

**PRACTICES AND PROBLEMS OF HUMAN RESOURCE
TRAINING AND DEVELOPMENT OF ADMINISTRATIVE
EMPLOYEES AT ADDIS ABABA UNIVERSITY**

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School of Graduate Studies**

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BY: ABATE ABEGAZ

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LIST OF ABBREVIATIONS

AAU=	Addis Ababa University
HRD=	Human Resource Development
JIT=	Job Instruction Training
NCPHE=	National Conference on Private Higher Education
TD=	Training and Development
TDNA=	Training and Development Need Assessment
SPSS=	Statistical package for Social Sciences

ABSTRACT

The main purpose of this study was to assess the practices that have been carried out at Addis Ababa University in training and development of its administrative employees for the past five years, and investigate factors constraining such programs. Descriptive research method was employed in this research. Questionnaire, interview and documents analysis were used as data collecting instruments. Data were collected from 198 randomly selected permanent administrative employees from five campuses (faculties) and the head office. To get sufficient data, director of human resource management and training and development department head were also interviewed. The data gathered were analyzed using percentages and inferential statistics chi-square and t-test. The findings of the study revealed that the university did not give any attention to training and development of its administrative employees. According to the findings of the study, there were no training need assessment practices at AAU. Besides, the objectives of training and development were not achieved, the training program was not led by proper planning, absence of training and development experts, absence of training and development planning, absence of training and development policy, less allocation of training budget, less attention to training facilities, absence of trained trainers, were the major constraints of training and development at AAU. From the findings revealed, the study concluded that the proper training and development programs were not designed and implemented at AAU to deliver proper service for its customers. Based on these findings, the study recommended that AAU should give attention for training of its administrative employees. The trainee selection should be clear and transparent on the basis of the training need assessment. Training need assessment should be practiced to deliver proper training and development program. The appropriate training and development method should be selected inline with the necessary resources, contents and skills of trainees. The collaborative plan of head office and faculties should set budget allocation for the intended program, evaluation of the training and development programs should be exercised for the realization of the intended objectives of training and development.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

This chapter deals with the problem and its approach. It contains background of the study, statement of the problem, objectives of the study, significances of the study, delimitation of the study, research design and methodology, and organization of the study.

1.1. Background of the Study

Organizations operate in a rapidly changing and competitive environment. This changing and dynamic environment forced organizations to cope up the ever changing technological developments and customer demands for their survival and prosperity. For this, organizations need to be highly concerned about their resources like material, financial, information, time and human resources. Among these resources human resources is the most decisive for organizations for the achievement of their intended goals. This is because human resources with the inclusion of knowledge, skill and talents used to create useful products and services (French, 1990).

Organizations have to be highly concerned with their human resources. This is because organizations can not produce the intended outputs without effective and/or competent employees. Thomson and Mabey (1994) state that "Human resource development calls for identifying and improving the skills and motivations of existing and longer serving employees." This implies that, in any organization, training and development of human resource is the most important of all other inputs to an organization for the competitiveness of its products.

It is obvious that the line staff is a direct responsible and accountable for the organizations primary objectives at any level (whether the organization is large or small). According to Ayalew (1991:67), "a line function is directly involved in carrying out the organization's

goals or programs.” Since the function of line staff for educational organizations is teaching and learning, and the line staff may not have time of administering support functions, the organization needs to have the support staff. With this regard Ayalew (1991:68), further states that;

Staff organizations; in contrast, provides specialized knowledge and effort in support of line activities. This support may be of either an indirect or a direct nature. Indirect support is the work performed by general staff agencies, such as accounting and personal departments, which provide centralized services for the whole organization. Direct support is the work performed by the staff assistants. Known also as administrators, who function to assist the line managers in the performance of their work.... A staff officer renders special services or carries out some responsibilities that a line officer at any given level of administrative hierarchy would perform if the latter had (1) time and (2) the specialized knowledge to do it. In other words, the staff component represents an extension of the line executive's responsibility and, as such, can be attached to an executive at any echelon.

This shows, the function of staff at any organization for large or small, is primarily advisory and consultative at the general administrative levels which renders an effective and efficient use of resources and supportive of the attainment of organizational goals. Therefore, organizations should offer training and development programs for their administrative employees for the success of their direct responsible goals and their survival even.

The need for training and development programs has become an accepted phenomenon in any organization to improve employees' knowledge, skills, attitudes, and behavior. Some of the reasons providing an impetus for the need to develop employees while on the job are, the declining rate of employee mobility and high tenure density associated with less hiring of new bloods; the presence of aging employees and the explosion of knowledge; the increasing heterogeneity of employees in organizations which includes young graduates from economically, culturally and educationally disadvantaged backgrounds (Peretomode and Peretomode, 2005).

Additionally, Peretomode and Peretomode (2005) state that the advantages of employee training and development could be the increase of knowledge, skills and development of positive behavior at work, improved workers morale for their jobs, reduce workers turnover

rate in the organizations, brings sense of belongings among employees and reduce absenteeism; it also helps to save supervisors time.

This shows that training and development program for any organization initiates its work force for better productivity and keeps its track to the well competency of its marketable goods and services and also ensures the survival of the organizations.

Training and development together represent yet another major human resource function that the managers of organizations need to address. Training and development programs represent a fundamental investment in the human resources who work for an organization, and the major goal is to improve their ability in making contributions to the firm's effectiveness (Desini and Griffin, 2005).

Desini and Griffin (2005) outline more specifically the purpose of training and development. According to these authors the purpose of training is usually involve in teaching operational or technical employees how to do their jobs or activities more effectively and/or more efficiently. Whereas, the purpose of development is rather than focusing on specific job-related skills, such as using new technology or performing certain specific tasks and job functions, development is more generally aimed at helping organizational managers better understanding and in problem solving and capitalizes on opportunities.

As the Proceedings of the 4th National Conference on Private Higher Education in Ethiopia 2006, higher positions, which require more advanced skills and conceptual abilities, are fulfilled by the business owner through competency promotion policy.

From this it is possible to understand that human resource training and development programs can be a base for advanced skills and conceptual knowledge that fulfills the competencies of the employee which also advances his/her career development for the next/higher position and better pay.

On the other hand, human resource training and development program must be carefully planned to fit with the organization's strategic plans in order to ensure the efficient and effective use of resources in the organization.

Generally, human resource training and development is an important activity for the organization to improve its capability of the workforce to meet the current as well as the future demands. These activities have to begin from the very beginning when an employee joins the organization and continue through out his/her careers.

To Harris and Desimone (1994) further state that even though evaluating the success of human resource training and development program is an ignored activity, it is an important tool by which the effectiveness of the program in reaching out is measured. Milkovich and Gluek (1985) also strengthen the idea that the final phase of the training methods to evaluate must be designed into the training program from the very beginning at the time of specifying objectives.

Training and development of human resources in Ethiopia has long history. The importance of training and development of civil servants in Ethiopia was clearly indicated in the proclamation in 1962 to establish central personnel agency, which was responsible for civil servants of the country (Negarit, Gazeta, 1962). The proclamation stated also the importance of training and development aiming to provide effective and efficient service to the society and training and development departments came to exist in government institutions to carry out training and development programs even though the effort made was not satisfactory.

The current Ethiopia government has given attention to improve the capacity of civil servants to achieve better and prepared than for higher responsibility (Negarit Gazeta, 2002).

In light of the above mentioned facts, human resource training and development is a key role in the organization is raising the quality service of the organization. Therefore, this study attempts to assess the practices and problems of human resource training and development that is going on at Addis Ababa University.

Addis Ababa University is established in the year 1950 with the name University College of Addis Ababa. In the consequent years, College of Agriculture, College of Engineering, Public Health College and the Theological College of the Holy Trinity were opened. After the years these Colleges and Faculties together formed the HaileSELLASIE I University.

Currently, Addis Ababa University is charging its role, the teaching and learning and the research programs, consisting of a total of 44,235 students in regular, extension, summer and postgraduate programs by having 1,879 academic and 5,856 administrative employees in all its faculties.

The educational background of administrative employees of the University ranges from adult education to second degree even if the number differs in the levels. The majority of qualifications included under the diploma level especially from technical and vocational college.

(Source: the University Registrar Office)

1. 2. Statement of the Problem

In a very dynamic and ever changing world, continuous learning is essential for individuals in life and at work. In this case, organizations need to ensure their labor forces continue to learn, so they can keep up with increased job demands and the organization can maintain its competitive advantage.

Education is recognized as a crucial element for economic, political and social development for any country. With the specific purposive, higher education institutions are expected to produce competent and responsible citizens who would contribute for transforming the livelihood of the nation's population. For higher educations to perform their main tasks, teaching and learning processes, the support staff must be provided with continuous education and trainings to develop their competencies (Education and Training Policy, 1994). Here the important issue is whether the ideal expectation of the policy has gone accordingly or not at Addis Ababa University.

As some researchers indicate the selection of trainees as well as trainers are based on special relations and organizations do have clear criteria in selection processes (Altaye, 2005; Melaku, 2004). This shows that, inappropriate selection system affects the effectiveness of the training and development programs and employees performance. Furthermore, in most organizations training and development of human resource programs are evaluated at the end of the program rather than at each stage (Eshetu, 2005).

The delivery of efficient and effective human resource training and development program can maximize the productivity of employees and improve the competitiveness of the organization. Inline with this, effective training depends with the assessment of training needs and evaluating its stage in advance and continues throughout the training process (Rae, 1986).

Denisi and Griffin (2005) further state that:

In today's competitive business environment, customer service is often a key ingredient in both attracting new customers and retaining existing ones. Indeed, surveys show that poor customer service is the leading complaint even ahead of price cited by customers who stop buying a company's products or services. Indeed, the firm's customer-service representative ... must always be polite and respectful when talking to customers on the telephone.

This revealed that, the managers in the organizations should be always alert whether the customers of their products or services are trusting or not and help them to use a good training and development programs and maintain a properly trained workforce.

In indicating the importance of training and development, in comparison with the organizations cost, Denisi and Griffin (2005), also pointed that “it costs ten times more to get a new customer than to maintain an existing customer. You really want to keep existing customers happy.”

As part of training and development programs employee orientation is, since it is applied effectively, plays a very important role in employee job satisfaction, better performance and

retention on the one hand. On the other hand, poor orientation results in dissatisfaction, anxiety and turnover of employees (Denisi and Griffin, 2005).

This shows that, the training and development program, starting from the orientation of the new employee, helps individuals to build self confidence for what they are assigned to perform and satisfying with their jobs. It also reduces unnecessary turnover of the organization's human resource, even some turnover is important.

In my own experience, I recognized the complaints of customers; students, teachers, even administrative staff on the service of the university and I also perceived that after the recruitment process, the employee is offered the job with no training or induction about the future relations, duties and responsibilities to others. This results in reduced employees' moral, motivation and creativity.

This study is therefore aimed at assessing the practices and problems of Addis Ababa University in the training and development of its administrative employees.

This study is guided by the following basic questions:

1. What are the current practices of human resource training and development for administrative employees at AAU?
2. What methods are used to provide training and development for administrative employees at AAU?
3. What are the major problems in the provision of training and development for administrative employees at Addis Ababa University?
4. What is the perception of AAU administrative employees towards the provision of training and development program?

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of the study is to assess the practices and problems of human resource training and development of administrative staff at Addis Ababa University and provide suggestions that help to alleviate the problems observed in the training and development programs of the university.

1.3.2. Specific Objectives

The specific objectives of the study are:

1. To assess the existing practices of training and development provisions of administrative employees at Addis Ababa University.
2. To identify the problems encountered during the provision of training and development of administrative staff in Addis Ababa University.
3. To assess the mechanisms used to provide training and development for administrative employees at Addis Ababa University.
4. To identify the different types of training and development opportunities offered to administrative staff at Addis Ababa University.
5. To examine the perception of employees towards the training and development programs.

1.4. Significance of the Study

The result of this study is expected to be taken up by AAU to improve its human resource training and development programs. It also used to provide important information for decision makers of the university, thus, the findings of the study specifically would be significant for the following reasons.

1. The result of the study will provide valuable inputs and directions to the university human resource managers in designing, executing and evaluating training and development programs.
2. It can help the university to identify the major problems of human resource training and development endeavors and to take corrective measures.
3. The study may also encourage as initial reference for others who want to conduct in-depth further study on the same issue.

1.5. Delimitations of the Study

Addis Ababa University has 16 campuses. Since it is difficult and unmanageable to include all campuses of the university due to time and financial constraints, the study is delimited to six campuses of the University. These campuses are also selected using lottery system. In addition, the study is confined to the practices and problems of training and development of human resources for administrative employees. Even the administrative staff is huge at Addis Ababa University and the study is also delimited to permanent administrative staff of the university.

1.6 Limitations of the Study

Many employees in both head office and faculties refused to accept questionnaires claiming that nothing would come from their organization and emotionally they blame the weaknesses of AAU with the issue of training and they did not want to spend their time to fill the questionnaire. Those who accepted also took more time (six weeks and more) to return the questionnaires. Thus, the researcher had lost several weeks to collect the data, and the time spent beyond the researcher's plan influenced to complete the study in time.

1.7. Definitions of Terms

Development: teaching managers and professionals the skills needed for both present and future jobs (Denisi and Griffin, 2005).

Employee Training: a planned attempt by an organization to facilitate employee learning of job-related knowledge, skills, and behaviors (Denisi and Griffin, 2005).

Human Resource: are the people an organization employees to carry out various jobs, tasks, and functions in exchange for wages, salaries, and other rewards (Denisi and Griffin, 2005).

1.8. Organization of the Study

The study is organized into five chapters. The first chapter deals with the problem and its approach, the second chapter deals with the review of related literature, the third chapter presents the research design and methodology, when the fourth chapter is about data presentation, analysis and interpretation. Finally, in chapter five summary, conclusions, and recommendations are forwarded on the basis of the findings.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

In this chapter the review of related literature was undertaken with the theoretical background of HR training and development.

2.1. Concepts of Human Resource Training and Development

Human resource training and development comprises three main activities: Training, education and development. These separate, although interrelated, activities are discussed here under.

2.1.1. Distinction between Development, Training and Education

Although different authors have offered different definitions, the concepts in these definitions remain the same. As defined by Peretomode and Peretomode (2005), training is planned organizational efforts or activities concerned with helping an employee acquire specific and immediately useable skills, knowledge, concepts, attitudes and behavior to enable him/her perform more efficiently and effectively on his/her present job. Training, therefore, is related to improving upon the present job experience concerned with technical skills. In other words, it includes the activities that are serving to improve individuals' performance on currently held jobs.

Trainings as planned organizational efforts or activities are mainly meant for improving performance of an employee. Therefore, with the objective of resulting in an immediate improved (useable skills) performance of employees, trainings are delivered relatively for a short period of time (Purcell, 2000). Generally, training typically involves providing employees the knowledge and skills needed to a particular task or job, though attitude change may also be attempted (DeSimone et.al. 2002).

Development is a planned activity which focuses on increasing and enlarging the capabilities of employees so that they can successfully handle greater and/or assume higher positions in the organization's hierarchy to better handle current responsibilities (Peretomode and Peretomode, 2005). Development usually focuses on improving the conceptual skills, that is the intellectual and abilities needed to handle complex situations and do a better job (Mathis and Jackson in Peretomode and Peretomode, 2005). According to DeSimone et.al. (2002), developmental activities have a longer-term focus on preparing for future work responsibilities, which also increasing the capacities of employees to perform their current jobs. Therefore, development is not only person oriented, but is also focused on supervisory and managerial personnel.

Development programs are long-term activities that benefit both the individual and organization. Development is perceived as a way to maintain growth and development for the entire organization, not just for the individual. The organization will grow to meet the future because the individual leaders will grow in their insights about the future in their capacity to implement changes when the future has become the reality of the present (Laird, 1985).

Generally, development activities could aim at providing the necessary preparations to allow individuals to perform at the levels that increase their personal effectiveness as well as the organization's competency or is concerned with preparing the employees so they can move with the organization as it develops, changes, and grows (Milkovich and Boudreau, 2004, and Laird, 1985).

Educational activities on the other hand, are designed and conducted to improve the overall competence of individuals in a specific direction beyond the current job (Hailesselassie, 1999).

Education is considered as a program of learning over extended periods with general objectives in relation to personal development of the student and his/her acquisition of knowledge (Wilson, 2005). As indicated by Kenney and others (1979), further higher education has become integral part of the training programs for many school and college

leavers especially for those trained for skilled and professional employment such as trainee craftsmen, technicians, technologists.

This is generally used to denote courses which lead to technical and professional qualification. Therefore, the purpose of further education as described by Kenney and others (1979) is:

To provide the knowledge and appreciation of techniques necessary to enable a trainee to do his/her job, to inculcate a broader understanding of relevant science and technology so that the trainee appreciates the problems of those working in associated occupations and is also better equipped to adjust to changes in the nature of his/her work; to widen the trainee's understanding of the society in which he/she lives and develop him/her as a person.

