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**ADDIS ABABA UNIVERSITY**

**College of Education and Behavioral Studies**

**ASSESSMENT ON EMPLOYEE TRAINING AND DEVELOPMENT PRACTICES AND  
CHALLENGES: IN THE CASE OF ADDIS ABABA WATER AND SEWERAGE  
AUTHORITY**

**A Thesis Submitted to the Graduate School in Partial Fulfillment of the Requirement for the  
Award of Master of Art in Educational leadership and management**

**By: Merkebu Alemayehu**

**June, 2020  
Addis Ababa, Ethiopia**

## DECLARATION

I declare that the project entitled “Assessment on employee training and development practices and challenges: in the case of Addis Ababa water and sewerage authority.” Is my original work and has not been presented in Addis Ababa university or any other university and that all sources of materials used for the project have been duly acknowledged.

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**ADDIS ABAB UNIVERSITY SCHOOL OF GRAGUATE STUDIES  
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

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MASTER OF EDUCATIONAL LEADERSHIP AND MANAGEMENT PROGRAM**

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## **List of Acronyms**

AAWSA- Addis Ababa water and sewerage authority

HRD: Human resource development

HR- Human resource

OJT-On-Job-Training

T&D-Training and Development

TNA-Training Need Assessment

SPSS- Statistical Package for Social Science

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## **Abstract**

*The main purpose of the study was to assess the practice and challenges of training and development in the case of Addis Ababa water and sewerage authority. This study used a descriptive type of research and questionnaire, interviews and document review as instrument of data collection. Stratified random sampling and purposive sampling methods was used to select samples from the target population of AAWSA staff. The study employed quantitative survey research design to gather data from a total of 215 employees of the Addis Ababa water and sewerage authority at head office. Semi structured interview was also scheduled to gather the qualitative information from the coordinators and trainers of training and development unit of the authority. in order to ass the existing training and development practice and challenges of Addis Ababa water and sewerage authority, the study emphasized in the training and development strategic plan, training and development design and implementation method, schedule of training and development, evaluation of training and development and challenges of training and development. And all of them were checked individually on the analysis. After the required data are collected descriptive (i.e. frequency, percentage and mean) analysis were used to analyze the data using SPSS version24. The major findings were the authority has no defined training and development strategic plan with measureable objectives. The practice of training and development is not conducted based on strategic plan and not aligned with its overall strategic plan of the authority and also training and development plan is not well communicated to all employees. Training and development programs are not designed to compatible with the actual job to be performed and the delivery method is not convenient to acquire the necessary knowledge and skills, not transfer back to their job.. And also the training materials are not complete and appropriate to the levels of trainees. Training and development are not given at the right time and materials not available on time. And also Training and development programs are not evaluated properly. Thus, in light of the above problems the following recommendations were forwarded. As it is known that in any attempt of the authority to achieve its objectives, planning is believed to be essential. Therefore, it is suggested that AAWSA should appropriate employee training strategic plan and program with respect to its overall strategic plan and goals. The authority training and development should be well communicated to all employees and training and development should be designed compatible with the actual job to be performed. Training and development programs of the authority should able to improve skills, knowledge and attitude of employees which can increase performance on the job. The authority training and development programs should be given at the right time with appropriate materials. Evaluation of training and development outcomes should be conducted properly and included into their operational planning to alleviate problem of employees training and development practices.*

**Key words:** *Training, Development, Employee, Authority, Addis Ababa water and sewerage authority*

# CHAPTER ONE

## INTRODUCTION

### 1. Introduction

This chapter presents the introduction part includes background of the study, background of the organization, statements of the problem, basic question of the research, objectives of the study significance of the study, limitation of the study and definition of key terms.

### 1.1 Background of the Study

The business environment in the twenty-first century is very challenging and hard competition. Organizations are giving high consideration to resources in order to create competitive advantage against competitors. Organizational resources are divided in two parts namely tangible and intangible resources. Human resource are among the intangible resource since they are less visible and more difficult for competitors to understand, purchase, imitate, or substitute for competitors and the only source of sustainable competitive advantage (Harris,2008). Beattie (2002) claimed that people are the basic source of differentiation and sustainable competitive advantage to business institutions.

