



ADDIS ABABA UNIVERSITY SCHOOL OF COMMERCE

ASSESSMENT ON EMPLOYEE TRAINING AND DEVELOPMENT POLICY, PRACTICES AND PROBLEMS:

IN THE CASE OF AFRICA UNION COMMISSION

**A Thesis Submitted to the Graduate School in Partial Fulfillment of the
Requirement for the Award of Master of Art in
Human Resource Management**

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DECLARATION

I declare that the project entitled “Assessment on employee training and development policy, practices and problems: in the case of Africa Union Commission.” is my original work and has not been presented in Addis Ababa University or any other University and that all sources of material used for the project have been duly acknowledged.

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ADDIS ABAB UNIVERSITY SCHOOL OF GRAGUATE STUDIES

**Assessment of the employee training and development policy, practice and problems in the
case of Africa union commission**

By Bitew Amare

**ADDIS ABAB UNIVERSITY FUCLTY OF BUSINESS AND ECONOMICS SCHOOL
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LIST OF Acronyms

AUC- Africa Union Commission

OAU- Organization of African Unity

T&D- Training and development

L&D- Learning and development

HRM- Human resource management

TNA- Training needs assessment

CBT- computer-based training

OJT- On-the-job training

SPSS – Statistical Package for Social Science

NAQ1- Needs assessment question 1.

NAQ2- Needs assessment question2

NAQ3- Needs assessment question3

NAQ4- Needs assessment question4

NAQ5- Needs assessment question5

NAQ6- Needs assessment question6

POQ1-5- questions1-5 about plans and objectives

TIMQ1-8- 1-8 questions about how training and development is implemented

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Abstract

The main purpose of the study was to assess the policy, practices and problems of training and development in the case of Africa union commission. This study used a descriptive type of research and questionnaire, interviews and document review as instrument of data collection. Stratified random sampling method was used to select samples from the target population of AU staff. The study employed quantitative survey research design to gather data from a total of 125 employees of the African Union Commission. Semi structured interview was also scheduled to gather the qualitative information from the team leaders of learning and development unit of the Commission. In order to assess the existing training and development practice of the African Union Commission, the study emphasized in the training and development policy, training and development needs assessment , training and development design and implementation method and training and development evaluation. And all of them were checked individually on the analysis. After the required data are collected descriptive (i.e. frequency, percentage and mean) analysis were used to analyze the data using SPSS version 20.

The major findings were the organization has no defined training and development policy and the practices of training and development is not conducted based on policy. Training need assessment was found not made properly. The organization has no realistic training and development objectives and roles. The organization training and development plan is not well communicated to all employees. Training and development programs are not evaluated and designed compatible with the actual job to be performed and do not able to improve skills, knowledge and attitude of employees which can increase performance on the job.

Thus, in light of the above problems the following recommendations were forwarded. As it is known that in any attempt of the organization to achieve its objectives, planning is believed to be imperative. Therefore, it is suggested that the AUC should incorporate training needs assessment, appropriate employee training policy, program and plan. The organization training and development plan should be well communicated to all employees. Training and development programs should be designed compatible with the actual job to be performed. Training and development programs of the organization should able to improve skills, knowledge and attitude of employees which can increase performance on the job. and evaluation of training and development outcomes should be conducted and included into their operational planning to alleviate the problem of employees training and development practices.

Key words: Training, development, Human Resource, Africa union commission.

CHAPTER ONE

INTRODUCTION

1. 1 Background of the Study

Training and development play an important role in the effectiveness of organizations and to the experiences of people in work. Training has implications for productivity, health and safety at work and personal development. All organizations employing people need to train and develop their staff. Most organizations are cognizant of this requirement and invest effort and other resources in training and development. Such investment can take the form of employing specialist training and development staff and paying salaries to staff undergoing training and development. Investment in training and development entails obtaining and maintaining space and equipment. It also means that operational personnel, employed in the organization's main business functions, such as production, maintenance, sales, marketing and management support, must also direct their attention and effort from time to time towards supporting training development and delivery. This means they are required to give less attention to activities that are obviously more productive in terms of the organization's main business. However, investment in training and development is generally regarded as good management practice to maintain appropriate expertise now and in the future (Morrison, J. E. 1991).

Understanding the phenomenon of employee training and development requires understanding of all the changes that take place as a result of learning. As the generator of new knowledge, employee training and development is placed within a broader strategic context of human resources management, i.e. global organizational management, as a planned staff education and development, both individual and group, with the goal to benefit both the organization and employees. To preserve its obtained positions and Employee Training and Development and the Learning Organization increase competitive advantage, the organization needs to be able to create new knowledge, and not only to rely solely on utilization of the existing (Susnjari, 2006). Thus, the continuous employee training and deployment has a significant role in the development of individual and organizational performance. The strategic procedure of employee training and development needs to encourage creativity, ensure inventiveness and shape the entire organizational knowledge that provides the organization with uniqueness and differentiates it

from the others. Education is no longer the duty and privilege of those in higher positions and skilled labor, but it is becoming the duty and need of everyone. The larger the organizations, the more funds they spend on education and provide their employees with greater and diverse possibilities of education and development. Understanding the tremendous significance of education for the modern organization and confident that it represents a good and remunerative investment, present day organizations set aside more and more resources for this activity. Most of the organizations invest 3 to 5% of their revenue into adult education. It is estimated that the organizations that desire to keep the pace with changes need to provide their employees with 2% of total annual fund of working hours for training and education (Beograd, 2004). Thus, it is necessary to accept the model of permanent, continuous learning. That truth has been known for more than two centuries. Denis Diderot, a French philosopher and literate of the Age of Enlightenment, wrote the following:

“Education shouldn't be finished when an individual leaves school, it should encompass all the ages of life...to provide people in every moment of their life with a possibility to maintain their knowledge or to obtain new knowledge” (Kukrika, 2006).

The only way for present day organizations to survive is the imperative to innovate or perish. Since this depends on the knowledge the organization possesses, this imperative could be read as learn faster than competition. The logical sequence is knowledge creation – innovation – competitive advantage. If knowledge is good, is it not true that the more knowledge we have, the better we are? Many organizations which consider knowledge as a good thing are trapped into the pitfall of gathering as much knowledge as possible. Knowledge that is not necessary is exactly what it is unnecessary. And the efforts to obtain it are wasted efforts. The only important knowledge is the knowledge with strategic importance to the company, knowledge that helps to increase the value of the company, knowledge with significance to the strategy of the company. It is not about knowledge for the sake of knowledge, but rather knowledge according to the needs, applicable knowledge, knowledge to create innovation and competitive advantage (Novi Sad, 2006).

Obtaining knowledge, learning, education, all could have a real effect on the quality of labor only if they are harmonized with the needs of a particular organization, its goals and the goals of its employees. The further choice of educational contents and educational methods, and the efficiency of educational effectiveness control depend on clearly defined educational goals and

needs, answers to the questions of which knowledge is necessary to realize the strategy and the survival of the organization in general, which employees need to possess this knowledge and will this knowledge solve certain problems. Employee training and development does not imply only obtaining new knowledge, abilities and skills, but also the possibility to promote entrepreneurship, introduce employees to changes, encourage the changes of their attitude, introduce the employees to important business decisions and involve them actively in the process of decision making(Novi Sad, 2006).

The ultimate aim of every training and development program is to add value to human resource. Any training and development program that would not add value should be abandoned. Organizations should therefore make training and development of their employees a continuous activity (Arnoff, 1971).

The African Union is the successor organization to the Organization of African Unity (OAU). The OAU was established on 25 May 1963, with its headquarters in Addis Ababa, Ethiopia. At that Conference of Independent African States, the OAU Charter was signed by the Heads of State and Government of 30 of the 32 independent African States at the time. The remaining two, Togo and Morocco signed before the end of that year. Africa Union Commission L&D Strategy will benefit and impact staff members as it prepares them with leadership and management skills, capabilities and competencies needed to meet AU mandate as well as elicit higher levels of commitment in fulfilling the AU mission and vision.

Moreover, it contributes to the adoption of a lifelong learning culture, defined by a strong and progressive learning integrated in daily processes that support staff in their on-going efforts to stay effective, relevant & result oriented in a shifting environment. The AU L&D Strategy is rooted in core values including Pan-African Optimism, Professionalism, Integrity, Learning and Empowerment that were identified by the staff as pivotal for a more cost effective and impact oriented African Union (African Press Organization). From this understanding researcher wants to conduct research up on employee training and development Policies, practices and problems in the case of Africa Union Commission in order to understand and identify the existing practices and problems in identifying training and development Policies, training and development objectives, training and development needs assessments, training and development implementation and administration and also evaluating training and development needs and to suggest possible solutions for the existing problems.

1. 2. Statement of the problem

Training and development are very vital in any company or organization. Training simply refers to the process of acquiring essential skills required for a certain job, it targets specific goals. Career development on the other side puts emphasis on broader skills, which are applicable in a wide range of situation. This includes decision making, creativity and managing people (Harrison, 1997). In achieving these goals, problems usually happen in training and development sectors. The pilot survey undertaken in the learning and development unit of Africa Union Commission showed some of the problems that recurrently happen in learning and development practices. These problems includes: Training and development is not conducting based on Policies and Programs as a result, trainings and developments are offered to employees arbitrarily without considering the knowledge gap. Training and development is not conducted based on need assessment as a means of filling a service gap. In addition, the criteria for selection of trainees is not well communicated based on designed plans, objectives and roles. As a result it is discouraging the rest of employees and the evaluation of training and development is not satisfactorily practiced by the concerned bodies of the Commission.

Thus, Africa Union (AU) launches its Learning and Development Strategy as a critical step towards the achievement of Agenda 2063. So, for the implementation of its strategy, suggesting possible solutions for those existing problems based on critical analysis is essential. Therefore this research explored employee training and development problems, policies & Practices of Africa Union Commission.

1.3. Research questions

The paper seeks to address the following questions. These are:

- i. How does training and development practices of Africa Union Commission have been conducted based on policies and strategies?
- ii. Are training and development implemented as to the policy of the Commission?
- iii. How does training and development being prioritized and identified in Africa Union Commission?
- iv. How does training and development practices are being designed and implemented in Africa Union Commission?

- v. How does training and development practices are being evaluated in Africa Union Commission?
- vi. What are the problems of Africa Union Commission training and development practices?

1.4. Objectives of the study

1.4.1. General objective of the study

The general objective of this study is to examine the training and development policies, practices and problems of Africa Union Commission.

1.4.2. Specific objectives of the study

In view of the above stated general objective there are other specific objectives that the paper aimed to achieve. These include:

- i. To ascertain that training and development practices of Africa Union Commission are conducted based on Policies and programs in line with policy statements.
- ii. To assess the ways how training and development needs being prioritized and identified in Africa Union Commission.
- iii. To examine how training and development plans, objectives and roles are designed and implemented in Africa Union Commission.
- iv. To identify how training and development evaluation is conducted in Africa Union Commission.

1.5. Significance of the research

This study is being very great essential for the Africa Union Commission by showing the gaps of training and development policies, practices in line with the theoretical aspects and by suggesting possible solutions for the existing problems. Furthermore, the research will be very important for National sectors by identifying and providing best practices of Africa Union Commission training and development system. Specifically, this research paper is highly vital for leaders of Africa Union Commission for their decision making, workers and trainers as a means of tackling and solving problem at hand, different researchers of the Africa Union Commission as being reference for further research and study. In addition to this, trainees and students are beneficiary

in this research by extending the scope of their knowledge about the training and development service which is given to them. This enables them to contribute for the improvement of training development by giving suggestions and ideas for the training and development department of Africa Union Commission. Furthermore, it is used for researchers and students of different Universities it is used as reference for conducting further research and to extend the scope of their knowledge respectively.

1.6. Scope of the research

Even if the problem of training and development service is worldwide and nationwide, conducting research in worldwide and nationwide needs high human power and great amount of money. As a result, the researcher would like to conduct research on employees training and development policies, practices and problems of Africa Union Commission head quarter. On the other hand, the target groups of this research are leaders, workers, trainer's trainees and students of Africa Union Commission. Both are the source of information about the current practices of training and development services and the existing practices, policies and problems of the training service in Africa Union Commission. Because, both target groups are rich to the relevant information directly or indirectly related with the current practice of training and development service in Africa Union Commission.

1. 7. Definition of key terms and concepts

- I. **Training:** is defined as a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organization (Manpower Services Commission, 1981:17).
- II. **Education:** is defined as activities which aim at developing the knowledge, skills, moral values and understanding required in all aspects of life rather than a knowledge and skill relating to only a limited field of activity. The purpose of education is to provide the conditions 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. (Manpower Services Commission, 1981:17).

- III. **Development:** is an unfolding process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required. It takes the form of learning activities that prepare people to exercise wider or increased responsibilities. It does not concentrate on improving performance in the present job. It is a learning experience of any kind, whereby individuals and groups acquire enhanced knowledge, skills, values or behaviors (Harrison, 2000).
- IV. **Learning:** is the process by which a person acquires and develops new knowledge, skills, capabilities and attitudes. As Williams (1998) defined it, „learning is goal directed, it is based on experience, it impacts behavior and cognition, and the changes brought about are relatively stable.
- V. **Training and Development:** is any attempt to improve current or future employee performance by increasing an employee's ability to perform through learning, usually by changing the employee's attitude or increasing his/her skills and knowledge.

1.8. Organization of the study

The study is organized into five chapters. Chapter one introduced the study by giving the background information, the statement of problem, objectives, and significance of the study and scope of the study. Chapter two deals with the review of relevant literature related to the research problem. Chapter three discusses the research methodology adopted for the study and relevant justifications. It outlines the methodology for carrying out the secondary and primary data collections.

Chapter four present the findings on the assessment of training and development policy, practices and problems in the case of Africa union commission. It also lay out the researcher analysis on the organization's staff responses to training and development policy, training and development need assessment, training and development program design, training and development program implementation and training and development evaluation. Finally, the last chapter presents the summery and conclusions that were draw from the research findings and recommendations of the researcher to the assessment of training and development policy, practices and problems in the case of Africa union commission.

CHAPTER TWO

LITERATURE REVIEW

2.1. Concepts of Training and Development

Understanding the phenomenon of employee training and development requires understanding of all the changes that take place as a result of learning. As the generator of new knowledge, employee training and development is placed within a broader strategic context of human resources management, i.e. global organizational management, as a planned staff education and development, both individual and group, with the goal to benefit both the organization and employees. To preserve its obtained positions and Employee Training and Development and the Learning Organization increase competitive advantage, the organization needs to be able to create new knowledge, and not only to rely solely on utilization of the existing (Subotica, 2006). The strategic procedure of employee training and development needs to encourage creativity, ensure inventiveness and shape the entire organizational knowledge that provides the organization with uniqueness and differentiates it from the others. Education is no longer the duty and privilege of those in higher positions and skilled labor, but it is becoming the duty and need of everyone (Beograd, 2004).