Generally, human resource development consists of the aforementioned three basic functions: training, development and education. Although it is problematic to distinguish these functions, some distinctions could be made among them. One common element that can be found in the definitions of training, development and education is that they have the word 'learning' Wilson, (2005), states that: **Training:** is learning related to present job, **Education:** is learning to prepare the individual but not related to a specific present or future job, **Development:** is learning for growth of the individual but not related to a specific present or future job.

Therefore, it could be concluded that, training is learning or preparing for better performance on the present job, while development is a focus to improve conceptual skills, the intellectual and abilities needed to handle complex situations.

2.1.2. Benefits of Human Resource Training and Development

The training and development activities, if carried out in a planned and systematic ways, have numerous benefits for both the employees and the organization to improve organizational effectiveness (Denisi and Griffin, 2005). In this regard, Kenney and others (1979) highlight the need for human resource training as it helps employees to learn their jobs quickly and effectively, help to improve their work performance, performance of

existing employees to work more rapidly greater volume of work and fewer mistakes, reduced labor turnover, reduces accident, increases staff versatility by widening their range of expertise to include related jobs, improve organizational stability, and decreases frustration in further training and development opportunities are available within the company.

Mathis and Jackson (1997) further suggest that training is an investment in a person used to overcome deficiencies in employees for the effectiveness of the organization and to increase its productivity. It is also important in industries with the rapidly changing technology.

Training and development activities in an organization are performance enhancement interventions that represent a fundamental investment in the employees who work for an organization with the goal of improving their abilities to make contributions to the organization effectiveness. It is also used to produce more without having to hire new employees.

2.3. Training and Development Processes

In training and development programs there should be a number of processes involved to make the training and development program effective to raise performance, improve morale and increase organizational potentials. According to (Peretomode and Peretomode, 2005), training and development processes /phases/ includes: assessment phase, implementation phase and evaluation phase. These processes are discussed below.

2.3.1. The Assessment Phase

Effective training and development program should be conducted systematically. This requires different phases of training and development processes. Different authors classify T and D processes into different phases. For the purpose of this study, Peretomode and Peretomode (2005) identify three phase training and development processes. This includes: determining training needs, identify and specify training objectives of the training and development program. The first element in the process of training and development is

identifying if training is needed and if so, to provide the information required designing the training program (Gomez-Mejia, and others, 1995).

As defined by Heneman and Others (1996), training and development need is the performance discrepancy that is important to the organization can be remedied as effectively and efficiently by training or development. This means training and development need assessment is very important in sorting out the gaps between performance and organizational challenges that would be solved through training and development. Identifying training and development needs is an important means for planners to determine the need for training and development and specify the objectives of the training efforts (Mathis and Jackson, 1997).

It is obvious that the importance of training needs identification will ensure the existence, growth and development of the organization with its employees. According to Chandan (2006), training needs can be identified by assessing the current and future business conditions and by matching with the skills and resource available and by evaluation of the performance of the people with specific emphasis on areas of the improvements.

Besides, as Darling (1993) state, trainers to show their worth, they need to be able to carryout a proper assessment of training needs, besides their professional skills must have a broad base of business knowledge and familiarity with the basic concepts, approaches and tools of business planning. This will help them to connect the future needs of the organization and the people involved at the same time retaining and building their credibility with the line management.

Jenks (1992) further states that, training and development needs analysis not only identifies areas where training is needed in an organization, but also helps to determine exactly how training and development should be applied and sets training priorities that determines not only which problems are most processing, but also which can be most economically solved through training and development.

According to Heneman and Others (1996), employee training and development is a potential solution to an important performance discrepancy; when the discrepancy is caused by a lack of ability rather than a lack of motivation to perform, when the individuals involved have the aptitude and motivation needed to learn how to the job better, and when supervisors and peers are supportive of the desired behaviors.

Generally, conducting training and development activities without making needs assessment would experience skill shortages and deficiencies. In short failure to do so can be expected to contribute to loss of business, constraints to organizational business development, higher labor turnover, increased overtime working, higher recruitment costs, undetermined career paths and structure, and higher training costs.

The assessment of training and development needs is within the framework of organizational analysis, job analysis, and individual analysis (Milkovich and Glueck, 1985).

2.3.1.1. Organizational Analysis

Organizational analysis is a broadly looks at a company level needs in the process of determining where training and development is needed. According to Gomez-Mejia and others (1995) organizational analysis examines such broad factors as the organizations culture, mission, business climate long-term and short-term goals and structure. The purpose is to identify both overall organizational needs and the level of support for training.

As Milkovich and Glueck (1985), a thorough analysis might look at organizational maintenance, effectiveness and culture. Organizational maintenance aims at ensuring a steady supply of critical skills. On the other hand organizational effectiveness includes checking on productivity, labor cots, outputs quality, or other various efficiency measures. The third look at organizational analysis is the organizational culture, which includes the values system or philosophy of the organization, this is important to design training to impart the organization philosophy or value to employees (Milkovich and Glueck, 1985).

For Denisi and Griffin (2008), the organizations needs of training and development are determined by the nature of work that the organization needs to have performed, that is what knowledge, skills, abilities, must the organization workforce have to perform the organization's work most efficiently. For this, the manager must carefully assess the organization's strategy, the resources it has available for training and its general philosophy (the extent to which) regarding employees training and development.

The organization views training as a true investment in human resources or as necessity to alter on change a specific outcome or criterion measure. Generally, the organization may lack the resources needed to support a formal training program, or perhaps the organization's strategy emphasizes innovation. In either case, the organizational analysis that reveals such information plays a major role in determining whether training would be offered and the type of training (alternative to training) that would be most appropriate. If a lack of resources precludes formal training, a mentoring program might be used as alternative. On the other hand, an innovative environment may call for a training program focused on encouraging workers creativity (Gomez-Mejia and Others, 1995).

2.3.1.2. Job Analysis

According to Mathis and Jackson (1997), Job or task analysis is the way to diagnose training needs through analysis of task performed in the organization by comparing the requirements of jobs with the knowledge, skills, and abilities of employees. A recent and carefully conducted job analysis should provide all the information needed to understand job requirements (Gomez and Others, 1995).

Regarding job analysis, Milkovich and Glueck (1985), state that the use of task inventories in which employees indicates how frequently they carryout a particular activity and the importance of each activity to the job are all ways to analyze the training needs for a particular job.

This shows that the performance of employees in the particular activity if it has an important value to the job is the lead to have a need for training of employees for better performance and productivity.

According to Fisher and Others (2002) for analyzing jobs, although there are several methods used as an input into training needs assessment the task inventory and critical incident methods are especially helpful. Task inventories can pinpoint specific tasks performed on the job, and critical incidents methods helps to identify task or duties that are not being performed correctly.

Once the methods have identified the duties or tasks for which training may be needed, the next is developing a detailed analysis of each task to verify that the task is important and should be trained, and developing in-depth information about the tasks knowledge and procedures that should be taught. The trainer then should need to call on subject matter experts such as supervisors and high performing employees to generate this information using some questions like how hard is the task, and written documents like equipment manuals and procedures (Fisher and Others, 2002).

Generally, the job or task analysis of the training and development program used to identify the knowledge, skills and abilities required to perform the job adequately and then to determine the type of training and development needed for the job.

2.3.1.3. Individual Analysis

At the individual analysis level, the interests, and knowledge of employees could be compared with the requirements of the jobs assignment (Milkovich and Boudreau, 2004). The focus is how an individual performs his/her jobs. For (Fisher and Others 2002), individual analysis attempts to determine which employees should receive training and what their current levels of skill and knowledge are.

In some instances a good human resources information system can used to help identifying individuals who require training in specific areas (Mathis and Jackson, 1997).This shows

that the well gathered and organized information regarding human resources can be an input in the training need analysis for the organization.

At this level of analysis the required performance and actual performance of individuals should be the elements to conduct the analysis. The difference of the two was the gap that leads to manage training and development program. The trainers might single out individuals on the basis of their past performance or select an entire work group on all incumbents with a specific job title based on the desired products and what was produced (Fisher and Others, 2002).

In regard to this Gomez-Mejia and Others (1995) state that individual /person/analysis could determine which employees need training by examining how well employees were performing the tasks that make up their jobs, and training is often necessary when the discrepancy was exist between workers' performance and the organizations expectations or standards.

In this regard, Harris and DeSimone (1994), identified the components of person analysis. One is summary person analysis which involves determining the overall success of the employee's performance and the other diagnostic person analysis which tries to discover the reasons for the employee's performance.

Accordingly, assessing individual/person/ analysis involves combining the summary and diagnostic analysis of indicating who is performing successfully/ unsuccessfully and why.

This level leads the organization to identify any failure in the individual's knowledge, skills and attitudes required to perform the job, and to determine who needs to be trained what kind of training is needed. Therefore, it is also important for the organization to understand the extent to which its workforce is skilled or unskilled, motivated or unmotivated, committed to the organization or not. Furthermore, the other important thing for the organization here is to decide that it wishes to train employees for the present or to be more proactive and train the employees for what is expected to come in the future (Desini and Griffin, 2008).

2.3.1.4. Setting Objective

Training and development objectives usually emerge from the need analysis. Training and development objectives are statements of what trainees should know, believe, be able to do, or accomplish when a program is over. They could serve as the purpose of guiding the selection of program contents and selection of methods and techniques and permit the control and evaluation of the results (Heneman and Others, 1996). Therefore training and development objectives should be defined clearly and precisely regarding the purposes to be achieved (Heneman and Others, 1996). In relation to this Milkovich and Boudreau (2004) points as the contents of the programs, the techniques used, and also the trainee's selection depend on the objectives the training and development program and the importance of these objectives determine the level of resources committed to training efforts of the organizations' strategies.

Training has great potential on employees' productivity and organizational efficiency. In this case, the training activities and the set objectives should consider the idea of efficiency and equity. Therefore, decision makers should consider whether training and development investment were practiced to achieve the returns, the assessment of costs and benefits, and even the training programs were key tools for achieving equal employment opportunities. The method and ways that decision makers offer training opportunities could affect employees' perception of trainees and equality. Thus, it was significant to consider equity implications of training and development decisions (Milkovich and Boudreau, 2004).

According to Milkovich and Glueck (1985), from the analysis of training needs, specific objectives must be derived. The idea is to state the objectives in such way that success or failure of the training and development programs could be ascertained. Besides, stating measurable objectives is particularly difficult for programs designed to increase self-awareness, such as sensitivity training or assertiveness training. Nevertheless, clear behavioral standards of expected results are necessary so that the content of training and the programs and techniques could be addressed specifically to these expected results.

After identifying the program objectives of training and development, the decision to design the program internally or purchase it from other sources must be made. If it is decided to purchase the program or part of it from other sources, the match between the vender's product or capability could be determined with the needs and objectives of the organization. Regarding to the purchase of training program; costs, credentials of expertise background of venders, delivery methods, content of the program compiling of venders philosophy to the organizations philosophy, actual products (including appearance, samples), results (expected outcomes), support (especially in terms of implementation and follow-up), and the request for proposal (match between proposal offered by the vender and request by the organization should be considered (Harris and DeSimone, 1994).

Generally, the planning phase to human resource training and development is very important as it enables decision makers on the program to set the objectives of the training and development program in behavioral terms by which these objectives could be achieved and it is also used as a precondition to design effective training and development program.

2.3.2. Designing and Implementation Phase

All activities to be performed need to have a well Sounded Plan. In human resource training and development it is also the same that it needs plan. Thus it might be thought that as employee training and development needs are identified, the next step would be to develop appropriate training programs. However, since needs typically exceed available resources, it is usually necessary to formulate a strategy for meeting as many of them as possible with available staff, facilities, and funds. The allocation process is conceptually straightforward. First, overall objectives are set then, employee development needs are assigned priorities, resources are allocated in priority (Saiydain, 1999).

Once priorities are determined, they may be codified in the form of an employee development plan that shows: who will be trained, the program, the time frames, persons responsible, resources and facilities to be used (Chandan, 2006).

For any training and development program trainers play an important role for the success of the program. They may provide appropriate support for trainees; they provide the subject matter knowledge. Trainers are expected to enhance the achievement of the organizations goals. On the other hand trainees can influence the effectiveness of training and development programs selecting the appropriate trainee who can actively participate starting from design of contents and receive the whole training and development program should be considered. The selection of trainers and trainees therefore, should be considered in the educational background work experience, readiness for new ideas (Heneman and Others, 1996).

Training needs also appropriate facilities and good training and development environment which is the other crucial factor for effective training and development program. These are the type of physical facilities required, the type of media, the training and recreational facilities, and the place participants accommodated. These all are used to register practicable training and development program which could be applied in actual work place (Saiyadain, 1999).

Once an employee training and development plan is also drawn up, it is necessary to design the various training and development programs that will be offered or to rework, if necessary, those that have been offered before. This involves determining contents, and deciding on training methods (Heneman and Others, 1996).

2.3.2.1. Training and Development Contents

Training and development contents are crucial for the effectiveness of the training and development program. They are very much influenced by the purpose and need for training and development (Saiyadain, 1999). The most appropriate contents would be those that are closest to the actual job performed by the employee. They would also vary according to the level of participants. That is, for managers, at higher levels, probably conceptual abilities are more important hence one should focus on theories, frameworks, and concepts. While at lower levels the emphasis may be on technical skills and application (Saiyadain, 1999).

The other important point in developing the training and development program is the consideration of sequencing contents. Contents have to follow some logical sequences usually from simple to complex or from known to unknown to help trainees to understand and apply in their actual or day to day activities (Saiyadain, 1999).

2.3.2.2. Methods of Training and Development

With the training and development objectives defined and the learning principles in mind, it is the responsibility of the trainer to choose an appropriate training and development methods (Fisher and Others, 2002). These methods are numerous and varied, ranging from lecture and role-plays to videos, films, and business games (Harris and DeSimone, 1994).

Methods could be considered as a basic teaching process which involves in examining learning needs of groups, individuals and organization writing learning objectives, considering learners profiles, selecting methods and prepare materials. Thus, selecting an appropriate training and development methods could help to make the design of training and development programs more effective. According to Saiyadain (1988), the choice of a method or a mix of methods is function of the purpose of training, the nature of contents, the level of trainees in hierarchy of the organization and the cost factors.

Harris and DeSimone (1994) further pointed out that factors objectives of the program, time and money availability, availability of resources (highly trained trainers, equipments and facilities), trainees characteristics and preferences should be considered to choose the appropriate training and development methods for the particular program. Therefore, good training and development delivery depends on the choice/selection and an appropriate use of training and development methods, and the knowledge and skills of the trainer.

Training and development methods are generally grouped into two broad categories by Fisher and others (2002) as: On-the-job training methods and off-the-job training methods. The first training and development training method occurs in employees' work site and in the context of the actual job, while the later takes place in a location specifically designated for training. It may be near the work place or away from the work place such as special

training centre, conference room or lecture hall (Fisher and others 2002, and Harris and DeSimone, 1994). These widely used training and development methods are discussed below.

2.3.2.2.1 On-the-Job Training Methods

In the 'On-the-job training' method, the training and development program is conducted at the site of the trainees' regular job station. Although on-the-job training method is the most common form of training and development, much of its practice is conducted informally without careful planning. But formal on-the-job training and development programs, on the other hand could be conducted by trained and rewarded trainer in proper instructional techniques (Harris and DeSimone, 1994).

Since learning in On-the-job training and development takes place centered around the job, it uses machines and tools that trainees could use till the training and development program is completed (Saiyadain, 1988). Although a typical on-the-job training program is associated with the development of new employees, it also could be used to update or broaden the skills of existing employees when new procedures, technologies (machines), or work methods are introduced by the organization.

Furthermore, On-the-job training is conducted at the work site of the employees when an experienced worker or the supervisor shows a trainee how to perform the job tasks. The other on the job-training method could be also providing an atmosphere of self-learning through group's interaction and dynamic (Bernardin, 2003 and Saiyadain, 1988).

On-the-job training according to Harris and DeSimone (1994) has two distinct advantages over classroom training. First, it facilitates the transfer of learning to do the job. Because the learning environment takes place at performing the job, on the job training provides the trainee and immediate opportunity to the work tasks. Second, on-the-job training does not need training facilities in the work station which reduces training costs (Harris and DeSimone, 1994).

Even though it has the aforementioned advantages, there are several limitations associated with on-the-job training and development. These are (Harris and DeSimone, 1994): physical constraints, noise and other distractions that could inhibit learning, resulting in costly damage and disruption of the production schedule, customer inconvenience and temporary service reduction, heavy equipment or chemicals may threaten the safety of others. Therefore, trainers should be aware of these disadvantages when designing training and development programs and choosing the appropriate methods. Moreover it is possible to combine the method with off-the-job training method to minimize the limitations.

