

**Employee Training and Development Practice in Selected Ethiopian Leather
Footwear Factories (Evidence from Selected Shoe Factories)**

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This is to certify that the thesis prepared by Alebel Woretaw, entitled: *Employee Training and Development Practice in Selected Ethiopian Leather Footwear Factories* and submitted in partial fulfillment of the requirements of Master of Business Administration complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Abstract

To survive and grow organizations must be constantly kept up to date through effective training and development programs. Employee training and development is especially important in industries with rapidly changing technology such as shoe industries.

Having this in mind, the study has been conducted in Ethiopia shoe factories (ASSC and TASSC) to assess employee training and development practices. The methodologies used to undertake the study were both primary and secondary data collection. Besides to this, the number of participants for this study was 336 employees.

The finding of the study revealed that the shoe factories weakness in training and development practice such as with respect to periodic and clear need assessment, selection criteria, training and development methods, training period's adequacy and training evaluation. However, training and development was as such good in relation to trainer's capabilities, stating in training and development objectives. Thus, the factories should keep up with their strengths and should alleviate their weaknesses by applying clear and scientific principles regarding human resource training and development.

Key words: Training and development

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Abbreviations and acronyms

ASSC-Anbessa Shoe Share Company

TASSC-Tikur-Abbay Shoe Share Company

MoTI-Ministry of Trade and Industry

LIDI-Leather Industry Development Institution

GoE-Government of Ethiopia

UNIDO-United Nations Industrial Development Organization

GTZ - German Agency for Technical Cooperation

FDDI-Footwear Design & Development Institute

USAID- United States Agency for International Development

COMESA-Common Market for Eastern and Southern Africa

Chapter One

Introduction

1.1 Background of the study

Nowadays, organizations operate in a complex and changing environment that greatly enhances and influences their growth and expansion. To cope up with this changing environment and technological advancement, organizations need to develop and train their employees. In addition, the survival of any organization depends on the quality of human resources of the company. An organization can also use training to try to overcome deficiencies in employees. Often effective training can produce productivity gains that offset the cost of training. Training is especially important in industries with rapidly changing technologies.

It is undeniable fact that an organization, whether a production oriented or service rendering one, requires a well trained employee in order to attain its specific and general objectives within rapidly changing environment. It is the trained people that mobilize and make use of both the human as well as the non-human resources of the organization to achieve its goals (Brum, 2007).

Training and development can be defined as a planned learning experience designed to bring about permanent change in an individual's knowledge, attitudes, or skills (Noe, 2011). According to Subha (2011), training and development is any attempt to improve current or future employee performance by increasing an employee's ability to perform through learning, usually by changing the employee's attitude or increasing his or her skills and knowledge. Besides to this concept, training and management development activities are currently receiving increased attention in the industrial and academic communities.

Wilson and Hash (2003) stated that training is one of the most important strategies for organizations to help employees gain proper knowledge and skills needed to meet the environmental challenges. Employee training represents a significant expenditure for most organizations to compete with the existing environment.

Training is often viewed tactically rather than strategically. But organizational leaders are often not clear about what they want from training and therefore fail to connect training with the overall organizational goals and strategy (Neitzel, 2006). Training should not be regarded as a luxury to be undertaken when time and budgets allow. The management should recognize that the training function has valuable intelligence to employees' core skills. The training unit, in a successful program, should understand the organizations strategic direction and then it can design and implement a creative way of moving people in that direction (Isiaka, 2011).

Training improves the knowledge, skill and attitude of the workforce and develops their services (Bell, et al., 2003). Training prepares employees for the new and specific jobs and it is often non-managerial employees oriented while development is managerial oriented and essential for future assignments. Global competition has made training and development a viable tool for all kinds of organizations (Ahmad & Din, 2009).

According to Ahmad and Din (2009), employee training and development are based on the premise that staff skills need to be improved for organizations to grow. New entrants into organizations have various skills, but not all are relevant to organizational needs. Therefore, training and development are required for employees to enable them work towards taking the organization to its expected destination.

According to Vemic (2007), training should not be undertaken for its own sake. It must be geared to the objectives of the particular organization. It is essential to know what the present skills are and based on the agreed objectives, what training is required to meet the objectives. Training also lead the employee to the right mix of knowledge, skills and attitudes, help a job holder to perform tasks successfully (Kumpikaitè, 2008). Often effective training can produce productivity gains that offset the cost of training. Training is especially important in industries with rapidly changing technologies.

According to Tomas (2011) employee training and development in the industry particularly in less developed countries economy like Ethiopia, Kenya, and Zimbabwe is the need of the time undoubtedly. Hence, the study focuses on one of Ethiopian industry, leather footwear factories, for which employee training and development for this sector has become essential to achieve the national economic objectives. Despite this aspect, conducted researches are insufficient specifically on employee training and development in Ethiopia leather footwear factories. Thus, the intention of this study is to examine the experience of leather footwear industry in Ethiopia on employee training and development with a view to understanding the practices and problems being faced.

1.2 Statement of the problem

Employee training is currently perceived as an effective means to achieving successful international competitiveness around the world (Hameed & Waheed, 2011). Furthermore, the benefits for implementing employee training have been widely recognized by many companies. In general, employee training enhances a company's performance by changing the knowledge, skills and attitude, of employees through training and development.

Given the importance of employee training and development, many researches have been conducted in developed countries directly on the employee training and development (Subha, 2011, Iivento & Rapasingha, 2000, & Tshukudu, 2009). However, most of these and other studies focus on companies operating within well organized employee training and development way in developed countries human resource management system. Therefore, it is difficult to generalize the same result, from the findings of those studies, on employee training and development practice of companies in the case of Ethiopia.

According to Tomas (2011), the supply of educated workers to meet the needs of industry places Ethiopia with Kenya and Zimbabwe with a score of 3.0 on a scale of 0 to 6 (0-1 acceptable and 5-6 poor) indicating that there is an ample room for improvement to increase competitiveness (Tomas, 2011).

In a study of the leather industry, performance analysis and improvement of Ethiopian leather footwear factories carried out in a group of nine African leather-producing countries, including Ethiopia, a number of constraints were identified (Tomas, 2011). The most frequent constraint was related to the lack of diversified and up-to-date training programs for the improvement of competitiveness together with an insufficient use of the existing training facilities. This indicates that only endowed in resources such as livestock's and population is not enough unless the industry is embedded in a well trained employee.

As far as concerned the researcher's knowledge, research studies exclusively on employee training and development in the leather footwear sector are insufficient in less developed countries and in Ethiopia it is a less emphasized area of research. But the concept and proper application of employee training in Ethiopia is an indispensable phenomenon (Tomas, 2011).

Having these empirical evidences, the research was conducted in the area of Ethiopia to narrow the gap.

To achieve the intended objective as well as the research problem stated above, the researcher has designed the following questions.

1. How the company is select employees for training?
2. What are the training methods used for conducting the training and development?
3. To what extent employees training and development is necessary to do their jobs?
4. To what extent employees are satisfied with the training and development programs of the company?

1.3 Objectives of the study

The main objective of this study is to assess the employee training and development practices of the shoe factories in general.

To be more specific and in addressing the research questions, the aim of the study is to:

1. Identify the training and development activities in the organizations that are necessary to do their jobs;
2. Describe training methods used for conducting the training and development;
3. To identify principal weaknesses/strengths of training and development of the companies;
4. Know the overall employees satisfaction with the training and development program that they have received.

1.4 Significance of the study

This study provides possible suggestions for employee training and development of the shoe factories. In addition, it helps the researcher to acquire knowledge and practical experience, and also for the partial fulfillment of the requirements for masters degree in business administration. Furthermore, it will help as a source document and as a stepping stone for those researchers who want to make further study on the area afterwards.

1.5 Scope and limitation of the study

The scope of this thesis is limited to the practice of employee training in leather footwear industry. Hence, it is intended to assess employee training and development practices. The sample respondents comprise only managerial and non-managerial staffs of the companies who are working on a permanent basis. Absence of documented data and lack of cooperativeness, not as per the intention of the researcher, of the companies were among the limitations faced.

1.6 Organization of the study

The study is organized into five chapters. Chapter one provides a brief background to the study, discusses the research problem, scope and limitation, and significant of the study. Chapter two reviews the details related to literature of the study and overview of the footwear sector in Ethiopia. Chapter three presents methodology adopted in the study. The fourth chapter focuses on the results and discussions of the study and finally in chapter five summary, conclusion and recommendations are drawn based on the results of the study.

Chapter Two

Review of Related Literature

2.1 Theoretical framework

Skill and knowledge can be obsolete in the same way as machines and technology (Vemic, 2007). There must be consistently kept up to date if the organization is to survive and develop. And new technologies exert a continual need for employee training in business firms and other organizations to be engaged in providing their employees with training and development opportunities. Nowadays, organizations are spending a significant amount of money for the purposes of employee training. Since, the most valuable asset of the organization in a 21st century is its workers knowledge and their productivity (Cribb, 2005).

The effectiveness and success of an organization therefore lies on the people who work within the organization (Isiaka, 2011). Therefore, the employees in an organization to be able to perform their duties and make meaningful contributions to the success of the organizational goals need to acquire the relevant skills and knowledge. In appreciation of this fact, organization like educational institution, conduct final training and development programs for the different levels of their employee.

Training and development offers competitive advantage to a firm by removing performance deficiencies; making employees stay long; minimized accidents, scraps and damage; and meeting future employee need (Hameed & Waheed, 2011).

