

ADDIS ABABA UNIVERSITY

School of Graduate Studies

Human Resource Training and Development in Woreda Capacity Building Offices of East Showa Zone

By
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2008
Addis Ababa, Ethiopia

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**A Thesis Submitted to the School of Graduate Studies of Addis
Ababa University in partial fulfillment of the Requirement for
the Degree of Master of Arts in Human Resource and
Organizational Development in Education**

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ABSTRACT

The purpose of this study was to assess the practices that have been carried out by Woreda capacity building offices of East Showa Zone in training and developing their human resources during the past five years, and also to examine problems that had been hindering such efforts. To achieve these purposes, the descriptive research method was employed and both questionnaire and document analysis were used as instruments of data collection. Data were collected from nine Woreda Capacity Building Offices that were randomly selected from 14 woreda capacity building offices. A total of 17 office heads and 45 experts were included as respondents of the study. The data were analyzed by using descriptive statistics with percentage and chi-square test. The findings of the study revealed that the practice of systematic training and development need assessment was low. The majority of training and development programs prepared at woreda level have no objectives set before their implementation. On the other hand in the sample woreda offices the selection criteria is found to be highly based on goodwill or good personal relationship to either the immediate supervisor or top management. The study also revealed that woreda capacity building offices do not have systematic evaluation techniques by which outcomes of training and development programs were evaluated. Besides, lack of adequate budget, absence of training institutions, training specialists and lack of attention to systematic training and development were the major problems that challenge training and development programs in the woredas. In the light of these findings, some recommendations were suggested. Firstly, in order to achieve goals of human resource training and development programs systematic need assessment has to be carried out. Secondly, training and development objectives have to be set during design and preparation and there should be a mechanism of assuring the achievements of these objectives. Moreover, training and development opportunities have to be given to employees based on clear and transparent selection criteria and it has to be in line with identified training needs. Lastly, to overcome problems that hinder training and development activities concerned government bodies have to allocate adequate budget and woreda capacity building offices should have training specialists or use experienced senior personnel in preparing and implementing for human resource training and development programs.

Acronyms

CB	Capacity building
MCB	Ministry of Capacity Building
HRM	Human Resource Management
HRD	Human Resource Development
WCO	Woreda Capacity Building Office
ESDP	Educational Sector development Program
GoE	Government of Ethiopia
NCBP	National Capacity Building Program

CHAPTER I

1. THE STUDY AND ITS APPROACH

1.1. Background of the Study

An effective and efficient accomplishment of an organization greatly depends up on its management capacity of putting in to practice the appropriate skill and knowledge. Human resource is a major component of any organizations and the management of people is a major part of every manager's job. Human resource management (HRM) involves five major areas; staffing, retention, development, adjustment and managing change (Cascio, 2003: 32).

Managers in any organization, in order to make the right choice in most of numerous decisions that determine the success of an organization, must keep up with the latest development in their respective field and at the same time manage an ever changing workforce operating in a dynamic environment (Ulrich, 1997: 245). Ulrich continues his argument that new organization requires different and often more advanced skills in group process organizational understanding.

As defined by Harrison in Armstrong (2005: 567) strategic human resource development (HRD) is development that arises from clear vision about people abilities and potential and operates with in over all strategic framework of the institution. From this we can see that strategic HRD concerned with enhancing resource capability in accordance with the belief that an organizations' human resource are a major source of competitive advantage. It is therefore about developing the intellectual capital required by the organization, as well as ensuring that the right quality of peoples are available to meet present and future needs. In its broadest interpretation, capacity building encompasses HRD as an essential part of development (ESDP project monitoring unit, 2005: 11). Capacity building is based on the concept that education and training lie at the heart of development efforts and that without HRD most development interventions will be ineffective.

Training should be concerned with identifying and satisfying development needs, fitting peoples to deal with new work demands multiskilling and preparing people to take on higher level of responsibility in the feature (Armstrong, 2005: 554). On the other hand training should be viewed as an investment in people. This is important at any time, but

particularly so with the increasing pace of technological, structural and social change. But training for its own sake achieves little. It must be real, operational and rewarding. So in order to secure the full benefit of successful training there must, therefore, be a planned and systematic approach to the effective management of training (Laurie, 1996: 636).

Any meaningful assessment of training needs should start with identification of organizational performance problems (ILO, 1998: 81). If accountability is a key purpose of appraisal of performance then equally the need to recognize the opportunity for the performer to develop is crucial. Without that opportunity performance may remain static. (Tony Bush, 2003:121). In fact, there is no performance appraisal scheme which does not recognize the need for some form of training or development to be acknowledged as part of that scheme. In this connection, the first important conceptual and practical task of trainer or consultants in need assessment survey is to identify organizational performance problems and distinguish the training and non-training and solution (ILO, 1998: 85).

With the ongoing decentralizations resulted in devolution of power and authority to the lower levels building the competence of position incumbents becomes or paramount importance (World Bank, 2005: 7). The spectrum for such training should be very wide, reflecting the scope of professional settlements concerns, and should create the technical skills to meet all needs, from the operation of services to the formulation of policy and programs at the highest levels of administration.

In this regard, the Ethiopian government had drawn up a comprehensive capacity building programs. Thus public sector has been chosen as the front-runner of national capacity building program because its dynamism and effectiveness as well as qualitative changes in its performance will be critical for the success of capacity building programs across the country and across all sectors. For these purpose public sector program that have been singled out for priority action are: Higher education, technical and vocational education and training both in agricultural and non-agricultural sectors, civil service reform, tax system reform urban management and development, information and communication technology (FDR MCB, 2002:15).

Capacity building by way of training hence encompasses the mechanics of training design and development which includes needs assessment, development of training materials that reflect the objective of training program, delivery and assessment of training

programs (MCB: 2002). In addition to this, well trained and qualified manpower equipped with modern managerial, technical, research and leadership capabilities play an indispensable role for the speedy development of competitive industries in the country (ESDP-III, 2005: 6).

When we come to Ethiopia, the government has acknowledged capacity building as an issue of paramount importance. It lies at the very core of sustainable development and poverty alleviation. Accordingly, certain training and development efforts have been carried out by government and non-governmental organization. As described in Ethiopia year book (1998 E.C) some studies are conducted regarding human resource training needs for utilization of “woreda” capacity building programs.

Therefore, the questions whether the woreda capacity building offices experience management and employee training and development or not remain open for investigation. Hence, a study on this problem of training and development seems to be timely and relevant.

This study tried to assess how these and other training and development practices were carried out particularly for employees in capacity building office of East Shewa zone of the Oromia regional state.

1.2. Statement of the Problem

Inadequate planning and management capacity at the lower levels of the organizational structures (e.g. Woredas), is a critical problem in realizing the goals of organization at lower level especially with regard to capacity building bureau. Skills to interpret policies, collect, analyze and use educational data, and enabling institution to take appropriate action to meet the minimum quality standards defined for the local situation are critically lacking at the lower levels of the organizational structures (MCB, 2002).

Short falls in capacity in virtually all sectors of the economy have emerged as the most critical constraint for achieving economic growth on a sustainable basis. One of the most basic factors that have frustrated efforts towards sustainable growth is the inefficient public sector and civil service because of lack of human and institutional capacity, working system and procedure (MCB, 2002).

The whole training and development function has increasingly acquired status as the instrument for breaking new ground and bringing about change through its developmental activities (Knox, 1993:182). The training must take place within a framework of partnership between the trainer, employer and employee. This relationship must be characterized by trust between all stakeholders so that training does not simply reflect the views of the employer. This commonality of interest must be identified and worked towards. Ultimately, it is about adding real value to the organization and those who comprise it.

In Ethiopia, the recently introduced system of decentralized management has widened the demand for skilled and experienced technical and managerial employee at various levels of the system in general and capacity building offices in particular which is responsible for coordinating capacity building initiatives and related activities of different offices. The number of woredas has increased in an attempt to run capacity building activities effectively and efficiently. Consequently the quantity of workforce has mounting with peaking demand for HRM than ever before (MCB, 2002).

The absence of adequate training and development practice of capacity building office managers and employees in terms of knowledge, abilities, and skill hampered the successful implementation of capacity building program of the country in general and the management function of woreda capacity building activities.

Moreover, due to lack of proper training and development programs, service of capacity building at various woredas face different problems such as problems in planning, organizing directing and staffing and evaluating the woredas training and development practice.

Thus identification of an organizations training needs, designing a relevant training plan, selecting and implementing the resulting training program and evaluating its success are therefore integral elements of the overall human resource process. However, for any of these functions to be effective, the training plans and policies must be in line with the organization's strategic objectives.

Thus this study attempt to asses and investigate how well human resource training and development have been carried out based on the standard literature of the field. This is necessary because the effective development as well as an efficient and effective output

of the capacity building office and its associate is highly dependent on the ability of the managers at each level of the woreda offices. In the zone under study the researcher had an experience to observe some of the managers face certain skill gap and difficulties to carry out what expected of them properly.

Therefore, this study intended mainly to investigate, assess and analyze some of the problems and practices of the training and development programs for capacity building office managers in East Shewa Zone. To achieve this purpose, the study attempted to give answer for the following basic questions.

1. Is there any systematic assessment of needs of training and results of training to ascertain its contribution for the attainment of the organizational and individual goals at different level?
2. What are the role of woreda capacity building office in identifying training and development needs, setting objectives, planning implementing and evaluation training and development programs?
3. What are the major recruitment and selection criteria to offer training and development for managers and employees as a whole?
4. What are the methods and type of training employed?
5. What are the major problems faced by the organization in the process of training and development and what solution sought to alleviate the problems?

1.3. Significance of the Study

An organization success depends increasingly on the knowledge, skills creativity, and motivation of its employees and partners. Development and management of human resource address the way in which the facilities organization ensures a continuing learning environment through communications, policies, recognition, training, professional development opportunities and other methods. Therefore the researcher believed that the finding of this study will help those who were concerned and beneficiaries to improve the capacity building programs for the office. Hence this study was important in the following respects:

1. It creates awareness for employees and management about training need assessment and evaluation of human resource training and development programs.
2. This study may provide valuable information regarding the problems of training and

development programs for capacity building offices.

3. The result of the study may help managers give more locally applicable suggestions to minimize the existing problems of capacity building programs.
4. The finding of this research would serve as starting point for those researchers who want to conduct further study in the similar areas.
5. The study may recommend some of the ways how managers assist or encourage employees to update their knowledge and skill for present and future needs.

1.4. Delimitation of the Study

The study was delimited to training and development programs of woreda capacity building offices in East Shewa zone of Oromia region. In addition to delimit the study to East Shewa zone the study was delimited to practice of human resource training and development of the Woreda Capacity Building bureau heads and experts in the sample woredas. This is because it is difficult to study all woredas of the country regarding training and development program practice at once because of time and financial constraints. Therefore the scope of the study was delimited to nine Woredas Capacity Building offices with the intention that their practice provides good reflections of the whole zones of the woredas.

1.5. Research Methodology and Procedures

1.5.1. Method of the Research

Descriptive survey method was employed for this research. This method was chosen because it tries to show the state of training and development practice at the present. And another reason for the selection of this method is because it is possible to collect detail description of existing situation with the intention of producing data that prove current condition and practices of training program. On the other hand, descriptive survey method of research helps to describe the status of woreda capacity building offices training and development practice situations and compare it with established standard.

1.5.2. Population and Sampling Technique

East Shewa Zone is one of the zones located in Oromia regional state. In this zone there are 14 (fourteen) woredas. The total populations of the study were mainly the managers and employees in the fourteen woreda capacity building offices. Hence it is difficult to include all the managers and employees of capacity building due to financial and time

constraint, the researcher included 9(nine) (64.3%) selected woredas namely Adama, Lume, Ada`a, Bosat, Adami Tulu Jidu kombolcha, Dugda, Bora, Fantale, Adea, Liban chukal and Gimbichu of the total fourteen woredas in the Zone. To select these nine sample woredas the researcher used stratified sampling based on their proximity to different infrastructure. Of the fourteen woredas 8 (eight) woredas were assumed to be relatively close infrastructures like road and communication and the other 6(six) were assumed to be remote woredas. Accordingly six woredas and five woredas were selected respectively from each group by random sampling. This sampling technique is used because it helps to make proportional representation of remote woredas and near by woredas by taking the zonal capital town as a reference. Therefore, by using stratified sampling based on distance from the capital four woredas from remote and five woredas from near by woredas to the zonal capital Adama was selected by using random sampling.

All the Woreda Capacity Building heads, deputy heads and the experts in the selected woredas were included in the sample. Because, these individuals are believed to have the knowledge of all the training and development activities in their respective woreda and had participated in different training and development programs.

1.5.3. Instrument for Data Collection

The sources of the data for this study were of primary data and secondary data. The instrument used to gather primary data was questionnaires. This was because; questionnaires were used to gather array of primary data from large number of respondents. The items in the questionnaire were prepared based on the basic questions so that all the basic questions will be attempted by the respondents. The questionnaires were distributed to heads, deputy heads, and experts in the sample woredas.

The questionnaire included both closed ended and open ended questions. The questionnaires questions were prepared in English language with the assumption that all the respondents in WCB offices can understand the language. Closed and open ended questions for the questionnaires were chosen because they are tools known to be effective for gathering a variety of opinion from large population with in short time. Analyses of available and relevant documents were the secondary source of data for the study.

1.5.4. Procedures of the Study

It has been stated that the instrument used for gathering data was questionnaire and analysis of the relevant document. The questionnaires prepared for the respondent were piloted in two woredas which were not selected in the sample to be studied. After the test some items of the questions were modified and some were omitted which are not clear or redundant. The pilot test was carried out in order to avoid language ambiguity, ideas etc and to enrich the items. Then the final copies of questionnaires were distributed for the respondents making sure that they fill at convenient time but within schedule. The relevant document analysis was held in woreda capacity building offices.

1.5.5. Method of Data Analysis

The data gathered were tabulated after frequency count and tallied. Then they were analyzed and interpreted using both descriptive and inferential statistics such as percentage, and frequency table which are appropriate to be applied in this research. Among inferential statistics percentage and chi-square test were used to compare and differentiate scientifically two or more proportions of different respondent groups.

1.5.6. Limitation of the Study

It was difficult to get the questionnaires filled in by the respondents specially the officials and some respondents were highly reluctant to fill properly in the questionnaires. The other major limitation of this study was the capacity building office at woreda level is under continuous adjustment and thus there were high movement of personnel from one section to another and to other offices. For these reasons some respondents have not enough information about their office. The study could have been more complete had the above mentioned problems been managed.

1.6. Organization of the Study

This study is organized in the four chapters. The first chapter deals with the problem and its approach. The second chapter addresses review of the related literature. In chapter three, the analysis and interpretation of data were dealt. The last chapter treats the summary, conclusion and recommendations.

1.7. Operational Definitions

1. **Capacity building**-A systematic process of up-grading the ability, knowledge and skill of an employee in order to make them competent enough in their jobs. The organizational capacity building package includes: Staff training, experience sharing, Networking and partnership development, System Development, Office physical facilities, Income generating set ups (MCB: 2002)
2. **Development**- The growth or realizations of person's ability and potential through the provision of learning and educational experience.
3. **Education**- Any long term learning activity aimed at preparing individual for a variety of roles in a society.
4. **Human resource development**:-"being broad in scope and focusing on individual gaining of new knowledge and skill useful for both present and future jobs.
5. **Human Resource Training**: - is a learning process where by people acquires knowledge to aid in the achievement of goals.
6. **Human Resource**: - refers to all civil servants in civil service organization irrespective of their positions.
7. **Training**- the planned and systematic modification of behavior through learning events, programs and instruction which enable individual to achieve the levels of knowledge skill and competence needed to carry out their works effectively.
8. **Woreda**- the lowest level of government administration to which budget resources are devolved (ESDP project monitoring unit, 2005: 3)
9. **Zone**:-is an administrative locality and hierarchy next to the region consisting of limited woredas under it. (ESDP project monitoring unit, 2005: 3)

CHAPTER II

2. REVIEW OF THE RELATED LITERATURE

This chapter will review the most recent literature relevant to the research paper. It will describe training and development with all its component and methods employed and will state the objective of training and development in any organization. The ability to assess training and development in the real world requires a model that can be effectively utilized in all areas of training. Hence, in this section of the paper previous studies associated with human resource training and development will be analyzed and discussed.

2.1. Concepts of Human Resource Training and Development

2.1.1. Human Resource Training

As described in Armstrong (2005: 554) training is the planned and systematic modification of employees' behaviors through learning events, programs and instructions which enable individuals to achieve the level of knowledge skill and competence needed to carryout their work effectively. So training reflects activities that are intended to influence the ability and motivation of individual employees for the sake of better performance.

Training involves process of providing knowledge, skill and attitude specific to a particular task or job. In addition to this intention, training is necessary to ensure an adequate supply of staff that is technically and socially competent and capable of career advancement in to specialist department or management position (Laurie, 1996: 634). Thus with the objective of resulting in an immediate improved performance of individuals, training are delivered relatively for a short period of time (Snower, 1996: 26).

