-study program
- C. Teleconferencing
- D. In- service (summer) program
- E. Short term training
- F. Higher education (University/College) Program

G. If any other, please specify it _____

51) What were the contents of training program you have attended in PSCAP?

- A. Awareness creation on new government policies
- B. Strategic Planning and Management
- C. Leadership Development
- D. Monitoring and Evaluation
- E. Good Governance
- F. Business Process Reengineering (BPR)
- G. Financial Management

H. If any other, please specify it _____

. How do you rate the value of the training programs you have attended so far in PSCAP towards the following issues?

No	Question Items	Highly Relevant	Relevant	Irrelevant	Highly Irrelevant
52)	Improved competency of the trainees				
53)	Enabled the trainees adopt new technologies and findings				
54)	Increased the moral of the trainees.				

55)	Provided solutions for the major and prioritized problems				
56)	Brought improvement in the efficiency and effectiveness of the organizational performance				

H. ASSESSING THE TRAININGS SUCCESS IN PSCAP

57) In your view what is/are the core factor(s) of effective training?

(You can indicate more than one choice)

- A. Relevance of training contents to trainees' current work status
- B. Consistency of the training program with the organizational mission
- C. Transfer of learning from training to actual job setting
- D. Availability of sound knowledge in applying training principles
- E. Identifying and satisfying the real needs of training in an Organization

F. If any other, please specify it _____

58) What do you think are the major problems faced in implementing the trainings in PSCAP to effect?

- a. _____

- b. _____

- c. _____

59) What solutions do you suggest so as to improve such problems and get the most of the program?

- a. _____

- b. _____

- c. _____

ክፍል አንድ፡ ዳራዊ መረጃ/ አጠቃላይ መግለጫ

1) የመስሪያ ቤት ስም	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	አቅም ግንባታ ቢሮ	ትምህርት ቢሮ	ግብርናና ገጠር ልማት	ጤና ቢሮ	
2) ጾታ	<input type="checkbox"/>	<input type="checkbox"/>			
	ወንድ	ሴት			
3) እድሜ በዓመት	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ከ25 በታች	ከ26 - 35	ከ36 - 45	ከ46 - 55	ከ56 በላይ
4) የትምህርት ደረጃ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ከሰርተፊኬት በታች	ሰርተፊኬት	ዲፕሎም	የመጀመሪያ ዲግሪ	ኤም.ኤ(ኤም.ኤ. ስ ሲ)
5) የስራ ልምድ በዓመት	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ከ5 በታች	ከ 6 - 10	ከ11 - 15	ከ 16 - 20	ከ 20 በላይ

6) አሁን ያሉበት የስራ መደብ _____.

ክፍል ሁለት፡ የስልጠና ፕሮግራም ትግበራ

A. የስልጠና ፍላጎት ጥናት

7) እውን የእርስዎ መስሪያ ቤት በ(PSCAP) ስር ያሉ ስልጠናዎችን ከማካሄዱ በፊት የስልጠና ፍላጎት ጥናት አከናውኗልን?

- A. አዎ B. አላከናወነም C. አላውቅም

8) ለተራ ቁጥር 7 የሰጡት ምላሽ "አዎ" የሚል ከሆነ የርስዎ መስሪያ ቤት የስልጠና ፍላጎት ጥናት ለማካሄድ ከሚከተሉት የትኛውን መንገድ ነበር የተጠቀመው?

(ከአንድ በላይ መልስ መስጠት ይቻላል)።

- A. የመስሪያ ቤቱን አጠቃላይ ገጽታ መቃኘት
- B. የመስሪያ ቤቱን ድርጅታዊ የስራ ክንውን መዳሰስ
- C. የመስሪያ ቤቱን ወቅታዊ ሁኔታ ማጥናትና እክል ያለበትን አካባቢ መለየት
- D. የበላይ ሃላፊዎችን ምርጫና ትዕዛዝ መቀበል
- E. ሰራተኞች በስራ ገበታ ላይ የሚያሳዩትን ብቃት ማጥናት
- F. የመስሪያ ቤቱን ሪከርድ (አዎንታዊም ሆነ አሉታዊ) መመርመር

G. ሰራተኞችን ቃለ-መጠይቅ ማድረግ

H. ከነዚህ የተለየ ካለ ባጭሩ ይጥቀሱ _____

9) የስልጠና ፍላጎት ጥናት ካልተከናወነ ምክንያቱ ምን ይመስልዎታል? (ከአንድ በላይ መልስ መስጠት ይቻላል)::