Training can be defined as the systematic development of the attitude, knowledge, skill and behavior pattern required by an individual to perform adequately given task or job where as development is not primarily skill oriented. Instead it provides the general

knowledge and attitudes, which will be helpful to employers in higher positions. Development provides knowledge about business environment, management principles and techniques, human relations, specific industry analysis and the like is useful for better management of a company (Subha, 2011).

According to Vemic (2007) training consists of planned programs undertaken to improve employee knowledge, skills, attitudes and social behavior so that the performance of the organization improves considerably. Unfortunately too much emphasis is often placed on the techniques and methods of training to be used is not enough rather first defining what the employee should learn in relation to desired job behaviors. Furthermore, very few organizations place much emphasis on assessing the need and outcomes of training activities.

Isiaka (2011) sees the word development in relation to the process of helping managerial employees who perform non routine jobs to improve their management, administrative and decision-making abilities and competence. It is needed for both present and future jobs.

Now a day, the interest of investment in training and development has been increasing (Haslinda, & Mahyuddin, 2009). The mainstream training and human resource literature has neglected the issue of how companies assess the effectiveness of training and development investments and in particular employee training and development effectiveness other than simply conducting training. Because of this gap in the literature, the researcher was attempted to present evidence from a detailed study designed to explore the employee's attitude towards the progress of training and development in the shoe factories.

2.2 Distinction between training and development

Even if mostly literatures are used training and development interchangeably it has its own difference in concept (Armstrong, 2006). These differences are stated below.

Training	Development
<ul style="list-style-type: none"> • Training means learning skills and knowledge for doing a particular job. It increases job skills. • The term training generally used to denote imparting specific skills among operative employees. • Training is concerned with maintaining and improving current job performance. Thus, it has a short term perspective. • Training is job centered in nature. • The role of trainer or supervisor is very important in training. 	<ul style="list-style-type: none"> • Development means the growth of an employee in all aspects. It shapes attitudes. • Development is associated with the overall growth of management. • Management development seeks to develop competence and skills for future performance. Thus, it has a long term perspective. • Development is career oriented in nature. • Self development

2.3 Why training and development is needed?

2.3.1 Non-management employees training

Only recruiting, selecting, orienting and then placing employees in jobs do not ensure success in the human resource management activities rather it is supporting by well training program (Xiao, 2010). In most cases, there may be gap between employee knowledge and skill and what the job demand. The gap must be filled through training programs to maintain the competency levels of their employee and increase their adaptability to changing organizational demands. If the

organizations respond to change early, they will prosper and gain rewards in terms of security, profit or attainment of their goals (Bolgun, 2011).

Training can bring tangible benefits to both the organization and employees. Hence, the major purposes of training are (Switzer, et al., 2005):

- It establishes a sound relationship between the worker and his/her job;
- It upgrades skills and prevents obsolescence;
- It develops healthy and constructive attitudes;
- It prepares employees for future assignments;
- It increases productivity;
- It minimizes operational errors;
- It brings down employee turnover and absenteeism.

Moreover, training can improve the relationship between the employees and their immediate supervisor. It also helps in understanding and implementing organizational policies.

2.3.2 Management development

Development places emphasis on the growth of the individual it relates to acquiring a very broad range of skills through planned activities and experiences. Management of people, handling work relationships, and leadership are typical of broad ranges of soft skills that are developed success in all these areas requires maturity of judgment (Garavan, et al., 1999).

According to Isiaka (2011), Management development is concerned with developing the skills of the manager over his or her career with the firm. Management development is a dynamic process, and ideas and practices are constantly being challenged. There is no fixed end point to

development, because individuals can continually improve. The most common management development of the company contains (Monday, et al., 2009):

- Planning
- leadership skills
- Resource Management
- Performance appraisal
- Decision making and
- Problem solving
- Communication and other soft skill training

Management development is designed to improve the overall effectiveness of managers in their present positions and to prepare them for greater responsibility when they are promoted (Garavan, et al., 1999). In other words management development can be defined as the process by which managers gain the experience, skills, and attitudes to become or remain successful leader in their enterprises. Among other things, making the organization a better environment to work is the responsibility of a manager. To effectively discharge this and other managerial responsibilities organizations must provide an opportunity for managers to improve their knowledge and skills through management development program. Effective management development program helps managers at all levels to learn to perform their jobs better. Moreover, among the many good reasons for conducting development program the following are the major ones (Hameed & Waheed, 2011):

- To stimulate a more creative and innovative approach to problem solving and decision making;

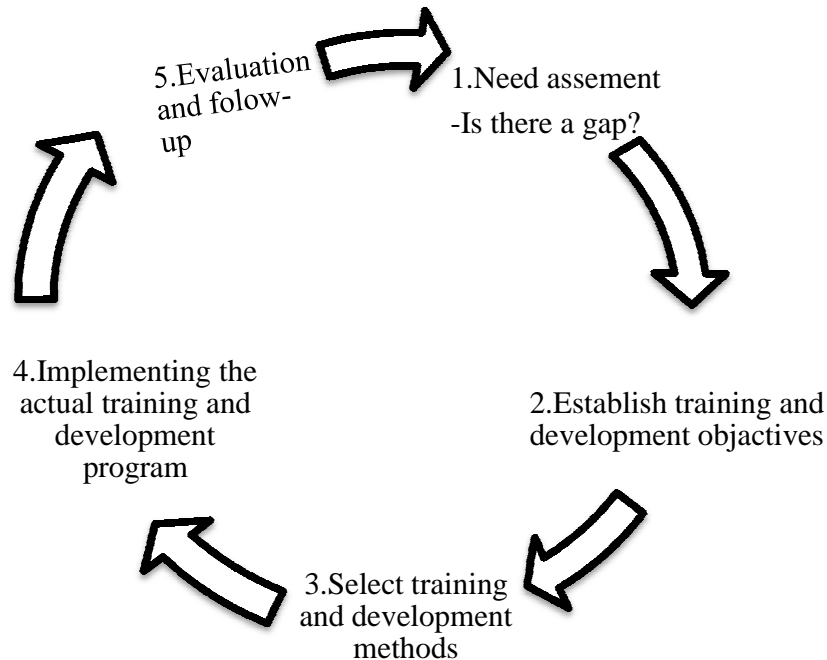
- To broaden the manager's vision and understanding in preparation for additional responsibility;
- To give the managers the opportunity to discuss ideas and problems with other people;
- To teach managers how to determine the consequences of various specific managerial actions and behaviors (leadership, planning, controlling);
- To reduce or prevent managerial obsolescence. Obsolescence can occur unless managers are kept up with the changing methods of doing their managerial jobs.

2.4 Training and development process

In today's changing environment, employees at all levels need additional training and development opportunity to develop their working ability and management thinking (Swanson & Holton III, 2009). In this respect, organizations are required to be engaged in continuous employees training and management development programs. As shown in Figure 2.1. (Miller & Osinski's, 1996) below, the steps in the human resource training and development process are:

1. Identifying training and development needs;
2. Establishing training and development objectives;
3. Selecting training and development methods;
4. Implementing the actual training and development program;
5. Conducting evaluation and follow-up.

Figure 2.1: Steps in employee Training and development process (modified)



Source: Noe, 2011

1. Need assessment

The first step in human resource training and development process is to identify the employees training and development needs. Since training and development is a need oriented effort, determining the level, type and duration of the training and development is the prime importance at this stage of the process.

The assessment begins with a need which can be identified in several ways but it is generally described as a gap between what is currently in place and what is needed, now and in the future (Miller & Osinski, 1996). The need assessment includes:

- Organization and its goals and objectives;

- Jobs and related tasks that need to be learned;
- Competencies and skills that are need to perform the job;
- Individuals who are to be trained;

Training and development needs may be defined in terms of a simple equation: Training and development need=desired performance - actual performance (McClelland, 2002).

The dominant framework for identifying organization's employee training needs has been three category needs analysis approach (Miller & Osinski, 1996).

- A. Organizational analysis
- B. Task (job) analysis
- C. Person analysis

A. Organizational analysis

Organizational analysis is the process of identifying job-related knowledge and skills that are needed to support the organizations short-range and long-range goals (Miller & Osinski, 1996). This implies that organization's strategic goals and plans must carefully be examined in line with the human resource planning. In this approach, information related to organizational structure, size, growth, objectives and other factors is gathered to effectively determine where and how training and development programs should be conducted. Organizational training needs analysis also involves systematically assessing manager, peer, and technological support for transfer of training or workplace application of training. According to McClelland (2002) essentially, there are questions relevant to identify organizational needs:

- What human resource does the organization have?
- What training has these human resources had?

- What are the deficiencies or what skills are lacking?
- Are there an adequate number of people to fulfill organizational objectives?

