

**AN ASSESSMENT OF HUMAN RESOURCE PLANNING,  
TRAINING AND PLACEMENT PRACTICES AND PROBLEMS  
OF THE MINISTRY OF DEFENSE IN ETHIOPIA**

**BY  
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## ABBREVIATIONS

CE -	Civil Employee
CS -	Civil Supervisor
DHRM-	Defense Human Resource Management
DRMC	Defense Resource Management College
HO -	Higher Officer
HR-	Human Resource
HRM -	Human Resource Management
HRP -	Human Resource Planning
JMSC	Joint Military Staff College
LO-	Line Officer
MC -	Civil Manager
MOD-	Ministry of Defense
NCO -	Non-Commissioned Officer

## **ABSTRACT**

*The purpose of this study was to examine the practices of HR Planning, Training and Placement in the Ministry of Defense. To do so, descriptive survey method was used. Primary sources, such as the military members and civilians who have different job positions in the sector were considered as first hand source. And secondary sources as books, reports prepared by Defense HRM department, manpower statistics, military occupational standards, unit manning documents, manuals and Defense proclamation were consulted. And, out of the four higher educational colleges, nine military training centers and colleges and one head office, one higher educational college, namely Defense Resource Management College (DRMC), one military training college that is Joint Military Staff College (JMSC) and the head office of the defense were randomly selected. The data collected from various sources by means of questionnaires, interview, group discussion and document review were presented, analyzed and interpreted using frequency counts, percentages, mean, standard deviation, grand mean and one-way ANOVA. The followings were the major finding: majority of the intent component of the sector, such as ends (goals and objectives) and means (strategy, mission and value) were established at the sector level and aligned with the unique needs of the ministry of Defense to build Defense personnel core competency. The result of the study also portrayed that the efforts that have been made to create the enabling environment through developing the ends and means of the sector was not endorsed by clearly defined Human Resource Management system and effective practices. The work and workforce analysis were not developed, because the organizational design, job design, organizational structure and job analysis approach were not logically and scientifically established in line with the unique nature of the defense. The forecasting analysis approach and method were not holistic and integrated to generate required information on time and quality. Lack of identifying man power gap and develop realistic HR action plan to fill the gap, the training and development activities were not conducted based on need assessment. The employee placement practices were not conducted in a manner of matching the employee competency with job requirement. Therefore, the following recommendations are forwarded; MOD should design, develop and implement HRM system and work and workforce structure.*

# CHAPTER I

## INTRODUCTION

This chapter deals with the human resource planning, training and placement practices and problems. It consists of introduction, statement of the problem, objectives, significance, delimitation, limitation, and organization of the study.

### 1.1. Background of the Study

Derek Torrington, Laura Hall, and Stephen Taylor (2008) stated that, human resource management is the basis of all management activities that is always getting the people of the business to make things happen in a productive way, so that the organization prosper and the people thrive. The authorities have also extend their belief that all organizations in the sense that they have over all corporate missions to deliver and these have to be achieved with in resource constraints. Properly managing human resources requires a constant balancing between meeting the human aspirations of the people and meeting the objectives of the organization. But attaining the balance can shift too far in one direction.

Derek, et al., (2008, p. 4) state that:

*Through the 1960s and 1970s the human aspirations of senior people in companies and public sector operations tended to produce large staffs, with heavy weight, hierarchical bureaucracies and stagnant business. And at the same time, the aspiration of employees lower down in the bureaucracy tended to maintain the statuesque and a concentration on employee benefits that had scant relevance to business effectiveness.*

Derek, et al., (2008) further explain financial imperatives had generated huge reactions in the general direction of 'downsizing' or reducing the number of people employed to create business that were learn, fit and flexible. And hierarchies were 'delivered' to reduce members of staff and many functions were 'out sourced', so as to simplify the operations of the business, concentrating on core expertise at the expense of peripheral activities, which were then brought in as needed from consultants or specialist suppliers.

According to Laura Hall (2008), cost cutting achieved impressive short term results, but it cannot be repeated year after year without impairing the basic viability of the business but steadily the number of problem cases mounted.

There is now a move towards redressing that balance in search for equilibrium between the needs for success of strategic objective and the need to maximize human capital. According to Derek; et al., (2008) in the 1960s and 1970s it was heralded critical tool for organization success, as planning to get the right people in the right place at the right time was seen to be essential to achieving rapid growth and in the 1980s and 1990s planning was viewed as a suitable tool for managing downsizing and redundancies.

Mondy et al., (1990, p.5) state that:

*HR planning is the process of systematically reviewing human resource requirements to ensure that the required number of employees, with required skills, are available when they are needed", in short it is a process of matching the supply of people with job requirements over a specified period of time.*

According to Melaku Yimam (2001), human resource planning defined as the starting operative function in the employment process. It is a part of an organizational planning and specifically deals with the determination in advance of the number and quality of persons to be employed in an organization. On the other hand, it has been argued that planning is no longer meaningful in an era of rapid and discontinuous change where it been recognized that the strategies emerge rather than being precisely planned in advanced.

According to Mintzberg (1994) described the different contributions that strategy and planning make to the organization distinguished. Strategy helps the organization to think strategically, to produce synthesis, intuition and creativity, whereas planning helps to articulate clear vision of direction to implement the strategy.

However, good planning still has an important contribution in supporting strategic human resource management. The contribution and implementation of human resource planning is likely to be enhanced if: plans are viewed as flexible and reviewed regularly rather than being seen as an end point in the process; stakeholders including all levels of managers and employee are involved in

the process; planning is owned and driven by senior managers rather than human resource specialists who need to facilitate the process; plans are linked to business and human resource strategy, plans are user friendly and not overly complex; it is recognized that while a comprehensive plan may be ideal, sometimes it may only be feasible to plan on an issue-by-issue basis Mintzberg (1994).

Hendry (1994) and Taylor (1998) criticize for giving insufficient attention to skills and being heavily reliant on calculations of employee numbers or potential employee numbers. And suggested to increase recognition of the need to plan, not just for hard numbers, but for the softer issues of employee behavior, organization culture and systems these issues have been identified as having a key impact on organization success in the current environment.

Increasingly there is a need for organizations to integrate the process of planning for numbers and skills of employees; employee behavior and organizational culture; organization design and the make-up of individual jobs; and formal and informal systems. These aspects are all critical in programming and achieving the vision (Stephen Taylor, 2008).

Recruitment, selection, orienting and then placing employees in jobs do not ensure success. In most cases, there may be gap between employee knowledge and skill and what the job demand. The gap must be filled through training programs. Hence personnel training and retraining is one of the major way that work organizations attempt to maintain the competency levels of their human resources and increase their adaptability to changing organizational demands (Scarpello and Ledrinka, 1988).

Staffing needs of an organization are met when new employees are hired from outside and a reassignment of current employees due to promotion or transfer. Placement refers the assignment or reassignment of an employee to a new job. To attain organizational objectives, organizations must harness the efforts of its employees. To this effect, employees must be placed in a position related to their academic qualifications and/or work experience (Werther, 1996). Employee placement is mainly decided jointly by both the employee's immediate supervisor and the top management. In this case, the human resource department should provide advice and counseling services regarding employee assignment or reassignment.

The present study gives attention to examine the practices and problems of human resource planning, training and placement of Defense HRM under Ministry of Defense by looking their vision and mission to enhance strong institutional HR planning, training and placement practice.

When we come to the specific, the defense force which is one of the institution established under the proclamation No. 27/1996 E.C has clearly stated vision, mission, values, goal, and objectives. As Trevor Taylor (2003) defined the function of defense is concerned either with the preparation of defense capability or with the effective conduct of military operations. Preparing defense capability includes the need to recruit suitable people, to train them as individuals and then as collective units, to order, receive, operate and maintain military equipment, to establish information and communication channels, to generate and apply operational doctrine and so on. Executing military operations means building on this range of tasks, with their execution perhaps a more urgent and dangerous context.

According to the Defense HR five year strategic planning (1999-2003E.C), Amharic version, the following vision, mission and values are described.

**Vision:** - Human resource management envisions being a center of excellence and one of the top most developed in East Africa.

**Mission:** - HRM is mandated to ensure Quality and enhancement human capital through recruitment, selection, training and development, performance management, and career and competency management. It works to meet the unique need of National Defense in producing technical and managerial professionals' personnel. DHRM will develop an innovative and creative culture that empowers defense personnel. It also strives to produce qualified professionals to meet MOND development needs.

**Values:** - DHRM members shall cherish to the core values of MOND to:

Be committed to serve country and people, have a developed democratic thinking, capture appropriate military personality and integrity, be duty oriented in performance and demonstrate excellence.

The DHRM also strives to promote and reward:

- Integrity. An organizational culture based on openness, honesty, trust, and ethical conduct.

- Excellence. A determined commitment to scholarship, knowledge development, institutional agility, innovation and creativity.
- Community. The embrace of diverse peoples, ideas, and cultures in a spirit of lifelong professional cooperation and collaboration.
- Growth and Development. An environment that fosters individual intellectual and physical well being.
- Assuring quality, promote creativity, responsiveness and flexible.

**Strategic goals :** - DHRM shall achieve the highest standard of technical and managerial professional; develop strategic critical thinking, and knowledge; promote cross-cultural understanding; create operational awareness to prepare personnel to exercise strong leadership; invest in order to promote excellence in educational programs, research, exchanges, and outreach, cultivate national and international relationships that contribute to the defense vision and mission; recruit and retain a diverse outstanding personnel and a diverse highly qualified, service-oriented staff, all committed to advancing the DHRM Vision, Mission and Values, provide an attractive institutional environment and the resources to promote learning throughout the MOD.

**Objectives :** - The objectives of HRM shall be to provide a high quality, all-rounded training and education; offer a wide range of MOND focused academic programs; offer effective short, medium and long-term training/education courses; provide research-based consultancy services to MOND/Army Forces, industry and other organs; serve efficiently and effectively the Army forces/MOND; ensure the integrity of students' knowledge, skill and attitudinal changes; conduct researches that benefits MOND and have values nationally and internationally, serve the community by providing training and consultancy.

## **1.2. Statement of the Problem**

In any organization, hard work, ingenuity, loyalty and dedication of its human resources serves a crucial factor for the organization's survival and thrive. When it comes to defense personnel, their commitment and industriousness goes beyond serving the ministry's self-interest as it involves a huge and noble mission of protecting the nation and its constitution against internal and external enemies.

However, the reality shows that some problems seem to be prevalent as far as the planning, training and placement of the human resource management of the defense force is concerned. According to Human Resource Management Annual Report (2002), the problems are:

- a. The strategic plan and objectives are clearly stated at the institutional level but it is not translated in to the required actual number and competency at different levels and profession. This creates a problem to determine in advance the required human resource in terms of number and quality to fill the gap in the short and long term.
- b. Moreover, there is a problem to identify the training needs of the organization in order to design appropriate training program and to measure the success of its objective.
- c. In addition to the above stated problems there is a mismatch between what the actual job requirements demands and the employee qualification which creates employee dissatisfaction on their job this leads to difficulty towards the organizational effectiveness.

In order to critically explore the above problems and their levels and causes, the study tries raised the following basic questions:

1. What are the procedures and processes that are being undertaken in HR planning, training and development programme, placement of the HRM in Ministry of Defense?
2. What are the major problems that encountered the DHRM in assigning the right person in the right position?
3. What are the measures that have been so far taken to alleviate the problem and what is remaining to be done?

### **1.3. Objectives of the Study**

#### ***1.3.1. General Objective of the Study***

The main purpose of the study is to examine the practices of human resource planning, training and placement in the Ministry of National Defense.

#### ***1.3.2. Specific Objectives of the Study***

1. Assess the process and procedures of HR planning, training and development, and placement.
2. Identify the major problems in assigning the right person on the right position
3. Identify key problems need to be resolved.
4. Come up with relevant recommendation.

#### **1.4. Significance of the Study**

Conducting sound human resource planning is highly important to proper utilization of human resource reduces excessive labor turnover and absenteeism, and improves productivity. Training contributes to improve the capabilities of the human resources in order to increase their efficiency and effectiveness on the job and it is job oriented and fulfills the current needs of an individual to overcome job difficulties. Placement refers to assign an individual to the right job (position) that fit with (his/her overall job competency to ensure efficiency and effectiveness of performance so as to accomplish organizational goal.

- i) This study is believed to be significant to contribute for initiating appropriate mechanisms such as developing sound policy, standards, and procedures which are related to the Defense HRM that has a great positive impact for the effectiveness of the organization.
- ii) Moreover, this study could serve as a spring board and a document for future use to those interested researchers who want to study the problem in wider scope and depth.

#### **1.5. Delimitation of the Study**

The research conducted within the Defense Forces Defense HRM. This sector comprises higher university college and military training centers. Under the university college there are four colleges these are: Engineering, Health Science, Resource management and Poli- technique; and the training center consists nine training centers. These are basic military, special force, non commissioned, joint Combat, Junior Officer, Higher officer, logistic, Air force and Intelligence.

Although it was more valid and reliable if all the colleges and training centers were considered under the study; but because of the budget and time constraints this study was delimited in scope in the main office and one college that is the resource management college. Both of them are found in Addis Ababa and one training center which is found in Mekele. In addition, the HRM functions are vast and it is impossible to cover all in this study. Therefore, the researcher delimited the scope of the study to the HR planning, training and placement practices of HRM.

#### **1.6. Limitation of the Study**

Due to the nature of military institution, as member of the army are directed and controlled by tied rules and norms, the respondents were un cooperative and reserved for the researcher in giving

valid and reliable facts or data without the prior permission of the superior of the selected respondents. Some of the respondents were absent from their duty during the data collection time. In addition, because of the problems of understanding the subject matter of the study, the researcher wasted unnecessary time explaining and elaborating each item to make it clear to the respondents. All these issues made the researcher delayed to meet the researcher schedule for completion date of data collection and this in turn limited the time of the researcher to analyze and interpret of the collected data. All in all these problems contributed negatively to the quality of the study.

### **1.7. Operational Definition of Terms**

**Human Resource Development:** - is a process of improving, moldings, changing and developing the skill, knowledge, creative ability, aptitude, attitude, values commitment based on present and future job and organizational requirement.

**Human Resource Planning:** - is a process which uses an organization's goals and strategy to forecast the organization's human resources needs in terms of attracting, developing and keeping qualified work forces.

**Staff Training:**-is a process of adapting and competing employees with up-to-date skill and knowledge.

**Employee Placement:** - assigning employees in positions that match employee competencies and job requirement.

**Human Resource Management Process:** - is an activities necessary for staffing the organization and sustaining high employees performance.

**Problem:** - is a gap between a desired state and an existing state.

**Work Force Forecasting:** - is process of predicting the number and kind of workers with specific skills and ability that an organization will need in the future.

**Standards:** - a basis of comparison when measuring the extent to which various kinds of organizational performance are satisfactory or unsatisfactory.

**Career Development:** - is a sequence of positions held by a person during his or her life time.

## **1.8. Organization of the Study**

This study paper is organized in five chapters. The first chapter contains the background of the study. The second chapter deals with review of the related literature. Third focuses on the research design and method. Fourth one deals with presentation, analysis and interpretation. The final chapter presents the summery, conclusions and recommendations of the study.

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter deals with theoretical framework on the assessment of strategic human resource management and strategic human resource planning, training and placement practices and problems. In addition empirical practices by previous authorities in the area of the problem are discussed.

