

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**THE PRACTICES AND PROBLEMS OF HUMAN
RESOURCE TRAINING AND DEVELOPMENT IN SOUTH
WOLLO ADMINISTRATIVE ZONE**

**BY
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ADDIS ABABA ETHIOPIA



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RESOURCE TRAINING AND DEVELOPMENT IN SOUTH
WOLLO ADMINISTRATIVE ZONE**

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**By
KASSAYE AREGA**

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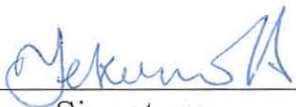
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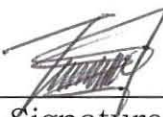
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ABBREVIATIONS

ASTD	American Society for Training and Development
FDRE	Federal Democratic Republic of Ethiopia
HRD	Human Resource Development
HRM	Human Resource Management
OD	Organizational Development
OJT	On-the-job training
HIV/AIDS	Human- Immuno-Deficiency Virus/Acquired Immune Deficiency Syndrome
SPSS	Statistical Package for Social Sciences

ABSTRACT

The purpose of this study was to assess the practices and problems of training and development factors in South Wollo administrative zonal organizations. A descriptive survey method was employed. For this study a sample of 13 zonal organizations were selected from among 25 organizations of the zone by using simple random sampling techniques. In selecting the respondents from the sample organizations a purposive sampling technique was employed as it was suitable to take the required numbers from the sample organizations having different population numbers. However, from those organizations having 10 or less population the given numbers were directly taken. Based on this, 200 employees including managers were selected, and from those employees 20 managers or organizational heads were selected as focus group discussants on the basic questions to back up the gaps as the sources of information in the study. Questionnaires, document analysis, and focus group discussion were utilized to collect the necessary information and the results obtained were interpreted and analyzed by using percentages and Mann-Whitney U test analysis. The results of this study have revealed that the training and development offered by the zonal organizations were done in haphazard manner and a disorderly way. In most organizations, training needs assessment was not conducted and passed through effective designing, and the results were not evaluated. Some of the recommendations made to address which include setting training and development policy in which on-the-job and off-the-job training and development has to be clearly stated; conducting needs assessment in light of organization's strategy, resources, management support and performance standards ;choosing one or a mix of training methods based on purpose, cost level of trainees, and media considerations; adopting e-training in each organizations ; adopting systematic training and development approaches ; evaluation of training and development before, during and after trainings ; and establishing training and development department or unit or section for each organization.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

This chapter deals with the problem and its approach. It consists of the background of the study, statements of the problem, objectives of the study, significances of the study, delimitations of the study, limitations of the study, definition of operational terms and the organization of the research.

1.1. Background of the Study

The most significant resource of any organization is its people. These people are fundamental and precious resources as they are serving the population keeping abreast with the current developments and innovations. Therefore, as human resources greatly contribute to the production of goods and services in an organization, their efforts, attitudes, and skills have to be sharpened from time to time to optimize the effectiveness of human resources and to enable them to meet organizational goals.

Training and development have achieved a high degree of recognition for their importance in helping individuals become better performers and assisting organizations in achieving their goals. Therefore, organizations have to spend on training and development programs to keep their workers in a ceaseless drive for a competitive edge because of the fact that smarter and better-trained workers increase chances for success.

There are several reasons as to why training is an important human resource program. As Gatewood, Taylor and Ferrel (1995:404) some of the reasons are: it develops new employees job skills and attitudes; because jobs frequently change in organizations, especially those in which technology plays a large role; employees are frequently in need of additional training even if they remain in the same position; as successful individuals move up to different positions they need training to learn requisite new tasks; and finally, the

current organizational trend to downsize and reduce managerial layers has shifted many of the supervisors to new positions, often increasing the range of tasks and requiring additional training.

In some organizations, irrespective of past qualifications, skills and knowledge, management finds deviations between employees' present competences and the job requirements and organizational needs. These gaps have to be filled. In doing so, Rao and Rao (1990: 257) have suggested as "training is needed to fill these gaps by developing and moulding the employees' skill, knowledge, attitude and behavior to the tune of job requirements and organizational needs." This means that organizations have to provide training access to their employees in order to prevent the depreciation of knowledge and skills and hence, to avoid the gaps created.

Regarding to the factors affecting competence and the need for training and development in organizations Kenny, Donnelly and Reid (1979: 1) have written as "market, technological, personal and other changes have far-reaching effects on organizations unless they prepared and able to move with times their competitiveness is eroded and their opportunities for growth curtailed." In this case, the main factors that may cause obsolescence of human resource competence may be changed in the business environment with increasing globalization and steady workforces who are once educated, trained and placed in different work positions at one time. These workforces need to be shaped as the environment demands; hence, managing human resource training and development is required by organizations in order to cope up the problems encountered.

In order to avoid the employees' competence obsolescence problems, many authors have suggested training as a remedy in their research studies. In light of this, giving emphasis to the need of training Lawson II (1990: 81) has this to say:

There will be the need for training and retraining. As we move further into the Information Age, more and more jobs will become obsolete. To preserve and develop our human resources we will have to provide continued training and retraining all of the life time of the worker. It will no longer be possible to train a worker for one job and keep him in that job a lifetime.

As stated above, only once training and placing those employees on jobs is not a guarantee. It requires up-dating the knowledge, skills and attitudes of employees to the current conditions of the environment. Organizations' managers and employees themselves have to be aware of these facts and have to come up for training to put into practice.

However, it is observed that training and development is not carried out in a planned and systematic manner in some areas like South Wollo administrative zone. Though, some conferences, workshops and seminars are given for some selected employees and managers for certain days, weeks or months they are not performed based on the logical processes of training and development systems to fill the gap between the past and the present competences of the employees. This implies that there is a problem encountered in the practice of training and development activities in this zone.

As there are timely structural, resources and employees' competence and human resource management problems observed in relation to training and development practices in the study zone, the researcher is dedicated to this study that aims to forward some points on training and development aspects and their usefulness in becoming tools for keeping employees competence up-to-date. As Odiorne (1987: 9) suggests "training is a heavy cannon in the armory of an organization's development and human resource specialists," emphasizing the need of training investment in organizations.

1.2. Statement of the Problem

Training and development provide solutions to different problems in organizations. They are expected to be carried out by organizations, but impediments such as competence depreciation, lack of appropriate organizational structure, lack of financial and material resources, lack of favorable opportunities, lack of systematic training and development approaches, etc determines its application.

Lack of trained manpower in training and development field is also another obstacle for implementation of training and development programs. In addition, the organizational structure of training and development either in each organization, or as one unit to coordinate the processes of this work is another factor that needs to be treated.

Failure to conduct appropriate organizational and personal needs assessment, problems in designing, developing, implementing and evaluating the training and development systems may also be other factors that need to be solved.

In our country, it is heard about the deterioration of competent manpower skills because of a number of factors. One of the factors is due to the fact that training and development-based information may not be incorporated as one of the organization functions to alleviate the problems encountered.

According to the Education Sector Strategy (FDRE, 1994: 17) the human resource development system is outlined in connection to professional competence of teachers. This has an implication that the need for capacity building and hence, the need for training as training is one form of learning. This means that training is needed not only to those who are attending the school regularly but also to the employees in organizations that should be on-the-job or off-the-job training accordingly. But a promising step is not observed in facilitating the processes in training employees in some organizations.

The main purpose of this study is, therefore, to examine to what extent training and development is practiced, and to identify the major problems that hinder its implementation in this zone of some organizations.

In doing so, the entire effort of the paper revolves around seeking answers to the following basic questions:

1. How are training and development needs assessed and prioritized by organizations?
2. How is training and development structured? How adequate are the resources (manpower, finance and materials) allocated for enhancing training and development activities?
3. What are the most frequent training and development methods employed by organizations?
4. What is the current status of South Wollo government employees' involvement in training and development?
5. What are the major problems encountered in the implementation of training and development? What are the steps undertaken by organizations to address those problems?

1.3. Objectives of the Study

The general objective of the study is to investigate the main factors associated with training and development activities.

The specific objectives of the study are to:

- (i) To examine competences of employees.
- (ii) To assess the extent of resources (finance and materials) in organizations.
- (iii) To assess the existence of facilitating conditions for the implementation of training and development programs.
- (iv) To suggest to some organizations and concerned bodies to consider different factors that may have been overlooked while working in today's changing environments.

1.4 Significance of the Study

Training and development have to be undertaken as tools to solve competence problems. Hence, the place of training and development have to be valued as these have to play a dynamic role in the improvement of carrying out tasks and to go along with the current conditions.

As scientific methods are not incorporated in organizational functions through training and development, improvement and enhancement to be fit with this world in any way won't be thinkable. Therefore, managers and other concerned bodies have to realize the fact that training and development have to be conducted in well organized and systematic ways to solve the operational problems of their workers. This study, therefore, will inform those concerned bodies some points on what to be practiced or some solutions that should be applied to the problems.

The researcher assumes that this study will have the following significances:

1. There will be an understanding and awareness on hindrances of training and development.
2. The outcomes of the study will encourage the managers to give attention and provide the necessary support and facilitation to employees training and development systems.
3. It is hoped that it will encourage policy makers and other concerned bodies give attentions to the effects of training and development.
4. The study will encourage other researchers in undertaking the study more deeply and broadly.

1.5. Delimitation of the Study

South Wollo is one of the 11 administrative zones in Amhara regional state. This zone has 21 woredas out of which 2 are urban. The zone has 15 departments including the zone administration and 10 units at the zonal level to provide technical supports and administrative helps to the woredas.

In order to make the research more manageable it was confined to the study of 8 departments and 5 units a total of 13 organizations at the zonal level. The study was limited on the assessment of training and development practices and problems in the aforementioned organizations. It included only those employees who were employed by the government.

1.6. Research Design and Methodology

A descriptive survey method was employed to depict the existing practices and situations that are encountered. This method was selected because it is an appropriate method to examine the present situations of the training and development programs and describe opinion, facts and relationships related to the problems encountered.

1.6.1 Sources of Data

The data used for this study was collected from both primary and secondary sources. The primary sources of data were the results obtained from employees and executives (cabinet members) of the zone. Besides to these, books, journals, unpublished materials and some documents of the sample organizations related to the problem were reviewed to get background information.

1.6.2 Sample and Sampling Techniques

The study zone consists of 15 departments including the zone administration office. These are: justice, youth and sports, education, administration and security, finance and economic development, rural and agricultural development, information, women's' affairs, trade and industry, higher courts, health, capacity building, police and works and urban development, further there are 10 units, namely: militia, revenue, culture and tourism, cooperatives, investment, transport, labor and social affairs, environmental protection, micro-enterprise and food security.

According to the zone capacity building department current report, there are 497 civil servants who are serving in the zone out of which 336 are males and 161 females in the above organizations.

Out of the zone organizations a sample of 8 departments and 5 units, a total of 13 (52%) organizations, were selected for the study. These organizations have a total of 295 employees from which 200(68%) employees were selected as participants in the study. Of these participants 20 were focus group discussants. The population distribution and the samples taken are depicted in table 1.

Table: 1 Sampled organizations and Employees

No	Name Of the selected Organization/unit	Total employees	No of selected employees	No of Selected Group discussants
1	Zone Administration Office	38	24	2
2	Capacity Building Department	17	11	2
3	Education Department	19	12	2
4	Finance and Economic Development Department	32	20	2
5	Rural and Agriculture Department	61	39	2
6	Health Department	16	11	1
7	Women's Affairs Department	7	7	1
8	Trade and Industry Department	32	20	2
9	Culture and Tourism Unit	15	9	1
10	Labor and Social Affairs Unit	8	8	1
11	Environmental Protection Unit	9	9	1
12	Transport Unit	31	20	2
13	Micro-enterprise Unit	10	10	1
	Total	295	200	20

The sample organizations were selected through simple random sampling using a lottery method as this method gives all units of the target population an equal chance of being selected. However, a purposive sampling method was selected since this method is important to represent the diversity of respondents within each group in order to explore different potential impacts, and taking all employees was impossible due to lack of resource inputs. Hence, based on the given percentage, the numbers of participant respondents were selected in calculations from each organization. However, from those organizations having a population of ten or less those populations were taken directly to be participants in the study.

From non-probability sampling, a purposive sampling method was employed for focus group discussion activities. The key informants i.e. the executives (zone cabinet members) and the heads of the organizations were included as focus group discussants. Based on their positions, one group, consisting of 20 members was categorized. This category was intended to be useful to get rich information from executives and organization leaders (non-executives) with out any fear or with out any inconveniences. The focus group discussion was useful to get back up information and to fill the gap in the study.

1.6.3 Instruments for Data Collection

The instruments used to collect the necessary data were questionnaires and document analysis. A questionnaire was used as a major instrument to collect data, not only because it is popular means of collecting all kinds of data in research, but also it is an appropriate instrument to obtain information about conditions, practices and problems for relatively large sample studies. To standardize the questionnaire every respondent was made to get the same set of questions.

The focus group discussion was made to be goal-directed discussion, facilitated by the researcher by presenting the research basic questions. However, the discussion was encouraged through additional questions or probes to create participation. Though it has limitations recording of data was manual because of lack of recording device due to shortage of budget allocation for the research.

1.6.4 Procedures of Data Collection

After closed and open-ended questionnaires were set, they were distributed to the respondents. But, before implementation questionnaires (open-ended and closed-ended) were prepared and distributed for pre-test in two departments (Capacity Building and Education) in order to avoid errors in related to

languages, ideas, logic, etc, and to enrich the framed items. The selection of these departments was arbitrary because of the fact that this was to confirm the application of the instruments. Based on the result of the pilot- test, a change was made on ideas clarities and typing errors of the questionnaires and then the final questionnaires were sent to the respondents.

Respondents were given adequate time (up to 15 days) to fill in the questionnaires. Thereafter, the questionnaires were collected. Concerning the focus group discussion, the researcher himself facilitated it by consulting the organization heads/some cabinet members. Other information was collected from document analysis obtained from the sample organizations.

1.6.5 Methods of data Analysis

Different statistical tools were employed for data analysis. These included frequent count, percentages, rank order and Mann-Whitney U test to describe and draw inferences from the data collected.

Though it was hoped that all the questionnaires distributed to 200 respondents would be filled in and returned the rate of return was 175(87.5%). Because few employees were sent out to field work, and meetings to other areas they were not able to return the given questionnaires to the researcher. Out of 20 focus group discussants, 13 (65%) attended in the discussion. As most of them were cabinet members and organization heads some were out of their offices for different purposes.

Percentages were dominantly employed since it was used to measure and analyze the magnitude of the respondents' opinion and assumptions against each statement. Also mean was used for the purpose of further analysis and comparison of respondent's opinions. In addition Mann-Whitney U test was used with the aim of investigating the degree of consistency between groups of

respondents' opinions and assumptions about the prevalent factors affecting training and development programs.

1.7. Limitations of the Study

Time factor on the part of the respondents to fill in and return the questionnaires on the planned schedule was the major problem of this study. Some employees particularly managers were very busy to participate in the group discussion. The shortage of reference books in this university was also another problem in the study.

1.8. Definition of Terms

Cabinet member: person of political appointee designated for administration purpose being a head of a department/organization.

Unit: organizational office at the zone level, but not as large as department in manpower and size.

Zone: Following the administrative level of the regional state, it is a level in providing administration and technical supports to woreda organizations.

1.9. Organizations of the Study

The organization of the study rests on four chapters. The first chapter contains the problem and its approach, under which background of the study, statements of the problem, objectives of the study, significances of the study, delimitations of the study, research design and methodology, limitations of the study, definitions of operational terms and organization of the study are treated. The second chapter deals with the review of the related literature to understand the background information and to use it as a frame for this study. In the third chapter, presentation, discussions and analysis of data are treated. Finally, the fourth chapter brings to an end this study with summary, conclusion and recommendations.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This chapter deals with the review of the related literatures that help the researcher to have background information on training and development systems to be used as a frame for his study.

2.1. Background on Human Resource Development

Training and development is one component in the professional field of Human Resource Development (HRD). According to the American Society for Training and Development (ASTD), HRD is the integrated use of Training and Development, Organization Development, and Career Development to improve organizational, group and individual effectiveness (Bell-Edwards in Analoui, 1999: 170).

As ASTD further defines, training and development is the process of identifying, assuring and through planned learning helping develop the key competencies that enable individuals to perform current or future jobs, where as, organizational development (OD) assures healthy inter-and-intera unit relationships, and help groups initiate and manage change. Career development seeks to align individual career planning with organization career-management process in order to achieve an optimal match of individual and organizational needs (Rothwell and Sredl in Analoui, 1999: 171-172).

2.2. Definition and Scope of Training and Development

A number of writers have discussed the nature of training and development in different ways. For example, Rothwell and Sredl in Analoui (1999: 170) have described training and development as a short-term learning intervention

intended to establish or improve a match between present job requirements and individual knowledge, skills and attitudes.

As Beach (1970: 375), training is defined as "... the organized procedure by which people learn knowledge and/or skills for a definite purpose." Gatewood, Taylor and Ferrel (1995: 404), saw the process of training as "instructing employees in their job tasks as well as socializing them into the organization's values, attitudes, and other aspects of its culture". In relation to this, DeCenzo and Robbins (1988: 240) have said that "training is a learning experience in that it seeks a relatively permanent change in an individual that will improve his or her ability to perform on the job". Training can involve the changing of skills, knowledge, attitudes, or social behavior. To these authors it may mean "changing what employees know, how they work, their attitudes toward their work, or their interactions with their co-workers or their supervisor."

As regards to the definition and scope of training, Anderson (2000: 9) has said the following:

Training is a process to change employees' behavior at work through the application of learning principles. This behavioral change usually has a focus on knowledge or information, skills or activities, and attitudes or belief and value systems.

The above definition clearly states that training is work-based that deals with a short time frame geared to the mastery of specific tasks. It focuses on the individuals' competencies by which tasks are accomplished.

Training is the act of increasing the knowledge and skill of an employee for doing a particular job. It is a short-term educational process and utilizing a systematic and organized procedure by which employees learn technical knowledge and skills for a definite purpose (Rao and Rao, 1990: 256). Chandan (1997: 284) on

his part, has defined development in relation to management development as “a learning experience undertaken to sharpen the managerial skills, knowledge and ability so that the manager can lead and manage organizations successfully in order to further the organizational objectives.”

Training and development are used together to bring about the over all improvements of an organization's employees. However, there is a difference between them in scope, time, goal and focus. But in this paper, they are used interchangeably for convenience.

2.3. Training and Development: Differences

Though “training” and “development” seem to be the same in human development aspects, many authors have clearly identified the differences between them. According to Donnelly, Gibson and Ivancevich (1992: 469), training is generally associated with operating employees, while development is associated with managerial personnel.