B. Task analysis

This approach refers to the determination of skill and knowledge the job requires. Examines tasks performed and the knowledge, skills, attitudes and other behavioral aspects required to determine what employees must do to perform successfully. In collecting job information as input into training decisions the job analysis must include (McClelland, 2002):

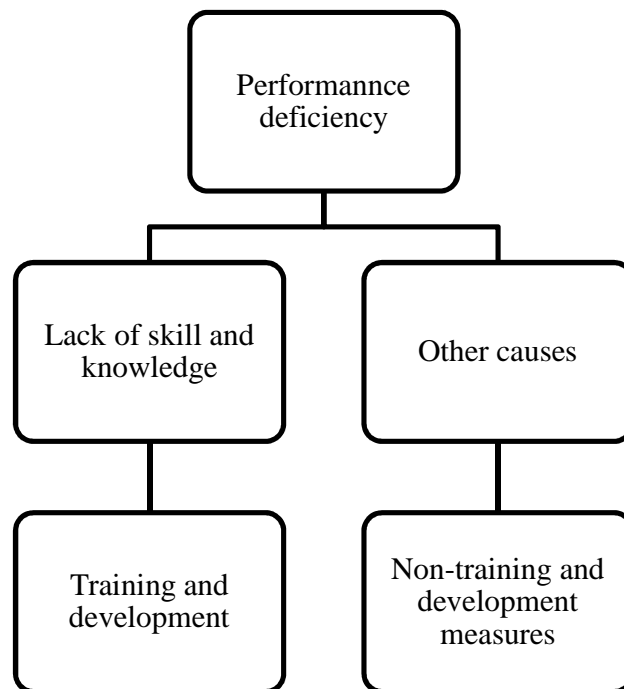
- A detailed examination of each task component of the job;
- The performance standard of the job;
- The method and knowledge the employee must use in performing the job task;
- The way employee learns the method and acquires the needed knowledge.

C. Person analysis

Another training and development need analysis approach is person analysis. Here the concentration is on the individual employee. It is used to analyze the substantive knowledge and skill possessed by the employee (Miller & Osinski, 1996). This approach deals with two basic questions. These are:

- Who needs to be trained?
- What kind of training is needed?
- What skills does the employee have?

Figure 2.2: Training and development need assessment and other remedial measures (modified)



Source: Haslinda and Mahyuddin , 2009

2. Establish training and development objectives

Once training and development needs are clearly identified, the next process is to establish objectives. An objective is a specific outcome that the training or the development program is intended to achieve. In most cases, training and development objectives are set for the trainees (Swanson & Holton III, 2009). These objectives define the performance that the trainee should be able to exhibit after training. Human resource development experts suggest that objectives should be stated explicitly and answer the following questions (Bunch, 2007):

- What should the trainees be able to do after training?
- Under what conditions should the trainee be able to perform the trained behavior?

- How well should the trainee perform the trained behavior?

Training objectives must be specific, measurable, achievable and time-targeted. Objectives with such characteristics serve a number of purposes. According to (Bunch, 2007) they assist in developing the criteria to be used in evaluating the training outcome. Objective and the evaluation criteria also help in choosing relevant instructional method, and material.

Training and development objectives should spell out what the organization or the trainer wants to achieve. As these training objectives form the basis of training standards and evaluation of training and development, it is necessary that these objectives should be set out in measurable terms (Swanson & Holton, 2009).

Trainers must ensure that these training objectives are specific in terms of the behaviors of trainees that they should display at the end of the program. Trainers must also ensure that each objective describes a specific behavioral action (Bhargava, 2010). The objective must indicate the standard of performance required, expressed in terms of number, degree and accuracy.

Having indicated the required performance standard, it is important for the trainer to make sure that the individual trainee is made aware from the onset of these standards and how their individual capabilities can be developed to achieve the required performance standards.

3. Select methods of training and development

Training and development is one of the most important tools available to organizations. Management can make use of training programs to enable the organizations achieve their objectives. This is possible by developing the skills and competencies of their employees (Haslinda & Mahyuddin, 2009).

The realization of organizational objectives depends to a greater extent on the quality of leadership provided by administrators/managers. To this effect, organizations need to improve supervisory, managerial, executive skills and non- managerial employees so that they may lead and motivate employees for the betterment of their organizations. The most common methods training and development are briefly discussed below (Haslinda & Mahyuddin, 2009).

A. Off-the-job Training

This program takes place outside the managerial and non managerial employees work environment (Monday, et al., 2009). These can be course work at local colleges or other training establishments like that of the Ethiopian Management Institute which have been specially equipped and staffed for both managerial and vocational training. On the other hand, Regions that wants to develop the skill of their accountants and lawyers are sent to the Ethiopian Civil Service College (ECSC) for short-term off-the-job training. With a view to increase the capacities of their leaders, organizations send them to colleges or universities or get them enrolled in seminars, workshops, conferences and other programs conducted by training institutions. There are different types of off-the job training programs. The most common ones are briefly discussed below.

- Lecture method of training
- Case study
- Conference
- Role play
- Management Games
- In basket Exercise

B. On-the-job training

On-the-job training is conducted on the actual job to develop the skills of managerial and non managerial employees (Monday, 2009). The employee is placed into the real work situation and shown the job and the tricks of the trade by experienced worker or the supervisor. According to Olaniyan and Ojo (2008) on-the-job training includes several steps:

1. The trainee receives an overview of the job, its purpose, and its desired outcomes, with an emphasis on the relevance of the training;
2. The trainer demonstrates the job to give the employee a model to copy;
3. The employee is allowed to imitate the trainer's example. Demonstrations by the trainer and practice by the trainee are repeated until the job is mastered;
4. The employee performs the job without supervision;

There are different types of on-the job training methods. The most common ones are briefly discussed below (Saiyadain, 1995).

- Coaching
- Job rotation
- Apprenticeship

Generally, each training and development methods have its own advantage and disadvantage.

Among these the following are the most common:

Advantages of on-the job methods

- It is directly in the context of job;

- Trainees are highly motivated;
- It is free from artificial classroom situations;
- On the job training is much less costlier than off the job training as it eliminate expenses such as cost of travel, facilities, accommodation etc.;
- As training takes place in trainees actual work area, the application of training is much more direct and trainees can understand immediately.

Disadvantages of on-the-job methods

- Trainer may not be experienced enough to train;
- It is not systematically organized;
- Poorly conducted programs may create safety hazards such as dangerous chemicals;
- As trainees get to work on actual machines that means there may be a potential damage to expensive equipment;
- Work environment may be a full of distractions that may interrupt training.

Advantages of off- the- job methods

- Large number of trainees can be trained at one time. For example in lecture method;
- Trainers are usually experienced enough to train;
- It is systematically organized;
- Efficiently created programs may add lot of value;
- Trainer can use wide variety of instructional training methods.

Disadvantages of off-the-job methods

- Expensive than on –the- job training method as requires use of training facilities, cost of travel , accommodation, and employee time off during training etc.;
- It is not directly in the context of job;
- It is more artificial in nature.

4. Implementing training and development program

Employee training and development program should aim at enabling organizations to achieve their objectives. Hence, the program should be set up after having clear-cut objectives in mind. In every program decisions have to made as who should be trained, who are the instructors, where and when the program is to be conducted and what are the material requirements. Moreover, according to Vemic (2007) providing answers to questions like what skills are going to be taught, what kind of employee training and development is sought, what long or short term objectives are proposed will determine the design and details of the programs.

Since human resource development program decisions are based on cost considerations, the management must believe that the program will:

- ◆ Increase the skill and knowledge of employees;
- ◆ Motivate employees to learn and attain their personal goals;
- ◆ Provide feedback to improve the program;
- ◆ The implementation process of training and development is also contains:
- ◆ Selection of participants;
- ◆ Staff scheduling;
- ◆ Conducting or facilitating training and development.

5. Evaluation of training and development

Evaluation is the final phase of the training and development program. It is a means to verify the success of the program, i.e. whether employees in the program do the jobs for which they have been trained. As Balogun (2011) noted, the concept of evaluation is most commonly interpreted in determining the effectiveness of a program in relation to its objectives. Human resource development is an investment in people. The major reason for investment in training and development program is that to help employees to perform better in the achievement of organizational objectives. Hence, evaluation is a means to assess the cost/benefit of the program to the organization. However, Balogun (2011) noted, evaluation is like brushing your teeth after every meal everyone advocates it but few actually do it. Evaluation can be done for various purposes. It may be done:

- To increase effectiveness of the program while it is going on;
- To increase the effectiveness of the program to be held next time;
- To help participants to get feedback for their improvement and efficiency;
- To find out to what extent the objectives are achieved.

In evaluating the worth of specific programs, sets of measurement criteria should be identified.

These, according to writers in the area, are:

Reaction

What did the participant think about the program? Participants react to the learning experience by forming opinion and attitude about the instructor, the methodology, participation in the learning session and measures how trainees react to a program (Ahmad & Din, 2009). It provides useful information to allow assist with modifying the training program.

Learning

Did the participant learn what was intended? Learning evaluation requires the measurement of what participant has learned as a result of his/her training i.e. the new knowledge and skill he/she has acquired or the change in attitude (Noe, 2011). It measures the changes in trainee's attitudes, knowledge, and skills. These changes are measured by using methods such as testing and self-assessments.

Job behaviors

Job behavior evaluation is concerned with measuring the extent to which participant has applied his/her learning back on the job. It helps to assess whether job performance changes as a result of training (Eseryel, 2002). Did the learning transfer to the job? How has the development activity improved individual performance, for example specialist knowledge or professional approach?

Ultimate value

Has the training affected the ultimate well-being of the organization? Here evaluation aims to measure how the organization as a whole has benefited from the training in terms of goal achievement, survival or growth. To measure the effect of human resource development program using the criteria mentioned above requires using data gathering method such as questionnaire, interview and observation. Other measures like management audit, survey, analysis of record and performance data, expert opinion, test and the like can be used to collect evaluation information

In sum, training and development to be useful to the organization, employee and management concerned should (Bhargava, 2010):

- Properly assess needs;

- Formulate clear objectives;
- Design program to meet the needs and to attain objectives;
- Conduct cost/benefit evaluation.