- A. የዕውቀት ማነስ
- B. የፋይናንስ ዕጥረት
- C. የጥናቱ አለመለመድ
- D. በአስተዳደር በኩል ለጉዳዩ ትኩረት መነፋግ
- E. ጥናቱን ለማካሄድ ብቃት ያለው ባለሞያ አለመኖር

F. ከነዚህ የተለየ ካለ ባጭሩ ይጥቀሱ _____

B. የስልጠና ዓላማ ዝግጅት

. ከሚከተሉት የስልጠና ዓላማዎች አኳያ የርስዎን የመስማማትና አለመስማማት ደረጃ አመልክቱ::

ተ/ቁ	ጥያቄዎች	የልዩነት ደረጃ				
		በደንብ እስማህሁ	እስማህሁ	መወሰን አልቻልንም	አልስማምንም	በፍጹም አልስማምንም
10)	ስልጠናው በዕሁፍ የተቀመጠ አጠቃላይ ዓላማዎች ነበሩት፤					
11)	እያንዳንዱ ስልጠና ከመጀመሩ በፊት ስልጣኞች ስለስልጠናው ምንነት ግንዛቤ ነበራቸው፤					
12)	የእያንዳንዱ ስልጠና ዓላማ መለካት የሚችል ነበር፤					
13)	የስልጠናዎቹ ዓላማዎች የመስሪያ ቤቱን የስራ ክንውን ከማሻሻል አኳያ ተስማሚ ነበሩ፤					
14)	የእያንዳንዱ ስልጠና ዓላማ የመስሪያ ቤቱን ችግር ከመቅረፍ አኳያ ተስማሚ ነበር፤					

15)	የስልጠናዎቹ አላማዎች የሰራተውን አቅምና ክህሎት ለማዳበር ተስማሚ ነበሩ፤					
16)	የስልጠናዎቹ ዓላማዎች መተግበር/ስራ ላይ መዋል የሚችሉ ነበሩ።					

C. የስልጠና ይዘት (Content) ዝግጅት

የእርስዎን የመስማማትና አለመስማማት ደረጃ ከሚከተሉት የስልጠና ይዘት አኳያ አመልክቱ።

ተ/ቁ	ጥያቄዎች	የልዩነት ደረጃ				
		በደንብ እስማማለሁ	እስማማለሁ አ	መውሰን አልችልም	አልስማማም አ	በፍጹም አልስማማምአ
17)	የስልጠናዎቹ ይዘቶች ከድርጅቱ ፍላጎት ጋር የተጣጣሙ ነበሩ፤					
18)	የስልጠናዎቹ ይዘቶች ከስልጠናዎቹ ዓላማዎች ጋር የተዛመዱ ነበሩ፤					
19)	የስልጠናዎቹ ይዘቶች ከሰልጣኞች ብቃት ጋር ጥብቅ ቁርኝት ነበራቸው፤					
20)	ሰልጣኞች በስልጠና ይዘት ዝግጅት ላይ ተሳትፈዋል፤					
21)	የስልጠናዎቹ ይዘቶች በቅደም ተከተል የተቀመጡ ነበሩ፤					
22)	የስልጠናዎቹ ይዘቶች ከግልፅነት የራቁ ነበሩ።					

D. የስልጠና ዓይነት ምርጫ

. ከሚከተሉት የስልጠና ዓይነቶች አኳያ የመስሪያ ቤትዎን የትግበራ ደረጃ አመልክቱ::

ተ/ቁ	ጥያቄዎች	የልዩነት ደረጃ			
		ሁልጊዜ	በብዛት	አልፎአልፎ	በጭራሽ
የስራ ላይ ስልጠና					
23)	የስራ ዝውውር ስልጠና				
24)	የልምድ ሰጪ ስልጠና ተካሂዷል				
25)	የዝግጅት ስልጠና ተሰጥቷል				
26)	የስራ መመሪያ ስልጠና ተካሂዷል				
27)	ሰራተኞች የርቀት ትምህርት ተከታትለዋል::				
<p>ከነዚህ ሌላ ካለ ይጥቀሱ _____</p> <p>_____</p>					
ከስራ ውጪ ስልጠና					
28	የገለጻ ስልጠና ተተግብሯል				
29	ሰራተኞች ከፍተና የትምህርት ተቋም ገብተው ትምህርት ተከታትለዋል				
30	ሰራተኞች የውጪ አገር የትምህርት ዕድል አግኝተዋል				
31	ሰራተኞች የሌላ መስሪያ ቤትን የስራ ሂደት ጎብኝተዋል				
32	ሰራተኞች ስልጠና በምስለ-መስተጋብር (Teleconferencing) ተከታትለዋል				
<p>ከነዚህ ሌላ ካለ ይጥቀሱ _____</p> <p>_____</p>					