As Bernardin (2003: 165) puts, the focus of development is one of the long-term to help employees prepare for future work demands, while training often focuses on the immediate period to help fix any current deficits in employees' skills. According to Wright and Noe (1996: 449) training is the organizations efforts to help employees learn job-related knowledge, skills and behavior, whereas development refers to the organizations efforts to help employees acquire knowledge, skills and behaviors that improve their ability to meet changes in job requirements and customer needs. Thus, training is directly job related, whereas development addresses the broader need to be prepared to deal with change throughout one's career. Stoner and Freeman in Chandan (1997: 282) suggested that, though, managers and non-managers receive help from training and development programs, “non-managers are intended to be

trained in technical skills whereas managers are intended to be developed in conceptual and human relation skills required to future jobs”.

According to Attwood and Dimmock (1996: 122) development implies “improvement, becoming more accomplished and more effective.” It is associated with management development.

In the above contexts, training involves designing and supporting learning activities that result in a desired level of performance. In contrast, development typically refers to long-term growth and learning, directing attention more on what an individual may need to know or do at some future time. While training focuses more on current job duties or responsibilities, development points to future job responsibilities. Training usually refers to teaching lower-level employees how to perform their present jobs, while development involves teaching managers and professional employees broader skills needed for their present and future jobs (Bateman and Snell, 1999: 347).

In general, training is the process of acquiring the skills necessary to perform a job that typically develops the technical skills of non-managers, whereas development is the ongoing education to improve skills for present and future jobs.

2.4. The Training and Development System

Training is needed for every organization as technological changes and automation require up-dating the skills and knowledge (Rao and Rao, 1990: 257). They further pointed out that specifically, the need for training arises due to: deviations between employee’s present specifications and the job requirements and organizational needs, training is needed to fill these gaps by developing and molding the employees competencies to the tune of job requirements and organizational needs; its viability and efficiency, the

organization has to train the employees to impart specific skills and knowledge in order to enable them to contribute to the organizational efficiency and to cope with the changing environment; the fact that technology alone doesn't guarantee success, organization should train the employees to enrich them in the areas of changing technical skills and knowledge from time to time; increased mechanization and automation, manufacturing of multiple products and by-products or dealing in services of diversified and expanded situations require training in the skills of coordination, integration and adaptability to the requirements of growth, diversification and expansion ; and training is necessary when the existing employee is promoted to the higher level in the organization and when there is some new job or occupation due to transfer.

As Rao and Rao (1990: 258), training is also needed to: increase productivity; improve quality of the product; help a community to fulfill its future personnel needs; improve organizational climate; improve health and safety; effect personal growth; minimize the resistance to change.

Situational factors such as technological investment, social and political attitudes, institutional practices, external labor markets, demographic pressures and changes affect the work forces in the organizations unless organizations are prepared to cope with these factors by providing training and development to their workers to prevent obsolescence in employees (Mabey, Salaman and Storey, 1988: 158-159). It is therefore necessary for organizations not to be static, but they have to be proactive to the demanding conditions, means that they have to use trainings as a tool to mold and shape the employees competencies to the required situation.

As there is a change in this dynamic world and changing needs of the society therefore, organizations have to address these changes through training and development. In this regard, (Ghosh, 2000: 14) has this to say:

An organization which aspires to grow must be in tune with the changing needs of the society. Training becomes relevant in the context since it is only through training that the gap between performance of the organization and the felt need of a changing society can be neutralized. Training reduces the gap by increasing employees knowledge, skill, ability and attitude.

As the above definition, a progressive renewal of the knowledge, skills, and attitudes of employees is mandatory in order to satisfy the changing needs of the society.

As regards to the need for training to employees Ghosh (2000:15) has notified that “training and development of employees is not an option, it is an intrinsic part of the practice of HRM and is an investment in people.” This implies that training as investment has to be incorporated in organizations not for its sake but it is a must.

Giving attention to training and development and hence, being as a means for growth and development of organizations Bartram and Gibson (1997: 4) have wrote:

Because training is an investment, it is important to treat it as seriously as investment made, say, in machinery, new technology or premises.... the people who pay the price ultimately are the employees who, without training and development, can be your biggest liability but who, trained effectively, can become your biggest asset.

Hence, training and development have to be practiced in organizations to ensure their competitiveness, growth and development by investing on their employees. Therefore, organizations have to consider training as one of their properties to keep their employees competence enough to ensure their productivity and output. In this regard, Harsey, Blanchard and Johnsons (1996:185) have noted that “training and retraining keep people the most valuable resources in the organization.” Here the implication is that training

and development have to be repeatedly practiced as it makes the employees timely competitive.

When training and development is put in practice, a number of Principles have been evolved that can be followed as guide lines by the trainees (Rao and Rao, 1990: 269-70, and De Cenzo and Robbins, 1988: 243-244).

1. As the effectiveness of an employee depends on how well he/she is motivated by management, the effectiveness of learning/training depends on motivation.
2. As a trainee has a desire to learn new skills to remain up-to-date, it is necessary to provide him/her the right kind of progress information.
3. The effectiveness of the trainee in learning new skills or acquiring new knowledge should be reinforced by means of rewards and punishments.
4. Continuous practice is highly essential for effective learning hence; a trainee should actively participate in the training programs.
5. The training process should start from known and proceed to the unknown and from the easy to the difficult. When parts are taught full Vs part learning has to be considered.
6. It is necessary to adjust the training program considering the individual differences in their abilities and aptitude.
7. It is necessary to understand that learning has a characteristic: it begins rapidly, then plateau.

As regards to the benefits of training and development, the beneficiaries of training are individuals, organizations and the wider economy of the state it self (Anderson, 2000: 13). He further suggests that training is best seen as an incentive to the employee and “such an incentive can enhance organizational commitment, team effort, customer relations, etc. for example, he says, “the right skills and knowledge can mean job transferability, job promotion, job enhancement and greater job interest.”

Effective training is said to contribute to the improvement of competitiveness, productivity and the quality of services to customers. There are tremendous benefits of training to the employers. As regards to this Kyprianou and Kasket in Cowling and Mailer (1998: 61) have this to say:

Evidence suggests that 'recruited fully trained workers' tend to leave much sooner than employees the organizations had trained themselves. Training also imparts the 'right attitude' to employees and 'attitudes' are often just as important as skill and knowledge acquisition. The long-term benefits of training outweigh the short-term costs. For example, higher skill and knowledge levels, lower level turnover, reduced recruitment costs and a greater commitment to the organization. Improved delivery performance; improved quality, reliability and range of products or services to customers; more efficient scheduling of work and improved responsiveness to specific requirements; a more flexible and adaptable work force generally, with faster adaptation to new technologies in particular.

Therefore, training is very important in providing intrinsic and extrinsic benefits to employees, and to organizations. Hence, training and development are good investments because they benefit individuals, their organizations, and the economy as a whole (Lussier, 1997: 300).

2.5. The Training and Development Processes

The fundamental elements of training processes have to be arranged in a logical fashion and treated to be sure that the desired results are achieved. This implies that assessment of the job and individuals; application of a sound learning theory; changes in employees' skills, rules, knowledge, and attitudes acquired through training experiences; and improved performance on the job have to be ensured as the fundamental elements in training processes (Rao and Naryana, 1987: 451).

Designing a training and development process involves a sequence of steps that can be grouped into different categories, for example, Harris and

DeSimone (1994: 88) have categorized these steps into three phases: needs assessment, design/implementation, and evaluation. Assey in Analoui (1999: 156) has grouped the steps into four: needs assessment, learning, planning, and evaluating. Whatever different models appear, in simple and logical approach, in the need assessment phase, the need for training is determined and the objectives of the training are specified; the training is then, planned, designed, and implemented on the basis of these objectives; and the evaluation phase is crucial and focuses on measuring how well the training and development accomplished what it originally intended to do (Kyprianou and Kasket in Cowling and Mailer 1998: 66).

As Anderson (2000: 77) some of the factors that trigger for training and development are external factors like the anticipated demand for products/services, forecast profitability, local labor market, national labor market, expected labor market etc; and internal factors such as plans to change method or technology, the views of the line manager/training department, recent company profitability, loss of a key employee, etc.

Training need analysis is a method of "gap analysis" aimed at determining the difference or gap between actual and required performance (Kyprianou and Kasket in Cowling and Mailer, 1998: 66). As Cartwright et al (1998: 87), the training gap is the difference between the skills needed to carryout the required task and the skills the operative actually possess. Rue and Byars (2003: 229) on their part define needs assessment as "a systematic analysis of the specific training activities a business requires to achieve its objectives," where as Harris and DeSimone (1994: 91) define it as "a process by which an organizations HRD needs are identified and articulated."

The dominant framework for identifying training needs has been three category needs analysis approach: organizational analysis, occupational analysis, and personal analysis (Kyprianou and Kasket in Cowling and Mailer,

1998: 66). Though many authors agree on organizational and personal analysis, a difference is observed in job as some use the terms job, skills, and task analysis. For example, Harris and DeSimone (1994: 94) use the term "task analysis", and Bernardin (2003: 168) uses the term "job analysis".

However, Kyprianou and Kasket in Cowling and Mailer (1998: 68) elaborate these terms as to represent different processes, or even refer to different stages within the same process, and they prefer to use occupational analysis. As these authors, job analysis is "the process of examining a job in detail in order to identify its component tasks", whereas skill analysis relates to "a detailed analysis of the skilled physical movements involved in manual operation," and task analysis is "the most important form of analysis for training purposes".

Organizational analysis can be undertaken using a variety of sources of information: human resource data can show training weaknesses; departments or areas with high turnover, high absenteeism, low performance or other deficiencies can be pinpointed, and their specific training needs investigated. Specific sources of information may include grievances, accident records, observations, exit interviews, customer complaints, waste/scrap quality control data etc in the organization (Barnardin, 2003: 169; Kyprianou and Kasket in Cowling and Mailer, 1998: 66). Thus, in organizational needs analysis the organization's objectives, the efficiency of the organization, the organization culture, productivity and turnover of employees have to be examined to achieve the desired results through training and development.

According to Harris and DeSimone (1994: 99), results of a task analysis typically include "standards of performance, how tasks should be performed to meet these standards, and the knowledge, skills, and abilities (KSAs) and other characteristics employees need to meet the standards."

As Kyprianou and Kasket in Cowling and Mailer (1998: 68), the sources of data for person analysis could be directly observing job performance, reviewing supervisory evaluations of performance, using diagnostic tests such as written ability tests comparing, complaining behavior of well performing employees with those of poorly performing employees, and discussing with employees their individual job performance and factors that may inhibit that performance. In general, as Wills (1995: 21) "needs identification has to balance corporate demands, policies and strategies, as well as individual and organizational requirements." Training and development has to be in place whenever employees lack the required knowledge, skill and ability and when it could be corrected through training.

Organizations have to be sure that training is a remedy as it is applied appropriately when employees are in lack of the desired competence that fit to the current situations. That is why Cartwright et al (1998: 86) warn employers saying that "when deciding training needs, remember that training is not a reward: it should be there to aid both organizational and personal efficiency and effectiveness." In this regard Dessler (2003: 229) has noted that "distinguishing between can't do and won't do problems is the heart of performance analysis."

Despite its importance, many organizations do not perform needs analysis as frequently or as thoroughly as they might (Harris and DeSimone (1994: 92). They pointed out some of the reasons for their unwillingness as follows:

1. Needs assessment can be difficult, time consuming process.
2. Action research is valued i.e. managers often decide to use their limited resources to develop, acquire and deliver HRD programs that to conduct an activity they see as a preliminary study.
3. The incorrect conclusion that needs assessment is unnecessary since available information already specifies what an organizations needs are.
4. Lack of support for needs assessment.

Therefore, all the above factors should be considered when promoting needs assessment. In addition, the appropriate resources have to avail for needs assessment purposes in order to make the training and development activities effective and worthwhile.

2.6. Designing and Implementation of Training and Development Programs

The traditional approach to devising training plans focuses on the need to determine clear aims and objectives which are relevant to the learners concerned and enable the performance gap to be bridged (Marchington and Wilkinson, 2000: 189). When devising training plans, as Attwood and Dimmock (1996: 103) put, the overall objectives of the training program, when and where should it take place, the contents of the training, the appropriate training methods used, and the responsible bodies that undertake and administer the training should be taken in to consideration.

It is therefore necessary to bear in mind that when designing training and development all the required components/inputs considered, the management and administration aspects identified, and the responsibilities have to be clearly defined. These actions will provide successful implementation of training and development.

Therefore, a successful training program implementation should apply principles of learning. As Noe et al (2007: 240) suggests, “effective training communicates learning objectives, presents information in distinctive and memorable ways, and helps trainees link the subject matter to their jobs.”

When designing and implementing the training programs, as Harris and DeSimone (1994:90) four activities have to be accomplished: selecting the person to deliver the program; selecting and developing the content of the program; scheduling the program; and implementing or delivering the program.

2.7. Methods of Training and Development

There are numbers of training methods that can be used to train and develop employees or managers, ranging from the relatively unstructured and informal to the carefully programmed and structured. Though they do have their own nature and meaning, their advantages and disadvantages, it is important to recognize that no one method is inherently superior to any other, but that different methods are suitable for different sets of circumstances (Marchington and Wilkinson, 2000: 193). This implies that each training and development methods have their own important values if individuals use them correctly and appropriately based on the situation demanded.

Training methods can be analyzed in different distinct categories. For example, Ghosh (2000: 210) and Davar (1976: 131) have analyzed the training and development methods in four distinct categories, namely i) the telling method ii) the showing method iii) the role playing method, and iv) the discussion method, where as Bernardin (2003: 173) divides the training methods in to two categories:

1. Methods that are primarily informational or transmittal in nature, i.e. they use primarily one way communication in which information is transmitted to the learners. Accordingly lecture, audiovisuals, independent study and program instruction are under this category.
2. Methods that are experiential in nature, i.e. the learner inter acts with the instructor, a computer/simulator, customers or other trainees to practice the skill. Experiential methods include: on-the-job training (OJT), computer-assisted instruction (CAI), equipment simulators, games and simulations, case study or analysis, role playing, behavioral modeling and sensitivity training.

According to Saiyadain (1988: 223) and Prokopenko (1998: 119) the choosing of training and development method or a mix of methods is a function of a number of considerations:

1. The purpose of training is an important consideration in the choice of methodology.
2. The nature of contents often determines the nature of methodology.
3. The level of the trainees in the hierarchy of the organization also determines the nature of the methodology.
4. Cost considerations have to be taken into account while deciding on methods of training.
5. Appropriate media for delivery of the training in the most efficient manner and at minimum cost have to be also considered while deciding on methods of training and development (Prokopenko, 1998: 120).

Therefore, the selection of training and development methods should depend on advantages obtained when compared to the inputs, processes and outputs. Concerning the place where training and development should take place , Armstrong in Analoui (1999: 160) has identified three places where training can take place in organization/company, on-the-job, off-the-job and external locations. Analoui, however, argue that the most useful classification has to be based on the proximity of training location to the actual work place as a major criterion and suggests two basic categories, namely on-the-job and off-the-job training and development.

On-the-job training is a widely used method where the trainee is in both the physical and social environment of the work place-simultaneously involved in the process of acquiring both the technical and social requirements of the job (Assey in Analoui, 1999: 161). OJT includes job rotation, job enrichment, secondment, coaching, mentoring, special projects, and planned exercises (Kempton, 1995: 119).

OJT is the most popular method of learning having many advantages either to the organization or to the trainees themselves. As regards to the advantages of OJT, Dessler (1994: 244) and Beach (1970: 387-388) have listed the following: the trainee will have opportunities to practice immediately; the trainee will have immediate feedback; it is relatively inexpensive; trainees learn while producing; and there is no need for expensive off-job facilities like classrooms and programmed learning devices.

However, the disadvantages of using OJT are: the training given may be piecemeal and not properly planned, and the trainee gains a fragmented picture of the organization; the trainer may not have sufficient knowledge of the processor expertise in instructional techniques; errors may be made by the trainees while they learn; and low productivity will occur while the employees develop their skills (DeCenzo and Robbins, 1988: 248).

It is therefore advantageous to use OJT methods as they provide dual benefits: to the trainees to develop their competencies, and to the organization to increase their capacities for farther competition and development.

The other type of training method is off-the-job training where the employee is sent to another location outside the organization to learn a skill or acquire important knowledge (Gomez-Majia, Balkin and Cardy, 2005: 437-438). It includes (1) lectures and demonstrations (2) simulations, role plays and games (3) self-study (4) attending external courses (5) conference or discussion.

The advantages of off-the-job training are: specialists can be used to instruct the employees; training can be more concentrated; and it can be less stressful.

The disadvantages of off-the-job training are: there may be no direct link between the training and the job; it is usually more expensive as compared to

OJT; and employees can't work while they are being trained (Snape, Redman and Bamber, 1997: 74-81).

2.8. Effectiveness of Training and Development Programs

Evaluation is the final formal phase of the employee development process that takes place at two levels, to determine if the various training programs were successful, and to assess the extent to which the overall employee development process met its goals (Heneman et al., 1989: 443). As Analoui (1999: 162) a systematic evaluation process can be achieved with two important purposes: "the first one is to find out how far the training program has achieved its original training objectives for the need of the organization, and second, to determine the extent to which individual objectives are achieved."

As the above authors, evaluation is one of the processes of training and development by which the objectives of training and development are measured whether these objectives are met or not based on the needs of the organization or the employees.

Evaluation as defined by Goldstein in Harris and DeSimone (1994: 167) is "the systematic collection of descriptive and judgmental information necessary to make effective training decisions related to the selection, adoption, value, and modification of various instructional activities". As Harris and DeSimone (1994: 167) have pointed out, evaluation involves "the systematic collection of information according to a predetermined plan or method to ensure that the information is appropriate and useful". Bernardin (2003: 180) says that evaluation also "involves the collection of information on whether trainees were satisfied with the program, learned the material, and were able to apply the skills back on the job." Therefore, evaluation is done before, during and after training and development so that the information gathered at these

stages help to improve the quality and effectiveness of training and development for the organization.

As Saiyadain (1988: 230) puts, "evaluation of training effectiveness is that most critical phase in not only assessing the quality of training imparted but also to see what future changes in training plan should be made to make it more effective."