#### **2.1 The Concept and Definition of Strategic HRM**

Boxall (1996) explained that strategic HRM 'is the interface between HRM and strategic management'. It takes the notion of HRM as a strategic, integrated and coherent process and associates it with an approach to management which involves taking a broad and long-term view of where the business is going, and managing it in ways which ensure that this strategic thrust is maintained.

As defined by Pearce and Robinson (1988), 'Strategic management is the set of decisions and actions resulting in the formulation and implementation of strategies designed to achieve the objectives of an organization.' According to Rosabeth Moss Kanter (1984), its purpose is to 'elicit the present actions for the future' and become 'an action vehicle – integrating and institutionalizing mechanisms for change'.

As Maslow, Argyris and Herzberg (1943) human resource is emphasized on HRs and drawn attention to the importance of issues such as motivation, commitment, learning and development. As Torrington et al (2002) HRM concerns on employees treatment as humanly and rewarded fairly, they may work better and become more productive.

Strategic HRM is an approach that defines how the organization's goals will be achieved through people by means of HR strategies and integrated HR policies and practices. Strategic HRM can be regarded as a mindset underpinned by certain concepts rather than a set of techniques. It provides the foundation for strategic reviews in which analyses of the organizational context and existing HR practices lead to choices on strategic plans for the development of overall or specific HR strategies. Strategic HRM involves the exercise of strategic choice (which is always there) and the

establishment of strategic priorities. It is essentially about the integration of business and HR strategies so that the latter contribute to the achievement of the former (Armstrong,2010).

## **2.2. Aims of Strategic HRM**

The fundamental aim of strategic HRM is to generate organizational capability by ensuring that the organization has the skilled, engaged, committed and well-motivated employees it needs to achieve sustained competitive advantage. It has three main objectives: first, to achieve integration the vertical alignment of HR strategies with business strategies and the horizontal integration of HR strategies. The second objective is to provide a sense of direction in an often turbulent environment so that the business needs of the organization and the individual and collective needs of its employees can be met by the development and implementation of coherent and practical HR policies and programmes. In accordance with the resource-based view, the strategic goal will be to 'create firms which are more intelligent and flexible than their competitors' (Boxall, 1996), by hiring and developing more talented staff and by extending their skills base. The third objective is to contribute to the formulation of business strategy by drawing attention to ways in which the business can capitalize on the advantages provided by the strengths of its human resources. Schuler (1992 p36) stated that:

*Strategic human resource management is largely about integration and adaptation. Its concern is to ensure that: (1) human resources (HR) management is fully integrated with the strategy and strategic needs of the firm; (2) HR policies cohere both across policy areas and across hierarchies; and (3) HR practices are adjusted, accepted and used by line managers and employees as part of their everyday work.*

As Dyer and Holder (1998) remarked, strategic HRM provides 'unifying frameworks which are at once broad, contingency based and integrative'. The rationale for strategic HRM is the perceived advantage of having an agreed and understood basis for developing and implementing approaches to people management which take into account the changing context in which the firm operates and its longer-term requirements. Strategic HRM is based on two key concepts: the resource-based view and strategic fit.

**The resource-based view and Strategic Fit of strategic HRM :** Resource-based strategy theorists such as Barney (1991, 1995) argued that sustained competitive advantage stemmed from the

acquisition and effective use of bundles of distinctive resources that competitors cannot imitate. Distinctive resources have four attributes: they must be valuable, rare, imperfectly imitable and non-substitutable. These resources include all the experience, knowledge, judgments, risk-taking propensity and wisdom of individuals associated with a firm.

Resource-based strategic HRM can produce what Boxall and Purcell (2003) referred to as human resource advantage. The aim is to develop strategic capability. This means strategic fit between resources and opportunities, obtaining added value from the effective deployment of resources, and developing managers who can think and plan strategically in the sense that they understand the key strategic issues and ensure that what they do enables the strategic goals of the business to be achieved. In line with human capital theory, the resource-based view emphasizes that investment in people increases their value to the firm. It proposes that sustainable competitive advantage is attained when the firm has a human resource pool that cannot be imitated or substituted by its rivals. Walker (1992) defines strategic HRM as 'the means of aligning the management of human resources with the strategic content of the businesses. This is based on the concept of strategic fit, which means developing HR strategies that are integrated with the business strategy and support its achievement (vertical integration or fit), and also with the use of an integrated approach to the development of HR practices such as resourcing, employee development, reward and employee relations so that they complement and support one another (horizontal integration or fit).

### **2.3 The Importance of Human Resource Management**

Physical and monetary resources by themselves cannot improve efficiency or contribute to an increased rate of return on investment. It is through the combined and concerted efforts of people that monetary or material resources are harnessed to achieve organizational goals Rao (2004). Further, the author extended ideas that these efforts, attitudes and skills have to be sharpened from time to time to optimize the effectiveness of HRs and to enable them to meet greater challenges that HRM plays a crucial role HRM is important to an organization by providing: good HR practice in attracting and retaining the best people in the organization. Planning alerts the organization to the types of people it will need in the short, medium, and long-run. Appropriate recruitment and selection activities identify the best people for available jobs and make sure they are placed in suitable positions.

## 2.4. HR Strategies

Richardson and Thompson (1999) suggest that 'A strategy, whether it is an HR strategy or any other kind of management strategy must have two key elements: there must be strategic objectives (i.e. things the strategy is supposed to achieve), and there must be a plan of action (ie the means by which it is proposed that the objectives will be met).' As Lynda Gratton (2000) commented, 'There is no great strategy, only great execution.' Strategies are forward-looking but as Fombrun *et.al.*, (1984) remarked, businesses and managers should perform well in the present to succeed in the future.

Because all organizations are different, all HR strategies are different. There is no such thing as a standard strategy, and research into HR strategy conducted by Armstrong and Long (1994) and Armstrong and Baron (2002) revealed many variations. Some strategies are simply very general declarations of intent. Others go into much more detail. But two basic types of HR strategies can be identified: first, general strategies such as high-performance working, and second, specific strategies relating to the different aspects of human resource management such as learning and development and reward.

**People Resourcing Strategy** -People resourcing strategy defines the longer-term plans an organization needs for the acquisition, retention, development and use of its human resources. Its rationale is the concept that the strategic capability of a firm depends on its resource capability in the shape of people (the resource-based view). As explained by Grant (1991) and Jay Barney (1991,1995p37)

*The firm's most important resources and capabilities are those which are durable, difficult to identify and understand, imperfectly transferable, not easily replicated, and in which the firm possesses clear ownership and control. These are the firm's 'crown jewels' and need to be protected; and they play a pivotal role in the competitive strategy which the firm pursues. The essence of strategy formulation, then, is to design a strategy that makes the most effective use of these core resources and capabilities.*

**HR Policies**-HR policy defines how the organization fulfils its social responsibilities for its employees, Selznick (1957) emphasized the key role of values in organizations, when he wrote, 'The formation of an institution is marked by the making of value commitments, that is, choices which fix the assumptions of policy makers as to the nature of the enterprise, its distinctive aims, methods and roles.' The values expressed in an overall statement of HR policies may explicitly or implicitly refer to the following requirements.

**Equity:** treating employees fairly and justly by adopting an 'even-handed' approach. This includes protecting individuals from any unfair decisions made by their managers, providing equal opportunities for employment and promotion, and operating an equitable payment system.

**Consideration:** taking account of individual circumstances when making decisions which affect the prospects, security or self-respect of employees.

**Respect:** treating individuals with respect as human beings.

**Organizational learning:** a belief in the need to promote the learning and development of all the members of the organization by providing the processes and support required.

**Performance through people:** the importance attached to developing a performance culture and to continuous improvement; the significance of performance management as a means of defining and agreeing mutual expectations; the provision of fair feedback to people on how well they are performing.

**Quality of working life:** consciously and continually aiming to improve the quality of working life. This involves increasing the sense of satisfaction people obtain from their work by, so far as possible, reducing monotony, increasing variety, autonomy and responsibility, avoiding placing people under too much stress and providing for an acceptable balance between work and life outside work.

**Working conditions:** providing healthy, safe and, so far as practicable, pleasant working conditions.

## 2.5 Human Resource Function

According to Rao (2004) the HRM programme of each organization is unique. It is true that HR activities differ from firm to firm, but certain broad functions encompassing all organizations can be listed. The author also classified function of HRM as:

**Managerial function:** that involves; planning, by which determination of personnel programs and changes in advance that will contribute to the organizational goals. Organizing is a process by which cooperative group of human beings allocates its tasks among its members, identifies relationships and integrates its activities towards common objectives. Directing, is motivating, commanding, leading, and activating people to create willingness and effective cooperation of people toward the accomplishment of goal. Controlling, involves checking, verifying and comparing the actual with the plans, identifying deviations, if any, and correcting the identified deviations. These all functions influence the operative functions.

**Operative functions:** the operative functions of HRM are related to specific activities of HRM. These functions have to be performed in conjunction with managerial function and include:

**Employment:** is concerned with securing and employing the people possessing required kind and level of HRs necessary to achieve the organizational objectives. It covers the functions such as job analysis HR planning, recruitment, selection, placement induction and internal mobility.

**Development:** It is the process of improving molding, changing and developing the skills knowledge, creative ability, aptitude, attitude, values, commitment etc based on present and future job and organizational requirements.

**Compensation:** it is the process of providing equitable and fair remuneration to the employees.

**Human Relations:** It is the process of interaction among human beings. Human relations is an area of management practice in integrating people into work situation in a way that motivates them to work together productively, cooperatively, and with economic, psychological and social satisfaction.

**Effective Human Resource Management:** Effectiveness of various personnel programmes and practices can be measured or evaluated by means of organizational health and HRs accounting that identify the level of job satisfaction of employees and measure cost and value of HRs to enhance the value and contribution of HRs to the organization than the cost of HRs.

## **2.6. Concepts and Linkage of Human Resource Planning to Business Planning**

As defined by Bulla and Scott (1994), human resource planning is 'the process for ensuring that the human resource requirements of an organization are identified and plans are made for satisfying those requirements'. Reilly (2003) defined workforce planning as 'A process in which an organization attempts to estimate the demand for labour and evaluate the size, nature and sources of supply which will be required to meet the demand.'

A distinction can be made between 'hard' and 'soft' as they point out, the soft version becomes virtually synonymous with the whole area of human resource management.

Human resource planning interprets these plans in terms of people requirements, focusing on any problems that might have to be resolved in order to ensure that the people required will be available human resource planning. The former is based on quantitative analysis in order to ensure that the right number of the right sort of people is available when needed. The latter, as described by Marchington and Wilkinson (1996), 'is more explicitly focused on creating and shaping the culture of the

organization so that there is a clear integration between corporate goals and employee values, beliefs and behaviors'. But and will be capable of making the necessary contribution. But it may also influence the business strategy by drawing attention to ways in which people could be developed and deployed more effectively to further the achievement of business goals. As Quinn Mills (1983) wrote in his seminal *Harvard Business Review* article, 'Planning with people in mind', human resource planning is 'a decision-making process that combines three important activities: (1) identifying and acquiring the right number of people with the proper skills, (2) motivating them to achieve high performance, and (3) creating interactive links between business objectives and people-planning activities.'

## **2.7. The Process of Human Resource Planning**

***Human resource planning activities:*** (a) Scenario planning: making broad assessments of future environmental developments and their likely impact on people requirements. (b) Demand forecasting: estimating future needs for people and competences by reference to corporate and functional plans and forecasts of future activity level (c) Supply forecasting: estimating the supply of people by reference to analyses of current resources and future availability, after allowing for wastage. The forecast will also take account of labor market trends relating to the availability of skills and to demographics (Armstrong, 2010).

Although the areas outlined in the box are described as separate areas, they are closely interrelated and often overlap. For example, demand forecasts are estimates of future requirements, and these may be prepared on the basis of assumptions about the productivity of employees. But the supply forecast will also have to consider productivity trends and how they might affect the supply of people.

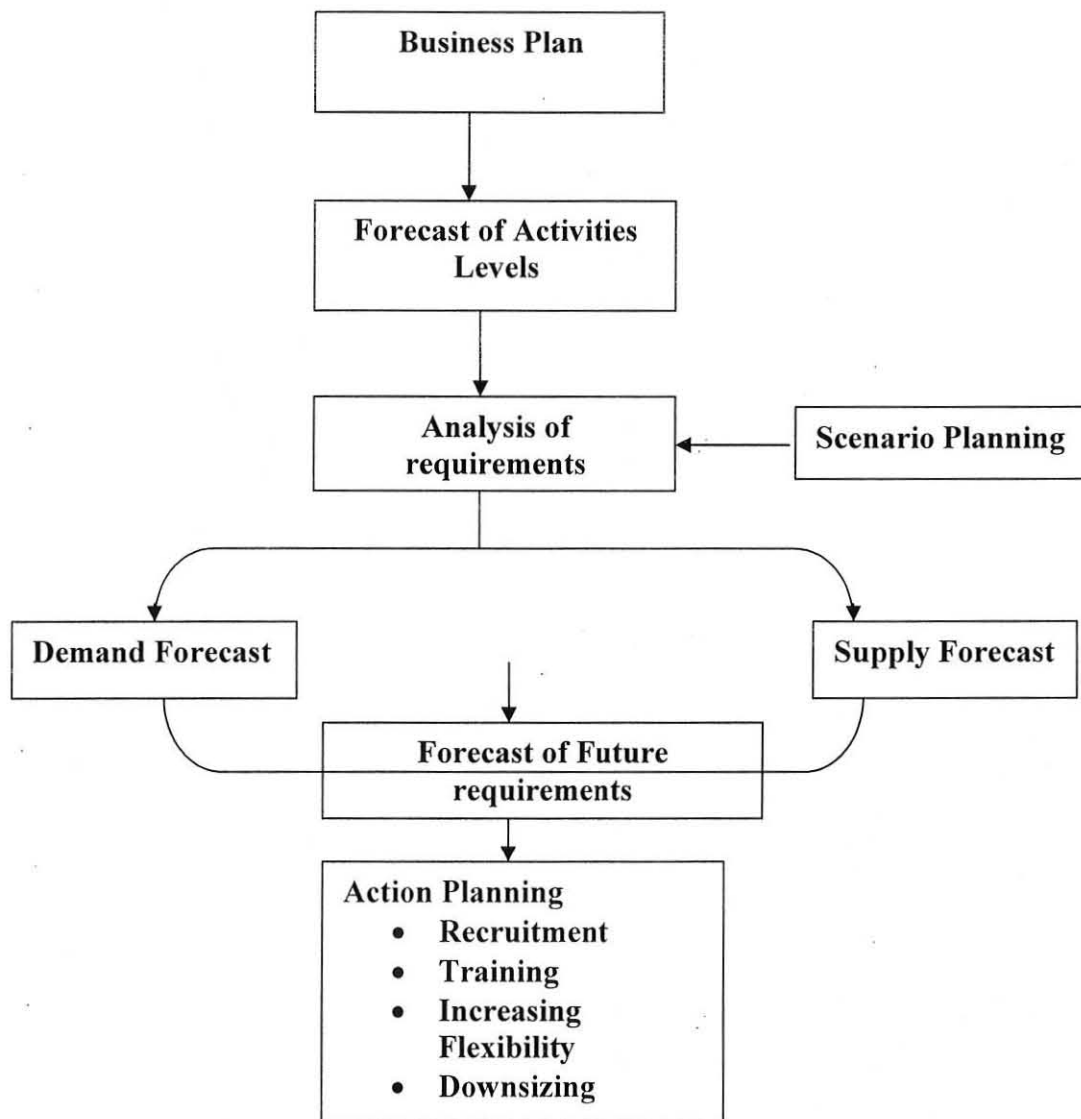


Figure 1 Human resource planning flow chart by Armstrong, (2010p490)

### 2.7.1 Reviewing Overall Strategy

**Strategy:** As defined by Chandler (1962), strategy is ‘The determination of the long-term goals and objectives of an enterprise and the adoption of courses of action and the allocation of resources necessary for carrying out those goals.’ The formulation and implementation of corporate strategy can be described as a process for developing a sense of direction, making the best use of resources and ensuring strategic fit.