Main Stage of Training

As noted in Laurie (1996:635) training can be seen to pass through four main stages. This are

- **Out put training:**-is generally the province of small organizations which on employing an individual or investing in a new machine, will endeavor to generate out put as quickly as possible.
- **Task Training:**-Involves selected individuals being sent on short training or college based

➤ **Performance training:**-Arises when the organization has grown substantially and become means by which the performance of individuals and the organization can be controlled.

➤ **Strategic training:** - can be said to be reached when the organization recognized and practices training as an integral part of the management of human resource, prepares organizational strategies and plans training in the light of both individual and organizational need.

From these one can understand that training is an integral part of any organizations' activity. Thus, with the objective of resulting in an immediate improved performance of individuals training is a must activity at all stages of any organization.

2.1.2. Human Resource Development

The term development in human resource management refers to teaching employees and professionals the skill needed for both present and future job (Chandan, 1996: 209). By strengthening this idea Armstrong (2005: 578) explains that human resource development improves managers and professional's performance, gives them development opportunities and provides for management succession.

Employee development is part of human resource management and involves the planning and management of peoples learning including ways to help them manage their own development with the aim of making learning process more effective, increasingly efficient, properly directed (Barrington, 2001: 7). Both training and education are concerned with promoting and guiding employee development in the achievement of goals which gives the trained person the confidence to apply learning. But education and training are differ and yet complement each other. According to (Barrington, 2001: 55) training and education differ in;

1. In the degree to which their objective can be specified in behavioral terms.
2. In the time normally taken to realize learning objectives.
3. In their methods and content of learning.
4. In the context within which learning materials are used.

Development process may be anticipatory (so that managers can contribute to long-term objectives), reactive (intended to resolve or prompt performance difficulties) or motivational (geared to individual career aspirations) (Armstrong, 2005: 578). From this human resource development activities may include traditional training programs but the

emphasis is much more on developing intellectual capital and promoting organizational, team and individual learning.

2.1.3. Education

Education, the broader term differentiated with respect to training by being defined as learning undertaken in educational institutions in the pursuit of qualifications in advance of employment. The audiences for education were consumers of bodies of knowledge, typical children, young people and mature entrants being taught subjects by professional teachers in institutions (Gibb, 2002: 6). Education seeks to promote learning for life and in aspects of life not connected with work and organization (Gibb, 2002: 6). Education is defined as ‘ activities which aim at developing the knowledge, skills, moral values and understanding required in all aspect of life rather than knowledge and skill relating to only a limited field of activities (Barrington, 2001: 7).

The purpose of education is to provide the condition essential to young people and adults to develop an understanding of the traditions and ideas influencing the society in which they live and to enable them to make a contribution to it (Barrington 2001: 7). Unlike training education is not directly related to current work. But education is a prerequisite for training of employee.

All training, development and education have some thing in common as mentioned above. These are all of them involving learning and they are mode of learning in acquiring knowledge or skill. But the scope and purposes of these modes are different. Thus training process involves providing knowledge, skill and attitude specific to a particular job. Whereas human resource development involves teaching employees the skill needed for both present and future job. On the other hand education is a broader term that involves learning undertaken in educational institutions in the pursuit of qualifications in advance of employment. At this point we can see that the participants of educations are young children, mature entrants being taught bodies of knowledge for learning for life and in aspects of life not connected with work and organization. But as elaborated above both training and development are given for employees and involves acquiring skills for current or future job demand. In general, education is 'mind preparation' and is carried out remote from the actual work area, training is the systematic development of the attitude, knowledge, skill pattern required by a person to perform a

given task or job adequately and development is 'the growth of the individual in terms of ability, understanding and awareness'.

2.2. The Benefit of Training and Development

The goal of human resource development is to increase the capabilities and potential of people by providing learning opportunities and continuous professional development opportunities. This can be ensured as far as possible that every one in the organization has the knowledge and skills and reaches the level of competence required to carry out their work effectively (Armstrong, 2005: 70).

The theory that training should be viewed as an integral part of work, requiring the involvement and collaboration of all employees, leads to the logical conclusion that training concerns all the staff of an organization (York, 1996: 147). Hence training and development have a lot of advantage for individual as well as organization if carried out in a planned and systematic way. Purcell in (Armstrong 2005: 4) noted that 'Intangible asset such as culture, skill and competence, motivation and organizational units, are increasingly seen as a key source of strength in those organization which can combine people and process together.' There is therefore continual need for process of staff development, and training to fulfill an important part of this process (Laurie, 1996: 634).

The purpose of training and development is to improve knowledge, skills, and attitudes. This can lead to many potential benefits for both individuals and the organization. Effective training and development programs have a lot of benefits of which some of the most important ones are presented below (Pewter 1982: 4, Armstrong 2005, Laurie: 1996 and Graham 1998: 283)

Benefits of training and development for employees

- ❖ The opportunities for promotion and self-improvement.
- ❖ Improve job satisfaction through better job performance.
- ❖ A challenge the chance to learn new things.
- ❖ Adaptability – greater ability to adapt to and cope with changes.
- ❖ Increases confidence, motivation and commitment of staff.
- ❖ Help to improve the availability and quality of staff.

Benefits of training and development for the organization

- ❖ Higher service through better job performance and efficient use of resources.
- ❖ Goals and objectives more effectively met.
- ❖ Reduce costs due to less labor turnover, errors, accidents absenteeism.
- ❖ A more capable “mobile” workforce.
- ❖ Existing staff more easily retained.
- ❖ Less disruption in events of staff turnover.
- ❖ Employees are better able to cope with organizations “crisis”.
- ❖ Less needs fore close supervisions so that managers and supervisors can devote more on strategic issues.

Training has many benefits if managed systematically. But arguments against training is that expensive, often trainees are not producing while they are being trained and thus might leave the organization a soon as training ends and that individual organization can sometimes recruit competent employees at low cost from outside.

2.3. Components of Human Resource Training and Development

Human resource training and development can be approached from two perspectives. These are training and development for managers and training and development for employees.

2.3.1. Training and Development for Managers

Management development contributes to organization success by helping the organization to grow the managers it requires to meet its present and future needs. The capability of the organization to achieve its institutional strategies in the light of the critical success factors for the organization (innovation, quality service, cost leadership etc) depends largely on the capability of its managers as developed within the organization to meet its particular demand and circumstances (Armstrong, 2005: 57).

Organizational effectiveness greatly depends on human resource and the planning and practice needed to make the best use of these resources in the interest of employees and employers too (York, 1996: 117). However, managerial staff needs particular attentions because of their obvious importance to the ultimate effectiveness of organizations need,

therefore, to take conscious measures to ensure that managerial talents and competences are constantly developed through systematic training and development. Referring glossary of training terms, York (1996: 118) define management development;

.....as a systematic process of developing effective managers at all levels to meet the requirement of an organization , involving the analysis of the present and future management needs, assessing the existing and potential skills of managers, and devising the best means to meet these requirements.

On the other hand, Mumford (2003: 5) defines management development as an attempt to improve managerial effectiveness through a planned and deliberate learning process. In both of these definitions an over emphasis on the “planned or deliberate” has excluded many of the experiences which are particularly real for managers. Instead of seeing things simply as either brought about by formal or planned and deliberate management development process or by accidental/informal learning, we should see management development as including improved learning on the job where the improvement was initiated and sustained by the managers themselves, not by management development specialists (Mumford, 2003: 38). Thus both planned or deliberate management development and unplanned management developments are essential for every management.

2.3.1.1. Objective of Management Development

In Armstrong 2005, Graham (1998), and Storey (1995) the management development programs are intended to achieve the following objectives

- To improve the performance of the managers.
- For succession planning.
- To increase the morale of the members of the management group.
- To stimulate creative thinking.
- Helps to get managers with ability to understand economic, social and technical skills.
- To improve human relation at work.
- To improve thought process and analytical ability.

These objectives of management depending on the type of organization and size might be set by managers, consultant, and customer opinions and the objectives have to be measurable either in behavioral and performance output.

2.3.1.2. Process of Management Development

Mumford, (2003: 39) in his book management development strategy identifies the following management development steps to be followed;

- 1. Analysis of development need:** - an examination of the organization structure in the light of the feature plans of the organization should help one know what the organization in terms of functions, departments and executives position.
- 2. Appraisal of present management talents:** - A quantitative assessment of the existing management talent should be made and an estimate of their potential for development should be assessed.
- 3. Inventory of management development:** - This is done to have complete information about each executive in each position.
- 4. Planning of individual development programs:** - A development plan should be tailor-made for each individual.
- 5. Establishment of development programs:** - This is identify developmental needs and will establish specific development programs like leadership courses management games and sensitivity training.
- 6. Program evaluation:** - All efforts made in the direction of finding out what training and development worth for organization and individual current and feature demands.

These stages are interdependent and the drive is either individual, organizational or market. As a systematic long-term process of learning, management training and development therefore encompasses both management education and training. Therefore human resource training and development elements reinforce one another Armstrong (2005:543).

2.3.2. Employee Training and Development

Employee's training and development can be defined as planned proof of providing employee with learning experiences intended to enhance their contribution to organizational goals (Gibb, 2002: 7). Staffs are crucial, but expensive, resource. In order to sustain economic and effective performance it is important to optimize the contribution of employees to the aims and goals of the origination. Once employees are selected by an organization as a member of its personnel, the next duty is to place them in the right job

and provide them with training and development facilities needed for them to fit the present job, as well as the future career chalked out for such individuals (Davar, 1995: 7).

The accumulated stock of knowledge, skills and abilities that individual possess which the institution has built up over time as identifiable expertise are reached through knowledge management, resourcing and human resource development (Mayo, 1996: 79). Effective performance in work and organization is taken to require, to some degree, the establishment of change of a combination of cognitive capabilities, capabilities and behavior (Gibb, 2002: 8). For all these reason training and development is an integral part of human resource management to be performed systematically on continuous basis.

Thus, we can see that training and development are the corner stone of sound management for it makes employees more effective and productive (Kumar, 2000: 121). And it moulds the employees' attitude and helps them to achieve a better cooperation with organization and a greater loyalty to it. A successful training and development programs presumes that sufficient care has been taken to discover areas in which it is needed most and to create the necessary environment for its practice.

Both management and non-management receive help from training and development programs, but the non-managers are more likely to be trained in technical skills required for their current jobs and managers are more likely to develop conceptual skills and human relation skills that are required for current and future jobs (Chandan, 1997:282). This implies that training and development should not be confined only to a selected few.

From all these training and development increasingly recognized, now as a most important organizational activity. And rapid technological changes require newer skills and knowledge in many areas. For all these reasons training and development has to be a continuously offered to keep employees up-to-date. Similarly, organizations need training and development to mould the employee's attitude and fill the gap between theory acquired in higher institution and job demand.

2.4. The Process of Training and Development

Many Authors tried to classify the process of training and development in to four broad categories. These are assessing training and development needs, training and development design, training and design delivery and evaluation of training and development. Stephen Gibb (2002: 31) analyzed the interdependence of these categories in the following diagrams.

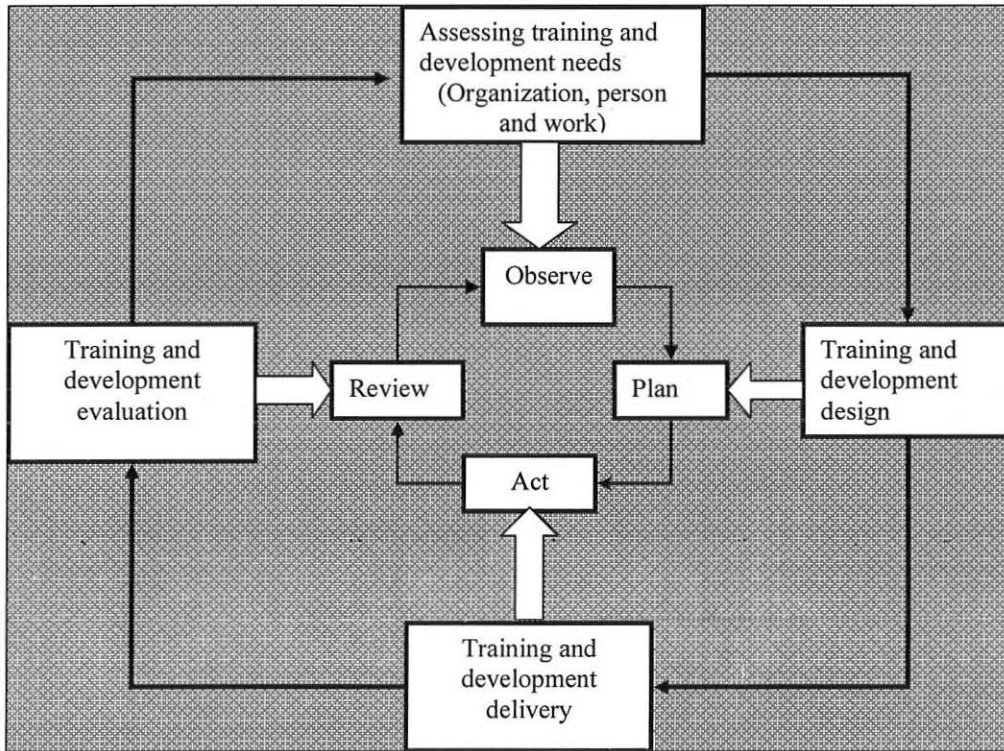


Figure 1: The training and development process

Source (Gibb, 2002: 31)

2.4.1. Assessment of Training and Development Needs

Training and development need analysis can help ensure that training and development efforts are not initiated in an ad hoc, uncoordinated manner, but rather are strategically focused on improving performance toward the agency's goals and are put forward with the agency's organizational culture firmly in mind. To make certain that their strategic and annual performance planning processes adequately reflect current ideas, policies, and practices in the field, agencies should consider the viewpoints of human capital

professionals, agency managers, employees and other critical stakeholders in partnership with agency leadership in addressing training and development efforts Gibb, (2002: 41).

Learning or training needs analysis is some times assumed to be concerned only with defining the gap between what is happening and what should happen (Armstrong, 2005: 553). By strengthen this idea (Saiyadain, 2003: 240) identifying training needs assessment is a process that involves establishing areas where individuals (employees) lack skill, knowledge, and ability in effectively performing the job and also identifying organizational constraints that are creating road blocks in the performance.

Therefore an analysis of these needs is an essential prerequisite to the design and delivery of effective training and development programs (York, 1996: 143). The assessment of training and development needs is needed to identify the gap between expected and actual performance then at any of these levels the first step in analysis has to be 'what is the expected performance?' (Stephen, 2002: 39).

The final purpose of training need assessment is to find out what training and development managers should receive and what conditions ought to be created in order to make sure that training and development will have a positive impact on organizational performance. With this regard, the first important conceptual and practical task of trainer or consultants in need assessment survey is to identify organizational problems and distinguish the training and non-training solutions to the problems (ILO, 1998: 85).

McGhee and Thayer in (Davor, 1995: 122) recommend the following three steps approach to determine training and development need assessment as organizational analysis, job analysis and individual analysis will be discussed one by one below.

2.4.1.1. Organizational Analysis

Organizational analysis involves a comprehensive analysis of organizational structure, objective, culture, Process of decision-making, future objectives and so on (Saiyadain, 2003: 240). The analysis would help identifying deficiencies and mechanisms that would be needed to make adjustment in those deficiencies.

On the other hand Gibb, (2002: 41) define organizational training and development needs as those that are common to all members of the organization everyone from top to bottom

and across all units may need training and development of a particular kind. The reason for an organizational wide review is to provide objective data about the training investment required, in the short and long term, to meet corporate goals. It provides management with professional advice on human resource development and enables them to decide the nature and extent of the role of training in the achievements of organizational goals (Barrington, 2001: 239).

In reviewing training and development needs at the organization level some of steps to be followed are;

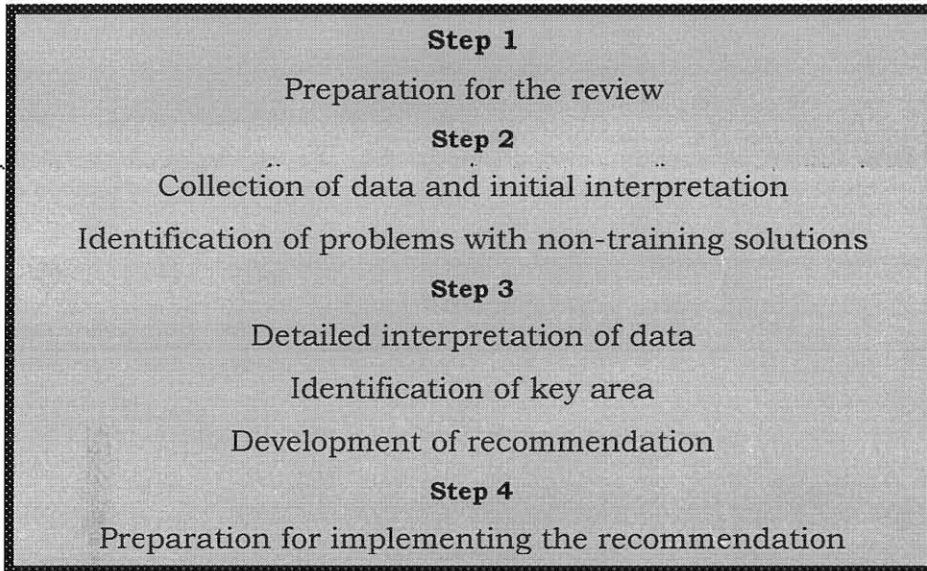


Figure 2: *Steps in identifying organizational training needs. Source (Barrington, 2001: 24)*

The organizational needs analysis begins with an understanding of short-term and long-term goals of the organizations, as a whole, and for each department specifically (Saiyadain, 2003: 240). This would help to identify what capacities are needed to fulfill these goals. (Saiyadain, 2003: 240) identified three requirements that have to be considered in organizational need analysis. These can be identified through answering questions like ‘do we have adequate number of people to fulfill organizational goals?’, ‘do these people possess required skills and knowledge?’ and ‘Is the organizational environment conducive?’.