The larger the organizations, the more funds they spend on education and provide their employees with greater and diverse possibilities of education and development. Understanding the tremendous significance of education for the modern organization and confident that it represents a good and remunerative investment, present day organizations set aside more and more resources for this activity. Most of the organizations invest 3 to 5% of their revenue into adult education. It is estimated that the organizations that desire to keep the pace with changes need to provide their employees with 2% of total annual fund of working hours for training and education (Beograd, 2004).

Employee training and development does not imply only obtaining new knowledge, abilities and skills, but also the possibility to promote entrepreneurship, introduce employees to changes, encourage the changes of their attitude, introduce the employees to important business decisions and involve them actively in the process of decision making. To precisely define expectations

and attract skilled workforce, more and more employment advertisements offer a certain number of annual hours or days for education. The most wanted resources are the people with particular knowledge, skills and abilities (Novi Sad, 2006).

Managers must learn to manage them, and the organizations to employ and retain them. Knowledge based organizations must preserve their competitive advantage by retaining skilled workforce, workers of knowledge, strengthening their motivation and improving the reward and compensation systems according to the workers' performances. Within the context of learning organization, it is not sufficient for the worker only to add value to the organization based on his knowledge, but he also has to receive knowledge. He gives as much knowledge as he receives. For the present day employees the wage by itself is not a sufficient incentive, but they also need investment into themselves in a sense of investing in their knowledge. Employees no longer do not work for money alone, nor can they be influenced by traditional attractive financial packages (Novi Sad, 2006).

2.1.1. Training and Development Policy and Strategies

2.1.1.1. Training and Development policy: It is one of the important factors which play a great role in facilitating the implementation of employees training and development if it is formulated properly by the organization. When training program is designed it is important to ensure whether the organization has a training policy or not. The training and development programs should be designed as part of training policy. A company's training policies represent the commitment of its directors to training and are expressed in the rules and procedures which govern or influence the standards and scope of training in the organization. Training policies are necessary to provide guidelines for those responsible for planning, and implementing training, to ensure that a company's training resources are allowed to priority requirements, to provide equal opportunities for training throughout the company, and to inform employees training and development opportunities (Kenney and Others, 1979).

In framing their policies for training, directors have first to decide what contribution they want the training function to make to the achievement of the company's objectives. This shows that where a system of management by objectives is in operation, the training policy is completely integrated with corporate strategy. Though the type of policy vary from one organization to another, factors such as the objectives of the business, the directors"

personal views on training, the information available about the organizational training needs, the size of the company, labor market situations, the company's former and current policies and practices, the caliber of training staff, and the resources allocated to training could determine the type of training policy the organization will have. Therefore it is important to review and assess the appropriateness of existing rules and procedures to the training need of the organization whether they contribute to the organizations objectives or not. This is because, making the training of the organization known in the company's community has the advantages like communicating the directors" intentions, helping those who are responsible for training, it clarifies the roles and functions of training specialists, it indicates training opportunities available for employees and enhance employee-employer relations.

2.1.1.2. Training & Development Strategies: Strategic Training & Development initiatives are learning related action that a company should take to help it achieve its business strategy. The strategic training and development initiatives vary by company depending on a company's industry, goals, resource, and capabilities. Based on Armstrong (2006), Strategy is about deciding where you want to go and how you mean to get there. A strategy is a declaration of intent. This is what we want to do and this is how we intend to do it. Strategies define longer-term goals but they are more concerned with how those goals should be achieved. Strategy is the means to create value. A good strategy is one that works, one that guides purposeful action to deliver the required result. The training and development strategy should form part of the overall strategy of the organization it is nested within the overall strategy (Cartwright ,2003:10)

As described by Harrison (2000), strategic HRD is „development that arises from a clear vision about people's abilities and potential and operates within the overall strategic framework of the businesses. Strategic HRD takes a broad and long-term view about how HRD policies and practices can support the achievement of business strategies. It is business led, and the learning and development strategies that are established as part of the overall SHRD approach flow from business strategies, although they have a positive role in helping to ensure that the business attains its goals (Armstrong, 2008:17).

Continuous technological changes and the radical shift in the global economy have necessitated an important proactive role for HRD in organizations, rather than a reactive role, in response to the organizations" current challenges. McCracken and Wallace (2000) argue

that, in order to play a proactive role, HRD should be derived from, and linked to, the organization's corporate strategy, missions and objectives; moving from traditional HRD to SHRD. Otherwise, T&D expenses will be just a waste of time and money. Recently, more attention and emphasis have been given to SHRD. In order to be influential activities in the organization, in terms of helping the organization to gain a superior performance and achieve its strategies or objectives, HRD should be strategic by integrating and deriving HRD activities' strategies, policies and plans with, and from, the overall organizational strategy, policies and plans.

2.1. 2. Programs, Objectives and Goals of Training and Development

2.1.2.1. Training and Development Program

Internationally different companies provides training and development program to their employees for the improvement of their skills and abilities. In the start of 90s Sears Credit initiated a key rearrangement and retorted with a career-development programs. This program was developed for employee in order to line up their skills with changing jobs and also ensured that program was adding value for the growth of their organization. Companies also think that they were not allocating career opportunities to their employees with acquaintances and abilities to get benefit from these opportunities (O'Herron and Simonsen 1995). All over the world different companies are providing different programs for the betterment and skill improvement of their employees which are based on same logic (Callahan 2000).

Mel Kleiman (2000) described that the essentials parts of a worthy employee training program are constructed on orientation, management skills, and operational skills of employees. These theories are the groundwork of any employee development program. Janet Kottke (1999) also described that employee development programs must be comprises with core proficiencies, appropriate structure through which organizations develop their businesses at corporate level. The basic function of the theory is to gain knowledge, cooperation, inventive thinking and resolving problem (Kottke 1999).

Fundamental goals of several employee development programs are to deliver the mission of the organization and support workers to learn the culture of the organization (Gerbman 2000). These objectives provide help to the strategic goals of business by facilitating learning chances and support organizational culture (Kottke 1999).

The requirements for technical training program for employees raised their job satisfaction and help to understand the culture of organization, which lead to the success of the organization. We must take care about these elements that employee should be updated with the present knowledge of the job. Employee will be more productive, if companies provide them training as per the requirement of the job. European Journal of Business and Management Today most of the organizations have built up different programs for the training and development of their employees. Usually companies offered tuition reimbursement package to their employees so that they can improve their knowledge and education. It has been found by the Corporate University that almost 10 percent of employees are entitled for this benefit (Rosenwald 2000).

Furthermore, only senior management and those employees who are at top level are entitled for tuition reimbursement (Rosenwald 2000). As a result thereof, many organizations conduct in-house training programs for their employees that are more beneficial and cheap. Training section of the organizations attempts to concentrate on particular job proficiency whereas the corporate department is proactive with an additional strategic approach. Training and development program is a planned education component and with exceptional method for sharing the culture of the organization, which moves from one job skills to understand the workplace skill, developing leadership, innovative thinking and problem resolving (Meister, 1998). Employee development programs includes a variety of teaching technique, schedule, and helping learning environment that ensure employee to improve their skills and later apply on their jobs (Gerbamn 2000).

2.1. 2. 2. Components of Training and Development Program

There is no particular method for developing the employee training, however particular significant methods that would be measured. A perfect employee training and development program must be the mixture of knowledge, career development and goal setting. These approaches will benefit the program to be more useful for the employees and organization. Today organizations are extensively using the Information Technology systems for their learning programs. Knowledge and information systems are rapidly moving ahead and those companies cannot survive that provide up to date knowledge of I.T. to their employees. For a new task training must be given to employees so that they can easily cope with new task. It should be the responsibility of the organization to assured that employees have knowledge, skills and abilities,

and these skills must be according to the required level of the job. Furthermore, when employees need required skills and knowledge it should be provide them on the right time without any delay. In the result thereof, companies required to make sure that employee can learn whenever they required (Garger 1999).

To complete this purpose organizations required the internet and computer based learning segments. The basic reason for career planning as quantity of employee training program is not merely to support employees to think that their employers are financing in their career, furthermore keep in mind that they help employees to manage various characteristics of their lives and a clear promotion track. Employers cannot make promise with employees for their job security, but they provide them opportunities to improve their knowledge and skills, so that they can remain sustain in job market (Moses 1999).

Career development of the employees should be established on bright career path which employee can easily recognize and gave it worth (Nunn 2000). To achieve this purpose, employee must classify their work, work priorities and current skills they have to do their job. Therefore, employees can start identify the jobs that would require in future and set of skills to manage those jobs (Moses 2000). As result thereof, employee should improve understanding to work, better accountability for career and strategy for action to attain upcoming goals. The main problem suffer by organizations is to commit this practice, which may take some employees to leave the organization and look around for certain job vacancies outside the organization (O'Herron and Simonsen 1995).

Furthermore, sometimes employees feel the risk of right sized of employee in the organization. The key element of career planning and employee development is goal setting. Therefore it has been described that learning programs support employees to enhance their performance instead of just increasing their work competencies (Gerbman 2000). It is better to give the opportunity to employees to perform their jobs in a better way and if they need help, organizations must provide them proper tools to perform the job. Development program help the employees to learn and facilitating them to become a critical philosopher (Garger 1999). Sears Roebuck & Co. remains careful on this idea as organization doesn't want that all employees think similar but the organizations need to give those employees conceptual skills to think in a different way (Gerbman 2000).

An employee from Tires Plus described that he educated additional about the organization instead of just doing his work and this assist him to think in what way he can positively influence on the goals of the organizational (Dobbs, 2000). Individual should improve their knowledge so that organizations get them hand to hand and pay them good salary. It is the main responsibility of the organizations to provide opportunities to their employees but individual should take initiative to use those opportunities for the betterment of their future career (Garger 1999). Employee training and development programs should create in a way that it not only accomplish its goals but have optimistic consequences on employee and organization. The organizations which are using employee development programs are getting positive results from the individuals by using this program.

2.1.2.3. Objectives and Goals of Training and Development

Training is short-term while development is long-term for the main reason that development is achieved after a series of training and learning as well as education has taken place. In a short sentence, it could be said that „training leads to development“. Training aims at improving the current work skills, attitude and behavior, while development effort is directed towards various forms of learning activities that nurtures individual to exercise a broader or increase future responsibility (Armstrong, 2009:674).

The main objectives of training and development in the organization are to achieve human resource strategies through ensuring that the organization has skilled, knowledge and competent people required to meet both the current and future needs and challenges of the organization and individual development (Armstrong, 2009:550). However, the effort and process towards training and development is driven by these three participants of the training; the trainee, the trainer and the manager while the bulk of the task in achieving training objectives depends on the trainer and the manager (Tshukudu, 2009:92).

For the purposes of this study training activity has been categorized into three main broad and commonly used techniques; on-the-job, off-the-job and on/off the job training. And each represents unique delivery personnel that assist the organization in achieving the aim of any of the chosen techniques. The major advantages in using on-the-job training technique are that it is a way to develop and practice a given role; technical, selling, manual and administrative skill

required for the effective performance in the organization and it is capable of producing immediate result as the individual performs the assigned duty (Armstrong, 2009).

It is very important that managers that will carry out the training responsibility are trained and developed so as to be able to achieve an effective outcome at the end of the training period. Also, the success of an off-the-job training technique in the organization depends also on the manager or line managers by making sure those trainers are capable of easing learning transfer and that the individual to be trained is selected when training needs assessment has been conducted (Obisi, 2011:181). This will ensure that the right training is offered to the right individual and also trainers are monitored so as to ensure that the right contributions are made.

The aim of training needs assessment allows the organization to identify and compare the actual level of individual with the desired level of performance that individual required performing at its optimum (Sherazi et al, 2011:1436). Need assessment gives more understanding of the reasons for training and the best technique to be adopted in order to solve performance problems and development practice. In this sector training and development are characterized mainly to involve informal method depending on the training need of the organization and the purpose of training. The commonest form of formal training used by most of the organizations are induction or orientation, e-learning, job rotation, coaching, meeting, and other in-house face to face training such as conferences, workshops and seminar (Okpala and Wynn, 2008).

The focus of organizations training and development should be enhanced the organizational human resource capability and strengthen its competitive edge, at the same time the employee's personal and career objectives are further achieved and generally contribute to the value of the employee development (Babaita, 2010:279).

2.2 Training and Development Needs assessment

Meeting the many requirements of clients, fellow associates and society has become a requirement for organizational success (Popcorn, 1991; Kaufman, 1998). In response of this increasing demand of both internal and external clients "need assessments" have become a mainstay in organizational management of recent years. With a history that can be traced in part back to 1952 (Moore and Dutton, 1978), the needs assessment process has become integral part of many organizations. Private and public sector organizations alike are making great strides at identifying and prioritizing performance problems, intervention requests and/or resource

requirement as well possible organizational contributes. Training needs assessment is recognized as the first step in any Human Resource Development intervention (Leigh, et al., 2000). However, Desimone, et al., (2002) contested that in analyzing HRD needs, four levels of needs has to be analyzed. They include assessing the needs of the organization, individual employees' skills, knowledge and attitudes, and their functional responsibilities as well as departments' needs. A Needs Assessment is a systematic exploration of the way things are and the way they should be. These things are usually associated with organizational and/or individual performance (Stout, 1995).

A needs assessment should be designed to identify and prioritize needs, while a need analysis should break and identified need into its component parts and determine solution requirement (Watkins and Kaufman, 1996). Practical and pragmatic needs assessments provide a process for identifying and prioritizing gaps between current and desired results (Kaufman, 1998, Kaufman et al, 1993; Watkins and Kaufman, 1996). Need Assessment is defined as an investigation, undertaken to determine the nature of performance problems in order to establish the underlying causes and the way in training can address this (Erasmus et al, 2000).

Goldstein (1993) describes need assessment as the phase of the instructional process that provides the information necessary to design the entire programme. A training gap is defined as the difference between the required standard of the job and incumbent's performance. Need identification is the starting point in any training and development activity. Need identification or assessment is not a routine function, because it should conduct carefully and in a diagnostic manner (Al- Khayyat & Elgamal, 1997).

The assessment begins with a "need" which can be identified in several ways but is generally described as a gap between what is currently in place and what is needed, now and in the future (Miller et al, 2002). The purpose of a training needs assessment is to identify performance requirements or needs within an organization in order to help direct resources to the areas of greatest need, those that closely relate to fulfilling the organizational goals and objectives, improving productivity and providing quality products and services. Indeed, there are various reasons why needs assessment is not conducted as it is described as being a difficult process, time consuming and lack of resources in carrying out the tasks (Hill, 2004).

On the other hand, Desimone, et al., (2002) argued that incorrect assumptions are usually made about needs analysis being unnecessary because the available information already specifies what

an organization's needs are. Furthermore, it was contested that there is a lack of support for needs assessments as HRD professionals are unable to convince top management of its necessity (Reid and Barrington, 1994).