Strategy is concerned with both ends and means. In this sense a strategy is a declaration of intent: 'This is what we want to do and this is how we intend to do it.' Strategies define longer-term goals but they also cover how those goals will be attained. They guide purposeful action to deliver the required result. A good strategy is one that works, one that, in Abell's (1993) phrase, enables organizations to adapt by 'mastering the present and pre-empting the future'. As Boxall (1996) explained, 'Strategy should be understood as a framework of critical ends and means.'

The second characteristic of strategy is that the organizational capability of a firm (its capacity to function effectively) depends on its resource capability (the quality and quantity of its resources and their potential to deliver results). The third characteristic of strategy is strategic fit – the need when developing functional strategies such as HR to achieve congruence between them and the organization's business strategies within the context of its external and internal environments.

**Mission of organization:** According to the Sheila Cameron (2007) all organizations need a sense of direction to know where they are going in order to plan their activities. There is a hierarchy of purposes within organizations, which should fit together logically

At the top of the hierarchy is a description of why the organization exists; below are broad statements of what it is trying to do; and lower down there are increasingly specific statement of how things will be done. Moving up the hierarchy; achieving targets means meeting objectives, which allows aims or goals to be realized, which in turn contributes to the organization's mission and expresses its values. Different organizations may use different terms to describe these different levels, but they should still move logically from broad, general mission and aims to specific, measurable targets.

Organizational mission the author also adds that it is the foundation on which strategy is built that have two principal elements. The first, focuses on organizational purpose, as suggested by questions such as what are we here to do? And 'why was this organization established? Second, these purposes are shaped by values: the beliefs about the manner in which these purposes should be achieved. According Hudson (1999) mission statements have an important role to play, particularly when it comes to reviewing future strategy. They need to be written and agreed, but their power as a management tool should not be over-emphasized. By contrast, working on the

mission and taking actions to bring together the beliefs in the organization with its strategy can be a powerful lever for increasing the organization's effectiveness.

**Organizational culture:** Organizational or corporate culture was described by Deal and Kennedy (1982) as 'the way we do things around here'. More specifically, it is the pattern of values, norms, beliefs, attitudes and assumptions which might not have been articulated but which shape the ways in which people in organizations behave and things get done. Values refer to what is believed to be important about how people and organizations behave. Norms are the unwritten rules of behavior.

A major challenge for an organization is that of integrating the activities of different groups of people so that their efforts combine to achieve organizational objectives. Clearly defined responsibilities are specific sets of coordinated and measurable objectives provided one way. But the 'way things get done around here' definition points to another and more implicit integrating force, the set of values and beliefs, common ways of integrating events, and accepted ways of 'doing things' shared by members of the organization.

Wilson and Rosenfeld, (1990), Stated that basic values, ideologies and assumptions which guide and fashion individual and business behavior. These values are evident in more tangible factors such as stories, ritual, language and jargon, office decoration and lay out and prevailing modes of dress, among the staff.

According to Margan (1989) organizational culture is seen as intangible social glue that holds everything together; how the language, norms, values, rituals, myths, stories and daily routines form part of a coherent 'reality' that lends shape to how and what people do as they go about their work

**The characteristics of organizational culture** The characteristics of organizational culture as described by Furnham and Gunter (1993) are that: it is difficult to define (often a pointless exercise); it is multidimensional, with many different components at different levels; it is not particularly dynamic and ever-changing (being relatively stable over short periods of time); it takes time to establish and therefore time to change.

**The significance of organizational culture:** - Organizational culture is significant because it strongly affects the way in which organizations function and people behave within them. Account has to be taken of the culture when considering any innovations in organization structures or processes. To sum, according to Furnham and Gunter (1993), culture will be more effective if 'it is consistent in its components and shared amongst organizational members, and it makes the organization unique, thus differentiating it from other organizations'.

**Goals of an organization:** As Stephen P. Robbins (2005) Goals are desired outcomes for individuals, groups, or entire organizations. They provide the direction for all management decisions and form the criteria against which actual work accomplishments can be measured. That is why they are often called the foundation of planning. And you have to know the desired target or outcome before you can establish plans for reaching it

**The Philosophy of HRM:** As originally conceived by the pioneers in the 1980s, the concept of HRM was based on a philosophy which was fundamentally different from the personnel management practices of the time. Beer *et al* (1984) believed that 'Today, many pressures are demanding a broader, more comprehensive and more strategic perspective with regard to the organization's human resources... These pressures have created a need for a longer-term perspective in managing people and consideration of people as potential assets rather than merely a variable cost.' Beer and his colleagues (the Harvard school) were the first to underline the HRM tenet that it belongs to line managers. They suggested that HRM has two characteristic features, first, that line managers accept more responsibility for ensuring the alignment of competitive strategy and HR policies, and second, that HR has the mission of setting policies that govern how HR activities are developed and implemented in ways that make them more mutually reinforcing. Fombrum *et al* (1984) held that HR systems and the organization structure should be managed in a way that is congruent with organizational strategy.

A full explanation of HRM philosophy by Legge (1989; p32) stated that HRM consists of the following propositions:

*That human resource policies should be integrated with strategic business planning and used to reinforce an appropriate (or change an inappropriate) organizational culture, that human resources are valuable and a source of competitive advantage, that they may be tapped most effectively by mutually consistent policies that promote commitment and which, as a consequence, foster a willingness in employees to act flexibly in the interests of the 'adaptive organization's' pursuit of excellence.*

In 2000 I asked the question ‘The name has changed but has the game remained the same?’ and answered it with a broad affirmative. A more recent and less philosophical reference to HRM was made by Boxall *et al* (2007), who defined it as ‘The management of work and people towards desired ends.’

### ***2.7.2 Work and Work Force Analysis (Forecasting of Activities Level)***

***Work Analysis:*** Every organization exists for at least one reason and usually several reasons and can only survive when some advantage is gained by its transactions with the environment.

***Advantages are of different kinds:*** profitability (in business) or satisfaction of perceived constituent needs (in government and not-for-profit sectors).

Jobs are the link between individuals and the organization, and between organizational structure and outputs (Hupp, 1995). While some observers have predicted the end of the traditional “job” (Bridges, 1994), work never seems to go away. When employees act in capacities that make good use of their abilities, the organization is able to gain through its transactions with the environment. Productivity is greater, and the organization is profitable and/or satisfies perceived societal needs. From the standpoint of HR planners, work analysis is the basic process on which most other HR activities depend. Its aim is to provide managers with detailed information about how the organization performs its functions and thus goes about achieving its goals and objectives. It is the traditional foundation for all other HR initiatives, providing a foundation for recruiting, hiring, orienting, training, appraising, compensating, transferring, and promoting individuals.

Work analysis provides the basis for establishing or reassessing the following points: organizational structure (sometimes called organizational design); job structure degrees of authority; span of control; equal employment opportunity goals; performance standards; succession plans;; career plans; selection criteria; training plans; organization development program; employee assistance program; labor relations programs, compensation and benefit programs.

In short, work analysis yields crucial information of importance in every facet of organizational and HR planning (Clifford, 1994). It reveals needs that HR initiatives are intended to rectify or even anticipate.

**Organization Design:** According to Williams (2005) Organization design is the process of deciding how organizations should be structured and function. Organizations are not static things. Changes are constantly taking place in the business itself, in the environment in which the business operates, and in the people who work in the business. There is no such thing as an 'ideal' organization. The most that can be done is to optimize the processes involved; remembering that whatever structure evolves will be contingent on the circumstances of the organization. An important point to bear in mind is that organizations consist of people working more or less cooperatively together.

In principle, organization design aims to: Clarify the overall purposes of the organization – the strategic goals which governed what it does and how it functions ;define how work should be organized to achieve that purpose, including the use of technology and other work processes; define as precisely as possible the key activities involved in carrying out the work; group these activities logically together to avoid unnecessary overlap or duplication; provide for the integration of activities and the achievement of cooperative effort and teamwork; build flexibility into the system so that organizational arrangements can adapt quickly to new situations and challenges; clarify individual roles, accountabilities and authorities(Armstrong,2010).

In practice, however, organization design is seldom as considered an affair as this list of aims suggests. This is partly because organizations are run by people – the 'dominant coalition' – who do not necessarily react logically to new demands, and are influenced by political pressures and power plays. It also arises from the dynamic nature of organizations as they adapt to ever-changing environmental conditions. This is why organizations often evolve rather than being designed. The aims stated above will not always be achieved. This is why some organizations are ineffective. However, others seem to muddle through, primarily through the informal processes which have the greatest influence on how they function (Armstrong, 2010).

**Job Design:** -Job design specifies the contents, methods and relationships of jobs in order to satisfy work requirements for productivity, efficiency and quality, meet the personal needs of the job holder and thus increase levels of employee engagement. The process of job design starts with an analysis of the way in which work needs to be organized and what work therefore needs to be

done the tasks that have to be carried out if the purpose of the organization or an organizational unit is to be achieved(Rao 2004).

Therefore, the design of a job must consider the nature of the institution so as to motivate and retain the employees by providing meaningful work. This idea is supported by the job characteristic model. The job characteristics model is a useful perspective on the factors affecting job design and motivation is provided by Hackman and Oldham's (1974) job characteristics model. They suggest that the 'critical psychological states' of 'experienced meaningfulness of work, experienced responsibility for outcomes of work and knowledge of the actual outcomes of work' strongly influence motivation, job satisfaction and performance. They identified the following characteristics of jobs that need to be taken into account in job design: variety; autonomy; required interaction; optional interaction; knowledge and skill required; responsibility.

**Approaches to job design:** influence skill variety by providing opportunities for people to do several tasks and by combining tasks; influence task identity by combining tasks and forming natural work units; influence task significance by forming natural work units and informing people of the importance of their work; influence autonomy by giving people responsibility for determining their own working systems; influence feedback by establishing good relationships and opening feedback channels( Robertson and Smith (1985).

**Job and Role Analysis:** The functions of the defense is concerned either with the preparation of defense capability or with the effective conduct of military operation. To do so, there must be clearly defined managerial roles and technical jobs by which capacity is built on and the required number and quality of manpower is determined.

As Mondy and Noe, R. M. (1990) the terms 'job' and 'role' are often used interchangeably, but they are different, as defined below. A job is an organizational unit which consists of a group of defined tasks or activities to be carried out or duties to be performed. A role is the part played by individuals and the patterns of behavior expected of them in fulfilling their work requirements. A role has been defined by Ivancevich *et al* (2008) as 'an organized set of behaviors'. Roles are about people as distinct from jobs, which are about tasks and duties. It is recognized more generally that organizations consist of people using their knowledge and skills to achieve results

and working cooperatively together, rather than impersonal jobs contained in the boxes of an organization chart.

A generic role is a role in which essentially similar activities are carried out by a number of people, for example a team leader or a call centre agent. In effect, it covers an occupation rather than a single role. Although reference is frequently made nowadays to roles, use is still made of the terms job analysis and job design, as discussed in this chapter.

**Job analysis:** Job analysis produces the following information about a job:

**Overall purpose:** why the job exists and, in essence, what the job holder is expected to contribute.

**Organization:** to whom the job holder reports and who reports to the job holder.

**Content:** the nature and scope of the job in terms of the tasks and operations to be performed and duties to be carried out.

If the outcome of the job analysis is to be used for job evaluation purposes, the job will also be analyzed in terms of the factors or criteria used in the job evaluation scheme. The essence of job analysis is the application of systematic methods to the collection of information about job content.

**Competency-Based HRM:**-The concept of competency is essentially about performance. Mansfield (1999) defines competency as 'an underlying characteristic of a person that results in effective or superior performance'. Rankin (2002p159) describes competencies as 'definitions of skills and behaviors that organizations expect their staff to practice in their work', and explains their meaning as:

*Competencies represent the language of performance. They can articulate both the expected outcomes from an individual's efforts and the manner in which these activities are carried out. Because everyone in the organization can learn to speak this language, competencies provide a common, universally understood means of describing expected performance in many different contexts.*

The behavioural competency approach was first advocated by McClelland (1973). He recommended the use of criterion-referenced assessment. Criterion referencing or validation is the process of analyzing the key aspects of behavior which differentiate between effective and less effective performance.

The leading figure in popularizing the concept of competency was Boyatzis (1982). He conducted research which established that there is no single factor but a range of factors that differentiate successful from less successful performance. These factors included personal qualities, motives, experience and behavioural characteristics. Boyatzis (1982: 54) defined competency as:

*A capacity that exists in a person that leads to behavior that meets the job demands within the parameters of the organizational environment and that, in turn, brings about desired results.*

**Technical competencies:** define what people have to know and be able to do (knowledge and skills) to carry out their roles effectively. They are related to either generic roles (groups of similar roles) or individual roles (as ‘role-specific competencies’). The term ‘technical competency’ has been adopted to avoid the confusion that existed between the terms ‘competency’ and ‘competence’. Competency was originally defined as being about behaviors, while Woodruffe (1991) defined competence as ‘A work-related concept which refers to areas of work at which the person is competent. Competent people at work are those who meet their performance expectations.’ Competences are sometimes known as ‘hard skills’.

Therefore, competency framework contains definitions of the behavioral competencies used in the whole or part of an organization. It provides the basis for the use of competencies in such areas as recruitment, performance management, learning and development, and reward.

### ***2.7.3 Environmental Scanning***

It is important to understand one key difference between environmental scanning for strategic business planning and HR planning: Business planners are able to focus their attention solely on conditions outside the firm. The whole point of strategizing is to anticipate how changes in the external world will threaten the company or provide opportunities worthy of attention. On the other hand, HR planners have at least two environments to think about: one outside the organization and one inside (Rothwell and Sredl, 2000).

#### ***External Factors***

***Economic factors:*** What is the present status of the business cycle? How is it likely to change in the future?

**Technology factors:** How is the organization's work carried out? On what tools or work techniques does it especially depend? How are these tools likely to change in the future?

**Supplier factors:** What is the present cost/availability of raw materials Energy? Capital Labor? information? How likely is it that cost and availability of these resources will change?

**Marketing/competitive factors:** What is the present status of competition in the industry? Is there the possibility that consumers can rely on substitute products or services? What is the present stage of the product life cycle? How are these conditions likely to change in the future?

**Government and legal factors:** What is the present status of laws, rules, and regulations pertaining to raw materials and supplies needed by the organization? What is the status of these laws relative to marketing practices and distribution methods? How are laws likely to change? How are government policies pertaining to mergers, acquisitions, and takeovers likely to change?