At this stage before directly embarking on training for inefficiency of organizational problems all non training solutions must be tried. An analysis should also be made of any areas where future changes in work process, methods or job responsibilities are planned,

and of any common gaps in skills or knowledge or weakness in performance, that indicate a learning need (Armstrong, 2005: 554).

Methods of collecting information:-Depending on the focus of the investigation of organizational need, information might be obtained by

- Reference to strategic planning documents relating to marketing, staffing, service etc.
- Analyzing minutes of management meeting.
- Selecting data from operational records such as personal statistics, job description, accident records, training reports and staff appraisal forms.
- Formal and informal interviewing, especially with people in charge of key departments.
- Questionnaire survey.
- Discussion with training committee, which can provide information on training requirements and the priority areas
- Direct observation of employees at work (Barrington, 2001: 243).

The source of all these information can be from: external sources such as (economic factors, politics) top management, top management, personnel department, service department, departmental managers and professional unions (Reid and Barrington, 2001: 246). The need for organizational training needs analysis is to direct the training efforts to the most important organizational objectives. A survey of organizational needs or key areas is a logical step to ensure this. Without any investigation in the real needs, large sum of money might be invested with little positive result.

2.4.1.2. Job Analysis

This involves a detailed analysis of jobs and how they are performed (Saiyadain, 2003: 241). Designing a specific training program requires a review of the job description in which the activities performed on the job and the conditions under which they are performed are indicated. This review is followed by task analysis which involves determining what the content of the training program should be based upon a study of the tasks or duties involved in the job (Sherman, an others 1988: 22).

By continuing Sherman, the first step in task analysis is to list all the tasks or duties that are included in the job. The second step is to list the steps involved in each of the tasks in terms of what the person does when performing the steps. By doing so the selection of

program content and training method is facilitated. Task analysis provides information about the nature of job and the characteristics or qualification desirable in the job holder. Kumar (2000: 55) outline techniques of task analysis;

1. **Personnel observation:** - the material and equipment used, the working condition and the probable hazardous, and understanding of what the work involves are the facts which should be known.
2. **Sending out questionnaire:** - properly drafted questionnaires are sending out to job holders for completion and the information is solicited so that any error may first be discussed.
3. **Maintenance of job records:** - the employee maintains a daily diaries record of duties he/she perform.
4. **Conducting personnel interview:** - personnel interview may be held by the analyst with the employees and answers to relevant questions may be recorded.

But the reliability of the collected data depends on how systematically the instruments are planned and data collected for a reasonable time. Otherwise the conclusion from job analysis may result in unnecessary expenditure of scarce resources. Agencies can use an organization wide knowledge and skills inventory to help identify and institutional benchmarks to help identify current performance problems in their workforces and to plan for future training and development efforts that may be needed not only to address performance and skill gaps but to optimize overall performance as well (Sherman, an others 1988: 22) .

2.4.1.3. Person Analysis

Once the organization and job analysis are made it is necessary to perform person analysis, which determines what skills, knowledge and attitudes are required of people on the job. Person analysis involves determining whether task performance is acceptable or substandard and studying the characteristics of individuals and groups who will be placed in training environment (Sherman, 1988: 202). This is important to determine what perspective trainees can and can not do in order that training programs may be designed to yield maximum results at minimum cost.

Where clear organizational task or occupational descriptions and standards have been defined the individuals can be assessed against them (Gibb, 2002: 49). Individual analysis of training needs is typically done at a number of points. One is when exploring the experience and qualification during selection. Another is when undertaking some form of performance appraisal during employment. An alternative training center may be used for identifying training and development needs, for selection, placement, appraisal or clear development purposes.

To identify training needs some techniques employed are; analysis of activity, analysis of problem, analysis of behavior of employee at work, performance appraisal, buzzing, committee, conference, consultant etc. In general (Kumar, 2000: 55) list the following activities for conducting training need assessment.

In addition, agencies should integrate the need for continuous life-long learning and incorporate employees' development goals into their planning processes. Planning allows agencies to establish priorities and determine how training and development investments, along with other human capital strategies, can best be leveraged to improve performance (Graham, 1998: 168).

It is obvious to guess that as the pace of change continues to accelerate, agencies face changes in their missions and goals, as well as changes in how they do business, with which they work, and the roles that they play in achieving results. So training and development is essential for every organization on continuous basis.

While individuals should be expected to take a considerable degree of responsibility for managing their own learning, they need the help of their line managers and organization (Armstrong, 2005: 557). On the other hand learning specialists are there to advice on the various approaches to training and development. They analyze learning needs and make proposals on how these best satisfied. Training and development specialists provide guidance to line managers and help them to develop their skill in assessing development needs, personnel development, planning and coaching (Kumar, 2000: 43).

2.4.2. Planning and Designing of Training and Development Programs

This stage of training and development phase concerned with the preparation of a blue print for a training programs. Ford (1999) in (Gibb, 2002: 60) put as the core of the

planning, whether the outcomes are conventional forms of training and development or experimental once requires the establishment of aims, goals and objectives to structure and construction of learning experience. This requirement for planning raises the questions about how to model the content of what is to be learned and developed. This involves the craft of determining and writing aims, goals and objectives.

The first element of analysis in planning and designing training and development is identifying the right aim depending on need assessment. Aims are general statements of intent, which provide the broad boundaries for what should follow (Gibb, 2002: 61). They form the outer boundary within which analysis of the form and content of learning should confine. Having confidentially identified an appropriate aim, the next step is defining the goals. This second level translates aim into discrete and manageable parts which can be further analyzed. At last we need to craft the objective of training and development. Objectives are statement of the specific outcomes to be achieved by training stated from the point of view of the learner (Gibb, 2002: 62).

Objectives are needed for planning and design of training and development for three main reasons (Gibb, 2002: 62); to provide the focus for detailed training and development design, to communicate the purpose of the training and development to learners and others and to establish the context for measurement and evaluations.

Another area of training and development of planning and design is converting training needs in to contents, types of training programs, location of training programs, choice of faculty and participants and general administration Chales (1980) in (Saiyadain, 2003: 248). At this stage the main duty of the training personnel is to direct the objective of training so that every trainees can understand and work towards to achieve them for the pursuit of organization and themselves.

2.4.2.1 Training Content

Contents of training are very much influenced by the purpose and need for training (Saiyadain, 2003: 242). The most appropriate contents would be those that are approximately close to actual job performed by the employee. Contents of training and development would vary according to the level of participants in training program: For manager at executive level probably conceptual abilities are more important hence one

should focus on theories, frameworks and concepts (Saiyadain, 2003: 249). While at lower levels the emphasis may be on technical skills and application.

Sequencing of contents is also very important. If topics of discussion do not seem to follow some logic and just come in random succession the learning may be piecemeal and participants may not be able to relate one session to the other. Similarly the content should be following simple to complex or from general to specific logic take in to consideration the individual difference

2.4.2.2 Training Programs

Chatterjee in (Saiyadain, 2003: 249) list four types of standard training programs. These are induction training, Supervisory training, technical training and management development training.

Induction training: - where in a new recruit is introduced to the organization, condition of services, rules of behavior, etc. The training during probation is to familiarize with job and work environment.

Supervisory Training: - Supervisors are trained for skills, leadership qualities, for handling of employees.

Technical training: - This type of training program helps in inducting new entrants to the operational requirements of the unit in improving the skills of existing employees.

Management development: - This type of training is for managers. This training program emphasizes attitude and values, conceptual knowledge, analytical abilities and decision-making skills. The purpose is to equip managerial personnel for management roles. While the above four kinds of training programs are standard programs; the choice depends on the training needs and contents of training (Gibb, 2002: 79).

The problem with planning and design reflects challenges in three areas: in analysis, synthesis and communications. In analysis are about breaking needs down in to discrete developable units of learning. The challenges of synthesis are about balance and variety in putting together designs for dealing with knowledge, capability and attitudinal dimension of learning. Throughout all communication is central: clarity and simplicity in definitions and statements (Gibb, 2002:79).

According to (Laurie, 1996: 637), the following principles of training and development have to be considered in designing programs.

- 1 There must be a clear commitment to training throughout all levels of the organization. Top management should set the scene by giving active support and encouragement to the training process, and through the provision of adequate finance, resources, time and skilled staff.
- 2 There should be an objective assessment of training needs related to: a vision, responsive to changes, human resource planning, preparation of job descriptions and person specification.
- 3 It is important that staff themselves should also feel a sense of involvement in training and development and know how they can play their part in achieving the goals and objectives of the organization.
- 4 There should be a clear set of objectives and defined policy for training.
- 5 The training program should be planned carefully and stayed over a reasonable period of time. Offering must be balanced, well organized, and properly sequenced, provided adequately for differing needs and abilities offer sufficient flexibility to managers and trainees.
- 6 The methods must be selected carefully according to the particular needs of the organization and the employees.
- 7 Training programs must be validated to ensure effectiveness prior to full scale implementation.
- 8 There should be an effective system of review and evaluation including the ongoing monitoring of progress, a supporting appraisal system and maintenance of suitable training records.
- 9 Evaluation should be related to objective measurable factors.

Thus, training programs have to follow these principles if one wants to direct training efforts to the objective set before implementation.

2.4.2.3 Training Policy

Every organization should have a well established training policy. Such a policy represents the top management's commitment to the training of the employees, and comprises rules and procedures governing the standard and scope of training (Kumar, 2000: 42). A training policy is necessary different reasons such as; to indicate an

organization's intention to develop its personnel, to provide guidance in the forming and implementation of programs, to discover critical areas where training is to be given on a priority and to provide suitable opportunities to the employees for his own betterment (Kumar, 2000: 144).

Although these are not the only advantage of training policy but well sound, and communicated policy is one of the necessary conditions for an organization to design workable training programs.

2.4.3. Implementing Training and Development Programs

Implementation involves ensuring effective and efficient delivery of training and development opportunities in an environment that supports learning and change. According to (Saiyadain, 2003: 250-251) implementing training and development program involves: planning program, preparing and organizing program activities and executing the program.

Implementation involves choice of participants, whether they sent to an external program or should the organization offer an in-company program. The decision depend on the availability of the relevant programs, number of employees to be trained, duration for which they could be taken off-the-job, time, cost, availability of training materials, facilities like (classrooms, faculty, library, audio visual aids, and the like) (Saiyadain, 2003: 250).

Any mode of delivery has its own strength and weakness, in terms of the costs, qualities and the speed with which experiences can be delivered (Gibb, 2002: 82). He describes five major options for delivering of training and development. These are 'on-the-job' training and development, being on an organization managed short training course, attending external courses or learning event, using information and communications technology system, computer based, or learning in learning centers and being involved in a 'learning partnership' like mentoring (Gibb, 2002: 82).

While these are quite different options they share common methods of delivery in action. These are the method of instruction and facilitation (Gibb, 2002: 83). An instruction involves programmed learning, which requires the direct transmission and development of predetermined cognitive capacity, standard capabilities and explicit behaviors. Partly

because, of the kind of training and development required methods other than instruction of learners and which enable 'constructive learning' through discovery. Facilitation is explained with reference to the operation of an 'experiential cycle' of learning in (Gibb, 2002: 89) Kolb 1984 rather than an instruction model to develop cognition, capability and behavior. Thus implementations of training and development programs have to consider individual differences.

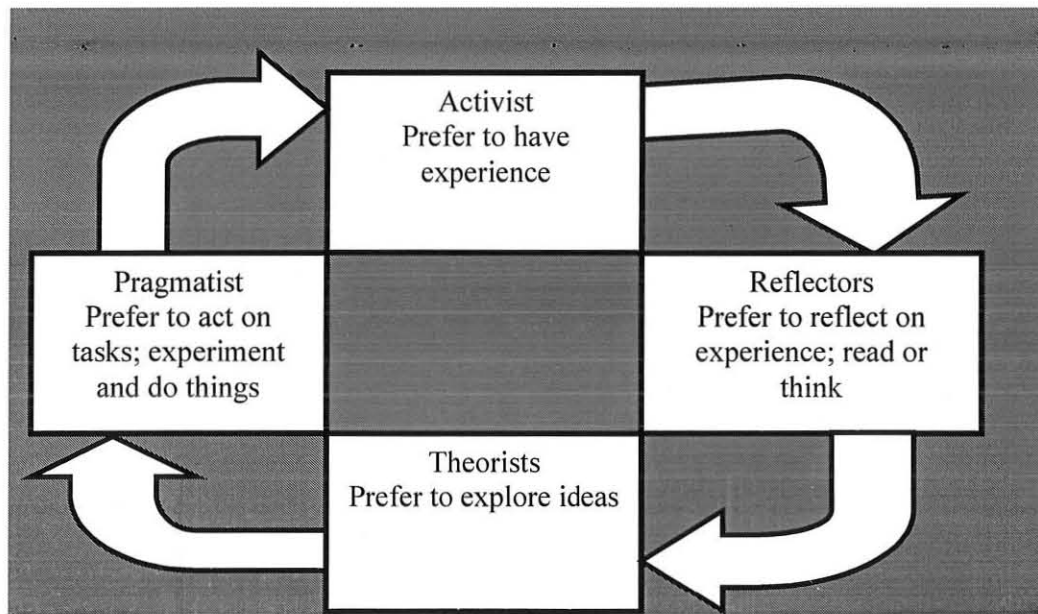


Fig 3: *Experiential learning cycle and learning style*

2.4.4. Evaluating Training and Development Process

Evaluation involves assessing the extent to which training and development efforts contribute to improved performance and results. Evaluations of training and development effectiveness is the most critical phase is not only assessing the quality of training imparted but also to see what future changes in training plan should be made to make it more effective (Saiyadain, 2003: 251). The training evaluation consists of an evaluation of various aspects of training immediately after the training is over and judging its utility to achieve the goal of the organization.

According to (Saiyadain, 2003: 252, Kumar, 2000: 155) immediate evaluation of training and development refers to reaction of the participants as to how have they found a particular training program. These usually done at the end of training session where

participants are asked to fill a questionnaire. The questionnaire contains information on the objectives of the program and how well they were achieved during training periods. It also seeks information on the contents, reading materials, presentations, trainers', managers and relationship with other participants, classroom, boarding and lodging facilities and provides suggestions to improve up on it.

On the other hand evaluation of training utility refers to success of an organization requires that every one performs at his optimum level. Evaluation of the utility of training deals broadly with;

1. Whether a given training program has actually brought about desired modification in behavior or not?
2. Whether training has demonstrable effect on the performance of the task or achievement of organizational goals?
3. Whether the present methods of training and development are the most superior one to achieve the desired result?
4. Whether the cost of training commensurate with achievement in the performance of the job?

Similarly, several methods have been tried to test whether changes/improvement have been brought about by training or not. These methods consists of observation of the behavior of employee on the job, evaluation by supervisors, peers, subordinates, self evaluation and qualitative and quantitative improvement in his out put (Saiyadain, 2003: 252).

Based on various criteria different approaches to training and development programs evaluation have been developed. Among these Kirkpatrick's model is the most widely used model in evaluating training and development programs (Kumar, 2000: 155). This model provides four important criteria against which the effectiveness of any training and development programs in achieving its objectives is measured. These are;

Reaction: - Evaluate the trainee's reaction to the program. Did he like the program? Did he think it worth while?

Learning: - Did the trainee learn the principles, skills and facts that the supervisor or the trainer wanted them to learn.

Behavior: - This is a criterion used to measure the changes in behavior of participants as a result of training and development program.

Results: - What final results have been achieved? Did he/she learn how to work on tasks? Did costs decrease? Was turnover reduced? Are production quotas now being met?

It has already been discussed that evaluation of training and development programs takes place at different levels. Evaluation of training and development programs must be conducted carefully by collecting relevant data with the appropriate technique and then analyzing it scientifically. But there are problems of training and development evaluation these are resistant to evaluation by trainees, expense, trainer lack of knowledge and time factors are some constraints.