According to Miller et al (2002) the needs assessment is the first step in the establishment of a training and development Program. It is used as the foundation for determining instructional objectives, the selection and design of instructional programs, the implementation of the programs and the evaluation of the training provided. These processes form a continuous cycle which always begins with a needs assessment. The ultimate aim of the need analysis is to establish: 1) what needs actually exist; 2) whether they are important; 3) how the need become apparent; 4) how they were defined; 5) how they may best be addressed and 6) what the priorities are (Erasmus et al, 2000).

Any thorough need assessment phase must address three key areas: the organization, the job and the individual. Organizational assessment considers the proposed training within the context of the rest of the organization. An important consideration is whether or not the proposed training will compatible with the organization's mission, strategy, goals and culture (Erasmus et al, 2000; Goldstein, 1993; Van Dyk et al, 1997). Gould et al (2004).

Training needs analysis is the initial step in a cyclical process which contributes to the overall training and educational strategy of staff in an organization or a professional group. The cycle commences with a systematic consultation to identify the learning needs of the population considered, followed by course planning, delivery and evaluation. The second crucial aspect of need analysis is the job and it concomitant duties and responsibilities. This is called task analysis and different methods such as; the critical incident methods are used. Once the duties or task in which training is needed are identified, the detailed analysis of each task may begin. The purpose of this step is to ascertain if the task is important and if training is essential and then to determine the procedure that should be taught. It is important to determine which employees should receive training and what their current levels of skill and knowledge are (Erasmus et al, 2000; Van Dyk et al, 1997).

The assessment perspective (applied conducting a need assessment) attends to the harvesting of data the identify the gaps between current results and required / desired results and the place those needs in priority order on the basis of the costs to meet the need compared to the cost to ignore them (Kaufman, 2000; Kaufman, et al 2001). The final purpose of need analysis is to

identify the criteria to be used in judging how proposed interventions will yield pay-off. In the business impact ISD model it is critical for the design team to agree up front about criteria for success. Benefits are the returns attributable to those investments. The designer should identify measurement and ensure that those factors are measured during subsequent phases of the project (Molenda et al 1996).

According to Molenda et al (1996) the seeds for ultimate acceptance and use of the solution are planned at the beginning of the phase. The goal is to identify key people, think about how the solution to the problem will affect each of them and start to pursue their buy-in. According to Van Dyk et al (1996) the purpose of a strategy or a plan of action is too establish needs, regardless of the level or type of needs assessment to be undertaken. Rouda and Mitchell (1995) identify priorities and importance of possible activities. Once the need analysis has been completed, the needs that were identified are translated into measurable objectives that can guide the training process.

Training objectives should focus on the behavior component, which describes in clear terms what a learner has to do to demonstrate that he or she has in fact learned. Behavioral training objectives state what the person will be able to do, under what conditions and how well he or she will be able to do it (Erasmus et al, 2000; Van Dyk et al, 1997; Molenda et al).

2.2.1. Levels of Training and Development Needs assessment

Need assessments offer performance improvement initiatives as unique opportunities to approach performance improvement from a variety of level: individual, organizational and/or societal level. Conventional “business wisdom” usually only defines two levels or organizational planning and decision-making: organizational (macro) and individual/ small group (micro). Kaufman (1997) suggests that this limited frame-of-reference has kept business focused on a “conventional bottom line”. But a new paradigm of societal value-added has emerged (Popcorn, 1990; Drucker, 1973; Kaufman, 1998) and with it a “societal bottom line” as well as societal (mega) level of planning and decision making.

Van Dyk et al (1997) refer to three levels of training needs: Macro (need of national and even international interest), Meso (organization’s specific requirement) and Micro level (only one person’s or a small population’s need). Mathews, et al (2001) training needs assessment is dominated by senior management decision and supervisors’ opinions. The skills inventory is the

most widely applied formal technique. Organizations tend to pay more attention to customers and work groups when defining training needs. In general, objective and formal methods should be adopted more widely (e.g. training audits).

Planning and evaluation are key elements in the effective delivery of training that will satisfy business or operational needs within an organization. For managers to begin to take responsibility for training and development of their people they need to be able to understand the needs of the people they manage and how these can be met with a variety of training methods.

There are three types of training or learning needs. These are:

Organizational – training and development needs are those relating to the competence of individuals in their jobs, what those individuals do in their jobs, and what they should do to ensure that the organization is able to meet its objectives. An example of this could be the ability to care for customers.

Occupational – training needs are those which relate to skills, knowledge and attitudes an individual must have to carry out a job irrespective of who he or she is. An example could be a typist requiring word-processing skills, or an operator in a call center knowing how to use the software and the knowledge of relevant products or services.

Individual (personal) – needs relate to the needs of the individual job holders. For example, a manager may wish to learn keyboard skills in order to be more effective in his or her job, even if this is not a prerequisite for the job. This will also include interpersonal skills development (<https://rapidbi.com/identifying-levels-of-training-needs-analysis-tna/>)

2.3. Design Training and Development programs

Once training and development needs have been identified using the various analyses, and then training objectives and priorities must be established. All of the gathered data is used to compile a gap analysis, which identifies the distance between where an organization is with its employee capabilities and where it needs to be. Training and development design is the process of developing a plan of instruction for each training program to be offered to meet training objective (Goldstein & Ford, 2007).

Training design process refers to a systematic approach for developing training programs. Training design process should be systematic yet flexible enough to adapt to business needs (Noe, Hollenbeck, Gerhart, & Wright, 2008). Whether job-specific or broader in nature, training and development must be designed to address the specific objectives. Training objectives are set to close the gap. The success of training should be measured in terms of the objectives set. Useful objectives are measurable. This objective serves as a check on internalization, or whether the person really learned. Objectives for training can be set in any area by using one of the following four dimensions: such as Quantity, Quality, Timeliness, and Cost savings as a result of training (Sishan Solomon, 2014). Effective training and development design considers the learner characteristics, instructional strategies, and how best to get the training from class to the job (training transfer) in order to produce learning. (Mathis & Jackson, 2011)

2.3.1 Training and Development Roles and Objectives

Formal training programmes are an effective way of directly transferring the organizational goals and values to a whole group of people simultaneously (Shen, 2006; Harzing, 2004). Appropriate training can develop managers at all levels including the knowledge and skills required to gain competency in order to manage change in organization in any business environment (Stewart, 1996; John, 2000.)

In multinational companies, training can provide an important impetus to achieve shared values and facilitates network building between headquarters and subsidiaries. Hellriegel et al,(2001) states that training of employees in organization increases higher productivity through better job performance, more efficient use of human resources, goals and objectives more effectively met, reduced cost due to less labor turnover, reduced errors, reduced accidents and absenteeism, more capable, and mobile workforce and retention of the existing staff.

Similarly, Echard and Berge (2008) stated that effective training techniques can produce significant business results especially in customer service, product development, and capability in obtaining new skill set. This linkage of training to business strategy has given many businesses the needed competitive edge in today's global market. Echard and Berge (2008) also provides that effective training and development improves the culture of quality in business, workforce, and ultimately the final product (Huang, 2001). An educated and well trained workforce is considered to be essential to the maintenance of a business firm's competitive

advantage in a global economy. Human Resource Management (HRM) practices of training and development enhance employee skills, knowledge and ability which in turn enhance task performance of individual and in the long run increases the organizational productivity (Huselid 1995).

However, Wood, (1999) argues that HRM practices are universal across organizations or whether the effectiveness of human resources management is contingent upon factors while (Asgarkhani, 2003) argues that the success of training is contingent upon the effectiveness of performance planning and measuring. The fact of the matter is that the three fundamental aspects surrounding this approach are process classification, selection of proposed methods, and delivery.

We could go further and consider Shandratilek (1997) and Dessler 2005 who emphasized that the point that the availability of high quality employees, places the organization in a competitive advantage over others even within the same industry and that the inadequacy of expertise is a major constraint as such organization take major concrete measures to organize training programmes. The resultant effects of properly executed training programmes are reflected through the performance management process. This is the integrated process employers use to make sure employees are moving towards organizational goals. Taking performance management to approach training means that the training effort must make sense in terms of what the company makes each employee to contribute to achieving the company's goals. Training does bear fruitful results not only to the organization but also to the employees. Training is an opportunity for promotion and self-improvement, improved job satisfaction through better job performance, a chance to learn new things and there is greater ability to adapt and cope with changes (John et al, 2002). This is supported by (Bhalla, 2006) who argued that the objective of any organization training program is to train their employees to meet the needs of the optimum profit potential.

In addition, Hower (2008) pointed out that the purpose of training is to empower associates with the skills necessary to make decisions and accomplish their daily tasks and skills that help them give extraordinary service to customers. In the business of customer service, training is essential to the impact made on the customers. Customer service and problem resolution are trainable skills and will determine whether the customer impact is positive or negative. It also prepares employees for their next career move. This move may be in the organizations or in life in

general. Lynton and Pareek (2000) argue that to enhance individual motivation for training, the employees should be part and parcel of what it communicates to applicants through all its contacts with them. This would make applicants feel confident that the training foci are clear and shows perceptive concern for people taking part in the program.

Furthermore, (Guerrero and Sire 2001) supported Lynton and Parreek's view but they explained motivation with regard to teachers. They found that systematic observations by a colleague of a candidate's behavior in a session and sharing indications of his effectiveness with him subsequently greatly enhanced the candidate's motivation for training. Moreover, (Bushart and Fretwell, 1994) emphasizes that training employees leads to an increment in employees' satisfaction, updating of skills and an increased commitment to the organization.

Objectives of training are what employees would achieve and gain after undergoing the training program. The benefits of a training program refer to the objectives. Before employees embark on any training program, it is assumed that there are handicaps. If the handicaps are overcome after undergoing the training program it means that objectives have been achieved. Objectives mean what we can learn and do after a training program. Some organizations send their employees on a training program without identifying objectives and without knowing what the trainees would achieve by the time they come back from the training program, they will be able to achieve certain things. For example, employees were not able to conduct bank reconciliation statement or were not able to operate windows '98 and windows 2000. If they are able to do so at the end of a training program, one could say that the objectives have been realized.

2.3.2. Training and Development Techniques and Methods

There are many methods of training employees in organization. The range of training methods used has been expanded by the application of technology in its "hard" (for example through computing technology) and "soft" (for example through instructional design) approaches (Sadler-smith et al, 2000). Training of employees is intended to increase expertise of trainees in particular areas. When thinking about training method(s) to use, it is useful to consider current level of expertise that trainees possess (Sims, 1996). Once you have decided to train employees and have identified training needs and goals, you have to design training program (Dessler, 2005). The Training methods can be generally be categorized as either on the job or off the job.

The training delivery options for either method can be sourced from either in-house or external sources, or a combination of both (Coles, 2000; Tennant, 1995)

2.3.2.1. On the job Training method

On-the-job training (OJT) is having a person to learn the job by actually doing it (Dessler, 2005; Sims, 2006) whereas (Tennant et al, 2002) defines on the job training as a method where the learner develops skills in the real work environment by actually using the machinery and the materials during training. (Coles,2000) concludes that it is an effective method, because the learners apply their training in real-time rather than sitting in a classroom environment and forgetting what they have learned when they return to their work. However, off-the-job training provides opportunities to widen the boundaries of the teaching and can often be a useful initial step ahead of on-the-job training.

Van der Klink and Streumer, (2002) suggests that the frequent use of this type of training stems from three incentives, the favorable relationship between training costs and benefits, the responsibility to train just-in-time; and the expectation of apposite transfer of what was learned to the employees' work situation. However, Jacobs et al, (1995) investigated the costs and benefits of OJT. On the contrary the findings by Jacob indicate that OJT does not always result in favorable benefits. From the empirical data that are available, it is not possible to deduce whether OJT is an effective form of training, or what the factors that determine its effectiveness. The following are the methods used in training on the job employees. Job rotation means moving trainees from department to department to broaden the understanding of all activities of the business and to test their abilities (Dessler, 2005).

Similarly, Matthews and Ueno, (2000) argued that job rotation is the transferring of executives from job to job and from plant to plant on a coordinated, planned basis to get an holistic view of the activities of the organization. The benefits of job rotation are that it provides a variety of job experiences for those judged to have the potential for added responsibilities. It can therefore be seen that job rotation serves the purpose of breaking down departmental provincialism-the feeling that only my department is important and others' problems are not worthy of my concern. Furthermore Job rotation injects new ideas into the different departments of the organization (Matthews and Ueno, 2000). Lecture method involves trainers communicating through spoken word what they want the trainees to learn (Noe, 2005).

Class room lectures are used in many organizations to impart information to trainees. Classroom lectures are oral presentations covering particular topics and concepts. The advantages of lecture method is that it is quick and a simple way to provide knowledge to large groups, least expensive, less time consuming way to present a large amount of information effectively and in an organized manner and can be applied to large groups of trainees. Similarly lecture method as its own limitations like communication of learned capabilities is primarily one-way-from the trainer to the audience and Lecture method tends to lack participant involvement and feedback to gauge whether learners have understood or not. In computer-based training (CBT), the trainee uses computer-based and or DVD systems to interactively increase the knowledge or skills (Dessler, 2005).

Computer-based training services are where an employee learns by executing special training programs on a computer relating to their occupation. CBT is especially effective for training people to use computer applications because CBT program can be integrated with the applications as they learn. CTB can take a variety of forms: Some employers have formed software libraries containing copies of different tutorial programs that trainees can check out to work on at home. Other companies have staffed computer labs where employees can drop by to practice, with personal assistance available if needed. Still other organizations conduct online training, installing learning software on workstation computers, which allows employees to switch back and forth between job applications and training programs as their workload demands (Sims, 2006). CBT programs have practical advantages. Interactive technologies reduce learning time by an average of 50%. In addition its cost effective once designed and produced, and encourages instructional consistency, mastery of learning, increased retention, and increased trainee motivation (Sims, 2006)

2.3.2.2. Off-Job Training Methods

Classroom training approaches are conducted outside of the normal work setting. In this sense, a classroom can be any training space set away from the work site, such as the organization cafeteria or meeting room (Sims, 2006). Conducting training away from the work setting has several advantages over on –the-job training. First, classroom setting permit the use of a training technique, such as video/DVD lecture, discussion, role playing simulation. Second the environment can be designed or controlled to minimize distractions and create a climate conducive for learners.

Smith, (2000) suggests that this method develops learners who are inquisitive, guide learners through the process of learning and applying effective oral and written communication skills encourage learners to acquire the skills required to function in work environment. Electronic learning or e-Learning or eLearning is a type of education where the medium of instruction is computer technology. No physical interaction may take place in some instances (Berge, 2008). Simulation is a reproduction of an event or an item. But true simulation has a specific goal in mind-“to mimic, or simulate, a real system so that we can explore it, perform experiments on it, and understand it before implementing it in the real world. Simulation makes imitated situations available to the learner to practice rather than having them jump into the real experience. Simulation is a necessity when it is too costly or dangerous to train employees on the job (Dessler, 2005).