**Demographic factors:** What is the present status of the population? How will the population probably change in the future?

**Geographic factors:** Where are key suppliers and markets presently located? Where are they likely to be located in the future?

**Social factors:** What values and attitudes affect demand for products and services? How are those values and attitudes likely to change in the future?

Each external factor can influence the work people do, the skills they need to do it, and the appropriate HR department programs. Six key trends were identified to have the most likely impact on the future workforce and workplace over the next 10 years (Schechter, Rothwell, and McLane, 1996): (1) Changing technology, (2) Increasing globalization, (3) Continuing cost containment, (4) Increasing speed in market change, (5) The growing importance of knowledge capital, and (6) An increasing rate and magnitude of change. Information about such trends can be immensely helpful in shaping strategic HR plans and determining the competencies necessary for success in HR leadership in the future Rothwell, Prescott, and Taylor, (1998).

### **Internal Factors**

The HR subsystem is directly influenced by external factors, but also indirectly influenced through their effects on internal factors such as:

**Structural factors:** What is the present distribution of work in the organization? What is it likely to be in the future?

**Leadership factors:** Who are the strategists? Who are they likely to be in the future? What issues are presently given high priority by strategists? What issues in the future are likely to be accorded high priority?

**Reward factors:** What behaviors and results are presently rewarded? What behaviors and results will probably be rewarded in the future?

**Process factors:** How are decisions presently made? What patterns of communication exist? How will future decisions probably be made? How will communication take place?

Each internal factor can influence work, the people needed to do it, and the initiatives of the HR department appropriate for facilitating adaptive change.

#### ***2.7.4 Estimating Future Human Resource Demand Requirements and Supply***

Scenario planning is in some situations as far as it is possible to go in estimating future people requirements, but where it is feasible and appropriate, attempts can be made to produce demand and supply forecasts, and to determine what action needs to be taken if the forecasts indicate the possibility of a human resource deficit or surplus(Armstrong,2010).

##### ***A) Demand forecasting***

As Armstrong (2010) Demand forecasting is the process of estimating the future numbers of people required and the likely skills and competences they will need. The ideal basis of the forecast is an annual budget and longer term business plan, translated into activity levels for each function and department, or decisions on 'downsizing'. Details are required of any plans or projects that would result in demands for additional employees or different skills.

There are several good reasons to conduct demand forecasting. It can help to: (1) quantify the positions necessary for producing a given number of goods or offering a given amount of services in demand; (2) identify departments or work groups that can benefit from productivity improvement efforts; (3) determine what staff mix is desirable in the future (that is, numbers of people/positions of one class or occupational group relative to others); (4) assess appropriate staffing levels in different parts of the organization so as to hold down unnecessary costs; (5) prevent shortages of people where and when they are most needed; and (6) monitor compliance with equal employment opportunity goals. Demand forecasting thus helps control costs associated

with human resources by ensuring that recruitment, management of HR, and promotions/transfers match organizational needs.

The demand forecasting techniques that can be used to produce quantitative estimates of future requirements are described below.

***Managerial or expert judgment:*** This is the most typical method of forecasting and may be linked to some form of scenario planning. It simply requires managers or specialists to sit down, think about future workloads, and decide how many people are needed. This can be no more than guesswork unless there is reliable evidence available of forecast increases in activity levels or new demands for skills.

***Ratio trend analysis:*** This is carried out by studying past ratios between, say, the number of direct (production) workers and indirect (support) workers in an organization, and forecasting future ratios, having made some allowance for changes in organization or methods. Activity level forecasts are then used to determine direct labor requirements, and the forecast ratio of indirect to direct would be used to calculate the number of indirect workers needed.

***Work study techniques:*** Work study techniques can be used when it is possible to apply work measurement to calculate how long operations should take and the number of people required. Work study techniques for direct workers can be combined with ratio trend analysis to calculate the number of indirect workers needed.

***Forecasting skill and competence requirements:*** Forecasting skill requirements is largely a matter of managerial judgment. This judgment should, however, be exercised on the basis of a careful analysis of the impact of projected product, market developments and the introduction of new technology, either information technology or computerized manufacturing.

### ***B) Supply forecasting***

*As Mondy and Noe (1990)* Supply forecasting measures the number of people likely to be available from within and outside the organization, having allowed for attrition, absenteeism, internal movements and promotions, and changes in hours and other conditions of work. The forecast will be based on: an analysis of existing human resources in terms of numbers in each occupation, skills and potential; forecast losses to existing resources through attrition is an important aspect of

human resource planning because it provides the basis for plans to improve retention rates; forecast changes to existing resources through internal promotions; effect of changing conditions of work and absenteeism; sources of supply from within the organization; sources of supply from outside the organization in the national and local labor markets.

Supply forecasting also helps: quantify numbers of people and positions expected to be available in the future to help the organization realize its plans and meet its objectives, identify how much productivity improvement is possible in areas of the organization that are thought to be able to benefit from such initiatives, clarify likely staff mixes that will exist in the future, assess existing staffing levels in different parts of the organization, prevent shortages of people where and when they are most needed, monitor expected future compliance with equal employment opportunity goals.

The demand and supply forecasts can then be analyzed to determine whether there are any deficits or surpluses. This provides the basis for recruitment, retention, and if unavoidable downsizing, plans. Computerized planning models can be used for this purpose. It is, however, not essential to rely on software planning package Robbins (2005).

### ***2.7.5 Human Resource Action Planning***

Action plans are derived from broad resourcing strategies and more detailed analysis of demand and supply factors. However, the plans often have to be short term and flexible because of the difficulty of making firm predictions about human resource requirements in times of rapid change. Plans need to be prepared in the areas of resourcing, flexibility and downsizing, as described below (Rao 2004).

#### ***A) The Recruitment Plan and Staff Placement***

**The recruitment plan:** This will incorporate: the numbers and types of employees required to make up any deficits, when they are needed; the likely sources of candidates – schools, colleges of further education, universities, advertising, the internet etc; plans for tapping alternative sources, such as part-timers, or widening the recruitment net to include, for example, more women re-entering the labor market; how the recruitment programme will be conducted outside the employee work environment Williams(2005).

**Staff placement:** The first step is to analyze the availability of suitable people from within the organization, by reference to assessments of potential and a skills database. The latter should contain a regularly updated list of employees with the sort of skills needed by the organization. Decisions are then made on what steps should be taken to promote, redeploy, and as necessary provide additional experience and training to, eligible staff. Plans can also be made to make better use of existing employees, which may include flexibility arrangements as discussed later, or home working.

Staffing needs of an organization are met when new employees are hired from outside and a reassignment of current employees due to promotion or transfer. The availability of qualified and competent employees alone, however, will not guarantee goal attainment of the organization, unless they are utilized effectively. Effective utilization, among other things, calls for proper assignment (Elsbree, 1945). To attain organizational objectives, organizations must harness the efforts of its employees. To this effect, employees must be placed in a position related to their academic qualification and/or work experiences. A promotion occurs when an employee is moved from a job to another position that is higher in pay, responsibility, and/or organizational level (Werther and Davis, 1996).

Transfer happens when reassignment of an employee from one job to another position with similar status, equal pay and/or responsibility. Demotion on the other hand, refers to the downward movement of an employee to a position that is lower in responsibility, status perhaps lower pay. According to Holt (1993), transfer benefits both the organization and to the employees through allowing working in different jobs, training in new skills, or changing working location and alleviating boredom and reviving burn-out employees.

### ***B) Staff Training and Development***

As Scarpello and Ledvinka (1988); personnel training and retraining is one of the major ways that work organizations attempt to maintain the competency levels of their human resources and increase their adaptability to changing organizational demands.

Although training is defined in different ways, by a number of scholars, the underlying concept remains the same. In its broadest sense Milkovich and Boudrea (1991) explain it as a “systematic process of changing the behavior, knowledge, and motivation of present employees to improve the

match between employee characteristics and employment requirements". The central idea in most of the definitions is that training activities are primarily focused on improving employees and managers' performance on a currently held job (Monappa and Saiyadain, 1989, Szilagyi, 1981; Saiyadain, 1999;). It is an activity that is designed to help employees acquire and apply knowledge, skills, abilities and attitudes in their organization (Monappa and Saiyadain, 1989). In general, training is an activity which is directed at improving knowledge, skill and attitude of employees to create an effective match between an employee and his/her job (Saiyadain; 1999; Szilagyi, 1981, Monappa and, Saiyadain, 1989).

### ***The Human Resource Training Process***

In today's changing environment, employees at all levels need additional training and opportunity to managers to develop their management thinking. In this respect organizations are required to engage in continuous employees training. According to Mondy and Noe, (1990) the following training processes are designed.

***i) Identifying Training Needs:*** Training need assessment is the first step in human resource training process to identify training needs. Since training is a need-oriented effort, determining the level, type and duration of the training is of prime importance because if human resource training need analysis is incorrect, then the later training activity will be inappropriate; wasting time, resource, and energy, and demotivating staff; employees will develop negative attitudes towards future training programme. The dominant framework for identifying organizations human resource training needs has been developed and Thayer's three categories need analysis approach (Scarpello and Ledvinka, 1988).

**A. Organizational Analysis:** the process of identifying job-related knowledge and skills that are needed to support the organization's short-range and long-range goals (Scarpello and Ledvinka, 1988). This implies that organization's strategic goals and plans must carefully be examined in line with the human resource planning. In this approach, information related to organizational structure, size, growth objectives and other factors is gathered to effectively determining where and how training programmes should be conducted.

**B. Task analysis-** determination of skill and knowledge, the job requires collecting job information as input into training decisions, however, the job analysis must include; a detail examination of each task component of the job; performance standard of the job; method and knowledge the employee must use in performing the job task; and the way employee learns the method and acquires the needed knowledge. Job analysis is a means by which facts relating to the job are obtained. It includes a job description and job specification (Scarpello and

Cedvinka, 1984). If a human resource training programme mounted for specific job is to be successful, there is need for a clear definition of what the job entails and of the qualities needed for its performance. Furthermore, if information relating to the nature of a specific job was collected prior to the organization of all training programmes, then the programmes would have much grater relevance to the needs of the job and would also enable to produce staff who were much better prepared for their responsibilities.

- C. Person Analysis; According to Scarpello and Ledvinka (1988) person analysis is concentration on the individual employee. It is used to analyze the substantive knowledge and skill possessed by the employee. And information about the person's job behavior can be obtained by directly observing job performance; reviewing supervisory evaluations of performance; using diagnostic tests, such as written ability tests and work samples; comparing the behaviors of well-performing employees with those of poorly performing employees; discussing with employees their individual job performance and factors that may inhibit that performance." Once actual employee's performance is identified to be below standard, the next step is to determine the kind of training needed to equip the employee with specific knowledge and skill required for better performance.

*ii) Training Objectives:* An objective is a specific outcome that the training programme is intended to achieve. These objectives define the performance that the trainee should be able to exhibit after training (Scarpello and Ledvinka, 1988). The same authorities also stated that as human resource training experts suggests that objectives should be stated explicitly and answer the following questions; what should the trainees be able to do after training?; under what conditions should the trainee be able to perform the trained behavior? And how well should the trainee perform the trained behavior? Training objectives must be specific, measurable and time targeted (Werther and Davis, 1996). Objectives with such characteristics serve a number of purposes. According to Scarpello and Ledvinka (1988), they assist in developing the criteria to be used in evaluating the training out come. Objective and the evaluation criteria also help in choosing relevant instructional method, media, and material.

*iii) Instructional Method and Media:* It is depend on the programme content. The content in turn is shaped by training need identification and established objectives. The objective here may, be to teach specific skills, provide needed knowledge, or try to influence attitudes (Werther and Davis, 1996). The

content, method, and media must match the job requirement of the organization and the learning style of participant. Training is more effective when learning is based on principles. Learning principles are guidelines to the ways in which people learn most effectively (Werther and Davis, 1996)

1. **Information presentation:** Method according to Campbell et al (1970). The aim of this method is to teach facts, skills, attitudes, or concept without requiring trainees to practice the material taught or to experience how the material taught translates into behavior and the methods that fall into this category are; lecture; conference; and programmed instruction.
2. **Simulation method:** Method present trainees with an artificial representation of an organizational, group, or personal situation and require them to react as though the situation were real and some of the methods that are included in this category are;- case study; role planning; in basket exercises; and management games (Campbell et al., 1970).

*iv)Implementing the Human Resource Training Actual Programme:* Human resource training programme should aim of enabling organizations to achieve their objectives. Hence, the programme should be set up after having clear-cut objectives. In every programme decisions have to be made as who should be trained, who are the instructors, where and when the programme is to be conducted and what the material requirements are. Moreover, according to chatter Jee (1995), providing answers to questions that clarify what skills are going to be thought, what kind of employee training is sought, what long or short term objectives are proposed will determine the design and details of the programmes. Since human resource training programme decisions are based on cost considerations, the management must believe that the programme will; increase the skill and knowledge of employees and hence, they will perform better towards organizational success; motivate employees to learn and attain their personal goals and provide feedback to improve the programme.

*v) Evaluation of Training:* At the final phase of training programme, conducting evaluation of the programme enables to identify the level of achievement of the training objectives. It is serves as a means to verify the success of the programme i.e. whether employees in the programme do the jobs for which they have been trained. As Mbamba (1992) noted, the concept of evaluation is most commonly interpreted, in determining the effectiveness of a programme in relation to its objectives

*vi) Types of Training:* Training can be conducted on-the-job training or on off-the-job training. On-the-job training is conducted on the job, to develop the skills of employees. The employee is placed into the real work situation and shown the job and tricks of the trade by experienced worker or the supervisor (Glueck, 1978) off-the-job training programme takes place.

### ***C) Flexibility and downsizing Plan***

The aims of the flexibility plan should be to: provide for greater operational flexibility; improve the utilization of employees' skills and capacities; reduce employment costs; help to achieve downsizing smoothly and in a way which avoids the need for compulsory redundancies; increase productivity.

The plan can be based on a radical look at traditional employment patterns. This means identifying the scope for using alternatives to full-time permanent staff, which could include increasing the number of part-timers, job sharing, the expansion of home working or tele working, or employing more temporary workers. Consideration can also be given to making more use of subcontractors or outsourcing work, and to the introduction of more flexible working arrangements. This needs to consider approaches to obtaining people from within the organization, to recruiting them externally, and to attracting high quality candidates (becoming 'the employer of choice').

*As Armstrong (2010)* if all else fails, it may be necessary to deal with unacceptable employment costs or surplus numbers of employees by what has euphemistically come to be known as 'downsizing'. The downsizing plan should be based on the timing of reductions and forecasts of the extent to which these can be achieved by natural wastage or voluntary redundancy. The plan should set out: the total number of people who have to go, and when and where this needs to take place; arrangements for informing and consulting with employees and their trade unions; a forecast of the number of losses that can be taken up by natural wastage; any financial or other inducements to encourage voluntary redundancy; a forecast of the likely numbers who will volunteer to leave; a forecast of the balance of employees, if any, who will have to be made redundant (the plan should, of course, aim to avoid this through natural wastage and voluntary redundancy); the redundancy terms; any financial inducements to be offered to key employees whom the company wishes to retain; any arrangements for retraining employees and finding them work elsewhere in the organization; the steps to be taken to help redundant employees find new jobs by counseling, contacting other employers or offering the services of outplacement consultants; the arrangements for telling individual employees about the redundancies and how they are affected, and for keeping the trade unions informed.