2.5. Training and Development Techniques

Training and development techniques are the means by which designed programs are put in to practice. The choice of a training technique or a mix of methods is a function of a number of considerations as described in (Saiyadain, 2003: 244). These are;

1. The purpose of training is an important consideration in the choice of methodology.
2. The natures of content determine the nature of methodology.
3. The level of trainees in the hierarchy of the organization.
4. Finally all organization has to be concerned with cost factors. How ever cost consideration should not override the quality consideration.

Generally, the most widely used training and development methods or approaches of training and development are discussed under the following two broad categories.

2.5.1. On-The-Job Training

As its-name indicates, on the job training takes place in the work setting and during actual job performance (Heinemann and others, 1996: 437; Armstrong, 2005; Saiyadain, 2003: 244). Rather than attempting to change job behavior by changing knowledge, attitude or skills in a more or less artificial environment these techniques attempts to change job behavior more directly while employees remain on their jobs or take on special assignment or tasks (Heinemann and others, 1996: 437). On-the-job training is often used to supplement off-the-job training in the interest of facilitating the otherwise often illusive improvement in job behavior and organizational results.

On-the-job training techniques present few transferring problems of what is learned on training compared to off-the-job training technique (Heinemann et al, 1996: 437). On the

other hand on the job training is inefficient for two main reasons. First lack of control over program content, which is determined by day to day job demand and supervisors or peer trainers who normally have many responsibilities in addition to employee training and development and who may receive little training for the task and no reward for doing it well.

On-the-job training is not a method to be used for training and development of employees only. It is also important method in management development (Mumford, 2003: 149, Heneman, 1996:439). According to (Mumford, 2003: 137-150), on-the-job training activities include periodic performance reviews, observation and critique of how the junior manager is working, solving problems, and managing regular consulting on operating things. There are a number of specific methods used in on-the-job training. Some of the most widely used methods are discussed as follows.

I. Coaching

Coaching is an important form of on the job training and development (Heneman et al, 1996: 438) define coaching as “The process of ensuring that employee development occurs in the day to day supervisor subordinate relationship. Similarly (Mumford, 2003: 149) define in a more comprehensive way as ‘a process in which a manager through direct discussion and guided activity helps a colleague to solve a problem or to do a task better than otherwise had been the case’. In this definition the key concepts are coaching refers to guided activity, aims to solve problem and it works with peers as well as with subordinates. In coaching supervisor is serving as a favorable role model and to facilitate the learning process by providing guidance assistance, feedback, and reinforcement (Heneman and others, 1996: 438).

On the other hand (Mumford, 2003: 150) tried to classify the practice of coaching as non-directive coaching and directive coaching. Non – directive coaching involves an open style between participants, a dialogue not one-way direction, and some conforming behaviors by the coach. Where as directive coaching involves explicit guidance, and instruction on how to perform a task.

Coaching is an important approach that allows individuals to learn and develop. Coaching is immediate and inexpensive. It allows two way communications. The coach can ask

questions that enable learners to identify a problem for themselves and what the solution may be (Mumford, 2003: 151).

There are however problems in coaching;

- Its success depends on ability and skill of the coach.
- Coach may have lack of time.
- Some managers are ill prepared and feel uncomfortable in the role.
- Lack of commitment from trainees' part. (Mumford, 2003: 150, Heneman and, 1996: 439 and Armstrong, 2005:898)

At this point it is important to point out the distinction between coaching, mentoring and counseling. According to (Mumford, 2003: 149-154 and Armstrong, 2005: 898) coaching and mentoring has the following important differences. Coaching is mainly concerned with performance improvement, task related and has the connotation of formal hierarchy. On the other hand mentoring oversees the career and development of another person, and there is shared relationship. Counseling may be taking place when a manager discusses issues of domestic significance and difficulty with a subordinate.

II. Mentoring

Mentor as described by Zey in (Mumford, 2003: 154) is a person who oversees career and development of another person usually a junior through teaching counseling, providing physiological support, protecting and at times promoting or sponsoring. Mumford (2003: 154) tries to give his own definition for mentoring as a protective relationship in which experimentation, exchange and learning can occur and skills, knowledge and insight can be developed. Similarly (Armstrong, 2005: 898) precisely define mentoring as the process of using especially selected trained, experienced individuals to provide guidance and advice which will help to develop the career of the trainees/protégés allocated to them.

From all these definitions we can understand that mentoring is aimed at complementing learning on the job, which must always be the best way of acquiring the particular skills and knowledge the job holder needs.

There are different aspects of carrying out mentoring. Some mentors are 'door openers': i.e. they try to ensure that their protégés are considered for important jobs, assignments and projects (Mumford, 2003: 155). The other major type of mentor relationship is on in

which a more experienced managers 'coaches' a less experienced one via discussion about work issues, job performance, politics and relationships (Mumford, 2003: 155).

Mentor according to (Armstrong, 2005: 898) is a useful development intervention for the person or persons allocated to them (their protégés) through;

- Advice in drawing up self-development program or learning contracts.
- General help with learning programs.
- Guidance on how to acquire the necessary knowledge and skills to do new jobs.
- Advice on dealing with any administrative, technical problems individual meet, especially in the early stages of their career.
- Information on 'the way things are done around here' the corporate culture and management styles.
- Coaching in specific skills.
- Helping in tackling projects not by doing it for protégés but pointing them in the right direction.
- A parental figure with which protégés can discuss their aspiration.

Mentoring is generally based on assumption that most staff development takes place on on-the-job learning so that especially new recruit learns faster.

III. Job Rotation / Planned Experience

Job rotation involves systematic movement of trainees or employs through a predetermined set of jobs, usually with the objective of providing exposure to many parts of an organization and to a variety of functional areas (Heneman, 1996: 438). From these explanation the aim of job rotation is to broaden experience by moving people from job to job or department It can be inefficient and frustrating method of acquiring additional knowledge and skills unless it is carefully planned and controlled (Armstrong, 2005:898) for these drawback of job rotation some writers use planned sequences of experienced instead of the term job rotation. This is to emphasize that the experience should be programmed to satisfy a learning specification for acquiring knowledge and skills in different department and occupations (Armstrong, 2005: 899).

The success in using this method depends on designing a program which sets down what trainees are expected to learn in each department and availability of suitable person to see

that trainees are given the right experience or opportunities to learn (Armstrong, 2005: 899).

Generally (Saiyadain, 2003: 373) lists the following benefits of job rotation;

- Give opportunity for employee to acquire new skills by working in various department
- It reduces boredom.
- Employees can get out from a narrow specialist position to a general cadre and become a broader based versatile worker.
- Helps develop a common culture.

But it has the disadvantage of counteracting the establishment of a long-range perspective in the same job and in some cases the learning time may be longer leading to reduce the output (Saiyadain, 2003: 373).

2.5.2. Off-the-Job Training Techniques

As defined by (Scarborough, 2002: 157) off-the-job training includes all training that occurs away from the actual job itself. It includes courses and seminars run by outside organization and the use of management consultant.

Off the job training programs are used out side the work setting. It should be done with in the organization at separate training facility or at an off site location such as training program sponsored by universities or professional organization or management institutes (Chandan, 1996: 285). One of the advantages of off-the-job training and development technique is taking away managers/an employee from the job environment helps them to concentrate entirely on learning. Off the job training is useful for development of managerial, leadership and technical skills and imparting knowledge of techniques, processes and skills, especially if the course cover standard theory and practice, which can easily be translated from general to the particular (Armstrong, 2005: 565).

The main disadvantage of off the job training arises when trainees are transferred from training course to a job, to apply their knowledge and skills in practice. Off the job training known as formal methods of training in training centers and most organization have permanent centers or hire accommodation for central training (York, 2000: 149). Off the training method is conducted by full time training staff, assisted as necessary by occasional lecturers and tutors. The method commonly employed are lectures, discussion

groups, case studies, simulation, role playing, gaming approach, the in-basket method, work shop, assertiveness training, e-learning and distance learning (York, 2000: 149, Armstrong 2005: 899, Chandan, 1996: 285).

- **Classroom lectures:** - A lecture is simply means a teacher delivering lectures and explaining issues to group of trainees in classroom setting. Its major advantage is that large amounts of material can be presented in short period of time for large number of trainees (Chandan, 1996: 285, Heneman, 1996). Audio Visual aids make lecture method more effective.
- **Case studies:** - In this technique an actual organization situation is presented to the trainees in writing and in comprehensive manner. The trainees are asked to identify the problems in the case, analyze the situation and suggest solutions (Terry and Franklin, 2002: 403).
- **Role Playing:**-the role playing techniques induce people to assume the role of specific individual under specific organizational condition. It an excellent technique to strengthen inter-personnel skills and expand individual understanding of complex interdependent issues (Chandan, 1996: 285).
- **Programmed learning:** - this is self paced and uses a teaching machine or a computer. Participants acquire knowledge in step-by-step manner.
- **The in-basket method:** - in this method, the trainees are asked to assume a particular managerial position and deal with the incoming mail (in-basket), containing a number of pressing matters requiring resolution and decisions.

2.6. Constraints of Human Resource Training and Development

Human resource training and development encounter serious challenges especially in developing countries like Ethiopia. Some of these problems are;

2.6.1. Financial Problem

Among various problems that affect human resource training and development, the financial problem, which is mainly due to budgetary constraint. Most institutions do not have a separate budget for training and those that usually placed funding requests for training purposes from budgetary sources. It obvious that lack of funding available will clearly affect the amount and quality of education and training that can be undertaken UNRISD (2000) .

2.6.2. Availability of Resources

Human resource training and development is an expensive investment that needs expenditure in terms of money, material, and facilities. Organizations that have considerable shortage in either of these resources face great problem in practicing training and development activities. A risk might be that trained personnel might leave the system soon or they might be transferred to other positions not relevant to the areas of their respective training Armstrong (2005:543).

2.6.3. Management Capacity

To be competent local leaders, people need to have a composite capacity of knowledge, skills, values, character and attitudes working within a facilitating cultural environment, institutions and systems. Local governance leadership needs to have deep rooted values of integrity, respect for diversity, service to the public, self denial, and professionalism. Shortfalls in such values complicate further the difficult task of developing local communities in many African countries. For example lack of integrity leads to corruption and lack of accountability thus undermining development projects by diverting resources for them Mebrahtu T. (2000).

There is still shortage of qualified personnel at all levels of the system. This is especially evident in implementation areas such as procurement, financial management, monitoring and reporting. As a matter of immediate requirement that is why capacitating the system in these areas is thus identified

2.7. Training and Development in Ethiopia

The Government of Ethiopia (GoE) recognizes that good economic and sector policies depend on building state capacity if they are to be implemented successfully over time. Capacity building is a core building block of the country's poverty reduction strategy. In 2001, GoE launched a comprehensive National Capacity Building Program (NCBP) which is an extremely wide ranging and ambitious program with the highest-level government commitment and a strong buy in through all levels of the administration. It identified fourteen inter-dependent programs which led on to the creation of a Federal Ministry of Capacity Building to coordinate and provide strategic guidance to the overall program.

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Decentralized governance is increasingly being favored as the most suitable mode of governance through which poverty reduction interventions can be conceived, planned, implemented, monitored and evaluated. This is because it is hoped that the process of decentralization facilitates greater participation of communities in project identification, planning and implementation, which in turn increases ownership and the likelihood of sustainability. Decentralization is taken as a high value policy and used as an instrument of people's empowerment, a platform for sustainable democratization, a structure for mobilization of economic development, a weapon for people's reconciliation, social integration and well-being, and a vehicle for the promotion of a culture of political, economic, civic, and managerial / administrative good governance (Kauzya, 2005: 2)

In the last few years Ethiopia has made further steps in its decentralization policy in transferring responsibilities and resources for managing basic coordination from region to the woreda level. While this process has been welcomed, there is a general concern that unless strong supportive mechanisms (developing capacity) are designed and provided at all levels to build planning and management capacities, the benefits of decentralizations in terms of improving service may not be realized (UNESCO, 2005: 2).

For all these reasons the government of Ethiopia has acknowledged capacity building as an issue of paramount importance. Capacity building for poverty reduction and sustainable development has become a major concern for governments, international funding and donor agencies alike. Ethiopia has responded to this global call for capacity building by establishing a national focal point that is the Ministry of Capacity Building in October 2001 to meet the challenges of poverty reduction, sustainable development and good governance by building capacity across the country and all sectors (MCB 2002:2). In Ethiopian context capacity building is more than human resource and institutional development. It simultaneously addresses issues of governance, transparency, democracy, empowerment at grass-root level and ensuring for human rights.

Ethiopia is amongst countries that have taken measures to establish an institution as a focal point entrusted with the coordination of capacity building as a nationally-driven effort. The MCB provides a framework with focus on key areas of capacity building comprising human resources, organizations and institutions, systems and processes both across sectors and regions. With the overall framework of the Government's political and

economic reforms, the MCB is a lead agency in coordinating capacity building initiatives and related activities of the Ministry of Education, Civil service commission, Ethiopian science and technology commission, Ethiopian management institute, civil service college, and Justice system research institute.

According to this UNESCO report there are several issues which relate to specific context of Ethiopia of its training plan and policy which need to be taken in to account in the design and the implementation of training programs. These are diversity of regions, diversity of zones, diversity of woreda, and support for decentralization and lack of links in the planning process. Some of these issues are challenges to overcome while others are strengths on which to build.

CHAPTER III

3. PRESENTATION AND ANALYSIS OF DATA

This chapter consists of two main sections. In the first section the characteristics of the respondents with regard to sex, age, current position, work experience and educational qualification were discussed. Where as in the second section the data gathered regarding factors related to training and development practice was presented and analyzed.

3.1. Characteristics of the Respondents

As it was indicated in chapter one, the respondents were woreda capacity building bureau heads and capacity building office experts in East Showa Zone of Oromia Regional state. Of total of 69 questionnaires distributed, 62 (89.8%) were filled out and returned. Table 1 below shows characteristics of respondents

Table 1: Characteristics of Respondent

Characteristics		Current Position				Total	
		Woreda CBB Head		Woreda CBB Expert		No.	%
		No.	%	No.	%		
1. Respondent Sex	Male	17	100.0	34	75.6	51	82.3
	Female			11	24.4	11	17.7
2. Respondent Age	20-25 years			1	2.2	1	1.6
	26-30 years	3	17.6	14	31.1	17	27.4
	31-37 years	6	35.3	11	24.4	17	27.4
	38-45 years	7	41.2	11	24.4	18	29.0
	Above 45 years	1	5.9	8	17.8	9	14.5
3. Educational Attainment	First Degree	8	47.1	3	6.7	11	17.7
	12+TTI	1	5.9	13	28.9	14	22.6
	12+2 Diploma	8	47.1	29	64.4	37	59.7
4. Total Work Experience	1-4 years	2	11.8	13	28.9	15	24.2
	5-8 years	3	17.6	5	11.1	8	12.9
	9-15 years	6	35.3	15	33.3	21	33.9
	Above 16 years	6	35.3	12	26.7	18	29.0
5. Experience On Current Position	1-4 years	11	64.7	38	84.4	49	79.0
	5-8 years	5	29.4	4	8.9	9	14.5
	9-15 years			1	2.2	1	1.6
	Above 16 years	1	5.9	2	4.4	3	4.8
6. Experience Year In The Office	1-4 years	11	64.7	26	57.8	37	59.7
	5-8 years	6	35.3	15	33.3	21	33.9
	9-15 years			2	4.4	2	3.2
	Above 16 years			2	4.4	2	3.2

Respondent's characteristics were depicted in Table 1. As Table 1 shows, of the total 62 respondents, 17(27.4%), 45 (72.6%) were office heads and experts respectively. Among the respondents females were only 17.7%. Moreover females were fewer and there were no female capacity building office head. Males are many in number that all the bureau heads and 75% of expert's positions were occupied by males. From these we can see that the participations of female in the offices were few and especially at office heads level there were no females. This can be one of the indicators of gender disparity in the offices.

Regarding age distribution, they were grouped under five age categories, 20-25 years, 26-30 years, 31-37 years, 38-45 years and above 45 years. Accordingly, their age distributions were 1.6%, 27.4%, 27.4%, 29.0% and 14.5% respectively for the age categories. Nearly half of the experts were relatively young (less than 37 years of age). On the other hand a little bit less than half of office heads were senior (greater than 37 years of age). These calculated percentages shows that majority of experts were younger than office heads. From these we can understand that older employees could relatively have better experiences and therefore take the position of offices heads.

Educational attainment or qualifications was the other difference among respondents depicted in this table. Among the respondents 17.7% were first degree holders, 22.6% were TTI graduates and 59.7% were diploma holders. With regard to educational qualification against their current position 47.1% of officials were first degree holders and similarly 47.1% were diploma holders. Only one of head is TTI holder. Regarding the positions for experts only three experts have their first degree and majority 64.4% were diploma graduates and the remaining 28.9% are TTI graduates.

According to the new structure of the office all heads position and expert's positions were supposed to be occupied by individuals holding at least first degree and above. However degree holders are few in current positions. This shows that there is great demand for upgrading the educational level of the concerned officials and experts.

