



Addis Ababa University  
College of Business and Economics  
Department of Management

**Assessment of Training and Development Practices: The  
Case of OMEDAD PLC**

**By:**

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June, 2015  
Addis Ababa

# **Assessment of Training and Development Practices: The Case of OMEDAD PLC**

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**Approved By Board of Examiners**

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## **Declaration**

I, undersigned, declare that this research project is my original work. Furthermore, all sources of materials used for the research had been duly acknowledged.

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## **Certification**

This is to certify that Aster Alemayehu Ali has done a study on the topic “*Assessment of Training and Development Practices: The Case of OMEDAD PLC*” This study is of her original work and all the sources of materials used for the project had been duly acknowledged.

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Aster Alemayehu

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## **Abbreviations and Acronyms**

TD	Training and Development
HR	Human Resources
HRD	Human Resources Development
ROA	Return on Asset
ROE	Return on Equity
ROI	Return on Investment
MSC	Manpower Services Commission
CEDEFOP	European Centre for the Development of Vocational Training
NISC	National Industry Skills Committee
OMEDAD	Office Machines, Equipment, and Domestic Appliances Distributor
<b>Key word:</b>	Training and development

## **Abstract**

*The study aims at assessment of training and development practices in private organizations (case study on OMEDAD PLC) with due emphasis on practices of TD needs assessment, TD methods, and evaluation of TD effectiveness. Accordingly, all the necessary data has been gathered from primary sources using questionnaires and interviews. Stratified sampling technique was used and the number of participants was 38 manager and non-manager employees. The researcher used descriptive analysis with the help of tables and percentages to analyze the data. The study revealed that the major weaknesses of the company in training and development practices being lack of periodical and balanced method of TD needs assessment, imbalance between on-the-job and off-the-job method of trainings, absence of trainees evaluation practice at different phases, and absence of evaluating the effectiveness of TD activities. The strengths being practicality of technical trainings, cooperation of existing staff to train new employees, and belief of top level management on the importance of TD to organizational performance. Hence, the Company need to keep up with its strengths and alleviate its weaknesses by adopting a systematic approach of TD practices.*

# **Chapter 1: Introduction**

## **1.1 Background of the Study**

Human, natural, and capital resources of a country primarily shape the nature of corporate productive capacity in the world, and thus the nature of international business. Nowadays, the role of human resources has become increasingly important as a primary determinant of industry and country competitiveness as the level of technology has advanced (Kotabe & Helsen, 1999).

In the past, it was believed that the competitive advantage of a firm emanates from its possession of resources such as finance and technology. Nowadays, with the spread of information and worldwide communications; competitive advantage based on technology may only be maintained for short periods of time before competitors catch up. Hence, in a growing number of organizations; human resources are viewed as a source of competitive advantage. Human resources of a firm represent a determinant factor that have the capacity to enhance or impede the firm's development (Wilson, 1999). This implies that the successes of firms rely on maintaining competent, skilled, and motivated employees without which their survival put at risk.

As a result, human resource development (HRD) has received increasing attention for the attainment of organizational goals. Among the distinct HRD practices; training and development is one of the best ways that organizations use to sharpen their human resources. This practice enable employees to acquire knowledge, develop competencies and skills, and adopt behaviors that improve performance of current jobs continuously (Rouda & Kusy, 2003).

As the business environment is continuously changing, firms are focusing on developing their products and services to meet changing demands and increase their market share. To achieve these objectives, they need their human resources to broaden their skills and gain other technical and interpersonal skills continuously. Several empirical studies have been made that indicate the importance of training. These studies indicate that training has positive effects on: employee's commitment (Ahmed & Schoeder, 2003); new sales revenue, productivity, customer satisfaction, quality and speed (Ely, 2004); increase in ROI (Ballot et al, 2001); net sales, ROA, ROE, profit margin (Bernhal and Wellins, 2006); sales per worker, productivity, labor efficiency (Cappelli &

Neumark, 2001) are few to mention. Whereas In Ethiopia, training and development is the least practiced HR element especially in most private owned organizations (Gebeyehu, 2013). Yet there is lack of adequate studies on the practice, benefits, and limitations of training practices in the private business sectors.

OMEDAD PLC is one of the private businesses operating in Ethiopia. It was established in 1992 (G.C.). The company is engaged in importing and distributing office machines, furniture, domestic appliances, catering equipment, and consumer electronics to local market dealers“ as well as end users. Currently, it operates under 19 branches out of which 5 are located in Addis Ababa and the other 14 are in major commercial towns of the country. The company has 358 employees out of which 308 are permanent while 50 are contract term employees. It has a registered capital of Birr 60 million and its annual turnover reached to Birr 350 million.

Most of the products are imported from world renowned manufacturers and suppliers originated in Europe and Japan. The company has been able to maintain exclusive distributorship right for almost all the product group they import. The core functions of the business are resourcing reliable, dependable and competitive products; selling products through own outlets and dealers; and providing after sales technical back up services. Consistently, the objective of the company is to increase market share and maintain profitability of the firm.

Pertaining to the above for better performance achievement, the company should initiate and implement appropriate, effective training and development practices. Therefore, this paper examined the training and development practices particularly focusing on OMEDAD PLC

## **1.2 Statement of the Problem**

It is perceptible that employees could not acquire full-fledged knowledge only from formal education despite their academic backgrounds. Rather they acquaint and develop themselves in work places by undertaking various customized trainings and development programs offered by their respective employers. Most scholars concur that work places learning is a satisfying and rewarding experience and makes significant contribution to intrinsic motivation and enhances productivity. It is very well recognized that productivity, which is the basic source of profitability, ensures increased competitiveness and ultimate survivability (Greer, 2001). Since all and new skills are not acquired and developed through formal education, it implies that lack or absence of workplace training practices will have negative impact on quality of output, speed, customer satisfaction, and overall performance.

Currently, organizations in developed countries perceived TD as an effective means to achieve short and long term objectives, widely recognized its benefits, and consequently invest considerable resources (Noe et al, 2006). On the contrary, firms in Sub-Saharan Africa countries are characterized by weak development of skills and ability to make use of the available human resources (WEF, WB, ADB, 2011). Similarly, training and development is the least practiced HRD element in most Ethiopian private organizations (Gebeyehu, 2013). On the other hand, Ethiopia is on the way to WTO accession which requires the country to liberalize trade to foreign firms.

In the above context, OMEDAD PLC needs to enhance its human resource to be capable of competing both locally and globally. However, despite the relative longevity and size of operational and support service units; the company has not given due emphasis to its human resources development. Preliminary assessment on training and development practices indicates that there existed lack of adequate and systematic TD practices in the company. Off-the-job trainings are particularly limited to few divisions namely, sales and technical services that are located in Addis Ababa only. In addition, such trainings are organized by Procurement Division in collaboration with foreign product suppliers.

If training and development is the source of competitive advantage yet the least practiced HRD element in Ethiopia, much need to be known about the practices and limitations of training and development in private business organizations. Accordingly, this case study analyzed the existing practices of training and development in OMEDAD PLC.

### **1.3 Research Questions**

This study tries to answer the following specific research questions based on the problem of the study.

*RQ1. What are the methods used in identifying TD needs?*

*RQ2. What are the methods used for conducting training and development?*

*RQ3. What are the methods applied for evaluating effectiveness of TD activities?*

*RQ4. What are the major strengths and weaknesses of TD practices?*

*RQ5. How do employees perceive the effectiveness of TD practices in the company?*

### **1.4 Objective of the Study**

*General objective of the study*

The main objective of the study is to analyze employee training and development practices in OMEDAD PLC.

*Specific objectives of the study*

Based on the main objective of this study and the problem statement, the study will have the following specific objectives.

1. To identify the methods used in analyzing TD needs assessment
2. To describe the training methods used in the company
3. To identify the methods used in evaluating effectiveness of TD activities
4. To identify the major strengths and weaknesses of the TD practices
5. To identify how employees perceive the effectiveness of TD practices of the company

## **1.5 Significance of the Study**

The study provides possible suggestions for employee training and development practices of OMEDAD PLC. Moreover, it helps the researcher to acquire knowledge in the area and understand practical experience; and also for the partial fulfillment of the requirements for the degree in executive masters of business administration. Furthermore, the study will help as a source document and stepping stone for those researchers who want to make further study in the area.