According to Haslinda (2009), human resource is organizations greatest assets because without it, everyday activities such as managing public service, communication and dealing with customers could not be completed. The shows that the employees and the potential they possess are key drivers of the organizations success. Moreover, Kebede and Sambasivam (2013), in their findings indicated that organizational change impacts not only the organization's activities but also employee's knowledge and competencies.

The researcher believes that, if success is defined as helping the organization achieve its mission, vision, strategy, and goals, human resources role is crucial.

Even though the training and development of individuals is important, developing collective organizational 'people capabilities' that are hard for competitors to copy and so can be a source of competitive advantage is the focal point of strategic Human Resource Management. It should be considered along with education policies and systems which are crucial to the development of human resources.

Employees are the most valuable asset of every company as they can make or break a company's reputation and can adversely affect profitability. Employees often are responsible for the great

bulk of necessary work to be done as well as customer satisfaction and the quality of products and events. Without proper training and development, employees both new and current do not receive the information and develop the skill sets necessary for accomplishing their tasks at their maximum potential. Employees who undergo proper training and development tend to keep their jobs longer than those who do not (Aguinis & Kraiger, 2009).

The researcher believes that trained employees are always better able to handle machines and materials there by reducing chances of wastage and moreover, training is quite useful for the employees too, who can help promotions faster on the basis of their increased efficiency due to training. Thus the employee morale can be boosted too. Training and development guide is oriented chiefly around what's good for people, rather than chiefly what's profitable for organizations. The reason for this is that in terms of training, and development, what's good for people is good for the organization in which they work-what's good for people's development is good for organizational performance, quality, customer satisfaction, effective management and control, and therefore profits too.

Training and development play an important role in the effectiveness of the organizations and to the experiences of people in work.

Understanding the phenomenon of employee training and development requires understanding of all the changes that take place as a result of learning. As the generator of new knowledge, employee training and development is placed within a broader strategic context of human resources management, i.e global organizational management, as a planned staff education and development, both individual and group, with the goal to benefit both the organization and employees. Thus, the continuous employee training and deployment has a significant role in the development of individual and organizational performance. The strategic procedure of employee training and development needs to encourage creativity, ensure infectiveness and shape the entire organization with uniqueness and differentiates it from the others.

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

The only way for present day organizations to survive is the imperative to innovate or perish. Since this depends on the knowledge the organization possesses, this imperative could be read as learn faster than competition. The logical sequence is knowledge creation – innovation – competitive

advantage. If knowledge is good, is it not true that the more knowledge we have the better we are? Many organizations which consider knowledge as a good thing are trapped in to the pitfall of gathering as much knowledge as possible. Knowledge that is not necessary is exactly what it is unnecessary. And the efforts to obtain it are wasted efforts. The only important knowledge is the knowledge with strategic importance to the organization, knowledge that helps to increase the value of the organization, knowledge with significance to the strategy of the organization. It is not about knowledge for the sake of knowledge according to needs, applicable knowledge, knowledge to create innovation and competitive advantage (Novi Sad, 2006).

The researcher argues that, if there is a systematic training and development for the employees the organization will harvest its profit from the market and remain competitive in the job market. The survival of the organization requires development throughout the ranks in order to survive, while training makes the organization more effective and efficient in its day-to-day operations.

Obtaining knowledge, learning, education, all could have a real effect on the quality of labor only if they are harmonized with the needs of a particular organization, its goals and the goals of its employees. The further choice of educational contents and educational methods, and the efficiency of educational effectiveness control depend on clearly defined educational goals and needs, answers to the questions of which knowledge is necessary to realize the strategy and the survival of the organization in general, which employees need to possess this knowledge and will this knowledge solve certain problems. Employee training and development does not imply only obtaining new knowledge, abilities and skills, but also the possibility to promote entrepreneurship, introduce employees to change, encourage the changes of their attitude, introduce the employees to important business decisions and involve them actively in the process of decision making (Novi Sad, 2006).