On-the-job training and development method has a number of techniques Job Instruction Training (JIT), job rotation, coaching, and mentoring. Each of them is discussed below.

I. Instruction Training

As defined by Harris and DeSimone (1994), Job Instruction Training (JIT) is "a sequence of instructional procedures used by the trainer to train employees while they work in their assigned job". Job instruction training method has also a simple detailed four-step process: prepare the worker, present the task, practicing time, and follow-up. Preparing the workers involves putting the learner/trainees at ease, finding out what the trainee knows about the job, motivating the trainee, and setting up the tasks. It may also include providing training manual handouts, and other training aids used as reference. After preparation, the trainer would present his/her tasks by telling, showing, explaining or demonstrating in accordance with that the trainee can understand. Next presenting the task the trainer should allow trainees to practice what the trainer presented which help the trainee to advance his/her skills. At last, the following-up could be used the trainer as a way of ensuring that the trainee is getting behavioral change.

II. Job Rotation

This approach involves moving employees from one job to another job area to broaden their experiences (Bernardin, 2002). Job rotation involves assignments to different positions for a specific period of time that trainee learns more during observing and doing than learning

through instruction. At the end, the accumulated evaluations would be used to determine the preparedness of the trainee where permanently assigned to the position (Harris and DeSimone, 1994).

Job rotation is frequently used for the first level management training, particularly for new employees. Because it makes trainees learn about how each work division functions, including key roles, policies and procedures. It also helps new managers to develop a working knowledge of the organization before they would be successful managers (Harris and DeSimone, 1994).

In general, job rotation can give workers to choose their future career path and results for the organization a more broadly trained and skilled employees.

III. Coaching

According to Gomez-Mejia et.al (1995), "employee coaching consists of ongoing, sometimes spontaneous, meetings between managers and their employees to discuss the employee's career goals and development."

Coaching can be done by performing two distinct activities: coaching analysis and coaching discussions. The former activity involves in analyzing performance and the conditions under which coaching occurs. The coaching analysis process is based on the assumption that the causes of poor performance could be multiple, some are within the employee's control and some of which are not. The process leads the supervisor to examine common causes for performance problems and to take the appropriate action and then monitor performance to determine whether it improves (Harris and DeSimone, 1994). In general, coaching analysis involves clearly defining performance problems examining factors of poor performance, and determining the action required to ensure effectiveness.

The other, coaching discussion, involves between the employee and the supervisor should be done both to solve the problems and to enable the employee to maintain and improve effective performance. The two common approaches to coaching discussion are: Fournies's (1978) five-step process, and Kinlaw's (1989) three stage process. The first approach

involves getting employee to agree that a problem exists, discussing alternative solutions, agreeing on actions to be taken, follow-up to measure results, and recognize any achievements. In the second approach, the supervisor confronts the employees and presents performance problem, uses the employee's reaction to develop information about the causes and the solutions and agrees with the employee on what would be done to solve the problems existed (Harris and DeSimone, 1994).

Generally, coaching occurs between the employees and the supervisor focusing on examining of employees' performance to maintain effective performance and to solve problems (Harris and DeSimone, 1994).

IV. Mentoring

The other important training and development method in on-the-job training is mentoring. As Gomez-Mejia and others, (1995) defined it a "developmentally oriented relationship between senior and junior colleagues or peers that involves advising, role modeling, sharing contacts, and giving general support."

Harris and DeSimone (1994), indicate that the mentoring relationship serves both career and psychological/support/ functions. It also provides the protege with career support, opening doors, teaching the ropes of the organization, creating opportunities to demonstrate competence, enhancing visibility and ensuring the protege has challenging work. The protege provides for a mentor meaningfully mutually reinforcing relationship that demonstrates both parties' commitment and value to the organization. The mentor has also a chance to serve as a role model and shape what he/she knows with someone who can benefit from such knowledge. In return, the mentor can receive respect, support, and a friendship from the protege or mentee. Therefore, we can understand that the mentoring relationships were formed as a result of mutual attraction between two parties by creating formal mentoring programs in which the mentors and proteges are paired by the organization in providing with support for the relationships.

Generally, the achieving of successful mentoring results organizational benefits including facilitating socialization of new employees in the organization, reduce turnover, minimize mid career adjustments, enhancing transfer of beneficial knowledge and values, and facilitates adjustments to recruitment (Harris and DeSimone, 1994). Mentoring intervention can be either formal or informal. Informal mentoring approaches is more effective than mentoring done solely as a formal responsibility, even though the there are situations in which a formal mentoring program may be the better choice (Gomez-Mejia and Others, 1995).

Developing formal mentoring program, on other hand, could be used as one part of overall development strategy that is tied to strategic business needs and takes advantage of natural learning opportunities (Harris and DeSimone, 1994). In general, while formal mentoring programs are more likely to be found at large organizations, some small organizations have developed more informal, but equally intensive programs (Gomez-Mejia and Others, 1995). It is therefore, could be concluded that coaching is primarily about performance and development of skills, while mentoring is transferring knowledge and wisdom in learning each other for both the mentor and the mentee.

2.3.2.2.2. Off-the-job Training Methods

This method is used to conduct training and development programs outside the work/job site (Harris and DeSimone, 1994).

Decenzo and Others (2002) indicate that off-the-job training and development program covers a number of techniques: classroom lectures, films, demonstrations case studies and other simulation exercises, and program instructions. Harris and DeSimone (1994) further explain that lecture, discussion, audiovisual methods, experiential methods, and computer based training as primary types of classroom or off-the-job training methods.

There are several advantages of conducting training away from the work setting over on-the-job training. First, classroom settings permit using variety of training techniques such as video, lecture, discussion, role playing, and simulation. Second, conducive learning could be

designed to minimize distractions. Third, classroom setting could accommodate large number of trainees and allow for more efficient delivery of training (Harris and DeSimone, 1994). On the other hand, off-the-job training program has also its own disadvantages. First, there is a difficulty of transfer of learning back to the job. Second, there is a risk that some employees consider it as an opportunity to enjoy. Third, it involves increased costs/such as travel and the rental or purchase and maintenance of rooms and equipments (Gomez-Mejia and Others, 1995; Harris and DeSimone, 1994).

2.3.2.3. Designing Learning

In designing a training program in which learning would be facilitated, trainers should review the principles of how individuals learn. Also issues of how to maximize transfer of new behaviors back to the job should be addressed. Finally, trainers should design their programs, to meet the needs of adults as learners. In addition, they often enjoy experiential learning techniques and self-directed learning more than conventional informational techniques (Bernardin, 2003).

Preconditions of Learning: According to Bernardin (2003), trainees must be ready for learning before they are placed in any training program. In this regard (Fisher and Others 2002:366), indicate that, for training to be most successful preconditions of learning such as readiness and motivation should be exist. In the first place trainee readiness is that, the trainees should have to possess the background of skills and knowledge necessary to learn. The other precondition for learning is motivation of trainees. It is the idea that trainees should see a need for new skill and understand how successful training should benefited them.

Conditions of Practice: In active participation of training, the skill or task being learn after could increase learning and move learners through stages towards automatically (Fisher and Others, 2002). To do this, as Bernardin (2003), trainers have to decide how to best arrange the training environment. Therefore, the key factors in designing training is, one whether to have the whole task learned and practiced as one unit or breakdown the practices into

separately learned and practiced parts. Thus, if the task is simple, it could be learnt and practiced as a whole. On the other hand if the task is complex, it should probably be broken down into component parts to practice as separate elements. Another condition of practice trainers must consider is whether the practice should be distributed (divided into segments) or masses (scheduled in one long session). For example, when the task is complex, or difficult, and must be remembered over a long-period of time, distributed practice is better than massed practice. Whereas the task is simple massed practice seems to be better (Fisher and Others, 2002).

Transfer of Learning: As many authors agreed (Barnard, 2003 and Fisher and Others, 2002), the ultimate goal of a training program is that the learning occurs during the training be transferred back to the job, otherwise the training program has been a wastage of the company's resources. This has been criticized many training programs for their lack of impact on trainees' actual behavior on the job.

According to Fisher (2002), traditional learning theory recommends a number of ways to maximize transfer of training in dealing mainly with training contents and methods such as maximizing the similarity between training and job context, teaching the principles that underlie the practice being taught, building in time for over learning, using a variety of job-related examples so that trainees can see how to apply the skill in a wide range of situations, and making sure that the material really is relevant to trainees' on-the-job needs.

Training and development principles, which help to guide actions, are important for a successful function of all training and development processes. According to Peretomode and Peretomode (2005), these principles include:

1. *Readiness to learn:* the trainees must want to learn.
2. *Reinforcement:* provide positive reward for certain acceptable behaviors because trainees are most likely to repeat response patterns, which give them some type of positive reward.
3. *Immediate confirmation:* trainees learn best if reinforcement is given as soon as possible after the training response like promotion or pay increase.

4. *Feedback*: provide feedback on learning results as to whether the results of a learning process are correct or not.
5. *Active practice*: learning by doing is more effective than by reading or passive listening.
6. *Spaced practice*: learning task spaced over a period of hours or days are more effective than being concentrated into one period.
7. *Whole learning*: Learning is better when an overall view of what the trainee will be doing is given to him than just go immediately into the specifics.
8. *Sequence*: materials to be learned should be developed or presented in stages, moving from the known to the unknown, simple to complex, and part to whole.
9. *Instructional materials*: use audio-visual aids as they help learner/trainee to learn more effectively and retain materials learnt longer than reading and/or listening.
10. *Recognize plateaus*: that is during the training process, employees reach a stage where they make very little or no progress. At this point the trainer should take a break and/or encourage trainees to prevent a feeling of despair of a desire to give-up.

As these principles underlined, trainees should be rewarded with the placement of acquired skills and the promotion or pay increase accordingly with the new skills or knowledge. In my experiences of AAU employees were not rewarded or assigned with the new skills the gained. This may reduce the willingness of employees to participate on trainings in the future and also influences the service delivery of the organization.

2.3.2.4. Implementing Training and Development Program

At the implementation phase, the training and development programs would put into practice. The implementation of the program is the responsibility of trainers to conduct and manage the training and development program in accordance with the design. This training program which is resulted from a thorough assessment should be a direct response to the organizational problems or need and is expected to bring a real improvement in the organization. The implementation of training is the involvement of arranging physical

environment and starting on positively avoiding training distractions (noise, interruptions), considering seating arrangements in the classroom setting are focused decisions. After having arranged the needed elements to implement the training program-lesson plans, contents training methods, training materials and physical environment, the next is to start the program (Harris and DeSimone, 1994).

2.3.3. Evaluation Phase

Evaluation which is the final phase of the training and development program, involves the collection of information on whether trainees were satisfied with the program, learned the material, and were able to apply the skill back on the job. HRD evaluation as defined by Harris and DeSimone (1994) 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". Thus, it is a concern with the value or worth of training changes that take place through the process of training and development programs.

2.3.3.1. Purposes of Evaluation

Evaluation can serve a number of purposes within the organization (Harris and DeSimone, 1994) helping to determine whether a program is accomplishing its objectives, identify the strengths and weaknesses of HRD programs, determine the cost/benefit ratio of an HRD program, decide who should participate in future programs identify which participants benefited the most or least from the program, reinforce major points to be made to the participants, gather data to assist in marketing future programs, determine if the program was appropriate, and establish a data base to assist management in making decisions. Therefore, evaluation can help to check the achievement of the training program objectives, the implementation of programs in accordance with their design, and the impacts of training on individual and organizational performance.

2.3.3.2. Models of Evaluation

A model of evaluation outlines the criteria or focus of the evaluation effort. As Harris and DeSimone, (1994) indicate that the different models of evaluation have been developed on the perspective of evaluating an HRD program. The models share some features but they differ in significant way. The most popular and influential models of training evaluation was articulated by Kirkpatrick. According to this model the training efforts could be evaluated according to any or all of the four criteria: reaction, learning, job behavior, and results.

- 1) **Reaction:** This level designed to assess trainee's opinion regarding the training program. Positive reactions to a training program may make it easier to encourage employees to attend future programs. On the other hand, if trainees dislike the program or think they didn't learn anything, they discourage others from attending the program. The main limitation of evaluating HRD programs at the reaction level is that this information cannot indicate whether the program met its objectives.
- 2) **Learning:** This level measures the learning achieved as a result of the training. It assesses the degree to which trainees have mastered the concepts, knowledge, and skills of training. Typically, learning is measured by paper-and-pencil tests (Harris and DeSimone, 1994).
- 3) **Job Behavior:** This level is also an important criterion of training success. Measuring whether training has transferred to the job requires observation of the trainee's on-the-job behavior.
- 4) **Results:** This level focuses on the examining of training on the work group or entire company. Meeting this criterion is considered to be the 'bottom line' as far as most managers are concerned.

Generally, the model reviews not only the result of the program but also the whole training effort starting the training analysis, and recognizes the evaluation as a continuous process (Kenney and Others, 1979).

2.3.3.3. Evaluation Methods

The data collection methods and sources available when conducting training evaluation needs to measure whether trainees used what they have learned back on the job. These methods, for collecting evaluation data, include interviews, questionnaires, direct observation tests and simulation, and archival performance data.

2.4. Training and Development Policy, and Strategy and Principles

The training and development programs should be designed as part of training policy and strategy. A company's training policies represent the commitment of its directors to training and are expressed in the rules and procedures which govern or influence the standards and scope of training in the organization. Training policies are necessary to provide guidelines for those responsible for planning, and implementing training, to ensure that a company's training resources are allocated to priority requirements, to provide equal opportunity for training throughout the company, and to inform employees training and development opportunities (Kenney and Others, 1979).

In framing their policies for training, directors have first to decide what contribution they want the training function to make to the achievement of the company's objectives. This shows that where a system of management by objectives is in operation, the training policy is completely integrated with corporate strategy. Though the type of policy vary from one organization to another, factors such as the objectives of the business, the directors' personal views on training, the information available about organizational training needs, the size of the company, labor market situations, the company's former and current policies and practices, the caliber of training staff, and the resources allocated to training could determine the type of training policy the organization will have. It is also important to review and asses the appropriateness of existing rules and procedures to the training need of the organization whether they contribute to the organization's objectives or not. This is because, making the training of the organization known in the company's community has the advantages like communicating the directors' intentions, helping those who are responsible for training, it

clarifies the roles and functions of training specialists, it indicates training opportunities available for employees and enhances employee- employer relations (Kenney and Others, 1979).

Besides, a typical training plan contains the projected training categories of staff on a company base, details of departmental training requirements, who is responsible for the implementation when the training will take place, departmental and company level budget figures for training (Kenney and Others, 1979).

2.5. Constraints of Human Resource Training and Development

Human resource training and development programs might hampered by different factors. The attitude of top management is mainly the primary problem for training and development success in the organization. The support of managers to employees training and development is the reflection of their attitude. Managers at all levels particularly top management should provide real support for training and developments of the organization's human resources. This should be communicated to the entire organization. True support become evident when executives provides the needed resources for human resource training and development function, and it also further strengthened when top executives take parts in the training, which can convinced employees of the true importance of HRD programs. In addition managers should be committed to involve in the HRD processes which are crucial in integrating the training and development activities to the strategic process. The other constraint of training and development is the amount of resources allocated that includes money materials and facilities, personnel, time. The amount of funding would affect the amount and quality of training and education (Monday, 1990). Therefore, the organization that has considerable shortages of one or more of these resources would face the problem of training and development of its human resources.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the research design and methodology applied throughout the study.

3.1. Research Methodology

For the purpose of the study, descriptive research method was employed. This is because, it is the appropriate method which enables the researcher to assess the existing practices and problems of training and development of human resource programs of administrative employees of Addis Ababa University. Therefore, to know the practices and problems of human resource training and development at Addis Ababa University, the researcher felt that the selected method was appropriate.

3.2. Sources of Data

In this study both primary and secondary sources of data were used. The primary sources of data comprise of the information collected from administrative employees through close-ended and few open-ended questionnaire and human resource training and development department head and human resource management director of the university through semi structured interview. In addition to this, reports and relevant documents were reviewed and gathered from training and development department as secondary source of data.

3.3. Sampling Techniques

All permanent administrative employees of Addis Ababa University that is two thousand eight hundred and four (2804) were the population of the study. All these employees were found in sixteen faculties/campuses of Addis Ababa University. To conduct research on all these employees and faculties were unmanageable and costly. Because of this, the researcher decided to take representative sample to conduct the study. Based on this, 5 (31.2%) of the faculties namely, Faculty of Technology (North), Faculty of Science, School of Pharmacy,

Yared Music School and College of Commerce were selected by lottery method as the sample of the study. This was done because to give equal chance of selection for each faculties and to get reasonable response. In addition to this, the head office was included and selected as a sample of the study using purposive sampling. This is because, the training and development program of AAU was carried out mainly by this office and it is expected to get sufficient and relevant data from this office. In all these five faculties and head office, there were 539 permanent administrative employees. Again to conduct research on all these employees of the faculties were unmanageable and costly. Because of this, the researcher decided to take representative sample from five faculties and head office to conduct the study. Based on this, 216 (40%) of the respondents were selected using simple random sampling techniques. Since this sampling technique gives equal chance for the faculty and employee representatives to be included to the study.