Role playing had its origin in psychotherapy, but it has found wide use in industry for improving sales, leadership, and interviewing skills, as well as other skills (Maier, 1983). this was supported by (Dessler, 2005) when he wrote in his book that the aim of role playing is to create a realistic situation and then have the trainees assume the parts of specific person in that situation.

2.4 Implementing of Training and Development

Implementing Training &Development program is the stage of putting the training program in to practice in accordance with the design. Here the trainees interact with the subject matter in order to attain the objectives. In implementing the training, the trainer has to be sure that the training is in line with the objectives set, address the selected target group and fill the gaps identified in knowledge, skills and attitudes and satisfy the trainees.

In delivering the training contents the responsibility of implementing the program largely depends upon the trainer. He/she has to make appropriate decision in arranging the physical environments and seating conditions to make the trainees feel comfort and concentrate on learning (Harris and DeSimon, 1994:159). The trainer should make sure that the training environment is free from physical destructor like noise and there should be conducive ventilation, temperature, and good lighting to deliver the training program. The trainer has to prepare the trainees by putting them at ease. It is important to find what the trainees already know and to stimulate their interests. This is followed by careful presentation of the training

content by stressing on key points. The trainer has also to test the trainees by asking questions and correct errors and finally follow up them by ways of frequent checking and encouraging their learning (Pigors and Myers, 1981: 288).

Besides to this as described by Cowling and Mailer (1998), consideration with regard to the timing of the training should be made. It is also important to find a venue away from the normal place of work so as to avoid interruptions, to make sure that any equipment that might be needed is available, to check that seating arrangements are in a proper way in order to make people feel more comfortable with their surroundings are important considerations and the final step to implement it. Finally the trainer is expected to make every possible effort to build a climate characterized by mutual respect and openness, which in turn helps the trainees to seek help when the need arises.

2.5. The evaluation systems of Training and Development

Evaluation of training and development is the most essential aspect of training program. Generally all good training and development programs start with identification of training and development needs and ends with evaluation of training (Gopal, 2009). Training evaluation ensures that whether candidates are able to implement their learning in their respective work place or to the regular routines (Nagar, 2009).

Phillips (1991) defined evaluation as a systematic process to determine the worth, value or meaning of something. Holli and Colabrese (1998) also defined evaluation as comparisons of an observed value or quality to a standard or criteria of comparison. It is the process of forming value judgments about the quality of programs, products and goals. Boulmetis and Dutwin (2000) in their own part defined evaluation as the systematic process of collecting and analyzing data in order to determine whether and to what degree objectives were or are being achieved. Schalok (2001) defined effectiveness evaluation as the determination of the extent to which a program has met its stated performance goals and objectives.

Evaluation, in its crudest form, is the comparison of objectives with effects answer the question of how far training has achieved its objectives. Evaluation can be difficult because it is often hard to set measurable objectives and even harder to collect the information on the results or to

decide on the level at which the evaluation should be made. In other words training evaluation refers to process of collecting and measuring the outcomes needed to determine whether training is effective (Hamblin, 1974).

Any training or development implemented in an organization effort must be cost effective. The benefits gained must outweigh the costs of the learning experience. It is not enough to merely assume that any training an organization offers is effective; we must develop substantive data to determine whether our training effort is achieving its goals. Did the training correct the deficiencies in skills, knowledge, or attitudes we assessed as needing attention? To answer this we must evaluate training and development which already given to employee (DeCenzo, Robbins, Verhulst 2010:199).

Evaluation aims to collect all necessary information as a feedback to correct and develop training program, to control the whole program's stages and to ensure that training objectives are met consistent with the prepared plans. However, this stage is the hardest and the most difficult task in the training cycle. Evaluation should be viewed as part of an effective training process and a base to improve organizational decision-making about human performance improvement (Burrow and Berardinelli, 2003). It identifies where a T&D department could prove that it adds valuable service or adds value to the organization's performance. In other words, training evaluation helps in interpreting the training costs and measures the benefits of T&D program against the employees' total performance. From training evaluation, an organization can make a judgment of what employees gain from training and what is transferred and implemented to their work.

Bee and Bee (1994) state that it is necessary to evaluate T&D programs, since the evaluation process improves the efficiency and effectiveness of training programs, displaying the organization's impression about trainers' performance in the program and helps them to improve their training skills and justify the expenditure on the programs. Therefore, it could be argued that, as long as an organization pays attention and emphasizes training evaluation to identify training contributions, training is viewed by this organization as an important organizational function that improves or helps to improve the organizational performance. Thus, an effective and ongoing planning and evaluation system for training is essential for ensuring adequate return on investment for the resources spent, in achieving its objectives, in improving the training

program and in providing evidences of the techniques, in improving the training program and in providing evidences of the techniques used to document training quality.

According to Noe (2002) training evaluation involves both formative and summative evaluation. **Formative evaluation:** refers to evaluation conducted to improve the training process through provision of information during its implementation (Noe, 2002). This methodology is performed to assure that the training program is well organized and runs smoothly and trainees" learned are satisfied with the program. Furthermore Basarb and Root (1993) noted that the basic purpose for formative evaluation is to measure progress, to use and provide information for designers and developers to ensure that the program meets or go beyond defined quality standard during the life of a program, to meet stakeholders requirements and to provide a positive learning environment for trainees.

Summative evaluation: refers to evaluation conducted to determine the extent to which trainees have changed as a result of participating in the training program (Noe, 2002). This includes whether the trainees have acquired knowledge, skills, attitudes, behavior or other outcomes identified in the training objectives. In general, the basic purpose for summative evaluation is to provide a summary report of the training results (Basarb and Root, 1993). There are many training evaluation approaches and techniques.

However, Kirkpatrick's evaluation model is the one most commonly used by many organizations (Hale, 2003). According to Kirkpatrick (1996), there are four stages to be considered when evaluating training effectiveness: reaction, learning, behavior and results level. Kirkpatrick argues that effectiveness of training efforts can be evaluated according to the following four important criteria.

The Reaction Level: This level of measurement answers whether people are happy with the training inputs (Hale, 2003). Thus, it evaluates participants' reactions, opinions, impressions and attitudes toward the program, such as, to what extent the participants liked T&D program, its contents, the trainer, the methods and the environment surrounding the program. This is commonly obtained at the end of the program through questionnaires or group discussion.

The Learning Level: This level answers, what do people remember from the training session? (Hale, 2003). To what extent have the participants learned the material and the particular skills or

know-how contained in the program? Kirkpatrick (1979) defines this measurement as, the extent to which participants change, improve knowledge and/or increase skill as a result of attending the program. This measurement is made through special standardized tests at the end of the program, such as pre-post, paper-and-pencil tests, skill practice, workshops and job simulation. **The Behavioral Level:** This level answers, whether people use what they know at work? (Hale, 2003). The changes in the participants' behavior, skills, patterns of work, relationships and abilities, and so on. In this kind of measurement, management would like to know if participants have improved on-the-job performance as a result of T&D. These indications could be collected through observations, survey, interview and comments of supervisors and colleagues and from performance appraisal.

The Result Level: This level of measurement finds out what are the outcomes of applications on the job over a period of time? (Hale, 2003). This level of measurement reflects the efficiency of achieving the T&D program and the organization's objectives. This level of evaluation focuses on the impact of behavior change on the organization's performance. Because changing employees behavior and attitudes is not the final objective of T&D, the end results should include things, such as: improved productivity, better quality, lower costs, more speed, fewer accidents, improved morale, lower turnover and, ultimately, more profit and better service. To determine the cost efficiency of training, recent return on investment (ROI) is used to find out whether the monetary values of the results exceed the cost of the program. Therefore, the final phase in the training and development program is evaluation of the program to determine whether the training objectives were met. The evaluation process includes determining participant reaction to the training program, how much participants learned and how well the participants transfer the training back on the job. The information gathered from the training evaluation is then included in the next cycle of training needs assessment, training objectives, design, implementation and evaluation process is a continual process for the organization.

2.6. Challenges in training and development

Training & Development faces different problems and obstacles in organizations. Atiyah (1993) argues that the effectiveness of most training programs in developing countries is generally low, due to the inadequate need analysis or assessment, irrelevant curricula, un participative training

techniques and lack of reinforcement. Moreover, training is not considered an important function to be conducted regularly; instead, it sponsors symposia, occasions or events in which a number of theoretical papers on current topics are presented to a large invited audience. Obviously, it is important to understand factors that hinder the practices of employee training and development in any service render organizations.

According to Noe (2002), organization strategic goal, training policy, support of managers for training activities and training budget are some of the factors which should be considered in organizations before choosing training and development as a solution to performance deficiency. Organization's Strategic Goal: - one of the important purposes of organization's strategic goal is the identification of knowledge, skill and abilities that will be needed by employees in the future as both jobs and the organization change. The other important purpose of organizational strategic goal is it indicates the overall organization's mission and vision through participatory communications among all staff members. Clear understanding of both short and long term goals also contributes an important role for organizational objectives. Similarly, both internal and external forces are that will influence the training of workers which needs to be considered (Noe, 2002).

Training Policy: is one of the important factors which play a great role in facilitating the implementation of employees training and development if it is formulated properly by the organization. When training program is designed it is important to ensure whether the organization has a training policy or not. Monappa and Salyadain (1999) briefly explained that, an organization's training policy should represents the commitment of its top management to training and is expressed in the rules and procedures which govern or influence the standard and scope of training in the organization.

Support of Managers for Training Activities: the key factors for training success are a positive attitude among peers and managers about participation in training activities, managers and peers willingness to provide information to trainees about how they can use knowledge, skill or behaviors learned in training on the job and opportunities for trainees to use in their jobs. If managers are not supportive, employees are unlikely to apply training in to their jobs. In addition to this, as affirmed by Sah (1992) low priority to training and poor communication reduces training performance effectiveness by lowering morale and lower commitment to the goals of the organization.

Training Budget: it is a statement of what the organization intends to spend on training in a given period of time (Truelove, 2000). In this regard it is expected that every organization are intended to allocate budget for training activities. A training budget for each internal program of an organization has to be prepared in a proper way which would include cost of facilities like training room, food, transport, guest faculty and cost of teaching materials (Monappa and Saidayain, 1999). In contrast to the above statement, many organizations are reluctant to allocate sufficient budget for training because they assumed that the result of training on organization's achievement is not immediate (Kaila, 2006).

However, it will be readily essential that if managers, supervisors and departments are closely work with training department during the preparation of a training budget because training is an essential service function for organization activities. In addition to this, if training budget is planned in a proper manner an organization can be free from misuse of resources. In summary, it could be said that T&D should play a strategic, proactive and influencing role, rather than just simply an implementing and reactive role. Top management support and leadership and line mangers' participation are very important requirements for successful strategic T&D. Unfortunately, SHRD does not exist in many organizations for many reasons, such as the organization's lack of or ill-defined strategic objectives and the cost of T&D is often considered high in many organizations. Some organizations do not analyze T&D needs properly and evaluating the training program outcomes stage is ignored or just focused on employee satisfaction and reaction (Stone, 2002).

2.7. Empirical Reviews

A number of researches that have been made by many researchers will be trying to assess and examine the practices of employees training and development using proposing their own hypotheses. Each of the researches has their own distinctions and conducted with different context and in different country. However their findings are almost the same. Rama Devi V, Nagurvali Shaik (2012) Conducted a study on Evaluating training & development effectiveness - a measurement model in India. Training and Development contributes in such a way that employees can enhance their dexterity. There is a causal relation between training and employee performance. Training helps organizations in achieving their strategic objectives and gives

organizations a competitive edge. In this context, organizations train and develop their employees to the fullest advantage in order to enhance their effectiveness.

It is not just sufficient to conduct a training program. Organizations should evaluate whether training & development programs are effective and producing desired results. Proper evaluation is the base to effective training. Training evaluation should be a regular system by the fact that trainees are transient groups. They attend training program to acquire specific skills and return to work to apply them. Over time, new knowledge and skill becomes necessary; again they return to training program (Asian journal of management research, 2012).

Chris Obisil (2011), Conducted a study on Employee Training and Development in Nigerian Organizations. In his Study Training and development are the tonic employees need to enhance their performance and potentials that will in turn enhance organization effectiveness. Personal and awkward influences are affecting employee-training efforts. Liaises-Faire approach to employee training is retrogressive. A situation where organizations believe that training and development is an act of faith, that employees should find their way is fraught with dangerous consequences. Some organizations are accepting training programs from their friends and relatives which are not based on the need of their organization. On the other hand, some employees do not show seriousness whenever they are sent on a training program. They come late, in some cases, on a five day training program; they would show up only on the last day.

Training should therefore be based on the need of the organization. It must benefit the employee in terms of performance and knowledge which will in turn affect the organization. As it is, some of the micro and macro institutions designed to train and equip employees with the necessary skills and knowledge are not doing very well in terms of number of people these institutions train. We recommend strongly that all Training and Development Institutions in Nigeria like company training institutions, Institute of Personnel Management of Nigeria, Industrial Training Fund, Centre for Management Development. Administrative Staff College of Nigeria, Financial Institutions Training Center etc. should be reinvigorated to bring about effective training and development capable of sustaining organization to wining a competitive advantage (Australian Journal of Business and Management Research, 2011).

Henry Ongori, Jennifer Chishamiso Nzonzo(2011) Conducted research on training and development practices in an organization: an intervention to enhance organizational effectiveness in Botswana. Here, an organization uses various methods, for instance job rotation is used to train employees in this era of globalization. Similarly, various methods are used to evaluate the training programs. The findings of the research showed that training of employees has a positive effect to the individuals and the organization at large. For instance, training of employees improves communication in an organization, transfer of skills and knowledge, improves job performance, encourages team work, boosts the morale of employees and leads to job satisfaction. Various approaches are used to evaluate the training programs but the commonly used is the reduction of accidents in the workplace and decline in material wastage. There are many methods used to train and develop employees but the research showed that mostly used method is job rotation (on-the-job) and role playing (on the-job). The two methods were found to be the widely and mostly used by the organizations under investigation.

However, (Schuler and Jackson, 1996) suggested that decisions concerning delivery sites and methods might be constrained by the type of learning that is to occur, as well as the considerations of costs and time. The implication of this study is that it will broaden the literature of training and development in organizations. Furthermore, this study would spur debate among managers to come up with various strategies to ensure that employees are trained and developed to be strategically positioned cope with any changes in the business environment. Finally, the study will provoke various managers to understand the need for training and development of employees in their organizations (International Journal of Engineering Management Science, Vol.2 (4) 2011: 187-198).