Many authors have identified a number of purposes of evaluation within the organization (Phillips in Harris and DeSimone, 1994: 167-168; and Basarab and Root, 1992: 6-7). Basarab and Root (1992: 6-7) have pointed out the following main purposes of the training evaluation process:

1. To identify whether a training program is accomplishing its objectives.
2. To benefit those who sponsor training programs.
3. To decide if participants are behaving more effectively on the job and if that behavior is a result of the training.
4. To identify whether training contributed directly to the participants' improved job performance or whether the improved job performance was due to environmental changes in the work situation.
5. To identify learning from the course program that is actually being used in the work situation or to identify learning that is non-applicable to the work situation and should be eliminated.
6. To find if training contributed to a more effective and efficient business organization.
7. To identify strengths and weaknesses in the training process and the reasons or causes of those strengths and weaknesses.
8. To find the cost/benefit ratio of a training program.
9. To decide who should participate in future training programs.
10. To identify which participants benefited the most and which benefited the least from the course program.
11. To decide if the course program has both merit and worth.

12. To establish a data base that can help management in making decisions.

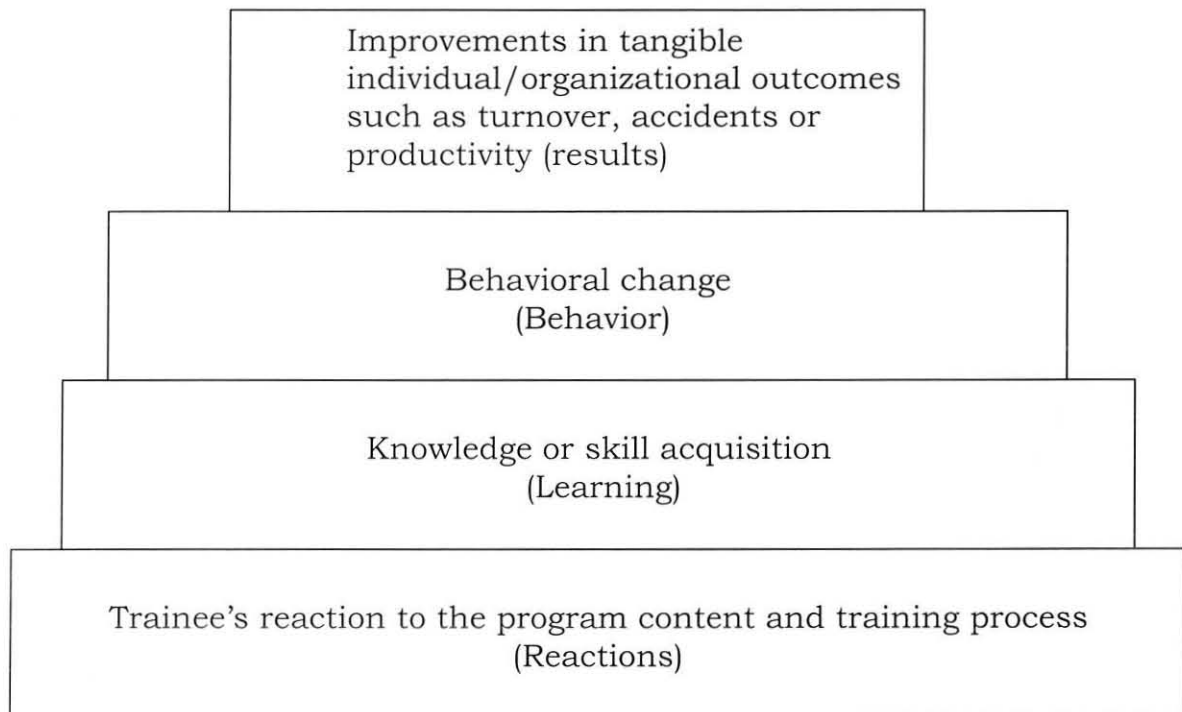
Given its importance above, evaluation process has to be practiced regularly and has to be conducted carefully to bring about the intended results required. However, evaluations, is not done more frequently in some organizations. As Harrison and DeSimone (1994: 169) put, the reasons might be (1) because those associated with program may be afraid of criticism and program cuts if the evaluation shows that the program was not effective (2) evaluation may require time, resources and expertise that the may not have or may not be willing to expend, and (3) many factories or organizations beyond the program itself (including the economy, equipment, policies and procedures, other human resource factors, and resource availability) can affect whether employee performance improves, thus making it difficult to evaluate the impact of training.

However, as Kempton (1995: 123) suggests, training effectiveness can be measured by validation and evaluation, and he defined validation as:

Validation is the assessment of whether training has achieved its prescribed objectives. Internal validation assess whether the training intervention has achieved what it was designed to do. External validation assesses whether the training intervention was based on an accurate identification of training needs.

Though, evaluation is a difficult process, it is used to evaluate training effectiveness based on the employees reactions, learning, job behavior, organization and ultimate value (Rao and Rao, 1990: 280, and Kempton, 1995: 124-125). This is the "Kirk Patrick" model which is the most widely used in evaluating training (Megginson, 1981: 223; Harris and DeSimone, 1994: 171, and Kempton, 1995: 124-125).

Rao and Rao (1990: 279-281) have identified Kirk Patrick's Hierarchical Model of Training Outcomes as follows:



Source: Kirk Patricks Hierarchial Model of Training Outcomes, page 279

The other types of evaluations are formative evaluation and summative evaluation which are done by supervisors and managers, in which the former provides information to the staff for purposes of improving the course program during its development and implementation; and the latter provides information to show the merit and worth of a training program (Basarab and Root, 1992: 7).

There are however, some problems in evaluating training and development programs. In this regard, Truelove and Reilly in Melaku (2004: 37) have listed the following:

- i. Resistance to evaluation of training and development programs happens to come either from the training staff, the trainees or from sponsoring bodies.

- ii. Evaluation is an expensive activity that requires much money and time. Therefore, there could be reluctance in undertaking evaluation.
- iii. Trainers may lack the knowledge, skill and incentive to evaluate.
- iv. Undertaking evaluation activities, designing, collecting data, analyzing, etc, may take a long time depending on the nature of the training and development programs.

Therefore, essential ingredients for a successful evaluation are: i) support through out the evaluation process in human resources, time, finance, equipment and availability of data, records and the like ii) existence of open communication channels among top management, participants and those involved in providing data, and iii) existence of sound management processes are required (Rao and Rao, 1990: 281).

2.9. Management Training and Development

Management development is a systematic process of growth and development by which managers develop their abilities to manage (Rao and Rao, 1990: 292). It is concerned with developing the attitudes and skills necessary to become or remain an effective manager (Rue and Byars, 2003: 233). According to Armstrong (1996: 129) management development is about "improving the performance of existing managers, giving them opportunities for growth and development, and ensuring, as far as possible, that management succession is provided for."

According to the definitions above, managers have to be given opportunities to develop their skills, knowledge and attitude in order to make them competent enough to the required situations. Hence, favorable conditions have to be set for a manager, as Armstrong (1996: 129) cites what McGregor wrote about:

The job environment of the individual is the most important variable affecting his development. Unless the environment is conducive to his growth, none of the other things we do to him or for him will be effective. That is why the "agricultural" approach to management development is preferable to the "manufacturing" approach. The latter leads, among other things, to the unrealistic expectations that we can create and develop managers in the classroom.

However, there is an argument on for and against training to managers. According to Oldcorn (1996: 142) and Cowling and James (1994: 93), the reasons for arguments against include: it costs too much; once trained they will leave; once trained they will be discontented; once trained too many questions will be asked. The arguments for are: the increasing complexity of organizations requires that managers have to be knowledgeable about more and more things to be effective; managers have to understand, or have a thorough working knowledge of, all aspects of the part of the organization for which they are responsible; without adequate preparation for high levels of responsibility, managers can be promoted beyond their level of competence; only if managers have some understanding of other parts of the organization will they be able to communicate with each other and gain their trust and good will; the environment is changing so fast that it is not reasonable to expect the managers to keep up-to-date in all the things they should be up to date on: an out-of-date manager being a dangerous animal.

In support of the need for training and development for managers, Snape, Redman and Bamber (1997: 71-72) have mentioned the following reasons as to why organizations invest in management training and development:

1. It reduces the need to recruit skilled managers from outside the organization and may induce loyalty to the organization and reduce turnover.
2. An organization with a good reputation for training and development is often able to attract the best recruits.
3. In today's uncertain corporate environment, organizations increasingly rely on having flexible staff that is able to respond to change, so that managers may need training through out their careers.

There are mainly two types of techniques by which managers can acquire the knowledge, skills and attitudes: one is through formal training and the other is through on-the-job training (Rao and Rao, 1990: 297). As these authors,

some of the important on-the-job training techniques are coaching, job rotation, understudy and multiple management; and some of the off-the-job training techniques for managers include the case method, incident method, role playing, basket method, business game, sensitivity training, grid training simulation, conferences, and lectures. In addition to these Snape, Redman and Bamber (1997: 74-82) have added other techniques like computer-assisted learning, action learning, out door training, and mentoring.

As Rao and Rao (1990: 303-304) noted, the success of any management and training programs largely depends on the selection of the techniques, and hence, a combination of the techniques should be used if they are suitable to the objectives intended for effective realization of the programs.

Before implementation of the techniques, their suitability, their cost-effectiveness and even their differences have to be well understood. As regards to this, for example, Rao and Rao (1990: 297) have noted the differences between coaching and counseling as follows:

Coaching involves a discussion between the boss and his subordinates of areas concerned with the man's hopes, fears, emotions, and aspirations. It reaches into very personnel and delicate matters. To be done correctly, counseling demands considerable background and ability on the part of the counselor. If carried out poorly, it may do considerable damage.

As explained above, therefore, management training and development techniques have to be critically analyzed, and appropriately put into practice in order to make the management training and development techniques effective and fruitful.

2.10. Organizational Aspects of Training and Development

As observed in some organizations/companies, training and development is a function of human resource department, while in others it is a separate department. The organization strength of a training and development section

or department depends on the organizational structure of the company/organization and/or personnel department. Therefore, a training program should be much better effective if it is well organized and based on the size of its staff members, one person or unit in the organization is to be made responsible for training (Jucius, 1963: 274). As this author in small organizations/companies, a line executive will have to be given the responsibility to do the tasks of planning, organizing and evaluating the training program, where as in large companies/organizations the personnel manager or a training director should be assigned to do these tasks.

However, there may be obstacles or issues that may act as impediments to training and development that include the cost of training, lack of motivation or awareness, time constraints, and lack of top-management commitment. This implies that organizational approaches to training and development determine its effectiveness .So that as Anderson (2000: 53) suggests the following impacts on effective training should be taken into consideration: organizational acceptance of training; organizational commitment to training; the level/degree of resources allocated; and the value attributed to training.

As it is suggested above, resources (money, facilities materials and expertise), the climate within the organization, and the environmental constraints that include legal, social, political and economic issues have to be taken into account in training and development organizational aspects. Therefore, the allocation of budget, availability of resources and positive attitude of managers towards training and development has to be ensured, and human resources department/unit along with qualified staffs has to be established in organizations.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation and analysis of the data collected from employees (non-managers) and managers of the sample organizations in South Wollo administrative region at the zonal level.

The data were collected through questionnaires consisting of both open-ended and close-ended questions, document analysis and focus group discussion which are quantitatively and qualitatively described.

Before dissemination of the final questionnaires, 15 questionnaire copies were distributed to a pilot-test in two organizations (Capacity building and Education department). The selection of these organizations was arbitrary because they are assumed to represent the sample organizations to be studied and the intention was only for testing. Then, the questionnaires were collected and reviewed. Having some important ideas and comments some corrections were made and the final questionnaires were prepared.

After contacts were made with 13 organizations' head or representatives, questionnaires were distributed to each sample organization. The type of items or questions distributed were the same for both managers and non-managers, but a difference was made in the focus group discussion which was carried out among organization's executives or heads to get their particular suggestions, opinions and comments.

To make the analysis convenient, items that have relationships with each other were identified. Hence, different tables were designed taking into consideration the first part be the background or bio data of the respondents. The second part, probably the most important one that enables to get

suggestions, opinions and comments of the respondents, was followed and responses were tabulated in the respective tables.

Based on the information given above the presentation, analysis and interpretation of data is made as follows:

3.1 Characteristics of the Respondents

This section deals with the bio data of the respondents. It consists of sex, age, position, year of service and academic qualification which are thought to be important variables in the study.

Table 1: Characteristics of the Respondents

Variables	Characteristic Categories	Respondents	
		No	%
Sex	a. Male	126	72
	b. Female	49	28
	Total	175	100
Age	a. 25 and below	12	7
	b. 26-35 years	56	32
	c. 36-45 years	62	35
	d. 46 years and above	45	26
	Total	175	100
Present position	a. Executive /cabinet member/	5	3
	b. Department head and cabinet member	3	2
	c. Zone organization department head	3	2
	d. Unit head	6	3
	e. Unit deputy head	0	0
	f. In-organization department head	2	1
	g. Expert	92	53
	h. Staff member	64	36
	Total	175	100
Years of service in the organization	a. 5 Years and below	85	48
	b. 6-10 years	22	13
	c. 11-15 years	11	6
	d. 16-20 years	24	14
	e. 21 years and above	33	19
	Total	175	100
Academic Qualification	a. Below grade 12	4	2
	b. Grade 12	35	20
	c. College diploma	73	42
	d. First degree	54	31
	e. Second degree and above	9	5
	Total	175	100

In item number 1 above, male respondents constitute 72% and females 28%. Female respondents are less in number as they were employed in government organizations. This effect may be due to lack of supports and encouragements given to them or females might not get the opportunity to be employed at the government organizations as few graduate from educational institutions.

Considering the age of the respondents, 12 (7%) lies under the range of below 25 years. The next large number 56 (32%) of the respondents age lies from 26-35 years category, and the larger number 62 (35%) lies from 36-45 years category, while 45 (26%) of the respondents were aged from 46 and above years category. This implies that most of the employees in the zone organizations are at the productive level.

As revealed in item number 3, the study is based on workers who are employed at the government organizations, and the zone cabinet members are included to have their particular suggestions, opinions and comments on the research works when necessary. So, it is observed that most of the respondents in the study were experts (53%) who are professionals that might do the questionnaire effectively. The next large numbers (36%) were the staff members.

Concerning the services, those who are serving 5 years and below are found to be 85 (48%) who seem to be with no more experience. However, this may not be true as their age told us but the reason may be due to transfers and reassignments as the business process reengineering is put in place in some organizations of the zone. On the contrary, the next large number of respondents is 33 (19%) who may have rich experiences as is asserted in the literature.

In terms of qualification, 73 (42%) of the respondents are diploma holders, 54 (31%) are degree holders, 9 (5%) are second degree holders. The rest 39 (22%)

are grade 12 and below. These qualification levels imply that based on their position and qualification levels employees have to be given training and development for strengthening their competency levels. So that it is possible to say that the respondents were mature enough to rely on the information they have supplied.

Table 2: Employees' Familiarity with Training and Development

No	Items	Employees (non-managers) N=158		Managers (N=17)		Total	
		No.	%	No.	%	No	%
1	Did you receive any training and development in the last 5 years?						
	1. Yes 2. No	78 80	49 51	16 1	94 6	94 81	54 46
2	How often did you receive training and development?						
	1. Once	27	35	2	13	29	31
	2. Twice	18	23	9	56	27	29
	3. More than twice	33	42	5	31	38	40
3	If your answer to item 1 is no, the reason might be:						
	1. Had no desire to repeat course already taken.	6	7.5	1	100	7	8.64
	2. My manager did not let me participate	7	8.75	1	100	8	9.87
	3. Priority was given to training policy of organization	12	15	-	-	12	14.81
	4. Lack of resources	30	37.5	1	100	31	38.27
	5. Organization did not carry out any training	13	16.25	-	-	13	16.05
	6. No training was given relevant to my job	53	66.25	1	100	54	66.67

As indicated in item 1 above, 80 (51%) of employees (non-managers) did not receive training and development in the last five years, but 78 (49%) did. On the contrary, the great majority of managers (i.e.94%) received training and development. This clearly shows that managers comparatively spending got

better opportunity to training and development than non-managers. This shows that more emphasis is given to individuals in management positions.

Regarding the length of time respondents have received training and development, majority of the employees (42%) have taken more than twice while 23% and 35% have taken twice, and once respectively. Unlike to non-managers, 56% of managers have taken training and development twice followed by 31% and 13% of managers who have participated more than twice and once respectively.

The reasons as to why employees did not receive training and development are because of the fact that there was no training given in respect to their jobs as 53 (66.25%) of the employees and 1 (100%) of the managers have asserted. It is because of lack of resources for training and development programs in their organizations as that of 30 (37.5%) of employees and 1 (100%) of the managers have assured. However, any of the managers have said nothing on some other reasons though non-managers (16.25%) have assured that they did not receive any training and development because their organization did not carry out training and development, and prior opportunities were given to others rather than to themselves based on their organizations' training priority systems. Both non-managers and managers have agreed that lack of resources have been the major obstacle to carry out training and development programs.

Table 3: Views toward Training and Development

No	Item	Group	Rating Scales					X	U test	P
			1	2	3	4	5			
1	Enhanced organizational commitment, team effort and customer relations	1	7	5	64	51	20	3.49	919.000	0.057
		2	0	0	5	8	4	3.94		
2	Helped to improve the quality of organization services/products	1	3	9	62	60	13	3.48	962.000	0.094
		2	0	1	4	9	3	3.82		
3	Helped to solve problems caused by knowledge, skill and attitude obsolescence	1	2	20	57	55	13	3.39	1012.500	0.173
		2	0	0	7	8	2	3.71		
4	Enabled the organization to continuous existence and competition	1	2	21	66	46	12	3.31	982.000	0.124
		2	1	0	7	5	4	3.65		
5	Contributed little in solving practical problems	1	2	37	52	48	8	3.16	1146.500	0.560
		2	1	5	5	5	1	3.00		
6	Expenses incurred outweighed its advantage	1	26	69	37	12	3	2.30	773.500	0.006
		2	7	9	0	1	0	1.71		

As revealed in table 3, to investigate the reactions of employees (non-managers and managers) toward training and development, a Likert Scale consisting of rating scales strongly disagree= 1; disagree=2; fairly agree= 3; agree= 4; and strongly agree=5 was used. Then the mean scores of the two groups and the Mann-Whitney U test was calculated by SPSS system. The calculated U value in a two-tailed test was considered statistically significant when $P \leq 0.05$.

As depicted in item 1, the mean scores registered for non-managers 3.49 and for managers 3.94 show that there is view difference between non-managers and managers toward training and development in enhancing organizational commitment, team effort and customer relations in their organizations. However, in the calculated U value (0.057), there is no statistical significance between opinions of non-managers and managers as this value is greater than $P=0.05$. Therefore, it can be concluded that there is no evidence in perception difference between the two groups.