E. የአሰልጣኞችና ሰልጣኞች መረጣ ዝግጅት

. የእርስዎን የመስማማትና አለመስማማት ደረጃ ከሚከተሉት የአሰልጣኞችና ሰልጣኞች መረጣ አኳያ አመልክቱ::

ተ/ቁ	ጥያቄዎች	የልዩነት ደረጃ				
		በደንብ እስማ ማለሁ	እስማ ማለሁ	መወሰን አልችልም	አልስማማም አ	በፍጹም አልስማማም አ
የአሰልጣኞች ምርጫ መስፈርት						
33	አሰልጣኞች በሚያሰለጥኑበት ጉዳይ ላይ በቂ ዕውቀት ነበራቸው፤					
34	አሰልጣኞች የአሰልጣጠን ልዩ ክህሎት ነበራቸው፤					
35	አሰልጣኞች የሰልጣኞችን አስተያየት የሚቀበሉ ነበሩ፤					
36	አሰልጣኞች በውይይት መማማር እንዲኖር ይጥሩ ነበር፤					
37	አሰልጣኞች ስልጠናው በሰልጣኝ ህይወት ላይ በጎ ተፅዕኖ እንዲኖረው በሚያስችል መልኩ የማቅረብ ችሎታ ነበራቸው፡፡					
ከነዚህ ሌላ ካለ ይጥቀሱ _____ _____						
የሰልጣኞች ምርጫ መስፈርት						
38	ሰልጣኞች ባላቸው የሃላፊነት ደረጃ ነበር የተመረጡት፤					
39	ሰልጣኞች ምርጫ የትምህርት ደረጃቸው ወሳኝ ነበር፤					
40	በመረጃ የተጠናቀረ የሰራተኞች የብቀት ልዩነት በምርጫ መስፈርት ውስጥ ተካቶ ነበር፤					
41	ስልጠናዎቹ ሰልጣኞች የሚያስፈልጓቸውን ክህሎቶች (እንደ ኘ ቋንቋ፣ ሞያና የመሳሰሉት) መስረት ያደረጉ ነበሩ፤					
42	አብዛኞቹ ሰልጣኞች የተመረጡት በትክክል ነበር፡፡					
ከነዚህ ሌላ ካለ ይጥቀሱ _____ _____						

F. የስልጠና ግምገማ

43. እውን የእርስዎ መስሪያ ቤት የሚሰጡትን ስልጠናዎች ይገመግማል?

- A. ሁልጊዜ B. አንዳንዴ C. አልፎአልፎ D. በፍፁም

. ከሚከተሉት የስልጠና መገምገሚያ ነጥቦች አኳያ የመስሪያ ቤትዎን አሰራር አመልክቱ::

	ጥያቄዎች	የልዩነት ደረጃ			
		ሁልጊዜ	በብዛት	አልፎአልፎ	በጭራሽ
44	በመስሪያ ቤቱ ውስጥ በግልጽ የሚታወቅ የስልጠና መገምገሚያ ቅፅ አለ፤				
45	የስልጠና ግምገማ የተካሄደው የድርጅቱን ያልተሟላ ፍላጎት ለማወቅ ነበር፤				
46	የተካሄደው የስልጠና ግምገማ የስጠናውን ትክክለኛነት ለማረጋገጥ ሶስቦ ነበር፤				
47	የስልጠና ግምገማ የተደረገው እየተካሄዱ ያሉትንና ወደፊት የሚካሄዱትን ስልጠናዎች ለማሻሻል በሚል እሳቤ ነበር፤				
48	ስልጣኞች፣ አሰልጣኞችና የድርጅቱ የበላይ ሃላፊዎች በስልጠናው ዙሪያ በአንድ መድረክ ግምገማ አካሂደዋል፤				
49	የተካሄደው የስልጠና ግምገማ የድርጅቱን ምርትና አገልግሎት ለማሻሻል ረድቷል::				

G. በPSCAP ስር የተሰጡ ስልጠናዎች መግለጫ

50) በስልጠና ፕሮግራሙ ውስጥ የተካተቱ ምን ዓይነት ስልጠናዎችን ነው የተከታተሉት?