2.8. Conceptual Framework

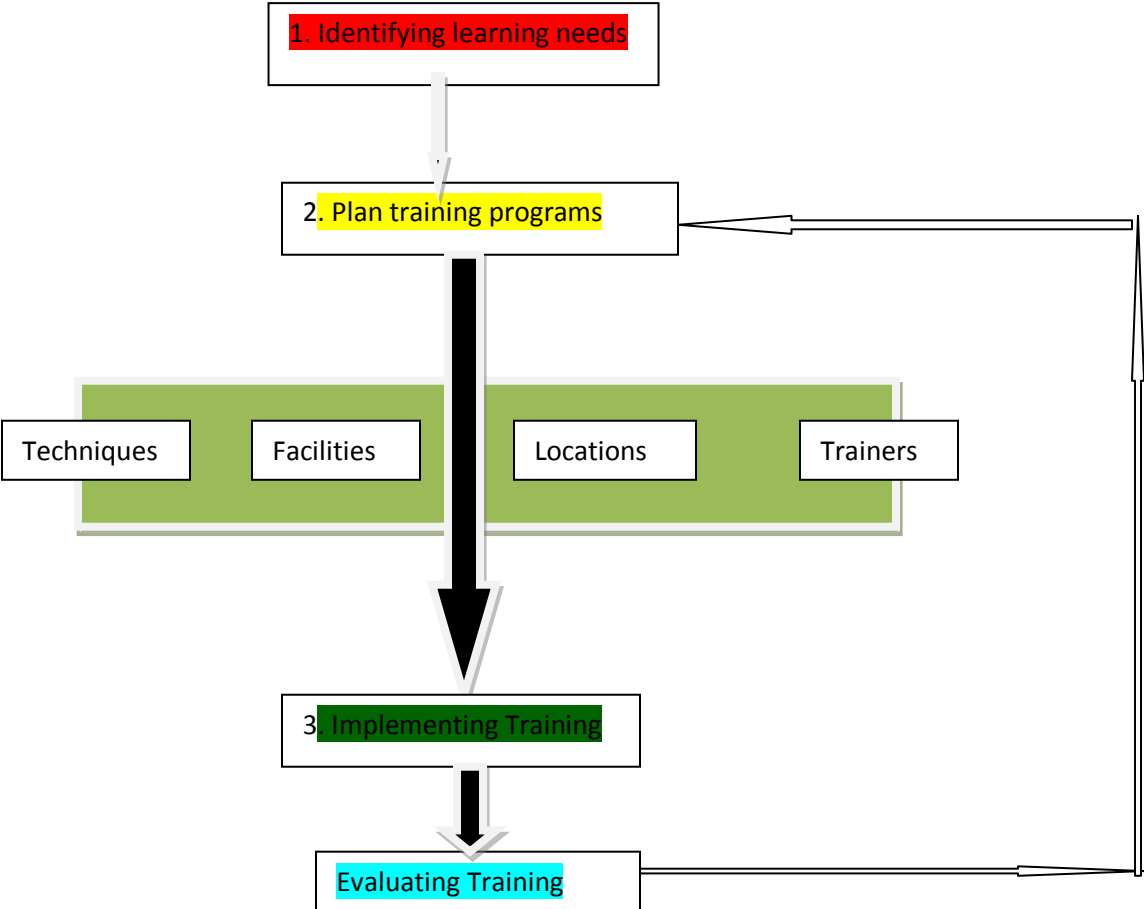
Training and development should be systematic in that it is specifically designed, planned and implemented to meet defined needs (Armstrong, 2009). There are different models that show the steps in the training and development process, though the contents are more or less the same. According to Kulkarmi (2013), there are four steps: Assessment of training needs, designing of training programs, Implementation (Delivery) of training programs and Evaluation of training programs.

Identifying individual and company-wide training needs is a first step to increasing productivity and performance, creating sustainable value from human capital, and retaining talented employees (Gilley, Gilley, Quatro, & Dixon, 2009). Once training needs have been identified using the various analyses, training objectives and priorities must be established to design the training properly (Sishan Solomon, 2014). Delivery style is a very important part of Training and Development. Employees are very conscious about the delivery style (Armstrong, 2000).

If someone is not delivering the training in an impressive style and he/she is not capturing the attention of the audience it means he/she is wasting the time. It is very necessary for a trainer to engage its audience during the training session. And even if the training is delivered in a proper manner if it is not delivered timely to the trainees it will be a waste of time. Training evaluation is a difficult and complex task but the most important activity in the training process because it is the final logical stage; and organizations should assess their training efforts systematically. The main objective of training evaluation is to prove that the training has actually taught what was intended and to improve the course contents for future use (Hamidun, 2009).

Every phase should be inter-related and in order to come up with an effective training program, close attention should be given right from the first step up to the last step of the process.

Figure 1: Conceptual Framework



Source: (Armstrong, 2009)

CHAPTER THREE

RESEARCH DESIGN & METHODOLOGY

Generally, data was being collected from primary and secondary sources. The primary data was being collected through interview and questionnaire methods of data collection. The secondary data also gathered from different published and unpublished books and other relevant materials. In this research, to obtain accurate and relevant information to this research: questionnaire, interview, and document analysis was being used as data collection tools.

The data collection procedures also were as follows:

- ❖ The questionnaires were being administered to each subject in face to face situation to control extraneous variables such as copying and writing other's opinion that may affect the validity of information and to brief unclear questions. In addition to this the questionnaire was being distributed for each subject in their tea break and other favorable times to avoid unwillingness and in order to make them be able to fill the questionnaires. The questions were being closed ended with 5 likert scales, because these kinds of questions mostly clear and helps to get opinion from respondents. This clear and short information also used to analyze easily. The interview questions also were being open ended because this kind of question is used to obtain detail information from the interviewees by directing and raising additional questions.
- ❖ The interview was being administered in the normal work time by making appointment with interviewees.
- ❖ Both the interviews and questionnaires were being prepared in English language as it is the working language of the institution.

3. 1. Research Design

Research Design is a frame work or structure for data collection and analysis. It is a plan for conducting research, which usually contains specification of elements to be investigated and the procedure to be followed. Research Design is about organizing research activities including data collection and analyzing in such a ways that help to achieve the Research aims (Oppenheim, 1992). This study used a descriptive research design to assess the training and development

policy, practices and problems of the Africa Union Commission. This type of research design helps to portray accurately the characteristics of a particular individual, situation or a group. The descriptive survey research design is appropriate choice, because the study aimed at measuring the attitude of the employees about the training and development they are getting from their organization (Creswell, 2003).

Since this study is being intended to critically assess the organization's training and development practices it was followed both qualitative and quantitative approaches of data collection. Qualitative research explores attitudes, behaviors and experiences of people at managerial level and position through interview (Catherin Dowson, 2007). Within qualitative research the researcher was more flexible in exploring phenomena in their natural environment rather than being restricted in relatively narrow band of behavior (Rudestam and Newton, 2001). Quantitative research generates statistics through the use of large scale survey research, using methods such as questionnaires or structured interviews (Saunders et al, 2000). For the purpose of this research questionnaire was being appropriate. Therefore the combination of the two was being more appropriate in answering the research questions.

3.2 Methods of Target Selection and Sampling

As explained in the above subjects or target population of this study were leaders, workers, trainers and trainees of the Africa Union Commission were being selected through Stratified Random Sampling techniques for questionnaire based on each department of the commission. Stratified sampling technique was being used to select samples from the existing employees of the organization in each department of the respondents were being required to have its own representative from the total sample size. Stratified sampling guarantee specific departments within a population are adequately represented in the sample.

As it is mentioned in Kothari (Kothari, 2004) stratified sampling results in more reliable and detailed information and enables to get more representative samples. In The scope of the research was being limited to the target population of 1191 total staffs of Africa Union Commission head Quarter found in Addis Ababa in December,2015, in each department Simple random sampling technique was employed once the nine different strata's are identified based on departments as shown below in the table. This is because all departments in a given stratum are

homogenous (have similar level of educational backgrounds and level of job category) and this means all employees who are in different departments have an equal access and information about the training and development policy, practice and problems of the organizations.

On the other hand purposive technique of sampling is confined to specific types of people who can provide the desired information, either because they are the only ones who have it, or to conform to some criteria set by the researcher (Sekaran, 2003). Based on this Africa Union Commission learning and development unit leaders and trainers were being selected through purposive technique of sampling for interview. Because it was simple to determine sampling size by researcher's own interest as suitable for the research because of that the researcher's research was focused on the Commission's learning and development unit leaders and trainers for interview as they had better understanding about the concept of training and development and its practice in the organization.

Table 1 composition of the population

No	Departments	Size of population			Sample size		
		Male	Female	Total	Male	Female	Total
1	Office of the Chairperson and Deputy chair person	174	124	298	18	13	31
2	Peace and Security	266	109	375	28	12	40
3	Political Affairs	39	32	71	4	3	7
4	Infrastructure and Energy	40	14	54	4	2	6
5	Social Affairs	58	40	98	6	4	10
6	Trade and Industry	27	16	43	3	2	5
7	Rural Economy and Agriculture	60	31	91	6	3	9
8	Human Resources, Science and Technology	67	42	109	7	4	11
9	Economic Affairs	28	24	52	3	3	6
	Total	792	399	1191	83	42	125

Source: own survey 2016

The sample size will be determined based on the table shown below (Naresh K. Malhotra. 2009) and only 125 employees was being enough, but to cover defective questioners the researcher distributed additional 35 questioners .

Table 2: Sample Size Determination

Population Size	Sample Size		
	Low	Medium	High
51-90	5	13	20
91-150	13	32	50
281-500	20	50	80
501-1200	32	80	125
1201-3200	50	125	200
3201-10000	80	200	315
10001-35000	125	315	500
35001-150000	200	500	800

Source: Naresh K. Malhotra. (2009).

3.3. Methods of Data tabulation, analysis and verification

After the required data are collected from the primary sources, it was analyzed through quantitative and qualitative data analysis methods. The data entry and cleaning was done by using SPSS Version 20 and descriptive statistics helps to describe the general level of agreement of respondents. It reveals the conformity of respondents' attitude about the training and development practice in the Africa union. In addition, Frequency and percentage was used to present the data. And Tables and charts were also used to ensure easily understanding of the analysis. Finally, the result of statistical analysis was summarized, tabulated and interpreted appropriately.

Meanwhile, responses from the interview were reported in line with the questions forwarded to the interviewees. And then these findings were combined and summarized together with the quantitative data findings to triangulate the results accordingly.

3.4. Reliability and Validity of the research Instrument

3.4.1. Reliability of the research Instrument

Validity refers to the extent to which a test measures what we actually wish to measure. Reliability has to do with the accuracy and precision of a measurement procedure (Kothari, 2004). Cronbach's Alpha was being used to measure the reliability. Cronbach's alpha is a coefficient of reliability and is a measure of internal consistency, that is, how closely related a set of items are as a group. After pretested the questionnaire with 20 employees, the researcher also utilized the Cronbach Alpha model installed with the SPSS software application determined the value as 0.872 which is highly considered as reliable by many statistical literatures. Ideally, the Cronbach's alpha coefficient of a scale should be above 0.70 (Pallant, 2005). Accordingly, the following table shows the Cronbach's alpha result of the questionnaires.

Table 3 Reliability Statistics

Cronbach's Alpha	N of Items
.872	27

The reliability Statistics of Cronbach's Alpha N of Items is 27. The results from the analysis indicated that the Cronbach's Alpha value is 0.872. This suggested that the internal reliability in this study was acceptable and signified to be good.

3.4.2. Validity of the research instrument

The content validity of the instrument for the present study was ensured as training and development processes and identified from literature and reviewed by professionals and academicians in different literature. Questioner which assesses employee training and development policy, practices and problems to be filled by employee was developed and forwarded for the respective advisor to comment, on the basis of that incorporated was valid. The questionnaire was being pre-tested with 20 employees to test the content validity of the

instrument and also to check the clarity, length, word ambiguity and structure and their suggestion was being incorporated before the final distribution of the questionnaire.

3.5. Ethical Issues and Considerations

The study will be conducted in such a way that it will consider ethical responsibility. Ethical responsibility include, providing information about the study for respondents (like who's conducting the research, for what and who will benefit), also the study provided anonymity, means the information from the respondents will be confidential and will not be used for any personal interest.

CHAPTER FOUR

DATA PRESENTATION & ANALYSIS

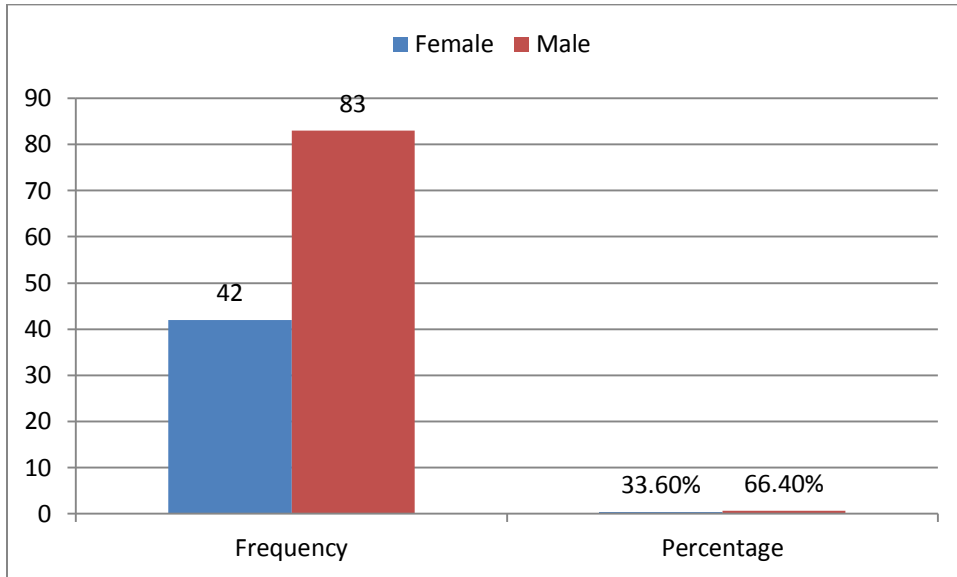
In this chapter, the results obtained from the Africa Union Commission head quarter and the data obtained through semi structured interviews which are forwarded to Learning and Development unit leaders of the commission are presented and analyzed. First, demographic characteristics of the respondents like gender and demographic profile are presented. Then it follows with description of the data gathered from respondents. In addition this data are discussed and analyzed carefully in order to assess the training and development policies, practice and problems in the case of Africa union commission. Presentation of findings has been organized in accordance with the stated objectives.

As stated in the previous chapter, the questioners were distributed to a total of 160 employees“ of the Africa union commission. However, only 125 questionnaires were appropriately filled and returned. Out of the total sample 35 questionnaires were uncollected due to some problems. And this gives a 78.125% return rate.