Regarding to item 2, it is observed that the non-managers and managers did not have the same view on training and development in helping to improve the quality of organization services/products as evidenced in the mean scores of 3.48 and 3.82 respectively. On the other hand, the calculated U value (0.964) is greater than $P \leq 0.05$. As a result, it can be concluded that there is no statistical evidence on view differences between non-managers and managers on training and development in improving the quality of organization services/ products.

As revealed in item 3, non-managers and managers did not have the same reactions on the effect of training and development to solve practical problems caused by knowledge, skill and attitude obsolescence's as evidenced by the mean scores of 3.39 and 3.71 respectively. However, the calculated U value (0.173) in a two-tailed test is greater than the critical value $P \leq 0.05$. Therefore, it can be concluded that there is no significant difference in opinions between non-managers and managers on training and development in solving practical problems caused by knowledge, skill and attitude obsolescence.

As the calculated mean values 3.31 and 3.65 for non-managers and managers respectively, a difference in view is observed between non-managers and managers on training and development in ensuring the organization to continuous existence and competition. But the calculated U value (0.124) is

greater than $P \leq 0.05$. This indicates that there is no significant difference between the two groups. Hence, there is no evidence to conclude that one group has viewed more on the need of training and development for organization's existence competitively.

In item 5, the mean scores of the two groups, non-managers and managers (3.16 and 3.00) respectively do not show agreement on the contribution of training and development in solving problems. However, the calculated U value (0.560) is greater than $P \leq 0.05$. So, there is no significant difference in views on training and development contribution to solve practical problems in organizations. Therefore, it can be concluded that there is no evidence in views difference between the groups on the contribution of training and development to solve practical problems in organizations.

As to item 6, the expenses incurred and the advantages obtained from training and development were compared and contrasted. The calculated mean values 2.30 for non-managers and 1.71 for managers have shown that there is opinion difference between the two groups. Similarly, the calculated value (0.006) shows that there is statistical significance as $P \leq 0.05$. So, it can be concluded that there is a statistical difference between the rankings of the two groups that non-managers views on expenses incurred to training and development is higher than its advantage. This is an indication that the need to training and development as investment in organizations is not fully recognized by all employees. But it has to be noted that spending money on training and development is investing on human beings and their organizations for continuous existence. So advantages obtained from training and development is more than expenses incurred to it.

Table 4: Training and Development Needs Assessment

No	Item	Non-managers (N=158)		Managers (N=17)	
		No	%	No	%
1	Is there a training and development needs assessment in your organization? 1. Yes 2. No 3. No response	40 110 8	25 70 5	10 7 -	59 41 -
2	If your answer for question 1 is "yes" who participated in needs assessment? 1. Each individuals 2. Top-level managers 3. Immediate supervisors	12 16 12	30 40 30	4 4 2	40 40 20
3	When did the training and development need assessment start in your organization? 1. Before 5 years 2. Before 2 years 3. This year 4. Donot know	13 7 8 12	33 17 20 30	4 5 1 -	40 50 10 -
4	Which of the methods below were used to assess? 1. Performance appraisals 2. Observations 3. Group discussions 4. Annual performance review	27 23 17 20	67.5 57.5 42.5 50	6 4 8 4	60 40 80 40

Four items were presented to be responded by the respondents concerning the presence, starting time, participants and the methods employed in the course of needs assessment in their respective organizations. As indicated in item 1, most non-managers (i.e. 70% of the respondents) have assured that there was no training and development needs assessment in their respective organizations. On the contrary, 10 (59%) of the managers have said that need assessment is practiced. However, as this is investigated in the focus group discussions, a need assessment is made by the regional bureaus level based on the information obtained from zonal organization heads. This does not involve the employees that mean that need assessment of training and development is not made in organizations at the zonal or at the Woreda levels.

Concerning the participants in training and development needs assessment, 40% of the employees and managers agreed that top-level managers were exposed to training and development needs assessment. The next large number, 30% of employees and 40% of managers have said that each individuals from organizations participated in training and development needs assessment. On the other hand, 30% employees and 20% of managers have said that immediate supervisors participated in needs assessment. In general, some respondents thought that managers did the needs assessment, but managers proved that no needs assessment was made at the zonal level or below when they were talking about it in the focus group discussion.

As regards to item 3, 13 (33%) of employees and 4 (40%) of managers have said that needs assessment in their organizations has been started before 5 years. On the other hand 17% of the employees and 50% of the managers have revealed that training and development needs assessment have started before 2 years, while 20% of the employees and 10% the managers have said that needs assessment in their organizations have been started this year. The rest 30% of the employees do not know when needs assessment is started in their organizations. This indicates that if there were training and development needs assessment, they would involve in it. So, this implies that there is no needs assessment for training and development programs in organizations.

The methods used to assess the training and development needs assessment were mostly performance appraisal as 37.5 % of non-managers have described. Following is through observations and annual performance review as 57.5% and 50% of the non-managers have revealed. But 80% of managers have said that group discussions were used as methods for needs assessment purposes, while some (40%) have said annual performance reviews were used. As discussed in the focus group discussion, the above methods of training and development needs assessment were used by the zone managers when

they were asked to report to the regional bureaus to send employees for different training and development purposes.

In addition to the methods used to assess training and development needs assessment described above, field reports and questionnaires were used as few of the respondents have pointed out. Adding to this, to introduce new procedures and systems for new recruits, some organizations have selected these employees for training and development.

For a question, “why needs assessment is not conducted in your organization?”, some respondents forwarded some reasons such as lack of budget, lack of awareness and attention, lack of plan and skilled manpower, lack of training and development structure, needs assessment is only done at the bureau’s level, inefficiency of the managers, work load and unknown reasons have been mentioned.

Table 5: Prioritizing Training and Development Needs

No	Item	Non-managers (N=158)		Managers (N=17)		Total	
		No	%	No	%	No	%
1	Are priorities made to the limited resources (funds) available for training and development in your organization?						
	1. Yes	41	26	11	65	52	30
	2. No	28	18	6	35	34	19
	3. Do not know	79	50	-	-	79	45
	4. No response	10	6	-	-	10	6
2	If "Yes", to which is priority given?						
	1. Top managers	13	31.7	3	27.2	16	30.8
	2. Supervisors	5	12.2	2	18.2	7	13.5
	3. Middle managers	9	22	2	18.2	11	21.1
	4. First line managers	1	2.4	2	18.2	3	5.8
	5. Experts	11	26.8	2	18.2	13	25
	6. Non experts/clerical staffs	2	4.9	-	-	2	3.8
3	What are the main factors considered for a priority purposes?						
	1. Legal factors	23	56.09	5	45.45	28	53.84
	2. Political Factors	30	73.17	6	54.54	36	69.23
	3. Competency factors	41	100	6	54.54	47	90.38

Even though training and development needs assessment was not largely conducted in the zone organizations, by one way or another trainees were selected for training. In this regard, 3 questions were asked about prioritizing training and development needs by the organizations for existing resources to training and development.

As indicated in table 5 item 1, some employees (non-managers) and managers (26% and 65% respectively) revealed that for the selection of trainees to training and development, priorities were made to the existing resources (funds) in their organizations.

On the contrary, however, 18% of employees and 35% of managers expressed that priorities were not made to the existing resources of their organizations. On the other hand, 50% of employees did not know whether priorities were made or not. This shows that since there was not training and development

needs assessment, there were not priorities made to the existing resources in organizations.

In item 2, as confirmed by 31.7% of employees and 27.2% of managers, training and development prior opportunities were given to managers in organizations. Some opportunities were also given to experts as confirmed by 26.8% of employees and 18.2% of managers. Middle managers have got priorities next to experts as is expressed by 22% and 18.2% of employees and managers respectively. Though both employees and managers agreed upon the above priorities to training and development programs, 2.4% of employees confirmed that first line managers did get training and development priorities, and 18.2% managers agreed to this. On the other hand, 18.2% employees have said that training opportunities were given to non-experts or staffs of the organizations. In general, the implication is that training and development in those zonal organizations is restricted to certain parts (top-managers and experts) as compared to other workers.

Concerning to training and development priorities, 100% of employees and 54.54% of managers have assured that competency factors were taken into account, while 73.17% of employees and 54.54% of managers agreed that political factors were considered to give training priorities to employees. The remaining 56.09% of employees and 45.45% of managers have said that legal factors were considered for priority purposes. In general, employees and managers have agreed that for selecting trainees the first factors to be considered were competency factors, the second political factors and the third legal factors. However, some respondents pointed out that the selection of trainees is sometimes biased because of intimacy between some individuals and managers.

Table 6: Views on the Success of Training and Development

No	Item	Non-managers (N=158)		Managers (N=17)		Total	
		No	%	No	%	No	%
1	The extent that training and development has been successful						
	1. Highly	3	2	1	6	4	2
	2. Moderately	52	35	8	47	60	36
	3. Somewhat	54	37	3	18	57	35
	4. Not successful	39	26	5	29	44	27
	5. No response	10	6	-	-	-	-
2	If "somewhat and unsuccessful", the reasons						
	1. Absence of training and development Policy in the organization.	50	53.76	3	37.5	53	52.47
	2. Lack of resources including budget	93	100	3	37.5	96	95
	3. Failure of managers/leaders to take a Proactive role.	24	25.8	2	25	26	25.74
	4. Lack of professional staff capacity	31	33.33	2	25	33	2.67

Employees (non-managers) and managers were asked the extent to which training and development is successful in their organizations to investigate the factors that contribute to it. As confirmed by 54 (34%) of the employees, the success of training in their organizations is somewhat, and for 8 (47%) of the managers it is moderate. On the contrary, 39 (25%) of employees and 5 (29%) of managers proved that training and development in their organizations was not successful, while 33% of employees said that it was moderate and 18% of managers agreed that it was somewhat successful. Only the rest of 2% of employees and 6% of managers replied that the extent of training and development is highly and most of the respondents' responses have shown that training and development in organizations is not successful.

As evidenced by 100% of employees and 37.5% of managers, lack of training and development resources for the organization was attributed to somewhat and unsuccessful training programs. Besides, absence of training and development policy in the organization, lack of professional staff capacity and failure of the managers/leaders to take a proactive role were respectively identified by 53.76%, 33.33%, 25.8% of employees, and 37.5% and 25% of

managers. In addition, 24 (25.8%) of the employees replied that weaknesses to effectively mobilize the organization resources have contributed to some extent to the ineffectiveness of training and development in organizations.

Table 7: Participation of Employees and Managers in Training and Development Programs

No	Item	Employees (N=158)		Managers (N=17)	
		No	%	No	%
1	Have you attended any training and development programs in the last 5 years?				
	1. Yes	85	54	15	88
	2. No	71	45	2	12
	3. No response	2	1	-	-
2	If "yes" which program did you attend?				
	1. Information technology training	11	12.94	5	33.33
	2. Diversity awareness training	7	8.23	1	6.66
	3. Sexual harassment training	16	18.82	7	46.66
	4. Government policies and strategies awareness training	49	57.64	15	100
	5. Organizational development training	7	8.23	1	6.66
	6. Strategic planning training	23	27	7	17
	7. Organization policies and strategies awareness training	26	30.58	6	40

As indicated in table 7, respondents were asked whether they have attended any training and development programs or not. Accordingly, 85 (54%) of employees and 15 (88%) of managers assured that they did and the remaining 71 (45%) and 2 (12%) did not respectively.

Concerning the programs to which respondents have attended, 57.64% of employees and 100% of managers were involved in government policies and strategies awareness training. The next programs in which respondents participated were strategic planning trainings and sexual harassment trainings as 27% of employees had agreed up on. Organization policies and strategies awareness trainings were given to non-managers than managers as confirmed by 30.58% of non-managers and 40% of managers. However, it is observed that those that participated on information technology trainings were less as 12.94% of non-respondents and 33.33% of managers have

pointed out. Some have added that HIV-AIDS trainings were given to employees.

In general, it is possible to say that most respondents were not passed through trainings that helped them aware new technologies and systems to prevent their knowledge, skill and attitude obsolescence.

Table 8: Effectiveness of the program

No	Items	Employees (N=85)		Managers (N=17)	
		No	%	No	%
1	1. How effective was/were the training and development you attended?				
	1. Excellent	11	13	2	12
	2. Very good	31	37	6	35
	3. Good	25	29	7	41
	4. Fair	12	14	2	12
	5. Poor	6	7	-	-
2	2. What was/were the reasons for training and development became poor?				
	1. Poor needs assessment methods	3	50	-	-
	2. Poor designing/planning of training and development	5	83.33	-	-
	3. Poor management of training and development systems	6	100	-	-
	4. Lack of resource inputs for training and development programs	6	100	-	-

In table 8 above, as 37% of employees and 35% of managers, the training and development programs they have attended were very good, while 29% of employees and 41% of managers have said that the programs were good. Both non-managers and managers (12 and 13%) have marked the programs excellent. The rest 14% and 7% of employees have said the programs were fair and poor respectively, but managers were not agreeing to say.

As confirmed by some of the respondents, the effectiveness of their trainings were less satisfactory that the reasons may be possibly poor designing or planning of training and development programs as 83.33% of employees have

ascertained. The other reasons may be lack of resource inputs for training and development and poor management of training and development systems, and poor needs assessment methods as 100% and 50% of employees agreed up on respectively. This implies that systematic training and development methods are not in place in organizations.

The reasons forwarded by some employees as to why they were not attending any training programs were lack of budget for training and development, lack of attention and awareness by managers, and because trainings were not given unless they were thought to be important by managers as most respondents have suggested.

Table 9: Benefits Obtained from Trained Employees

No	Item	Group	Rating Scales					X	U test	P
			V.P 1	P. 2	Fa. 3	G. 4	V.G 5			
1	Improved services to external and internal customers	1	1	7	42	64	33	3.82	1127.500	0.484
		2	1	1	2	8	5	3.88		
2	Improved operations	1	2	3	43	73	26	3.80	1119.500	0.446
		2	0	1	3	9	4	3.94		
3	Improvements to the existing skill base	1	1	6	46	70	24	3.75	1026.000	0.194
		2	0	1	3	8	5	4.00		
4	The provision of a pool of well-skilled employees	1	2	6	52	63	24	3.69	1201.000	0.780
		2	0	1	6	6	4	3.76		
5	Increased motivation	1	1	10	47	55	34	3.76	1089.500	0.364
		2	1	1	2	8	5	3.88		
6	Retention of skills and experience in the organization	1	2	23	53	48	21	3.43	883.000	0.039
		2	0	1	4	7	5	3.94		

Non-managers and managers were asked to rate on the benefits of trained staff in the scales provided very poor=1; poor=2; fair 3; good=4; and very good= 5 on six items, and then responses were calculated in means and U tests. The significance of U value was considered statistically significant when $P \leq 0.05$.

As depicted in table 9 item 1 between the two groups, non-managers and managers, a difference in views is observed as the calculated mean scores of 3.82 and 3.88 respectively. As the calculated U value (0.484) in a two-tailed test is greater than the critical value, U is not significant as $P > 0.05$.

Therefore, it can be concluded that there is no significant difference in perception between the two groups on the benefits of training and development in improved services to external and internal customers.

Regarding the benefits obtained from trained staff in improving operations, a difference in view is observed between the two groups, non-managers and managers, as the calculated mean scores of 3.80 and 3.94 respectively. However, the calculated U value (0.446) is greater than the critical value showing that there is no significant difference in perception between the two groups on the benefits of training and development in improved operations.

As revealed in item 3, non-managers and managers disagreed as shown by the mean scores of 3.75 and 4.00 respectively on the benefits of training and development in the improvements to the existing skill base. The calculated U value $P=0.194$ is greater as compared to the significance level of 5% (0.05). This indicates that almost non-managers and managers had the same views on the benefits of training and development in keeping the employees knowledge, skill and attitude abreast to the current situations.

Regarding the benefits of trained employees in the provision of a pool of well-skilled employees, very little difference is observed between the two groups as confirmed by the mean scores of 3.69 and 3.76 respectively. The U test (0.780) in a two-tailed test has shown that there is no statistical significant between the views of two groups. It can be concluded that there is no significance evidence in perception difference on training and development benefits in the provision of a pool of well-skilled employees.

When employees, non-managers and managers, were asked whether trained employees have shown increased motivation, a difference in mean scores between the two groups, non-managers (3.76) and managers (3.88) were observed. Though a difference is observed in mean scores, the calculated U

value (0.364) is greater than the critical P value (0.05). It can be concluded that there is no significant perception difference between non-managers and managers on the benefits of training and development in increasing motivation. In this case, non-managers and managers almost agreed that the need for training and development is mandatory to motivate employees to do task better.

As to item 6, a difference in mean scores between non-managers and managers (3.43 and 3.94 respectively) is observed. The U calculated value (0.39) is less than the critical value (0.05) in the two-tailed test which is statistical significant. So, it can be concluded that there is a statistical difference between the rankings of the two groups, non-managers and managers, where managers' views on benefits of training and development for retention of skills and experience in organization was ranked higher than employees/non-managers.

Table10: Methods Employed for Training and Development

No	Item	Respondents (N=175)	
		No	%
1	Training and development method chosen based on :		
	1 The purpose of training and development	61	34.5
	2. The nature of the content	41	23.42
	3. The level of trainees	50	28.57
	4. The cost considerations	37	21.14
	5. No knowledge	57	32.57
2	The frequently applied methods were		
	1. Straight lecture	71	40.57
	2. Role play	14	8
	3. Case method	13	7.43
	4. Simulation techniques	5	2.85
	5. Group exercises	75	42.85
	6. Seminars, workshops and conferences	110	62.85
	7. Discussions	106	60.57
	8. exchange visits	69	39.43

- **Because of multiple responses the number of respondents is > N.**

Respondents were asked to reply on training and development methods in their organizations. As shown in table 10 item 1, training and development methods were chosen based on the purpose of training and development as 61 (34.5%) of the respondents. The next methods employed to choose training and development methods were based on the level of trainees, the nature of content and the cost considerations as 28.5%, 23.42% and 21.14% of employees had confirmed respectively. However, 57 (32.57%) of the respondents did not know how training and development methods were chosen. This implies that no more practice of training and development in the study organizations, and in those that used training and development utilized a systematic and clear application of training and development was not practiced.

As the practice of training and development methods have been assessed, seminars, workshops and conferences have been utilized more frequently as 110 (62.85%) of the respondents have ascertained. Next to this, the discussion method, group exercises, straight lecture and exchange visits have been utilized in their organizations as 106(60.57%), 75(42.85%), 71 (40.57%) and 69 (39.15%) of the respondents have assured respectively. The utilization of role plays (7.43%), case methods (2.85%) and simulation techniques (1%) is very low. Thus, it is possible to deduce that training and development methods are not utilized extensively as appropriately as possible based on the characteristics of the employees (non-managers) and managers on the nature of their jobs.