### ***2.7.7 Evaluating HR Planning***

To the extent that results can be measured that can form the basis for evaluating the success of HR planning. Another approach is to measure projected levels of demand against actual levels at some point in the future. But the most telling evidence of successful HR planning in an organization in which the HRs are consistently aligned with the needs of the business over a period of time. As Rao(2004) states that after the action plan is implemented it should be controlled and reviewed with a view to keep them in accordance with the plan.

## **CHAPTER III**

### **RESEARCH DESIGN AND METHOD**

#### **3.1 Research Method**

The researcher has employed the descriptive survey method for this research. The method was used for it permits the researcher to study the practices and problems as they exist on the ground. Because it is appropriate to enable the researcher describe the facts associated with variables under study, present logical reasons about the variables through objective analysis, measurable and quantifiable data.

As Armstrong (2010) states that quantitative research is empirical based on the collection of factual data which is measured and quantified. It answers the research questions from the view point of the researcher. As Sarantakos, S. (2005), argues that survey methods are the common quantitative methods with the objective of measuring variables and providing figures which will allow judgments as to the status of the variables in questions and also employ such qualitative methods as structured observation in their studies adjusted to meet the criteria of quantitative research.

#### **3.2 Source of Data**

The researcher has used both primary and secondary sources of data in this study. Primary sources such as civilian operative employees, supervisors and managers as well as military members these who have the military rank of Non-Commissioned Office (NCO), Line Officers (LO) and Higher Officers (HO), were taken as primary sources of data.. Moreover, secondary sources such as annual reports prepared by defense Human Resource Department, Military Occupational Standards (MOS), Unit Manning Document (UMD), Development career structure document and Human Resource policy and procedure documents were also reviewed

### 3.3 Sample Size and Sampling Techniques

#### 3.3.1 Sample Size

In ministry of defense, there are four higher educational colleges and nine training centers organized as Human Resource sector under the jurisdictions of the chief of staff in the Ministry of Defense. The higher educational colleges are: Resource Management College, Engineering College, Health science colleges, and poli-technique College. The training centers and colleges are: Basic military training center, special force training center, NCO training center, line officer( codet) Academy, Higher officer training college (Staff college), joint military staff training college, joint combat training college, Air force training college and intelligence training college.

To conduct this study, all colleges of higher education, training centers and colleges, and head office of HRM sector were included as part of the targeted population of the study. Accordingly, resource Management College, joint military staff training college, and the head office were selected as the sample area of the study.

**Table 1: Population and sample size of respondents**

No	Types of respondents	Defense Human Resource Management						Total	
		Head office		Resource management college		Joint military staff college			
		N(%)	n(%)	N(%)	n(%)	N(%)	n(%)	N(%)	n(%)
1	HO& CM	6 (5.22)	5(4.35)	4(3.48)	3(2.61)	8(6.96)	7(6.09)	18(15.66)	14(13.05)
2	LO &CS	9 (7.83)	7(6.09)	10(8.70)	8(6.96)	10(8.70)	8(6.96)	29(25.23)	24(20.01)
3	NCO& CE	16(13.91)	13(11.30)	29(25.22)	23(20.01)	23(20.00)	18(15.65)	68(59.13)	54(46.96)
<b>Total</b>		<b>31(26.96)</b>	<b>25(21.74)</b>	<b>43(37.39)</b>	<b>34(29.58)</b>	<b>41(35.65)</b>	<b>33(28.70)</b>	<b>115(100)</b>	<b>92(80)</b>

*N=population, n=sampling*

After the sample area of the study has been identified, the sample size of each targeted study area was determined. According to the Defense HR main department manpower statistics annual report (2011), there were 56 (48.70%) military members and 59 (51.30%) civilians in those three selected areas of the study.

The total population was 115(100%) and positional distribution of military members and civilian employees were NCO & CE 69(59.13%), LO & CS 29(25.23%), &HO and CM 18(15.66%).

Out of the total population 115(100%), 92(80%) was taken as total sample size of the study .It's detailed summarized on table 1.

### ***3.3.2 Sampling Techniques***

To conduct this study, a probability sampling was employed. In that it was comparatively convenient, less time consuming and less expensive method in areas with geographic distribution of units was scattered or when sampling of individual units was not convenient for several administrative reasons (Koul., 2008).

The colleges and training centers of the Ministry of Defense are allocated in different areas of the country. Some of them are in most remote and difficult geographical setting in terms of distance. To include all HRM sector within the time constraints and cover costs were difficult to the researcher. Due to such reason the researcher employed the random sampling techniques (lottery system) to identify the specific sample area of the study. After the specific study area has been identified, stratified random sampling with proportional allocation was used in order to draw a representative sample size.

### ***3.3.3 Instruments of Data Collection***

The main data gathering method, employed for this study were questionnaire and interview since they are more appropriate to obtain factual information, opinions and attitudes in a structural framework from respondents. The questionnaire was prepared in English. Both open and closed ended types of questionnaires were developed in order to gather accurate and adequate data for the study. The questionnaire has five rating scales. The reason for using questionnaire for data collection was that respondents are capable enough to understand and fill the questionnaire and it is also cost effective.

In addition to this, documents were also observed to get information about the past and current status of the practices and problems in the HRM sector. Moreover, interview and group discussion were conducted with key management members and expertise in order to dig out the information in depth.

### ***3.3.4 Pilot Testing***

The main purpose of the pilot test was to check the reliability of the instruments. In addition, the pilot was conducted to get a lesson to refine the instruments by making certain amendments prior to administrating the instruments for the main study. The pilot sample consisted of 20 respondents who were randomly selected. From all 20 respondents, 10 were from Defense University college heads office and the other and 10 were from defense resource Management College and joint military staff college.

The responses of the respondents were scored to test the reliability of items. Chrobachalpha was employed to determine the reliability of items by using SPSS. In the case of human resource planning, staff training, and placement measure items on effectiveness of HRM practice had reliability coefficient of 0.82. After computing the reliability of all items using chrobachaphlia alpha minor modifications were made on few questions (on the HR planning practice measuring tool question number 1, 6,7, and 38, was modified specially on the question require expertise on the subject matter and the open questions were found to be very vast to be completed by respondents due to its vastness most of the open questions were turned empty. Finally they have been corrected.

### ***3.3.5 Procedure of Data Collection***

In order to obtain valid, reliable, complete and accurate data on time the following procedures were used. First, Questionnaire was developed; the content and format of the questionnaire were checked. Following that, data gathering tools were prepared. Third, based on the feedback obtained from the pilot test result, adjustments of the instrument were made. Fourth, the researcher has first got the letter of cooperation from Addis Ababa University Department of EDPM and letter of permission to conduct research in the Ministry of Defense from the defense university colleges head office. The researcher then has trained and assigned assistance data collector to facilitate effective field data collection administration.

To maximize the quality of responses and the rate of return, the objective of the study was made clear and convenient time was arranged to all of questionnaire respondents and additional

clarification was given to them how they can deal with the questionnaire filling-in process and the questionnaire distribution followed.

Finally, the full implementation of the data gathering activities were conducted administration of the process of data gathering was carried out as per the research ethics dictates. In doing so, the researcher has reviewed documents in person in their natural context and took a record of the needed information from them. And group discussion and interview with key management members and expertise was conducted. Accordingly, important information were obtained and gathered.

### ***3.3.6 Methods of Data Analysis***

After the data has been collected, statistical tools were first utilized to compute and generate frequencies and percentages for the data obtained through questionnaire and narration was made to describe the emerged results. The collected data was organized, analyzed by classifying them in to some useable categories through coding, tabulation and then drawing statistical inferences by using computer SPSS program to handle the study systematically.

Information obtained from group discussion, interview and document review were also summarized and included in their proper places to support the quantitative research. Generally, to determine, describe and analyze the characteristics of respondents in terms of sex, age, educational level, work experience, work place, occupational status and level of job position percentages and frequency counts were employed.

Different statistical tools both descriptive (mean, Grand mean, and standard deviation) and inferential (one-way NOVA) were appropriately used to quantify, explore, measure, and describe difference and similarities among groups or respondents on their response about practice and problems of the issue under discussion.

## **CHAPTER IV**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

This chapter deals with the presentation, analysis and interpretation of data. The chapter involves three parts. The first part deals with description of the characteristics and background of participants in the study, which is followed by a descriptive statistical presentation summarizing the data with means and standard deviation of the scores on the perception of respondents on the effectiveness of human resource management practices in particular reference to the issues related with human resource planning, training and placement practices in various job positions (NCO and CE, LO and CS, and HO and CM). Finally, the research questions were tested on the mean differences of the job position groups using the statistical procedures of the analysis of variance by one-way ANOVA. In the course of the analysis, descriptions of the data were also reported with tabular tables.

#### **4.1. Background and Characteristics of Participants**

The respondents were asked to furnish their personal (demographic) information during the study and they have responded the following data and have been checked its reality from the data base and was found to be correct. It is summarized as follows:

**Table 2: Background of Respondents by Sex, Age, and Workplace**

No	Background Strata, population and sample size		SEX			AGE				
			Male	Female	Total	19-30	31-45	46-55	Total	
1	Head Office	N	16	15	31	6	22	3	31	
		%	51.61	48.39	100.00	19.35	70.97	9.68	100.00	
		N	13	12	25	5	18	2	25	
		%	52.00	48.00	100.00	20.00	72.00	8.00	100.00	
2	Resource Management College	N	18	25	43	16	22	5	43	
		%	41.86	58.14	100.00	37.21	51.16	11.63	100.00	
		N	14	20	34	13	17	4	34	
		%	41.18	58.82	100.00	38.24	50.00	11.76	100.00	
3	Joint Military Staff College	N	20	21	41	20	16	5	41	
		%	48.78	51.22	100.00	48.78	39.02	12.20	100.00	
		N	16	17	33	16	13	4	33	
		%	48.48	51.52	100.00	48.48	39.39	12.12	100.00	
Grand Total			N	54	61	115	42	60	13	115
			%	46.96	53.04	100.00	36.52	52.17	11.30	100.00
			N	43	49	92	34	48	10	92
			%	46.74	53.26	100.00	36.96	52.17	10.87	100.00

As indicated in Table 2, the proportion of male and female respondents participated in the study, which accounts for 54% and 61% respectively. Consequently, it implies that female's proportion is greater than male but almost all management positions were dominantly occupied by male. This implies that the female's participants in the engagement of management are less because of lack of competency requirement of defense. On other hand, all the participants were matured whose age composition ranges from 19 up to 55 years old. Hence, the majority which account of 52.17% fall in the age range of 31- 45, while the next large group is in the age ranges from 19 - 30 which accounts for 36.96%. Very few participants were in the age group 46 - 55 years, which constituted 10.87% of the study sampling. This shows that the defense intuition occupied by experienced employees and that enables them to generate facts that observed in long period of time.

Likewise the table also portrays the work place of the respondents. Accordingly, the population as well as sampling size of the respondents, 25, 34, 33 sampling size have been drawn from 31,43, 41 population size of each strata, (DUCHO, DRMC, and DJMSC) respectively, which the sampling size of each accounts 80 percent of their population. This implies that the selected sample appropriately represents their respective institution.

**Table 3: Background of Respondents by Qualification and Work Experiences**

No	Background Strata, population and sample size		Educational Level							Work Experience			
			< 8 grade	8-12 grade	Diploma	1 <sup>st</sup> degree	2 <sup>nd</sup> degree	3 <sup>rd</sup> degree	Total	<5 year	5-10 year	Above 10 year	Total
1	Head Office	N	0	1	15	5	9	1	31	1	8	22	31
		%	-	3.23	48.39	16.13	29.03	3.23	100.00	3.23	25.81	70.97	100.00
		N	0	1	12	4	7	1	25	1	6	18	25
		%	-	4.00	48.00	16.00	28.00	4.00	100.00	4.00	24.00	72.00	100.00
2	Resource management college	N	1	10	15	12	5	0	43	4	6	33	43
		%	2.33	23.26	34.88	27.91	11.63	-	100.00	9.30	13.95	76.74	100.00
		N	1	8	12	9	4	0	34	3	5	26	34
		%	2.94	23.53	35.29	26.47	11.76	-	100.00	8.82	14.71	76.47	100.00
3	Joint military staff college	N	0	5	29	6	1	0	41	12	10	19	41
		%	-	12.20	70.73	14.63	2.44	-	100.00	29.27	24.39	46.34	100.00
		N	0	4	23	5	1	0	33	10	8	15	33
		%	-	12.12	69.70	15.15	3.03	-	100.00	30.30	24.24	45.45	100.00
Ground Total		N	1	16	59	23	15	1	115	17	24	74	115
		%	0.87	13.91	51.30	20.00	13.04	0.87	100.00	14.78	20.87	64.35	100.00
		N	1	13	47	18	12	1	92	14	19	59	92
		%	1.09	14.13	51.09	19.57	13.04	1.10	100.00	15.22	20.65	64.13	100.00

Table 3 displays the educational qualification and work experience of the participants. Accordingly, it was found out that all the respondents have attained formal education that ranges from primary extended to tertiary levels and their proportion presented as follows: less than 8<sup>th</sup> grade 1.09 %, between 8<sup>th</sup> and 12<sup>th</sup> grade 14.13%, diploma 51.09%, 1<sup>st</sup> degree 19.57%, 2<sup>nd</sup> degree 13.04% and 3<sup>rd</sup> degree 1.10%. This indicates that the institution is influenced by diploma holders. Thus, it is possible to say that there is imbalance distribution of qualification of the respondents.

Likewise the table also depicts the working experience of respondents. Consequently, the data in table 2 showed that 59 (64.13%) of the respondents have more than 10 years, 19 (20.65%) between 5-10 years, and the rest 14 (15.22%) below 5 years of working experiences in their respective jobs in the institution. Thus, based on the context of responses the lion share of the staff dominated by the respondents with the service years of more than 10. This shows the majority of the staff is highly socialized with the institutional environment that blocks new perspectives.

**Table 4: Background of Respondents by Occupation, Position and Workplace**

Occupational Status and Position		Military				Civilian				Total	
		Non-Commissioned	Line Officer	Higher Officer	Sub-Total	Employee	Supervisor	Management	Sub-total		
1	Head Office	N	2	8	5	15	14	1	1	16	31
			6.45	25.81	16.13	48.39	45.16	3.23	3.23	51.61	100.00
		n	2	6	4	12	11	1	1	13	25
		%	8.00	24.00	16.00	48.00	44.00	4.00	4.00	52.00	100.00
2	Resource Management College	N	10	9	3	22	19	1	1	21	43
		%	23.26	20.93	6.98	51.16	44.19	2.33	2.33	48.84	100.00
		n	8	7	2	17	15	1	1	17	34
		%	23.53	20.59	5.88	50.00	44.12	2.94	2.94	50.00	100.00
3	Joint Military Staff College	N	3	9	7	19	20	1	1	22	41
		%	7.32	21.95	17.07	46.34	48.78	2.44	2.44	53.66	100.00
		n	2	7	6	15	16	1	1	18	33
		%	6.06	21.21	18.18	45.45	48.48	3.03	3.03	54.55	100.00
Grand Total		N	16	25	15	56	53	4	2	59	115
		%	13.91	21.74	13.04	48.70	46.09	2.61	2.61	51.30	100.00
		n	12	20	12	44	42	4	2	48	92
		%	13.04	21.74	13.04	47.83	45.65	4.38	2.17	52.17	100.00

As it shows in table 4, out of the total respondents 44 (47.83%) were military members that ranges their military rank from NCO, through LO up to HO and their proportions were 12 (13.04%), 20 (21.74%), and 12 (13.04%) respectively. The civilian employees proportion was 48 (52.17%) out of the total sampling size, which covers the majority of employees 42 (45.65%), the rest 4 (4.38%) and 2 (2.17%) were from supervisor and managers respectively.