If the training and development shaped the employees in such a way as to fit the job requirements, then it can be concluded that organizations have achieved their objectives and in turn they have also justified the investment made in human resource.

1.1 Process of training and development evaluation

- 1. Before Training:** The learner's skills and knowledge are assessed before the training program. During the start of training, candidates generally perceive it as a waste of resources because at most of the times candidates are unaware of the objectives and learning outcomes of the program. Once aware, they are asked to give their opinions on the methods used and whether those methods confirm to the candidates preferences and learning style (Ahmad & Din, 2009).
- 2. During Training:** It is the phase at which instruction is started. This phase usually consist of short tests at regular intervals (Balogun, 2011).
- 3. After Training:** It is the phase when learner's skills and knowledge are assessed again to measure the effectiveness of the training. This phase is designed to determine whether training has had the desired effect at individual department and organizational levels. There are various evaluation techniques for this phase (Balogun, 2011).

2.6 Factors to be consider in training and development

The operation of a successful program requires that due consideration given to a number of factors (Haslinda & Mahyuddin, 2009):

1. Planning the program;
2. Organization of training program;
3. Selection of the trainees and trainers;
4. Adherence to rules or principles of training.

1. Planning the program

Along with a good organization, a careful planning is the most important prerequisite of training. When such aspects as where, who, how, what, and when are preplanned in a training program, the result will be fewer mistakes and better trainees when the program gets under way (Noe, 2011).

2. Organization of training

A training program has a much better chance of being effective if it is well organized (Abdullah, 2009). To begin with; first, one person or unit in the organization should be made responsible for training. In a small company, a line executive will have to be given this responsibility. In larger organizations the personnel manager or a training director should be assigned the task of planning, organizing, and evaluating the program. Second, a training program must be sold to the top level of the organization to be most effective. Unless the interest and prestige of the administrative levels are behind it, a training program will be accepted with reluctance by the lower levels.

3. Selection of trainees and trainers

Another basic factor in training is to select trainable employees. In as much as, training costs, money, expenditures are warranted only for those from whom the greatest returns will be

received. The selection and training of trainers is also significant and it is an excellent opportunity for supervisors who become skilled in training methods (Abdullah, 2009).

4. Rules of training

It is desirable here to note some rules that should be followed if a training program is to be effective. To begin with in planning a program, it is wise to determine how frequently instruction should be given, types of materials, and visual and audio devices upon the training process (Haslinda & Mahyuddin, 2009).

2.7 Effective training and development

Effective training will indicate not only finding out whether the training was well done but also asking what it achieved and whether it was worthwhile for the organization to be sponsoring it. Therefore, to ensure the training is effective, the human resource and training literatures stress that the organizations need to adopt a systematic approach to training which often include identifying needs, delivery and evaluation. Inarguably, a careful implementation of each element of training and development process (need assessment up to evaluation) is needed to make it effective. From the employee perspective, training is unlikely to be effective unless it is related to high level of motivation, better ability to perform their job, and hopefully also makes them feel positive toward their work (Balogun , 2011).

Action on the following lines needs to be initiated to make training practice effective (Noe, 2011):

- Ensure that the management commits itself to allocate major resources and adequate time to training. This is what high-performing organizations do;

- Ensure that training contributes to competitive strategies of the firm. Different strategies need different employee skills for implementation. Let training help employees' at all levels acquire the needed skills;
- Ensure that a comprehensive and systematic approach to training exists, and training and retraining are done at all levels on a continuous and ongoing basis;
- Make learning one of the fundamental values of the company. Let this philosophy percolate down to all employees in the organization;
- Ensure that there is proper linkage among organizational, operational and individual training needs;
- Create a system to evaluate the effectiveness of training.

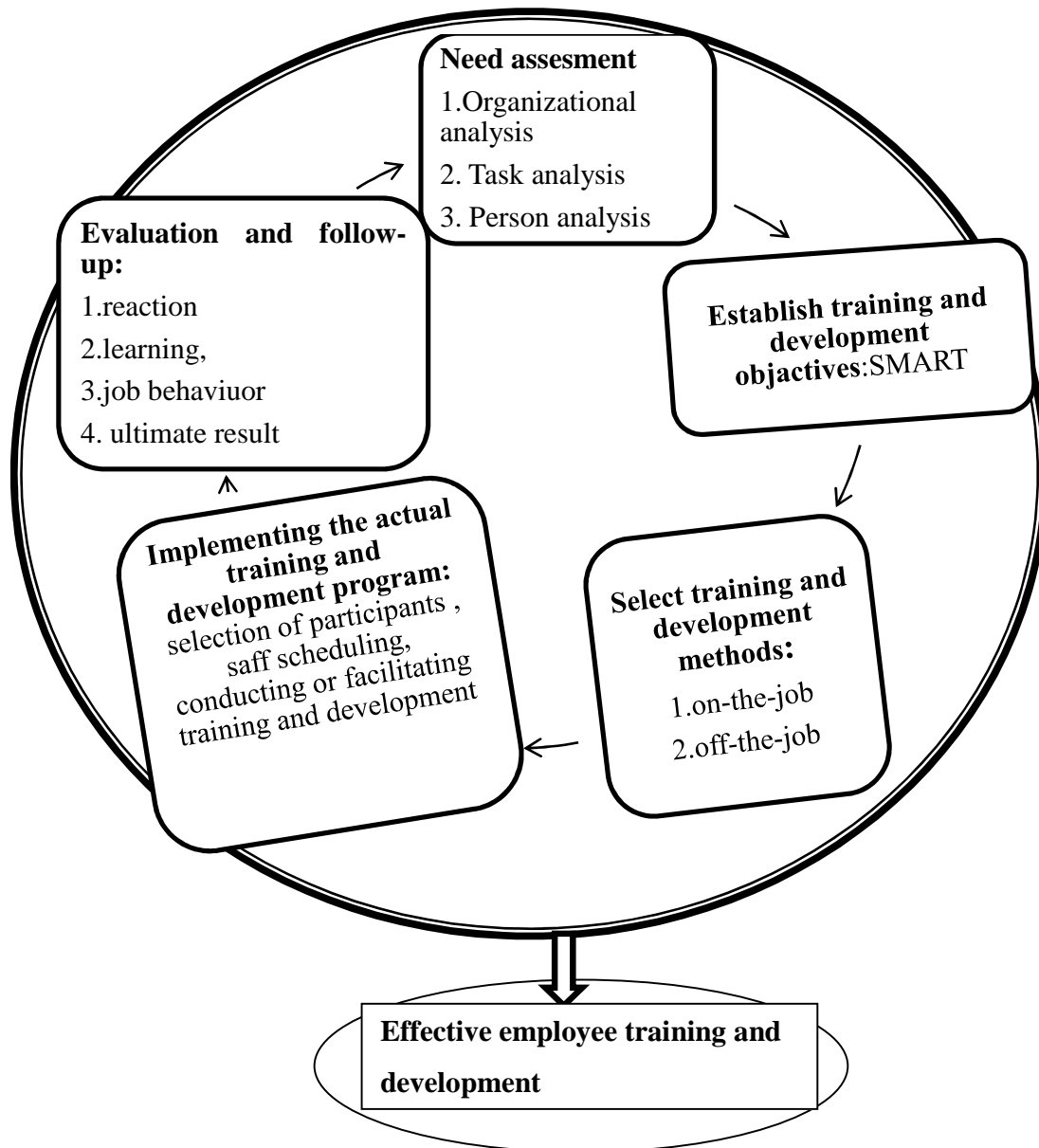
2.8 Consequences in the absence of training and development

Failure to conduct employee training and development can contribute to (Neitzel, 2006):

- Constraints on business development;
- Higher labor turnover;
- Increased overtime working;
- Higher rates of pay, overtime premiums and supplements;
- Higher recruitment costs, including advertising, time and incentives;
- Greater pressure and stress on staffs;
- Pressure on job-evaluation schemes, grading structures, payment system and career structure;
- Higher training costs;

- Additional retention costs in the form of flexible working time, job sharing, part time working, shift working.

Figure 2.3 Conceptual framework for training and development (Modified)



Source: Noe, 2011

2.9 Overview of the Ethiopian leather footwear factories

Ethiopia possesses one of the largest populations of livestock in the world and the leather industry has been traditionally active, based on the abundance of this resource. The main leather-related export item of Ethiopia is, however, low value-added hides and skins. The Government of Ethiopia (GOE) has been promoting to shift the major export items from the low value-added hides/skins to high value-added finished leather. The leather industry has been one of the major traditional industries together with the coffee and garment industries, but it is now at a turning point to change itself from a traditional industry to a modern industry to penetrate the international high value-added leather market, under the strong initiative of the GOE and MoTI (Sonobe, et al., 2009).

The production of leather shoes in Ethiopia dates from the late 1930s when Armenian merchants founded two shoe factories in Addis Ababa – Tikure-Abbay and Anbessa. These were nationalized by the military government in 1974 and remained the largest and second largest shoemakers in the country. These factories nurtured a number of shoemakers, who opened their own factories in Addis Ababa and trained their workers. Today, the neighborhood of Mercato, a huge marketplace in the city, swarms with shoemakers, wholesale shops dealing in leather, soles, and shoe accessories, and shoe retail store (UNIDO & MoTI, 2005).