## **1.6 Scope and Limitations of the Study**

The scope of this case study is limited to the practice of training and development in OMEDAD PLC. Thus, it is intended to assess the existing training and development practices. In addition, the study relied on the responses of the questionnaires and interviews that are filled out and answered by managers and other employees involved in procurement, sales, and technical services. Although the Company has several branches in up-country, the study is limited to those branches located in Addis Ababa and head office. Moreover, the study faced lack of empirical studies on training and development practices in local private business organizations.

## **1.7 Organization of the Study**

This study is organized in five chapters. Chapter one provides a brief background information to the study, overview of the company under case study, discusses the research problem, scope and limitation, and significance of the study. Chapter two reviews detail literature related to the study. Chapter three presents methodology employed in the study. The fourth chapter focuses on the results and discussions of the study; and finally in chapter five conclusion and recommendations are drawn based on the results of the study.

## **Chapter 2: Review of Related Literature**

### **2.1 Definition and Concepts of Training and Development**

According to Manpower Services Commission's (1981), training is defined as a planned process to modify attitude, knowledge, or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organization.

CEDEFOP (1996), The European Centre for the Development of Vocational Training, defines training as an activity or program of activities designed to teach the skills and knowledge required for particular kinds of work. Training usually takes place at working places, where as education takes place at educational establishments.

Both of the above definitions explain the application of training to the requirements of the organization and this training tends to occur in the workplace. They also indicate a relatively narrow limitation to specific skills and operations. Moreover, training normally has an immediate application and is generally completed in a shorter timescale than education (Van Wart et al, 1993).

Though development has several definitions according to its sectoral dimensions, the relevant to the subject under study is the one defined by MSC (1981) as development is the growth or realization of a person's ability, through conscious or unconscious learning. Development programs usually include element of planned study and experience, and are frequently supported by a coaching or counseling facility (MSC, 1981).

According to Bolton (1995), development occurs when a gain in experience is effectively combined with the conceptual understanding that can illuminate it, giving increased confidence both to act and to perceive how such action relates to its context.

It can be seen from the definitions that development indicates movement to an improved situation that for the individual means advancing towards the physical and mental potential one can possess. In many respects, development indicates growth and movement by the learner rather than learning itself (Wilson, 1999).

According to Bernatek (2003), training and development help to ensure that organizational members have the knowledge and skills needed to perform jobs effectively, take on new responsibilities, and adapt to changing conditions. For Fitzgerald (1992), training focuses primarily on teaching employees how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers, where as development focuses on building the knowledge and skills of organizational members so they are prepared to take on new responsibilities and challenges. Training tends to be practiced more frequently at lower levels of an organization; development tends to be used more frequently with professionals and managers (Jones and George, 2011). Both training and development can play a critical role in attracting and retaining workforce (Wilson, 1999). Training can be an essential tool for maintaining and improving the productivity of employees there by upgrading their skills that are relevant to meet specific business, customer needs and ever changing industry standards while development opportunities motivate employees by providing them with skill and knowledge enrichment (NISC, 2008).

## **2.2 Benefits of Training and Development to Organizations**

Training and development are indispensable components of strategic human resources management (Armstrong, 2006). Training has distinct role for the achievement of organizational goal by incorporating the interests of the organization and the workforce (Storey, 2002 cited in Thang, 2010). Nowadays, training is the most important factor in the business world because it increases the efficiency and the effectiveness of both employees and the organization (Aguinis and Kraiger, 2009). Though employees' performances depend on various factors, training is the most important ones (Armstrong, 2006). Training helps employees to acquaint with knowledge and skills needed for their present job (Fitzgerald, 1992) because few people come to the job with complete knowledge and experience necessary to perform their assigned job.

In order to cope with the rapid rate of change, organizations are increasingly challenged with developing meaningful training programs for their employees as a way to compete and succeed in today's volatile environment (Drost et al, 2002). Pfeffer (2000) argues that training can be a source of competitive advantage by providing innovations and opportunities to learn new technologies and improve employee skills, knowledge and firm performance. Crosby (1984) also argued that training and education may be considered as the main process geared to organizational progress, providing a forum for communication among new strategies, new values, new tools, and improved ways to perform the work as proposed. Hence, training could improve organizational performance in terms of increased sales and productivity; enhanced product and/or service quality and market share; reduced employees turnover, absence and conflict (Huselid 1995, Martocchio & Baldwin 1997, Salas & Cannon-Bowers 2000).

Empirical studies conducted in different countries have documented the impact of training on organizational performance. Aragon-Sanchez et al (2003) investigated the relationship between training and organizational performance by distributing a survey to 457 small to medium size businesses in selected European countries. Results indicated that some types of training activities, including on-the-job training and training inside the organization using in-house trainers, were positively related to most dimensions of effectiveness and profitability. Garcia (2005) conducted a study including 78 Spanish firms with more than 100 employees. This study related organizations' training policies with four types of organizational level benefits: employee satisfaction, customer satisfaction, owner/shareholder satisfaction, and workforce productivity (i.e., sales per employee). Results suggested that training programs oriented toward human capital development were directly related to employee, customer, and owner/shareholder satisfaction as well as an objective measure of business performance (i.e., sales per employee).

Guerrero & Barraud-Didier (2004) administered a questionnaire to 1,530 human resource directors a study on 1,530 large companies in France and collected financial information from the companies' financial directors and data bases approximately one year later. Questions in the survey addressed the extent to which the company implemented training practices. The survey also included questions about social and organizational performance including work climate,

employee attendance, quality of products and services, and employee productivity. Results showed that 4.6% of the variance in financial performance was explained by training.

Moreover, Mabey & Ramirez (2005) conducted a study including 179 firms in the UK, Denmark, France, Germany, Norway, and Spain. Human resource managers or equivalent and line managers completed a survey on training practices. Financial data were gathered from the database; a two factor measure of financial performance was computed based on (1) operating revenue per employee and (2) cost of employees as a percentage of operating revenues. Results indicated that the manner in which management development was implemented accounted for substantive variance in the financial performance measure. Results revealed that management development programs were more likely to have a positive relationship between management development and financial performance.

### **2.3 Systematic Training and Development Process**

Training and development activities allow organizations to adapt, compete, excel, innovate, produce, be safe, improve service, and reach goals (Salas et al., 2012). However, not all training and development practices are effective in achieving organizational objectives (Pineda, 2010). In order to be effective, it is advisable to adopt a systematic approach that benefits both employers and employees (Armstrong, 2006). To this end, the popular ADDIE model (Analyze, Design, Develop, Implement, and Evaluate) is central to organizations TD practices which involve phases of TD process.

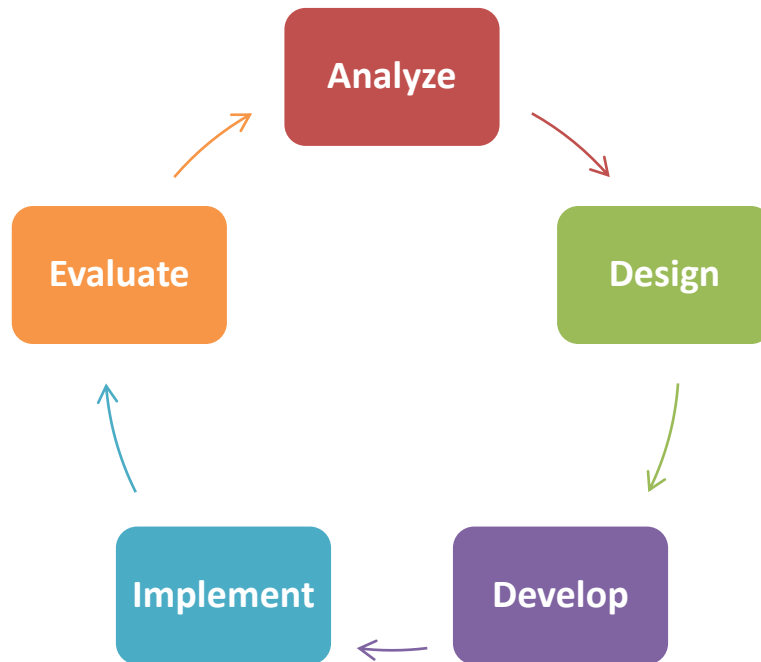


Fig. 2.1 The ADDIE Model

### 2.3.1 Analyzing Training and Development Needs

It is the first step in any training and development practice that deals with conducting a proper diagnosis of what needs to be trained, for whom, and within what type of organizational system (Salas et al., 2012). It is based on accurate and relevant information on organization's present performance, problems and future plans (Tannenbaum and Yukl, 1992). Training and development needs emanate from the deviation of actual performance from desired performance (McClelland, 2002 in Tannenbaum & Yukl, 1992). Salas et al. (2012) pointed that training is not always the ideal solution to address performance deficiencies, and a well conducted needs assessment can also help determine whether a non training solution is a better alternative. According Salas et al. (2012), a thoroughly conducted assessment provides the following outcomes:

- Expected learning outcomes,
- Guidance for training design and delivery,
- Ideas for training evaluation, and

- Information about the organizational factors that will likely facilitate or hinder training effectiveness.