Table 1: Samples of the Study

No	Name of the sample faculty/head office	Total No of employees	Sample employees
1	College of Commerce	139	56
2	Faculty of Science	137	55
3	Faculty of Technology (North)	95	38
4	School of Pharmacy	11	5
5	Yared Music School	31	12
6	Head Office	126	51
Total		539	216

Source: AAU Human Resource Management Office.

3. 4. Data Gathering Tools

For data collection purposes, three basic instruments namely; questionnaire, interview and document analysis were used.

Questionnaire: The questionnaire had ten parts and it was prepared based on the review of the related literature. Because the number of respondents were large, this tool is appropriate to gather the necessary. The items were close-ended supplemented with few open-ended items to get more opinions of the respondents. The items were prepared in Amharic to access the majority of the respondents working at Addis Ababa University to understand it and express their idea. Besides, it is the official working language of the University for the Administrative Staff. Thus, the student researcher believed that this may avoid language barriers while gathering the appropriate and relevant data from the respondents. The same questions were set for all respondents.

Interview: For the purpose of the study, semi-structured interviews were employed to collect detailed information from human resource management director and head of training and development department of the university. This is because the employees at these office were few in number and interviews are the appropriate tool to gather required data from these offices.

Document Analysis: With this data gathering tools, reports and relevant documents were reviewed and gathered from training and development department. This data gathering tool was also used to enrich the data obtained through questionnaire and semi-structured interviews, and to capture information that cannot be obtained through questionnaire and interview methods.

Pilot: Pilot testing was conducted for reliability by employing split half method. The procedure was that the items in the questionnaire were spitted in to two halves and distributed to twelve employees at Business and Economics Faculty, which was out of the sample study. Split halves method was used. Finally, the result was calculated using

Spearman Brown correlation prediction formula (ρ). The assumption is if the ρ is >0.5 , the items are estimated reliable.

The result obtained was 66.66. Thus, the items in the questionnaires were internally consistent. Based on the responses of the pilot test the researcher also consult with experienced individuals to the validity, and after getting additional comments the researcher corrected and adjusted the mistakes suggested by individuals. Finally, the researcher distributed and administered the questionnaires to the respondents of the study.

4. 5. Methods of Data Analysis

The data collected through questionnaire were presented in table form and descriptive statistics was employed. After making the necessary coding, the data were analyzed using 15.0 versions of SPSS. In descriptive statistics, frequency counts and percentages were used to analyze various characteristics of the sample population. This statistical tool also help to determine the relative standing characteristics such as sex, age, academic qualification, work experience, participation in the training and development opportunities. The tool also used to analyze variables related to the topic throughout the study. Besides, in the inferential statistics, non parametric test (chi-square) was used to test the existence of statistical differences between the responses of the respondents in the two independent groups for the close-ended items in the questionnaire. Moreover, t-test was used for five scale measurements based on the following mean score values:

1. 1.00 - 1.49 = Strongly Disagree
2. 1.50 - 2.49 = Disagree
3. 2.50 - 3.49 = Do not know
4. 3.50 - 4.49 = Agree
5. 4.50 – 5.00 = Strongly Agree

The qualitative data obtained from open-ended items, documents and semi-structured interviews were used to support the analysis following the sub-topics under each table.

Descriptive approach was used to analyze these data. Besides, the findings were discussed and interpreted in relation to the review of the related literature.

3. 6. Procedures of Data Collection

To get full support in administrating and collecting the instruments of data collection, first contact was made with the Human Resource Director of AAU. Following this, administrative members who filled out the questionnaire and human resource managers of the university were identified. Then, the questionnaire was distributed to the respondents. Finally the filled out questionnaire were collected, and the semi-structured interviews were conducted to human resource director and head of training and development department of the university using interview guides. In addition to this, relevant documents like plan and delivery report of the training and development program of the university was reviewed.

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF DATA

This chapter deals with presentation, analysis and interpretation of data collected through questionnaire, semi-structured interviews and document analysis. The chapter consists of two parts. The first part deals with the characteristics of respondents with regard to sex, age, educational qualifications and year of services. The second part deals with the analysis and interpretation of the data related to the topic under the study that was collected through questionnaire, interview and documents analysis.

To obtain relevant data to the study, a total of 216 questionnaires were prepared and distributed to permanent administrative employees in the five sampled faculties (campuses) and head offices of AAU. Of the distributed questionnaires, 198 (91.7%) were filled out and returned. The information gathered through interviews and documents were analyzed in relation to the responses obtained through questionnaire.

4.1 Characteristics of the Respondents

The study targeted at 216 permanent administrative employees working in five randomly selected faculties and the head office of Addis Ababa University which was selected purposively. Besides, human resource management director and head of training and development department of the University were interviewed to crosscheck the data obtained through questionnaire to get detail information. Based on the responses obtained, presentation, analysis and interpretation of data were made following each table. Based on this, the analyses of the study were presented as follows.

Respondent's sex

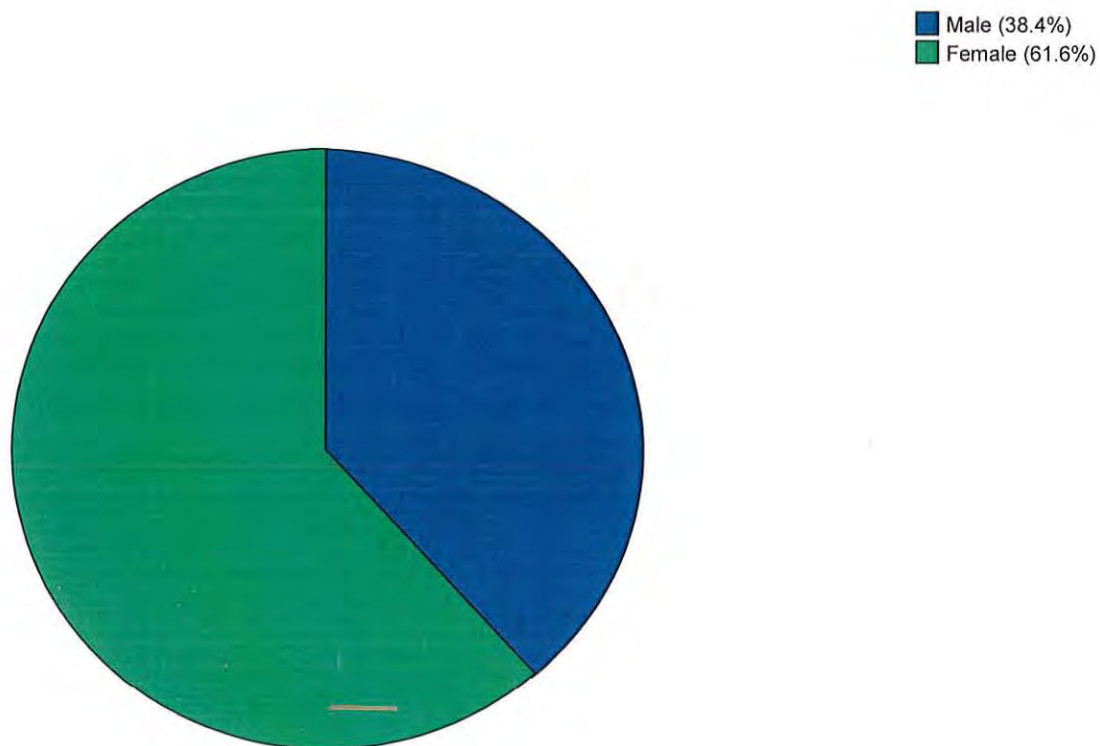


Figure1. Respondents' Sex

As can be seen in figure 1, 14 (28%) of head office and 62 (41.9%) of faculty respondents were male. The majority, 36 (72%) of head office and 86 (58.1%) of faculty respondents were females. This shows that there was the less proportion of males to that of females in administrative employees and there was an encouragement of females to employ at Addis Ababa University.

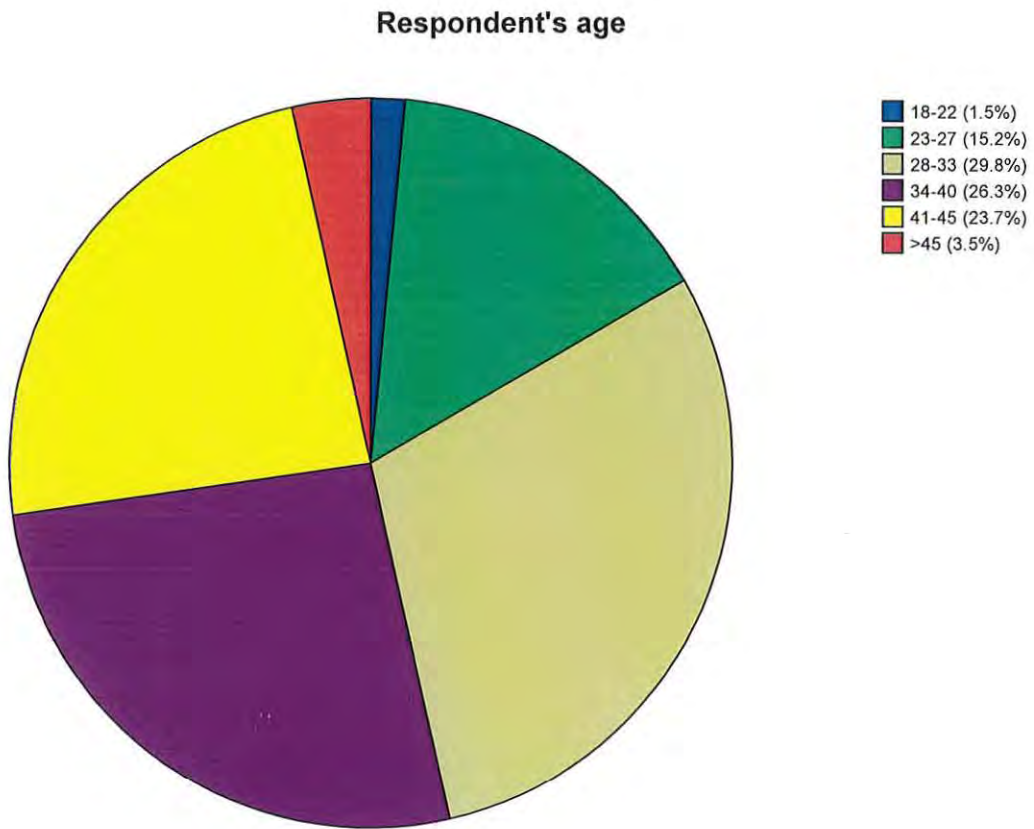


Figure 2 Respondents' Age

Regarding age distribution, as shown in figure 2, the majority, 20 (40%) of the head office and 39 (26.4) of the respondents were found to be under the age ranges of 28-33. Others, 11 (22%) of head office and 41 (27.7%) of faculty respondents, and 4 (8%) of the head office and 43 (29.1%) of the faculty respondents were under the age ranges of 34-40 and 41-45 years. From this it is possible to conclude that the majority of respondents were found to be under the age ranges of 28-33 and 34-40, which consists of the active workforce.

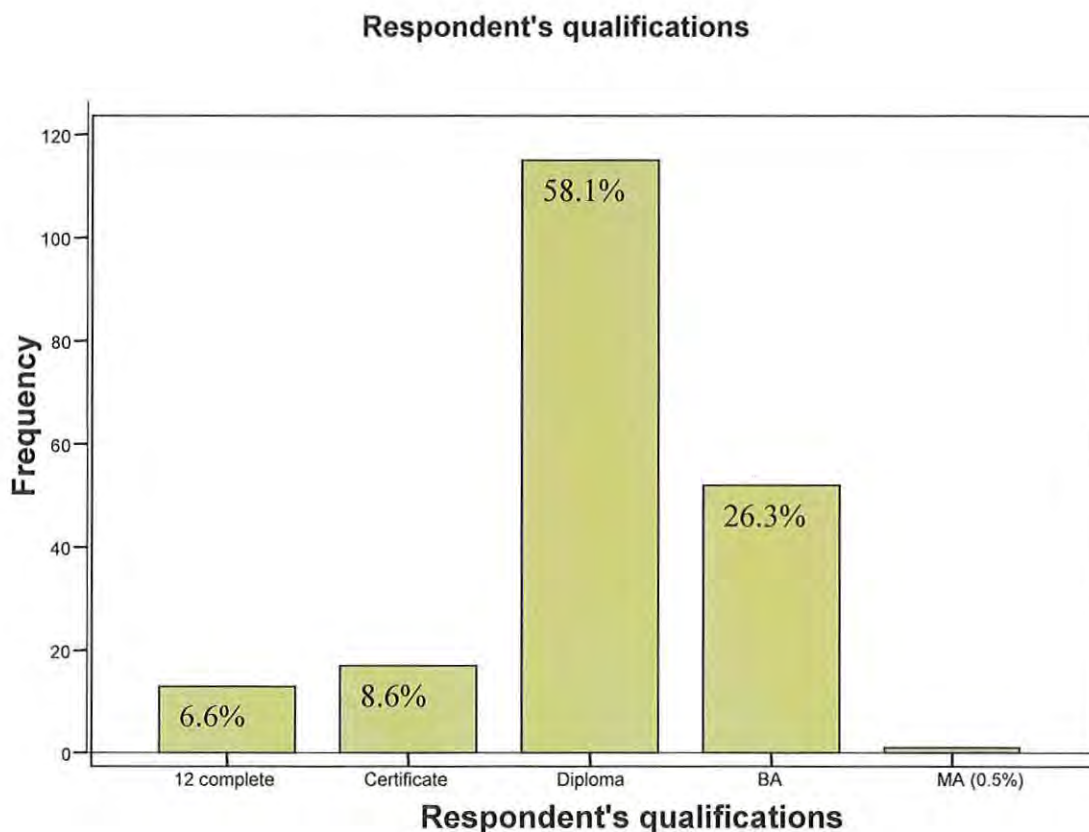


Figure 3. Respondents' Qualifications

Regarding the respondents' qualifications, as it can be seen in figure 3, the majority 26 (52%) of the head office and 89 (60.1%) of the faculty respondents were diploma holders. Others, 18 (36%) of the head office and 34 (23%) of faculty respondents were first degree holders. In general, even though the number varies the respondents were from twelve complete to first degree levels in qualification. But the only one of the head office had second degree holder. This shows that Addis Ababa University, compared with its history and current level, lacks qualified administrative employees which could contribute for better performances.

Figure 4, also depicts the characteristics of respondents in terms of work experiences, in which 24 (48%) of the head office and 40 (27%) of faculty respondents were under the service years of 5-10 years, and 7 (14%) of head office and 28 (19.8%) of faculty respondents were served their organization more than twenty years. From this it is possible to understand that employees can have the knowledge and experience of training and development practices and problems of their organization to provide important information for this study.