The fourth item in Table 1 shows the respondent's year of experience. The respondents service years were also grouped under four categories. These are 1-4 years, 5-8 years, 9-15 years and above 16 years of experience. The number of respondents in each category is increasing with their service years for office heads but for experts the numbers of respondents are high at 1-4 years of experience category which was 28.9% and for 9-15

years 33.3%. In Ethiopian capacity building office was organized in the recent decade. Thus, respondents were served in the other offices like education bureau and transferred to the office. For this reason we need to see the service years of respondents in capacity building office specifically. In Table 1 item 6 the service year of respondents in the office were grouped under 1-4 years, 5-8 years, and 9-15 years and above 16 years. From the table the majority 37 (59.7%), have served in the office only for a year 1-4 years. And 21 (33.2%) served for a year 5-9 years. This may be because the office is organized and reorganized in the recent years thus many employees were served in the office for short period of time.

The last point regarding characteristics of respondents is experience in their current position. Similarly in the Table 1 of the entire respondents majority (79%) and 9(14.5%) of the respondents were distributed over the service years categories of 1-4 years and 5-8 years respectively. For category 9-15 years of experience there was only one respondent while for category above 16 years there were three respondents. From these we can easily see that majority of the respondents were served in the current position for only 1-4 years. Staying for a long period of time in a certain position enables the employee more experienced and make them capable of giving strategic solutions for persisted problems of the section or the organization. However, greater number of respondents in the capacity building office served in their current position is short and it is in the service years 1-4 year's category. These problems were manifested in their response to some questionnaires questions. Because some of the respondents fail to respond to some items properly due to lack of sufficient information about their own sections or office.

3.2. Analysis of Factors Related to Practice of Training and Development

In this part main points that have strong relationship with human resource training and development practice in East Showa Zone will be analyzed. The variables to be analyzed and interpreted are assessment of training need, training and development methods, training and development objectives, problems of training, selection criteria and practice of evaluation of training and development.

3.2.1. Human Resource Training and Development Need Assessment

An organizations to make certain that their strategic and annual performance planning processes adequately reflect current ideas, policies, and practices in the field, agencies should consider the viewpoints of human capital professionals, agency managers, employees and other critical stakeholders in partnership with agency leadership in addressing training and development efforts. Part of this process must include determining what skills and competencies are needed in order to meet current, emerging, and future transformation challenges and assessing any gaps in current skills and competencies Gibb, (2002: 40). It is important to note that not all such gaps will be addressed through training and development strategies alone. Rather, strategies involving training and development are but one of the means available to agency leaders to help transform their cultures and operations. At times, for example, training may complement job or process redesign, but in other instances, agencies may identify hiring or other sourcing decisions as the solution.

With this context respondents were asked whether their woreda capacity building office held training and development need assessment since the past four years. As shown in Table 2, response to this item reveals that only 10(58.8)% of office heads and 15(33.3)% of experts replied that human resource training and development needs assessment had been in their woreda capacity building offices the others replied that such practice was not there.

Table 2: Existence of Training and Development Practice

Item			Current Position		Total	P-Value
			Woreda CBB Head	Woreda CBB Expert		
Has your Office held training and development need assessment?	No	No	7	30	37	.068
		%	41.2	66.7	59.7	
	yes	No	10	15	25	
		%	58.8	33.3	40.3	
Total		No	17	45	62	

The respondents confirm that there is poor human resource training and development need assessment practice in the offices. Because as we can see from the table 59.7% of

the respondents replied that, in their respective woreda there were no practice of training and development need assessment. By using the chi-square test there is no significant statistical difference in the responses of the two positions that is between officials and expert groups at α level= 0.05. Thus, we can conclude that both groups of respondents were agreed on the inexistence or not well-organized training need assessment.

Respondents who respond “yes” in the above table were further asked how training and development need assessments had been undergone.

Table 3: Training and Development Need Assessment

Training Needs		Current Position						*P-Value
		Woreda CBB Head		Woreda CBB Expert		Total		
		No.	%	No.	%	No.	%	
1. Individual has been given the opportunities to identify his own needs	1 Disagree	4	40.0	5	33.3	9	36.0	.935
	2 F agree	2	20.0	3	20.0	5	20.0	
	3 Agree	4	40.0	7	46.7	11	44.0	
2. Supervisors identify training and development needs	1 Disagree	3	30.0	5	33.3	8	32.0	.978
	2 F agree	3	30.0	4	26.7	7	28.0	
	3 Agree	4	40.0	6	40.0	10	40.0	
3. Departments identify training and development needs	1 Disagree	2	20.0	3	20.0	5	20.0	.982
	2 F agree	5	50.0	8	53.3	13	52.0	
	3 Agree	3	30.0	4	26.7	7	28.0	
4. Top Management identify training and development needs	1 Disagree	1	10.0	2	13.3	3	12.0	.891
	2 F agree	2	20.0	2	13.3	4	16.0	
	3 Agree	7	70.0	11	73.3	18	72.0	
5. Identified through analysis of the task performed by each job holders	1 Disagree	4	40.0	4	26.7	8	32.0	.554
	2 F agree	1	10.0	4	26.7	5	20.0	
	3 Agree	5	50.0	7	46.7	12	48.0	
6. Identified through analysis of culture, structure of organization	1 Disagree	3	30.0	4	26.7	7	28.0	.862
	2 F agree	2	20.0	2	13.3	4	16.0	
	3 Agree	5	50.0	9	60.0	14	56.0	
7. Identified by analyzing the knowledge, skill, attitude, etc of the employee.	1 Disagree	3	30.0	4	26.7	7	28.0	.852
	2 F agree	3	30.0	6	40.0	9	36.0	
	3 Agree	4	40.0	5	33.3	9	36.0	

χ^2 calculated from the respondent's frequency of responses for each item

*P-value calculated from Chi-square test values of the percentage in each cell

In Table 3 seven items were included to analyze the practice of training and development need assessment in the woredas capacity building offices. The first item was attempted to examine whether each individuals in the organization has been given the opportunities to identify their own training and development needs irrespective of his/her positions. To simplify the description of respondents rating for these items agree and strongly agree were considered as agree where as strongly disagree and disagree were taken as disagree

whereas fairly agree as indifferent or undecided. As we can observe from the table after calculating the percentage for each rating scale for each item by both office heads and experts in the office their opinions were compared by using chi-square test to detect whether there is statistical significant difference among the response's of these two positions at α level=0.05.

As depicted in the Table 3, for all items in the table the calculated p-value confirm that there were no significant statistical difference among the respondents response at α level =0.05. In the first item of the table respondents were requested to replay whether each individual in the offices had been given the opportunities to identify their own training and development needs irrespective of his/her position. From their response's percentage we can see that the majority 44% of all respondents were agreed with this item. The applied chi-square test also showed that there is no significant statistical difference at α level=0.05 among respondent's opinion on this item. Therefore we can infer that individuals had been given opportunity to identify their training needs irrespective of their positions.

Using item number 2 the respondents were enquired whether supervisors identify training and development needs. The percentage of the respondents who agreed with this opinion was the same for both office heads and experts. This item was agreed with 40% of officials and by 40% of experts. This showed that the item was agreed by both heads and experts. The chi-square test among the proportion indicates that there is no significant statistical difference at α level= 0.05 which showed the agreement between officials and the experts regarding involvement of supervisors in need assessment.

For item 3 in the table regarding who identifies training and development needs were fairly agreed by both heads and experts. Nearly half of the office heads and experts were fairly agreed. On the other hand for item 4 in the table 60% of office heads and 53.3% experts agreed that training and development needs were identified by top management. Generally this item is agreed by 72% of respondents. Thus, by using Chi-square among the proportion indicates that there is no significant statistical difference at α level=0.05 as we can see from the calculated P-Value for Chi-square test.

In item 5 the respondents were asked to reply to question whether training and development had been identified through analysis of the task performed by each job

holders. In their reply for this item the respondents from office heads and experts agreed with proportion 50% and 46.6% respectively. The proportions seem to show that the respondents were agreed since the proportions were more than expected percentage. As a result the applied Chi-square test showed that there is no significant statistical difference among the respondent's opinion at α level 0.05. Therefore we can conclude that the two groups of respondents agreed on the presence of analysis of task performed by each job holders for the purpose of training need assessment.

Regarding item 6 and 7 which considered the training and development had been identified through analysis of culture, structure of organization and analyzing the knowledge, skill, attitude, etc of the employee. Among all respondents a little above half of respondents were agreed that training and development need assessments were through analysis of culture, and structure of organization. Similarly, among all respondents enquired to rate whether training and development need assessment were identified through analyzing the knowledge, skill, attitude, etc of the employee were fairly agreed. Applying the chi-square test there is no statistical difference between the two groups at α level =0.05 as we can observe from the table. From these we can understand that analysis of the culture structure and knowledge and skills of individual were some what considered in training and development need assessments.

Table 4: Factors in Prioritizing the Identified Training Needs

Items		Current Position					
		Woreda CBB Head		Woreda CBB Expert		Total	
		No	%	No	%	No	%
1. Factors in priority of Identifying need	1 Availability of budget	7	70.0	8	47.1	15	60
	2 Importance and urgency	1	10.0	7	41.2	8	29.6
	3 training capacity	1	10.0	2	11.8	3	11.1
	4 Availability of materials	1	10.0	0	-	1	3.7
2. Method of training need assessment	1 Survey	4	26.7	8	23.5	12	24.5
	2 Observation	3	20.0	6	17.6	9	18.4
	3 performance review	-	-	3	8.8	3	6.1
	4 Group discussion	6	40.0	11	32.4	17	34.7
	5 Consultant comment	2	13.3	6	17.6	8	16.3
3. Technique training need assessment	1 Organizational Analysis	8	53.3	5	22.7	13	35.1
	2 Task analysis	5	33.3	5	22.7	10	27.0
	3 Person Analysis	2	13.3	12	54.5	14	37.8
4. Reasons for not conducting training need assessment	1 Absence of training specialist	4	23.5	21	33.9	25	31.6
	2 Lack Of budget	7	41.1	21	33.9	28	35.4
	3 Attention has not been given	6	35.3	20	32.3	26	32.9

**The numbers of response number is greater than the sample size because there is more than one selection.*

Adequate planning allows agencies to establish priorities and determine the best ways to weight investments to improve performance. An agency can aid in this process by developing an annual training plan that targets developmental areas of greatest need and that outlines the most cost-effective training approaches to address those needs. When assessing investment opportunities for its training plan, the agency ought to consider the competing demands confronting the agency, the limited resources available, and how those demands can best be met with available resources.

As described in item 1 of Table 4, four factors in prioritizing identified training needs were provided so that respondents can select and open-ended question was given so that participants suggest any other factors their office considered in prioritizing identified training needs. As we can see from the table from the given options for factors in prioritizing identified training needs availability of budget, importance and urgency of the needs, training capacity and level of motivation and availability of training materials were mentioned as main factors. Among the respondents the majorities 60% replied that availability of adequate budget was the main factor in giving priority to the identified training needs. Next to this 29.6% of respondents replied that importance and urgency of the need was considered in giving priority to the identified needs. Specifically 70% of officials reply the main factor in prioritizing identified training needs was availability of budget. Similarly 47.1% of experts replied availability of budget was the major factor in giving priority to the identified training needs. From these we can understand that in under developed country like Ethiopia the availability of budget is the main factor in prioritizing the identified training and development needs.

The second item tabulated in the Table 4 is methods employed in gathering data for the assessment of training needs. Here participants were given five options so that they can select the methods that had been practiced in their respective offices. Thus conducting survey, observation of performance review, depending on the results of performance review, conducting group discussion and consultant comments were given as options where participants were free to choose more than one techniques. Respondents were asked to select techniques employed in their office in gathering data related to need assessment. Among the respondents 34.7%, 24.5% replied that conducting group discussion and survey were major techniques employed in gathering data in relations to training need assessment respectively. Besides these respondents replied that consultant

comment and performance review were used rarely. From the responses of participants to this item we can see that most of the time group discussions and survey methods were widely used methods in gathering data related to training needs assessment.

In Table 4, item 3 depicted techniques commonly used for assessing training and development needs which are organizational, task and person analysis. From their responses to this item 37.8%, 35.1% and 27% were replied as person analysis, organizational analysis and task analysis respectively had been employed as techniques for assessing training needs. From this we can see that person analysis which can be performed through answering questions like; ‘what skills, knowledge and attitudes are required of people on the job?’ was widely employed technique and the other techniques were also employed in need assessment.

The last item depicted in the Table 4 was asked to those respondents who respond ‘No’ for the item existence of training and development need assessment in their respective offices. These respondents were asked reasons for not conducting training need assessment. To find out major reasons for the absence of training need assessment the following options were given. These are absence of training specialists to conduct training need assessment at woreda level, lack of adequate budget and attention has not been given by top managements were given. Among the respondents which were asked to reply 31.6% replied absence of training specialists, 35.4% replied lack of adequate budget and 32.9% replied attention had not been given were the major reasons for not conducting training need assessment. From these we can understand that these mentioned reasons were the major constraints why the offices had not conducted training need assessment.

3.2.2. Human Resource Training and Development Methods

An environment conducive to training and development can go a long way toward contributing to effective learning across the agency. Agencies can benefit considerably by making use of instructors, facilitators, mentors, and coaches who are engaging, responsive, flexible, knowledgeable, and experienced. This approach, which could itself involve training for trainers and coaches, ensures that these trainers and coaches not only know the subject matter and issues involved but also can effectively transfer these skills and knowledge to others. Agencies also need space, facilities, and equipment that are adequate to meet demand and are favorable to successful learning.

Either of the two main categories of training methods i.e. on-the-job and off-the-job can be employed based on a function of a number of considerations as described in (Saiyadain, 2003: 244). These considerations were based on the content of training, level of trainees and availability of budget one can select appropriate training method to develop the capacity of its employees including management. In this subsection we can see major types of training methods employed in the woredas offices.

In most capacity building offices the orientation of new recruits seems to be given less attention. Though orientation is simple it is very important for organization and recruits. In the Table 5 seven items were included to be replied by the participants of the study regarding practice of orientation in their respective offices. The responses were analyzed and interpreted based on the percentage of responses for each scale points and checked for the existence of significant difference by using Chi-Square test at α level =0.05.

Table 5: Practice of Orientation

Orientations		Current Position						*P-Value
		Woreda CBB Head		Woreda CBB Expert		Total		
		No	%	No	%	No	%	
1. The office formally arrange orientation	2 Disagree	3	17.6	9	20.0	12	19.4	.217
	3 F agree	1	5.9	10	22.2	11	17.7	
	4 Agree	13	76.5	26	57.8	39	62.9	
2. Each department take part in orient	2 Disagree	5	29.4	13	28.9	18	29.0	.937
	3 F agree	2	11.8	4	8.9	6	9.7	
	4 Agree	10	58.8	28	62.2	38	61.3	
3. Top managers involve	2 Disagree	4	23.5	13	28.9	17	27.4	.654
	3 F agree	4	23.5	14	31.1	18	29.0	
	4 Agree	9	52.9	18	40.0	27	43.5	
4. Focus on introducing recruit to peers	2 Disagree	4	23.5	10	22.2	14	22.6	.902
	3 F agree	2	11.8	6	13.3	8	12.9	
	4 Agree	11	64.7	29	64.4	40	64.5	
5. Focus on mission culture	2 Disagree	7	41.2	10	22.2	17	27.4	.148
	3 F agree	—	—	2	4.4	2	3.2	
	4 Agree	10	58.8	33	73.3	43	69.4	
6. Orientation focuses on introducing new employees about their jobs.	2 Disagree	7	41.2	9	20.0	16	25.8	.091
	3 F agree	1	5.9	7	15.6	8	12.9	
	4 Agree	9	52.9	29	64.4	38	61.3	
7. By sending Directive	2 Disagree	12	70.6	30	66.7	42	67.7	.181
	3 F agree	5	29.4	9	20.0	14	22.6	
	4 Agree	—	—	6	13.3	6	9.7	

*P-value calculated from Chi-square test values of the percentage in each cell

In the Table 5, respondents were enquired 7 items regarding practice of orientation programs in their office. In the table the first items respondents were enquired was whether the office formally arranges orientation programs for new employees. Accordingly of all respondents 76.5% of officials and 57.7% of experts were agreed that the offices formally arranged orientation programs for new employees with out significant statistical difference at α level= 0.05 using the applied chi-square test.

In Table 5, item 2 and 3 enquired the respondents regarding who involved in orientating new recruits. Hence employees were subjected to rate their opinion whether department heads, top managers or both involved in orientation process. Accordingly 58.9% of officials and 64.4% of experts were agreed that department heads were take part in orienting new recruits. Similarly 52.9% of office heads and 42.3% of experts agree that top managements were also involved in orientations program. The opinion of respondents on these two items were the same and by looking at the calculated P-Value of the applied chi-square test there were no significant statistical difference at α level= 0.05. Hence, in the capacity building office there is formal-orientation of new recruits taken place and department heads and top managements were also involved in induction process.