The traditional trichotomy for needs assessment involves organizational analysis, task analysis, and person analysis (McGhee & Thayer, 1961 in Latham, 1988).

### **A. Organizational Analysis**

The purpose of this analysis is to provide information as to where and when training is needed in an organization (McGhee and Thadyer, 1961 cited in Latham, 1988). In doing so, organizational analysis provides a theme to link training and organizational strategy. Two themes underlie in this area. First, training needs must be linked to corporate strategy. That is training courses should support the strategic direction of the organization, and training objectives should be aligned with organizational goals. Second, organizations have an ethical responsibility for developing training programs that minimize the technical obsolescence of their employees (Sonnenfeld and Peiperl, 1988).

### **B. Task Analysis**

A task analysis identifies the nature of the tasks to be performed on the job and the knowledge, skills, and abilities (KSAs) needed to perform these tasks. Increasingly rapid technological changes can modify task requirements, which in turn can influence knowledge, skill, and ability requirements. Rapid changes in job requirements increase the importance of cross job retraining (Latham, 1988).

### **C. Person Analysis**

Person analysis focuses on identifying who should be trained and what training is needed by an individual. Inadequate person analysis can result in training targeted to inappropriate level or to the wrong people. In addition to determining who needs training, person analysis can be used to assess whether employees have the prerequisite attitude, knowledge, and motivation to benefit from training. Individuals who lack basic skills or motivation prior to training are less likely to succeed and may require remedial preparation prior to entering a specific training program (Tannenbaum and Yukl, 1992).

Ford & Noe (1987) studied self-assessed training needs and found small but significant differences for managers with different job levels, functions, and attitudes towards the utility of

training. Lower-level managers reported higher needs for administrative skills than did middle managers. Managers who perceived training to be worthwhile reported greater need for training in quality-control skills. New employees also have unique training needs, and formal training programs for new employees often fail to present material at the appropriate level of difficulty and job specificity (Feldman, 1988).

### **2.3.2 Designing Training and Development Program**

It is an enabling factor which covers the planning and creation of training and development programs by taking in to account learning objectives, trainee characteristics, current knowledge about learning processes, and practical considerations such as constraints and costs in relation to benefits. As cited in Salas et al. (2012), empirical studies on all forms of employee training consistently show that when training is designed systematically and based on the science of learning and training, it yields positive results. Trainees are more likely to transfer the training content to the work context when they perceive that the training program was designed and delivered in such a way that maximizes the trainees' ability to transfer the training to the job (Holton, 2005 in Velada et al, 2007). Tannenbaum and Yukl (1992) provided the following guidelines for design of training that would contribute significantly to training effectiveness:

1. The instructional events that comprise the training method should be consistent with the cognitive, physical, or psychomotor processes that lead to mastery
2. The learner should be induced to produce the capability actively
3. All available sources of relevant feedback should be used, and feedback should be accurate, credible, timely, and constructive
4. The instructional processes should enhance trainee self-efficacy and expectations that the training will be successful and will lead to valued outcomes
5. Training methods should be adapted to differences in trainee aptitudes and prior knowledge

### **2.3.3 Developing Training and Development Program**

During the *Development stage*, the trainer will organize the knowledge and performance objectives, instructional materials, course design, and model from the design stage are put

together for employees to achieve learning objectives. During this stage, existing materials will be reviewed lesson plans will be selected and new ones will be produced. In the review process, critical input is essential to ensure that the training materials are clear, concise, and effective in addressing objectives. The objective will describe how the trainer and employees will perform during training to achieve the learning objectives (Noe et al., 2006).

#### **2.3.4 Implementing Training and Development Program**

The Implementation stage is the process that cannot be taken for granted. This is when conditions are determined (who, what, when, where) under which the training will be offered and the solution implemented. This is done by reviewing the data collected during the life of the project, reviewing the lessons learned about field conditions from the validation, and discussing with employees who are knowledgeable about conditions at the job. The outcome of this step defines the guidance and support needed to ensure successful training plan. Next, the availability of trainers, facilities, and resources is confirmed and used to create the training program schedule. Training will be delivered as planned, and trainees and trainers performance is evaluated (Armstrong, 2006).

#### **2.3.5 Evaluating the Effectiveness of Training and Development Program**

Evaluation of training in organizations is the analysis of the total value of a training system or action in both social and financial terms, in order to obtain information on the achievement of its objectives and the overall cost-benefit ratio of training, which in turn guides decision-making. Evaluation involves collecting information on the results obtained in order to analyze and evaluate them and facilitate the optimization of training in the future (Pineda, 2010). Effective evaluation enables to make adjustments, decide to continue or not (Salas et al., 2012). It ultimately focuses on determining the extent to which training has responded to the needs of the organization and its translation in terms of impact and profitability (Pineda, 2010). Lingham et al. (2006) suggest that effectiveness of training should be based on the extent to which trainees are able to apply the knowledge, skills and attitudes they obtained in the training suggesting the importance of applicability of training programs.

There are several model of training evaluation that organize the process, provide guidelines for the content and outline the phases of its implementation. According to Pineda (2010), the most commonly used is the Kirkpartick model which has four hierarchical levels:

1. **Reaction** - *What did the participant think about the program?*

It helps to measure the reaction of the trainee regarding the learning experience, the instructor, the methodology used, and the like.

2. **Learning** - *Did the participant learn what was expected?*

It deals with the measurement of what new skills, knowledge, and/or change in attitude acquired by way of testing or self assessment.

3. **Behavior** - *Did the learning transfer to the job?*

It is concerned with measuring the extent to which the participant has applied the learning to his job.

4. **Results** - *Has the training contributed towards the overall performance or well-being of the organization?*

Evaluation ultimately measures tangible outcomes of training, such as greater profit, reduced cost, or fewer errors.

According to Salas et al. (2012), the temporal phases of evaluation process may take place before, during, and after training.

**1. Before Training**

The participants' skills and knowledge are assessed before the training program; it helps to identify the method of training.

**2. During Training**

It is a phase at which training is going on, and evaluation involves short test on regular basis.

**3. After Training**

It is the phase when the participants' skills and knowledge are evaluated in a way to determine whether training has brought the desired effect.

## **2.4 Methods and Types of Training and Development Programs**

### **2.4.1 Methods of Training and Development**

The most commonly used workplace training and development methods can take two major forms (Craig, 1987): On-the-job and off-the-job trainings.

#### **A. On-The-Job Training**

On-the-job training refers to the instructions which may be theoretical or practical depending on the job requirement, which takes place when an individual joins an organizations or a new assignment before a person begins a job or task (Maurya & Kaushik, 2013). It is the most commonly used and least expensive methods of training and development (Craig, 1987). However, on-the-job training becomes much effective when it is employed in a structured manner (Salas, 2012). Structured on-the-job training assumes that new employees lack certain skills and the goal of on-the-job training program is to instill these skills using several steps (Maurya & Kaushik, 2013). According to Bernatek (2003), the most commonly used on-the-job training take the following forms:

- Coaching
- Job rotation
- Apprenticeships
- Internships

#### **B. Off-The-Job Training**

Off-the-job training is a method in which workers are required to undergo training for a specific period away from the work place (Bernatek, 2003). The method is concerned with both knowledge and skills in doing certain jobs, and can be conducted in several forms (Craig, 1987).