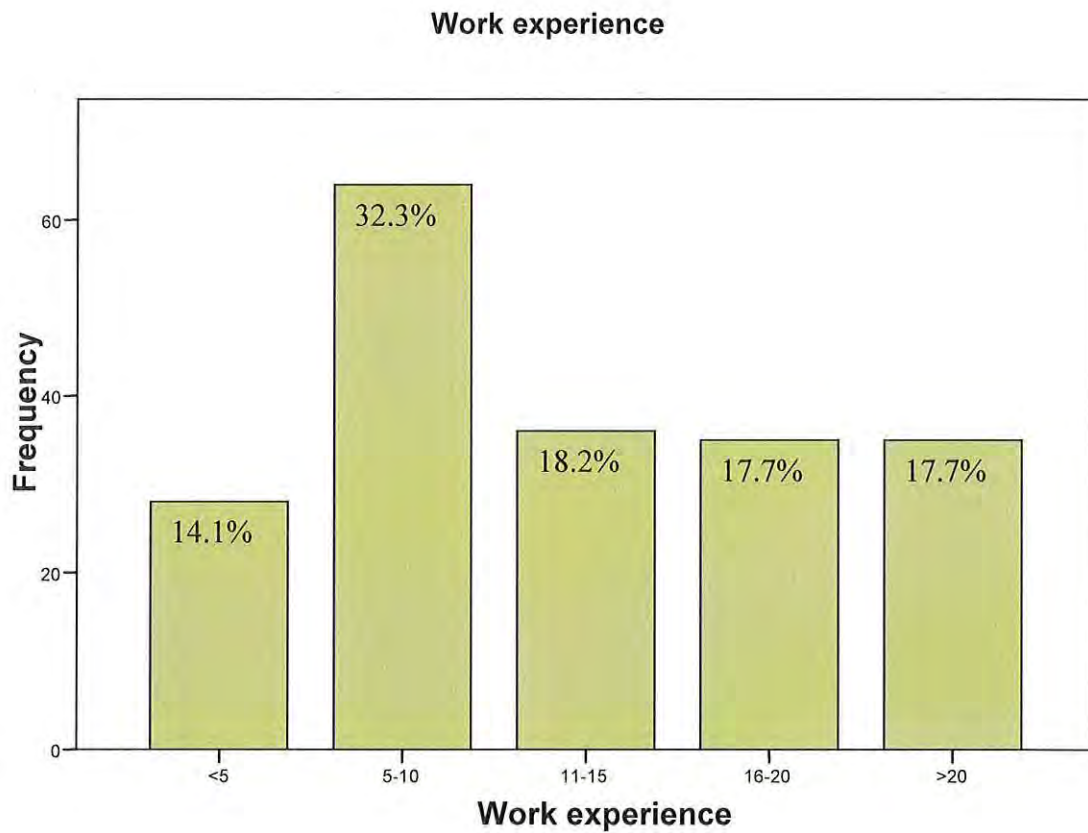


Figure4. Respondents Work Experience

Generally, respondents profile can show a considerable issue for the study to provide valuable information for the study.

4.2. Analysis of the Practices and Problems of Training and Development Programs

This section addressed variables that were related to the practices of human resource training and development at Addis Ababa University. In addition, factors that were hampering such practices were also dealt with.

As it was discussed in the previous chapters, training and development is a process that comprises different phases. The phases range from identifying training and development need assessment to evaluating the outcomes of the programs delivered. Thus, it is obvious to raise questions that could help to analyze the overall practices and issues of training and development programs under the study, especially in educational organizations. With this assumption, training and development issues, existence of separate department, need assessment, objectives, contents, resources and facilities, methods, evaluation, and constraints were raised and discussed on the basis of respondents' responses.

Table 2. Respondents' Perceptions on the Presence of Training and Development Department and Training Practices

No	Item		Respondents						X ²	p-Value	df
			Head Office		Faculties		Total				
			No	%	No	%	No	%			
1	Is there an office of training and development separately at AAU?	Yes	18	36.0	57	38.5	75	37.9	0.607	.436	1
		No	16	32.0	23	15.5	39	19.7			
		DK	16	32.0	68	45.9	84	42.4			
	Total	50	100	148	100	198	100				
2	Does training and development office lead by professional employees?	Yes	4	8.0	22	14.9	26	13.1	1.269	.260	1
		No	25	50.0	72	48.6	97	49.0			
		DK	21	42.0	54	36.5	75	37.9			
	Total	50	100	148	100	198	100				
3	Do you get a chance of training and development since 1997 E.C?	Yes	23	46.0	73	49.3	96	48.5	.165	.685	1
		No	27	54.0	74	50	101	51			
		DK	-	-	1	0.7	1	0.5			
	Total	50	100	148	100	198	100				
4	Do you working on the basis of training you got before?	Yes	10	43.5	24	32.9	34	35.4	.020	.886	1
		No	13	56.5	49	67.1	62	64.6			
		DK	-	-	-	-	-	-			
	Total	23	100	73	100	96	100				

As shown in item 1 of table 2, 18 (36%) of the head office and 57 (38.5%) of faculty respondents revealed that there was a separate training and development department at Addis Ababa University. Of the respondents, 16 (32%) of the head office and 23 (15.5%) of the faculty respondents replied that there was no training and development department separately at Addis Ababa University. On the other hand, the majority, 16 (32%) of the head office and 68 (45.9%) of the faculty respondents showed nothing about the presence of training and development department separately at Addis Ababa University. The calculated chi-square result also indicated that there is no statistically significant difference between the respondents opinion (at chi-square value 0.607; $P > 0.05$). From this, it is possible to say that the training and development department of Addis Ababa University is not as such recognized or well known by its employees. Moreover, the training and development

department might not carry out its responsibilities in relation to facilitating and implementing the training and development programs for administrative employees at Addis Ababa University.

In item 2 of table 2, majority (49%) of both head office and faculty respondents agreed that the training and development department was not led by professionals; which may hamper the designing and delivery system of training and development programs using in a systematic and proper ways.

As can be seen in item 3 of table 2, only 23 (46%) of head office and 73 (49%) of faculty respondents revealed that they got a chance of training and development programs with in the past five years since 1997 E.C. The majority, 27 (54%) of head office and 74 (50%) of faculty respondents indicated that they did not get the chance of training and development programs for the past five years. The calculated chi-square result 0.165, at 0.05 significance level and 1 degree of freedom ($P>0.05$) indicates that there is no statistically significant difference between the opinions of the respondents. This means even though some of the respondents got the chance of training, more than half of the total respondents did not get training chance which shows that the practice of training and development program at AAU was weak. Thus, the practices of training and development of administrative employees were less at Addis Ababa University.

In item 4 of table 2, the majority, 13 (56.5%) of the head office and 49 (67.1%) of faculty respondents indicated that they were not working on the basis of the training they got. The employed chi-square result also indicated that the responses of the respondents of the head office and faculties are not significantly different (at chi-square value 0.020; $P>0.05$). This means more than half of both the head office and faculty respondents were not working on the basis of training they attended which shows the wastages of resources allocated for training programs at Addis Ababa University.

Table3. Relevance of Training and Development Programs

No	Item		Respondents		t-test	Sig (2 - tailed)
			Head Office	Faculties		
1	The training program adds effectiveness on the work of employees.	Mean Value	2.48	2.18	.820	.414
		Std. D	1.65	1.46		
2	The training and development program builds employees capacity.	Mean Value	2.65	2.47	.525	.601
		Std. D	1.56	1.46		
3	The training and development program progresses employees work performance.	Mean Value	2.61	2.64	2.914	.004
		Std. D	1.50	1.35		
4	The Training program introduces new technologies for employees.	Mean Value	2.39	2.45	.383	.703
		Std. D	1.64	1.56		
5	The training and development program increases work interest for employees.	Mean Value	2.35	1.97	1.212	.228
		Std. D	1.30	1.23		

In item 1 of table 3, respondents were asked their effectiveness on their works after the training and development programs they got. The majority, with the mean ratings (2.48) of the head office and (2.18) of faculty respondents indicated that the training program they participated in did not help them to be more effective on their works. The calculated t-value result also indicated that the scores of respondents from the head office and faculties is not significantly different (at t-value 0.414; $P > 0.05$). This implies that the training and development programs delivered to the administrative employees did not support them to

perform their works effectively. Thus, the training and development programs might not fill the skill gaps of the administrative employees at AAU.

Respondents were also asked the importance of training in capacity building and progress of work performance. Majority of head office and faculty respondents with mean values (2.65) and (2.47) respectively indicated that the training they got did not build their capacity in accordance with their tasks. Respondents of both the head office and faculties also showed the irrelevance of the training and development programs that it did not improve their work performance as shown in item 3 of table 3 with the mean scores of (2.61) and (2.64) respectively. This implies that the training and development programs delivered at AAU for administrative employees did not help the workers to improve their performances.

Therefore, it is possible to conclude that, the training programs at Addis Ababa University were not relevant to help administrative employees to work properly and effectively and to increase work performance in building their capacities.

Table 4. Respondents' Ratings on the Selection Process of Trainees

No	Item		Respondents		t-test	Sig (2-tailed)
			Head Office	Faculties		
1	Trainee selection opportunity is equal for all administrative employees.	Mean Value	2.04	2.48	-1.498	.137
		Std. D	1.34	1.17		
2	Training opportunity was given as incentives for administrative employees.	Mean Value	3.13	3.34	-.740	.461
		Std. D	1.25	1.18		
3	The training opportunity was given in relation to immediate supervisors.	Mean Value	3.22	3.81	-2.141	.035
		Std. D	1.60	1.15		
4	The opportunity is mainly for higher officials.	Mean Value	4.26	4.21	.317	.752
		Std. D	.75	.73		
5	The training opportunity ignored administrative employees.	Mean Value	4.78	4.36	2.781	.007
		Std. D	.85	.56		

As indicated in item 1 of table 4, both head office and faculty respondents with the mean scores of 2.04 and 2.48 respectively agreed that there was no equal opportunity for selecting

trainees for training and development programs. The calculated t-value also indicated that the scores of respondents from head office and faculties is not significantly different (at t-value -1.498; $P>0.05$). This implies that the selection of trainees was not transparent to give equal opportunities to get the chance of training and development programs for administrative employees at AAU. Thus, the selection of trainees might benefit some employees instead of involving the majority to participate in getting the training opportunity.

On the other hand, as shown in item 2 of table 4, both groups of respondents agreed with the mean scores of 3.13 and 3.34 respectively that training and development opportunity was given as incentives in the University. Moreover, as respondents indicated in item 3 of table 4, the training and development opportunity was given for those who had good relations with their immediate supervisors at AAU.

As indicated in item 4 of table 4, respondents of the two groups, the head office and faculties, with the mean scores of 4.26 and 4.21 respectively revealed that the training and development opportunity was mainly given for higher officials. The calculated t-test result indicated that the scores of respondents of the head office and faculties is not significantly different (at t-value 0.317; $P>0.05$). This means higher officials at Addis Ababa University have the chance of training and development opportunities rather than administrative employees who have a direct relation to the tasks performed to fill employees' performance gaps. Here it is possible to understand that training was not given for the purpose of productivity and filling the gap of skills and performance.

Table 5. Practices of Training and Development Need Assessment

No	Item		Respondents				X ²	p-value	df
			Head Office		Faculty				
			No	%	No	%			
1	Has AAU conducted training and development need assessment since 1997 E.C?	Yes	4	17.4	5	6.8	3.068	.080	1
		No	19	82.6	65	89.1			
		DK	-	-	3	4.1			
	Total	23	100	73	100				
2	Do you believe that training is based on the need assessment?	Yes	-	-	5	6.8	.1.645	.200	1
		No	23	100	68	93.2			
		DK	-	-	-	-			
	Total	23	100	73	100				
3	Did need assessment is conducted by professionals?	Yes	-	-	-	-	.165	.685	1
		No	23	100	73	100			
		DK	-	-	-	-			
	Total	23	100	73	100				
4	Did managers decide the training and development need by themselves?	Yes	19	82.6	68	93.2	2.264	.123	1
		No	4	17.4	5	6.8			
		DK	-	-	-	-			
	Total	23	100	73	100				
5	Do you believe that the human resource department conducts the training and development need assessment?	Yes	4	17.4	6	8.2	.297	.586	1
		No	10	43.5	39	53.4			
		DK	9	39.1	28	38.4			
	Total	23	100	73	100				

As indicated in item 1 of table 5, 19 (82.6%) of head office and 65 (89.1%) of faculty respondents indicated that the training and development need assessment was not conducted at AAU. The calculated chi-square result 3.068 at significant level of 0.05 and 1 degree of freedom (at $P > 0.05$) also showed that there was no existence of the statistically significant difference between respondents' opinion. Furthermore, as the respondents indicated, the higher level managers and HR department decide training and development needs rather

than based on need assessment in their organization. From this, it is possible to conclude that the minimum training and development practice observed at AAU was not supported by training needs analysis. In which case, such a practice may leads to additional costs with non return value of training and development programs rather than adding efficiency and effectiveness.

Table 6. Reasons for Failing to Conduct Need Assessment

No	Item		Respondents		t-test	Sig (2 - tailed)
			Head Office	Faculties		
1	Absence of experts to conduct training and development need assessment	Mean Value	4.56	4.41	.711	.479
		Std. D	.51	.99		
2	Lack of budget to conduct training and development need assessment	Mean Value	1.26	1.92	-3.185	.002
		Std. D	.45	.95		
3	No understanding of training and development need assessment	Mean Value	4.35	4.01	1.476	.143
		Std. D	.49	.04		
4	There was shortage of time to identify training and development needs.	Mean Value	1.61	1.79	-1.266	.208
		Std. D	.72	.58		

As shown in item 1 of table 6, both head office and faculty respondents with the mean scores of 4.56 and 4.41 respectively indicated that the absence of experts was one of the reason of failing to conduct training and development need assessments at AAU. The calculated t-test result also indicated that the scores of the respondents of the head office and faculties was not statistically significant difference (at t-value 0.711; $P > 0.05$). This implies that the respondents of both the head office and faculties agreed that one of the reasons for failing to conduct training and development need assessment was lack of experts to do the need analyses. Thus, AAU might fail to know which employees need training to fill the skill gaps.

As indicated in item 2 of table 6, respondents of head office and faculties disagreed with the mean score of 1.61 and 1.79 for shortage of time was not the reason of failing to conduct

training and development need assessments at AAU. The t-test result indicated that the mean scores of respondents of head office and faculties is not statistically significant different (at t-value -1.266; $P > 0.05$). This means both sample respondents agreed that shortage of time was not the major reason not to analyze training and development needs.

On the contrary, as item 3 of table 6 depicts, both head office and faculty respondents agreed with the means values of 4.35 and 4.01 respectively that the misunderstanding of the need assessment was the other reason in failing to assess training and development needs at AAU. The calculated t-test result showed that the scores of the respondents of head office and faculties is not significantly different (at t-value 0.143; $P > 0.05$). This implies that the officials of AAU could not recognize the importance of training and development need assessment. Therefore, the misunderstanding of the training and development need assessment for the given training and development programs might lead the University to allocate inappropriate budget and other resources for unnecessary skills.

From the findings, it is possible to conclude that, because training and development need assessment was not understood and given attention at AAU, and no expert was assigned to conduct the need assessments, training and development programs were given with out need analyses which could help the University, if done properly, to identify the provision of the necessary skills for poor performing employees..

Table7. Objectives of Training and Development

No	Item	Respondents						X ²	p-value	df	
		Head Office		Faculties		Total					
		No	%	No	%	No	%				
1	Did AAU set objectives before offering training programs?	Yes	10	43.5	55	75.3	65	67.7	6.742	.009	1
		No	8	34.8	11	15.1	19	19.8			
		DK	5	21.7	7	9.6	12	12.5			
	Total	23	100	73	100	96	100				
2	Do you believe that the objectives were succeeding?	Yes	8	34.8	7	9.6	15	15.6	2.967	.085	1
		No	13	56.5	66	90.4	79	82.3			
		DK	2	8.7	-	-	2	2.1			
	Total	23	100	73	100	96	100				
3	Did the training program has clear objectives?	Yes	8	34.8	13	17.8	21	21.9	12.49	.000	1
		No	13	56.5	17	23.3	30	31.2			
		DK	2	8.7	43	58.9	45	46.9			
	Total	23	100	73	100	96	100				
4	Were the objective of the training and development attainable?	Yes	5	21.7	15	20.5	20	20.8	.265	.607	1
		No	8	34.8	20	27.4	28	29.2			
		DK	10	43.5	38	52.1	48	50.0			
	Total	23	100	73	100	96	100				
5	What was the focus of the training and development objectives? A. Improving performance B. Building capacity C. Introducing new methods D. Introducing new technology E. Do not know	A	13	56.5	43	59.9	56	13.5	.040	.841	1
		B	10	26	30	15.1	40	86.5			
		C	-	-	-	-	-	-			
		D	-	-	-	-	-	-			
		E	-	-	-	-	-	-			
	Total	23	100	73	100	96	100				

As can be seen in item 1 of table 7, 10 (43.5%) of head office and 55 (75.3%) of faculty respondents revealed that AAU set objectives for training and development programs. The chi-square result also indicated that there is statistically significant difference between the opinions of the respondents (at chi-square value 6.742; P<0.05). This implies that AAU sets training and development objectives before delivering the training program but some of the respondents did not understand it.

Regarding the success of the objectives, as can be seen in item 2 of table 7, the majority, 13 (56.5%) of the head office and 66 (90.4%) of the faculty respondents revealed that the objectives of training and development programs did not succeed at AAU. The calculated chi-square result also indicated that there is no statistically significant difference between the responses of the respondents (at chi-square-value 2.967; $P>0.05$). This implies both sample respondents agreed that the success of the training and development objectives were not existed during the training programs. Thus, the University might incur additional costs in relation to training and development programs unless it tries to succeed the training and development objectives at the time of delivering the programs.

In item 3 of table 7, respondents were asked the clarity of the training objectives. the majority, 13 (56.5%) of the head office respondents replied that the training and development programs did not have clear objectives. On the other hand, 43 (58.9%) of faculty respondents said nothing on the existence of clarity in the training and development programs. The chi-square result also showed that there is a statistically significant difference between the responses of the respondents (at chi-square value 12.499; $P<0.05$). This implies that, the training and development programs designed during training of the administrative employees lack clarity of objectives. Thus, the training and development programs might fail to transfer the necessary knowledge or skills to the appropriate employees.