- A. የውጭ የትምህርት ዕድል
- B. የርቀት ትምህርት
- C. በምስለ-ተጋብር / Teleconferencing
- D. የክረምት ትምህርት
- E. የአጭር ጊዜ ስልጠና
- F. የዩኒቨርሲቲ/ኮሌጅ ትምህርት

G. ከነዚህ የተለየ ካለ ይጥቀሱ _____

51) በPSCAP ስር የተካፈሉበት ስልጠና ይዘት በምን ላይ ያተኮረ ነበር?

- A. የመንግስት አዳዲስ ስልጠናዎችን ስለማሳወቅ (New Govt Policies)
- B. ስለተቀናጀ ዕቅድና አስተዳደር(Strategic Planning and Management)
- C. ስለስራ አመራር እድገት (Leadership Development)
- D. ስለቁጥጥርና ግምገማ (Monitoring and Evaluation)
- E. ስለመልካም አስተዳደር (Good Governance)
- F. ስለ Business Process Reengineering (BPR)
- G. ስለፋይናንስ አስተዳደር (Financial Management)

H. ከነዚህ የተለየ ካለ ይጥቀሱ _____

52) በPSCAP ስር የተሳተፉባቸው ስልጠናዎችን ከሚከተሉት ጉዳዮች አኳያ እንዴት ይመዘኗቸዋል?

ተ/ቁ	ጥያቄዎች	በጣም ጠቃሚ ነበር	ጠቃሚ ነበር	ጥቅም የሳለ አልበረም	ምንም አልጠቀመም
52)	የሰልጣኑን ችሎታ በማሻሻል ረገድ፤				
53)	ሰልጣኑን ከአዳዲስ ቴክኖሎጂና ግኝቶች ጋር በማስተዋወቅ በኩል፤				
54)	የሰልጣኑን የስራ ተነሳሽነት መጨመር፤				
55)	ዋናና ቅድሚያ ለሚገባቸው ችግሮች እልባት ማስገኘት፤				
56)	የድርጅቱን ብቃትና ውጤታማነት ማሻሻል				

H. በPSCAP ስር የተሰጡ ስልጠናዎች ውጤታማነት ወሰኝ መለኪያዎች

57) በእርስዎ አመለካከት ለስልጠና ውጤታማነት ዓባይነት ጉዳዮች፤

- A. የስልጠና ይዘት ከሰልጣኑ ስራ ጋር ያለው ተዛምዶ
- B. የስልጠና ፕሮግራም ከድርጅቱ ተልዕኮ ጋር ያለው መስተጋብር

- C. በስልጠና የተገኘን ዕውቀት በተጨማሪ የስራ ገበታ ላይ ማዋል
- D. ስልጠናን በደንብ መሰረት ለመተግበር በቂ ክህሎት መኖር
- E. ድርጅቱ የሚያስፈልገውን ትክክለኛ የስልጠና ዓይነት ለይቶተግባራዊ ማድረግ

F. ከነዚህ የተለየ ካለ ይጥቀሱ _____

58) በPSCAP ስር የተሰጡ ስልጠናዎችን ወደ ተግባር ለመለወጥ እክል የነበሩ ጉዳዮች ምን ነበሩ?

- a. _____

- b. _____

- c. _____

59) የተከሰቱ ችግሮችን ለመቅረፍና የስልጠና ፕሮግራሙን ውጤታማ ለማድረግ ይረዳሉ የሚሏቸውን የመፍትሔ ሃሳቦች በዘረዘሩ?

- a. _____

- b. _____

- c. _____

Annex Three
Addis Ababa University
School of Graduate Studies
College of Education
Department of Educational Planning and Management

A Structured Interview Questions to be answered by Head, V/Head & Team Leaders of Respected Organizations.

A. Training Needs Assessment

1. Does your organization conduct training programs in PSCAP based on training needs assessment?
2. How often does your organization conduct TNA?
- What is the right time to conduct TNA?
3. What methods does your organization use for conducting TNA?

B. Formulating Training Objectives

1. How often does the organization has been employed written general objectives of the training programs in PSCAP?
2. Who are involved in formulating training objectives?
3. What methods does your organization take to make training objectives clear to whom involved in the training program?

C. Determining Contents of the Training Programs

1. How does the selection of contents of a training program done?
2. Who are involved in selecting contents to a training program?
3. What sources does your organization use in selecting contents for the training program?
4. How much are the contents of the training programs developed linked with training needs?