All the above facts tell us about the heterogeneous nature of the respondents that could see the research questions from different perspectives. Accordingly, the sex difference may contribute to see the questions from the angle of male and female perspective, the age category helps to forward perception of each age groups observation from different point of view, the qualification level of each category may contribute to examine and judge the questions from scholarity dimension of outlook, the working experiences supports to describe the long-time observations about the practices of HRM from their empirical practices and the occupational (military and civilian) as well as job position (operative, supervision, manager) division of duties and responsibility within the same institution may gives opportunities to the three groups to grasp the practices of HRM in-depth. Therefore, the composition of the sampling size and type can be the representative of the population so as to generate facts that enable the researcher to generalize about the population on issues under the study.

#### 4.2. Analysis of Data on the H R Planning, Training and Placement Practices

**Table 5: Analysis of Data on Foundation of HR Planning Process and Procedures**

No	Items	Mean comparison					One-way ANOVA		
		Respondents	N (%)	Mean	St. dev.	Grand mean	DF	F-values	Sig
1	Clearly stated mission of institution	NCO&CE	54	4.09	.807	4.07	2	.487	.616
		LO&CS	24	4.13	.947				
		HO&CM	14	3.86	.949				
		<b>Total</b>	<b>92</b>	<b>-</b>	<b>.862</b>				
2	Value of the institution	NCO&CE	54	4.31	.722	4.10	2	4.245	0.017
		LO&CS	24	3.83	1.049				
		HO&CM	14	3.71	.994				
		<b>Total</b>	<b>92</b>	<b>-</b>	<b>.890</b>				
3	Management philosophy	NCO&CE	54	2.41	1.252	2.33	2	.888	.415
		LO&CS	24	2.38	1.245				
		HO&CM	14	1.93	.997				
		<b>Total</b>	<b>92</b>	<b>-</b>	<b>1.214</b>				
4	Defined goals and objectives,	NCO&CE	54	4.20	.877	4.15	2	.547	.581
		LO&CS	24	4.17	.917				
		HO&CM	14	3.93	.829				
		<b>Total</b>	<b>92</b>	<b>-</b>	<b>.876</b>				
5	Appropriate strategies	NCO&CE	54	3.93	1.007	3.78	2	2.611	.079
		LO&CS	24	3.79	1.141				
		HO&CM	14	3.21	.975				
		<b>Total</b>	<b>92</b>	<b>-</b>	<b>1.057</b>				

Grand mean/mean=1.00-1.49=strongly disagree, 1.50-2.49=disagree, 2.50-3.49=undecided, 3.50-4.49=agree, 4.50-5.00=strongly agree, significance level=  $\alpha = 0.05$

As shown in table 5 presented, the grand mean of the three groups of respondents (4.07) showed that there was a clearly stated mission in the institution. In addition, the grand mean of the three groups of respondents (2.33) showed that management philosophy was not clearly stated. Concerning item 4 (defined goals, objective, and expected outcomes of the institution) the grand mean result (4.15), depict that all the three group of respondents agreed that the institution have clearly stated goals and objectives.

With regard to the existence of appropriate strategy (item, 5), the mean value was 3.93 and 3.79, agreed of the presence of appropriate strategies by NCO and CE, and LO and CS respectively. But HO and CM uncertain about the presence of appropriate strategies with mean value of 3.21.

With exception of item 2, the calculated sign value (0.017) is less at  $\alpha = 0.05$  level and shows that there is great statistical difference on the perception of the value of the institution among respondents. The rest (the item 1, 3, 4 and 5) since the calculated significance value is greater than at  $\alpha = 0.05$  level, it shows that there is no statistical difference among the opinions of respondent on the items.

Interview responses also pointed out that one thing that the defense staff under focus group discussion needs to be changed were ineffective human resource planning, training and placement process and procedures. Thus, improvement in human resource management becomes vital.

One of the tools available to transfer the preferred and aspired organizational documents is through formal methods like organizational documents including policy, strategic document, procedures and other working manuals. Particularly strategic plan documents have a section for the organization to declare what it wants to be hold as human resource planning, training and placement in defense institution. Given this basic fact, the researcher has tried to secure some information about the formal HRM practice exists in the MOD. This difference could be aroused from the position of respondents in that management bodies may hold better knowledge and access to observe the day to day activities and summarized information's of the report at the top of the institution, this opportunities may help the management bodies to see the real situation of the human resource planning practice.

Thus, it is possible to infer that the foundation of human resource planning in DHRM might not be served for human resource planning practice because the declaration of intent is not

comprehensive, integrated and holistic in a way that serves as a basis for HRP to translate the intent in to required numbers and kinds of workforce.

**Table 6: Mean Value of Respondents on Organizing Practice**

No	Items	Mean comparison					One-way ANOVA		
		Respondents	N (%)	Mean	St. dev.	Grand mean	DF	F-values	Sig
1	Organizational design	NCO&CE	54	1.76	.671	1.68	2	.920	.402
		LO&CS	24	1.58	.584				
		HO&CM	14	1.57	.514				
		<b>Total</b>	<b>92</b>	<b>-</b>	<b>.628</b>				
2	Job design and analysis	NCO&CE	54	1.61	.596	1.64	2	.200	.819
		LO&CS	24	1.71	.751				
		HO&CM	14	1.64	.497				
		<b>Total</b>	<b>92</b>	<b>-</b>	<b>.622</b>				
3	Job structure	NCO&CE	54	1.57	.633	1.51	2	1.520	.224
		LO&CS	24	1.33	.482				
		HO&CM	14	1.57	.514				
		<b>Total</b>	<b>92</b>	<b>-</b>	<b>.584</b>				

Grand mean/mean 1.00-1.49=strongly disagree, 1.50-2.49=disagree, 2.50-3.49=undecided, 3.50-4.49=agree, 4.50-5.00=strongly agree, significance level=  $\alpha = 0.05$

According to table 6, the calculate sig value for item 1 (.402), item 2(.819) and item 3(.224) show that there was no significant statistical difference among the three groups on the organizational design, job design and analysis, and job structure. On the other hand, the trends of organizational design with the grand mean value (1.68) as shown in the above table indicates that the three groups (NCO & CE, LO & CS, and HO & CM) responded that it was not existent or was not considered in the process of planning. Also with regard to job design and analysis (item 2), the three respondents NCO & CE, LO & CS, and HO & CM grand mean value (1.64) show that it was not considered or not existent. For job structure (item, 3), the grand mean of the three respondents (1.51), imply that job structure was not there in the institution since the grand mean falls in the mean range of( 1.50-2.49.) This implies that the top management has stated management of the DHRM may not take initiative to develop the job title and their required competency to due to lack of commitment and experience on how to develop the job title and their competency. Moreover, as it is indicated in table above, the result obtained from one-way ANOVA shows that the view of respondents on whether the organizational structure is well designed or not. They have not significant difference

The data obtained from interview, focus group discussion, and guide and report documents is also in agreement with what is discussed above. The mandate to develop job title and required level of competency for each job position was given to DHRM but still there is no developed job title and required competency for the job. This fact is supported by the council of ministers regulations No: 68/2001 stated that the university college shall have the objectives to identify job title and qualification. One can infer that without clearly stated and logically grouped jobs it would be difficult to determine the required HRs base on HR requirement of the DHRM and to predict the availability of HRs in the future this may lead to a problem of obtaining and retaining qualified workforce. Thus, adversely affects organizational effectiveness. The reasons why the sector did not make job analysis, job design, organizational design and organizational structure in a scientific way could be lack of understanding the importance of work and workforce analysis in advance to predict the future HRs requirement of the organization and availability of HRs in the ever changing environment and giving priority to day -to- day operation activities rather than looking ahead in the future.

**Table 7: Mean Value of Alignment of HRM Strategy and Programmes with Institutional Strategy and Mission**

No	Items	Mean comparison					One-way ANOVA		
		Respondents	N (%)	Mean	St. dev.	Grand mean	DF	F-values	Sig
1	programs of units within institutional mission	NCO&CE	54	3.87	.953	3.74	2	2.770	0.068
		LO&CS	24	3.75	.847				
		HO&CM	14	3.21	.975				
		<b>Total</b>	<b>92</b>	-	.948				
2	HRM functions with institutional missions	NCO&CE	54	1.87	.674	1.84	2	.730	.485
		LO&CS	24	1.88	.680				
		HO&CM	14	1.64	.497				
		<b>Total</b>	<b>92</b>	-	.651				
3	Integration of HRM objectives strategies, policies and procedures in consistent and logical way with institutional strategies	NCO&CE	54	1.98	.835	1.98	2	1.174	.314
		LO&CS	24	1.83	.565				
		HO&CM	14	2.21	.579				
		<b>Total</b>	<b>92</b>	-	.741				
4	Clarity of the responsibility of HR planning	NCO&CE	54	2.07	1.079	1.87	2	3.414	.037
		LO&CS	24	1.50	.511				
		HO&CM	14	1.71	.825				
		<b>Total</b>	<b>92</b>	-	.952				

Grand mean/mean=1.00-1.49=strongly disagree, 1.50-2.49=disagree, 2.50 3.49=undecided, 3.50-4.49=agree, 4.50-5.00=strongly agree, significance level=  $\alpha = 0.05$

As shown in Table 7, the obtained sig value for item 4(0.037), suggests that there is great statistical difference among the three group of respondents on the clarity of the responsibility of HR planning at  $\alpha = 0.05$  and  $df = 2$ . For the rest (items 1, sign value=0.068, item 2, sig= 0.485, and item 3, sig= 0.314) show that there is no great statistical difference among respondents since the sig obtained are greater at  $\alpha = 0.05$ .

Concerning the alignment of over all programs of units within institutional mission, (item 1), the grand mean (3.47) indicate that the institution align the programs of units with the institution mission. Concerning also the linkage of HRM functions with institutional mission, the respondents (NCO & CE, Lo & CS & HO & CM) grand mean value shows, the linkage was not there. Similarly for item 3, the grand mean of the three respondents (1.98) show that there is no integration of HRM objective, policies and procedures in consistent and logical way with the institution strategy since the obtained grand mean falls in the grand mean range of (1.50-2.49). Thus, it implies that there is disagreement of majority of the respondents on the alignment of overall programs of units within institutional mission, linkage of HRM functions with mission, integration of HRM objectives, strategies, and policies and procedures with institutional strategies. This indicates that the supportive role of HRM in the DHRM is weak because after the major functions, goals ,objectives strategy and power of the institution has been identified the DHRM did not develop proper HRM functions, strategies, policies, and procedures that further breakdown the goals and strategy in to actions .Thus, could be from viewing the contribution of HRM as less important .On the other words the role of HRM might not considered as a key in making the sector efficient and effective .As also information obtained from interview implies that the role of HRM is not clearly established still the role it plays are simply focuses on recording and clerical activities.

**Table 8: Mean Value of Respondents on Analysis of HR Environment**

No	Items	Mean comparison				One-way ANOVA			
		Respondents	N (%)	Mean	St. dev.	Grand mean	DF	F-values	Sig
1	Analyzing the internal capability of HR (strength and weakness)	NCO&CE	54	3.96	.990	3.74	2	3.487	.035
		LO&CS	24	3.50	1.022				
		HO&CM	14	3.29	.994				
		<b>Total</b>	<b>92</b>	<b>-</b>	<b>1.026</b>				
2	Scanning the external environment of HR (strength and weakness)	NCO&CE	54	2.33	1.046	2.26	2	1.007	.370
		LO&CS	24	2.29	.859				
		HO&CM	14	1.93	.730				
		<b>Total</b>	<b>92</b>	<b>-</b>	<b>.959</b>				
3	Availability of adequate, valid, relevant, and dependable information	NCO&CE	54	2.09	.996	1.90	2	3.096	.050
		LO&CS	24	1.67	.761				
		HO&CM	14	1.57	.514				
		<b>Total</b>	<b>92</b>	<b>-</b>	<b>.902</b>				

Grand mean/mean=1.00-1.49=strongly disagree, 1.50-2.49=disagree, 2.50-3.49=undecided, 3.50-4.49=agree, 4.50-5.00=strongly agree, significance level= $\alpha = 0.05$

As shown in table 8, for item 3 grand mean(1.90 ) availability of adequate, valued, relevant, and dependable information the responses of HCO & CE, LO & CS, and HO & CM sig value (0.50) show that there is significant statistical difference between the perception of the respondents because the significance level obtained (0.05) is equal at  $\alpha = 0.05$  and at  $df= 2$ . Similarly for item 1(3.74) analyzing he internal capability of HR strength and weakness the obtained sig value (0.035) show that there is great statistical difference among respondents since the calculates sig value (0.35) less than at  $X= 0.05$  and  $df=2$ . With regard to item 2, the grand mean value obtained (2.26) show that the institute doesn't make any scanning of the external environment for HR planning. Hence, one can infer that there was no availability of valid and relevant information on time. Information gathered from focus group discussion shows that there is no comprehensive, systematic and periodical analysis system that can generate facts.

**Table 9: Mean Value on HR Demand and Supply Analysis Forecasting Approach**

No	Items	Mean comparison					One-way ANOVA		
		Respondents	N (%)	Mean	St. dev.	Grand mean	DF	F-values	Sig
1	Quantitative forecasting analysis approach of HR demand	NCO&CE	54	2.24	1.228	2.11	2	1.603	.207
		LO&CS	24	2.08	1.100				
		HO&CM	14	1.64	.497				
		<b>Total</b>	<b>92</b>	-	1.124				
2	Qualitative forecasting analysis approach of HR demand	NCO&CE	54	4.11	.816	3.93	2	5.817	.004
		LO&CS	24	3.92	.654				
		HO&CM	14	3.29	.994				
		<b>Total</b>	<b>92</b>	-	.849				
3	Quantitative forecasting analysis of HR supply	NCO&CE	54	2.46	1.299	2.45	2	.306	.738
		LO&CS	24	2.54	1.318				
		HO&CM	14	2.21	1.251				
		<b>Total</b>	<b>92</b>	-	1.261				
4	Qualitative forecasting analysis of HR supply	NCO&CE	54	3.89	.984	3.73	2	1.971	.145
		LO&CS	24	3.58	1.018				
		HO&CM	14	3.36	.929				
		<b>Total</b>	<b>92</b>	-	.996				

Grand mean/mean=1.00-1.49=strongly disagree, 1.50-2.49=disagree, 2.50-3.49=undecided, 3.50-4.49=agree, 4.50-5.00=strongly agree, significance level=  $\alpha = 0.05$

Table 9 depicts that there is disagreement of quantitative forecasting analysis approach of human resource demand between the three groups (NCO & CE, LO & CS and HO & CM) with grand mean value (2.11). This implies that the quantitative model of forecasting approach of human resource demand was not done until this study conducted. Similarly, concerning quantitative forecasting analysis of human resource supply (item 2), the grand mean value of the three respondents (2.45), shows that there is disagreement of respondents on quantitative forecasting analysis of human resource supply. On the other hand, there is agreement of respondents on the practice of qualitative forecasting analysis of human resource supply in the institution with grand mean value of (3.73).