At the same time respondents were asked with the attainability of training and development objectives as shown in item 4 of table 7, and only 8 (34.8%) of the head office and 20 (27.4%) of the faculty respondents indicated that the objectives of the training and development programs were not attainable. On the other hand, the majority, 10 (43.5%) of the head office and 38 (52.1%) of faculty respondents said nothing on the attainability of training and development objectives. The chi-square result indicated that the responses of respondents of the head office and faculties is not significantly different (at chi-square value 0.265; $P>0.05$). This shows that the objectives of the training and development programs were not attainable. Thus, unattainable objectives may not bring the required skills for employees to be competent in the University.

Regarding the focus of the training and development objectives as shown in item 5 of table 7, the majority, 13 (56.5%) of the head office and 43 (59.9%) of faculty respondents agreed that the focus of the training and development objectives was improving the performances of administrative employees in the University. The calculated chi-square result also showed that there was no statistically significant difference between the responses of the respondents (at chi-square value 0.040; $P > 0.05$). This implies both of the sample respondents agreed that the focus of the given training programs were improving employees' performances. Thus, the University might fail to know other skills required training and development such as capacitating employees', introducing new methods and new technologies.

Table 8. Respondents' Perception on the Training and Development Methods

No	Item	Respondents						X ²	p-value	d f	
		Head Office		Faculties		Total					
		No	%	No	%	No	%				
1	Is there an orientation program before offering the job for new administrative employees?	Yes	-	-	-	-	-	-	3.90	.048	1
		No	23	100	73	100	96	100			
		NK	-	-	-	-	-	-			
	Total	23	100	73	100	96	100				
2	Which method did used AAU in training of its employees? A. On- the- job method B. Off-the-job method	A	8	34.8	34	44.6	42	43.8	.430	.512	1
		B	15	65.2	39	53.4	54	56.2			
		Total	23	100	73	100	96	100			
	3	Have you satisfied with the methods used in the training and development?	Yes	7	30.4	30	41.1	37			
No			16	69.6	43	58.9	59	61.5			
DK			-	-	-	-	-	-			
Total		23	100	73	100	96	100				

Orientation, as part of training and development programs could be given for new employees to help them to associate themselves with the organization and senior employees before beginning the job they offered. As shown in item 1 of table 8, all of the respondents

in both samples revealed that there were no orientation programs for new employees before they offered the jobs. The chi-square result also indicated that there is a statistically significant difference between the responses of the respondents (at chi-square value 6.482; $P < 0.05$). This shows that the orientation programs for new employees were not practiced to socialize the new employees when they join the University. Thus, new employees might leave their jobs early out of fear of future relations to the organization and other employees and AAU could lose competent and new idea generating employees.

As shown in item 2 of table 8, the majority 15 (65.2%) of head office and 39 (53.4%) of faculty respondents indicated that the University mostly used off- the -job methods in training its administrative employees. The calculated chi-square result indicated that there is no statistically significant difference between the responses of the respondents (at chi-square value 0.978; $P > 0.05$). On the contrary, as can be seen in item 3 of table 8, 16 (69.6%) of head office and 43 (58.9%) of faculty respondents replied that they are not satisfied with the method used for training and development in the University. The calculated chi- square result also indicated that there was no statistically significant difference between the responses of respondents (at chi-square value 0.830; $P > 0.05$). This implies that the training and development methods were not suitable for trainees to attend the program. Therefore, the training might not bring valuable results for the University's productivity.

Table 9. Availability of Resources and Facilities of Training and Development

No	Item		Respondents		t-test	Sig (2 - tailed)
			Head Office	Faculties		
1	Trainee selection was on the basis of training and development need assessment.	Mean Value	1.43	1.61	-1.539	.127
		Std. D	.51	1.37		
2	Trainees were capable to participate on the training and development programs.	Mean Value	2.65	1.37	5.193	.000
		Std. D	1.94	.49		
3	Trainers have the necessary knowledge for the training program.	Mean Value	3.67	3.67	.111	.912
		Std. D	.82	.94		
4	Trainers match the objectives to the contents of training and development programs.	Mean Value	3.30	3.45	-.628	.532
		Std. D	1.22	.90		
5	There was a good conducive environment for the training programs.	Mean Value	3.61	3.34	.934	.353
		Std. D	.95	.98		
6	There were enough training aids.	Mean Value	2.78	2.46	1.385	.169
		Std. D	.99	.94		
7	There was enough budget allocation for training and development programs.	Mean Value	1.39	1.66	-2.306	.023
		Std. D	.49	.48		

As indicted in item 1, of table 9, the head office and faculty respondents with the mean values of 1.43 and 1.61 respectively indicated that the selection of trainees was not based on the need assessment of training and development programs at AAU. The t-test result also indicated that there is no statistically significant difference in the ratings of respondents' (at t-value -1.539; $P > 0.05$). This implies that the practice of trainee selection in delivering the training and development program was not supported by need assessments. Therefore, there

might be the chance of unnecessary training repetitions for those who may not require additional skills with the new training.

Regarding the considerations of the skill gap of employees, the majority of both head office and faculty respondents with the mean scores of 2.65 and 1.37 respectively indicated that training and development programs delivered did not consider the skill gaps of employees in the University. Though the responses of both sample respondents lies in the same category 'disagreement', the calculated t-test result shows that there is a statistically significant difference between the ratings of respondents(at t-value 5.193, $P < 0.05$). This implies that the training that have been delivered at the head office seem more related to the skill gaps of the employees than faculty workers. Thus, the trainings that have been delivered at faculty level might be conducted only for the sake of training.

As can be seen in item 3 of table 9, both the head office and faculty respondents with the same mean scores (3.67) agreed that trainers have not the necessary knowledge to impart the required skills for trainees during the delivery of the training programs. The t-test result also indicated that the scores of the respondents of both the head office and faculties is not significantly different (at t-value 0.111; $P > 0.05$). This implies that trainers that delivered the training programs were not selected on the basis of their knowledge and experiences to give an appropriate skill for trainees. Therefore, trainees that have been participated on the training programs might not acquire the necessary skills during the training and development programs.

On the other hand, as item 4 of table 9 indicates, respondents of the head office and faculties showed their agreements with the mean scores of 3.30 and 3.45 respectively that the matching of training and development objective to the training contents was not practiced by trainers. The calculated t-test result also indicated that there is no statistically significant difference between respondents ratings (at t-value -.628; $P > 0.05$). This implies that the training contents were not delivered in accordance with the training objectives. Thus, trainers did not deliver the necessary skills in accordance with the intended objective for trainees to acquire the required knowledge and skills during the training programs.

Regarding the necessary training and development aids, as it can be seen in item 6 of table 9, the majority, of head office and faculty respondents with the mean values 2.78 and 2.46 respectively revealed that there was not enough training and development aids in the training programs. The calculate t-test result also showed that the score of the respondents from head office and faculties is no significantly different (at t-value 1.385; $P>0.05$). This shows that both sample respondents agreed that the appropriate training materials were not prepared to make the training programs visible or transferable on the actual work place. Thus, trainees might loose practical trainings on the programs.

On the budget allocation, all of the head office and faculty respondents with the mean values 1.39 and 1.66 respectively indicated that the budget allocation was not adequate for training and development programs. As the t-test result reveals, there is a statistically significant difference between the respondents responses (at t-value -2.306; $P<0.05$).It is obvious that the training program needs finance to deliver the program and to cover both trainers and trainees for refreshment and other accommodations services through out the program. But as can be understood in the finding less earmarked for training and development programs makes the program ineffective Therefore, AAU might fail to benefit from the training and development programs unless it keeps the interests of both trainers and trainees in covering the costs of training and development programs including transportation and allowances of trainees and trainers..

Table 10. Mean Ratings on Evaluation of Training and Development Programs

No	Item		Respondents		t-value	Sig (2 - tailed)
			Head Office	Faculties		
1	Addis Ababa University kept records of the training program for each employee	Mean Value	1.30	1.52	-1.251	.214
		Std. D	.63	.75		
2	There is a system of evaluating productivity after training	Mean Value	1.52	1.69	-1.023	.309
		Std. D	.73	.72		
3	There is a formal assessment to get feedback from employees	Mean Value	1.21	1.52	-1.72	.080
		Std. D	.42	.72		
4	The evaluations system uses to reduce the repetition of training	Mean Value	1.39	1.56	-.881	.381
		Std. D	.82	.86		

As indicated in item 1, of table 10, all of the head office and faculty respondents with the mean values of 1.30 and 1.52 respectively showed their responses that the records of employees participated on training and development were not kept. The calculated t-test result also showed that the scores of respondents of the head office and faculties is not statistically significant different (at t-value -1.251; $P > 0.05$). This implies, both sample respondents agreed that the records for training and development programs were not exist as a document. Thus, the University might fail to know the number of employees who have got training or not and there could be the possibility of training and development program repetitions that can result unnecessary cost for the University.

regarding the system of evaluating the training and development programs, as can be seen in item 2 of table 10, both the head office and faculty respondents with the mean scores 1.52 and 1.69 respectively showed their responses that the system of evaluating the training and development programs was not practiced at AAU. The t-test result indicated that the scores of the respondents of the head office and faculties is not significantly different (at t-value 1.023; $p > 0.05$). This implies both sample respondents agreed that the system of training and development evaluation was not existed at AAU. Thus, the university might fail to know the impact of training on the better service delivery to its customers.

As shown in item 3 of table 10, head office and faculty respondents also indicated their agreement with the mean scores of 1.21 and 1.52 respectively on absence of a formal assessment to get feedback from employees regarding the importance of training. The result of the t-test also revealed that the scores of respondents of the head office and faculties is not significantly different (at t-value -1.72; $P>0.05$). This shows that both sample respondents agreed that the assessment of employees' opinion on the training programs was not practiced as feedback to progress training programs. Therefore, the importance of training programs were not evaluated whether the necessary performance changes are registered or not.

Table 11: Practices of Employee Training and Development Plan

No	Item		Respondents		t-value	Sig (2-tailed)
			Head Office	Faculties		
1	Addis Ababa University had clearly defined training and development plan	Mean Value	1.30	1.34	-.247	.806
		Std. D	.47	.69		
2	The issue of training and development of administrative employees is included in the training plan	Mean Value	1.30	1.10	2.796	.006
		Std. D	.47	.30		
3	Employee training is implemented in line with the training and development plan	Mean Value	1.30	1.10	2.845	.005
		Std. D	.63	.23		

In item 1, table 11, the majority of both head office and faculty respondents with the mean values 1.30 and 1.34 respectively showed their responses that the plan for training and development of administrative employees was not existed or defined clearly. The t-test result also indicated that the scores of respondents of the head office and faculties is not significantly different (at t-value -.247; $p>0.05$). This implies the issue of training and development of administrative employees was not identified using the plans. Therefore, it might be difficult for the University to manage the training practices in accordance with the necessary facilities and resources.

As can be seen item 2 and 3 of table 11, the issues of training and development and the implementation of the training plan in line with the plan were not recognized. This was because the practice of using the plan for training and development of administrative employees were not exercised clearly.

Table 12: Practices of Using Training and Development Policy

No	Item		Respondents						X ²	p-value	df
			Head Office		Faculties		Total				
			No	%	No	%	No	%			
1	Is there a formally written training and development policy at AAU?	Yes	1	2	-	-	1	.5	2.403	.121	1
		No	12	52.2	57	78.1	69	71.9			
		DK	10	43.5	16	21.9	26	27.1			
	Total	23	100	73	100	96	100				
2	Is the training policy well communicated to the training and development of administrative employees?	Yes	-	-	-	-	-	-	4.112	.001	1
		No	18	78.3	68	93.2	86	89.3			
		DK	5	21.7	5	6.8	10	10.4			
	Total	23	100	73	100	96	100				
3	Do the administrative employees participate in the formulation of the training and development policy?	Yes	-	-	-	-	-	-	10.62	.001	1
		No	16	69.6	69	94.6	85	88.5			
		DK	7	30.4	4	5.5	11	11.5			
	Total	23	100	73	100	96	100				
4	Is the training and development program guided by the policy?	Yes	-	-	-	-	-	-	11.53	.001	1
		No	15	65.2	68	93.2	83	86.5			
		DK	8	34.8	5	6.8	13	13.5			
	Total	23	100	73	100	96	100				

As indicated in item 1 of table 12, the majority, 12 (52.2%) of the head office and 57 (78.1%) of faculty respondents revealed that there was no formally written policy for training and development at AAU. The result of chi-square also indicated that the responses of the head office and faculty respondents is not significantly different (at X² –value 2.403; p>0.05). This means Addis Ababa University had no training and development policy for its

administrative employees. Thus, the given training programs were not purposely delivered to skill the employees with the guideline of the policy.

As can be seen in items 2, 3, and 4 of table 12, the communicability of the policy, the participatory of policy formulation and the usage of the policy as a guide line for training and development programs of administrative employees were not exercised because of the absences of the training and development policy. From the results of the study the researcher concluded that, in AAU there was no clearly defined or elaborated training and development policy that supports or guides the training and development practices of administrative employees. This indicates that the training program provided were non directional.

Table13. Constraints of Training and Development

No	Item	Respondents			
		Head Office		Faculties	
		Mean value	Rank	Mean value	Rank
1	Absence of training and development policy.	4.46	5	4.73	1
2	Absence of training and development plan.	4.38	6	4.31	3
3	Less attention by higher level management.	4.50	4	4.31	4
4	Lack of experts for training and development programs.	4.70	1	4.45	2
5	Lack of adequate budget.	1.20	9	2.50	9
6	Inconveniency training and development methods.	2.94	8	3.66	7
7	Trainees were not selected based on need assessment.	4.56	2	3.77	6
8	Lack of evaluation of the training and development program.	4.54	3	3.91	5
9	Irrelevancy of training contents with the actual world of work.	3.60	7	3.60	8

As indicated in item 1-9 of table 13 respondents were asked to rank the constraints of the training and development programs in their organizations. Accordingly, as the responses revealed, head office respondents ranked the constraints in descending order that lack of experts for training, trainee selection with no need assessment basis, lack of evaluation of the training and development program, less attention for training and development by higher

level managers, absence of policy were some of the major determinant constraints. Whereas the respondents of the faculties ranked the constraints of training and development programs in descending order that the absence of training and development policy, lack of experts for training and development programs, absence of plan, less attention for training and development by higher level managers, no need assessment practices, were some of the problems of the systematic and valuable training and development practices in their organizations.

In relation to this the interview guide conducted to the head of training and development department revealed that lack of experts to identify needs and facilitate the programs, absence of policy lack of attention, lack of plan were the major problems of in the design and delivery of the training and development programs at AAU.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the major findings of the study, conclusions and recommendations forwarded based on the findings and conclusions.

5.1 Summary

Training and development of human resources help organizations to improve the capacity and productivity of their work force to achieve their short term and long term goals. Based with this assumption most organizations cost more on the designing and implementing of training and development programs.

The purpose of this study was, therefore, used to assess the practices that Addis Ababa University carried out in the training and development of its administrative employees, and also to investigate the problems that affect the application of training and development program over the past five years since 1997 – 2001 E.C. For the purpose of the study, the researcher used the following basic questions as a frame work.

1. What are the current practices of human resource training and development for administrative employees at AAU?
2. What methods are used to provide training and development for administrative employees at AAU?
3. What are the major problems that hinder the provision of training and development program of administrative employees at Addis Ababa University?
4. What is the perception of AAU administrative employees towards the provision of training and development program?

In accordance with the above basic research questions, the data were collected from permanent administrative employees through questionnaire, and semi structured interview were conducted for the director of human resource management and the head of training and

development department and document analysis. The researcher had selected 216 administrative employees (51 from head office) and (165 from randomly selected five faculties) for the study. After data collected were coded, the data feed to the computer and analyzed by using 15.0 versions of the SPSS. Based on the nature of data, variables analyzed using both inferential tools (chi-square and t-test) and descriptive (frequency and percentages). Based on this, some of the major findings were presented as follows.

I. Existence of Training and Development Department and Practices

- Although, most of the respondents of the head office (36%) and faculties (38.5%) indicated that the presence of separate department for training and development at Addis Ababa University, the majority of the respondents of head office (32%) and faculty (45%) commented nothing on the topic.
- Even though there was the practice of training and development program for administrative employees at AAU, as shown in the findings, the majority (54%) of the head office and (50.7%) of the faculty respondents did not participated on training and development programs for the past five years which indicates that the practice was as such participatory and considerable.
- According to the findings, the majority (56.5%) of the head office and (67.1%) of the faculty respondents who took training and development were not working based on the training they got in their organizations.