As to non-formal (on-the-job) training methods, the training approaches provided to employees (non-managers) were workshops and seminars, exchange visits and self-study as approved by 60.76%, 44.94% and 34.8% of employees respectively. Similarly, managers approved the same approaches as confirmed by 64.71% and 40.06% of them.

Mentoring, counseling and coaching are utilized on-the-job but at a different degree as 25.32%, 29.95% and 15.19% of the employees have asserted. On the other hand, 40.57% of managers confirmed that coaching and mentoring were the main approaches for trainings. Job rotation was practiced at a very low level as 11 (6.93%) of non-managers have approved, and it was non-applicable to managers. The implication is that different methods of on-the-job trainings are not exploited intensively based on the nature and type of training and development provided to employees or managers.

Table 11: Arrangement for Conduct of Training and Development

No	Item	Respondents	
		Non-managers and Managers (N=175)	
		No	%
1	Structure of training and development in organization		
	1. As a separate training and development department	28	16
	2. As a part of the general personnel and administration activities	29	17
	3. As one unit in the organization	16	9
	4. As one person representation	16	9
	5. No training and development unit at all	80	46
	6. No response	6	3
2	Responses on the fulfillment of the required manpower		
	1. Yes	8	29
	2. No	20	71
3	Responses whether or not experts have the required qualification in the fields relevant to training and development		
	1. Yes	3	11
	2. No	25	89
4	Qualification level of experts in the fields relevant to training and development		
	1. Certificate	3	10.71
	2. Diploma	12	42.85
	3. First degree	9	32.14
	4. Second degree and above	4	14.28
5	If no training structure, any responsible body represented for training and development		
	1. The manager or head of the organization	38	47
	2. An expert designated for this purpose	29	36
	3. Any individual assigned to this purpose	7	9
	4. Any other department, or section or unit established for building capacity purposes	6	8
6	Availability of budget allocation in the name of training and development		
	1. Yes	68	39
	2. No	74	42
	3. No responses	33	19

As the type of structure of training and development is one of the main determinant factors for the application of training and development in organizations, employees were asked to respond on the type of structure of training and development in their organizations as indicated in table 11 item 1. In this conviction, 80 (46%) of employees have said that no training and development unit at all in their organizations. Even for those that exist, 29 (17%) have said that it is as a part of the general personnel and administration activities. Those 28 (16%) said that training and development exists as a separate training and development department in their organizations, while 16 (9%) said training and development is structured as one unit, and as one person representation in their organizations.

Concerning the manpower for those organizations in which training and development is structured as a separate department, the department is not fulfilled with the required manpower as 20 (71%) of the respondents agreed and 8 (29%) of them disagreed. Even the qualification level, 42.85% with diploma holders, 32.14% with degree holders, 14.28% with second degree holders and 10.71% with certificate holders do not have the required qualification in the fields relevant to training and development as evidenced by 89% of the respondents' suggestions.

As most organizations do not have a separate training department, unit or any representative person, asking who is in charge of the training function is unavoidable. In this conviction, it is revealed that managers (heads of the organizations) have carried out the training function as confirmed by 47% of the respondents. Experts designated, individuals assigned, and any other department, section or unit established for capacity building purposes has carried out the responsibilities for training and development as depicted in the table by 36%, 9% and 8% of the respondents respectively. This means that in most organizations training and development aspects are decided by managers and no more involvement of employees.

There was poor budget allocation for training and development purposes in most organizations as 74 (42%) of employees assured and 33 (19%) do not want to response about it. Those 68 (39%) of employees assured that there was budget allocation in their organizations. As some of the respondents suggested, some of the reasons as to why budget was not allocated for training and development were: lack of budget, lack of attentions and for unknown reasons. However, as pointed out in the focus group discussion, training and development was planned at the bureau level and budget allocation was done there.

Table 12: Observed initiating Factors for Training and Development in Organizations

No	Factors	Respondents			
		Non-managers		Managers	
		Mean	Rank	Mean	Rank
1	Commitment of managers to training and development for specific employees on the basis of their contributions	3.31	6	3.88	5
2	New equipment/technology	3.93	1	4.43	1
3	New procedures and systems	3.80	2	4.18	3
4	Request/need from managers, senior managers and individuals to train all employees	3.36	4	3.65	9
5	New structures and relationships	3.51	3	4.12	4
6	Increasing turnover of experienced employees	3.18	8	3.80	7
7	Complaints of beneficiaries on the traditional activities of employees	3.09	10	3.71	8
8	Increasing number of grievances and/or disciplinary situations	2.92	11	3.41	11
9	Decrease in performance and results	3.15	9	3.87	6
10	Requirements of customers to improve the overall performance of the organization	3.34	5	4.25	2
11	Competitive activities of organizations	3.20	7	3.46	10
12	Higher incidence of absence	2.43	12	2.64	12
Rho= 0.79					

Twelve items were presented for respondents to express their opinions and feelings they think about each items. Then, the respondents were expected to prioritize and indicate their reactions whether they strongly disagree, disagree, fairly agree, agree or strongly agree, with each items given. For the sake of convenience, the responses are itemized and the mean of each item is calculated for values strongly disagree=1; disagree=2; fairly agree=3; agree=4; and strongly agree= 5 for responses of the employees (non-managers and

managers).Then the coefficient of correlation was computed based on Spearman rank correlation coefficient.

As a result, new equipment /technology with mean scores of 3.93 and 4.43 for non-managers and managers respectively stood first that it might be the potential trigger for training and development in their organizations. As ranked orderly with mean scores of 3.80, 3.51, 3.36 and 3.34 new procedures and systems, new structures and relationships, request from managers and individuals to train all employees, and requirements of customers to improve the overall performance of the organization are the potential triggers of training and development in organizations as non-managers observations. In a similar way, managers with a mean of 4.25, 4.18, 4.12 and 3.88 have noted that customer requirements, new procedures and systems, new structures and relationships, commitment to training and development for specific employees are the main initiating factors that force the organizations to put training and development in place. The difference for the rank order of factors by non-managers and managers is mainly observed on commitment to training and development for specific employees. This might be due to the fact that managers had given attention to their employees, where as non-managers to customer requirements.

Commitment to training and development for specific employees, competitors activities, increasing turnover of experienced employees, decrease in productivity/ output, customer complaints, increasing number of grievances, and higher incidence of absence respectively stood from sixth to twelfth with a decreasing rank of mean scores as the non-managers' responses. As the managers' reply, decrease in productivity/ output, increasing turnover of experienced employees, customer complaints, request from managers and individuals, competitors' activities, grievances and higher incidence of absence with mean scores respectively stood from sixth to twelfth in a

decreasing order. These ranks have shown that there is no further difference in views between non-managers and managers on the above listed issues.

On the other hand, the responses provided by the employees (non-managers) and managers coincide in some issues, for example in item 1, 11 and 12. In the remaining issues also no more difference is observed. This indicates that almost all employees agree on factors that cause the need for training and development in their organizations, and hence, those organizations which have not yet established training and development systems are obliged to put in place in their organizations.

The test of Spearman rank-order correlation coefficient ρ (rho) was applied to see the relationship between non-managers' and managers' perceptions on potential initiating factors that force their organization apply training and development into practices. Since $\rho = 0.79$, there is positive correlation in the rankings of the two groups. So, it is justified that there is a strong relationship between non-managers and managers views. As a result, it can be concluded that both groups share the same ideas on determinant factors that have to be overcome through training and development.

Table 13: Assessment of Training and Development Effectiveness

No	Items	Respondents (N=175)	
		No	%
1	Is evaluation of training and development conducted in a planned way in your organization? 1. Yes 2. No 3. Do not know	10 20 12	24 48 28
2	Is there a feed back mechanism on training and development evaluations? 1.yes 2.no	10 32	24 76
3	Is there any form of training and development effectiveness assessment in your organization? 1. Yes 2. No 3. Do not know	42 72 61	24 41 35
4	If your answer for question 1 is "Yes", the kind of evaluation applied is evaluation of : 1. development and implementation of training and development 2. merit and worth of training and development at the end of application 3. perceived value of training and development among trainees 4. costs and benefits of training and development to the organization	17 30 14 7	40.47 71.42 33.33 16.16
5	Evaluation of training and development is not carried out because: 1. Those associated with training and development are afraid of criticism 2. Evaluation requires time, resources and expertise the organ has not 3. The organization suspects improvements by training and development 4. There is resistance to evaluation of training and development from employees or managers 5. Trainers/ supervisors/managers lack the required knowledge, skill and abilities to evaluate	25 56 10 38 60	34.42 77.77 13.88 52.77 83.33

As discussed in the literature, the effectiveness of training and development has to be evaluated. The types of evaluation may be formative, summative or processes evaluation. Evaluation of trainees' reaction to the training program also provides the feedback about the progress of the training that helps the organization improve its training and development activities. In this regard 4

items were presented to employees to investigate the organizations' system of training and development evaluations.

As illustrated in table 13 item 1, though some respondents said that evaluation of training and development was done, the way they did was unplanned and not systematic as revealed by 20(48.7%) of the employees, and 12(28%) of them were not aware about it. On the other hand, 10(24%) of employees have agreed that there was planned evaluation of training and development in their organizations.

Regarding the feedback mechanism on training and development evaluations, most employees (76%) have assured that there was no any feedback mechanism. However, the remaining 24% of employees noted that there was a feedback mechanism in their organizations. On the contrary, the group discussants have agreed that there was no any feedback mechanism on training and development evaluations at all, although some organizations did by their own.

Regards to item 3, 72(41%) of the employees revealed that there is no any form of training and development effectiveness assessment in their organizations and 61(35%) of employees do not know about it. Only 42 (24%) agreed that there is training and development evaluation in their organizations. In addition, managers in the focus group discussions have assured that there is no any form of training and development evaluation at all at the zonal and Woreda levels. However, some organizations try to evaluate training and development in their own though it is not in detail and systematic manner.

In those organizations where evaluation of training and development is put in to effect, evaluation of merit and worth of training and development at the end of the application was tried out as marked by 30(71.4%) of the respondents. On the other hand, 17(40.47%) of the respondents replied that

evaluation of development and implementation of training and development is practiced, while 14(33.33%) of them said that evaluation of perceived value of training and development among trainees was done. The remaining 7(16.66%) have pointed out that evaluation of costs and benefits of training and development to the organization was put into practice.

7 Respondent were also asked why evaluation of training and development was not carried out in their organizations. The possible reasons identified by different literatures were provided for alternatives. As illustrated in item 5, the main possible reasons for not conducting training and development in organizations were because trainers/supervisors, or managers lack the required knowledge, skill and incentive to evaluate as 60(83.33%) of the employees responses, and because evaluation requires time, resource and expertise the organization has not as 56 (77.77%) of the employees' responses.

Another reason given by the respondents for not conducting training and development was because there was resistance to evaluation of training and development from employees or managers as 38 (20%) of employees had noted. It's because of those associated with training and development are afraid of criticism that evaluation was not carried out as replied by 25(13%) of the employees. Both employees and managers have given almost similar responses described above as observed separately in the given table.

On the other hand, respondents were made to reply on any problem related to training and development in their organizations. In this respect, most respondents (62%) replied that their organization was faced with challenges /problems. The rest 33(19%) do not know whether problems on training and development exists or not in their organization. But the remaining 27(15%) of the respondents agreed that no problems exist in relation to training and development. The reasons as to why some respondents do not know about the problems in training and development in their respective organization may be

because training and development is not common and is not conducted in a planned and systematic manner based on needs assessment through evaluation of training and development.

Table 14: Constraints to Training and Development

No	Factors	Respondents			
		Employees (non-managers) (N=158)		Managers (N=17)	
		No	%	No	%
1	Financial constraints	87	55.06	12	70.59
2	Inadequate training and development materials	65	41.14	17	100
3	The organization does not have skilled trainers that have been trained as trainers	31	19.62	3	17.65
4	Lack of needs in senior staffs to train new recruits and on the staff to develop themselves	35	22.13	4	23.53
5	Inadequate information/knowledge to the need of training and development	18	11.39	5	29.41
6	Lack of training and development policy in which on-the-job and off-the-job training and development is clearly stated	55	34.81	5	29.41
7	Lack of human resource and administration department or unit with qualified staff	69	43.67	7	41.18

There are many reasons that may confront organizations to carry out training and development programs. It is found that the most serious impediments are lack of resources, absence of conducive environment, lack of trained manpower in the fields of training and development, lack of support from the concerned bodies, etc. as many authorities have identified in many literatures.

Accordingly, possible reasons were mentioned and provided to employees as options to be marked. Based on the responses provided, a percentage was

calculated, and hence a rank order was made to identify the most serious impediments of training and development. As indicated in table 14, it is found that financial constraints, lack of human resource and administration department or unit with qualified staff, inadequate training and development materials stood from first to third as evidenced by 87(55.06%), 69(43.67%) and 65(41.14%) of employees respectively. As the responses of managers, inadequate training and development materials stood the first obstacles followed by financial constraints and lack of training and development structure with qualified staffs as approved by 100%, 70.59%, and 41.18% of managers in the respective order.

The rest 34.81%, 22.15%, 19.62% and 11.39% of employees have pointed out that lack of training and development policy, lack of needs in senior staffs to train junior employees, lack of skilled trainers in organizations, and inadequate information or knowledge on the need of training and development are the reasons with descending order in the application of training and development systems in organizations.

As both employees and managers agreed, lack of training and development policy in organizations has been the obstacle which they put it as a fourth factor. Few (9%) of managers have considered inadequate information or knowledge as a fourth factor as impediment to the need of training and development.

As the managers who were 4(8%) and 3(6%) in quantity, lack of needs in senior staffs to train new recruits and staffs, and lack of skilled trainers that has been trained as trainers have been stood the sixth and seventh reasons for not conducting training and development.

In general as depicted in table 14, lack of finance, lack of organizational structures for training and development, ignorance and lack of training and

development policy in which on-the-job and off-the-job training and development is clearly stated were the three most important reasons for the absence of training and development in organizations.

In addition, when respondents were asked to give their suggestions or comments on the steps/measures that have to be undertaken to alleviate training and development related problems in organizations, they have suggested different solutions. In this regard, as 28 (16%) of employees have suggested training and development has to be structurally organized as department or unit or section in all levels of the regional state organizations, and training resources (manpower, materials and funds) have to be allocated to training and development. As suggested by 34 (19%) of employees including managers, planned and systematic training i.e a training system that starts with training and development needs assessment that goes through designing, implementation and finally evaluation has to be in place in all organizations with the required manpower.

CHAPTER FOUR

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter contains summary of the major findings, conclusions and recommendations made on the study.

4.1. Summary

The main purpose of the study was to examine to what extent training and development is practiced and to identify the major problems that hinder its implementation in South Wollo administrative zone of Amhara regional state. In the course of the study, literature works have been reviewed as a back ground from various sources.

To assess the practices of training and development, a total of 13 organizations at the zonal level were selected randomly using simple random sampling. Both questionnaires and document analysis were employed to collect data from respondents. In addition, a focus group discussion was conducted among managers of organizations. A total of 175 employees were involving in filling in and returning the questionnaire. Out of the selected 20 cabinet members and organization heads, a total of 13 managers were participating in the focus group discussion, and their suggestions, opinions and comments were registered, and hence were used as back up information to fill the gap in the study.

To attain the objectives of the study, the researcher has employed descriptive survey method in which frequency counts, percentages, weighted mean were employed. In addition, inferential statistic was used.

The study was focused on the training and development needs assessment and prioritization, the organizational structure of training and development, methods of training and development, the involvement of government

employees in training and development practices, the challenges and problems encountered by these employees and the steps or measures to be undertaken to alleviate the problems encountered.

In the attempt to study the problems, the following basic questions were raised:

1. How are training and development needs assessed and prioritized by organizations?
2. How is training and development structured? How adequate are resources (manpower, finance and materials) allocated for enhancing training and development activities?
3. What are the most frequent training and development methods employed by organizations?
4. What is the current status of South Wollo government employees' involvement in training and development?
5. What are the major problems encountered in the implementation of training and development? What are the steps undertaken by organization to address those problems?

In investigating the problems under the study, the following major findings are identified.

1. In the study, it was attempted to examine the background of the respondents' age, present position, service and academic qualification at the time of selection. As a result, the majority of the respondents' age lies from 36-45 years category, and mostly experts and staff were participating in the study. Majority of the employees were diploma holders. From employees' responses, it was instigated that almost the majority were selected on the basis of their work in relation to their competences to do tasks as the current situation demands.

2. Most employees assured that there is no training and development needs assessment in their organizations. However, in some organizations where training and development needs assessment was carried out mostly top-level managers were participating. The methods employed to assess training and development needs were performance appraisal and observations as majority of the employees have agreed upon. As these employees and managers, needs assessment priorities to the limited existing organization resources have been made and prior opportunities were mostly given to top managers and experts mainly on the basis of competency factors or their contributions to the organization.
3. As confirmed by the overwhelming majority of the respondents, training and development is not structured as department, unit or section level because of lack of attention by the concerned bodies. Even in those where training and development is organized as a separate training and development department, it is not fulfilled with the required manpower having the required qualification on the fields relevant to training and development functions.
4. It is found out that there is no budget allocation in the name of training and development in many organizations as confirmed by majority of the respondents for the reason that there is lack of budget, lack of attention, and because budget is allocated at the bureau level as managers in the focus group discussion have asserted. The major constraints that caused obstacles to carry out training and development are inadequate finance and materials. Lack of human resource and administration department or unit with qualified staff had been the next significant factor. Also, lack of training and development policy in which on-the-job and off-the-job training and development is clearly stated is the third important constraint that hindered training and development to be put in to practice.

5. The majority of respondents did not know on how training development methods were chosen when they have been exposed to trainings. But they confirmed that the main training and development methods that most frequently applied were seminars, workshops and conferences followed by discussion methods. Straight lecture and exchange visits as training and development methods were significantly applied when demanded.
6. Employees and managers have fairly agreed up on the benefits obtained from trained employees on improved services to customers, improved operations, improvements to the existing skill base, the provision of a pool of well-skilled employees and increased motivation of employees on the basis of their observations in their organizations.
7. There had been a fairly agreement between non-managers and managers on training and development that it was important in enhancing organizational commitment, helping to improve quality/service, helping to solve problems caused by knowledge, skills and attitudes obsolescence, enabling the organization to remain competitive and helping to solve practical problems in organizations. However, there was a difference view on expenses and the advantages obtained from training and development.
8. As observations of employees and managers, there had been different potential initiating factors that force training and development to be put in practice in their organizations. However, the main potential trigger is new equipment/technology. On top of this, new procedures and systems had been the second most important factors followed by new structures and relationships.
9. As pointed out by majority of the respondents, there had not been any form of training and development assessment mechanisms. Even in those organizations where training and development evaluation is practiced, there

has not been appropriate evaluation; evaluation was not conducted in a planned way, and no feedback mechanism on training and development for those evaluated, as most of the respondents have agreed upon it.