The following are the most commonly used:

- Special lectures and discussions
- Conference and seminar
- Case study
- Role playing
- Management games

However, the benefits and limitations of each method are well discussed in the works of Maurya & Kaushik (2013), Aguinis & Kraiger (2009), Aragon-Sanchez et al. (2003) as follows:

#### **Advantages of on-the-job training method**

- It is most cost effective,
- It is directly related to real job tasks,
- It helps to fill the gap between the present and the required skill levels,
- It enhances trainees motivation, and
- It is practical and free from artificial classroom situations.

#### **Disadvantages of on-the-job training method**

- Quality of training depends on the ability of trainer,
- Bad habits might be passed on,
- It is mostly used for small number of trainees,
- Learning environment may not be conducive, and
- Potential disruptions to operation may occur.

#### **Advantages of off-the-job training method**

- Elimination of frustration and bustle of work create conducive environment to take in more information,
- Helps to acquire the latest information, current trends, skills and techniques,
- It is systematically organized and maintains reasonable standard,
- Large number of trainees can be trained at one time, and
- Trainers are usually experienced enough to train.

#### **Disadvantages of off-the-job training method**

- It is more expensive as compared to on-the-job training,
- It is not directly related to the job tasks, and
- It is more artificial in nature.

## **2.4.2 Types of Training and Development Programs**

Organizations may apply different types of training and development programs to any number of employees to ensure the skills needed for various positions are instilled. According to Goldstein (1989), companies gear training and development programs towards both specific and general skills, including technical training, communications training, organizational development, career development, supervisory and management development. The goal of all these programs is for trainees to acquire new knowledge or skills.

### **Technical Training**

Technical training seeks to impart technical knowledge and skills using common training methods for instruction of technical concepts, factual information, and procedures, as well as technical processes and principles.

### **Communications Training**

Communications training concentrates on the improvement of interpersonal communication skills, including writing, oral presentation, listening, and reading.

### **Organizational Development (OD)**

Organizational development (OD) refers to the use of knowledge and techniques from the behavioral sciences to analyze existing organizational structure and implement changes in order to improve organizational effectiveness.

### **Career Development**

Career development of employees covers the formal development of an employee's position within an organization by providing a long-term development strategy and training programs to implement this strategy and achieve individual goals.

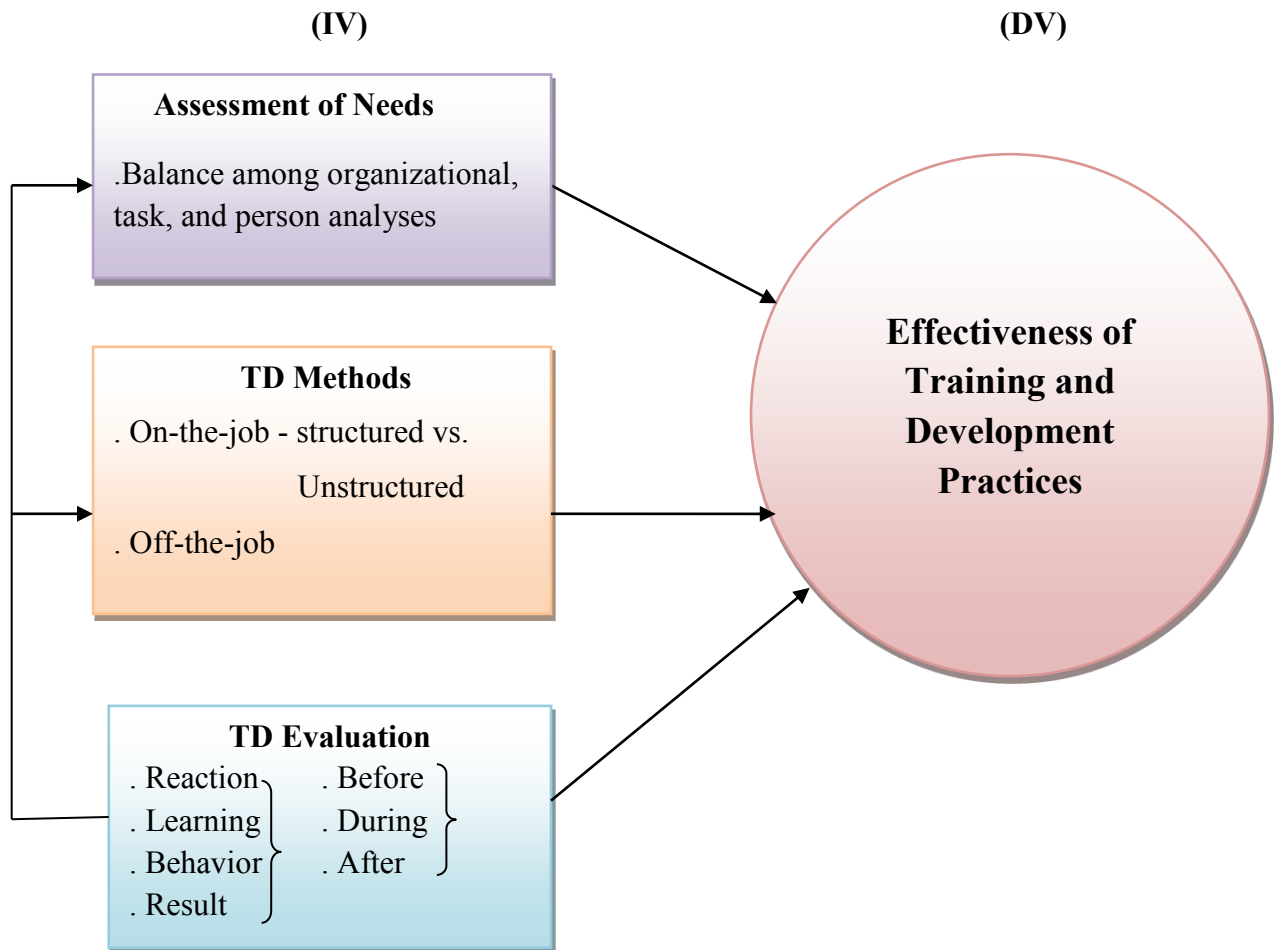
### **Management and Supervisory Development**

Management and supervisory development involves the training of managers and supervisors in basic leadership skills enabling them to function effectively in their positions. For managers this typically involves the development of the ability to focus on the effective management of their employee resources, while striving to understand and achieve the strategies and goals of the organization.

## 2.5 Conceptual Framework for Training and Development Practice

To implement this study, the most critical steps in training and development process i.e., needs assessment, methods of training and development, and evaluation were considered as independent and effectiveness of training and development practices as dependent variables. The three factors have been chosen to see the effectiveness of training and development practices in OMEDAD PLC, because a thorough needs assessment neither ignores relevant training nor accepts irrelevant ones and provides a clear picture for objective formulation. Sound and structured training methods also ensure training transferability. Moreover, without evaluation of training outcomes; realization of impacts as well as potential future improvements cannot be considered.

Figure 2.2 Conceptual framework for training and development practice



Source: Developed based on the objective and literatures reviewed

## **Chapter 3: Research Design and Methodology**

### **3.1 Research Design**

Since the primary purpose of this case study was to assess training and development practices, a descriptive method of research was used. Descriptive method of research design helps to clearly describe relevant aspects of the phenomenon of interest about a particular individual, group, or situation (Sekaran, 2003). The study was conducted using mixed research approach. The rationale for combining both quantitative and qualitative data was to better understand a research problem by combining both numeric values from quantitative research and the details of qualitative research in order to neutralize limitations of applying any of a single approach. According to Creswell (2011), the mixed research approach uses separate quantitative and qualitative methods as a means to offset the weaknesses inherent within one method with the strengths of the other method.