II. Relevance of Training and Development Programs

✍ Training and development activities, as Kenny and others(1979), if carried out in a planned and systematic way, it can help employees to learn their jobs quickly and effectively, help to improve their work performance of the existing to work more rapidly greater volume of work and fewer mistakes.✍ But, as respondents replied, most (52%) of the head office and (49.3%) of the faculties did not add effectiveness on their work after they got training programs. They also pointed out

that the training did not build their capacity to perform their jobs and training did not brought an impact on executing their shares in their organization.

III. Practice of Training and Development Need Assessments

- As defined by Heneman and others (1996), training and development need is the performance discrepancy that is important to the organization can be remedied as effectively and efficiently by training or development. Therefore, the provision of training and development programs should be practiced based on the analysis of the needs arise. Although training and development was delivered in a minimum practice at AAU, the data obtained and analyzed indicated that there was no training and development needs assessment both in the head office and faculties. Moreover, the provision of training was not based on need analysis, as respondents indicated.
- Those (8%) of head office and (6.8%) of faculty respondents, who replied the presence of training and development need assessment pointed out that the practice was mostly carried out based on the availability of budget and performance reviewing made by higher level managers. On the other hand, respondents who replied the absence of training and development need assessment reasoned out that absence of experts and lack of understanding about the importance of the issue of training and development need assessment as the basic factor that hinders the training and development need assessment practices.

IV. Training and Development Objectives

- It was pointed out that AAU set the training and development objectives that mainly focuses on improving performance of employees. But the majority of the respondents' responses showed that the practice of training and development was not succeed and attainable in line with the training and development objectives.

IV. Method of Training and Development

- As replied by respondents, although AAU uses both on-the-job and off-the-job training methods, head office and faculties mostly use off-the-job and on-the-job training methods for the training and development of administrative employees respectively. Moreover, 69.6% of the head office and (58.9%) of faculty respondents did not satisfied with the methods of training they participated on.

VI. Training and Development Resources and Facilities

- The majority, both of the head office and of faculty respondents indicated that the trainee selection was not based on the need analysis of training and development.
- Trainees were not capable to participate on the training and development program. Moreover, they were not fully participating on the training sessions.
- With regard to trainers, they had the knowledge of the subject matter they taught. But, they lack relating the training and development objective with the training contents.
- There was no conducive environment when conducting training program.
- There was no adequate budget allocation for training and development programs.

VII. Practices of Training and Development Evaluation

Evaluation which is the final phase of the training and development program, 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.

As respondents revealed there was no system of evaluating the training and development program. Moreover, trainees were not participated on the chance of evaluating the training and development programs at AAU and there was no record of keeping the profiles of the training and development programs, and

there was no formal assessment to get training and development feedback from employees.

VIII. Training and Development Policy

Training policies as Kenny and others (1997) are necessary to provide guidelines for those responsible for planning, and implementing training, to ensure that a company's training resources are allocated to priority requirements, to provide equal opportunity for training throughout the company, and to inform employees training and development opportunities. But, as 52.2 of head office and 78.1% of faculty respondents replied, there was no written training and development policy that guides the training and development programs of administrative employees at AAU. Thus, as respondents agreed, there was no clear planning of training and development for administrative employees.

IX. Constraints of Training and Development Programs

According to Mondy (1990), the attitude of top level management is mainly the primary problem for training and development success in the organization. Accordingly as the finding showed:

.The absence of training and development policy, absence of training and development plan, lack of attention by higher level managers, lack of experts, lack of implementing the training and development program as intended and absence of training and development program evaluation were some of the constraints that hinders the proper provision of training and development program at AAU.

5.2 Conclusion

Based on the major findings of the study, the following conclusions were drawn. Training and development activities, if carried out in a planned and systematic way, can help employees to learn their jobs quickly and effectively, help to improve their work performance of the existing to work more rapidly greater volume of work and few mistakes. However, the findings of the study revealed that the training and development of administrative employees at Addis Ababa University was in a least practice both at the head office and faculties in the past five years. This shows that the administrative employees were not helped to learn their jobs and to keep up their specialist field by training even they lack introducing with new technologies and methods. Thus, the practices of training and development programs for administrative employees lack recognition by the University.

The training and development programs need planned and systematic approaches. The provision of training and development programs should be practiced based on the analyses of the needs arise. Need assessment helps to identify performance gaps and to determine the cost effectiveness of training programs. It also reduces repetition of training and resource wastages. But as the finding showed there was no the practice of need assessment both in the head office and faculties at AAU. From this it is possible to conclude that the training and development programs implemented at AAU were not on the basis of need analyses. Thus the practices attempted to train employees did not achieve the proper objectives.

Training and development policies are greatly important in the provision of guidelines to plan /design, implement and evaluate training and development programs. It also prioritizes requirements, to provide equal opportunity for employees and to inform the employees the training opportunities. But the findings of the study indicated that there was no training and development policy for administrative employees at AAU. Thus, the training and development programs that were designed and implemented were not consistent in the selection of contents, methods, trainees, trainers and allocating of proper budget for training and development programs.

5.3. Recommendations

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

1. Training and development programs need to be effective and efficient and carried out in a systematic and continuous manner. The training and development program is given to help organizations to be effective and efficient in their performance considering the intention of increased productivity. Thus, organizations are expected to practice training and development programs and being conscious on the responsibilities of allowing or assigning employees on the new skills acquired through training and development programs. Otherwise, the program could be irrelevant and wastage. Therefore, AAU ought to exercise the practice of training and developing its administrative employees collaboratively with its responsible hierarchies to make its service delivery better for the customers.

Training and development need assessment is important to the University. It helps to sort-out the gaps between the intended and actual performance that could be solved through training. Therefore, for the provision of worthy training and development programs, the practice of a University's training and development needs assessment should be conducted together with the involvement of concerned bodies. Thus the design and implementation of training and development programs could benefit the University if training could be provided for the right person at the right time.

Both the head office and faculties should create cooperation in a systematic process of training and development programs on conducting the needs assessment of training programs and long term training and development plans.

- The head office and faculties should practice the design of the content related to current jobs to enrich technical skills of employees to perform their tasks effectively and efficiently on the basis of the needs assessed and identified.
- There should be clear and transparent selection criteria in selecting trainees and trainers with the basis of educational background, experience and interests of

individuals in accordance with the required skills to fill the gap between the desired and actual performances of employees.

- AAU should take better to arrange and create conducive training environment with the necessary facilities based on the contents and objectives of the training and development programs to make the training attractive in its methods of delivery for both the trainees and trainers.
2. The training method determines the successfulness of training and development programs and the participatory of trainees. The selection of the training methods depends on the contents of the program, interest of trainees, knowledge and skills of both trainees and trainers. Therefore it is suggested that:
- AAU selects the appropriate method to provide or implement the training and development programs in line with the necessary resources, contents and skills of trainees.
 - Select or assign experienced trainers to deliver effective training on the suitable training methods acceptable by trainees and trainers in accordance with the contents and objectives of training programs.
3. Training is costly, it needs to fulfill and facilitate the interests of trainees and trainers starting with basic accommodations to creating relaxing environment through out the training to be trainees full participants and to use their new skills and knowledge on the actual practices. Thus it is recommended that.
- The collaborative plan of head office and faculties should allocate budget for the intended program to cover the costs of training and development participants including transportation and allowances.
 - Human resource management should have an effort to increase the commitment of top level management by indicating the benefits of the formerly implemented training and development programs to minimize the problems of allocation of budget and other facilities.

4. Evaluation which is the final phase of training and development program, 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, AAU should exercise the evaluation of the given training and development programs with the realization of the intended objectives, the improvement of employees' performance and keeping the records of employees profile with regard the provision of training to reduce program /training repetitions.
5. The design and implementation of training and development programs should be guided by the University's policy. The policy is capable to give directions in the identifying of training and development needs, allocation of training and development resources, selection of trainees and trainers, designing contents and objectives, selecting methods, evaluating the programs. It is recommended to AAU that:
 - Prepare a clearly identified training and development policy using the participation of employees and top level managers that helps the organization to make its employees skillful.
 - Take an experience of using policy in the activities of training and development programs to make the programs relevant for the enrichment of the skills and interests of its administrative employees.

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ክፍል አንድ፡- የግል መረጃ

1. ፆታ ወንድ ሴት

2. እድሜ

ሀ. ከ 18-22 ለ. ከ 23-27 ሀ. ከ 41-45

ሐ. ከ 28-33 መ. ከ 34-40 ለ. ከ 45 ዓመት በላይ

3. የትምህርት ደረጃ

ሀ. 12ኛ ክፍል ያጠናቀቀ (በድሮው) መ. የመጀመሪያ ደረጃ ምረቃ

ለ. የሶርተር/ሲ.ኤ.ት. ምረቃ ከሆነ ደግሞ ሀ. ሁለተኛ ደረጃ ምረቃ

ሐ. ዲፕሎማ ምረቃ

ሰነድ-ብዙር ስልጠና ለማድረግ

1. መሠሪያ ስልጠና ለማድረግ ስለሚገባዎት በተመረጡት ስልጠና ላይ ተገኝተዎት/ሆንዎት/ሆንዎት::
2. ለቀረቡት ጥያቄዎች መልስ ለመስጠት "X" ምልክት በማድረግ ይመልሱ::
3. በስልጠናው ላይ ለማድረግ ጥያቄዎች ስለሚገቡ ስለሚሆን ይገልጹ::
4. ጥናት ለትምህርት ተግባር ብቻ ስለሆነ የግል ስልጠና ይመረጡ ስለሆነ ማንኛውንም ዓይነት ስልጠና ይገልጹ::
5. መሠሪያ ስልጠና ለማድረግ ስለሚገባዎት/ሆንዎት/ሆንዎት::

መመሪያ

ላላድረጃ ተገኝተዎት/ሆንዎት/ሆንዎት ላይ ላይ ስልጠና ለማድረግ ስለሚገባዎት ስለሚሆን ይገልጹ::

የዚህ መሠሪያ ስልጠና ላይ ለማድረግ ስለሚገባዎት ስለሚሆን ይገልጹ::

የዚህ መሠሪያ ስልጠና ላይ ለማድረግ ስለሚገባዎት ስለሚሆን ይገልጹ::

አዲስ አበባ የኢንፎርሽን ቴክኖሎጂ ትምህርት ቤት

6. ኢሁን እየሱስ ጸሎት ለማድረግ ለሚችሉት ሰው ምን ዓይነት ግብር ይከፍላቸዋል?
 ሀ. ከግብር ጋር ምንም ግንኙነትም አይኖረውም ለ. ከግብር ጋር ግንኙነት አለው

5. ለእርስዎ ጥያቄ መልስ ለመስጠት ለሚችሉት ሰው ምን ዓይነት ግብር ይከፍላቸዋል?
.....

4. ለእርስዎ ጥያቄ መልስ ለመስጠት ለሚችሉት ሰው ምን ዓይነት ግብር ይከፍላቸዋል?
 ሀ. ከግብር ጋር ምንም ግንኙነትም አይኖረውም ለ. ከግብር ጋር ግንኙነት አለው

3. ከ 1997 ዓ.ም. ጀምሮ ለሚከፈልዎት ግብር ምን ዓይነት ግብር ይከፍላቸዋል?
 ሀ. ከግብር ጋር ምንም ግንኙነትም አይኖረውም ለ. ከግብር ጋር ግንኙነት አለው

2. የሚከፈልዎት ግብር ምን ዓይነት ግብር ይከፍላቸዋል?
 ሀ. ከግብር ጋር ምንም ግንኙነትም አይኖረውም ለ. ከግብር ጋር ግንኙነት አለው

1. በአዲስ አበባ የሚከፈልዎት ግብር ምን ዓይነት ግብር ይከፍላቸዋል?
 ሀ. ከግብር ጋር ምንም ግንኙነትም አይኖረውም ለ. ከግብር ጋር ግንኙነት አለው

ክፍል ሁለት:- አጠቃላይ መረጃ

7. ኢሁን የሰጡት ግብር ክፍያ ለሚከፈልዎት ግብር ምን ዓይነት ግብር ይከፍላቸዋል?
.....

6. ኢሁን እየሱስ ጸሎት ለማድረግ ለሚችሉት ሰው ምን ዓይነት ግብር ይከፍላቸዋል?
.....

5. በየራሱ የሚከፈልዎት ግብር ምን ዓይነት ግብር ይከፍላቸዋል?
ሀ. ከ 5 ዓመት በታች ለ. ከ 11-15 ዓመት ሀ. ከ 21-25 ዓመት
ሀ. ከ 5-10 ዓመት ሀ. ከ 16-20 ዓመት ሀ. ከ 25 ዓመት በላይ

4. የተማሩበት (የተመረቁበት) የትምህርት ደረጃ?
.....

ክፍል ሶስት፡- ስልጠናው የስልጠና ፍላጎት” የተከተለ ስለመሆኑ

1. የስልጠና አስፈላጊነትን በተመለከተ ከ1997 ዓ.ም ወዲህ የፍላጎት ዳሰሳ/ጥናት ተደርጓል?

ሀ. አዎን ለ. አልተደረገም ሐ. አላውቅም

2. መልስዎ “አዎን” ከሆነ ስልጠናው በዳሰሳው መሠረት የተሰጠ ነውን?

ሀ. አዎን ለ. አይደለም ሐ. አላውቅም

3. የስልጠና ፍላጎት ዳሰሳው በባለሙያ ተደርጓል?

ሀ. አዎን ለ. አይደለም ሐ. አላውቅም

4. የስልጠና ፍላጎት በከፍተኛ ኃላፊዎች ይወሰናል

ሀ. አዎን ለ. አይደለም ሐ. አላውቅም

5. የሰው ኃይል አስተዳደር ክፍል የስልጠና ፍላጎት ጥናት ያደርጋል

ሀ. አዎን ለ. አይደለም ሐ. አላውቅም

6. አዲስ አበባ ዩኒቨርሲቲ የስልጠና ፍላጎት ዳሰሳ (Need Assessment) መረጃን መሰብሰብ የቻለው በምን መልኩ ነው? (ከአንድ በላይ መልስ መስጠት ይቻላል)

- ሀ. ጥናት በማካሄድ
- ለ. የሰራተኞች አሰራር በስራ ላይ በመጎብኘት
- ሐ. የሰራ አፈፃፀምን ክንውን መሰረት በማድረግ
- መ. የቡድን (የስራ ክፍል) ውይይት በማድረግ
- ሠ. አይታወቅም

7. የስልጠና አስፈላጊነት ከተረጋገጠ በኋላ ለስልጠና ቅድሚያ የሚሰጣቸውንና ጊዜ የሚሰጡ ስልጠናዎችን መለየት ያስፈልጋል። በዩኒቨርሲቲው የትኛው ቅድሚያ ይሰጠዋል ብለው ያምናሉ?

- ሀ. የበጀት መኖር
- ለ. የስልጠናው አስፈላጊነትና ጠቀሜታው
- ሐ. የሰራተኛው ለስልጠና ያለው ፍላጎት
- መ. ሁሉም የስልጠና ፍላጎቶች እኩል ይሰጣሉ
- ሠ. አይታወቅም

8. አዲስ አበባ ዩኒቨርሲቲ የስልጠናና ሙያ ማሻሻያ ፍላጎት ዳሰሳ ካላካሄደ ያላካሄደበትን ምክንያት ቀጥሎ ባለው ሠንጠረዥ ስምምነትዎን ያሳዩ

በጣም አልስማማም ከሆነ “1” እስማማለሁ ከሆነ “4”
 አልስማማም ከሆነ “2” በጣም እስማማለሁ “5”
 ገለልተኛ “3”

ተ.ቁ	ጥያቄ	ደረጃ				
		1	2	3	4	5
8.1	የፍላጎት ዳሰሳ የሚያካሄድ ባለሙያ እጥረት					
8.2	የበጀት እጥረት በመኖሩ					
8.3	የፍላጎት ዳሰሳ ለስልጠና ያለውን ጠቀሚታ ያለመረዳት					
8.4	የጊዜ እጥረት በመኖሩ					

ክፍል አራት:- የስልጠናና ሙያ ማሻሻያ ዓላማ” በተመለከተ

1. አዲስ አበባ ዩኒቨርሲቲ ስልጠናውን ከማዘጋጀቱ/ከመስጠቱ በፊት ስልጠናው ዓላማ ነበረው? ሀ. ሁን ለ. የለ ሐ. አይታወቅም

2. ለተራ ቁጥር 1 መልስዎ “አዎን” ከሆነ የስልጠናው ዓላማ ግቡን መታዘብ ብለው ያስባሉ?
 ሀ. አዎን ለ. የለም

3. የስልጠናውን ዓላማ የነደፈው ማነው?
 ሀ. የሰው ሀብት ሥራ አመራር ኃላፊ
 ለ. የስልጠናና ሙያ ማሻሻያ ክፍል
 ሐ. የስልጣኝ ሠራተኞች ክፍል ኃላፊዎች
 መ. ሁሉም በጋራ ያዘጋጃሉ
 ሠ. አይታወቅም

4. ስልጠናው ግልፅ ዓላማ ነበረው
 ሀ. አዎን ለ. የለውም ሐ. አይታወቅም

5. የስልጠና ዓላማው ሊፈፀም የሚችል ነው
 ሀ. አዎን ለ. የለውም ሐ. አይታወቅም

ክፍል አስር:- የስልጠናና ሙያ ማሻሻያ ችግሮች

1. ዩኒቨርሲቲው እስካሁን ባዘጋጀው የስልጠና ፕሮግራም ችግሮች አጋጥመውት ነበር?