To examine the response difference of the three groups of respondents that for item 2 (qualitative forecasting analysis approach of human resource demand), exceptionally the sig value obtained (0.04) indicate that there is significant statistical difference among NCO & CE, LO & CS and HO & CM on the perception of the qualitative forecasting analysis approach of HR demand at  $\alpha = 0.05$  and  $df = 2$ . This implies that the methods of HR forecasting analysis for demand and supply employed may not be reliable to find realistic information for HR planning. This could be due to lack of technical skill to use the quantitative approach. The data gathered from interview and focus

group discussion, the required man power is not forecasted in advance due to lack of standardized job requirement of the current and future demand and supply.

**Table 10: Mean Value of Respondents on HR Demand and Supply Forecasting Analysis Method**

No	Items	Mean comparison					One-way ANOVA		
		Respondents	N (%)	Mean	St. dev.	Grand mean	DF	F- values	Sig
1	Work study techniques of HR demand	NCO&CE	54	3.74	1.013	3.67	2	.351	.705
		LO&CS	24	3.63	1.013				
		HO&CM	14	3.50	1.019				
		<b>Total</b>	<b>92</b>	-	1.007				
2	Managerial judgment of HR demand or HR method	NCO&CE	54	3.69	1.146	3.60	2	1.010	.368
		LO&CS	24	3.63	1.013				
		HO&CM	14	3.21	1.122				
		<b>Total</b>	<b>92</b>	-	1.110				
3	Statistical technique of HR demand	NCO&CE	54	1.91	1.120	1.86	2	.342	.711
		LO&CS	24	1.88	1.076				
		HO&CM	14	1.64	.842				
		<b>Total</b>	<b>92</b>	-	1.065				
4	Existing investor analysis of HR supply technique	NCO&CE	54	4.06	.712	3.99	2	.666	.516
		LO&CS	24	3.96	.624				
		HO&CM	14	3.79	1.251				
		<b>Total</b>	<b>92</b>	-	.791				
5	An analysis source of HR supply technique	NCO&CE	54	2.52	1.270	2.37	2	1.182	.311
		LO&CS	24	2.25	1.252				
		HO&CM	14	2.00	1.038				
		<b>Total</b>	<b>92</b>	-	1.211				

Grand mean/mean=1.00-1.49=strongly disagree, 1.50-2.49=disagree, 2.50 3.49=undecided, 3.50-4.49=agree, 4.50-5.00=strongly agree, significance level=  $\alpha = 0.05$

Item 1 in Table 10 portrays that the grand mean result of the respondents 3.67, (NCO & CE, LO & CS and HO & CM), shows that the institute applies work study techniques for human resource demand forecasting. Similarly, the institute also applies managerial judgment method for human resource demand forecasting in item 2 with the grand mean value of 3.60. On contrary, item 3 also depicts that the institute never used statistical technique method for human resource demand forecasting with the grand mean value of (1.86). With regard to the existence of inventory analysis

technique in item 4, the obtained grand mean value 3.99 implies that the institute employ it the process of forecasting human resource demand. Concerning the applications of an analysis source of human resource supply technique in item 5, the three groups of respondents (NCO & CE, LO & CS and HO & CM) grand mean result (2.37) show that the institute didn't apply as a technique of forecasting human resource demand until this study conducted.

The significance level obtained for all items (1, 2, 3, 4 and 5) 0.705, 0.368, 0.711, 0.516 and 0.311 respectively indicate the there is no significant statistical difference among respondents (NCO & CE, LO & CS and HO & CM) perception on all five items at  $\alpha = 0.05$  and  $df=2$ .

To sum, one can infer that statistical technique and the analysis source of human resource supply techniques were not part of techniques that the institute applies in order to forecasting human resource demand. This may be due to lack of skilful man power, information system and infrastructure existence in the institute for their application.

**Table 11: Mean Value Respondents on Identification of Manpower Gap and Conciliation Plan**

No	Items	Mean comparison					One-way ANVA		
		Respondents	N (%)	Mean	St. dev.	Grand mean	DF	F-values	Sig
1	Development of job requirement	NCO&CE	54	2.19	.992	2.04	2	1.895	.156
		LO&CS	24	1.96	1.042				
		HO&CM	14	1.64	.633				
		<b>Total</b>	<b>92</b>	-	.971				
2	Identification of required man power gap number and qualification	NCO&CE	54	2.02	1.157	1.97	2	.156	.856
		LO&CS	24	1.92	1.060				
		HO&CM	14	1.86	.864				
		<b>Total</b>	<b>92</b>	-	1.084				
3	Develop reconstitution HR plan and implementation to the identified gap of man power	NCO&CE	54	2.37	1.364	2.27	2	.386	.681
		LO&CS	24	2.13	1.191				
		HO&CM	14	2.14	1.099				
		<b>Total</b>	<b>92</b>	-	1.276				
4	Evaluation the achievement of HR planning implementation	NCO&CE	54	2.24	1.181	2.22	2	1.288	.281
		LO&CS	24	2.42	1.248				
		HO&CM	14	1.79	1.051				
		<b>Total</b>	<b>92</b>	-	1.184				
5	Take corrective measure on time	NCO&CE	54	2.26	1.306	2.11	2	1.073	.346
		LO&CS	24	1.88	.947				
		HO&CM	14	1.93	.997				
		<b>Total</b>	<b>92</b>	-	1.181				

Grand mean/mean=1.00-1.49=strongly disagree, 1.50-2.49=disagree, 2.50-3.49=undecided, 3.50-4.49=agree, 4.50-5.00=strongly agree, significance level=  $\alpha = 0.05$

As shown in table 11, the grand mean result of three groups of respondents (2.04) for item 1 indicate that to fill the man power gap, the institution does not apply the development of job requirement technique. Similarly, to fill the gap of manpower, the institution, doesn't identify the required manpower in number and qualification showed in the grand mean value obtained for item 2, (1.97). With regard to the development of reconciliation on human resource plan and the implementation to fill identified man power gap in item 3, the grand mean result of respondents, 2.27, shows that the institution never used as a technique for the identification of man power gap

and for its fulfillment. Concerning the evaluation of the achievement of human resource planning implementation in item 4, the grand mean result of three groups of respondents (2.22) shows that the institute never used them until this study was conducted. Similarly the institute in taking of corrective measure timely found to be weak which is supported by the grand mean value for the three groups of respondent 2.11 .From all items, (item 1-5), the sig value obtained (0.156, 0.085, 0.681, 0.281, and 0.346) show that there is no great statistical difference among respondents in the perception of the items at  $\alpha = 0.05$  and  $df=2$ .

To sum, the institution to fill the gap of man power by using development of job requirement, in identification of man power gap in number and qualification, in development of reconciliation human resource plan and implementation to the identified gap of man power, in evaluating the achievement of human resource planning implementation, and taking corrective measure on time found to be weak. From these results, one can infer that these techniques might not be known because of the absence of skilled man power in the area and the absence of workforce standards against which the inventory of the existing man power can be compared to identify the gap and absence responsible body to handle the issues of HRs.

**Table 12: Mean Value of Respondents on Staff Training Process and Procedures**

No	Items	Mean comparison					One-way ANOVA		
		Respondents	N (%)	Mean	St. dev.	Grand mean	DF	F-values	Sig
1	Training policy and procedure	NCO&CE	54	4.11	.816	3.98	2	1.791	.173
		LO&CS	24	3.88	.992				
		HO&CM	14	3.68	.929				
		<b>Total</b>	<b>92</b>	<b>-</b>	<b>.889</b>				
2	Reviewing of organizations HR requirement is done at some specific period of time	NCO&CE	54	2.04	1.132	1.93	2	.739.	.210
		LO&CS	24	1.96	.908				
		HO&CM	14	1.50	.519				
		<b>Total</b>	<b>92</b>	<b>-</b>	<b>1.014</b>				
3	Staff training need assessment based on job requirement	NCO&CE	54	2.44	1.223	2.34	2	.739	.481
		LO&CS	24	2.29	1.197				
		HO&CM	14	2.00	1.359				
		<b>Total</b>	<b>92</b>	<b>-</b>	<b>1.234</b>				
4	Clearly stated training objectives (number and quality)	NCO&CE	54	4.09	.937	3.96	2	2.696	.073
		LO&CS	24	3.96	.999				
		HO&CM	14	3.43	.938				
		<b>Total</b>	<b>92</b>	<b>-</b>	<b>.971</b>				
5	Implementation of training programmes as per planning	NCO&CE	54	2.20	1.155	2.26	2	.426	.654
		LO&CS	24	2.46	1.285				
		HO&CM	14	2.14	1.460				
		<b>Total</b>	<b>92</b>	<b>-</b>	<b>1.230</b>				
6	Evaluation of result/impact in the working place and take lesson for further improvement	NCO&CE	54	2.13	1.065	2.17	2	2.578	.082
		LO&CS	24	2.54	1.318				
		HO&CM	14	1.71	.825				
		<b>Total</b>	<b>92</b>	<b>-</b>	<b>1.125</b>				
7	Training programme narrows the gap of current competency	NCO&CE	54	2.39	1.220	2.27	2	.677	.511
		LO&CS	24	2.17	1.167				
		HO&CM	14	2.00	1.359				
		<b>Total</b>	<b>92</b>	<b>-</b>	<b>1.223</b>				

Grand mean/mean=1.00-1.49=strongly disagree, 1.50-2.49=disagree, 2.50 3.49=undecided, 3.50-4.49=agree, 4.50-5.00=strongly agree, significance level=  $\alpha = 0.05$

The information displayed in table 12, depict that for item 1, the grand mean three groups of respondents (3.98) suggests that the institution has and implements training policy and procedure on contrast, the institute for item 2, not made a review for human resource requirement on specific time. For this the grand mean obtained from the three groups of respondents is (1.93). Concerning staff training need assessment based on job requirement, the information obtained from respondents, the grand mean value (2.34), shows that the institute not implementing it.

With regard to having clearly stated training objective, the grand mean obtained from the three respondents, which is (3.96), implies that the institute has it. On contrary, implementing training program as per planned item 5, the grand mean obtained (2.26) from three groups of respondents show that the institute doesn't apply it. Similarly, the evaluation of result or impact in working place and taking lesson for further improvement in item 6 and training program in narrowing the current competency gap in item 7 found to be a problem which showed in grand mean obtained (2.17 and 2.27) for item 6 and 7 respectively.

The one way ANOVA result calculated (sig 0.173, 0.210, 0.481, 0.073, 0.654, 0.082 and 0.511) of all items from 1-7 in table 11 suggest that there is no significant statistical difference exist in opinions of the three respondent on each item at  $\alpha = 0.05$  and  $df=2$ .

Accordingly, one can deduce that the reviewing of human resource requirement on timely manner, assessing staff training need based on job requirements, implementation of training programmers as per planned, evaluation of impact in working place and taking lessons for further improvement , and the training programme narrowing the gap of current competency found to be problematic in the institute. This shows that the training practices of the sector is not related with the real training needs of the sector that needs to be created to obtain the required competencies.

**Table 13: Mean Value of Respondents on Types of Training Method**

No	Items	Mean comparison					One-way ANOVA		
		Respondents	N (%)	Mean	St. dev.	Grand mean	DF	F-values	Sig
1	On the job training program is provided	NCO&CE	54	2.43	.633	2.42	2	.452	.638
		LO&CS	24	2.50	.659				
		HO&CM	14	2.29	.825				
		<b>Total</b>	<b>92</b>	-	.667				
2	Off-the job training program is provided	NCO&CE	54	2.78	1.284	3.02	2	3.426	.037
		LO&CS	24	3.17	1.341				
		HO&CM	14	3.71	.726				
		<b>Total</b>	<b>92</b>	-	1.266				
3	Both types of training program are provided	NCO&CE	54	1.83	.694	1.87	2	.159	.853
		LO&CS	24	1.92	.929				
		HO&CM	14	1.93	.475				
		<b>Total</b>	<b>92</b>	-	.730				

Grand mean/mean=1.00-1.49not at all, 1.50-2.49=rarely, 2.50 3.49=sometimes, 3.50-4.49=frequently, 4.50-5.00=always, significance level=  $\alpha = 0.05$

Table 13 item 1 also depicts the provision of on the job training with the grand mean value obtained from three groups of respondents (2.42), labels it as problem. Item 3 portrays the provision of on the job and off the job training, the grand mean value 1.87 shows that both on the job and off the job training were not given always.

Item 2, exceptionally the sig. value calculated (0.37) depict threat there's significant statistical difference among respondents in their perception on the item and the researcher would be forced to reject it at  $\alpha = 0.05$  and  $df = 2$ . However, the sig- value for item 1(0.638) and item 2 (0.853) show that there is no great statistical difference among the respondents at  $\alpha = 0.05$  and  $df = 2$ .

**Table 14: Mean of respondents on Employee Assignment Process Related Issues**

No	Items	Mean comparison				One-way ANOVA			
		Respondents	N (%)	Mean	St. dev.	Grand mean	DF	F-values	Sig
1	Placement of employees aimed to attain organizational objectives in the institution	NCO&CE	54	4.02	1.124	3.90	2	.856	.428
		LO&CS	24	3.79	1.021				
		HO&CM	14	3.64	.929				
		<b>Total</b>	<b>92</b>	-	1.070				
2	Placement of employees is aimed to satisfy employees aspiration of growth	NCO&CE	54	2.17	1.178	2.10	2	2.769	.068
		LO&CS	24	2.33	1.373				
		HO&CM	14	1.43	.852				
		<b>Total</b>	<b>92</b>	-	1.214				
3	Defined criteria, fair, and transparency procedure of competing for job position	NCO&CE	54	2.35	1.246	2.37	2	4.709	.011
		LO&CS	24	2.88	1.393				
		HO&CM	14	1.58	1.089				
		<b>Total</b>	<b>92</b>	-	1.315				
4	Consideration of performance result and potential test result on job assignment	NCO&CE	54	1.91	.996	1.82	2	.790	.457
		LO&CS	24	1.75	.989				
		HO&CM	14	1.57	.514				
		<b>Total</b>	<b>92</b>	-	.937				

Grand mean/mean=1.00-1.49=strongly disagree, 1.50-2.49=disagree, 2.50 3.49=undecided, 3.50-4.49=agree, 4.50-5.00=strongly agree, significance level=  $\alpha = 0.05$

Table 14 item 1 presents the placement of employees for the attainment of objective of the institute with the grand mean result of three groups of respondents (3.90) indicates that placement of employees for the attainment of objective of the institute not as a problem. Whereas, for item 2 and 4, the placement of employees aimed to satisfy aspiration of growth and consideration of performance result and potential test result on job assignment grand mean obtained (2.10 and 1.82) for item 2 and 4 respectively show that they are problematic in the institute. The sig value result for item 3, exceptionally, sig 0.011, shows that there is significant statistical difference among respondents at  $\alpha = 0.05$  and  $df=2$ .