Ethiopia possesses the largest livestock population in Africa, and the 10th largest in the world. Ethiopia's livestock population is estimated at 44.3 million cattle, 23.6 million sheep, 23.3 million goats and 2.3 million camels in 2007. The skin removal rate is 7% for cattle, 33% for sheep and 37% for goats. The country produces 2.7 million hides, 8.1 million sheepskins and 7.5 million goatskins annually. It can be seen that resource utilization as well as output performance

of Ethiopian leather sector is low. Therefore, the leather industry still has room to be developed further, optimizing the abundance of the resource. However, the leather industry has been traditionally active, based on the abundance of this resource (Tomas, 2011).

2.9.1 Human resource capacity building of the footwear industry

The following stakeholders are those who participate in development of Ethiopian leather footwear sub-sector (Tomas, 2011).

- ◆ Leather Industry Development Institute (LIDI)
- ◆ Ethiopian Leather Industry Association (ELIA)
- ◆ COMESA – Leather and Leather Products Institute (LLPI)
- ◆ Other development agents
 - USAID: Quality Improvement of Raw Hides/Skins, Marketing, Web Page Development of the Leather Association and Warehouse Construction;
 - UNIDO: Preparation of the Strategic Action Plan (finalized in 2005);
 - Embassy of India: support in the quality of the hides/skins, as well as in design improvement via FDDI;
 - GTZ: Re-engineering in 6 Leather-related Factories, Technical Assistance to the Leather Institute.

Chapter Three

Research Methodology

3.1 Research design

The primary aim of this study is to describe the employee training and development practice. To achieve this objective, descriptive type of research design with a mixed approach was employed. The descriptive type of research design helps to portray accurately the characteristics of a particular individual, situation or a group (Creswell, 2003). So that, in this study the descriptive research design was employed to describe the employee training and development practice. The mixed research method is considered to be very efficient in answering research questions compared to the quantitative and qualitative approach when used in isolation (Creswell, 2003). Therefore, by using a mixed approach it is able to capitalize the strength of quantitative and qualitative approach and remove any biases that exist in any single research method.

3.2 Source of data and collection methods

The necessary data for this study were collected from both primary and secondary sources. The primary data was collected through questionnaires and interviews with managers and non-manager employees of the case companies respectively. Structured and semi-structured interviews were prepared and an interview was conducted with human resource department managers of the case companies (ASSC & TASSC). The secondary data was collected from relevant documents, organization reports, newspapers and magazines that were related to the study. When necessary, materials were downloaded from web sites.

3.3 Sampling design

In order to obtain data about employee training and development two leather footwear factories was selected using purposive sampling technique such as ASSC &TASSC. The companies were selected based on the age (experience) and availability of an organized data for the study. On the other hand, employees were selected randomly based on their list, taken from human resource department. Accordingly, 224 employees from ASSC and 143 employees from TASSC, a total of 367 employees were selected as a sample.

3.4 Methods of data analysis

In this study to analyze the collected data descriptive data analysis method were employed. Data collected through interviews was analyzed by using description of facts. Those data collected through questionnaires were analyzed using SPSS. Finally, researcher was validated the result by triangulating different data sources of information and examining evidence from the source to determine the accuracy of the findings. Adequate steps were taken to ensure the validity of the questionnaire. For its validity, content validity was determined. The results were presented through tables and charts.

Operational definitions

- **Training-** learning employee specific skills for a particular job.
- **Development-** The growth of employees in all aspects.
- **Managers-** Customarily and regularly direct the work of two or more employees.
- **Non-managers-** Perform tasks of a functional / technical nature in the area of specialty.

Chapter Four

Results and Discussions

This chapter presents characteristics of the studied population and respondents, analysis and interpretation of the data collected from the management and non-management of Anbessa and Tikur-Abbay Shoe Share Company.

Table 4.1: General information of the population and respondents

Shoe Companies	Total number of population (N)			Sample size (n)		
	Managers	Non-managers	Total	Managers	Non-managers	Total
Anbessa Shoe Share Company(ASSC)	7	672	679	7	217	224
Tikur-Abbay Shoe Share Company (TASSC)	5	427	432	5	138	143
Total	12	1099	1111	12	355	367

Source: Own survey, 2012

Three hundred sixty seven (367), questionnaires were distributed to the employees and three hundred thirty six (336) were collected back. The rest thirty one (31) of them were not returned. As portrayed in table 4.1, twelve (12) management and three hundred twenty four (324) non-

management employees were participated with the objective of identifying employee training and development practice of the shoe factories. With respect to the position of the respondents 3.6% are managers and highest number (96.4%) of respondents falls in non-manager employees.

Table 4.2: Age and sex of respondents

Respondents sex		Respondents age					Total	
		< 25	25-35	36 -40	41-54	55 and above	Frequency	Percent
Male		3	69	95	8	0	175	52
Female		5	89	65	2	0	161	48
Total	Frequency	8	158	160	10	0	336	-
	Percent	2.4	47	47.6	3	0	-	100

Source: Own survey, 2012

Accordingly, the following variables about the respondents were summarized and described in the above table (4.2). These variables include: number of years the employees worked with in the organization, age, sex, and educational level.

As displayed in the above table (4.2), the majority of 52 % of the respondents were male and the remaining 48% of the respondents were female. Regarding the age of the respondents, the greater part (47.6 %) of respondents exists within the age category of 36-40 years and the second were 47% within the age category of 25-35 years. The remaining 3% and 2.4% were found between the age of 41-54 and below 25 years respectively.

Table 4.3: Respondents profile by experience and educational status

Experience	Educational status				Frequency	percent
	Second degree	First degree	College diploma	12 grade complete and below		
Below 1 year	0	0	15	5	20	6
1-5 years	2	5	135	64	206	61.3
6-8 years	0	1	11	72	84	25
Above 8 years	0	0	0	26	26	7.7
Frequency	2	6	161	167	336	-
percent	0.6	1.8	47.9	49.7	-	100

Source: Own survey, 2012

As can be noted from table 4.3, the largest groups of respondents (61.3%) have a working experience of 1 to 5 years of on the current job. The second portion (25%) of respondents have served in the sector between 6-8 years and the rest 7.7% and 6% have served in the factories above 8 years and below 1 year respectively. With regard to educational qualification, the majority of the respondents are twelve complete and below (49.7%) and 47.9% of the respondents are holders of college diploma. Only two persons have the degree of masters and there are no PhD holders at all among the respondents. The rest 1.8% of the respondents are first degree holders.

4.1 Responses of both management and non-management employees

Table 4.4: Appropriateness of current position with specialization

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Appropriate	38	11.3	11.3	11.3
Most likely appropriate	213	63.4	63.4	74.7
Inappropriate	85	25.3	25.3	100.0
Total	336	100.0	100.0	

The above table (4.4) shows that, 63.4 % of the respondents were responded current position and specialization are most likely appropriate, 25.3% of the respondents were replied current position and specialization are inappropriate and the rest 11.3% of respondents were replied appropriate. It indicates that there is a problem of placing appropriate employees with appropriate position and increase the need of employees training and development.

Table 4.5: Methods of employees training and development

Methods	Frequency	Percent	Valid Percent	Cumulative Percent
On-the-job	246	73.2	73.2	73.2
Off-the-job	41	12.2	12.2	85.4
Both	49	14.6	14.6	100.0
Total	336	100.0	100.0	

Source: Own survey, 2012

As indicated in table 4.5, we can find both methods, on-the-job and off-the-job, of training and development. Most of the respondents (73.2 %) have taken on-the job training which takes place at the work place. 12.2% of the respondents replied that they have taken off- the job training which is conducted outside the job to develop the skills of manager and non-manager employees. This includes training which was conducted in their venue, external training which was carried out in training institutions such as Leather Industry Development Institute (LIDI) and Leather and Leather Products Institute (LLPI). Moreover, abroad (like India) training is also given for some senior employees, especially product designers, although priority for abroad training is given for leaders or management groups. To the end, 14.6% of the respondents are replied that they have taken both on-the-job and off-the-job training given by the factories itself and supportive institutions. The implication of the data presented in the above table is the emphasis

of the companies in providing its employees on the job training more frequently and with less emphasis in off-the-job training.

Table 4.6: Training and development evaluation process

Evaluation process	Frequency	Percent	Valid Percent	Cumulative Percent
Before training	76	22.6	22.6	22.6
During training	107	31.8	31.8	54.5
After training	153	45.5	45.5	100.0
Total	336	100.0	100.0	

Source: Own survey, 2012

As the researcher has stated in the table (4.1) above the total respondents were 336, among these 12 of the respondents are working in the management areas where as the rest of 324 were non-managers working in different departments of the factories. Having this information, questionnaires related to evaluation process were distributed to both managers and non-managers and their responses were presented in table (4.6). Table 4.6 reveals that the maximum of 45.5% of the participants were replied training and development evaluation is carry out after training where as a minimum of 22.6% of participants replied that evaluation is conducted before-training process. It indicates that less emphasis, before training evaluation, in identifying cost-benefit analysis.

4.2 Responses of management staff respondents

As it was stated in the general information of total respondents twelve (12) questionnaires were distributed to management staffs and all of 12 were returned. All the returned questionnaires were completed and considered for the analysis. The data acquired from the completed and returned questionnaires were summarized and narrated below.