ሀ. አዎን

ለ. አላጋጠመውም

2. ዩኒቨርሲቲው አጋጥሞት የነበሩትን ችግሮች እንዴት ይመዘኗቸዋል?

በሳጥኑ ውስጥ ላሉት ጥያቄዎች የስምምነትዎን ደረጃ የ "√" ምልክት በማድረግ መልስዎን ይስጡ።

በጣም አልስማማም ከሆነ "1"

እስማማለሁ ከሆነ "4"

አልስማማም ከሆነ "2"

በጣም እስማማለሁ "5"

ልዩነት ከሆነ "3"

ተ.ቁ	ጥያቄ	ደረጃ	
		ዋና ግቢ	ፋኩልቲ
2.1	የስልጠናና ሙያ ማሻሻያ ፖሊሲ ያለመኖር		
2.2	የስልጠናና ሙያ ማሻሻያ እቅድ ያለመኖር		
2.3	የክፍተኛ ሃላፊዎች ለስልጠና ትኩረት ያለመስጠት		
2.4	የስልጠናና ሙያ ማሻሻያ ባለሙያ ያለመኖር		
2.5	ተገቢውን በጀት ያለማግኘት		
2.6	የስልጠና ዘዴው ምቹ ያለመሆን		
2.7	ስልጠናና ሙያ ማሻሻያው በስልጠና ፍላጎት ዳሰሳ የታገዘ አለመሆን		
2.8	ስልጠናው አዘውትሮ ያለመገምገም		
2.9	ስልጠናው ለተፈለገው የስራ ዓይነት አለመዛመድ		

ዩኒቨርሲቲው ላጋጠሙት የስልጠናና ሙያ ማሻሻያ ችግሮች መፍትሄ ይሆናል የሚሉትን አሳብ ይግለጹ

ክፍል ዘጠኝ፡- የሥነ-ምግባር ስርዓት ለማሳካት የሚያስፈልጉትን ነገሮች ይጠቅሙ

1. አዲስ የሥነ-ምግባር ስርዓት ለማሳካት የሚያስፈልጉትን ነገሮች ይጠቅሙ፡-

ሀ. አድራሻ ለ. የሥነ-ምግባር ስርዓት ሁ. አድራሻ ለ. የሥነ-ምግባር ስርዓት

2. የሥነ-ምግባር ስርዓት ለማሳካት የሚያስፈልጉትን ነገሮች ይጠቅሙ፡-

ሀ. አድራሻ ለ. የሥነ-ምግባር ስርዓት ሁ. አድራሻ ለ. የሥነ-ምግባር ስርዓት

3. የሥነ-ምግባር ስርዓት ለማሳካት የሚያስፈልጉትን ነገሮች ይጠቅሙ፡-

ሀ. አድራሻ ለ. የሥነ-ምግባር ስርዓት ሁ. አድራሻ ለ. የሥነ-ምግባር ስርዓት

4. የሥነ-ምግባር ስርዓት ለማሳካት የሚያስፈልጉትን ነገሮች ይጠቅሙ፡-

ሀ. አድራሻ ለ. የሥነ-ምግባር ስርዓት ሁ. አድራሻ ለ. የሥነ-ምግባር ስርዓት

ቁ. ተ.	ጥያቄ	የሥነ-ምግባር ስርዓት ለማሳካት የሚያስፈልጉትን ነገሮች ይጠቅሙ				
		1	2	3	4	5
1.1	አዲስ የሥነ-ምግባር ስርዓት ለማሳካት የሚያስፈልጉትን ነገሮች ይጠቅሙ፡-					
1.2	የሥነ-ምግባር ስርዓት ለማሳካት የሚያስፈልጉትን ነገሮች ይጠቅሙ፡-					
1.3	የሥነ-ምግባር ስርዓት ለማሳካት የሚያስፈልጉትን ነገሮች ይጠቅሙ፡-					

1. የሥነ-ምግባር ስርዓት ለማሳካት የሚያስፈልጉትን ነገሮች ይጠቅሙ፡-

ሀ. አድራሻ ለ. የሥነ-ምግባር ስርዓት ሁ. አድራሻ ለ. የሥነ-ምግባር ስርዓት

ክፍል ዘጠኝ፡- የሥነ-ምግባር ስርዓት ለማሳካት የሚያስፈልጉትን ነገሮች ይጠቅሙ

14. በአጠቃላይ ወቅት ያጋጠመው ጥቅም ስለሆነ ለሌሎች ማሳደግ ይቻላል።
የሌሎች ጥቅም ላይ ላይ ያውጥታል።

13. የአጠቃላይ ጥቅም ላይ ላይ ያውጥታል። ሌሎች ጥቅም ላይ ላይ ያውጥታል።
12. በአጠቃላይ ወቅት ስለሆነ ለሌሎች ማሳደግ ይቻላል።
11. የአጠቃላይ ጥቅም ላይ ላይ ያውጥታል።

10. ጥቅም ላይ ላይ ያውጥታል። ሌሎች ጥቅም ላይ ላይ ያውጥታል።
9. በአጠቃላይ ወቅት ስለሆነ ለሌሎች ማሳደግ ይቻላል።
8. ከሌሎች ጥቅም ላይ ላይ ያውጥታል። ሌሎች ጥቅም ላይ ላይ ያውጥታል።
7. በአጠቃላይ ወቅት ስለሆነ ለሌሎች ማሳደግ ይቻላል።
6. የአጠቃላይ ጥቅም ላይ ላይ ያውጥታል።

የጥቅም

5. የአጠቃላይ ጥቅም ላይ ላይ ያውጥታል። ሌሎች ጥቅም ላይ ላይ ያውጥታል።
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3. የአጠቃላይ ጥቅም ላይ ላይ ያውጥታል። ሌሎች ጥቅም ላይ ላይ ያውጥታል።
2. የአጠቃላይ ጥቅም ላይ ላይ ያውጥታል። ሌሎች ጥቅም ላይ ላይ ያውጥታል።
1. የአጠቃላይ ጥቅም ላይ ላይ ያውጥታል። ሌሎች ጥቅም ላይ ላይ ያውጥታል።

፡፡ ሌሎች ጥቅም ላይ ላይ ያውጥታል።

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የሌሎች ጥቅም

የአጠቃላይ ጥቅም ላይ ላይ ያውጥታል።

የሌሎች ጥቅም ላይ ላይ ያውጥታል።

የአጠቃላይ ጥቅም ላይ ላይ ያውጥታል።

Addis Ababa University

School of Graduate Studies

College of Education

Department of Educational Planning and Management

Specialization of Human resource and Organization Development

Questionnaire to be filled by administrative employees of AAU

The purpose of this questionnaire is to gather relevant data on assessing the practices and problems of training and development of human resources at Addis Ababa University for the previous years (1997-2001 E.C) and to suggest possible solution for the problems during training and development.

General Directions

1. Respondents of the questionnaire are permanent administrative employees in the selected faculties of A.A.U.
2. Response to all close ended question items by putting '√' mark in the boxes and by writing your opinion on the open-ended ones on the space provided.
3. The study is for academic purpose, no relation to organization and personal affairs.
4. No need of writing your name on the questionnaire.

Part I: Personal Data

- | | | |
|----------------------------|---|---|
| 1. Sex: | a. Male <input type="checkbox"/> | b. female <input type="checkbox"/> |
| 2. Age: | a. 18-22 <input type="checkbox"/> | d. 34-40 <input type="checkbox"/> |
| | b. 23-27 <input type="checkbox"/> | e. 41-45 <input type="checkbox"/> |
| | c. 28-33 <input type="checkbox"/> | f. above 45 <input type="checkbox"/> |
| 3. Educational background: | a. 12 complete <input type="checkbox"/> | d. First degree <input type="checkbox"/> |
| | b. Certificate <input type="checkbox"/> | e. Second degree <input type="checkbox"/> |
| | c. Diploma <input type="checkbox"/> | |

4. Field of Study _____

5. Work experience in A.A.U:

- a. <5 c. 11-15 e. 21-25
b. 5-10 d. 16-20 f. >25

6. Your current faculty _____

7. Current work unit/department _____ position _____

Part II: General Information:

1. Is there office/unit of training and development division separately?

- a. Yes b. No c. Do not know

2. Does training and development office led by professional employees?

- a. Yes b. No c. Do not know

3. Did you get a chance for training or development since 1997 E.C?

- a. Yes b. No c. Do not know

4. If your answer for item No.3 is 'No', what was the reason?

5. If your answer for item No. 3 is 'Yes', write the type of training?

6. Do you working on the basis of the training you got before?

- a. Yes b. No

7.If your answer for item 6 is 'Yes', indicate your level of benefits on the basis of the training you got by putting a '√' mark (Strongly Disagree-1, Disagree-2, Neutral-3, Agree-4 Strongly Agree-5).

No.	Question Item	Rating Scale				
		1	2	3	4	5
7.1	The training has added work effectiveness					
7.2	The training program builds capacity					
7.3	The training progresses work performance					
7.4	Training introduced new technologies					
7.5	The training program increases interest of work					
7.6	Training adds confidence on the work					

8. Indicate your level of agreement on the selection of trainees by putting a '√' mark (Strongly Disagree-1, Disagree-2, Neutral-3, Agree-4, Strongly Agree-5)

No.	Question Item	Rating Scale				
		1	2	3	4	5
8.1	Selection opportunity is equal for all administrative employees					
8.2	Training opportunity is as incentive for employees					
8.3	The opportunity is given in relation immediate supervisors					
8.4	The opportunity is mainly for higher officials					
8.5	The opportunity is ignored for administrative employees					

Part III: Training and Development Need Assessment

1. Has AAU conducted training need assessment since 1997 E.C?

a. Yes b. No c. Do not know

2. Do you believe that the training is offered based on need assessment?

a. Yes b. No c. Do not know

3. Need assessment conducted by training professionals

a. Yes b. No c. Do not know

4. Higher level managers decide by themselves

a. Yes b. No c. Do not know

5. Human resource department conducts need assessment

a. Yes b. No c. Do not know

6. How did AAU gather information to assess training needs?

- a. Conducting survey
- b. Observing employees in performing tasks
- c. Based on performance reviewing
- d. In conducting group discussion
- e. Do not know

7. Once needs are identified, which major factors was considered at in prioritizing needs?

(More than one assess is possible)

- a. Availability of budget
- b. Importance of the training
- c. Trainees' motivation
- d. All needs treated equally
- f. Do not know

8. If need assessment didn't conducted, what was the reason? Indicate your reaction by

putting a '√' mark (Strongly disagree-1, Disagree 2, Indifferent 3, Agree 4,

Strongly agree-5).

No.	Question Item	Rating Scale				
		1	2	3	4	5
8.1	Absence of the experts to do the assessment					
8.2	Lack of budget					
8.3	No understanding of the training needs assessment					
8.4	Shortage of time to do					

Part IV: Training and Development Objectives

1. Did AAU set the objectives before offering training programs?

- a. Yes
- b. No
- c. Do not know

2. If say 'yes' for no. 1, do you believe that the objective was succeed?

- a. Yes
- b. No
- c. Do not know

3. Who set the objectives of the training and development program?

- a. Human resource manager
- b. Training and development department
- c. Departments of trainees
- d. All with collaboration
- e. Not known

4. Does the training program have clear objectives?

- a. Yes
- b. No
- c. Do not know

5. Does the objective of the training has attainable?

a. Yes b. No c. Do not know

6. If training program was prepared what the focus of the objectives?

- a. Improving performance
- b. Building the capacity of leadership
- c. Introducing new methods
- d. Introducing new technological products
- f. Do not know

Part V: Training Resources and Facilities

1. Indicate your level of agreement on the training and development resources and facilities by putting a '√' mark (Strongly disagree-1, Disagree-2, indifferent-3, Agree-4, strongly agree-5)

No.	Question Item	Rating Scale				
		1	2	3	4	5
I	Trainees					
1.1	Trainee selection was on the basis of need assessment					
1.2	Trainees were capable to participate the training					
II	Trainers					
1.3	Trainers have the knowledge for the training					
1.4	Trainers match the objective of the training tot eh contents					
III	Resources					
1.5	There was conducive for training environment					
1.6	There were enough training aids					
1.7	There was enough budget allocation for the training					

Part VI: Training and Development Methods

1. Is there an orientation program before offering jobs for new administrative employees?
 - a. Yes
 - b. No
 - c. Do not know
 2. Which method did AAU use in training its employees?
 - a. On-the-job method
 - b. Off-the-job-method
 3. Have you satisfied with the method used in your training?
 - a. Yes
 - b. No
 - c. Do not know
 4. If your answer is for question No. 3 is 'No', what was the reason?
-

Part VII: Evaluating Training and Development Programs

1. Indicate your level of agreement by putting a '√' mark in the box bellow (Strongly disagree-1, Disagree-2, Indifferent-3, Agree-4, Strongly Agree-5)

No.	Question Item	Rating Scale				
		1	2	3	4	5
4.1	AAU kept records of the training programs for each employee.					
4.2	There was a system of evaluating productivity after training.					
4.3	There was a formal assessment to get feedback from trainees.					
4.4	The evaluation system used to reduce repetition of training.					
4.5	The evaluation was capable to indicate productivity.					

Part VIII: Training and Development Plan

Indicate your level of reaction by putting a '√' mark (Strongly Disagree-1, Disagree-2, Agree-3, Agree-4, strongly Agree-5)

No.	Question Item	Rating Scale				
		1	2	3	4	5
1.1	AAU has a clearly defined training and development plan.					
1.2	The issue of training and development of administrative employees is clearly defined with in the plan.					
1.3	Employee training is implemented inline with the plan.					

Part IX: Training and development policy

1. Is there a formally written training and development policy at A.A.U?
a. Yes b. No c. Do not know
2. If you say 'yes' for item no.1, is the training policy well communicated to the training and development of administrative employees?
a. Yes b. No c. Do not know
3. Do the administrative employees participate in the formulation of training and development policy?
a. Yes b. No c. Do not know
4. Is the training and development program guided by the policy?
a. Yes b. No c. Do not know

Part X: Constraints of Training and development

1. Did AAU have problems during training and development sessions?

a. Yes

b. No

c. Do not know

2. If you say 'yes' for item no.1, indicate your level of agreement about the problems of training and development by putting a '√' mark (Strongly Disagree-1, Disagree-2, Agree- 3, Agree-4, strongly Agree-5)

No.	Question Item	Ranking	
		Head office	Faculty
1.	Absence of training and development policy.		
2.	Absence of training and development plan.		
3.	Less attention by higher level management.		
4.	Lack of experts for training and development programs.		
5.	Lack of adequate budget.		
6.	Inconveniency of training and development methods.		
7.	The trainees was not selected based on need assessment		
8.	Lack of evaluation of the training and development.		
9.	Irrelevancy of training contents with the actual work.		

1. Recommend possible solutions for the problems.

Interview Guide


This interview guide is prepared to direct the interviews to be carried out to obtain information from the director of human resource management and training and development department head of Addis Ababa University. The interview is needed for academic purpose only.

1. Is there the provision of training and development for administrative employees?
2. What was the basis of the training?
3. Is there a policy for training at AAU?
4. Is there the practice of need assessment before training? If not what is the problem?
5. If need assessment was not conducted, how do you provide training and what would be the basis of that training?
6. Do you have the plan for training?
7. Is the training according to the plan?
8. If the training was not according to the plan, would not it be to do according to the plan?
9. To provide the training why your organization has not training policy?
10. If you do not have policy, what could be the standing for training?
11. What type of training method do you practiced in training employees?
12. Is there the evaluation of the training program?
13. With out policy, need assessment, and plan, how do you be sure the success of the training?
14. Any problems you faced during the training program?

DECLARATION

I, the under signed, declared that this thesis is my original work and has not been presented for a degree in any other University, and that all sources of materials used for the thesis have been acknowledged.

Name: Abate Abegaz


Signature: 

Place: Addis Ababa University

Date of Submission: _____

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

Name: Befekadu Zeleke

Signature: 

Date of Approval: _____

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