10. Majority of the respondents, both employees and managers, have attended training programs in which most of them involved in government policies and strategies awareness. The effectiveness of the training and development programs on average were good as the evaluation of attended employees have suggested about it.

4.2. Conclusion

In the light of the major findings the following conclusions have been drawn:

1. Many organizations do not perform needs analysis because of limited resources and lack of attention and support for needs assessment. It is also found that organizational needs analysis is tried in some organizations but occupational and personal needs analysis are non-existent which entails that knowledge, skills and attitudes that training emphasizes were not identified and analyzed to be trained for, and the individual needs and readiness for training were not determined. As a result, trainings given to those employees were not fully practiced and the trainings had not been the solutions for the problems encountered.
2. In some organizations needs assessment priorities were made to the existing resources (funds) mainly based on competency factors i.e. on the merit and worth of the individual employees contributing to their organizations, and many priorities were given to top-managers and experts. Therefore, as the staff personnel were not exposed to training and development in their organizations they were not competent enough to do the tasks implying that there was a decrease in performance and results and hence, there had been complaints from beneficiaries.

3. In many organizations there were not departments, sections or units with qualified staff, training equipment and financial resources to facilitate the training and development functions. As a result, training and development was not managed and administered on the way to be a tool for employees and organizations growth and development to cope up the current situations.
4. The different reasons that have contributed to the unsatisfactory state of training and development in many organizations were mainly the absence of training and development policy, lack of training budgets, and failure of managers/leaders to take a proactive role, that is why training functions were carried out in ad hoc and haphazard manner.
5. The selection of training and development methods in some organizations was not appropriately matched to the objectives of the organizations. The most frequent training and development methods employed were restricted to seminars, workshops and conferences followed by discussions where trainees shared ideas and experiences, however, they were not much involved in skill development learning through simulations, games, role plays, and interactive learning on computers. This has shown that the trainings given were not as much meaningful and helpful to practice decision-making skills on part of the employees and the managers in order to realize the objectives of the organization.
6. The involvement of employees particularly managers were mostly on government and organization policies and strategies trainings that have helped them to realize the objectives of the organization. However, the fact that trainings were not sufficiently given to employees on information technology and organization development it created a negative effect on employees.

7. Evaluation of training is rarely done because trainers/supervisors/managers lack the required knowledge, skill and incentive to evaluate, and because it requires time, resource and expertise the organization has not, and it is difficult to conduct. This implies that an attention was not given to training and development and the success of a training program was not appropriately measured.
8. Training and development needs assessment, selection of training and development methods, design and development, delivery and evaluation of training and development were carried out in a disorderly manner in most organizations. Absence of policy frameworks on training and development has also undermined the activities of managers and employees of the organizations.

4.3. Recommendations

Based on the findings and conclusions, the following recommendations are forwarded:

1. Owing to different factors: technological changes, social and political attitudes, external labor market and demographic pressures the need to improve the knowledge base, skills and attitudes of employees is mandatory in order an organization sustains competitive in this dynamic world. In realizing these facts, an organization has to invest in training and development as one of the major tasks. In this regard, it is recommended that every organization has to set a clear and defined training and development policy in which both on-the-job and off the job training and development systems are clearly stated.
2. Before implementation of training and development as a potential solution for problems created in organizations, every organization has to be sure that the identified problems are linked with knowledge, skills and attitude

of employees (managers and non-managers). This means that training should be used when employees lack basic skills, or are performing poorly and when forced to apply new technology or design new job, and when decisions are made to improve customer requests, otherwise, there would be time and money wastages.

3. Training and development can be very wasteful if it is not carefully planned and supervised. Therefore:

- An attempt should be made to carry out organizational, occupational and personal needs analysis with strategic planning at the organizational level. In this regard, needs assessment have to be done in light of the organization's strategy, resources available for training, management support, performance problems in employees, facilities and environment of the job, and performance standards including the time constraints required to do the job in order to avoid wastages.
- The prioritization of training needs has to be made because of limited resources, and when ever possible, employees should be encouraged to participate in prioritizing needs. For instance, a priority should be given to those employees who were serving for many years that thought to be in knowledge, skills and attitudes obsolescence and this can be done by involving the individuals throughout the organization, collecting their ideas, and giving decisions on the basis of the available resources (finance, materials, and manpower) requirements.
- Adoption of a systematic approach (identification for training needs, designing and evaluation on the basis of these needs) have to be the necessary commitments that every organization has to put into practice.

4. In the study, it is revealed that most organizations are affected by the lack of training and development facilities, management guidance, expertise

and their own units or sections to carry out training and development functions. In order to avoid such tied problems:

- The respective organization or the concerned body has to formulate training and development policy and implementing manuals or guidelines in which the means of resources, the responsible bodies, and the structural aspects of training and development have to be stated clearly.
- To avoid shortage of resources, the organization has to assess different alternatives (government and non-government sources) to create funds, then allocate and utilize these resources in efficient and effective ways.
- To carryout the administration and management of the training and development function, a separate department, unit or section has to be established in each organization and the training responsibilities of the institution have to be clearly defined.

4. **5.** The organization and management of formal and informal trainings are contained in the National Education and Training Policy. However, the execution of non-formal training is left to be the responsibility of each organization to carryout capacity building purposes at all levels of the administration. Therefore, it is recommended that each organization has to create a conducive environment to non-formal (on-the-job) training and development including mentoring, counseling, coaching, job rotation, exchange visits, workshops and seminars, self-development through private study, in order to make the employees and, hence the organization competent enough in this dynamic world.

~ **6.** The types of training and development methods are determinant factors for the success of any training and development activities. Therefore, it is recommended that the choice of training and development methods has to include and be a function of purpose, content, trainees, costs and appropriate media considerations.

7. Evaluation of training and development is so important to achieve the organizational training objectives and to determine the extent to which individual objectives are achieved. To achieve these results, it is advisable to carryout evaluations on individuals and organization performance of training and development in every organization before, during, and after training.

8. As the current report of the ministry of Capacity Building, the Ethiopian government is trying to expand the information communication technology (ICT). An effort is also made to provide access through Woreda net and school nets. Each organization at this level has to be in a way to utilize this technology for training and development purposes.

Even if an organization is doing better with traditional training methods, considering the effect that adopting e-training will also be important for training and development works. So that every organization at all levels has to put e-training into use for its own advantages.

9. The importance of training and development should be recognized and has to be given perceived value by employees, and employees have to give credit to training and development as it is very important not only to organizations, but also to themselves to improve their existing skill base, to retain experience in their organizations, and to increase their motivation to be competent enough professionally and to become a better performer in their organizations.

10. It is revealed that most regional bureaus and the regional management institute are undertaking the training and development processes themselves by providing quota and selecting individuals from zones and Woredas. Though the contribution of such approach is not to be denied, it does not accommodate the needs arising from each organization.

Therefore, the bureaus have to give emphasis to provide support and encouragement to each organization in all levels to strengthen and build the capability and potentials of each employee by their immediate organization. To do so, the necessary measures have to be taken by the concerned bodies and training and development functions have to be carried out in each organization.

A

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B

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION
EDUCATIONAL PLANNING AND MANAGEMENT
DEPARTMENT

RESEARCH TOPIC: Human resource training and development South Wollo Administrative zone of Amhara Regional state on zonal level organizations.

RESEARCH OBJECTIVES: To collect information (data) for study with regard to training and development practices at the zonal level of government organizations. Therefore, the effect of this study at this zone will have a contribution to training and development practices.

The research findings and recommendations will serve as an input for training and development.

Therefore, you are requested to give accurate and clear response which is necessary for attaining the purpose of this study.

Thank you very much in advance

NOTE THAT:

1. No need of writing your name.
2. Put an ``X`` or "√" sign in front of your response.
3. According to each section direction, you can give more than one response.

Personal Data/Profile

4. Total years of service in this organization

a) 5 years and below ☐ b) 6-10 years ☐

c) 11-15 years ☐ d) 16-20 years ☐

e) 21 years and above ☐

5. Academic qualification

a) Below grade 12 ☐

b) Grade 12 ☐ c) College diploma ☐

d) First degree ☐ e) Second degree and above ☐

1. Once ☐ 2. Twice ☐ 3. More than twice ☐

3. Please, indicate your opinion by putting a thick mark "✓" in each box corresponding to each items below

No	Items	Strongly disagree (1)	Disagree (2)	Fairly agree (3)	Agree (4)	Strongly agree (5)
1	The training and development given in my organization has enhanced organizational commitment, team effort and customer relations					
2	The training and development provided to employees helped to improve the quality of organization services/ products					
3	Training and development given to employees helped to solve problems caused by knowledge, skill and attitude obsolescence					
4	Training and development provided to employees enabled the organization to continuous existence and competition					
5	Training and development already given has contributed little in solving practical problems					
6	The expense provided to training and development had out weighed more than its advantage					

4. If you did not receive any training and development related to your present job, what do you think is the reason?

1. Because I was not interested on the courses I have already taken ☐
2. Because my manager did not let me to involve in it ☐
3. Because the organization has provided prior opportunities to others based on the organization training and development policy ☐
- 4 .Because of lack of resources for training and development Programs in the organization ☐
5. Because the organization did not carryout training and development programs at all

6. Because there was no training given in respect to my job ☐

Section II: Training and Development Needs Assessment

Direction: Please put an "X" mark in the space provided

1. Is there a training and development needs assessment in your organization?

1. Yes ☐

2. No ☐

2. When did the training and development needs assessment start in your organization?

1. Before 5 years ☐

2. Before 2 years ☐

3. This year ☐

4. Do not know ☐

3. If your answer for question one is "yes", who is/are participating in need assessment activities in your organization?

1. Each individual in the organization ☐

2. Top-level managers ☐

3. Immediate supervisors ☐

4. Do not know ☐

4. Which of the methods below is/are used to assess the training and development needs in your organization? (More than one response is possible)

1. Performance appraisals ☐

2. Observations ☐

3. Group discussions ☐

4. Annual performance review ☐

5. Other (please specify, if any) _____

5. If needs assessment is not conducted in your organization, what do you think is the reason? _____

Section III: Needs Assessment Priorities

Direction: Please put "X" mark in the space provided

1. Once training and development needs are identified, are priorities made to the existing resources/ funds/?

1. Yes ☐ 2. No ☐ 3. Don't know ☐

2. If your response for question one is "yes", to whom a priority is given?
(More than one response can be chosen).

1. Top managers ☐ 2. Supervisors ☐
3. Middle managers ☐ 4. First line managers ☐
5. Experts ☐ 6. Non-experts/staff ☐

3. What are the main factors considered for a priority purposes above?
(More than one response can be chosen)

1. Legal factors ☐ 2. Political factors ☐
3. Competency factors ☐
4. Other factors (please, specify, if any) _____

Section IV: Factors that Contribute for Training and Development Programs

Direction: Please, put an "X" mark in the space provided

1. To what extent training and development is successful in your organization?

1. Highly ☐ 2. Moderately ☐ 3. Somewhat ☐ 4. Not successful ☐

2. If the state of training and development is somewhat and not successful in your organization, what is/are the reason/s for? (more than one response is possible)

1. Absence of training and development policy in the organization ☐
2. Lack of training and development budgets for the organization ☐
3. Failure of the managers/ leaders to take a proactive role ☐
4. Lack of professional staff capacity ☐
5. Weakness to effectively mobilize the organization resources ☐

Section V: Participation of Employees and Managers in Training and Development

Direction: Please, put an "X" mark in the spaces

1. Have you attended any training program in the last 5 years?

1. Yes ☐

2. No ☐

2. If your answer for question 1 above is "yes", which program did you attend? (More than one option is possible)

1. Information technology training ☐

2. Diversity awareness training ☐

3. Sexual harassment training ☐

4. Government policies and strategies awareness training ☐

5. Organizational development training ☐

6. Strategic planning training ☐

7. Organization policies and strategies awareness training ☐

8. Other (please, specify) _____

3. How effective was/were the training and development you attended?

1. Excellent ☐

4. Fair ☐

2. Very good ☐

5. Poor ☐

3. Good ☐

4. If you choose 5 for question 3 above, what do you think is the reason behind? (More than one response can be chosen)

1. Poor needs assessment methods ☐

2. Poor designing/planning of training and development ☐

3. Poor management of training and development system ☐

4. Lack of resource inputs for training and development programs ☐

5. Mention please, any other reason _____

5. If you have not attended any training and development program, what do you think is the reason? _____

Section VI: Benefits Obtained from a well-trained Employees

Direction: Please, put a thick mark "✓" in each box corresponding to each statement.

1. How do you rate the benefits of a well-trained staff?

No	Items	V. poor (1)	Poor (2)	Fair (3)	Good (4)	V. Good (5)
1	Improved services to external and internal customers					
2	Improved operations					
3	Improvements to the existing skill base					
4	The provision of a pool of well-skilled employees					
5	Increased motivation					
6	Retention of skills and experience in the organization					

Section VII: Training and Development Methods

Direction: Please, put an "X" in the spaces provided

1. How a training and development method is chosen in your organization? (More than one answer is possible).

1. Based on the purpose of training and development ☐
2. Based on the nature of the content ☐
3. Based on the level of trainees ☐
4. Based on cost considerations ☐
5. Do not know ☐

2. Which of these training and development methods has your organization most frequently apply? (You can choose more than one)

- | | |
|---|---|
| 1. Straight lecture ☐ | 7. Discussion ☐ |
| 2. Role play ☐ | 8. Exchange visits ☐ |
| 3. Case method ☐ | |
| 4. Simulation techniques ☐ | |
| 5. Group exercises ☐ | |
| 6. Seminars, workshops and conferences ☐ | |

3. Which of the following non-formal (on-the-job) training methods are used in your organization? (You can choose more than one).

- 1. Coaching ☐
- 2. Counseling ☐
- 3. Job rotation ☐
- 4. Exchange visit ☐
- 5. Training and development workshops and seminars ☐
- 6. Self development through private study ☐
- 7. Mentoring ☐

Section VIII. Organizational Structure of Training and Development

Direction: Please put a thick mark "✓" in the given spaces.

1. How training and development is structured in your organization?

- 1. As a separate training and development department ☐
- 2. As a part of the general personnel and administration activities ☐
- 3. As one unit in the organization ☐
- 4. As one person representation in the organization ☐
- 5. No training and development unit at all ☐

2. If your response for question number one above is "1", has the required manpower (training and development department head, coordinator, officer, etc) been fulfilled?

- 1. Yes ☐
- 2. No ☐

3. Do the training and development department experts have the required qualification (certificate, diploma, first degree, second degree or above) in the fields relevant to training and development functions?

- 1. Yes ☐
- 2. No ☐

4. If your answer for question number 3 above is "yes", please mark the qualification level below?

- 1. Certificate ☐
- 2. Diploma ☐
- 3. First degree ☐
- 4. Second degree and above ☐

5. If your organization doesn't have a separate training department /unit/representative person, who is in charge of the training function?

1. The manager/head of the organization ☐

2. An expert designated for this purpose ☐

3. Any individual assigned to this purpose ☐

4. Any other department/section or unit established for capacity building purposes ☐

6. Is there budget allocation in the name of training and development in your organization? 1. Yes ☐ 2. No ☐

7. If your answer for question 6 is "No", what do you think is the reason?

Section IX: Potential Triggers for Training and Development

Direction: Indicate Your Reaction to the following Statements that Might be Potential Triggers for Training and Development in your Organization?

No	Item	Strongly disagree (1)	Disagree (2)	Fairly agree (3)	Agree (4)	Strongly disagree (5)
1	Commitment to training and development for specific employees					
2	New equipment / technology					
3	New procedures and systems					
4	Request from managers, senior managers and individuals					
5	New structures and relationships					
6	Increasing turnover of experienced employees					
7	Customer complaints					
8	Increasing number of grievances and/or disciplinary situations					
9	Decrease in productivity/ output					
10	Customer requirements					
11	Competitors activities					
12	Higher incidence of sickness and absence					

Section X : Assessment of Training and Development Effectiveness

Direction: Please put an "x" mark in the spaces

1. Is there any form of training and development effectiveness assessment in your organization?

1. Yes ☐ 2. No ☐ 3. Do not know ☐

2. If your answer for question 1 above is "yes", what kind of evaluation is applied? /more than one option is possible/

1. Evaluation of development and implementation of training and development ☐

2. Evaluation of merit and worth of training and development at the end of application ☐

3. Evaluation of perceived value of training and development among trainees ☐

4. Evaluation of costs and benefits of training and development to the Organization ☐

3. Is evaluation of training and development conducted in a planned way in your organization?

1. Yes ☐ 2. No ☐ 3. Do not know ☐

4. Is there a feedback mechanism on training and development evaluations?

1. Yes ☐ 2. No ☐

5. If evaluation of training and development is not carried out in your organization, what do you think the reason/s/ be?

1. Because those associated with training and development are afraid of criticism ☐

2. Because evaluation requires time, resource and expertise the organization has not ☐

3. The organization suspects improvement by training and development activities ☐

4. Because there is resistance to evaluation of training and development from employees or managers. ☐

5. Because trainers/supervisors/ managers lack the required knowledge, skill and incentive to evaluate ☐

Section XI: Challenges/Problems to Training and Development

Direction: Please, Put "x" mark in the space provided

1. Has your organization faced with any problem in relating to training and development?

1. Yes ☐ 2. No ☐ 3. Don't know ☐

2. If your answer for question number 1 above is "yes", what kind/s of problem? (more than one option is possible).

1. Financial constraints ☐

2. Inadequate training and development materials ☐

3. The organization doesn't have skilled trainers that have been trained as trainers ☐

4. Lack of needs in senior staffs to train new recruits and on the staff to develop themselves ☐

5. Inadequate information/knowledge to the need of training and development ☐

6. Lack of training and development policy in which on-the-job and off-the-job training and development is clearly stated ☐

7. Lack of human resource and administration department or unit with qualified staff. ☐

3. What steps/measures have to be undertaken to alleviate training and development related problems in your organization?