4.1. Demographic Information of the Respondents

Following, descriptive analysis of demographic data of the Training and development policy, practice and problems in the case of Africa Union Commission users“ (Staffs) collected using the questionnaire is conducted. This analysis shows the makeup of the respondents in terms of, gender, educational level, years of service and the like. More specifically the analysis in this questionnaire shows who at what demographic level evaluates the Training and development policy, practice and problems in the case of Africa Union Commission and in what respect of the dimensions stipulated. As far as the distribution of the respondents terms of sex is concerned, out of 125 respondents 42 (33.6%) of them are females and the remaining 83 (66.4%) of them are men as shown in the figure below.

Figure 2: Gender composition of Respondents

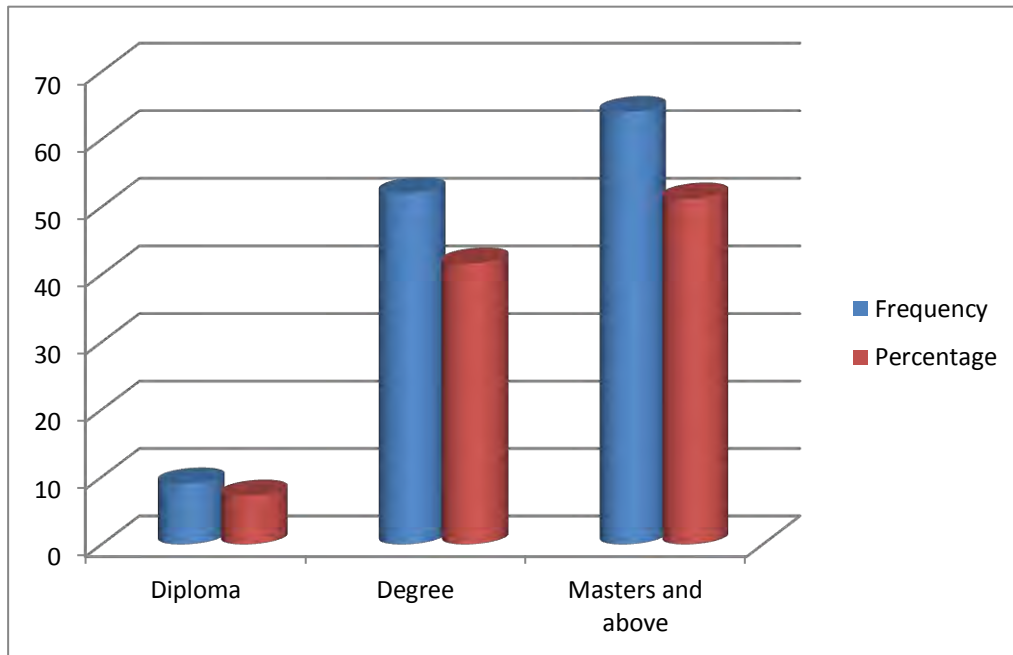


Source, own survey 2016

Therefore in this study, one can conclude that the majority of the respondents were male. This has resulted in male dominance in responses than females based on the total population gender distribution of the organization.

Regarding respondents' educational levels is concerned, the study revealed that 9 (7.2%) respondents are Diploma holders, 52 (41.6%) of the respondents are Degree holders and 64 (51.2%) of them are Masters and above as it is shown in the figure below. This indicates that most of the respondents 92.8% are Degree and above in various areas of specialization.

Figure3: Respondents by Educational levels

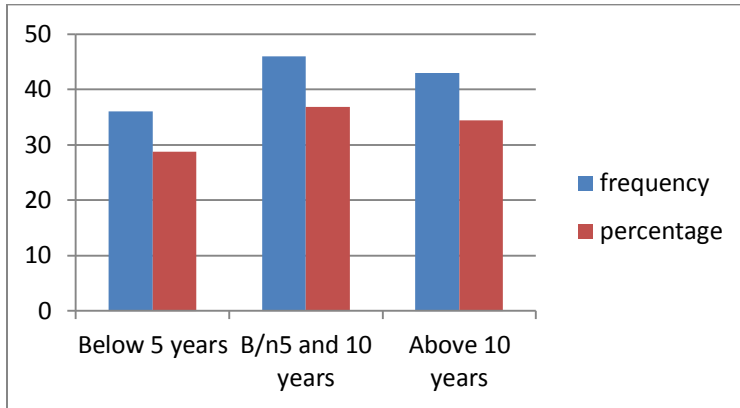


Source: own survey 2016

We can conclude that the respondents have better understanding about the concept of training and development as they were well educated.

With regard to service years of the respondents in the organization revealed that 36(28.8%) had below 5 years" service, 46(36.8%) had b/n 5 and 10 years" service and 43(34.4%) had above 10 years" service as it is shown in the figure below. From this we can understand that 89% of the respondents were having above 5 years work experience.

Figure 4: Respondents service of years in the organization



Source: own survey 2016

The researcher can conclude that, majority of the respondents were highly experienced in the organization and the composition of work experience of the representative samples may have a positive effect on the quality of the finding of the study as it incorporates the views of each group.

4.2. Policy Based Training and Development

Objective One: Assessment on how training and development is conducted based on policy

Table 3 and 4 below show the response of the respondents whether there is a defined training and development policy or not. As it is stated in the tables below, among 125 respondents with a mean value of 2.66, 3(2.4%) of respondents strongly disagreed, the majority 92(9.6%) of respondents disagreed that, there is defined training and development policy in their organization. 14(11.2%) of respondents being neutral and 12 (9.6%) of the respondents agreed and 5(4%) of respondents strongly agreed.

For the question whether training and development practices are conducted based on policy or not with a mean value of 2.52, the majority 79(63.2%)of respondents disagreed ,25(20%) of respondents agreed, 14(11.2%)of respondents being neutral, 5(4%) of respondents strongly disagreed and 2(1.6%)of respondents strongly agreed. For question whether training and development policy integrated with the strategic objectives of the organization or not, with a

mean value of 2.48, 6(4.8%) of respondents strongly disagreed. The majority 59(47.2%) of respondents disagreed, and 18(14.4%) of respondents are neutral. On the other hand, 36(28.8%) of respondents agreed and 6(4.8%) of respondents strongly agreed.

Further, for question whether training and development policy and programs are designed based on needs assessment respondents responded that with a mean value of 2.42, the majority 77(61.6%) disagreed, and 21(16.8%) of respondents being neutral. 17(13.6%) of respondents also agreed and 8(6.4%) of respondents strongly agreed and 2(1.6%) of respondents strongly disagreed.

Table3: Employees response on training and development policy of the organization

Items	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
The Commission has defined training and development policy and program	3	2.4%	91	72.8%	14	11.2%	12	9.6%	5	4%
Training and development practices are conducted based on policies and programs	5	4%	79	63.2%	14	11.2%	25	20%	2	1.6%
Training and development Policies and programs are integrated to the objectives of the organization	6	4.8%	59	47.2%	18	14.4%	36	28.8%	6	4.8%
Training and development Policies and programs are designed based on need assessments	8	6.4%	77	61.6%	21	16.8%	17	13.6%	2	1.6%

Source: Questionnaire 2016

Table4:Descriptive Statistics

ITEMS	N	Minimum	Maximum	Mean	Std. Deviation
The Commission has defined training and development policy and program	125	1	5	2.66	.803
Training and development practices are conducted based on policies and programs	125	1	5	2.52	.912
Training and development Policies and programs are integrated to the objectives of the organization	125	1	5	2.48	1.058
Training and development Policies and programs are designed based on need assessments	125	1	5	2.42	.864
Valid N (list wise)	125				

Source: Questionnaire 2016

Training policies are necessary to provide guidelines for those responsible for planning, and implementing training, to ensure that a company's training resources are allowed to priority requirements, to provide equal opportunities for training throughout the company, and to inform employees training and development opportunities (Kenney and Others, 1979). Even though the organization has defined training and development policy which is integrated with the objectives of the organization as discussed above in the questionnaire, training and development practices are not conducted based on policy and the policy is not designed based on need assessments.

4.3 Training Need Assessment

Objectives two: Assessment on how training and development needs being prioritized and identified

The tables 5 and 6 below show the responses of the respondents whether Training and development is conducted based on needs assessment. As it is stated in the table with a mean value of 2.37, the majority 80 (64%) of the respondents disagreed that training and development is

conducted based on needs assessment in the organization. In the contrary 11 (8.8%) of the respondents agreed that training and development is conducted based on needs assessment, others 23 (18.4%) respondents remaining being neutral about this issue and 9(7.2%) respondents strongly disagreed and the rest 2(1.6%) of the respondents strongly agreed. For the question whether Training and development needs are prioritizing properly or not with a mean value of 2.54, 10(8%) respondents strongly disagreed, the majority 80(64%) of the respondents disagreed, 23(18.4%) respondents remaining being neutral, 10(8%) of the respondents agreed and 1(0.8%) respondents strongly agreed.

Respondent were asked whether the organization reviews its strategies and objectives to reveal valuable information for training and development. Based on that, with a mean value of 2.58, 3(2.4%) respondents strongly disagreed, the majority 73(58.4%) of the respondents disagreed, 24(19.2%) respondents remaining being neutral, 23(18.4%) of the respondents agreed and 2(1.6%) respondents strongly agreed. In addition, respondent were asked whether training and development needs analysis methods used by your organization produces relevant findings on performance gaps or not: with a mean value of 2.47, 6(4.8%) respondents strongly disagreed, the majority 77(61.6%) of the respondents disagreed, 23(18.4%) respondents remaining being neutral, 15(12%) of the respondents agreed and 4(3.2%) respondents strongly agreed.

Furthermore, respondent were asked whether training and development needs analysis methods of the organization enables to clearly identify the required training that employees“ need to perform their work . Thus, with a mean value of 2.51, 4(3.2%) respondents strongly disagreed, the majority 80(64%) of the respondents disagreed, 18(14.4%) respondents remaining being neutral, 19(15.2%) of the respondents agreed and 4(3.2%) respondents strongly agreed. At last, respondent were asked whether Training and development needs assessment which is conducted in your organization can able to differentiate performance problems caused by employees“ lack of skills, knowledge and abilities. For this question, with a mean value of 2.55, 6(4.8%) respondents strongly disagreed, the majority 76(60.8%) of the respondents disagreed, 15(12%) respondents remaining being neutral, 24(19.2%) of the respondents agreed and 4(3.2%) respondents strongly agreed.

Table5: Employees response on training and development needs assessment of the organization

Items	Strongly disagree		Disagree		Neutral		Agree		Strongly	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Training and development is conducted based on needs assessment	9	7.2%	80	64%	23	18.4%	11	8.8%	2	1.6%
Training and development needs are prioritizing properly	1	0.8%	80	64%	23	18.4%	10	8%	1	0.8%
The organization reviews its strategies and objectives to reveal valuable information for training and development	3	2.4%	73	58.4%	24	19.2%	23	18.4%	2	1.6%
Training and development needs analysis methods used by your organization produces relevant findings on performance gaps	6	4.8%	77	61.6%	23	18.4%	15	12%	4	3.2%
Training and development needs analysis methods of the organization enables to clearly identify the required training that employees` need to perform their job	4	3.2%	80	64%	18	14.4%	19	15.2%	4	3.2%

Training and development needs assessment which is conducted in your organization can able to differentiate performance problems caused by employees' lack of skills, knowledge and abilities	6	4.6%	76	60.8%	15	12%	24	19.2%	4	3.2%

Source: own survey 2016

Table6:Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
NA1	125	1	5	2.34	.803
NA2	125	1	33	2.54	2.850
NA3	125	1	5	2.58	.872
NA4	125	1	5	2.47	.885
NA5	125	1	5	2.51	.904
NA6	125	1	5	2.55	.963
Valid N (list wise)	125				

Source: Questionnaire 2016

Need identification is the starting point in any training and development activity. Need identification or assessment is not a routine function, because it should conduct carefully and in a diagnostic manner (Al- Khayyat & Elgamal, 1997). As discussed above in the questionnaire training and development is not conducted based on needs assessment in the organization. A needs assessment should be designed to identify and prioritize needs, while a need analysis should break and identified need into its component parts and determine solution requirement (Watkins and Kaufman, 1996). As discussed above in the questionnaire, Training and development needs are not prioritizing properly in the organization.

Training needs assessment is recognized as the first step in any Human Resource Development intervention (Leigh, et al., 2000). However, Desimone, et al., (2002) contested that in analyzing

HRD needs, four levels of needs has to be analyzed. They include assessing the needs of the organization, individual employees' skills, knowledge and attitudes, and their functional responsibilities as well as departments' needs. A Needs Assessment is a systematic exploration of the way things are and the way they should be. These "things" are usually associated with organizational and/or individual performance (Stout, 1995). As discussed above in the questionnaire, no review of strategies and objectives to reveal valuable information for training and development in the organization as a result doesn't produce relevant findings on performance gaps, couldn't able to clearly identify the required training that employees' need to perform their job and couldn't able to differentiate performance problems caused by employees' lack of skills, knowledge and abilities in the organization.

4.4. Training and development program design

Objective Three: Assessment on how training and development plans, objectives and roles are designed.

The tables 7 and 8 below show the responses of the respondents whether the organization has realistic and measurable training and development objectives and roles. As it is stated in the tables with a mean value of 2.44, 5(4%) of the respondents strongly disagreed, the majority 77 (61.6%) of the respondents disagreed and 28(22.4%) respondents remaining being neutral, 13(10.4%) respondents agreed and the rest 2(1.6%) respondents strongly agreed.

Respondents also asked whether the organization's training and development plan has been developed in accordance with the strategic plan or not. As indicated in the tables with a mean value of 3.17, 1(0.8%) of the respondents strongly disagreed, 39 (31.2%) of the respondents disagreed, 25(20%) respondents remaining being neutral, the majority 58(46.4%) respondents agreed and the rest 2(1.6%) respondents strongly agreed. Besides, in this study, sample respondents were asked to respond that whether Training and development plan of the organization is well communicated to all employees. Thus, as indicated in the tables below, with a mean value of 2.44, 5(4%) of the respondents strongly disagreed, the majority 85 (68%) of the respondents disagreed, 12(9.6%) respondents remaining being neutral, 21 (16.8%) respondents agreed and the rest 2(1.6%) respondents strongly agreed.

Further, respondents were also asked whether Training and development program of the organization is designed compatible with the actual job to be performed or not. As stated in the

tables with a mean value of 2.37, 6(4.8%) of the respondents strongly disagreed, the majority 80 (64%) of the respondents disagreed, 24(19.2%) respondents remaining being neutral, 14 (11.2%) respondents agreed and the rest 1(0.8%) respondents strongly agreed. For the question whether The organization Training and development programs able to improve skills, knowledge and attitude of employees which can increase performance on the job: As indicated in the tables with a mean value of 2.63, 4(3.2%) of the respondents strongly disagreed, the majority 70 (56%) of the respondents disagreed, 23(18.4%) respondents remaining being neutral, 24 (19.2%) respondents agreed and the rest 4(3.2%) respondents strongly agreed.