Table 4.7: The existence of periodic management development need analysis

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
yes	3	25.0	25.0	25.0
No	8	66.7	66.7	91.7
I do not know	1	8.3	8.3	100.0
Total	12	100.0	100.0	

Source: Own survey

As shown in table 4.5, the highest 66.7% of participants were responded that the companies are not periodically analyze management development need by taking in to consideration of management as a need oriented effort and 8.3% said that we do not know whether the companies are analyzing human resource development need, and the remaining 25% responded that the companies are not analyzing the development need periodically. This response implies that, the presence of problems in the footwear factories with respect to management training and development need assessment periodically in identifying the deficiency of employees' skill and knowledge.

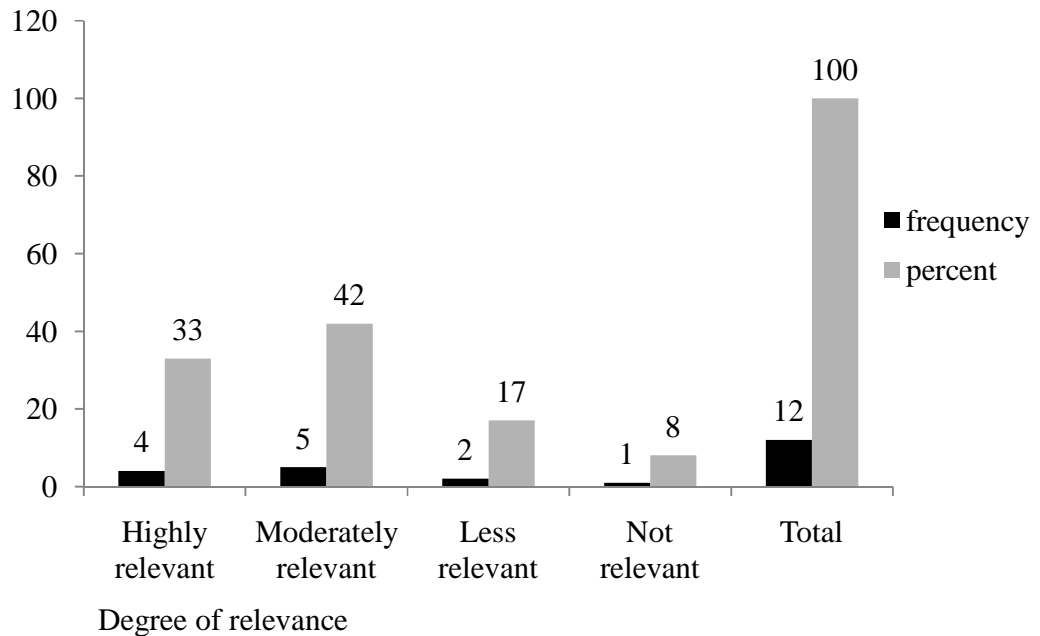
Table 4.8: Types of management development need analysis

Types of need analysis	Frequency	Percent	Valid Percent	Cumulative Percent
Organizational analysis	5	41.7	41.7	41.7
Task analysis	5	41.7	41.7	83.3
Person analysis	2	16.7	16.7	100.0
Total	12	100.0	100.0	

Source: Own survey

As far as the theory is concerned, the dominant frame work for identifying organization's human resource development needs has been three category need analysis approach, namely, organization analysis, task (Job) analysis and person analysis (Miller & Osinski's, 2002). As portrayed in table 4.8, 41.7 % of the respondents revealed that both organization analysis and task analysis are mostly used in identifying management development need analysis and 16.7% of respondents replied that the factories are used person analysis. The response implies that, the factories are attempting to examine its management employees to determine the skill and knowledge the job requires before implement the training and development program. However, the companies are giving less emphasis for person analysis.

Figure 4.1: Resposes in relation with relevance of management development in improving current job performance



Source: Own survey, 2012

One of the basic aims of management development program is to improve current job performance of each department which ultimately improves the productivity of the organization as a whole by updating the skills and knowledge of departmental managers. Beside to this, the above figure shows that 42 % of the respondents were responded that management development they took so far was moderately relevant in improving their current job performance and 33% responded that it was highly relevant since it contributes to the improvement of their performance. The rest 17% and 8% of the respondent responded that less relevant and not relevant respectively. Thus, management development program in the shoe factories is encouraging in its positive contribution to the job performance of its leaders and companies.

Because majority of 75% of participants responded that the presence of management development is highly relevant and moderately relevant.

Table 4.9: Response in relation to whether effectiveness of management development program evaluated or not

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
yes	3	25.0	25.0	25.0
No	8	66.7	66.7	91.7
I do not know	1	8.3	8.3	100.0
Total	12	100.0	100.0	

Source: Own survey, 2012

Evaluation is the final phase of human resource development program. It is a means to verify whether employees in the program do the jobs for which they have been trained. As shown in table 4.9, 25% of the management staff responded that the companies are conducted evaluation to assess the effectiveness of the management development program, the other 66.7% responded as no evaluation takes place and 8.3% responded that they do not know whether or not management development program evaluation is conducted by the shoe factories. The response implies that there are problems in the shoe factories in relation to evaluation of human resource development since not all the management staff members are clear with the evaluation program.

Table 4.10: Measurement criteria used in evaluating the worth of management development program

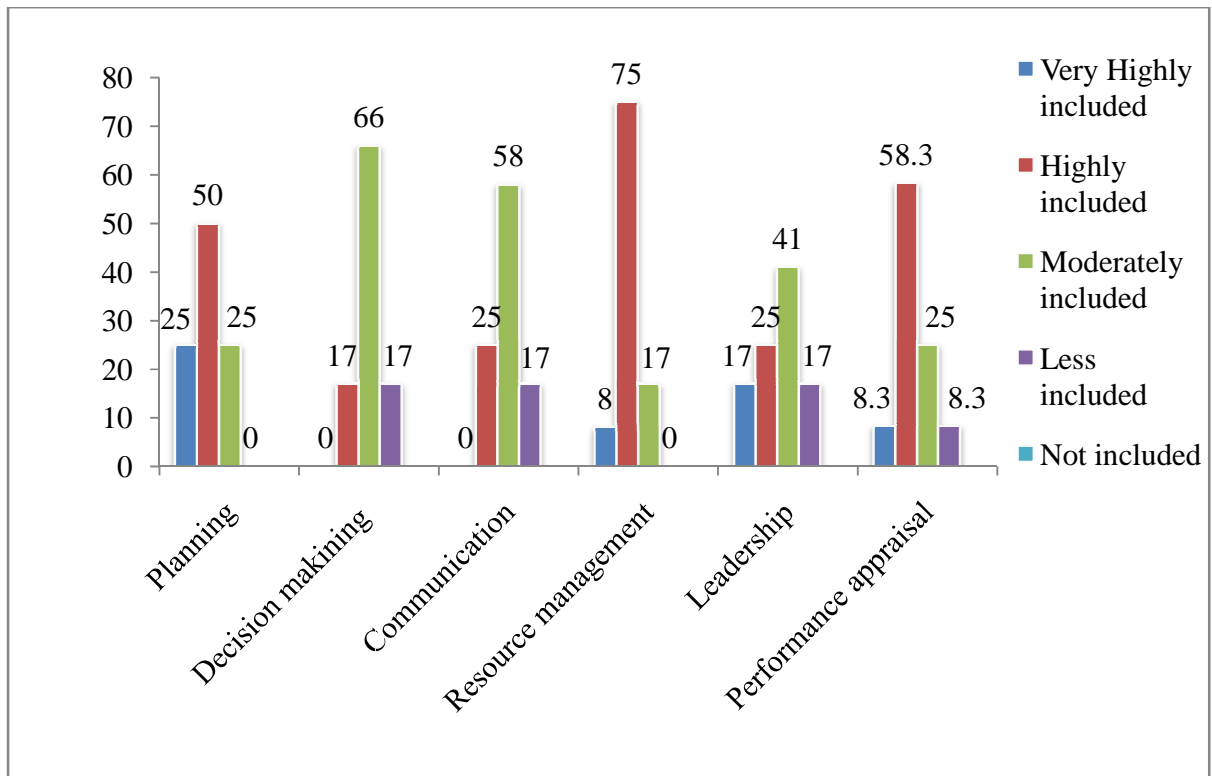
Measurement criteria	Frequency	Percent	Valid Percent	Cumulative Percent
Reaction	4	33.3	33.3	33.3
Learning	1	8.3	8.3	41.7
Job behavior	2	16.7	16.7	58.3
Ultimate value	5	41.7	41.7	100.0
Total	12	100.0	100.0	

Source: Own survey, 2012

In evaluating the worth of specific human resource development programs measurement criteria should be identified and used with the aim of increasing the effectiveness of the program while it is going on and helping trainees to get feedback for their improvement and efficiency. As indicated in the table, ultimate value (41.7%) and reaction (33.3%) are the two most commonly used measurement criteria as majority of the respondents responded, and job behaviors and learning are also used by the shoe factories to some extent. The analysis reveals that most of the participants react to the learning experience by forming opinion and attitude about the instructor (trainer), the methodology, participation in the learning session and how well he or she liked the program. Moreover, how the companies are benefited from the training and development in

terms of goal achievement, survival or growth (ultimate value) is considered by companies in evaluating the worth of management development program.

Figure 4.2: The level of content in management training and development program



Source: Own survey, 2012

Figure 4.3 shows that the respondents' opinion about the level of content in the management development program.

- Planning:** it denotes the maximum of 50% of the participants were responded highly included and a minimum of 25% participants responded that very highly and moderately included with the level of content of the management development program.