B

በአዲስ አበባ ዩኒቨርሲቲ የድኅረምረቃ ትምህርት ቤት ሥነ ትምህርት ኮሌጅ

የትምህርት ፕላንና ሥራ አመራር ትምህርት ክፍል

የጥናቱ ርዕስ:- የሰው ሃይል ስልጠናና አቅም ግንባታ በደቡብ ወሎ ዞን መስተዳድር
በዞን ደረጃ ባሉ መ/ቤቶች።

የመጠይቁ ዓላማ:- በዞኑ በሚገኙ የመንግሥት መ/ቤቶች እየተካሄደ ስላለው የሰው
ኃይል ስልጠናና አቅም ግንባታን በተመለከተ ለጥናት ሥራ የሚሆኑ
መረጃዎችን ለማሰባሰብ ነው።

የዚህ ጥናት ውጤት በዞኑ እየተካሄደ ባለው የሥልጠናና አቅም ግንባታ ሥራ ላይ
አስተዋጽኦ ይኖረዋል ተብሎ ይታመናል።

ስለሆነም መጠይቆቹን በትክክል፣ በግልፅነትና በአግባቡ በመመላት ትብብርዎ ወሳኝ
መሆኑን በአክብሮት ለመጠቀም እወዳለሁ።

ለሚደረግልኝ ትብብር በቅድሚያ ምስጋናዬ የላቀ ነው።

ማሳሰቢያ፡

1. በመጠይቁ ላይ ስም መፃፍ አያስፈልግም
2. ምርጫ ለተቀመጠላቸው ጥያቄዎች ለእያንዳንዱ በተቀመጠው መመሪያ መሠረት
የ "X" ወይም የ "✓" ምልክት በማድረግ ይመልሱ።
3. የተሠጡትን መመሪያዎች መሠረት በማድረግ አስፈላጊ ሆኖ ሲገኝ በመልስነት
ከአንድ በላይ መርጦ መመለስ ይቻላል።

**መጠይቅ
ክፍል አንድ
ግለ-ህይወት (personal data/profile)**

መመሪያ፦ በመጠይቆቹ ፊት ለፊት የ"X" ምልክት በማድረግ መልስ እንደሰጡ

በትህትና ይጠየቃሉ።

1. ፆታ ሀ. ወንድ ☐ ለ. ሴት ☐
2. ዕድሜ ሀ. 25 ዓመትና በታች ☐
ለ. ከ26-35 ዓመት ☐
ሐ. ከ36-45 ዓመት ☐
መ. 46 ዓመትና በላይ ☐
3. አሁን ያሉበት የሥራ ቦታ ደረጃ
ሀ. የሆነ አስፈፃሚ/ካቢኔ አባል ☐ ሠ. የሆነ ተጠሪ መ/ቤት ም/ኃላፊ ☐
ለ. የሆነ መምሪያ ኃላፊና ካቢኔ አባል ☐ ረ. በመ/ቤት ውስጥ የመምሪያ ☐
ኃላፊ ☐
ሐ. የሆነ መምሪያ ም/ኃላፊ ☐ ሰ. ኤክስፐርት ☐
መ. የሆነ የተጠሪ መ/ቤት ኃላፊ ☐ ሸ. ድጋፍ ሰጭ ሠራተኛ ☐
4. በዚህ መ/ቤት ያገለገሉባቸው ዓመታት
ሀ. 5 ዓመትና በታች ☐ መ. 16-20 ዓመት ☐
ለ. 6-10 ዓመት ☐ ሠ. 21 ዓመትና በላይ ☐
ሐ. 11-15 ዓመት ☐
5. የትምህርት ደረጃዎ
ሀ. ከ12ኛ ክፍል በታች ☐ መ. የመጀመሪያ ዲግሪ ☐
ለ. 12ኛ ክፍል ☐ ሠ. ሁለተኛ ዲግሪና ☐
ሐ. የኮሌጅ ደፕሎማ ☐

ክፍል ሁለት

ሴክሽን አንድ፡ ስልጠናና አቅም ግንባታን በተመለከተ (Training and Development Aspects)

መመሪያ፡- በክፍት ቦታዎች ላይ የ"X" ምልክት ያድርጉ

1. ባለፉት አምስት አመታት ስልጠናና አቅም ግንባታ ወስደው ያውቃሉን ?

1. አዎን ☐

2. አልወሰድኩም ☐

2. የወሰዱት ሥልጠናና አቅም ግንባታ ለምን ያህል ጊዜ ነበር?

1. አንድ ጊዜ ብቻ ☐

2. ሁለት ጊዜ ☐

3. ከሁለት ጊዜ በላይ ☐

3. በእያንዳንድ ጥያቄ ፊት ለፊት በተሰጡት ክፍት ቦታዎች ላይ የ"✓" ምልክት በማድረግ አስተያየትዎን አንዲሰጡ ይጠየቃል።

ተ.ቁ	ተግባራት /Items/	በጣም አልስማማም	አልስማማም	በመጠኑ አስማማለሁ	እስማማለሁ	በጣም እስማማለሁ
1	በመ/ቤቱ የተሰጠው ሥልጠናና አቅም ግንባታ በመ/ቤቱ ላይ ያለኝን እምነት፣ የጋራ ጥረትና ከደንበኞች ጋር ያለውን ግንኙነት አፋጥኖታል።					
2	ለሠራተኞች የተሰጠው ስልጠናና አቅም ግንባታ የመ/ቤታችንን አገልግሎት አሰጣጥ /ምርት ጥራትን ለማሻሻል ረድቷል።					
3	በመ/ቤታችን ለሠራተኞች የተሰጠው ሥልጠናና አቅም ግንባታ የመ/ቤታችንን ሠራተኞች ዕውቀት፣ ክህሎትና ዝንባሌ ማሸቆልቆል ችግርን ለማቃለል አግዟል።					
4	በመ/ቤታችን የተሰጠው ስልጠናና አቅም ግንባታ መ/ቤታችን ቀጣይ ህልውናና ተወዳዳሪነት እንዲኖረው አስችሎታል።					
5	በመ/ቤታችን የተሰጠው ስልጠናና አቅም ግንባታ በተግባር የሚታዩ ችግሮችን የመፍታት አስተዋጽኦው ውስን ነበር።					
6	ለሥልጠናና አቅም ግንባታ የወጣው ወጪ ከጥቅሙ ይልቅ ጉዳቱ ያመዝን ነበር።					

4. ከሥራዎ ጋር ዝምድና ያለው ሥልጠናና አቅም ግንባታ ወስደው የማያውቁ ከሆነ ምክንያቱ ምን ይመስልዎታል?

1. የወሰድኳቸው ስልጠናዎች አጥጋቢ ሆነው ባለማግኘቱ ☐
2. የበላይ ሃላፊዬ በስልጠናና አቅም ግንባታ ላይ እንዲካፈል ስለማያደርጉኝ ☐
3. በመ/ቤታችን የሥልጠናና አቅም ግንባታ ፖሊሲን መሠረት በማድረግ የሥልጠና እድል ቅድሚያለሌሎች ሰዎች የተሰጠ በመሆኑ ☐
4. በመ/ቤታችን የሥልጠናና አቅም ግንባታ ፕሮግራሞች ማስፈጸሚያ የሃብት /resource/ እጥረት በመኖሩ ☐
5. በመ/ቤታችን ምንም ዓይነት የሥልጠናና አቅም ግንባታ ፕሮግራሞች ስለማይካሄዱ ☐
6. ለተሰማራሁበት ስራ ዘርፍ እራሱን የቻለ ስልጠና ባለመዘጋጀቱና ባለመሰጠቱ ☐

ሴክሽን ሁለት፡- የሥልጠናና አቅም ግንባታ የፍላጎት ዳሰሳ /Needs Assessment/ መመሪያ፡- በተሰጡት ክፍት ቦታዎች ላይ የ"X" ምልክት በማድረግ ይመልሱ።

1. በመ/ቤትዎ የሥልጠናና አቅም ግንባታ የፍላጎት ዳሰሳ ጥናት ይደረጋልን?
 1. አዎን ☐
 2. አይደረግም ☐
2. የሥልጠናና አቅም ግንባታ የፍላጎት ዳሰሳ ጥናት በመ/ቤትዎ የተጀመረው መቼ ነው?
 1. ከ5 ዓመት በፊት ☐
 2. ከ2 ዓመት በፊት ☐
 3. በዚህ ዓመት ☐
 4. አይታወቅም ☐
3. በመ/ቤትዎ የሥልጠናና አቅም ግንባታ የፍላጎት ዳሰሳ የሚካሄድ ከሆነ በዚህ ሥራ ላይ የሚሳተፉት እነማናቸው?
 1. እያንደንዱ የመ/ቤቱ ሰራተኛ ☐
 2. ከፍተኛ አመራሮች /top level managers ☐
 3. የቅርብ ተጠሪ ሱፐርቪዘሮች /immediate supervisor ☐
 4. አይታወቅም ☐
4. የመ/ቤትዎን ሥልጠናና አቅም ግንባታ ፍላጎት ደስሰን ለማከናወን (assess ለማድረግ) መ/ቤትዎ የሚጠቀምበት ዘዴዎች ምንድናቸው? (ከአንድ በላይ መመለስ ይችላሉ)።
 1. የሠራተኞች የሥራ አፈፃፀም ግምገማ /performance appraisal/? ☐
 2. ምልክታ /observation/ ☐
 3. የቡድን ውይይት /group discussion/ ☐
 4. ዓመታዊ የሥራ አፈፃፀም ግምገማ /annual performance review/ ☐
 5. ሌላ ካለ (ይዘርዝሩ) -----

5. በመ/ቤትዎ የሥልጠናና አቅም ግንባታ ፍላጎት ዳሰሳ የማይካሄድ ከሆነ ምክንያቱ ምንድነው ይላሉ? -----

ሴክሽን ሦስት:- የፍላጎት ዳሰሳ ቅድሚያ አሰጣጥ /Needs Assessment Priorities/

መመሪያ:- በተሰጡት ክፍት ቦታዎች ላይ የ"X" ምልክት በማድረግ ይመልሱ።

1. በመ/ቤትዎ የሥልጠናና አቅም ግንባታ የፍላጎት ዳሰሳ ከተካሄደ በኋላ ከመ/ቤቱ ሃብት /funds/ አንፃር የሥልጠና ቅድሚያዎች ይወጣሉን?

ሀ. አዎን ☐ ለ. አይሰጥም ☐ ሐ. አይታወቅም ☐

2. ከላይ በተራ ቁጥር 1 ለተመለከተው ጥያቄ መልስዎ "አዎን" ከሆነ፣ ከሚከተሉት ቅድሚያ የሚሰጠው ለየትኛው ነው? (ከአንድ በላይ መመለስ ይችላሉ)።

ሀ. ከፍተኛ አመራሩ /top-managers/ ☐

ለ. ሱፐርቫይዞሮች ☐

ሐ. መካከለኛ አመራሮች ☐

መ. የመጀመሪያ ደረጃ ላይ ላሉ አመራሮች /first-line managers/ ☐

ሠ. ኤክስፐርቶች ☐

ረ. ድጋፍ ሰጭዎች /non-experts or staffs/ ☐

3. ከላይ ለተመለከቱት የቅድሚያ ሥልጠናዎች ታሳቢ የሚደረጉት ዋና ዋናዎቹ ፋክተሮች ምንድናቸው? (ከአንድ በላይ መመለስ ይችላሉ)።

1. ህጋዊ ፋክተሮች /Legal factors/ ☐

2. ፖለቲካዊ ፋክተሮች /political factors/ ☐

3. የሥራ ብቃት ፋክተሮች /competency factors/ ☐

4. ሌሎች ካሉ (ይዘርዝሯቸው) -----

ሴክሽን አራት:- የሥልጠናና አቅም ግንባታ ፕሮግራሞች ተግባራት ስኬት

መመሪያ:- በተሰጡት ክፍት ቦታዎች ላይ የ <x> ምልክት በማድረግ ይመልሱ.

1. የመ/ቤትዎ ሥልጠናና አቅም ግንባታ ሥራ ምን ያህል ተሳክቷል ይላል?

1. በጣም ተሳክቷል ☐

2. በመካከለኛ ደረጃ ተሳክቷል ☐

3. በመጠኑ ተሳክቷል ☐

4. አልተሳካም ☐

2. የመ/ቤትዎ የሥልጠናና አቅም ግንባታ ሁኔታ መጠነኛና ያልተሳካ ከሆነ ምክንያቶቹ ምንድናቸው ይላሉ? (ከአንድ በላይ መመለስ ይችላሉ)።

1. የመ/ቤቱ የሥልጠናና አቅም ግንባታ ፓሊሲ አለመኖር ☐

2. ለመ/ቤቱ የተመደበ የሥልጠናና አቅም ግንባታ በጀት እጥረት ☐

3. የመ/ቤቱ አመራሮች የሚያነሳሳ ሚና/proactive role/ አለመኖር ☐

4. የባለሙያ እጥረት ☐

5. የመ/ቤቱን ኃላፊነት ውጤታማ በሆነ መልኩ የማንቀሳቀስ ድክመት መኖር ☐

ሴክሽን አምስት:- የሠራተኞችና ኃላፊዎች የሥልጠናና አቅም ግንባታ ተሳትፎ

መመሪያ:- በክፍት ቦታዎቹ ላይ <x> ምልክት በማድረግ ይመልሱ.

1. ባለፉት 5 ዓመት በሥልጠናና አቅም ግንባታ ላይ ተሳትፈው ያውቃሉን?

1. አዎን ☐

2. አልተሳተፍኩም ☐

2. ከላይ በተራ ቁጥር 1 መልስዎ "አዎን" ከሆነ የተሳተፉበት ፕሮግራም የትኛው ነው?

(ከአንድ በላይ መመለስ ይችላሉ)።

1. የኢንፎርሜሽን ቴክኖሎጂ ስልጠና ☐
2. የብዝሃነት /diversity/ ግንዛቤ ሥልጠና ☐
3. የፆታዊ ጥቃት ሥልጠና ☐
4. የመንግሥት ፖሊሲዎችና ስትራቴጂዎች ስልጠና ☐
5. የመ/ቤት ዕድገት/organizational development/ ሥልጠና ☐
6. የስትራቴጂክ ፕላን ሥልጠና ☐
7. የመ/ቤት ፖሊሲዎችና ስትራቴጂዎች ግንዛቤ ሥልጠና ☐
8. ሌላ ካለ (ይዘርዝሩ) -----

3. የተሳተፉበት ሥልጠናና አቅም ግንባታ ምን ያህል ውጤታማ ነበር ይላሉ?

1. እጅግ በጣም ጥሩ ☐
2. በጣም ጥሩ ☐
3. ጥሩ ☐
4. መልካም ☐
5. ዝቅተኛ ☐

4. ከላይ በተራ ቁጥር 3 ለተመለከተው ጥያቄ መልስዎ "ዝቅተኛ" ከሆነ በስተጀርባው ያለው ምክንያት ምንድነው ይላሉ? (ከአንድ በላይ መመለስ ይቻላል)።

1. ዝቅተኛ የፍላጎት ዳሰሳ ጥናት ዘዴዎች ☐
2. ዝቅተኛ የሥልጠናና አቅም ግንባታ ዝግጅት/ፕላን (poor design/ plan) ☐
3. ዝቅተኛ የሥልጠናና አቅም ግንባታ አመራር ስርዓት ☐
4. የሥልጠናና አቅም ግንባታ ፕሮግራሞች የሀብት ግብአት እጥረት ☐
5. ሌላ ምክንያት ካለ (ይዘርዝሩ)-----

5. በሥልጠናዎችና አቅም ግንባታዎች ላይ ምንም ተሳትፈው የማያውቁ ከሆነ ምክንያቱ ምንድነው ይላሉ? -----

ሲክሽን ስድስት፡ በቂ ስልጠና ከተሰጣቸው ሠራተኞች የተገኘ ጥቅም መመሪያ፡ በክፍት ቦታዎች ላይ የ"✓" ምልክት በማድረግ ይመልሱ።

1. በመ/ቤትዎ ሥልጠና ካገኘ ሠራተኛ (trained staff) የተገኘውን ጥቅም እንዴት ያስቀምጡታል?