Table7: Employees response on training and development plans, objectives & roles design

Items	Strongly disagree		Disagree		Neutral		Agree		Strongly Agree	
	Frequenc	Percentage	Frequenc	Percentage	Frequenc	Percentage	Frequenc	Percentage	Frequenc	Percentage
The organization has realistic and measurable T & D objectives and roles	5	4%	77	61.6%	28	22.4%	13	10.4%	2	1.6%
The organization's T & D plan has been developed in accordance with the strategic plan	1	0.8%	39	31.2%	25	20%	58	46.4%	2	1.6%
Training and development plan of the organization is well communicated to all employees	5	4%	85	68%	12	9.6%	21	16.8%	2	1.6%
T & D program of the organization is designed compatible with the actual job to be performed.	6	4.8%	80	64%	24	19.2%	14	11.2%	1	0.8%
The organization T & D programs able to improve skills, knowledge and attitude of employees which can increase performance.	4	3.2%	70	56%	23	18.4%	24	19.2%	4	3.2%

Source: own survey 2016

Table8: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PO1	125	1	5	2.44	.797
PO2	125	1	5	3.17	.922
PO3	125	1	5	2.44	.874
PO4	125	1	4	2.37	.749
PO5	125	1	5	2.63	.938
Valid N (list wise)	125				

Source: Questionnaire 2016

Training and development design is the process of developing a plan of instruction for each training program to be offered to meet training objective (Goldstein & Ford, 2007). The success of training should be measured in terms of the objectives set. Useful objectives are measurable. This objective serves as a check on internalization, or whether the person really learned. Objectives for training can be set in any area by using one of the following four dimensions: such as Quantity, Quality, Timeliness, and Cost savings as a result of training (Sishan Solomon, 2014).

As discussed above in the questionnaire, even if the organization's training and development plan has been developed in accordance with the strategic plan, the Africa union commission has no realistic and measurable training and development objectives and roles. Lynton and Pareek (2000) argue that to enhance individual motivation for training, the employees should be part and parcel of what it communicates to applicants through all its contacts with them. This would make applicants feel confident that the training foci are clear and shows perceptive concern for people taking part in the program. The study revealed that, in Africa union commission Training and development plan is not well communicated to all employees. As discussed above in the, Africa union commission Training and development program is not designed compatible with the actual job to be performed. Human Resource Management (HRM) practices of training and development enhance employee skills, knowledge and ability which in turn enhance task performance of individual and in the long run increases the organizational productivity (Huselid 1995). As discussed above in the questionnaire, Africa union commission training and

development programs couldn't able to improve skills, knowledge and attitude of employees which can increase performance on the job.

4.5. Training and development program implementation

Objective Four: Assessment on how training and development is implemented.

As indicated in the tables 9 and 10 below, with a mean value of 3.56, 19(15.2%) of the respondents disagreed, 20(16%) respondents remaining being neutral regarding the assessment on how training and development is implemented. The majority 83(66.4%) respondents agreed and the rest 3(2.4%) respondents strongly agreed. Besides, respondents also asked whether the delivery method that the organization used is convenient to get the necessary knowledge and skills or not. Here, as indicated in the tables with a mean value of 2.83, the majority 50(40%) of the respondents disagreed, 49(39.2%) respondents remaining being neutral, 23(18.4%) respondents agreed and the rest 3(2.4%) respondents strongly agreed. The organization implements participatory training and development delivery method. As indicated in the tables with a mean value of 2.60, 1(0.8%) of the respondents strongly disagreed, the majority 72(57.6%) of the respondents disagreed, 30(24%) respondents remaining being neutral 20(16%) respondents agreed and the rest 2(1.6%) respondents strongly agreed.

For the question whether the trainers in this organization can transfer and demonstrate the training and development appropriately, respondents with a mean value of 3.54, 1(0.8%) strongly disagreed, and 14(11.2%) of the respondents disagreed. On the other hand, 27(21.6%) respondents remaining being neutral, the majority 82(65.6%) respondents agreed and the rest 1(0.8%) respondents strongly agreed.

Further, sample respondents were asked whether the trainer was capable and knowledgeable about the subject matter. As indicated in the tables with a mean value of 3.73, 3(2.4%) of the respondents disagreed, 31(24.8%) respondents remaining being neutral, the majority 88(70.4%) respondents agreed and the rest 3(2.4%) respondents strongly agreed. In addition, they were asked that whether the training materials and teaching aids are complete and appropriate to the level of trainees or not. Then, as observed in the tables, with a mean value of 3.68, 8(6.4%) of the respondents disagreed, 29(23.2%) respondents remaining being neutral, the majority 83(66.4%) respondents agreed and the rest 5(4%) respondents strongly agreed.

Respondents also asked about the training environment are conducive to conduct training. Thus, as indicated in the tables with a mean value of 3.92, 2(1.6%) of the respondents disagreed, 15(12%) respondents remaining being neutral, the majority 99(79.2%) respondents agreed and the rest 9(7.2%) respondents strongly agreed. Finally, they were asked whether the training and development delivery method has enabled me to transfer the skills acquired back to my job or not. Thus, as indicated in the tables with a mean value of 2.66, 1(0.8%) of the respondents strongly disagreed, , the majority 74(59.2%) of the respondents disagreed, 20(16%) respondents remaining being neutral 27(21.6%) respondents agreed and the rest 3(2.4%) respondents strongly agreed.

Table9: Employees responses on how training and development is implemented

Items	Strongly disagree		Disagree		Neutral		Agree		Strongly Agree	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
The organization gives both on-job and off-job training	0	0%	19	15.2%	2	16%	8	66.3%	3	2.4%
The delivery method that the organization used is convenient to get the necessary knowledge and skills.	0	0%	50	40%	4	39.9%	2	18.3%	3	2.4%
The organization implements participatory training and development delivery method.	1	0.8%	72	57.6%	3	24%	2	16%	2	1.6%
The trainers in my organization can transfer and demonstrate the training and development appropriately	1	0.8%	14	11.2%	2	21.7%	8	65.2%	1	0.8%

The trainer was capable and knowledgeable about the subject matter.	0	0	3	2.4	3	24.	8	70.	3	2.4
		%		%	1	8%	8	4%		%
The training materials and teaching aids are complete and appropriate to the level of trainees	0	0	8	6.4	2	23.	8	66.	5	4%
		%		%	9	2%	3	4%		
The training environment is conducive to conduct training	0	0	2	1.6	1	12	9	79.	9	7.2
		%		%	5	%	9	2%		%
The training and development delivery method has enabled me to transfer the skills acquired back to my job.	1	0,	74	59.	2	16	2	21.	3	2.4
		8		2%	0	%	7	6%		%
		%								

Source: own survey 2016

Table10: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
TIM1	125	2	5	3.56	.777
TIM2	125	2	5	2.83	.811
TIM3	125	1	5	2.60	.823
TIM4	125	1	5	3.54	.735
TIM5	125	2	5	3.73	.544
TIM6	125	2	5	3.68	.655
TIM7	125	2	5	3.92	.502
TIM8	125	1	5	2.66	.908
Valid N (listwise)	125				

Source: Questionnaire 2016

The Training methods can be generally be categorized as either on the job or off the job. The training delivery options for either method can be sourced from either in-house or external sources, or a combination of both (Coles, 2000; Tennant, 1995). As discussed above in the questionnaire, even if the organization gives both on-job and off-job training, The delivery method that the organization used is not convenient and participatory to get the necessary

knowledge and skills. In delivering the training contents the responsibility of implementing the program largely depends upon the trainer. He/she has to make appropriate decision in arranging the physical environments and seating conditions to make the trainees feel comfort and concentrate on learning (Harris and DeSimon, 1994:159). In addition, even if, the trainers were capable and knowledgeable and can transfer and demonstrate the training and development appropriately in the organization and training materials and teaching aids are complete and appropriate and the training environment is conducive. The training and development delivery method has not enabled the trainees to transfer the skills acquired back to their job.

4.6. Training and development evaluation

Objective Four: Assessment on how training and development evaluation is conducted.

Tables 11 and 12 below show the responses of the respondents whether the organization tests the trainees before and after the program. With a mean value of 2.14, 8(6.4%) of the respondents strongly disagreed, the majority 95(76%) of the respondents disagreed, 19(15.2%) respondents remaining being neutral and the rest 3(2.4%) respondents agreed. Respondents responded regarding whether the organization asks the trainees through questioners at the end of the training and development program or not. As indicated in the tables with a mean value of 2.33, 5(4%) of the respondents strongly disagreed, , the majority 89(71.2%) of the respondents disagreed, 16(12.8%) respondents remaining being neutral and the rest 15(12%) respondents agreed.

They are also responded whether the organization asks the trainees' manager or immediate supervisor. With a mean value of 2.30, 4(3.2%) of the respondents strongly disagreed, the majority 86(68.8%) of the respondents disagreed, 29(23.2%) respondents remaining being neutral and the rest 6(4.8%) respondents agreed. Finally in this study respondents were asked to respond whether the organization looks the performance appraisal report to evaluate the training and development or not. Therefore, with a mean value of 2.30, 5(4%) of the respondents strongly disagreed, the majority 87(69.6%) of the respondents disagreed, 24(19.2%) respondents remaining being neutral and the rest 9(7.2%) respondents agreed.

Table11: Employees responses on how training and development evaluation is conducted

Items	Strongly disagree		Disagree		Neutral		Agree		Strongly Agree	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
The organization tests the trainees before and after the program	8	6.4%	9	76.5%	1	15.9%	3	2.4%	0	0%
The organization asks the trainees through questioners at the end of the training and development program	5	4%	8	71.9%	1	12.6%	1	12.5%	0	0%
The organization Asks the trainees“ manager or immediate supervisor	4	3.2%	8	68.6%	2	23.9%	6	4.8%	0	0%
The organization Looks the performance appraisal report to evaluate the training and development	5	4%	8	69.7%	2	19.4%	9	7.2%	0	0%

Source: own survey 2016

Table12:Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
EV1	125	1	4	2.14	.544
EV2	125	1	4	2.33	.738
EV3	125	1	4	2.30	.609
EV4	125	1	4	2.30	.660
Valid N (listwise)	125				

Source: Questionnaire 2016

Evaluation of training and development is the most essential aspect of training program. Generally all good training and development programs start with identification of training and development needs and ends with evaluation of training (Gopal, 2009). As discussed above in the questionnaire, the organization doesn't test the trainees before and after the program and doesn't ask the trainees through questioners at the end of the training and development program. The changes in the participants' behavior, skills, patterns of work, relationships and abilities, and so on. In this kind of measurement, management would like to know if participants have improved on-the-job performance as a result of T&D. These indications could be collected through observations, survey, interview and comments of supervisors and colleagues and from performance appraisal. As discussed above in the questionnaire, organization doesn't ask the trainees' manager or immediate supervisor and doesn't look the performance appraisal report to evaluate the training and development.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This final chapter deals with the summary of the findings, conclusion drawn and recommendations forwarded as per the findings of the study.

5.1 Summary of findings

The major purpose of this study is to assess the training and development Policy, practices and Problems in the case of Africa Union Commission and examine the problems they have encountered in designing and implementing training and development programs. The study forwarded viable recommendations that help to mitigate the problems of the issue under study and seek out the difference between the theoretical and practical works as well. The research undertaken sheds some light on employee training and development practices in the current Africa Union Commission. In doing so, it will be of benefit not only to leaders and experts of the learning and development unit, but also to managers and all staffs of Africa Union Commission by giving them better information pertaining to employee training and development practices. Therefore, in order to address the research problem the study focused on answering the following basic questions. How does training and development practices of Africa Union Commission have been conducted based on policies and strategies?, How does training and development needs being prioritized and identified in Africa Union Commission?, How does training and development practices are being designed and implemented in Africa Union Commission?, How does training and development practices are being evaluated in Africa Union Commission? And what are the problems of Africa Union Commission training and development practices?

Descriptive survey method was employed to conduct the research. Stratified sampling technique and Purposive sampling method was used to select sample respondents. From the total target population of 1191 employees of the Commission, a sample size of 125 respondents was selected. Questionnaires, interviews, document analysis and observation were used as data gathering tools. Based on this, 160 questionnaires were distributed to respondents, of which 125 usable questionnaires were returned. Data obtained through questionnaire, descriptive statistics was used. Whereas, the data obtained via interviews and document analysis has been analyzed

qualitatively. Finally, the data collected from the responses were analyzed; interpreted and major findings are summarized and presented as below:

5.1.1 Findings related to training and development Policy

It was found that 72.8% of the respondents disagreed that there is defined training and development policy in their organization. However, 9.6% of respondents reflected their agreement on the same issue. Thus, the majority of the respondents pointed out that, there is no defined training and development policy in their organization. The researcher approved through documents that even if Africa Union launches its Learning and Development Strategy as a critical step towards the achievement of the Agenda 2063 Vision on September 23, 2015 it is not known by staffs and not being practiced.

The majority 63.2% of respondents disagreed that training and development is conducted based on policy. This is the indication that training and development practices of the organization are not conducted based on policy as permitted by the theory. Also, the majority 47.2% of respondents disagreed that training and development policy is integrated with the strategic objectives of the organization.

The majority 61.6% of respondents disagreed that training and development policy and programs are designed based on needs assessment. In addition to these, as the researcher approved by interview the organization has no defined policy which is integrated with its strategic objectives, and still needs assessment is not conducted to design training and development policy as a result training and development practices are not conducted based on policy in the organization.

5.1.2. Findings related to training and development needs assessment

- The majority 64% of the respondents disagreed that training and development is conducted based on needs assessment in the organization and training and development needs are prioritizing properly.
- 58.4% of the respondents disagreed that the organization reviews its strategies and objectives to reveal valuable information for training and development and 61.6% of the respondents also disagreed that training and development needs analysis methods used by your organization produces relevant findings on performance gaps.

- Moreover, the majority 64% of the respondents disagreed that training and development needs analysis methods of the organization enables to clearly identify the required training that employees“ need to perform their job. Besides, 60.8% of the respondents disagreed that training and development needs assessment which is conducted in your organization can able to differentiate performance problems caused by employees“ lack of skills, knowledge and abilities.

5.1.3 Findings related to the designing of training and development plans, objectives and roles.

- In relation to this, 61.6% of the respondents disagreed that the organization has realistic and measurable training and development objectives and roles. The largest 46.4% respondents agreed that the organization's training and development plan has been developed in accordance with the strategic plan of the organization.
- 68% of the respondents disagreed that training and development plan of the organization is well communicated to all employees and 64% of the respondents disagreed that training and development program of the organization is designed compatible with the actual job to be performed. Also 56% of the respondents disagreed that the organization training and development programs able to improve skills, knowledge and attitude of employees which can increase performance on the job.