- **Decision making and problem solving:** it reveals that the maximum of 66% of the participants were replied moderately included and a minimum of 17% of participants replied that highly and less included with the level of content of the management development program.
- **Communication:** it indicates that the majority of 58% of participants were replied moderately included and a lowest amount of 17% participants responded that less included with the level of content of management development program.
- **Resource management:** it assures that the highest of 75% participants were replied highly included and a minimum of 8% participants' replies that very highly included with the level of content of management development program.
- **Leadership:** it asserts that the maximum of 41% participants responded moderately included and a minimum of 17% participants' replies that very highly included and less included with the level of the content of management development program.
- **Performance appraisal:** it depicts that the maximum of 58.3% participants replied highly included and a minimum of 8.3% participants replies that very highly included and less include with the level of the content of management development program.

To sum up, the response related to the level of content to which the given management development are included as appropriate and desired management training content implies that the shoe factories are in a good attempt in incorporating the desired and relevant content of the program with a great note of improving the less percentage of training and development content in the above table. This later on helps each management group in executing their management functions effectively and efficiently which contributes a lot to the achievement of ultimate value of the shoe sector.

4.3 Responses of non-management employees

To assess the practice of non-management staff training program in the factories questionnaire were prepared and distributed to 355 non-management staffs of ASSC and TASSC. Of these, 324 were kind enough to fill and returned the questionnaire and the rest 31 were failed to return the questionnaire distributed to them. In summary, the following table depicts the total number of distributed, returned and unreturned questionnaire.

Table 4.11: Distributed, returned and not returned questionnaire by non management staffs.

Questionnaires	Number	Percent
Returned	324	91.3
Not returned	31	8.7
Total distributed	355	100

Source: Own survey, 2012

Table 4.12: Responses with regard to whether the employees have taken training or not in their duration of stay in the companies

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	311	96.0	96.0	96.0
No	13	4.0	4.0	100.0
Total	324	100.0	100.0	

Source: Own survey, 2012

As can be seen from table 4.11, 96% of the respondents have taken some sort of training in one way or another in their stay in the factories. This implies the attempt of the shoe factories in updating the skills and knowledge of the employees, which later on will contribute to the competency levels of trainees and organizational performance of the shoe factories.

Table 4.13: The realization of training/changes on the performance of trainees

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	263	81.2	81.2	81.2
No	61	18.8	18.8	100.0
Total	324	100.0	100.0	

Source: Own survey

The above table clearly reveals that the training given by the factories to its employees has positive impact on improving their job performance as 81.2% of the respondents replied and the rest 18.8% feel that they do not see any significant positive change on their performance due to the training. It asserts the majority of the respondents have positive attitude towards the training program.

Table 4.14: The need of skills, knowledge and performance of employees before taking training

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Needs improvement	283	87.3	87.3	87.3
Do not need improvement	41	12.7	12.7	100.0
Total	324	100.0	100.0	

Source: Own survey

As table 4.14 depicts, majority of the respondents (87.3%) said that their skills, knowledge, attitude and performance needs improvement through training and the rest 12.7% of the respondents replied that they do not need improvement. This implies that, some employees have taken inappropriate training since they were not change in their performance as well as skill and knowledge.

4.3.1 Employees training as a main factor for the company's performance

As can be observed from the table 4.15, majority (73.1%) of the non management staffs believe that individual training is the key factor for improving the performance of the companies. In this respect, the companies are required to be engaging in continues employee training in order to take advantage of the improved performance of the trained individuals. However, 26.9% of respondents are replied training is not the main factor

Table 4.15: Responses of employees in relation with the need of training as of the main factor for improving the performance of companies

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	237	73.1	73.1	73.1
No	87	26.9	26.9	100.0
Total	324	100.0	100.0	

Source: Own survey, 2012

4.3.2 Satisfaction of employees with the factors to be consider in training program

The table below shows that the satisfaction level of the respondents regarding to the factors to be consider in the training process provided by the companies and it can be described as follows:

- **Selection criteria:** as portrayed in table 4.16, the majority of 44% of the respondents are not satisfied and a minimum of 14% of the respondents are very much satisfied with the selection criteria of the factories. The rest 24% and 18% of the respondents are very little satisfied and satisfied respectively.

Table 4.16: Level of trainee's satisfaction on the following factors in the training program

Items	Very much satisfied		Satisfied		Very little satisfied		Not satisfied		Total	
	F	%	F	%	F	%	F	%	F	%
Selection criteria	45	14	59	18	77	24	144	44	324	100
Training Methods	22	6	38	12	116	36	148	46	324	100
Training Period's adequacy	67	20	73	23	91	28	93	29	324	100
Trainer's capabilities and skills	28	8	136	42	125	39	35	11	324	100
Training objective	137	42	151	47	21	6.5	15	4.6	324	100
Appropriateness of training facilities	26	8	43	13	133	41	122	38	324	100
Desired training program content	29	9	127	39	145	45	23	7	324	100
Training evaluation	16	4.9	84	26	77	24	147	45	324	100
Training policy	19	5.9	97	30	121	37	87	27	324	100

Source: Own survey, 2012

- **Training methods:** as can be noted from the above table that the majority of 46% respondents are not satisfied and a minimum of 6% of the respondents are very much

satisfied. And the rest 38% and 36% of the respondents replied satisfied and very little satisfied respectively with the training methods of the training program of the factories.

- **Training period's adequacy:** it depicts that the highest of 29% respondents are not satisfied and the lowest amount of 20% of respondents are very much satisfied with availability of sufficient of training period in the companies. The rest 28% and 23% of the respondents are very little satisfied and satisfied respectively.
- **Trainer's capabilities and skills:** it reveals that maximum of 42% respondents are satisfied and the minimum of 8% of the respondents are very much satisfied with the capability of trainers in the companies. The rest 39 % and 11% of the respondents are very little satisfied and satisfied respectively.
- **Training objectives:** it asserts that the maximum of 47% participants are satisfied and the minimum of 4.6% of the respondents are not satisfied with the objectives of training in the shoe companies. The res 42% and 6.5% of the respondents are very much satisfied and very little satisfied respectively.
- **Appropriateness of training facilities:** it explicates that the majority of 41% participants are very little satisfied and the lowest amount of 8% of participants are very much satisfied with the presences of training facilities of the shoe factories. The rest 38% and 13% of the respondents are not satisfied and satisfied respectively.
- **Desired training program content:** it indicates that the highest of 45% participants are very little satisfied and the minimum of 7% of participants are not satisfied with the training that has relevant content in the shoe companies. The rest 39 % and 9% of the respondents are satisfied and very much satisfied respectively.

- **Training evaluation:** it assures that the maximum of 45% the participants are very little satisfied and the minimum of 4.9% of participants are very much satisfied with the evaluation of training in the shoe companies. The rest 26% and 24% of the respondents are satisfied and not satisfied respectively.
- **Training policy:** it denotes that the highest of 37% the participants are very little satisfied and the lowest amounts of 5.9% of the respondents are very much satisfied with the training policy/guidelines of the shoe factories. The rest 30% and 27% of the respondents are satisfied and not satisfied.

In general, the majority of the respondents of the factories are not satisfied with the selection criteria, training methods and training period's adequacy of the factories, which are a clue for the companies to improve those elements and satisfied with trainer's capabilities and skills, and training objectives that indicates a good attempt with a sort of improvement in the areas. Also respondents are very little satisfied with training program content, appropriateness of training facilities and training evaluation and the training policy of the factories. This implies there are problems in the shoe sector regarding those aspects.

4.4 Interview Analysis

To gather more information about employee training and management development practice of the shoe companies both structured and unstructured interview questions were forwarded to the human resource development division head of the shoe factories. Interviewees' responses to the questions are depicted briefly as follows.

- ◆ **Other ways of improving employee competency level and organization's performance other than training in the shoe companies:** In the shoe factories,

management development and employee training program are the best ways by which employee competency and productivity can be improved. Sometimes education opportunities are given for employees in local universities, colleges and in the form of scholarships.

- **Allot sufficient funds to carry out training and development programs effectively:** In the factories there is no big problem with regards to the funds needed to implement the training and development program. Adequate fund is budgeted at the beginning of the new fiscal year to carry out effectively training and development programs.
- **Provide the required training materials:** As mentioned above, the companies are allotted sufficient fund to fulfill any relevant training facilities that are essential for the success of the program. Thus, no significant problems are observed with respects to the facilities as the interviewee replied. For instance, the video conference room located at the training and development institution venue is one of the basic facilities available to carry out training and development programs.
- **The presence of right trainers who have adequate technical proficiency and skills for the right trainees:** The companies have appropriate trainers for the right trainees, particularly for local training and development program. There are institutions such as Leather Industry Development Institute (LIDI), by inviting the shoe factories staff with varieties of training and development programs, and other affiliated organizations that provide the company with both planned and unplanned trainings to its staffs. Moreover, some senior and skilled internal staffs are used as relevant trainers; especially for information systems and statistics related trainings. Sometimes, the shoe factories invite applicants from external consultants who need to provide trainings on fee basis.

- **The base for selecting right trainees for the right trainings:** For internal training and development programs, the departmental management and an immediate supervisor are responsible to nominate appropriate trainees for appropriate training. Right trainees are selected by taking in to consideration their past and current job performance, (performance evaluation), the number of years of service in the factories and the nature of jobs they are assigned for. For abroad trainings, top management and/or governors of the factories are responsible to nominate appropriate trainees.
- **Presence of well-known training and development objectives for the trainees:** As the interviewee said, training and development objectives are established for each trainee. That means, the trainees know in advance what is expected from them after taking any from training and development programs given by factories.
- **Factors considered in selecting appropriate methods of training and development:** In selecting instructional methods and media a trade-off exists. No single method or media is always best, the best method or media depends on several factors. In the factories, appropriateness of the facilities for the objectives it is aimed is the basic factors considered in selecting instructional methods and media. For instance, Medias like over head projector, LCD, video, and white boards are used to give lecture for trainees. Moreover, desired training program content, trainer preference and capabilities are also considered.