The other point depicted in this table was focus of orientation programs in woreda capacity building offices. With these regard item 4, 5 and 6 in the table enquired respondents whether orientations in the offices focused on introducing recruit to peers, focused on mission culture of organization or introducing recruits to their jobs. The responses were discussed using percentages which were calculated from their rating to these items as shown in the table above. Consequently, respondents confirm that 64.5% of office heads and 64.4% of experts agree that orientations were focused on introducing recruits to peers. Similarly for the fifth item which enquired respondents to what extent was the orientation program focused on introducing organizational missions, culture, rules and regulations, policies, structures etc to new recruits. Accordingly 58.8% of officials and 73.3% of experts agreed with this idea. Moreover the orientation program focuses on introducing new recruits to their job. This item was also agreed by significant numbers of both capacity building office heads and experts. As we can observe from the table the calculated P-Value for chi-square test showed that there is no significant statistical difference of respondent's opinion at α level=0.05.

The last item in the Table 5, enquired was whether orientations were given most of the time by sending written directives to new recruits. As we can see from Table 8 majority of the respondents both officials and experts disagreed with this item. Since 70.6% of heads and 68.9% of experts disagree that orientations were not given by sending written directives. Moreover the applied chi-square test also showed that there is no significant statistical difference among the responses of respondents at α level=0.05.

Orientation is one of the most important training exposure happened when employees join new organization. It is a process by which new recruits get to know the physical boundary, peer workers, organizations missions and so on of organizations immediately after recruitment. Regarding orientations practices as we can observe from these analyses there is good approach to orientations in woredas capacity building offices of East Showa Zone. However, there were no written directives used to supplement the face-to-face orientations.

Table 6: Methods of Training and Development

Items	Current Position				Total		
	Woreda CBB Head		Woreda CBB Expert		No	%	
	No	%	No	%			
1. Reasons for not conducting orientation	A. Costly	1	8.3	6	17.6	7	15.2
	B. Hire only experienced employees	3	25	7	20.6	8	17.4
	C. Attention is not paid	6	50	16	47.1	22	64.7
	D. Employees must be left free to learn by them selves	2	16.7	2	5.9	4	8.7
	E. Office is not complex			3	8.8	3	6.5
2. On-the Job training method	A. Mentoring	13	32.5	24	23.5	37	26.1
	B. Coaching	9	8.8	17	16.7	26	18.3
	C. Job Rotation	3	7.5	7	6.9	10	7.0
	D. Group discussion	12	11.8	37	36.3	49	34.5
	E. Case study	1	2.5	4	4.0	5	3.5
	F. Role playing	2	5.0	3	3.0	5	3.5
3. Off the job training method	A. Various workshop away from the offices	13	40.6	35	44.9	48	43.6
	B Higher education	12	37.5	31	39.7	43	39.1
	C Distance education	7	21.9	12	15.9	19	17.3

The numbers of responses are greater than the sample size because there is more than one selection.

In Table 6, 3 items were included to investigate reasons for not conducting orientation program, practice of on-the-job and off-the-job training methods. An attempt was made in the first item to investigate reasons why orientations were not conducted for new recruits in certain circumstances. As we can observe from this table the responses were described

by using percentage which is calculated from their responses. The majority of respondents replied that, reasons for not conducting orientations were simply because the offices had not been given enough attention to orientation. This was confirmed by 64% of participants of which 50% of office heads and 47.1% were experts. The other reason was most of the time the offices were recruits experienced employees was replied by 17.4% of the participants. This is because capacity building office is recently organized and re-organized by taking personnel from woreda educational offices and so on.

The second item in Table 6, enquired respondents the type of on-the-job training method widely used in the training and development process organized by the capacity building offices. Respondents were given different type of on-the-job training methods to select from. Accordingly, of all respondents the majority 34.5%, 26.1% and 18.3% replied that group discussion; mentoring and coaching methods respectively were widely used in the offices. With this regard as depicted in the table 11.8 % of heads, 36% of experts confirmed that on-the-job training and development methods were given by using group discussions. Similarly another method of on-the-job training method widely employed as we can observe from the table is mentoring which rated by 32.5% of heads 23.5% of experts were responded that this method was employed. From this table regarding on-the-job method of training the organization uses variety of training method which is good for maintenance of what is learned.

The last item 3 in the table is about the type of off-the-job methods widely employed in training and development programs in the sample woredas. One of the advantages of off-the-job training and development technique is taking away managers/employees from the job environment helps them to concentrate entirely on learning. Accordingly in Table 6, the majority of the respondents 40.6% office heads and 44.9% of experts replied that the off-the-job training method was through attending various workshops prepared by management institutes and capacity building office. The second widely used method of off-the-job method was attending higher education which was confirmed by 37.5% of office heads and 39.7% of experts in the process of developing the capacity of both employees and managers.

3.2.3. Training and Development Objective

Objectives are statement of the specific outcomes to be achieved by training stated from the point of view of the learner (Gibb, 2002:62). Objectives of training and development should be identified and fulfill the purpose of training which is filling the need identified during training need assessment level. The capacity building personnel were asked about their view about issues related to objectives of training and development. Their responses were described and computed by using percentage in the following table.

Table 7: Focuses of Training and Development Objectives

Items		Current Position				Total	
		Woreda CBB Head		Woreda CBB Expert			
		No	%	No	%	No	%
1. Prepare training program	A. No	4	23.5	11	24.4	15	24.2
	B. yes	13	76.5	34	75.6	47	75.8
2. Objectives were set before implementation	A No	9	64.3	29	74.4	38	71.7
	B yes	5	35.7	10	25.6	15	28.3
3. The main focus of objectives were	A. Improve job performance employee	7	33.3	23	30.3	30	31
	B. Improve job performance of leader	3	14.3	15	19.7	18	18.6
	C. Introduce new method	2	9.5	15	19.7	17	17.5
	D. Improve individual/job fit	4	19.0	4	5.3	8	8.2
	E. Building Capacity of managers	5	23.8	19	25.0	24	24.7

**The respondent's number is greater than the total number due to multiple responses.*

In Table 7, the first item the respondents were enquired was whether their office prepared training and development programs for its employee since the past four (4) years. As shown in the table, significant number of respondents 76.3% of office heads and 75.6% of experts replied that their office had prepared training and development program in the stated duration. On the other hand 23.5% of heads and 23.4% of experts replied such practice had not been in their office. Thus from this we can conclude that there is training and development prepared at woreda levels. Thus we can conclude that there was training and development programs prepared at woreda level.

The second item respondents were asked was whether objectives had been set before preparing and implementing training and development programs. With this regard the majority of the respondents 64.3% of officials and 74.4% of experts confirm: that

objectives were not set before implementation of training and development programs. From these we can understand that training and development objectives at woredas capacity building offices were not set before implementation. But, an organization to direct the scarce resources for the successful accomplishment of organizational goals all efforts to develop its human resource should be planned and directed to the identified training needs. Thus, if organizations want to know whether the applied training achieved its goals or not is by evaluating the degree to which the objectives set prior to implementation were succeeded. Otherwise the effort to develop the skill of employees with out setting its objective could be unnecessary wastage of resource and there is no way we can evaluate the out come of the training programs.

The last item in Table 7, enquired those respondents who respond positively for the second item of the table was about the main focus of the specified training and development objectives. As described in item 3 the majority of the respondents 33.3% of office heads and 30.3% of experts replied that the main focuses of the objectives were to improve job performance of employees. The other focuses of these objectives were intended to building capacity of management was rated by 23.8% of office heads and 25% of experts.

Table 8: Training and Development Since 2003

Items	Current Position				Total		
	Woreda CBB Head		Woreda CBB Expert		No	%	
	No	%	No	%			
1. Have you attend any training Development Program since 2003	A No	3	17.6	4	8.9	7	11.3
	B yes	14	82.4	41	91.1	55	88.7
2. Who Arrange training program	A. Capacity Building Office	11	35.5	32	42.1	43	40.1
	B. Federal Civil Service commission	4	12.9	5	6.5	9	8.4
	C. The Management Institute	10	32.3	24	31.6	34	31.7
	D. Ministry of Capacity Building	5	16.1	12	15.8	17	15.9
	E. Do not Know	1	3.2	3	3.9	4	3.7
3. Topic area of the training and development program	A. Strategic Planning Management	12	30.0	31	30.1	43	30.1
	B. Time management	-	-	5	4.9	5	3.5
	C. Business process reengineering	8	20.0	15	14.6	23	16.1
	D. Human relation skill	5	12.5	14	13.5	19	13.8
	E. Decision making skill	4	10.0	7	6.8	11	7.7
	F. Resource management	2	5.0	6	5.8	8	5.6
	G. Information technology	9	22.5	25	24.3	34	23.8

**The respondent's number is greater than the total number due to multiple responses.*

As indicated in the table above, item 1 describes the proportion of respondents who have received training and development program during the past four years. Hence 82.4% of

officials and 91.1% of experts had replied that they had involved in different kinds of training and development programs during the specified periods. Respondents who have attended training and development programs since 2003 were further asked regarding the organization that had arranged the program. As shown in the table 40.1%, 8.4%, 31.7%, and 15.9% of participant replied that training programs were arranged by Capacity Building Office, Federal Civil Service commission, the Management Institute and Ministry of Capacity Building respectively. Only four respondents replied that they have no idea about who design the training programs.

On the other hand, with regard to the kind of programs respondents attended relatively considerate number of respondents 30.1% replied that they participate in strategic planning management. Besides, management information technology, business process reengineering and human relation skills were attended by 23.8%, 16.1% and 13.8% of employees respectively. Time management, human relation skill, resource managements were attended by small proportions of the employees.

Regarding training and development program attended during the last five years employees were also asked how they rate the relevance of the program they attended. Table 9 below depicted opinion of respondents regarding how they rate the relevance of training and development they had.

Table 9: Relevance of the Training and Development Programs

Relevant in		Current Position						*P-Value
		Woreda CBB Head		Woreda CBB Expert		Total		
		No.	%	No.	%	No.	%	
1. Improve Capability of employee	1 Poor	-	-	2	4.9	2	3.6	.553
	2 Average	1	6.7	5	12.2	6	10.7	
	3 Good	14	93.3	34	82.9	48	85.7	
2. Improve job performance	1 Poor	0	.0	1	2.4	1	1.8	.204
	2 Average	1	6.7	11	26.8	12	21.4	
	3 Good	14	93.3	29	70.7	43	76.8	
3. Enable the office to cope with new technology	1 Poor	1	6.7	5	12.2	6	10.7	.671
	2 Average	1	6.7	5	12.2	6	10.7	
	3 Good	13	86.7	31	75.6	44	78.6	
4. Brought higher job satisfactions	1 Poor	1	6.7	13	31.7	14	25.0	.978
	2 Average	4	26.7	9	22.0	13	23.2	
	3 Good	10	66.7	19	46.3	29	51.8	
5. Improve decision making process	1 Poor	2	13.3	7	17.1	9	16.1	.154
	2 Average	4	26.7	15	36.6	19	33.9	
	3 Good	9	60.0	19	46.3	28	50.0	
6. Brought higher customer satisfactions	1 Poor	4	26.7	12	29.3	16	28.6	.662
	2 Average	4	26.7	11	26.8	15	26.8	
	3 Good	7	46.7	18	43.9	25	44.6	
7. Brought quality service	1 poor	4	26.7	18	43.9	22	39.3	.043
	2 Average	1	6.7	9	22.0	10	17.9	
	3 Good	10	66.7	14	34.1	24	42.9	
8. Improve the efficiency and effectiveness of organizations	1 Poor	2	13.3	11	26.8	13	23.2	.567
	2 Average	5	33.3	11	26.8	16	28.6	
	3 Good	8	53.3	19	46.3	27	48.2	

χ^2 calculated from the respondent's frequency of response number in each group

*P-value calculated on Chi-square test result

In Table 9 respondents were asked how they rate the relevance of training and development programs they obtained during the last five years with respect to their current career or career planning. In the table items were included to be rated by both capacity building heads and experts in sample woredas of East Showa Zone.

Accordingly, in the table item 1 respondents were enquired to rate whether the attended training improved the capability and competence of employees. Among the respondents as shown in the table the item was agreed by both officials and experts. The majority 93.3% of officials and 82.9% of experts rate the skills they acquired by attending different training were improved their capability and competence as good. From these we can conclude that the training had helped them in increasing their competence and capability of employees. The percentages were calculated for all responses for each group of respondents and later using chi-square test, the proportions were tested whether there is significant statistical difference among the respondents' group. Consequently in the first

item the chi-square test showed that there is no statistically significant difference at α level=0.05 among the respondents. Hence, it was possible to conclude that both groups of respondents agreed that the training benefited to improve the capacity of employees and managers.

The second item enquired in Table 9 was how the respondents were viewed the relevance of training and development they attended in improving job performance of employees. Similarly the respondents rate the relevance of training and development in helping employees improve job performance was rated as good by 76.5% of heads and 68.9% experts, showing no significant statistical difference at α level=0.05 from calculated p-value from the applied Chi-square test. From this description we can understand that both groups of respondents were used training to improve their job performance.

The other important item enquired was the relevance of training attended in helping the office to cope with new technology. As depicted in the table item 3, among respondents 86.7% of heads and 75.6% of experts rated the relevance of this item as good respectively. From these result we can see that respondents agree that the training attended help their office to cope with new technology. By using the chi-square test the obtained p-value tell us that there is no significant statistical difference among their responses at α level=0.05 which may lead us to generalize that the managers in capacity building use training and development to cope with new technologies.

In Table 9 participants were also enquired to rate the relevance of attended training and development program in bringing higher job satisfaction. Accordingly though both officials and experts 66.7% and 46.3% respectively rate the relevance of this item as good the distributions of the responses are evenly and it is not such strong to decide specially among office experts. That is respondents seem indifferent for this item. The proportions of office heads and experts were with out significant statistical difference among the groups at α level=0.05. This indicates the existence of agreement between the respondents regarding the relevance of training and development programs in bringing higher job satisfaction.

The fifth item in the Table 9 enquired respondents whether the training and development attended was relevant in improving decision making skills of the managers. As described in the table this item was confirmed as good by 60% of office heads as good 46.3% of

experts. As we can see from the table by using chi-square test the calculated p-value showed that there is no significant statistical difference among the respondents opinion regarding this item at α level=0.05. This shows that the existence of agreement between respondents regarding relevance of training and development brings improved decision making skills.

In the table item 6 respondents were enquired to rate whether the attended training and development program brought higher customer satisfaction. Accordingly this item was rated as good by 46.7% of officials and 43.9% of experts. The applied chi-square reveals that there is no significant statistical difference among the responses of the group at α level=0.05 showing agreement between the two groups.

The other item included in table 9 considered how participants rate the relevance of training they had attended with regard to bringing quality service in the office. Consequently 66.7% of heads were rated the relevance of training and development in bringing quality service as good whereas 43.9% of experts rated the same item as poor. By using chi-square test the obtained p-value showed that there is significant statistical difference at α level=0.05 among the respondents view because of experts rated relevance of this item as low. From this we can conclude that the majority of the respondents that is experts disagree with the relevance of training and development had brought quality service to the office.

3.2.4. Challenges to Training and Development Program

In this section of the chapter an attempt was made to investigate the problems encountered in relation to the process of training and development processes. In addition to this respondents were also asked to suggest possible solutions to alleviate the training and development challenges in their worded as.

Table 10: Challenges to Training and Development

Items		Current Position				Total	
		Woreda CBB Head		Woreda CBB Expert			
		No.	%	No.	%	No.	%
1. Does your office face any problem in the Process	A. No	–	–	3	2.3	1	1.7
	B. yes	17	100	42	97.7	59	98.3
2. What are the challenges to training and development?	A. Lack of adequate budget	16	37.2	37	38.5	53	38.2
	B. Absence of training specialists	5	11.6	15	15.6	20	14.5
	C. Lack of training institution at woreda	9	20.9	15	15.6	24	17.4
	D. Attention has not been given	4	9.3	16	16.7	20	14.5
	E. Not included in strategic planning	9	20.9	13	13.5	22	15.4

**The responses exceeded the actual respondents because of multiple responses.*

In Table 10 it was attempted to investigate the constraints to training and development programs of the respective woredas. The first item respondents were asked to replay “yes” or “No” options were whether woreda capacity building offices faced any problem in preparing and implementing training and development program. Consequently, all of the office heads and 97.7% of experts replied “yes” for the item ‘is there training problems at woreda level?’ In contrast, only three participants from experts replied that there were no problem faced training and development programs. From this description we can conclude that the offices were faced problems in designing and implementing training and development programs.

In the table item 2 those who replied ‘yes’ for the first item were asked further questions to reply that what the problems of training and development were. The respondents set free to choose more than one options from the supposed problems and they were given open ended item to mention any other problems faced. Accordingly, as depicted in item 2 of Table 10, considerable proportion of the respondents 38.1% replied that the lack of budget is one of the constraints they face in the process of training and development. Next to budget, significant proportion of respondents 17.4%, 15.4%, and 14.5% were replied lack of training institute at woreda level, fail to include training and development in strategic plan of the office, absence training specialist at woreda level and giving no attention to human resource training and development by top management were some. However, difference in responses was observed between officials and experts regarding

lack of training institution at woreda level exclusion of training and development program in strategic planning.