5.1.4. Findings related to training and development program implementation

- The majority 66.4% of respondents agreed that the organization gives both on-job and off-job training and 40% of the respondents disagreed that the delivery method that the organization used is convenient to get the necessary knowledge and skills.
- 57.6% of the respondents disagreed, that the organization implements participatory training and development delivery method. 65.6% of respondents agreed that the trainers in the organization can transfer and demonstrate the training and development appropriately.
- 70.4% respondents agreed that the trainer was capable and knowledgeable about the subject matter. 66.4% of respondents agreed that the training materials and teaching aids are complete and appropriate to the level of trainees. 79.2% of respondents agreed that the training environment is conducive to conduct training.

- The majority 68.8% of the respondents disagreed that the training and development delivery method has enabled me to transfer the skills acquired back to my job.

5.1.5. Findings related to training and development program evaluation

In relation to this, 76% of the respondents disagreed that the organization tests the trainees before and after the program and 71.2% of the respondents disagreed that the organization asks the trainees through questioners at the end of the training and development program. Besides, 68.8% of the respondents disagreed that the organization Asks the trainees" manager or immediate supervisor. Moreover, 69.6% of the respondents disagreed that the organization Looks the performance appraisal report to evaluate the training and development.

Generally, most of the information obtained qualitatively confirmed that the training and development is not conducted based on policy, need assessments, plans and objectives in the organization and no evaluation is undertaken before, during and after the training and development programs.

5.2 Conclusion

Based on the above findings, the study had finally forwarded the following conclusions. Human resource training and development is an essential program for any organization. It was revealed in the findings of this study that even if the organization launches its Learning and Development Strategy as a critical step towards the achievement of the Agenda 2063 Vision on September 23,2015 it is not known by its staffs and not yet being practiced. As indicated in the study there is no defined policy, as a result training and development is conducting not based on policy.

In Africa Union Commission, it was revealed in the findings of this study that the practice of conducting needs assessments are not prioritizing properly, the organization doesn't reviews its strategies and objectives to reveal valuable information for training and development, training and development needs analysis methods used by the organization doesn't produces relevant findings on performance gaps, doesn't enable to clearly identify the required training that employees" need to perform their job and can't able to differentiate performance problems caused by employees" lack of skills, knowledge and abilities.

In general Training and development is not conducted based on needs assessment in the organization. The success of training should be measured in terms of the objectives set. Africa

Union Commission has no realistic objectives and roles, even if the organization's training and development plan has been developed in accordance with the strategic plan, it is not well communicated to all employees. The organization Training and development programs are not designed compatible with the actual job to be performed and do not able to improve skills, knowledge and attitude of employees which can increase performance on the job.

Even though, the organization gives both on-job and off-job training, the delivery method that the organization used was not participatory and convenient to get the necessary knowledge and skills. Even if the trainers in the organization were capable and knowledgeable about the subject matter and can transfer and demonstrate the training and development appropriately, the training materials and teaching aids are complete and appropriate to the level of trainees and training environment is conducive to conduct training ,however, the training and development delivery method has not enabled employees to transfer the skills acquired back to their job.

Training and development evaluation ensures that whether candidates are able to implement their learning in their respective work place or to the regular routines (Nagar, 2009). As it is stated in the study, , Africa Union Commission doesn't test the trainees before and after the program, doesn't ask the trainees and the trainees" manager or immediate supervisor through questioners at the end of the training and development program, in general the organization doesn't look the performance appraisal report to evaluate the training and development.

5.3 RECOMMENDATIONS

Based on the identified findings and conclusions drawn, the following recommendations have been forwarded.

Training and development play an important role in the effectiveness of organizations and to the experiences of people in work. Training has implications for productivity, health and safety at work and personal development. All organizations employing people need to train and develop their staff. Training and development programs bring improvement on the competency and capability of employees, employees performance, greater versatility and adaptability to new technology, higher job satisfaction and motivation, higher customer satisfaction, improved decision making, quality service, etc. Thus, researcher strongly recommended that the organization should give due attention on policy designing, needs assessment, planning, implementing and evaluating training and development programs. When properly done, training

needs assessment is a wise investment for the organization. It saves time, money and effort by working on the right problems.

Therefore, training and development needs assessment should be carried out thoroughly by involving all stakeholders (trainees, trainers, consultants, HRM department, higher officials etc.) in the sector in order to avoid ineffective and inefficient use of resources. In this regard, the Africa Union Commission should develop a means for training and development policy designing. Top managers and middle level managers should be committed to, and supportive of, T&D activities through being involved in formulating T&D policy, strategies, plans and objectives. Training and development policy should be designed based on needs assessment and integrated with the strategic objectives of the organization.

In general training and development practices of African union should be conducted based on policy in the organization. Conducting training needs assessment by employing the three levels of needs assessment: organizational, task and person analysis. T&D needs to be considered seriously, T&D needs to be integrated and derived from organizational strategies, plans and policies; T&D should be linked to promotion and reward systems; T&D problems and challenges need to be solved and employees need to be encouraged to attend T&D programs. The practice of conducting needs assessments should be prioritized properly and the organization should review its strategies and objectives to reveal valuable information for training and development. The organization training and development delivery method should be enabled employees to transfer the skills acquired back to their job. When giving more attention to external training provider organizations need to consider the quality of external T&D centers and, when studying the external training offers, the quality and appropriateness need to be taken into account. Coordination and cooperation between these organizations and the external providers is required rather than over dependency on them to manage T&D especially the evaluation process. Training and development can be very wasteful if it is not carefully planned and supervised. Africa union commission has strategic but not have well realistic objectives and roles and articulated training and development plan.

The training and development plan should integrate into the strategic plans of the organization. Thus, such practice must be applied because a strategically focused human resource training and development approach helps the organization to achieve the predetermined objectives. However, the training and development plan should be communicated in detail rather than informing its

availability in general sense to all employees through available means such as in the form of outlook, booklets, posting on the organization's websites and workshops. Objectives are the starting point for training and development design, giving a rationale for selecting methods and content.

From the learner's point of view, if they are aware of the objectives they have greater ownership of the learning process and can organize and direct their activities effectively. As observed in the study, in the organization, however, these objectives were not set in consideration of the organization's goal and not understood by all staffs of the organization equally. Thus, it is suggested that the organization should exert efforts to let the trainees know the objectives of the training before the session by using different communication methods such as e-mails, outlook, notice board, or face to face approaches if possible.

Moreover, in setting and developing the objectives, it should be in consideration of the strategic plan and involve trainees and external consultants. This enhances employees skills, help employees to do their job and keeping employees informed of technical change. Africa union commission should equip its employees with the necessary skill, knowledge and attitude on leadership and management skills, capabilities and competencies needed to meet AU mandate as well as elicit higher levels of commitment in fulfilling the AU mission and vision for the creation of developed and united Africa in 2063. Africa Union Commission should also advance the awareness of its employees and member states people for fulfilling the AU mission and vision.

Employee satisfaction and commitment are important issues, thus, the organization should pay more attention as to how to satisfy those employees and increase their commitment. Training and development program evaluation provides feedback that enables the organization, the trainers and the trainees to determine what was more and less effective in practice in order to assist in determining the value of training activities on subsequent personnel performances.

In order to achieve this, the organization should:

- Evaluate the training and development program given to employees before, during and after the training programs through participatory evaluation process. The evaluation should be made based on the objectives of the planned training and development program.

- Formulate clear training evaluation criteria in order to effectively measure the results obtained from the training program delivered to employees for all levels of evaluation, namely, the reaction, learning, behavior change, and results.
- Employ appropriate training and development evaluation methods such as: formats, questionnaires, requesting trainees supervisors about their observation and assessment of trainees learning, assessment of the worth, impact, result and effectiveness of the programs.
- Build further effort to make the training and development programs to be pleasant to the participants so as to enable them actively participate in the training program. Besides, the organization has to work hard on the changing of trainees" attitude and behavior through rigorous interventions and assessment. The effectiveness of employees training and development on the other side heavily depends on the availability of adequate budget. Thus, AUC should allocate adequate budget for employees training and development activities. Moreover, AUC should take responsibility and initiative to find donor partner to alleviate the shortage of budget for employees training and development practices.

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APPENDICES

APPENDIX-A

ADDIS ABABA UNIVERSITY

SCHOOL OF COMMERCE GRADUATE STUDIES

Questionnaire on “Assessment of Training and development policy, practices and problems in the case of Africa union commission

Introduction

Dear Respondent,

I am a postgraduate student in the Department of Human Resources Management and presently conducting a research in Training and development policy, practices and problems in the case of Africa union commission

. As a part of my thesis I would like to gather some information from you who will help me in Assessment of Training and development policy, practices and problems in the organization.

You are kindly requested to complete the attached questionnaire as honestly as possible. The information being solicited from you is purely for academic purposes. All information provided by you will be treated confidentially; hence, your name and that of your Signature are not required. Your honest completion of this questionnaire will assist in generating information that will help organization to improve Training and development services and get employees knowledge and skill. Hence that enhances quality service delivery and improved productivity.

Instructions

There questionnaire will be prepared in close-ended questions. These Close-ended questions are rating scale type questions. Rating scale questions offer 1-5 rating scale, with answers ranging from strongly disagree to strongly agree or very dissatisfied to completely satisfied you will put X or √ in front of each items in the given tables below . If clarification is needed, my phone number is-0911-01-51-55. Thank you for your cooperation.

Table1. To know Demographic Composition of Respondents.

Sex		Educational Levels			Service of years in the organization		
Male	Female	Diploma	Degree	Masters and above	Below 5years	b/n5 and 10years	Above 10 years

Table 2. To ascertain that training and development practices of Africa Union Commission are conducted based on Polices and programs

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
The Commission has defined training and development policy and program					
Training and development practices are conducted based on policies and programs					
Training and development Policies and programs are integrated to the objectives of the organization					
Training and development Policies and programs are designed based on need assessments					

Table 3. To indicate the ways how training and development needs are being prioritized and identified in Africa Union Commission

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
In Africa Union Commission training and development is conducted based on needs					

assessment					
In the organization training and development needs are prioritizing properly					
The organization reviews its strategies and objectives to reveal valuable information for training and development					
Training and development needs analysis methods used by your organization produces relevant findings on performance gaps					
Training and development needs analysis methods of the organization enables to clearly identify the required training that employees" need to perform their job					
Training and development needs assessment which is conducted in your organization can able to differentiate performance problems caused by employees" lack of skills, knowledge and abilities					

Table 4. To examine how training and development plans, objectives and roles are designed in Africa Union Commission

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
The organization has realistic and measurable training and development objectives and roles	8	6.4			

The organization's training and development plan has been developed in accordance with the strategic plan					
Training and development plan of the organization is well communicated to all employees					
Training and development program of the organization is designed compatible with the actual job to be performed.					
The organization Training and development programs able to improve skills, knowledge and attitude of employees which can increase performance on the job					

Table 5 To examine how training and development is implemented in Africa Union Commission

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
The organization gives both on-job and off-job training					
The delivery method that the organization used is convenient to get the necessary knowledge and skills.					
The organization implements participatory training and development delivery method.					
The trainers in my organization can transfer and demonstrate the training and development appropriately					

The trainer was capable and knowledgeable about the subject matter.					
The training materials and teaching aids are complete and appropriate to the level of trainees					
The training environment is conducive to conduct training					
The training and development delivery method has enabled me to transfer the skills acquired back to my job.					

Table 6. To identify how training and development evaluation is conducted in Africa Union Commission.

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
The organization tests the trainees before and after the program					
The organization asks the trainees through questioners at the end of the training and development program					
The organization Asks the trainees' manager or immediate supervisor					
The organization Looks the performance appraisal report to evaluate the training and development					

APPENDEX-B

Research Interviews

This interview has been designed to seek information purely for academic purposes. The main purpose of the study is to conduct a thesis on the topic: “Assessment of Training and development policy, Practice and problems in the Africa Union Commission ”. The purpose of interview is to gather additional data which may not be obtained through the questionnaires to be filled by respondents. Thus, as a Training and Development unit leaders and experts of the Commission, it is hoped that the success of the study depends on the information you provide. Therefore, the researcher kindly request you in advance your invaluable cooperation.

Thank You

1. How does training and development practices of Africa Union Commission have been conducted based on policies and strategies?
2. How does training and development needs being prioritized and identified in Africa Union Commission?
3. How does training and development practices are being designed and implemented in Africa Union Commission?
4. How does training and development practices are being evaluated in Africa Union Commission?
5. What are the problems and solutions of Africa Union Commission training and development practices?

APPENDIX-C



Africa Union launches its Learning and Development Strategy as a critical step towards the achievement of the Agenda 2063 Vision

ADDIS ABABA, Ethiopia, September 23, 2015/APO (African Press Organization)/ --

The African Union Commission, through its Directorate of Administration and Human Resources Management (AHRM), launched its newly developed Learning and Development (L&D) Strategy, on the 17th of September 2015 in Addis Ababa, Ethiopia.

The goal of the AU L&D Strategy is to introduce a flexible and adaptive approach to African Union (AU) staff learning and development. A method that reflects the changing needs and priorities of the Commission and other AU organs as articulated in the AU's strategic plans and priorities. The strategy aims to support AU staff to be agile learners, continually exposed to opportunities to enhance the skills and knowledge needed to deliver excellence in an ever-changing context. It is also highly inclusive, providing opportunities to short term staff, regular staff, and elected officials.

The AU L&D Strategy reflects and takes into account contemporary research around adult learning and development (andragogy). Principles of andragogy increase the effectiveness of L&D activities. Ultimately, the aim is to motivate staff through relevant opportunities for personal and professional development.

In her message, the African Union Commission Chairperson, Dr. Nkosazana Dlamini Zuma, expressed its gratitude to the AUC staff for being part of this crucial process that will lead to a more collaborative and effective organization. "We listen to the voices of our colleagues and staff, and we hear a clear message of unity. It is our deep desire to leverage this spirit of unity and become the very best the African Union Commission we can be. With this in mind, we are launching the Year of Leadership as a first step in our journey toward the realization of Agenda

2063”, said AUC Chairperson. “People need to be ready to learn. We are a learning organization”, stressed Dr. Nkosazana Dlamini Zuma in her letter to AU Staff (see full text on AU website: au.int).

The African Union L&D Strategy will benefit and impact staff members as it prepares them with leadership and management skills, capabilities and competencies needed to meet AU mandate as well as elicit higher levels of commitment in fulfilling the AU mission and vision. Moreover, it contributes to the adoption of a lifelong learning culture, defined by a strong and progressive learning integrated in daily processes that support staff in their on-going efforts to stay effective, relevant & result oriented in a shifting environment.

The AU L&D Strategy is rooted in core values including Pan-African Optimism, Professionalism, Integrity, Learning and Empowerment that were identified by the staff as pivotal for a more cost effective and impact oriented African Union.