Chapter Five

Summary, Conclusion and Recommendations

Based on the data presented and analyzed in chapter four of the study, the following summary, conclusions and recommendations are drawn.

5.1 Summary

The study has been conducted in shoe factories (ASSC and TASSC) to assess employee training and development practices. The methodologies used to undertake the study were both primary and secondary data collection. Based on this the researcher has found out the major findings.

- Organization analysis and task analysis are mostly used in identifying employees training and development need.
- Trainees are selected based on their academic qualification, length of service, annual performance appraisal, by the immediate supervisor and departmental managers.
- The factories are not periodically analyzed management development need by taking in to consideration management as a need oriented effort.
- Mostly, methods used by the factories to implement training and development program are on-the-job training methods.
- Most of the time evaluations are implemented after training and development program conducted.
- Besides to this, employees are not satisfied with the selection criteria, training methods and training period's adequacy.

- As the study reveals that some employees are found inappropriate position, position with specialization.

5.2 Conclusion

Regarding the training and development need assessment of the factories, organization analysis and task analysis are mostly used in identifying employees need with less emphasis of person analysis. Trainees are selected based on their academic qualification, length of service, annual performance appraisal, the perception of immediate supervisor and departmental manager and the decision of committee. That is, lack of transparency in this respect is the major problem of the factories. Besides to this, the factories are not periodically analyze management development need by taking in to consideration management as a need oriented effort.

Mostly, methods used by the factories to implement training and development program were on-the-job training methods with less attention for off-the-job methods.

There are institutions like LIDI and other affiliated organizations such as Ethiopian Leather Industry Association (ELIA) and Chamber of Commerce which provide for Ethiopian Leather Footwear Factories (ELFF) with various types of local training.

Evaluations, particularly before-training, have not been given much emphasis by the factories, since it is a means to assess the cost/benefit of the human resource training and development program to the factories. Most of the time evaluations are implemented after training and development program conducted.

The management development that they have taken so far is moderately relevant in improving their current job performance. Even though, effectiveness of training and development program is not evaluated enough that they have taken so far. Besides to this, employees are not satisfied

with the selection criteria, training methods and training period's adequacy. However, they are satisfied with trainer's capabilities and skills, and training objectives.

As the study reveals that some employees are found inappropriate position, position with specialization. For example marketing department manger was graduated in accounting, and production department manager was graduated in marketing. And also there are employees that they were placed directly from grade ten and twelve.

5.3 Recommendations

Based on the findings, the following recommendations are forwarded to alleviate or at least to minimize currently encountered problems in the shoe factories with related to employee training and development programs.

- ◆ Methods of training and development should be all inclusive. That is, it is better to take in to consideration of all managerial and non managerial staff, particularly in abroad training, because of the presence of less emphasis.
- ◆ Factories should also use off-the-job training methods with that of on-the-job methods because the companies may lose the advantage that comes from off the job training methods.
- ◆ Before-training evaluation should be given much emphasis by the factories, since it is a means to assess the cost/benefit of the human resource training and development program to the factories.
- ◆ Be engaged in analyzing employees training and development need periodically by taking it in to consideration as one of important factors for the companies as well as for the employees.

- ◆ Look in to incorporating person analysis in employees training and development needs determination
- ◆ Give attention in incorporating appropriate selection criteria, training and development methods and adequate training periods.
- ◆ It is also highly recommended that Ethiopian leather footwear factories has to work cooperatively with stakeholders of the subsector; primarily with the GoE (under MoTI and LIDI) and other parties such as ELIA, UNIDO, GTZ and COMESA.
- ◆ Better to place employees in appropriate position since placing inappropriately increases the cost of training and development.
- ◆ Even for new employees those who are placed in their specialization they needs training and development because the theories that they were learned in the class are different from the practice in the work place, therefore training should be given.
- ◆ Even the most well designed training and development system only is worthless unless the company's are committed to ensuring that it is conducted properly and consistently.
- ◆ To the end, the shoe factories should be embedded in a well trained employee to coup-up with the present technologies and competition besides to endowed resources with much courage and enthusiastic.

5.4 Direction for future research

1. It is also better to conduct this study, employee training and development, in a large sample size by including large, small and medium shoe factories industries with sufficient resources; time, fund and others, since the researcher was selected two major shoe factories;

2. Impact of training and development towards employees performance in the footwear industries;
3. Impact of training and development towards the organizational performance in the footwear industry;
4. Factors affecting employee training and development practice in the leather footwear industry.

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Appendices

Addis Ababa University
College of Management, Economics and Information Science
Master of Business Administration Program

Research questionnaire

This questionnaire is prepared by Alebel Woretaw, who is Master of Business Administration student at Addis Ababa University. The purpose of this questionnaire is to gather data in order to study employee training and development practice. Please cooperate by filling the questionnaire. Because your frank, genuine, and on time response is vital for the success of my study. Besides, the data gathered by this questionnaire is purely for academic purpose and your response will be secured anonymously. Thus, the researcher kindly requests you to respond each item carefully.

Please note that:

1. No need of writing your name.
2. Please fill the answer by putting “√” mark.
3. Please give more attention and return the completed questionnaire as much as possible.
4. If you need further explanation, you can contact me on through the address shown below.

Alebel Woretaw

Mobile: +251913988176

E-mail: aleworetaw@gmail.com

Thank you in advance, for your cooperation!

Part –One: General information filled by both manager and non-manager employees

1. Gender:

Male female

2. In which age group are you?

- <25 41 to 54
 25 to 35 55 and above
 36 to 40

3. What is your current educational status?

- PhD and above College diploma
 Second degree Grade 12 complete and below
 First degree

4. Your field of specialization in highest educational status _____

5. Service years in the company

- Less than 3 years 6 to 8 years
 3 to 5 years more than 8 years

6. In which position are you currently working? _____

7. Which of the following types of employee training methods have you taken so far? (Tick “√” as many as applied).

- On –the- job Off- the – job Both

Others (if any) _____

8. In which of the following steps of training and development evaluation that you have used. (Tick “√” as many as applied).

- Before training During training After training

9. Appropriateness of your current position with your specialization in higher education.

- Appropriate
 Most likely appropriate
 Inappropriate

Part- Two: filled by management staff only

10. Does your organization analyze managers development needs periodically?

Yes No I do not know

11. Which of the following techniques is being mostly used for identifying your organization's management development need analysis? (Tick "√" as many as applied).

Organizational analysis

Task (job) analysis

Person analysis

12. To what extent the contents of training and development that you have taken are relevant for your current job.

Highly relevant Less relevant

Moderately relevant Not relevant

13. Does your organization evaluate the effectiveness of management development program?

Yes No I do not know

14. If your answer for question No.13 is yes, what measurement criteria are used in evaluating the worth of a specific program? (Tick "√" as many as applied).

Reaction Job behavior

Learning Ultimate value

Others (if any) _____

15. To what extent the following topics have been included in the training programs that you have participated so far?

No.	Items	Very highly Included	Highly Included	Moderately included	Not included
1.	Planning				
2.	Decision making and Problem solving				
3.	Communication				
4.	Motivation				
5.	Resource Management				
6.	Leadership				
7.	Performance appraisal				

Mention others (if any)

16. What do you suggest to the organization in relation with management development programs vis-à-vis strength and weakness?

Strengths

Weaknesses

THANK YOU!

Part three: Questionnaire to be filled by non-management staff only

1. Have you taken any form of training program prepared by the company?

Yes No

2. If your answer for Q.1 is yes, for how many total days you participated on the training program during the past years? _____

3. Which of the above method(s) are mostly employed by the company and why?

4. Have you realized any change on your performance after taking any form of training in the company?

Yes No

5. If your answer for question no.4 is yes, please explain.

6. What did your skills; knowledge and performance look like before you have taken training including induction in the company?

Needs improvement Do not need improvement

7. Do you believe that individual's training is the critical factor in increasing organizational performance?

Yes No

8. To what extent are you satisfied with respects to the following factors which are parts of employee training processes?

No.	Items	Very much satisfied	satisfied	Very little satisfied	Not satisfied
1.	Selection criteria				
2.	Training methods				
3.	Training periods' Adequacy				
4.	Trainer's skills and capabilities				
5.	Training objective				
6.	Appropriateness of Training facilities				
7.	Desired program content				
8.	Training evaluation				
9.	Training policy				

Mention others (if any)

12. Do you have any suggestion that you say about training and development program in the company vis-à-vis its strengths and weaknesses?

Thank you for your cooperation!

Interview Questions

Part-four: Filled by Human Resource Department Head of Selected Shoe Companies

1. What are ways of improving employee competency level and organization's Performance other than home training in the company?
2. Does the company allot sufficient funds to carry out training and development program effectively?
3. Does the company provide the required training materials?
4. Does the training have the right trainers who have adequate technical proficiency and skills for the right trainees?
5. What is your base for selecting appropriate trainees for appropriate training?
6. Have you ever established training and development objectives for the trainees?
7. What factors do you consider in selecting instructional methods and media for training and development program?