But item E, exclusions of training and development programs in strategic planning that was identified by 15.4% of respondents as one of the problems of training and development program at woreda level is founded to be against results obtained during document analysis. Each sample woreda has included training and development program in their strategic plan. But the strategic plan was not well communicated and training and developments were not following according to the plan.

The other item enquired regarding training and development process was possible solutions sought to alleviate these challenges. All the participants were asked to reply what measures have been taken by the office so far to alleviate these problems. An open ended question was prepared and administered to all respondents in the questionnaire. Accordingly, some of them replied that employees have to get supported by the office to attend higher education through distance learning. On the other hand, others replied employees were given chances to enroll in Oromia public management institute at Ziway or invite training specialist from this institute so as to solve problems occurred because of absence of specialist at woreda levels.

3.2.5. Selection Criteria of Trainees

In every institution in its attempt to update the skills and knowledge of its employees it has to have clear selection criteria to offer training. Using clear selection criteria of trainees ensures equal treatment on the behalf of employees and provision of training and development for the right person in line with the identified training needs. With these regard efforts has been made to collect relevant data from the capacity building offices in the sample woreda.

Table 11: Selection Criteria Trainee

Selection Criteria	Response Rate	Current Position						*P-Value
		Woreda CBB Head		Woreda CBB Expert		Total		
		No.	%	No.	%	No.	%	
1. Based on performance gap	1. Disagree	4	23.5	30	66.7	34	54.8	.003
	2. F agree	2	11.8	6	13.3	8	12.9	
	3. Agree	11	64.7	9	20.0	20	32.3	
2. Employees are consulted during recruitment	1. Disagree	6	35.3	19	42.2	25	40.3	.863
	2. F agree	3	17.6	8	17.8	11	17.7	
	3. Agree	8	47.1	18	40.0	26	41.9	
3. Given to employees as incentive	1. Disagree	7	41.2	20	44.4	27	43.5	.949
	2. F agree	4	23.5	9	20.0	13	21.0	
	3. Agree	6	35.3	16	35.6	22	35.5	
4. Depends on good personal r/n ship with supervisors	1. Disagree	10	58.8	8	17.8	18	29.0	.006
	2. F agree	2	11.8	14	31.1	16	25.8	
	3. Agree	5	29.4	23	51.1	28	45.2	
5. Depends on the goodwill of supervisor	1. Disagree	8	47.1	17	37.8	25	40.3	.771
	2. F agree	2	11.8	5	11.1	7	11.3	
	3. Agree	7	41.2	23	51.1	30	48.4	
6. Based on performance appraisal	1. Disagree	3	17.6	19	42.2	22	35.5	.180
	2. F agree	2	11.8	5	11.1	7	11.3	
	3. Agree	12	70.6	21	46.7	33	53.2	
7. Offered based on person analysis	1. Disagree	6	35.3	31	68.9	37	59.7	.011
	2. F agree	0	.0	3	6.7	3	4.8	
	3. Agree	11	64.7	11	24.4	22	35.5	
8. Offered to line manager than staff personnel	1. Disagree	5	29.4	9	20.0	14	22.6	.128
	2. F agree	0	.0	9	20.0	9	14.5	
	3. Agree	12	70.6	27	60.0	39	62.9	

χ^2 calculated from the respondent's frequency of response number in each group
 *P-value calculated on Chi-square test result

In Table 11 item 1, was attempted to analyze whether selection criteria is based on performance gap identified during need assessment. As we can see from the table, this item was disagreed by 54.8% of the total respondents. But regarding the proportion of the responses by the two groups there is differences. Thus, while 64.7% of officials agree that selection criteria were depend on the performance gap of employees. On the other hand 66.7% of experts were disagreed with this item. The applied statistical test among the proportions of responses of the two group showed existence of significant statistical difference at α level=0.05 which showed agreement difference especially less agreement of the experts. However, there is difference, based on their total proportion of response we may conclude that selection criteria were not depending on the performance gap. From all these we can understand that the selection criteria is not depend on the performance gap identified during need assessment.

The second item enquired was whether employees were consulted during recruitment about their training needs. Accordingly 47.1% of office heads agree that there is such practice in their office during recruitment. Similarly the majority 40% of experts were agreed that the existence of such practice in their offices. By using chi-square test to the proportions there is no significant statistical difference at α level=0.05. Thus, there is agreement between the respondents group regarding consultation of employees during recruitment as one of the selection criteria.

In item 3 respondents were enquired regarding whether or not training and development opportunities were given as incentives. Accordingly, 41.2% of officials and 44.4% of experts were disagreed with this item. Similarly the total percentage 43.5% computed for this item reveals that training programs were not given to employees as incentives and there is no significant statistical difference at α level=0.05. Therefore, we may conclude that in the respective woreda employees were not assigned on training as incentive.

The next item depicted in the table was whether training is offered depending on individuals good personal relationship with their supervisors is agreed by 51.1% of experts. Where as, 58.8% of office heads were disagreed that in their respective woredas training and developments were given depending on good personal relationships with their immediate supervisors. Thus, as we can see from these proportions there is difference among the respondents opinion regarding this item. The applied Chi-square test also showed that there is significant statistical difference among the respondents response at α level=0.05. Based on their total proportions we can conclude that selection criteria based on good personal relations with supervisors were used in the office. But this practice will marginalize some employees with poor human relation skill thus instead of depending on good personal relationship with employees selection criteria have to be depending on needs identified either during task analysis or person analysis.

In the table item 5, respondents were asked regarding whether training and development programs were arranged to individuals on the good will of immediate supervisors. Accordingly significant proportions of heads 47.1% disagree with this idea; where as 51.1% of experts confirm that training and development opportunities were given based on good will of immediate supervisors. Though, the response's proportions of the two groups were seems to reflect different view on this item the applied chi-square test

showed that there is no significant statistical difference at α level=0.05. Thus, by using the percentage computed for their total response's this item reveals that training and developments were given to individuals depending on the goodwill of immediate supervisors.

In item 6, respondents were enquired to response results of performance appraisals were considered in selecting trainees. Accordingly the majority 53.2% of respondents were agreed with out significance difference at α level=0.05 that performance results were taken in to consideration while their respective woredas select trainees.

The other items described in the table was item 7, which enquired respondents to respond on whether training and development opportunities were usually offered based on person analysis. As we can see from the table 64.7% of officials agreed that training and developments were offered based on person analysis. On the other hand, 68.9% of experts disagree that training and development opportunities were given depending on person analysis. The calculated P-Value from the applied Chi-square test showed that there is significant statistical difference at α level=0.05. But the overall proportions 59.7% of the participants confirm that person analysis was not used as selection criteria in their woreda capacity building offices. From these we can conclude that selection of trainees is not considered the out come of person analysis in offering training opportunities for employees.

The last item attempted in this table was training and development opportunities w usually offered to the line managers than the staff personnel. Participants were asked to rate this item and 70.6% of officials and 60% of experts were agreed respectively. Thus we can see that both experts and heads agree that training and development opportunities were given to line managers than staff personnel. To see the comparison of percentage among the groups by using chi-square test there is no significant statistical difference at α level=0.05. This point is in agreement with the fact that capability of the organization to achieve its institutional strategies in the light of the critical success factors for the organization (innovation, quality service, cost and leadership etc) depends largely on the capability of its managers as developed with in the organization to meet its particular demand and circumstances (Armstrong, 2005:57).

3.2.6. Evaluations of Training and Development Program

Evaluation involves assessing the extent to which training and development efforts contribute to improved performance and results. Some key questions related to evaluation include the following. The results of the evaluation are for better decision making on whether to modify or redesign training programs or eliminate ineffective programs. They can also use evaluations in decisions about future training and development programs, such as evaluations of data on delivery mechanisms and environmental barriers to improve performance that need to be addressed.

The training evaluation consists of an evaluation of various aspects of training immediately after the training is over and judging its utility to achieve the goal of the organization. With this regard participants were asked about training and development process evaluations and described in the Table 12 below.

Table 12: Training and Development Evaluation

Items		Current Position					
		Woreda CBB Head		Woreda CBB Expert		Total	
		No	%	No	%	No	%
1. Does your office keep records of training and development?	A. No	12	70.6	28	62.2	40	64.5
	B. Yes	5	29.4	17	37.8	22	35.5
2. What were the reasons for not keeping training records?	A. Lack of commitment from top management	7	26.9	17	30.9	24	29.6
	B. Because training reactions kept secret	5	19.2	11	20.0	16	19.8
	C. Lack of transparent training directives	8	30.8	13	23.4	21	25.9
	D. Not Accustomed	6	23.1	14	25.5	20	24.7
3. Do participant held discussion after training?	A. No	3	17.6	9	20.0	12	19.4
	B. yes	14	82.4	36	80.0	50	80.6
4. Is there post training evaluation in your office?	A. No	12	70.6	30	68.2	42	68.9
	B. yes	5	29.4	14	31.8	19	31.1
5. If there is no post-training evaluation in your office what was the reason/s.	A. Training specialist Lack educational skill	6	20.7	18	32.1	24	28.2
	B. Organization not interested	11	38.0	16	27.6	27	31.8
	C. Organization not cooperating	7	24.1	11	19.6	18	21.2
	D. It is difficult to trace the where of trainee	5	17.2	11	19.7	16	18.8

**The responses exceeded the actual respondents because of multiple responses.*

In the Table 12 item 1, respondents were asked to give their opinion whether or not their woreda capacity building offices keep records of training programs. With this regard

70.6% of office heads and 62.2% of experts replied that their woreda capacity building offices had not keeping records of different training and development programs. The rest of respondents confirmed that their woreda capacity building offices keep records of training and development practices.

Those respondents which confirmed the non-existence of record keeping of the human resource training and development programs were further asked "what was the cause for not keeping records of training and development programs?" As shown in Table 12, of the given possible reasons lack of commitment from top management was mentioned by majority 29.6% of respondents. The second reason selected was lack of transparent and clear training and development directives was selected by 25.9%. Similarly considerable proportions of respondents mentioned reasons for not keeping records of training such as, training reactions are kept secret, and keeping records of training is not accustomed in their offices were selected reasons why the office had not kept records of training.

Similarly respondents were requested whether there is discussion among the participants of training program after training and development programs. As this item described in the table 82.4% of officials and 80% of experts were respond that there is discussion after each training programs. This proportion shows that the existence reaction evaluation which helps us to know the trainee's reaction to the program. This stage of evaluation concentrates on such questions; did he/she like the program? Did he/she think it worth while? But this is not enough for evaluating training and development process. We need to evaluate the behavioral and attitudinal change of individuals at work, and what final result obtained due to training obtained which helping the organization to fulfill training needs.

Those who replied that there were discussions at the end of each training sessions were further requested to reflect their opinion on the existence of post training evaluation that is after they return back to their work place. Accordingly, substantial proportions 70.6% of office heads and 68.6% of experts reply that there is no post training in their woreda capacity building offices. These show that there was no mechanism of ensuring that whether what was learned in training is transferred to work setting and training brought any change or improve service delivery.

Besides this, those respondents who confirmed the non-existence of post evaluation were asked to give reasons why the office did not held post training evaluation. Thus, 31.8% the total respondents replied the office is not interested to undertake post training evaluation was mentioned as the main reasons why the office did not held training evaluation. The second main reason selected was training specialist lack educational skill which was favored by 28.2% of respondents. The other reasons mentioned were office is not cooperating and it is difficult to trace the where of trainee, were also mentioned as reasons for not holding post training evaluation.

CHAPTER IV

4. SUMMARY, CONCLUSIONS AND RECOMMENDATION

This chapter includes a summary of the study, conclusions, and recommendations. The summary includes the purpose of the study, the objectives of the study, the significance of the study, the design, and the major findings. The conclusion will cover the significant factors from the surveys sent and completed, as well as the findings. Based on the finding of the study, several recommendations are proposed on the last section of this chapter.

4.1. Summary

The goal of human resource development is to increase the capabilities and potential of people by providing learning opportunities and continuous professional development opportunities. Human resource training and development is the main aspect of organizational success, because it maintains the capacity of organization to achieve present and future organizational goals. To achieve these goals adequate and satisfactory professional training which enable managers up-to-date and competent in their position through access to formal and non-formal; continuing professional development is must. Now a days in continually changing environment organizations are paying greater attention to training and development to cope up with changing technology and retain their competent staffs.

The success of the organization greatly depends on the competency and commitment of the employees and management which can be achieved through training and development. In addition to overall training and development for employees many organizations emphasizes training and development programs for their mangers.

Therefore the purpose of this study was mainly to investigate, assess and analyze some of the problems and practice of the training and development for managers in Woredas Capacity Building of East Showa Zone.

To achieve these purposes the following main questions were formulated.

1. Is there human resource training and development needs assessment practice?
2. Who involve in identifying training needs setting objectives, planning and implementing and evaluations of training and development program?

3. What are the major recruitment and selection criteria to offer training and development for managers and employees as a whole?
4. What are the methods and type of training employed?
5. What are the major problems faced by the organization in the process of training and development and what solution sought to alleviate the problems?

Based on these objectives data were collected from nine woredas capacity building offices heads and experts from total of eleven woredas in the zone. The nine sample woredas were selected using non-probability sampling based on their proximity to different infrastructure by taking the zonal capital as a center. Accordingly the subjects of this study were two woreda capacity building heads from each sample woreda and all five woreda capacity building bureau experts from each sample woredas. Total they were 63 respondents in number.

Data were gathered using questionnaire. Questionnaire consisted of close ended items with sufficient options and certain items to be responded by rating scale were distributed for the sample capacity building managers.

The data gathered were tabulated and analyzed using percentages. In addition the response's proportions of the respondent group were tested using chi-square test to detect any significance statistical difference between the groups responses at 0.05 α level compared to the obtained P-value. Accordingly the following findings were drawn.

1. Human Resource Training and Development Need Assessment

Though the 58.8% of office heads confirm that there was training and development need assessment practice while 66.7% experts in the same office agreed that there is no practice of periodical training need assessment in the offices. The over all proportion of respondents 59.7% agreed that there had not been systematic training and development need assessment practice and the applied chi-square test showed that there is no significant statistical difference at α level=0.05.

Regarding whether each individual in the organization has been given the opportunities to identify his own training and development needs irrespective of his/her position the majority of respondents to this item seems agreed with this idea. The applied Chi-square

test showed that there is no statistical significance among the opinions of respondents at α level=0.05.

Regarding who involved in identifying training and development needs the respondents were confirmed that 40% of respondents agree that it is immediate supervisors and 72% of the respondents were agreed that it is identified by top management. Similarly, by using chi-square test it showed that there is no significant statistical difference among the groups. Therefore, it is likely to say there had been dominance of considering good personal relationship with supervisors and top management in identifying training needs.

With regard to techniques applied in identifying training and development needs the majority of the respondents 48% and 56% were agreed that it was identified through analysis of the task performed by each job holders and identified through analysis of culture, structure of offices respectively showing no significant differences.

Regarding factors the office considered in prioritizing identified training and development needs 60% replied availability of budget and 29.6% replied importance and urgency of the needs. Thus, the office considered availability of budget and importance and urgency of the needs in giving priority to the identified needs.

Different techniques of identifying training needs were employed in the offices. Among the options majority of respondents 34.7%, 24.5% and 18.4% were confirmed group discussions, conducting survey and observations of performance review were some of the techniques employed in identifying training needs.

One of the reasons for not conducting training and development need assessment was lack of adequate budget which was selected by 35.4% of respondents. The other reasons were lack of attention to need assessment agreed by 32.9% of respondents and absence of training specialists confirmed by 31.6% of respondents. Thus, all these three reasons were equally reasons for not conducting training need assessment in the offices.

2. Methods of Human Resource Training and Development

The significant proportions of respondents 62.9% in capacity building offices agreed that in their respective woredas the office formally arranges orientation for new recruits. Regarding who involved in orientations program substantial proportions 61.3% and 43.5% of respondents were agreed that both department heads and top managers were involved in orientations process of new employees respectively.

It is confirmed that the focuses of orientations were on introducing new recruits to peers and buildings, organizational mission, culture, rules and regulations, policies, structure and introducing new employees to their job. These items were agreed by 64.5%, 69.3% and 61.2% of respondents respectively and for all items by applying chi-square test there were no significant statistical difference at α level=0.05 among the respondents. On the other hand majority 67.7% of respondents were agreed that there were no written directives used as substitute to orientation.

Regarding reasons for not practicing orientations, majority 64.7% of respondents replied that it is because the office had not paid attention to orientation. The other reason was because the office hire only experienced employees replied by 17.4% of respondents.

In carrying out training and development of employees in the work setting group discussion, mentoring and coaching were used. The practice of job rotations, case studies and role playing were exceptionally low.

As agreed by greater part of respondents 43.6% replied various workshops and seminars and 39.1% replied education in higher institutions were the main method of off-the-job employed by the capacity building offices. Besides, there is no scholarship abroad opportunity given in the offices in the specified periods.

3. Objectives of Training and Development

The majority of respondents 76.5% of heads and 75.6% experts agreed that their office prepared training and development programs. Though their office prepared training majority 71.7% of participant replied that there were no practice of setting training and development objectives before designing and implementations of the program.