The responses of respondents reveal that the assignment and reassignment of employees in a particular job position in the sector was not properly managed because there was no pre established criteria for each job position that make clear the required competencies to be assigned in the job. And the past performance and the potential assessment result were not taken as an input for employee's placement in a job. Moreover, procedures of employee's assignment were not transparency and faire. This implies that job requirements and required competencies were not matched .Thus; problems may be raised from the lack properly established HRM system in the sector.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of the findings, conclusions and alternative solutions recommended that assumed to possibly alleviate the problems encountered in the course of (HRM); Human Resource Planning, (HRP), training and placement practice and problems in MoD.

#### 5.1. Summary of Findings

The purpose of this study was to explore the practices and problems of HR planning, training, and placement at MoD. For the achievement of basic objective of the study the procedural steps such as gathering background information from pertinent sources, designing basic questions, developing the instrument of data gathering, choosing methods of identification of respondents and carrying out of data analysis were employed.

In the course of addressing these objectives the following basic research questions were employed.

1. What are the procedures and processes that are being undertaken in HR planning, placement and development programs in the MoD?
2. What are the major problems that encountered in the MoD in assigning the right person in the right position?
3. What are the measures that have been so far taken to alleviate the problems and what is remaining to be done in MoD?

To this effect, the study employed descriptive survey method; and to address the raised research questions, the researcher reviewed relevant literature, prepared questionnaires, interview, and focus group discussion guide and analyzed documents. The study was conducted in two colleges and the head office. These sample size institutions were selected on the basis of random sampling technique. The samples of the study were total 92 and they were 14 managers, 24 supervisors and 54 employees (both from military members and civilians). Accordingly, the respondents sampling was carried out through stratified and random sampling techniques.

Pertinent data gathered through questionnaire, interviews, document analysis and focus group discussion were utilized; analyzed and interpreted using means; percentiles, standard deviation, one way ANOVA statistical test and The SPSS software version 17 were used. In due course, the study came out with the following major findings:

- The data obtained revealed that the overall mission, value, goals, objectives and strategies were stated (Grand mean = 4.07, 4.10, 4.15 and 3.78) respectively confirm the above statement and majority of the respondents supported that the functions of the institution were aligned with the overall mission of the organization with grand mean (3.47). Also the teaching, training, consulting and undertaking research were aligned with the capacity building of the army overall mission of the organization. According to the finding, off-the-job training was sometimes applied where as the on-the-job training was provided rarely grand mean (3.02 and 2.42) respectively.
- With regard to the major problems of HR planning, training and placement, all the respondents confirmed that the organizing practice; organizational design, job design, job analysis and job structure activities were not undertaken to determine what tasks to be done and what types of competency was required to carry out the task (grand mean 1.68, 1.46 and 1.51). The finding indicated that no efforts undertaken to scanning the external environment of HRs. this is supported by grand mean (2.26). Regarding the availability of adequate, valid, relevant, accurate, complete and dependable information aspects, it is confirmed that there were no access to secure such information on timely basis. The grand mean of all groups (1.90) confirm this. It was identified by the study that job requirement was not developed, identification of required man power gap in real quantitative term and required competency was not properly identified, realistic action plan to fill the gap was not developed, implemented and evaluated. All respondents grand mean (2.04, 1.97, 2.77, 2.22 and 2.11) respectively shows the realities of the above. Regarding the management philosophy grand mean of the three groups of respondent (2.33) shows as there is no clearly developed management philosophy. The results of this study had also show that the activities; reviewing job requirement, identifying training need assessment, implementing training programs, evaluating of training objectives achievement, and undertaking corrective measures were not carried out inconsistent with the objectives and developed policies.

The assignment criteria were not defined, the performance and potential assessment results were not considered for employee assignment and the assignment process did not consider the individual employee aspirations of growth. Grand mean (2.37, 1.82 and 2.10 respectively) confirmed the reality written above.

- As the study showed the measures undertaken to alleviate the major problems based on the respondents responses were: the foundation of planning practice were clearly established, the function of HR development also stated, to guess the manpower demand and supply qualitative approach was used, there was an attempt to analyze the internal capabilities of HRs, training policy and objectives were developed, give priority to fill the gap of man power based on judgmental methods.

## **5.2. Conclusions**

In this study, the researcher tried to look at practice and problems with evidence from MOD. Based on the findings the first remarkable conclusion that could be deduced is the practice of human resource planning, training and placement of MOD described as dysfunctional and reactive because the processes and procedures of HR planning were not developed and arranged in an integrated way so as to serve as input or conducive situation for HR planning.

The human resource management system could translate the goals of the organization into specific action through policy and procedures. But the management system of the institution has not developed appropriate management philosophy that can translate the institutional goals in the specific actions in consistent with the nature of the institution. On top of this, the organizational structure was not satisfactory on designing efficient and effective organizational design, job design and job structure.

Moreover, the approach and methods of forecasting analysis of demand and supply were not comprehensive and supported with quantitative statistical evidence, it only depended on subjective qualitative approach and limited to some forecasting analysis methods. As a result the organization is not in a position to predict the job requirement and staffing needs in advance.

Even though the training policies and objectives were established the training process was not undertaken with logically consistent way and endorsed with practical implementation of them. The employee assignment process and procedures were not strictly applied and it was tended only towards the attainment of organizational objectives on the expense of individual employee aspiration of growth which did not take in to consideration mutual interest of the two.

### **5.3. Recommendations**

On the bases of the findings obtained and conclusion reached at, the following suggestions are forwarded to improve the human resource planning, training and placement practice in general and to enhance its effective implementation in particular.

Without clearly stated intent of institution it would be difficult to determine the quantum of resource need to be allocated to realize the intent and alignment of strategies without providing directions and guiding from top may not consistently applied.

Therefore, in addition to the clearly stated mission, values, goals and strategies, the Ministry of Defense should define the types of management philosophy that relate with the nature of DHRM.

Efficient and effective allocation of resources and predict the future demand and supply of resource in advance is not possible without well designed organizational structure. It is recommended that sound job analysis, organizational structure, job design should be developed by the DHRM.

Human resource management proactively plays a great role in translating overall goals of institution in to action. But to do so the functions and strategies of HRM must align with the institutional missions and strategies. Therefore, the DHRM should develop functions and strategies that aligned with the institutional missions and strategies.

Analyzing the internal and external environment of HR enables the organizations to understand the internal capabilities of the institution and information's about the external provides the organization with opportunities to be maximized and threats need to be prevented in advance through developing strategies that create competitive advantage. Therefore, DHRM should establish holistic information system that enable the institution to secure relevant information on time and the approach and methods of forecasting analysis of demand and supply should be selected in its efficiency and effectiveness to generate necessary information to the institution.

Developing job requirement and conducting HR inventory and comparing against the job requirement helps to identify the actual required man power. But these functions were not carried

out properly. Therefore, the DHRM should establish occupational standard and conduct HR inventory before any attempting taken place to identify the man power gap in a subjective way is advisable.

Conducting training that backed through well designed training program and implemented as per the programme can contribute a great role in enhancing employee performance and productivity. But the actual execution of training program in the institution was poor. Therefore, the DHRM, is expected to improve such poor practice of staff training through deeply think and establish a sound training programmes and initiate due attention for its implementation as well as evaluating its impact at work places.

Obtaining employee through hiring or promoting to a particular job position could not guarantee employee productivity unless the competency of employee related to job requirement. And this matching of employee abilities to suitable job requirement can happen when the assignment of employees to a job position is carried out through clearly defined criteria and procedure that identifies the best. When we see the existing practice of the employee assignment practice of DHRM shows that there were not comprehensively designed job criteria and open opportunities to participate in the assignment process as well as the procedure of assigning employee was not fair. Therefore, the MOD should develop job requirement or criteria for each job position; establish transparent, fair and accountable way of employee assignment process and procedure, establish HRM System and DHRM should also practice as per developed requirement or criteria.

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## **Appendix**

**Addis Ababa University**

**School of Graduate Studies**

**Department of Educational Planning and Management**

### **Questionnaire to be Filled by Respondents**

#### **Dear Respondents**

This questionnaire is designed to collect data regarding the current practices on the Human Resource: Planning, Training and Placement Functions of the Defense HRM in the Ministry of National Defense of Ethiopia.

Your frank and sincere cooperation in providing relevant as well as timely responses to each stated item helps to meet the objectives of the study. Your response will be kept confidential.

Please note that:

- There is no need of writing your name and ID number.
- For your background information, put a thick (✓) mark.
- For the stated items, circle the number that matched with the degree you prefer.
- Please be brief in providing responses to the open ended questions

Thank you in advance for taking your valuable time to fully complete this questionnaire.

## Part I. Background Information

**Direction:** Please put a thick (✓) mark against your choice.

1.1. Sex,                      Male                       Female

1.2. Age                      19-30                       31-45   
   46-55                       > 55

1.3. Educational Level

< 8 grade

8-12 grade

Diploma

1<sup>st</sup> degree

2<sup>nd</sup> degree

3<sup>rd</sup> degree

1.4. Military rank

PVT

Non-commissioned officer

Junior officer

Senior officer

General officer

1.5. Civil servant status

Non-Managerial employee

Department head

Section head

Top management/chief executive leader

1.6. Work experience

< 5 years

5 - 10 years

> 10 years

1.7. Your Institute: Resource Management College

Joint Military College

Defense University College Head Office

## Part II. Rating Items

**Direction:** The following items/statements are related to issues of Human Resource Planning, Training, and Placement in your organization. The responses are provided in rating scale based on the keys given under:

**1 = Strongly Disagree (SD); 2 = Disagree (DA); 3 = Undecided (UD); 4 = Agree (A); 5 = Strongly disagree (SA)**

Please rate the issues written under each item by circle the number in the box that you prefer best describes the situation in your organization.

No	Items (Statements)	Rating				
		SD	DA	UD	A	SA
	<b>Question Items with Respect to Planning</b>					
1	There is a clearly stated mission in the institution.	1	2	3	4	5
2	The management philosophy is appropriately selected and suited with the nature or characteristics of the institution.	1	2	3	4	5
3	Cove values and operational values are articulated and assigned in each working units according their importance to the unit with in the institution.	1	2	3	4	5
4	There are well defined institutional goals with detailed and measurable objectives and expected outcomes in each working units.	1	2	3	4	5
5	Appropriate strategies are established for achieving those goals.	1	2	3	4	5
6	The organizational design logically grouped activities, delegated authority and responsibility and established working relationship and structured the institution that suited with the characteristics of institutions so as to enable both the institution and employee to realize their mutual objectives.	1	2	3	4	5
7	The job design arranged the content of a job relationship and what qualification are required to carry out these job as per their simplicity and complexity so as to integrate the organizational requirements with the needs of the individual employee.	1	2	3	4	5
8	The job structure of the institution clearly shows what tasks to be done, who is to do them, how the tasks are grouped, who reports to whom, and where decisions to be done as well as the numbers of job position and required competency for each position including job description, specification and employee specification.	1	2	3	4	5
9	The activities (programmes and projects) of each operative unities in the institution are aligned with the institutional mission	1	2	3	4	5
10	The human resource management functions are linked each other and tuned to the goals, objectives and strategies of the institution					
11	The objectives, strategies, policies and procedures of human resource with in the institution are integrated or consistent with the overall goals, objectives and strategies of the institution					
12	Analyzing internal capabilities of human resource are done before human resource planning is developed	1	2	3	4	5
13	Scanning external environment of human resource are done before human resource planning is developed	1	2	3	4	5
14	Comparison of job requirement and available current human resources is done by the organization to identify the gap of the required man power.	1	2	3	4	5
15	Job requirements are established to determine the required man power.	1	2	3	4	5
16	Follow-up of the implementation of the human resource action plan is done to keep on the right track as per determined.	1	2	3	4	5
17	Human resource planning is periodically evaluated based on its achievement per predetermined objectives	1	2	3	4	5

18	In case of low achievement, appropriate corrective adjustment actions are taken on time	1	2	3	4	5
19	Human resource demand forecasting practiced in your organization employs quantitative approach	1	2	3	4	5
20	Human resource demand forecasting practiced in your organization employs qualitative approach	1	2	3	4	5
21	Human resource supply forecasting analysis practiced in your organization is qualitative approach	1	2	3	4	5
22	Human resource supply forecasting analysis practiced in your organization is quantitative approach	1	2	3	4	5
23	Adequate, relevant and dependable information are available for comprehensive supply and demand forecast analysis	1	2	3	4	5
24	There is clear policy and procedure that guide how the human resource planning is to be developed.	1	2	3	4	5
25	The responsibility and authority of strategic human resource planning is clearly defined	1	2	3	4	5
26	There is training policy and procedure in the institution.	1	2	3	4	5
27	Staff Training need assessment is first identified before carrying out the training programme	1	2	3	4	5
28	The reviewing of organization's HR requirement is often done					
29	The staff development programme in your organization helps to narrow down the identified gap between employee knowledge and skill, and what the job demand for	1	2	3	4	5
30	The training objectives are clearly stated	1	2	3	4	5
31	The training is implemented as predetermined training programme	1	2	3	4	5
32	Training evaluation and follow up is conducted to ensure whether the objectives of training is achieved or not	1	2	3	4	5
33	The assignment of employee is aimed to attain organizational objectives	1	2	3	4	5
34	The assignment of employee is aimed to attain to satisfy employee aspirations of growth	1	2	3	4	5
35	The criteria and procedures of job assignment is adequate in matching the employee potential/ capability with the job requirement	1	2	3	4	5
36	The assignment of employee to a particular job is conducted based on performance result, and potential assessment results	1	2	3	4	5

### Part III. Choice Question Items

**Direction:** Please put the choices for each question in order, based on their frequency of utilization starting from the least to the most exercised one in your organization.

32. What type of demand forecasting analysis method is practiced?

Variable	Frequency of Utilization				
	Not Used	Rarely Used	Modestly Used	Commonly Used	Mostly Used
Work study techniques					
statistical techniques					
Managerial respective judgment					

33. What type of supply forecasting analysis method is always employed?

Variable	Frequency of Utilization				
	Not Used	Rarely Used	Modestly Used	Commonly Used	Mostly Used
Existing inventory analysis of supply					
Source analysis of supply					

34. What types of training programme is practiced in your college training center and department?

Variable	Frequency of Utilization				
	Not Used	Rarely Used	Modestly Used	Commonly Used	Mostly Used
On-job training					
Off-job Training					
Both of the above programme					

## Part IV. Open-ended Items

**Direction:** Considering all aspects of your organization with respect to human resource: planning, training and placement, please describe some specific actions you think the organizations should consider in its continuing efforts to improve the performance by responding to the following questions.

**35.** List the major strengths of the institution regarding Planning, Training and Placement; please list them in order of importance.

**a. Planning**

1. -----
2. -----
3. -----
4. -----
5. -----

**b. Training**

1. -----
2. -----
3. -----
4. -----
5. -----

**c. Placement**

1. -----
2. -----
3. -----
4. -----
5. -----

36. List the major weaknesses of the institution regarding Planning, Training and Placement; please list them in order of importance.

**a. Planning**

1. -----
2. -----
3. -----
4. -----
5. -----

**b. Training:**

1. -----
2. -----
3. -----
4. -----
5. -----

**c. Placement**

1. -----
2. -----
3. -----
4. -----
5. -----

37. What are your suggestions for improving the effectiveness of planning, training and placement at your organization?

**a. Planning**

1. -----
2. -----
3. -----
4. -----
5. -----

**b. Training:**

1. -----
2. -----
3. -----
4. -----
5. -----

**c. Placement**

1. -----
2. -----
3. -----
4. -----
5. -----