D. Selecting Trainers and Trainees

1. What criteria are there in selecting appropriate trainers?
2. What are the sources of locating potential trainers?
3. What are the expected roles of the trainers?

Annex Four
Addis Ababa University
School of Graduate Studies
College of Education
Department of Educational Planning and Management

A Structured Interview Questions to be Answered by Trainers

A. Training Needs Assessment

1. When is the right time to conduct training needs assessment /TNA? At which stage of training program?
2. What methods do you ever use to conduct TNA?

B. Formulating Training Objectives

1. Have you ever formulate objectives for training programs in general and for each course in particular?
2. Do you make training objectives clear to trainees in the training program? How?

C. Determining Contents of the Training Programs

1. How do you select the contents of a training program?
2. After selecting contents of a training program do you sequence them? How?
3. How much are the contents of the training programs developed linked with training needs?

D. Evaluating Training Program

1. What do you think is the value of evaluating training programs in PSCAP?
 2. When you do the evaluation process of each training program?
 3. How do you measure whether the trainees have brought changes in their learning?
- Any other additional or general comment regarding the training programs in PSCAP?

Thank you very much!

4. On what basis does the selection of appropriate trainees done?

E. Evaluating Training Program

1. What do you think is the purpose of evaluating training programs in PSCAP?
2. When does your organization do the evaluation process of each training program?
3. How do you measure whether the trainees have brought changes in their performance results?

E. Determinants of Trainings Successfulness in PSCAP.

1. To what extent have employees in your organization applied their learning (in skills, knowledge, and attitudes) addressed in the trainings to their jobs?
2. In what way have the trainings in PSCAP improved employees' performance?
- in which specific areas (for example, improve product/service, reduce cycle time, enhance customer satisfaction, ...).
3. Would you agree that the trainings in PSCAP have been a worthwhile investment for your organization? If so, how can you describe it?
4. Do you recommend a different way/ style of offering those trainings to produce better results?

G. Problems encountered in Implementing Training Programs in PSCAP:

- What do you think are the major problems faced in implementing the trainings in PSCAP to effect?

H. Possible Solutions in Alleviating such Problems

- What solutions/practical measures that should be taken so as to alleviate such problems and get the most out of the program?

- Any other additional or general comment regarding the training programs in PSCAP?

Thank you very much!

Annex Five

Check List for Document Analysis of Training Programs under PSCAP

S/No	Item Description	Position		Comments
		√ Available	× Not Available	
Ground Work for Training				
1	Training Proposal document			
2	Training Guideline Scheme			
3	Organizational Training Needs Analysis(OTNA) Set-up & Reporting Format			
4	Training Needs Analysis(TNA) Set-up & Reporting Format			
5	Training Event Planning Scheme			
Training Design				
6	Arrangement of Training Methods by Category of Learning			
7	List of Training Facilitators, Trainers & Participants(Trainees) by Profession			
8	Training Proceeding & Follow-up Mechanism Layout			
9	Sample Training Schedule			
10	Sample Training Agenda & Sessions			
11	Sample Training Attendance Sheet			
Evaluation				
12	Participants Daily Sessions(s) <u>Reaction</u> Evaluation Format			
13	Participants Daily Sessions(s) <u>Learning</u> Evaluation Format			
14	Participants <u>Behaviors</u> Change Assessment Outline			
15	Participants Performance (on-the-job) Change <u>Result</u> Evaluation Set-up			
16	Training Evaluation Reporting Outline			

Annex Six

Major Client Organizations of Training Programs under PSCAP in Hareri Regional State:

1. Capacity Building Bureau
2. Agriculture and Rural Development Bureau
3. Education Bureau
4. Health Bureau
5. Finance and Economic Development Bureau
6. Culture, Tourism and Information Bureau
7. Justice and Security Bureau
8. Civic Organizations and Social Affairs Bureau
9. Trade, Industry and Urban Development Bureau
10. Cooperative and Associations Bureau
11. Women's Development Fund Bureau
12. Investment and Development Bureau

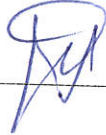
(Source: Head, PSCAP unit in Capacity Building Bureau of Hareri Region September, 2008).

Declaration

I the undersigned declare that this thesis is my work and has not been presented in any other university and all sources of materials used in this thesis have been duly acknowledged.

Name: Juber Abdela Yassin

Signature: _____



Date: _____

27/02/09

Submission Approval

This thesis has been submitted for examination with my approval as university advisor.

Name: Ato Adane Tessera (Assistant Professor)

Signature: _____



Date: _____

27/02/09