Most of the respondents (31%) replied that the main focuses of training and development objectives were improving job performance of employees. The next focuses of the objectives were building Capacity of managers which agreed by 24.7% respondents. The other focuses were introducing new method (17.5%) and improving job performance of team leaders selected by 18.6%.

Regarding topic areas of the training program most of the respondents replied that Strategic Planning Management (30.1%), information technology (23.8%), and business process reengineering 16.1% were area of training programs they were attended. The proportions of respondent who attended areas like time management and resource management were extremely low.

The training and development programs the participants attended were relevant in improving capability of employee, job performance, enable the office to cope with new technology, brought higher job satisfactions, improve decision making process, brought higher customer satisfactions and improve the efficiency and effectiveness of organizations. These were confirmed by considerable proportions of respondents and there were no significant statistical difference among the respondents response.

4. Challenges to Training and Development

As approved by 38.2% of respondents the main challenges to training and development of employees and managers were lack of adequate budget. Beside this it has been found that lack of training institution at woreda level and lack of training specialists were also important challenges to training and development process.

5. Selection Criteria of Trainees

Selection criteria were not depends on performance gap as disagreed by majority 66.7% of experts beside equal proportions of heads agreed and disagreed. However the proportion of overall respondents 54.8% disagree that the selection criteria had been based on performance gaps. Thus we may conclude that selection criteria in the offices were not based on performance gaps.

During recruitment process there had been employee consultation. Both groups of respondents showed agreement with the proportion greater than expected proportion. Though, their proportions were greater than expected proportion the chi-square test showed that there is no significant statistical difference between respondent groups.

Good personal relationship and goodwill of the boss and supervisors had certain dominance during selection. Of all experts majority 51.1% were agreed with the dominance of goodwill of supervisor or office heads. Though experts agree with this idea office heads were disagreed with this idea. The applied chi-square test show that the existence of significant difference among respondents due to disagreement of heads. By using the total percentage of respondents to this response we can see the existence of goodwill of supervisors in assigning trainees to training programs.

Training and development opportunities were usually offered to the line managers than the staff personnel. The majority of office heads 70.6% and experts 60% were agreed that training and development opportunities were given to managers than staff personnel. The applied chi-square test also shows that there is no significant statistical difference among these groups.

6. Evaluation of Training and Development Program

As decided by 70.6% of heads and 62.2% of experts there had not been the practice of keeping records of training and development programs. The reasons for not keeping training records were lack of commitment from top management, because some training reactions were kept undisclosed and keeping records of training is not accustomed.

Participant of various training programs held discussion after training programs and this were agreed by 80.6% of respondents. But there were no post training evaluation i.e. evaluation after trainees were return back to the work setting to ensure whether training brings any attitude or behavior which may be manifested through improved service or customer satisfactions.

4.2. Conclusion

The research has examined the practice of human resource training and development process. Based on the findings the following conclusions were drawn.

One of the most important conclusion reached upon closure of this study, is the fact that practice of conducting periodical training need assessment at woreda capacity building offices has not observed. If an organization wants good things to happen in its future, if an organization wants a future at all, it must understand the need for high levels of employee skill acquired through systematic training and development for the gaps identified through assessment of training and development needs.

Agencies sometimes select employees to participate in training and development for a variety of reasons unrelated to the performance needs of the organization or individual. For example; employees have been selected on an irregular, unplanned basis or as a reward for previous superior performance or contributions. For optimal effect, however, participation of employees in training and development programs should be linked to upon goals and priorities established by supervisors and their employees. But the presence of goodwill of supervisors and personal relationship with the boss as selection criteria was observed in the woredas capacity building offices. Similarly the poor practice of task analysis and systematic person analysis also aggravate the problem of putting right individuals in to training programs.

Even though training and development programs were conducted at woreda level for employees and managers, objectives were not set and communicated among the employees before implementations of training and development program. This is one of the major problems of training and development program this study found. Though, human resource training and development programs are prepared by woreda capacity building office there is no clear selection criteria. It is found that the selection criteria was

depend on goodwill of top management and good personal relationship with either immediate supervisor or top manager had dominance in selecting assigning.

The major challenges of human resource training and development in the woredas capacity building are lack of budget, lack of training institution at woreda level, absence of training specialist at woreda level and less attention given to the importance of training and development by top management. Although there had been the practice of conducting training and development programs, non-existence of keeping record of training and development and absences of post training evaluations were some of the findings of this research.

4.3. Recommendations

Based on the finding of the study, several recommendations are proposed. They are as follows:

4.3.1 Training and development need analysis can help ensure that training and development efforts are not initiated in an ad hoc, uncoordinated manner, but rather are strategically focused on improving performance toward the offices goals and are put forward with the agency's organizational culture firmly in mind. Other wise any attempts to training and development of human resource without systematic assessment of the training needs will be wastage of material, financial and human resources. Thus, systematic identification of training need assessment is important. This can be done by a process that involves establishing areas where individuals (employees) lack skill, knowledge, and ability in effectively performing the job and also identifying organizational constraints that are creating barrier in the performance. This can be done through analysis of person, task and organizational factors hindering the effectiveness and efficiency of the offices.

4.3.2 The practice of highly relaying on on-the-job training technique and giving less attention to off-the-job training techniques has to be shifted in such a way that both methods can be applied depending on the purpose of training, the natures of content, the level of trainees in the hierarchy of the organization and cost factors. In this regard experienced woreda capacity heads can train their junior by doing so an office can save time, manpower and financial resources and minimize problem of transferability of training.

4.3.3 It has found out that personal relationship and goodwill of the boss and immediate supervisors had dominance during selection of trainees. Hence instead selection criteria depend on goodwill of the top managers and good personal relationship with the boss selection of trainees should be based on performance appraisal or personal analysis of individuals, task analysis and organizational future manpower needs. Though the organizational success is greatly depends on the capacity of managers ability to mobilize and good leadership, there has to be fair training opportunities for all levels of personnel depending on the needs identified during need analysis.

4.3.4 In human resource training and development practice at designing phase objective must be set depending on the identified needs. Objectives are important for planning and design of training and development because it provides the focus for detailed training and development design, to communicate the purpose of the training and development to stakeholders and to establish the context for measurement and evaluations. Thus the office has to prepare sound, measurable and attainable training objectives in design phase of training programs to building manpower capacity at each level of the system to insure successful implementation management development.

4.3.5 The research showed that the main challenge that hindered the effective applications of training and development was lack of budget. Thus, the concerned management bodies at each level from woreda up to federal capacity building should pay attention to the importance of training and allocate adequate budget for each woreda in addition to having training specialists at each level. Lack of budget can be minimized by using different strategies as using coaching from seniors

4.3.6 Training is an investment in human resource. Evaluation of training and development program consists of an evaluation of various aspects of training immediately after the training which is judging its utility to achieve the goal of the organization. These is the only way an office can check that the applied training achieves its set objectives. Therefore it is suggested that woreda capacity building offices must design techniques by which the impact of training and development programs could be evaluated. Identification of an organizations training needs, designing a relevant training plan, selecting and implementing the resulting

training program and evaluating its success are therefore integral elements of the overall human resource process. However, for any of these functions to be effective, the training plans and policies must be in line with the organization's strategic objectives.

4.3.7 The area of training and development represents a soft domain that has not received enough development and reform in public sector organizations in many developing and less-developed countries like Ethiopia. Abuses may take place due to the absence of a sound training system that links its activities, decisions and resources to the organization's needed competencies and performance improvement requirements. When overall HRM lacks integrity, transparency and accountability, its subsystem of training is likely to be no better than the whole. Under such conditions, resources directed to training would be either misused, or if used properly would not produce a significant impact on performance. So adequate planning allows agencies to establish priorities and determine the best ways to leverage investments to improve performance.

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Appendix

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION

Department of Educational Planning and Management
(Human Resource and Organizational Development in Education
Stream)

Research Topic: - Human resource training and development in woredas capacity building office of East Shewa Zone.

A questionnaire to be filled out by werada capacity building office heads experts, team leaders and department heads.

This questionnaire is designed to gather relevant information/data with regard to human resource training and development practice of woreda capacity building office of east Showa Zone.

The research study tries to investigate the current practices; problems and give recommendations so that woreda capacity building office or interested individuals can use the finding of the research in relation with training and development of their human resource.

Therefore the researcher believes that respondents will kindly cooperate to respond to question items in this questionnaire.

Remark:

1. Please, do not write your name.
2. Make "✓" sign in front of the right alternative.
3. Try to give response for all questions.

Part I: Personal Data

- 1. Sex A. Male B. Female

- 2. Age in years A. 20- 25 years
 B. 26-30 years
 C. 31-37 years
 D. 38-45 years
 E. Above 45 years

- 3. Educational attainment/Qualifications
 - A. Below grade 10
 - B. 10+3 /Diploma
 - C. Grade 10 complete
 - D. First Degree
 - E. Grade 12 complete
 - F. MA/MSc
 - G. 12+TTI
 - H. 12+2 /diploma
 - I. Specify if any other please _____

- 4. Field of Specialization _____

- 5. Work experience.
 - A. 1-4 years C. 9-15 years
 - B. 5-8 years D. 16 years and above

- 6. Current position _____
 - A. Office heads
 - B. Expert
 - C. Team leaders
 - D. Departmental heads

- 7. How long have you served on the current position? _____
Years.

- 8. How long have you totally served in this office? _____ Years.

- 9. Which do you belong to according to the organizational structure
your office?
 - A. Staff personal B. Line Manager

Part II: Human resource training and development needs

assessment practice

1. Has your office, department or section etc conducted human resource training and development needs assessment since the last four years?

A. Yes B. No

If your answer for the question item number '1' is "yes" rate your reaction to the following statements inserting the numbers (1=for strong disagree; 2= for disagree; 3= for fairly agree; 4= for agree; 5= for strongly agree } in each of the box corresponding

No.	Question Item	Strongly disagree (1)	Disagree (2)	Fairly Agree (3)	Agree (4)	Strongly Agree (5)
2.	Each individual in the organization has been given the opportunities to identify his own training and development needs irrespective of his/her position.					
3.	Supervisors identify training and development needs for his subordinates.					
4.	Training department of the office identifies training and development needs of all employees					
5.	Top level managers identify TN.					
6.	Training and development had been identified through analysis of the task performed by each job holders.					
7.	T &D has been identified through analysis of culture, structure of organization.					
8.	TDN been identified by analyzing the knowledge, skill, attitude, etc of the					

	employee.					
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9. Which factors have your office considered in prioritizing identified training and development needs? (You can choose more than one item)

- A. Availability of budget
- B. Importance and urgency of the needs
- C. Training capacity and level of motivation
- D. Availability of training materials
- E. Mention if there are other any

factors _____

10. How your office gather data in conducting training and development needs assessment?

- A. Conducting survey.
- B. Observation of performance review.
- C. Depends on the result of performance reviewing.
- D. Conducting group discussion.
- E. Consultant comments.
- F. If there is any other methods please mention _____

11. What techniques has your office used for assessing training and development needs?

- A. Organizational analysis
- B. Job analysis
- C. Person analysis

12. If your office does not have conducted training and development need assessment at all, what are the reasons for that?

- A. Absence of training specialists to conduct training assessment
- B. Lack of adequate budget

C. Attention has not been given

D. If there are any other reasons please mention

Part III: - Human resource training and development methods.

Indicate your reaction to the following statements by inserting the numbers (1=for strong disagree; 2= for disagree; 3= for fairly agree; 4= for agree; 5= for strongly agree) in each of the box corresponding to the items.

No.	Question Item	Strongly disagree (1)	Disagree (2)	Fairly Agree (3)	Agree (4)	Strongly Agree (5)
1.	The office formally arranges orientation programs for new employees.					
2.	Each department head/team leaders take part in orienting new employee.					
3.	Top managers involve in orienting new recruits.					
4.	Orientation programs focus on introducing new recruits to peers and buildings.					
5.	Orientation program focus on offices mission, culture, rules and regulations, policies, structure					
6.	Orientation focuses on introducing new employees to their jobs.					
7.	Orientation given by sending written directives.					

8. If your office has not been arranging orientation programmes to new recruits what are the reasons for that? (you can choose more than one reason)

- A. It is costly and time consuming.
- B. Usually only experienced workers are recruited
- C. Recruits must be left free to learn about the organization by themselves.
- D. The office is not as such complex to new employees
- E. No attention is paid to it.
- F. If there any other reason please mention _____

9. Of the following techniques of on the job training and development: which one is most often applicable in your woreda capacity building office?

- A. Mentoring
- B. Coaching
- C. Job rotation
- D. Group discussion
- E. Case study
- F. Role Playing
- G. List if there are any other methods _____

10: Which of the following off-the-job training and development techniques are used in your woreda capacity building office?

- A. Through various workshops, seminars etc.
- B. Through distance education
- C. Learning in higher education institution.
- D. Scholarship abroad.

Part IV: Training and Development Objective.

1. Has your office prepared training and development programmes for its employee since the past four (4) years.

A. Yes B. No

2. If your answer for question item number '1' above is "yes", have objectives been set before preparing and implementing training and development programmes.

A. Yes B. No

3. If your answer to question item number '2' is "yes", what was/were the main focus of the programme? (you can chose more than one cause)

A. Improving job performance of all employees.

B. Improving job performance of team leaders and department heads.

C. Building the capability and potential of managers.

D. Introducing new methods, procedures etc. employees and managers.

E. Improving organization/individual job fit.

F. If any other, specify please _____

Part V: - Training and Development Programme Since 2003.

1. Have you attended any training and education programs since 2003?

A. Yes B. No

2. If your answer to this question is "yes", who designed/prepared the training programmes?

A. The capacity building office.

B. The federal civil service commission.

C. The ministry of capacity building.

D. The management institutes.

E. Do not know who arrange.

F. If any other, specifies _____

- 3.** Please indicate the kind of programmes you have attended since 2003 (you can indicate more than one alternatives).

- A.** Short term work shop seminars etc...
- B.** Visit tour abroad.
- C.** Visit tours to other organization in the country
- D.** Coached by immediate supervisors.
- E.** Mentor with in the office.
- F.** Educated in the higher learning institute.
- G.** Job rotation
- H.** Formal education through distance learning.

I. If there are any, please mentions. _____

- 4.** If you have attended formal education programmes, did you get the proper placement after completing the programmes?
- _____

- 5.** What was the topic area of training you attended?

- A.** Strategic plan and management.
- B.** Time management.
- C.** Business process reengineering.
- D.** Human relation skill.
- E.** Decision making skills.
- F.** Resource management.
- G.** Information technology

H. If any, please mention _____

- 6.** How do you rate the relevance of the training programmes that you have attended?

No.	Question item	Poor (1)	Fair (2)	Average (3)	Good (4)	V/Good (5)
1	Improved the capability and competence of employee					
2	Improve job performance of employee					
3	Enabled the office to cope up with new technology					
4	Brought higher job satisfaction and motivation.					
5	Improved decision making process,					
6	Brought higher customer satisfaction,					
7	Brought quality service,					
8	<i>Improved the efficiency and effectiveness of the process.</i>					

Part VI: Challenges to training and development.

1. Has your office faced any problem in preparing and implementing training and development program?

A. Yes B. No

2. If your answer is "yes" to the question item number '1' what are the problems

- A. Lack of adequate budget
- B. Absence of specialists in identifying training and development needs
- C. Lack of training institution at woreda level
- D. Attention has not been given by top management
- E. Training and development programmers are not included in strategic plan of the office
- F. If any other please mentions _____
- G. How did you overcome these problems? _____
- _____

Part VII. Selection criteria of trainees participating in training and development programme.

Indicate your reaction to the following statements inserting the numbers (1 = for strong disagree; 2 = for disagree; 3 = for fairly agree; 4 = for agree; 5= for strongly agree) in each of the box corresponding item.

No	Question item (Selection criteria)	Strongly disagree (1)	Disagree (2)	Fairly Agree (3)	Agree (4)	Strongly agree (5)
1.	Training opportunities are based on performance gaps or needs of employees.					
2.	Employees are consulted during recruitment of trainees.					
3.	Training opportunities are usually given to employees as incentives.					
4.	Training opportunities are usually offered to individuals who have good personal relationships with their immediate supervisors.					
5.	Training and development programs are arranged to individuals on the good will of immediate supervisors.					
6.	Training and development opportunities are offered based on the performance appraisal base.					
7.	Training and development opportunities are usually offered based on the person analysis.					
8.	Training and development opportunities are usually offered to the line managers than the staff personnel					

Declaration

I, the undersigned declare that this thesis is my original work has not been presented for a degree in any other university and that all sources of material used for thesis have been fully acknowledged.

Name: Kedir Abda _____

Signature: _____

Date of submission: _____

A handwritten signature in blue ink, appearing to be 'Kedir Abda', is written over the signature line and extends upwards into the name line. The signature is stylized and cursive.

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

Name: Yyekunoamlak Alemu (PhD)

Signature: _____

Date of submission: _____

Dr. Yyekunoamlak Alemu