### **3.2 Source of Data and Collection Methods**

The research relied on primary source of data. Data was collected through questionnaires and interviews from managers and non-manager employees. Structured and semi-structured interviews were conducted with human resources manager. Adequate steps were taken to ensure validity and reliability of the instrument. For its validity, content-related validity was determined and for its reliability, alternate-form reliability was established.

### **3.3 Target Population**

The population of the study consisted of manager and non-manager employees who were working in Addis Ababa at OMEDAD PLC in Procurement, Sales, and Technical Services Departments.

### **3.4 Sampling Design**

Stratified sampling technique was applied to assess training and development practices of the company. This enables to gather different data from various departments that have different responsibilities in the company. The population divided into sub-groups on the basis of core operational functions of the business as: Sales, Technical Services, and Procurement Departments consisting of a total population of seventy six (76) employees. After dividing the population into the above stratum, all fourteen (14) managers were considered; and a proportionate random sampling of 50% from each department was taken (i.e., 31) for non-manager employees. Accordingly, a total of forty five (45) employees were selected as a sample.

### **3.5 Methods of Data Analysis**

As discussed above, the research was designed to follow a mixed method. Hence, both qualitative and quantitative analyses were used. Data collected using questionnaires were analyzed through descriptive statistics based on summarized comparisons using percentages and ratios; the results were presented using tables and charts. Whereas, data collected from the interview were interpreted qualitatively. In analyzing the data obtained from interview, narrative approaches including quotations from respondent was used.

### **3.6 Ethical Considerations**

In order to secure the consent to the study, the researcher clearly communicated the purpose and aim of the study. In addition, the researcher notified the participants to participate in the research willingly. Moreover, the researcher notified the participants not to disclose their names; and also assured anonymity of data.

## Chapter 4: Data Analysis and Interpretation

This chapter presents characteristics of the respondents, analysis and interpretation of data collected from management and non management employees of OMEDAD PLC working in Addis Ababa.

### 4.1 Characteristics of Respondents

Forty five (45) questionnaires were distributed to sample employees and 38 were returned back. The rest seven (7) of them were not returned. As can be noted from table 4.1, eleven (11) managers and twenty seven (27) non-manager employees were participated in the survey with the aim of identifying training and development practices in the company.

*Table 4.1 General Information on Population, Sample, & Respondents*

<b>Employees' Category</b>	<b>Total No. of Population (N)</b>	<b>Sample (n)</b>	<b>Respondents</b>	<b>Not Returned</b>
Managers	14	14	11	3
Non-managers	62	31	27	4
<b>Total</b>	<b>76</b>	<b>45</b>	<b>38</b>	<b>7</b>

Source: Own survey, 2015

Accordingly, the following variables about the respondents' characteristics were summarized and depicted in the succeeding tables. The variables include age, gender, educational status and number of years worked in the company.

As shown in table 4.2, 71% of the respondents were male and 29% were female respondents. Regarding age, the majority of the respondents (42.11%) were within the age category of 26 – 35 and the second (28.95%) were within the age category of 36 – 45. The remaining 13.16%, 7.89%, and 7.89% were found in category of less than 25, 46 – 55, and greater than 55 respectively.

Table 4.2 Characteristics of Respondents by Age and Gender

Age Category	Female		Male		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
< 25	3	27.27	2	7.41	5	13.16
26 – 35	4	36.36	12	44.44	16	42.11
36 – 45	3	27.27	8	29.63	11	28.95
46 – 55	0	0.00	3	11.11	3	7.89
> 55	1	9.10	2	7.41	3	7.89
<b>Total</b>	<b>11</b>	<b>100.00</b>	<b>27</b>	<b>100.00</b>	<b>38</b>	<b>100.00</b>

Source: Own survey, 2015

As can be seen from table 4.3, the majority (55.26%) of the respondents have college diploma followed by 39.47% first degree holders. Only two respondents are twelve grade complete and below twelve grade; and there are no second degree and PhD holders.

Table 4.3 Respondents' Profile by Educational Status

Educational Status	Frequency	Percentage
PhD	0	0.00
Second Degree	0	0.00
First Degree	15	39.47
College Diploma	21	55.26
12 <sup>th</sup> grade complete	1	2.63
Below 12 <sup>th</sup> grade	1	2.63
<b>Total</b>	<b>38</b>	<b>100.00</b>

Source: Own survey, 2015

With regard to work experience (table 4.4), the largest group of the respondents (52.64%) served the company for more than 8 years. The second group (23.68%) has a working experience of 3 – 5 years; and 18.42% of the respondents worked for less than 3 years. The remaining 5.26% have served for 6 – 8 years.

Table 4.4 Respondents' Profile by Work Experience in the Company

Experience	Managers		Non-Managers		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
< 3 years	0	0.00	7	25.93	7	18.42
3 – 5 “	2	18.18	7	25.93	9	23.68
6 – 8 “	0	0.00	2	7.40	2	5.26
>8 “	9	81.82	11	40.74	20	52.64
<b>Total</b>	<b>11</b>	<b>100.00</b>	<b>27</b>	<b>100.00</b>	<b>38</b>	<b>100.00</b>

Source: Own survey, 2015

Table 4.5 depicts that the highest number of respondents (42.11%) were salespersons while managers and technicians represented 28.95% and 23.68% respectively. The remaining 5.26% were officers.

*Table 4.5 Respondents' Characteristics by Work Position*

<b>Work Position</b>	<b>Frequency</b>	<b>Percentage</b>
Managers	11	28.95
Salespersons	16	42.11
Technicians	9	23.68
Officers	2	5.26
<b>Total</b>	<b>38</b>	<b>100.00</b>

Source: Own survey, 2015

## 4.2 Responses of both Manager and Non-Manager Employees

As can be noted from table 4.6, non-manager employees attended more off-the-job trainings than managers. Although the majority of sample employees served the company for more than 8 years (see table 4.4), 65.79% attended training for only 1 to 3 times. This means average employees have got training at earliest every 3 years and latest 9 years. There is an indication on lack of training and development practices in the company.

*Table 4.6 Number of Formal Training Programs (off-the-job) Attended*

<b>No. of Trainings</b>	<b>Managers</b>		<b>Non-Managers</b>		<b>Total</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
None	2	18.18	3	11.11	5	13.16
1 - 3 times	9	81.82	16	59.26	25	65.79
4 - 6 "	0	0.00	6	22.22	6	15.79
7 - 9 "	0	0.00	2	7.41	2	5.26
<b>Total</b>	<b>11</b>	<b>100.00</b>	<b>27</b>	<b>100.00</b>	<b>38</b>	<b>100.00</b>

Source: Own survey, 2015

Table 4.7 shows that both on-the-job and off-the-job methods of training and development have been applied. Most of the respondents (57.90%) have taken on-the-job training which is conducted in the work places, 18.42% have taken off-the-job training conducted outside the workplaces and were given by foreigners who are various product suppliers for the company. 23.68% replied that they have taken both methods. The data implies that the company predominantly used on-the-job training method over the other.

*Table 4.7 Methods of Training and Development*

Method	Managers		Non-Managers		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
On-the-job	6	54.55	16	59.26	22	57.90
Off-the-job	3	27.27	4	14.81	7	18.42
Both	2	18.18	7	25.93	9	23.68
<b>Total</b>	<b>11</b>	<b>100.00</b>	<b>27</b>	<b>100.00</b>	<b>38</b>	<b>100.00</b>

Source: Own survey, 2015

Table 4.8 depicts that all manager (100%) and 63.63% of non-manager employees undergone through unstructured on-the-job TD, while 27.27% of non-manager employees attended structured on-the-job training. Since unstructured on-the-job TD doesn't guarantee acquisition of the necessary skill and knowledge before the commencement of job (Maurya & Kaushik, 2013), it implies that the existing on-the-job TD approach might not be effective.

*Table 4.8 Structured and Unstructured On-The-Job Training and Development*

On-The-Job Training Approach	Managers		Non-Managers		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Structured	0	0.00	6	27.27	6	20.00
Unstructured	8	100.00	14	63.63	22	73.33
Both	0	0.00	2	9.10	2	6.67
<b>Total</b>	<b>8</b>	<b>100.00</b>	<b>22</b>	<b>100.00</b>	<b>30</b>	<b>100.00</b>

Source: Own survey, 2015

As indicated in table 4.9, 31.58% of the respondents replied that the training and development programs were moderately relevant to improve current jobs. While 28.95% and 23.68% replied that they got trainings as relevant and highly relevant to current job respectively. The remaining 15.79% didn't find the training as relevant. Thus, the training and development programs have a positive contribution towards job performance of both manager and non-manager employees.