ተ.ቁ.	ተግባራት /item/	በጣም ዝቅተኛ (1)	ዝቅተኛ (2)	ደህና (3)	ጥሩ (4)	በጣም ጥሩ (5)
1	ለውስጥና ለውጪ ደምበኞች የሚሰጡት አገልግሎቶች መሻሻል					
2	የሥራ አፈፃፀሞች መሻሻል					
3	የክህሎት ደረጃ መሻሻሎች					
4	የተወሰኑ የተሻለ ክህሎት ያላቸው ሠራተኞችን ማስገኘት					
5	የሥራ መነሳሳት መጨመር					
6	መ/ቤቱን ክህሎትና ልምድ ይዞ እንዲቆይ ማድረግ					

ሴክሽን ሰባት:- የሥልጠናና አቅም ግንባታ ዘዴዎች

መመሪያ:- በክፍት ቦታዎች ላይ የ <x> ምልክት ያድርጉ።

1. በመ/ቤትዎ የሥልጠናና አቅም ግንባታ ዘዴ እንዴት ይመረጣል? (ከአንድ በላይ መመለስ ይቻላል)።

1. የሥልጠናና አቅም ግንባታውን ዓላማ መሠረት በማድረግ ☐
2. የሥልጠናና አቅም ግንባታውን ይዘት መሠረት በማድረግ ☐
3. ሠልጣኞች ያላቸውን ደረጃ መሠረት በማድረግ ☐
4. ለሥልጠናና አቅም ግንባታ የሚወጣውን ወጪ ታሳቢ በማድረግ ☐
5. አይታወቅም ☐

2. መ/ቤትዎ በተከታታይ (frequently) የሚጠቀምባቸው የሥልጠናና አቅም ግንባታ ዘዴዎች የትኞቹ ናቸው? (ከአንድ በላይ መመለስ ይችላሉ)።

1. ቀጥታ ሌክቸር/straight lecture/ ☐
2. የሌሎችን ባህርይ በመጠቀም ልምምድ ወይም ጭውውት (role play) ☐
3. የገጠመኞች/ምክንያታዊ የጥናት ዘዴ (case method) ☐
4. የመምሰል ቴክኒኮች (simulation techniques) ☐
5. የቡድን ልምምድ (group exercises) ☐
6. ሴሚናሮች፣ ወርክሾፓችና ኮንፍረንሶች ☐
7. ውይይቶች (discussions) ☐
8. የልምድ ልውውጦች (exchange visits) ☐

3. በመ/ቤትም ተግባራዊ የሆኑት የሥራ ላይ ሥልጠና ዘዴዎች (on-the-job training methods) የትኞቹ ናቸው? (ከአንድ በላይ መምረጥ ይችላሉ)።

1. የተሻለ እውቀት ያላቸውን ሱፐርባይዘሮች ወይም ሠራተኞች ድጋፍ ማግኘት (coaching) ☐
2. የምክር አገልግሎት (counseling) ☐
3. በተለያዩ የሥራ ክፍሎች ተዘዋውሮ መስራት (job rotation) ☐
4. የሥራ ልምድ ልውውጥ ጉብኝት ማድረግ ☐
5. የሥልጠናና አቅም ግንባታ ወርክሾፓችና ሴሚናሮች ☐
6. በግል ትምህርት ጥናት ራስን ማብቃት (self development through private study) ☐
7. የመ/ቤት አመራሮች ሙያዊ ድጋፍ (mentoring) ☐

ሴክሽን ስምንት፡- የሥልጠናና አቅም ግንባታ አወቃቀር

መመሪያ፡- በክፍት ቦታዎቹ ላይ የ "✓" ምልክት በማድረግ ይመልሱ

1. የመ/ቤትም ሥልጠናና አቅም ግንባታ በምን ዓይነት መልኩ የተዋቀረ ነው?
 1. ራሱን በቻለ የሥልጠናና አቅም ግንባታ መምሪያ ☐
 2. በጠቅላላ የሰው ሃይልና አስተዳደር ክፍል ውስጥ ☐
 3. በመ/ቤቱ እንደ አንድ ዩኒት ☐
 4. በመ/ቤቱ አንድ ሰው በመወከል ☐
 5. በመ/ቤቱ የሥልጠናና አቅም ግንባታ መምሪያ /ዩኒት/ ተወካይ የለም ☐
2. በተራ ቁጥር 1 ለተመለከተው ጥያቄ መልስዎ "1" ከሆነ የመምሪያው የሰው ሃይል ማለትም የመምሪያ ኃላፊ፣ አስተባባሪ፣ ኦፊሰር ወዘተ... የተሟላ ነውን?
 1. አዎን ☐
 2. አይደለም ☐
3. በሥልጠናና አቅም ግንባታ መምሪያ ሥር የተመደቡት ኤክስፐርቶች ከሰልጠናና አቅም ግንባታ ተግባራት ሙያ ጋር የተዛመደ የትምህርት ደረጃ ማለትም ሰርቲፊኬት፣ ዲፕሎማ፣ የመጀመሪያ ዲግሪ፣ ሁለተኛ ዲግሪና ከዛ በላይ ያላቸው ናቸውን?
 1. አዎን ☐
 2. አይደለም ☐
4. ከላይ በተራ ቁጥር 3 ለተመለከተው ጥያቄ መልስዎ "አዎን" ከሆነ የትምህርት ደረጃቸውን ለይተው ያመልክቱ።

1. ሰርቲፊኬት ☐	3. የመጀመሪያ ዲግሪ ☐
2. ዲፕሎማ ☐	4. ሁለተኛ ዲግሪና በላይ ☐
5. መ/ቤትም እራሱን የቻለ የሥልጠናና አቅም ግንባታ መምሪያ/ዩኒት/የተወከለ ሰው የሌለው ከሆነ የሥልጠና ሥራን በኃላፊነት የሚመራው ማነው?
 1. የመ/ቤቱ ኃላፊ ወይም ተጠሪ ☐
 2. ለሥራው ሲባል የተመደበ ኤክስፐርት ☐
 3. ለሥራው ሲባል የተመደበ ተራ ሰው ☐
 4. ለአቅም ግንባታ ሥራ ተብሎ በተመደበ ሌላ መምሪያ፣ ዩኒት ወይም ሴክሽን ☐
6. በመ/ቤትም በስሙ ለሰልጠናና አቅም ግንባታ በጀት ይመደባልን?
 1. አዎን ☐
 2. አይመደብም ☐
7. ከላይ በተራ ቁጥር "6" ለተጠቀሰው መልስዎ "አይመደብም" ከሆነ ምክንያቱ ምንድነው ይላሉ?-----

ሴክሽን ዘጠኝ:- ወደፊት የሥልጠናና አቅም ግንባታን የሚያነሳሱ ጉዳዮች (potential Triggers for training and development)

መመሪያ:- በመ/ቤትዎ ሥልጠናና አቅም ግንባታን በሥራ ላይ ለማዋል አነሳሽ ወይም ምክንያት ይሆናሉ ብለው የሚያስቧቸውን ነገሮች በተሰጡት አረፍተኛነገሮች ፊት ለፊት የ "✓" ምልክት በማድረግ አስተያየትዎን ያመልክቱ

ተ. ቁ.	ተግባራት /item/	በጣም አልስማማም (1)	አልስማማም (2)	በመጠኑ አስማማለሁ (3)	እስማማለሁ (4)	በጣም እስማማለሁ (5)
1	ለልዩ ሠራተኞች ሥልጠናና አቅም ግንባታ እምነት ለማሳደር (commitment to training and development for specific employees)					
2	አዳዲስ መሣሪያዎች/ቴክኖሎጂዎች (new equipment/technology)					
3	አዳዲስ መመሪያዎችና ስርዓቶች					
4	በአመራሮች፣ ከፍተኛ አመራሮችና (Senior managers) ግለሰቦች የሚቀርቡ ጥያቄዎች					
5	አዳዲስ መዋቅሮችና ተያያዥነት ያላቸው ነገሮች					
6	ልምድ ያላቸው የሠራተኞች ፍልሰት መጨመር					
7	የደምበኞች ቅሬታዎች					
8	የቅሬታዎች ወይም የዲስፕሊን ሁኔታዎች መጨመር					
9	የምርታማነትና ምርት መቀነስ					
10	የደምበኞ ፍላጎቶች (customer requirements)					
11	የተወዳዳሪዎች እንቅስቃሴ (competitors activities)					
12	የመ/ቤት ሠራተኞች የህመምና ቀሪ ከፍተኛ መሆን ክስተቶች (higher incidence of sickness and absence)					

ሴክሽን አሥር:- የሥልጠናና አቅም ግንባታ ውጤታማነት ዳሰሳ /effectiveness assessment/

መመሪያ:- በክፍት ቦታዎቹ ላይ የ<x> ምልክት ያድርጉ።

1. በመ/ቤትዎ የሥልጠናና አቅም ግንባታ ውጤታማነት ዳሰሳ ጥናት (effectiveness assessment) ይደረጋልን?

1. አዎን ☐ 2. አይደረግም ☐ 3. አይታወቅም ☐

2. በተራ ቁጥር 1 ለተመለከተው ጥያቄ መልስዎ <አዎን> ከሆነ በመ/ቤትዎ በሰራ ላይ የሚውለው የሥልጠናና አቅም ግንባታ ግምገማ /evaluation/ ምን ዓይነት ነው?(ከአንድ በላይ መመለስ ይችላሉ)

1. የሥልጠናና አቅም ግንባታ ሂደት ዝግጅትና የተግባር ላይ ግምገማ ☐
2. የሥልጠናና የአቅም ግንባታ ሥራው ከተከናወነ በኋላ ሥልጠናው የነበረው ብቃትና ያስገኘውን ውጤት ግምገማ ☐
3. ሰልጣኞች ለስልጠናው የሰጡትን ዋጋ ግምገማ ☐
4. መ/ቤቱ ለስልጠናና አቅም ግንባታ ያወጣውን ወጪና ያገኘውን ጠቀሜታ ግምገማ ☐
5. በመ/ቤታችን ስልጠናና አቅም ግንባታ አይደረግም ☐

3. የመ/ቤትዎ ሥልጠናና አቅም ግንባታ ግምገማ በታቀደ መንገድ ይከናወናልን?

1. አዎን ☐

2. አይከናወንም ☐

3. አይታወቅም ☐

4. መ/ቤትዎ ሥልጠናና አቅም ግንባታን በተመለከተ የግብረ-መልስ (feedback) ስርዓት አለውን?

1. አዎን ☐

2. የለውም ☐

5. በመ/ቤትዎ ሥልጠናና አቅም ግንባታ ግምገማ የማይካሄድ ከሆነ ምክንያቱ ምን ሊሆን ይችላል ብለው ያስባሉ?(ከአንድ በላይ መመለስ ይችላሉ)

1. ምክንያቱም ከሥልጠናና አቅም ግንባታ ጋር ተያያዥነት ያላቸው ሁሉ ትችቶችን ወይም ሂሳቦችን ስለሚፈሩ ☐

2. ምክንያቱም ግምገማ ጊዜ፣ ሃብትና ችሎታን (expertise) ስለሚጠይቅና መ/ቤታችን እነዚህ ነገሮች ስለሌሉት ☐

3. መ/ቤታችን በስልጠናና አቅም ግንባታ ተግባራት የሚመጡ መሻሻሎችን ስለሚጠራጠር ☐

4. ምክንያቱም የመ/ቤት ኃላፊዎች ወይም ሠራተኞች የሥልጠናና አቅም ግንባታ ግምገማን ከውስጣቸው ስለማይቀበሉት (resistance to training and development evaluation) ☐

5. ምክንያቱም የአሰልጣኞች፣ ሱፐርቪዘሮች ወይም አመራሮች (managers) ዕውቀትና ክህሎት እጥረት መኖርና ለግምገማ ሥራቸውም ማበረታቻ ስለማይደረግላቸው ☐

ሴክሽን አስራ አንድ:- የሥልጠናና አቅም ግንባታ ፈተናዎች/ፕሮብሌሞች

መመሪያ:- በክፍት ቦታዎች ላይ የ<x> ምልክት በማድረግ ይምልሱ

1. ከስልጠናና አቅም ግንባታ ጋር በተያያዘ መ/ቤትዎ የተለያዩ ማናቸውም ችግሮች አጋጥመውት ይውቃል?

1. አዎን ☐

2. አላጋጠመውም ☐

3. አይታወቅም ☐

2. ከላይ በተራ ቁጥር 1 ለተመለከተው ጥያቄ መልስዎ "አዎን" ከሆነ መ/ቤትዎን ያጋጠሙት ችግሮች ምን ዓይነት ናቸው? (ከአንድ በላይ መመለስ ይቻላል)።

1. የገንዘብ እጥረት ☐

2. የሥልጠናና አቅም ግንባታ ማቴሪያሎች በቂ አለመሆን ☐

3. ሠልጣነው ማሠልጠን የሚችሉ ክህሎት ያላቸው አሰልጣኞች አለመኖር ☐

4. ለአዲስ ቅጥር ሠራተኞችና ለመ/ቤቱ ሠራተኞች ስልጠና ለመስጠት የዚህ ችሎታ ያላቸው ቀዳሚ ሠራተኞች /senior staffs/ ፍላጎት ማጣት ☐

5. የስልጠናና አቅም ግንባታ አስፈላጊነት ላይ በቂ አገልግሎትና እውቀት አለመኖር ☐

6. በግልፅ የተቀመጠ የስራ ላይ/on-the-job/ ወይም የስራ ውጭ (off-the-job) ስልጠናና አቅም ግንባታ ፓሊሲ አለመኖር ☐

7. በሙያው በተካነ የሰው ኃይል የተደራጀ የሰው ሃብትና አስተዳደር መምሪያ ወይም ዩኒት አለመኖር ☐

3. ከሥልጠናና አቅም ግንባታ ጋር በተያያዘ የሚፈጠሩ ችግሮችን ለማቃለል መወሰድ ያለባቸው እርምጃዎች (steps and measures) ምንድናቸው ይላሉ?

C

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION
ESUCATIONAL PLANNING AND MANAGEMENT
DEPARTMENT
HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT
STREAM

TITLE OF THE STUDY: Practices and problems of human resource development in South Wollo administrative zone.

OBJECTIVE OF THE STUDY: To collect information from officials and organization heads about training and development of government employees at zonal level of organizations.

THE NEED FOR INFORMATION: The information obtained from focus group discussion among cabinet members and organization heads are intended to be important to fill up the gaps in the study. Therefore, you are requested to forward suggestions and opinions in accurate, transparent and appropriate ways based on the directions provided.

NOTE:

1. The time assigned for a discussion is 1 ½ hours.
2. Your integrity is very important to register the ideas, suggestions and comments in the relevant and appropriate ways.
3. The discussion will be confidential except the results are used for the study.

C

DISCUSSION POINTS

1. How are training and development needs assessed and prioritized by organizations?
2. How is training and development structured? How adequate are the resources (manpower, finance and materials) allocated for enhancing training and development activities?
3. What are the most frequent training and development methods employed by organizations?
4. What is the current status of South Wollo government employees' involvement in training and development?
5. What are the major problems encountered in the implementation of training and development? What are the steps undertaken by organizations to address those problems?

አዲስ አበባ ዩኒቨርሲቲ
ድንረ ምረቃ ት/ቤት
ሥነ-ትምህርት ኮሌጅ
የትምህርት ፕላንና ሥራ አመራር ትምህርት ክፍል
የሰው ሃይልና ተቋማዊ ልማት ስትሪም

የጥናቱ ርዕስ:- በደ/ወሎ ዞን መስተዳድር የሰው ኃይል ሥልጠናና አቅም ግንባታ ሁኔታ
የጥናቱ ዓላማ:- በዞን ደረጃ ለተመደቡት የመንግሥት ሠራተኞች እየተሰጠ ያለው
ሥልጠናና አቅም ግንባታ ሁኔታ ላይ ከባለሥልጠናትና ከመ/ቤት
ኃላፊዎች መረጃ ለመሰብሰብ ነው።

የመረጃው አስፈላጊነት:- ይህ መረጃ በአትኩረተ-ቡድን ውይይት /Focus group
discussion/ ላይ የተመሰረተ ሆኖ ከውይይቱ የሚገኙት ነጥቦች ከጽሁፍ መጠይቆች
ተጨማሪ ሆነው በተቻለ መጠን ጥናቱን የተሟላ ለማድረግ ነው።

ስለሆነም ለዚህ ውይይት በቀረቡት ጥያቄዎች ላይ በመመስረት ትክክለኛ፣ ግልፅና ተገቢ
የሆኑ ሃሳቦችንና አስተያየቶችን እንደሰጡ በትህትና ይጠየቃሉ።

ማሳሰቢያ

1. ውይይቱ የሚፈጀው 1 ½ ሰዓት ይሆናል።
2. በውይይቱ የሚነሱ ሃሳቦችና አስተያየቶች በተገቢው እንደያዙና እንዲመዘገቡ
የእርስዎ ቀና ትብብር ያስፈልጋል።
3. የውይይቱ ነጥቦች ለዚህ ሙያዊ ጥናት ከመዋላቸው በስተቀር ሚስጥራዊነታቸው የተጠበቀ
ነው።

የአትኩረተ-ቡድን መወያያ ነጥቦች

1. የመ/ቤትዎ የሥልጠናና አቅም ግንባታ ፍላጎቶች የዳሰሳ ጥናትና ቅድሚያ አሰጣጥ እንዴት
ነው?
2. የመ/ቤትዎ የሥልጠናና አቅም ግንባታ አወቃቀር እንዴት ነው? ስልጠናና አቅም ግንባታን
ለማፋጠን በቂ ሃብት ማለትም የሰው ሃይል፣ ገንዘብና ቁሳቁስ እየተመደበ ነውን?
3. መ/ቤትዎ በአብዛኛው የሚጠቀምባቸው የሥልጠናና አቅም ግንባታ ዘዴዎች
ምንድናቸው?
4. የዞንዎ የመንግሥት ሠራተኞች የሥልጠናና አቅም ግንባታ ተግባራዊ አሁን ያለበት
ደረጃ ምንድነው ይላሉ?
5. ሥልጠናና አቅም ግንባታን ተግባራዊ ለማድረግ የሚያጋጥሙ ዋነኛ ችግሮች ምንድናቸው?
እነኚህን ችግሮች ለመቅረፍ መወሰድ ያለባቸው እርምጃዎች ምንድናቸው ይላሉ?

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

A handwritten signature in black ink, appearing to be 'Haileselassie W/Gerima', written above a dashed line.

Haileselassie W/Gerima (Asst. Professor)

Declaration

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

Name : Kassaye Arega

Signature: 

Date: 08-06-2008

Means

Report

Category of respondents		s1_q1	s1_q2	s1_q3	s1_q4	s1_q5	s1_q6
1	Mean	3.82	3.80	3.75	3.69	3.76	3.43
	N	147	147	147	147	147	147
	Std. Deviation	.858	.799	.801	.842	.911	.965
2	Mean	3.88	3.94	4.00	3.76	3.88	3.94
	N	17	17	17	17	17	17
	Std. Deviation	1.111	.827	.866	.903	1.111	.899
Total	Mean	3.83	3.82	3.77	3.70	3.77	3.48
	N	164	164	164	164	164	164
	Std. Deviation	.883	.801	.809	.846	.931	.969

NPar Tests

Mann-Whitney Test

Ranks

Category of respondents		N	Mean Rank	Sum of Ranks
s1_q1	1	147	81.67	12005.50
	2	17	89.68	1524.50
	Total	164		
s1_q2	1	147	81.62	11997.50
	2	17	90.15	1532.50
	Total	164		
s1_q3	1	147	80.98	11904.00
	2	17	95.65	1626.00
	Total	164		
s1_q4	1	147	82.17	12079.00
	2	17	85.35	1451.00
	Total	164		
s1_q5	1	147	81.41	11967.50
	2	17	91.91	1562.50
	Total	164		
s1_q6	1	147	80.01	11761.00
	2	17	104.06	1769.00
	Total	164		

Test Statistics(a)

	s1_q1	s1_q2	s1_q3	s1_q4	s1_q5	s1_q6
Mann-Whitney U	1127.500	1119.500	1026.000	1201.000	1089.500	883.000
Wilcoxon W	12005.500	11997.500	11904.000	12079.000	11967.500	11761.000
Z	-.700	-.762	-1.300	-.280	-.908	-2.069
Asymp. Sig. (2-tailed)	.484	.446	.194	.780	.364	.039

a Grouping Variable: Category of respondents

How to Calculate Spearman Rank Order Correlation

NO	Non – Managers		Managers		Rank Difference (D)	D²
	Mean	Rank	Mean	Rank		
1	3.31	6	3.88	5	1	1
2	3.93	1	4.43	1	0	0
3	3.80	2	4.18	3	-1	1
4	3.36	4	3.65	9	-5	25
5	3.51	3	4.12	4	-1	1
6	3.18	8	3.80	7	1	1
7	3.09	10	3.71	8	2	4
8	2.92	11	3.41	11	0	0
9	3.15	9	3.87	6	3	9
10	3.34	5	4.25	2	3	9
11	3.20	7	3.46	10	-3	9
12	2.43	12	2.64	12	0	0

Rho Sum 60

Rho = 1-6 Sum (D²) / N (N² - 1), Where D is rank difference between non-managers and managers.