*Table 4.9 Relevance of Training and Development to Current Job*

Degree of Relevance	Managers		Non-Managers		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Highly relevant	4	36.36	5	18.52	9	23.68

Relevant	5	45.46	6	22.22	11	28.95
Moderately relevant	2	18.18	10	37.04	12	31.58
Not relevant	0	0.00	6	22.22	6	15.79
<b>Total</b>	<b>11</b>	<b>100.00</b>	<b>27</b>	<b>100.00</b>	<b>38</b>	<b>100.00</b>

Source: Own survey, 2015

Evaluation is the last step in the training and development process that is used not only to verify whether trainees can be able to do the jobs for which they have been trained but also to determine the method used for future trainings. Table 4.10 indicates that more than half of both manager and non-manager respondents (55.26%) replied that no evaluation has been assessed while 44.74% replied that evaluation took place only during training. Absence of evaluation on the „before training“ status of trainees might resulted in designing less relevant or irrelevant training method. Besides, without „after training“ evaluation; there is no assertion whether the training has been transferred. Hence, there is a clear indication that the practice of evaluating trainees at various phases is poor.

*Table 4.10 Phases of Training and Development Evaluation*

Phases	Managers		Non-Managers		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Before TD	0	0.00	0	0.00	0	0.00
During TD	5	45.45	12	44.44	17	44.74
After TD	0	0.00	0	0.00	0	0.00
None	6	54.55	15	55.56	21	55.26
<b>Total</b>	<b>11</b>	<b>100.00</b>	<b>27</b>	<b>100.00</b>	<b>38</b>	<b>100.00</b>

Source: Own survey, 2015

### 4.3 Responses of Managers

Identification of needs assessment is the first step in training and development practice. Table 4.11 below depicts that 81.82% of respondents replied as there was no periodical assessment of training and development needs in the company. The remaining proportionately (9.09% and 9.09%) replied as there is periodical assessment and do not know about the assessment respectively. It implies that almost there is no practice of analyzing training and development

needs periodically. It is apparent that one of the attributive reasons for lack of training and development programs (see table 4.6) emanates from failure to assess needs periodically.

*Table 4.11 Periodical Assessment of Training and Development Needs*

<b>Opinion</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	1	9.09
No	9	81.82
Do not know	1	9.09
<b>Total</b>	<b>11</b>	<b>100.00</b>

Source: Own survey, 2015

Different methods are used to analyze training and development needs. As can be seen from table 4.12, the most predominant method of needs analysis is organizational analysis (66.67%) where as task analysis and person analysis represent 25% and 8.33% respectively. The data revealed that person analysis has been given less emphasis in analyzing training and development needs.

*Table 4.12 Methods of Training and Development Needs Analysis*

<b>Method</b>	<b>Frequency</b>	<b>Percentage</b>
Organizational analysis	8	66.67
Task analysis	3	25.00
Person analysis	1	8.33
<b>Total</b>	<b>12</b>	<b>100.00</b>

Source: Own survey, 2015

Table 4.13 depicts that 72.73% of the respondents replied as there is no practice of evaluating the effectiveness of training and development. Training is effective when it is measured not only how well it is transferred but also how worthwhile it is for the organization to sponsoring it (Greer, 2001). To this end, there is lack of practice in evaluating the effectiveness of training and development.

*Table 4.13 Practice of Evaluating Effectiveness of Training and Development*

<b>Opinion</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	3	27.27
No	8	72.73
<b>Total</b>	<b>11</b>	<b>100.00</b>

Source: Own survey, 2015

In evaluating the effectiveness of training at its existing level, 63.64% of the respondents replied that no measurement criteria was used (table 4.14) while the remaining 27.27% and 9.09% replied that reaction and behavior measurement criteria were applied respectively. As can be noted from the table below, effective measurement criterion in ensuring whether employees acquire the intended knowledge and skills, how they applied new skills on the job, whether performance has been improved as a result did not take place at all. Thus, there is no practice of evaluating the effectiveness of training and development programs.

*Table 4.14 Evaluation Measurement Criteria*

<b>Criteria</b>	<b>Frequency</b>	<b>Percentage</b>
Reaction	3	27.27
Learning	0	0.00
Behavior	1	9.09
Result	0	0.00
None	7	63.64
<b>Total</b>	<b>11</b>	<b>100.00</b>

Source: Own survey, 2015

Regarding the level of satisfaction on management training and development activities, three key areas were assessed (see table 4.15). These are needs assessment, training methods used, and training evaluation. On needs assessments, 18.18% of the respondents were fairly satisfied where as 81.82% were not satisfied. On the other hand, more than half of the respondents (54.55%, 18.18%) were satisfied and very satisfied respectively on training method; while 9.09% and 18.18% were fairly satisfied and not satisfied respectively. On training evaluation, 72.73% were not satisfied where as 27.27% were fairly satisfied. While training methods meet trainees' expectation, there prevailed a problem on needs assessment and training evaluation. These are consistently shown on table 4.10 through 4.14.

*Table 4.15 Level of Satisfaction on Management TD Activities*

<b>Opinion</b>	<b>Needs Assessment</b>		<b>Training Method</b>		<b>Training Evaluation</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
Very satisfied	0	0.00	2	18.18	0	0.00
Satisfied	0	0.00	6	54.55	0	0.00
Fairly satisfied	2	18.18	1	9.09	3	27.27
Not satisfied	9	81.82	2	18.18	8	72.73
<b>Total</b>	<b>11</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>	<b>11</b>	<b>100.00</b>

Source: Own survey, 2015

#### 4.4 Responses of Non-Manager Employees

The ultimate purpose of training is to increase job performance thereby improving current knowledge and skills of employees. Table 4.16 revealed that 70.37% of non-manager employees have realized change on their job performance as a result of training while 29.63% didn't realize change at all. Though the result is good, it would have been best optimized had there been an effective needs assessment on person analysis. This implies that more than a quarter of training expenditure was waste of resources resulted from inappropriate selection due to absence of pre-training evaluation.

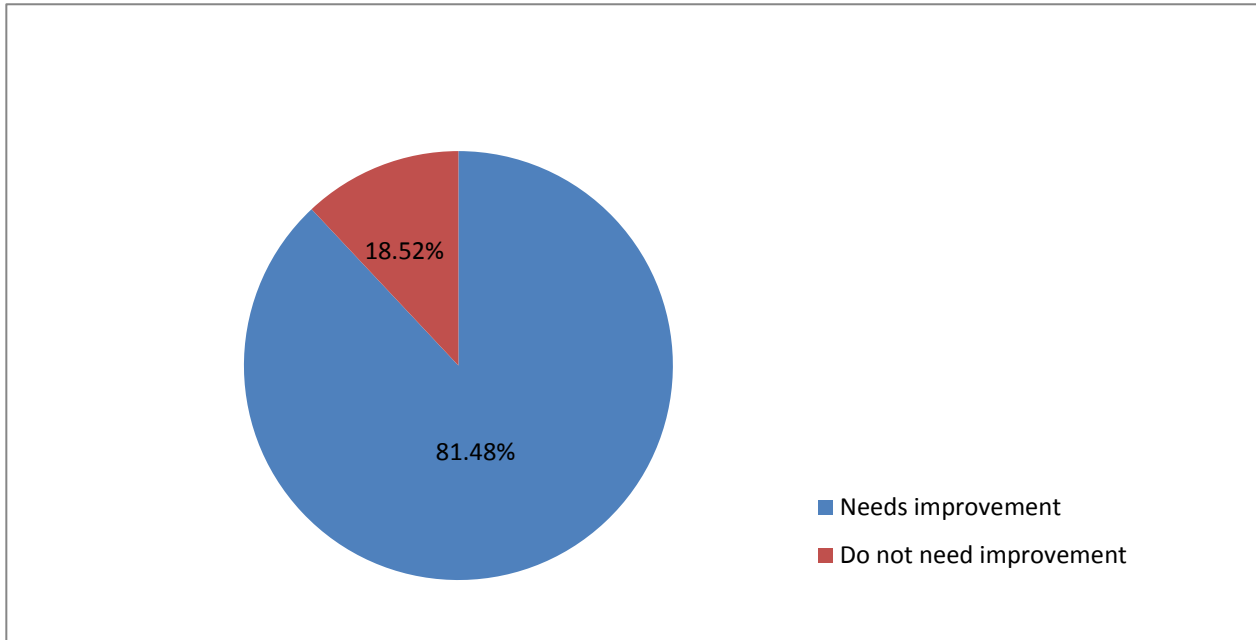
*Table 4.16 Realization of Change on Performance after Training*

<b>Opinion</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	19	70.37
No	8	29.63
<b>Total</b>	<b>27</b>	<b>100.00</b>

Source: Own survey, 2015

As figure 4.1 depicts, 81.48% (22) of non-manager respondents stated that their knowledge and skills need improvement before training while only 18.52% (5) didn't need improvement. That is more than 60% of those who didn't realize changes (table 4.16) are those who didn't need improvement.

*Fig. 4.1 Pre-Training Situation*



Source: Own survey, 2015

As shown in table 4.17, two-third (2/3) of the respondents frequently faced skill and knowledge gap to perform their job, where as one-third of the respondents rarely faced difficulty to carry out their job. This clearly indicates that there prevailed unattended personal skill and knowledge gap that hinders employees to do their job effectively.

*Table 4.17 Occurrence of Skill and Knowledge Gap to do Job*

<b>Opinion</b>	<b>Frequency</b>	<b>Percentage</b>
Very often	18	66.67
Rarely	9	33.33
Not at all	0	0.00
<b>Total</b>	<b>27</b>	<b>100.00</b>

Source: Own survey, 2015

In assessment of employees' level of satisfaction on selected training processes, the following outcomes have been noted (see table 4.18). On trainee selection, which is part of needs assessment, half of the respondents are not satisfied while 15.38% and 34.62% are satisfied and

fairly satisfied respectively. On the contrary, training method demonstrated the highest level of satisfaction on which 8% are very satisfied, 24% are satisfied, and 40% are fairly satisfied where as the remaining 28% are not satisfied. Regarding training evaluation, the majorities (69.23%) are not satisfied and the remaining 7.69% and 23.08% are satisfied and fairly satisfied respectively. Implications are that there is a problem on trainee selection (needs assessment) and training evaluation.

*Table 4.18 Employees' Level of Satisfaction on Training Process*

Opinion	Trainee Selection		Training Method		Training Evaluation	
	Freq.	Percent.	Freq.	Percent.	Freq.	Percent.
Very satisfied	0	0.00	2	8.00	0	0.00
Satisfied	4	15.38	6	24.00	2	7.69
Fairly satisfied	9	34.62	10	40.00	6	23.08
Not satisfied	13	50.00	7	28.00	18	69.23
<b>Total</b>	<b>26</b>	<b>100.00</b>	<b>25</b>	<b>100.00</b>	<b>26</b>	<b>100.00</b>

Source: Own survey, 2015

## 4.5 Strengths and Weaknesses

In assessing the major strengths and weaknesses in line with training and development practices of the company, the following points were outlined by both managers and non-manager respondents.

### 4.5.1 Strengths

- Belief of top level management on the importance of employee training and development; and commencement of management development program recently
- Willingness and cooperation of employees to provide on-the-job training to newly recruited employees despite the unstructured mode of on-the-job training
- Practicality of technical trainings

### 4.5.2 Weaknesses

- Absence of periodical training and development needs assessment
- Lack of timely trainings and exclusion of majority of the employees
- Absence of evaluating the effectiveness of training and development

- Lack of management development practices; and inability to address employee obsolescence
- On-the-job trainings were very unstructured and insufficient and off-the-job trainings were not conducted regularly
- Inadequacy of time allotted for training and not supplemented by training materials or manuals
- Training programs for salespersons and technicians were not balanced across products; repetitive trainings were given on some products while there was no one on others
- Trainings were also not normally distributed among employees; some got repetitive training while others didn't get

#### **4.6 Interview Analysis**

To gather more information about training and development practices of the company, both structured and semi structured interview questions were forwarded to Human Resources Development Manager of the Company. Thus, the responses to the questions are depicted briefly here below.

**Believe in improving employees' competency level as a means to increasing organizational performance:** The Company believed in enhancing employees' competency level through training and development as it has direct relationship with performance. Not only fresh graduates but also experienced employees elsewhere could not have a complete knowledge about the company's working procedures, products and services. Though practice lacks continuity and coverage, top level management believed in the importance of training.

**Ways used to improve employees' competency level and overall performance in addition to on-the-job training:** Most sales and technical trainings were provided by foreign product suppliers on which the former was lecture type while the latter was practical. Chamber of Commerce and other private consulting firms were used for management training and development programs. In addition, conferences were used to acquaint employees with improved working guidelines, government rules and regulations.

**Sufficient budget allocation to perform training and development programs:** So far, there was no practice of allocating budget in advance, yet there was no problem in spending when the need arose. This to some extent suggests that training was not considered as a regular activity.

**The underlined factors used to initiate training and development program:** Training and development programs were initiated when new products are introduced, existing products were improved, and problems in employees' job performance were realized. But questionnaire analysis indicates that the former is in line with organizational analysis, while the latter doesn't go with the prevailing little emphasis on personal analysis (see table 4.11) and other weaknesses outlined by employees.

**Criteria used for selecting appropriate trainees for appropriate trainings:** Trainees selection criteria greatly depend on the type of training. When new products were introduced, employees with better comprehending abilities were selected by immediate supervisor and department's manager to attend trainer training. While the purpose of training aims at improving job performance, those who lack the expected skills and abilities are selected. However, with the absence of pre-training evaluation to assess employees' skills (see table 4.9); it would be misleading to identify the right trainees.

## **Chapter 5: Summary, Conclusion and Recommendations**

A study has been conducted to assess training and development practices in OMEDAD PLC. Based on the data presented and analyzed in chapter four of this study, the following summary, conclusion and recommendations are drawn.

### **5.1 Summary**

The Company mostly used organizational analysis and rarely used task analysis. Less emphasis has been given to person analysis and there observed skill and knowledge gap to do job.

There was no periodical training and development needs assessment. As a result, there observed lack of adequate training and development activities.

The company predominantly used on-the-job training method which was an unstructured one. Though there is a trade-off between the two methods, less emphasis has been given to off-the-job trainings. Off-the-job trainings to technical and sales employees were mostly given by foreign product suppliers. Chamber of Commerce and other private consulting firms were used for management training programs.

In some of the cases, evaluation was conducted only during the training and development program. There was no practice of evaluating trainees before and after the TD program. Irregularities on training courses (ie, repetitiveness versus lack of adequacy) were also mentioned as a weak point.

The effectiveness of training and development was not measured in different dimensions. As a consequence, the cost-benefit of training and development activities were not analyzed.

### **5.2 Conclusion**

Regarding TD needs analysis, the company mostly used organizational analysis and rarely used task analysis. Less emphasis has been given to person analysis. In addition, TD needs were not

analyzed periodically. Trainees" were selected depending on the purpose of training. The company predominantly relied on on-the-job training method which on the unstructured one. Off-the-job trainings to technical and sales employees were mostly given by foreign product suppliers. Chamber of Commerce and other private consulting firms were used for management training programs. Evaluation was conducted only during the TD program. There was no practice of evaluating trainees before and after the TD program. Irregularities on training courses (ie, repetitiveness versus lack of adequacy) were also mentioned as a weak point. Both manager and non-manager employees were satisfied on the training method, while they were not satisfied on needs assessment, trainees" selection, and training evaluation.

The major strengths being cooperation of employees to coach new entrants, practicality of technical trainings, and top level management"s belief on the importance of training and development. While the major weaknesses being lack of management training and development practices, insufficiency of on-the-job trainings and off-the-job trainings are not conducted regularly; inadequacy of time allotted for training and absence of training materials provision, trainings were not normally distributed among employees and across products.

### **5.3 Recommendations**

Based on the findings, the following recommendations have been forwarded to alleviate the problems and keep up with the strengths.

- ✚ Establish a balanced training and development needs assessment method with emphasis to address employees skill and knowledge gap
- ✚ Conduct periodical needs assessment to improve employees" skills and knowledge gap by closely monitoring task requirements and actual job performance
- ✚ Maintain a balance between on-the-job and off-the-job trainings to take advantage of the benefits realized from both methods; and make on-the-job trainings more structured by outlining skill and knowledge requirements for a task and ensuring employees whether they have gained the necessary skills and knowledge before doing a job

- ✦ Implement trainees' evaluation at different phases to determine the cost-benefits of training and development activities as well as to select the right trainees for the right trainings by conducting theoretical and practical assessment test
- ✦ Establish a procedure to evaluate the effectiveness of training and development activities in meeting specific and general objectives by considering each TD program as a project, and making the evaluation phase an integral and closure part of each TD project

#### **5.4 Directions for Future Study**

Based on the study, the researcher suggests the following directions for future study.

1. Undertake same study in better sample size and multiple organizations
2. The impact of training and development practices on employees and organizational performances in private trading organizations
3. Factors affecting effectiveness of training and development practices in private trading organizations

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## Appendix A

### Addis Ababa University

### Research Questionnaire

#### To be filled by non-manager employees

This questionnaire is prepared by Aster Alemayehu, who is EMBA student at Addis Ababa University. The purpose of this questionnaire is to collect data in order to study employee training and development practices in OMEDAD PLC. Kindly cooperate in filling the questionnaire as your genuine, complete, and timely responses are crucial for the success of my study. Besides, I would like to assure that the data collected using this questionnaire is purely for academic requirement and your responses will be held anonymously. Hence, the researcher kindly requests you to respond each item carefully.

**N.B.** - No need of writing your name

- Please fill the answer by putting “√” mark and short answer on the space provided

- Kindly give more attention and return the completed questionnaire as much as possible

- If you need further explanation, you can contact me through the address indicated below:

Aster Alemayehu

Mobile 0911 42 77 73

Email [asteralem@yahoo.com](mailto:asteralem@yahoo.com)

Thank you in advance for your cooperation!

1. Gender  Female  Male
2. Select your age group
  - ≤ 25 years  36 – 45 years
  - 26 – 35 “  46 – 55 “
  - > 55 “
3. What is your current educational status?
  - First degree  PhD
  - College diploma  Second degree

- 12<sup>th</sup> grade complete
- Below 12<sup>th</sup> grade

4. How long have you worked in this company?

- Less than 3 years
- 3 – 5 years
- 6 – 8 “
- More than 8 years

5. What is your current work position?

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6. Have you attended any training program prepared by the company?  Yes  No

7. If your answer for Q.6 is “yes”, how many training programs have you attended so far?

- 1 – 3
- 4 – 6
- 7 – 9
- More than 10

8. If your answer for Q.6 is “yes”, how do you rate the relevance of the training content to your current job?

- Highly relevant
- Relevant
- Moderately relevant
- Not relevant

9. Which of the following types of training methods have you taken so far?

- On-the-job
- Off-the-job
- Both

10. How do you classify on-the-job trainings you have attended so far?

- Structured
- Unstructured
- Both

11. In which of the following phases of training evaluation you have been assessed? (select as many as applied)

- Before training
- During training
- After training
- None

12. Have you realized any change on your performance after attending any form of training in the company?  Yes  No

13. If your answer for Q. 11 is “yes”, please explain the change you have realized

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14. How do you rate your knowledge, skills, experience, and performance before you have attended training in the company?

- Needs improvement                       Do not need improvement

15. How often do you face skill and knowledge gap to do your job?

- Very often                       Sometimes                       Not at all

16. Do you believe that training is an important means to enhance the overall organizational performance?                       Yes                       No

17. Select your level of satisfaction regarding the following factors in the training process of the company:

<b>Level of Satisfaction</b>	<b>Trainee selection criteria</b>	<b>Training methods (on-the-job, off-the-job)</b>	<b>Training Evaluation</b>
Very satisfied			
Satisfied			
Fairly satisfied			
Not satisfied			

18. What are your comments regarding the strengths and weaknesses of the company's training practices?

**Strengths:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Weaknesses:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Thank you again for your time and patience!**

## Appendix B

### Addis Ababa University Research Questionnaire To be Filled by Managers

This questionnaire is prepared by Aster Alemayehu, who is EMBA student at Addis Ababa University. The purpose of this questionnaire is to collect data in order to study employee training and development practices in OMEDAD PLC. Kindly cooperate in filling the questionnaire as your genuine, complete, and timely responses are crucial for the success of my study. Besides, I would like to assure that the data collected using this questionnaire is purely for academic requirement and your responses will be held anonymously. Hence, the researcher kindly requests you to respond each item carefully.

- N.B.** - No need of writing your name  
- Please fill the answer by putting “√” mark and short answers on the space provided  
- Kindly give more attention and return the completed questionnaire as much as possible  
- If you need further explanation, you can contact me through the address indicated below:

Aster Alemayehu

Mobile 0911 42 77 73

Email [asteralem@yahoo.com](mailto:asteralem@yahoo.com)

Thank you in advance for your cooperation!

1. Gender  Female  Male
2. Select your age group  
 ≤ 25 years  36 – 45 years  
 26 – 35 “  46 – 55 “  
 > 55 “
3. What is your current educational status?  
 First degree  PhD  
 College diploma  Second degree

- 12<sup>th</sup> grade complete  
 Below 12<sup>th</sup> grade
4. How long have you worked in this company?  
 Less than 3 years  
 3 – 5 years  
 6 – 8 “  
 More than 8 years
5. What is your current work position?  
\_\_\_\_\_
6. Does the company periodically analyze training and development needs?  
 Yes                       No                       Do not know
7. Which method of analysis often used to identify training and development needs? (select as many as applied)  
 **Organizational analysis** (when the company identifies problem, needs change, or foster opportunities)  
 **Task analysis** (by identifying knowledge, skills, and abilities needed to perform tasks)  
 **Person analysis** (by identifying who should be trained and what training is needed)
8. Have you attended any management training and development program prepared by the company?  Yes     No
9. If your answer for Q.8 is “yes”, how many formal training and development programs have you attended so far?  
 None     1 – 3     4 – 6     7 – 9     More than 10
10. If your answer for Q.8 is “yes”, how do you rate the relevance of the training and development content/s to your current job?  
 Highly relevant     Relevant     Moderately relevant     Not relevant
11. Which of the following training and development methods did you attend so far?  
 On-the-job                       Off-the-job                       Both
12. How do you classify on-the-job trainings you have attended so far?  
 Structured                       Unstructured                       Both

13. In which of the following phases of training evaluation you have been assessed? (select as many as applied)

- Before training                       During training  
 After training                               None

14. Does the company evaluate effectiveness of training and development programs?

- Yes     No

If yes, what measurement criteria are often used? (Select as many as applied)

- Reaction** (how well trainees liked the training)  
 **Learning** (principles, facts, or skills learned)  
 **Behavior** (resulting changes in behavior on the job)  
 **Result** (tangible outcomes of training)

15. Select your level of satisfaction regarding the following factors in the process of management training and development activities of the company.

Level of Satisfaction	Identification of Management Training & Development Needs	Training methods	Training evaluation
Very satisfied			
Satisfied			
Fairly satisfied			
Not satisfied			

16. What are your comments regarding the strengths and weaknesses of the company's management training and development practices?

**Strengths:** \_\_\_\_\_

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**Weaknesses:** \_\_\_\_\_

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**Thank you again for your time and patience!**

## Appendix C

### Interview Questions to HR Manager

1. Does the company believe in improving employees' competency level as a means to increasing organizational performance?
2. What are the ways used to improve employees' competency level and organizational performance in addition to on-the-job training?
3. Does the company allocate sufficient budget to perform training and development programs?
4. What are the underlined factors used to initiate training and development programs?
5. What are the bases or criteria used for selecting appropriate trainees for appropriate trainings?