Successful organizations and managers realize the importance of human resources, because of trained human resource is key to maintaining a competitive advantage (Schonewille, 2001).

The researcher believes that, management training may mirror that of employees training; employee attitude training is only effective when management is functional with the program. If management is the root of the issue regarding to training and development, the organization attain the expected result. So to meet current and future business demands, training and development process has assumed its strategic role.

managers need to do the hard work of engaging and working with direct reports, setting training objectives, securing the resources needed to provide the training and development opportunities for

their employees and then helping employees see the value of both incremental and step function improvements in their abilities.

## **1.2 Background of the organization**

Addis Ababa Water and Sewerage Authority (AAWSA) were established as an autonomous body for the first time under proclamation No.68/1963. It has since been re – organized in 1995 and 2003.

The authority has a vision of making Addis Ababa city as *‘one of the first five African cities that have high quality in provision of pure water and modern sewerage service by the year of 2020’*. The organization also has established having a mission of supplying pure water to the city residents that balances with the fast growth of Addis Ababa city and modern sewerage service in a suitable way by utilizing resources of water, spreading out of modern sewerage system and working by coordinating with stakeholders.

It is chartered public authority headed by city administration council board of management, and has eight branches and project office in the city. The Authority currently has over 480,000 customers within the city and produces 608,000 cubic meters daily from the surface and ground water source. (AAWSA, 2020)

AAWSA is led by a general manager who is responsible to the board of directors. Under the general manager there are four deputy general managers leading the water, sewerage, customer service and resource units and also project office has been organized under the authority which focuses on developing new water and sewerage infrastructures and other works of development, led by the project manager.

The processes were categorized into support and core process. Support process constitutes departments like procurement, finance, human resource, general service and property administration, planning and monitoring unit and etc. while the core process constitute the engineering or technique department. Besides, such departments (the training center under investigation) named Addis Ababa Water Sewerage Authority training center has been organized under the authority which provides quality, cost-effective training designed to increase individual and organizational productivity and enrichment. Provide development opportunities that enhance knowledge, develop skills and enrich the organization.

From this understanding research wants to conduct research up on employee training and development practices and challenges in the case of Addis Ababa Water and Sewerage Authority in order to understand and identify the existing practices and problems in identifying training and development objectives, training and development needs assessments, training and development implementation and also evaluating training and development needs and suggest possible solutions for the existing problems.

### **1.3 Statements of the problem**

Organization effectiveness depends on the ability to acquire effective and efficient use of the existing employees and this can be achieved through appropriate training and development programs (Steen, Noe, et al, 2009). In achieving these goals, problems usually happen in training and development sectors. The pilot case undertaken in the training and development center of Addis Ababa Water Sewerage Authority should some of the problems that recurrently happen in training and development practices. These problems includes: Training and development is not conducting based on strategic plan and programs as a result, trainings and developments are offered to employees irrationally without considering the knowledge gap. Training and development is not conducted based on need assessment as a means of filling a service gap. In addition, the criteria for selection of trainees is not well communicated based on designed plans, objectives and roles, training and development is not gives at the right time. As a result it is discouraging the rest of employees and the evaluation of training and development is not satisfactorily practiced by the concerned bodies of the authority.

Bitew (2016) found out that the organization has no defined training and development policy and the practices of training and development are not conducted based on policy. Training need assessment was found not made properly. The organization has no realistic training and development objectives and roles. The organization training and development plan are not well communicated to all employees. Training and development programs are not evaluated and designed compatible with the actual job to be performed and do not able to improve skills, knowledge and attitude of employees which can increase performance on the job. Some of the local studies have the following finding. Anasimos (2016) shows that there is no statistically significant difference and there is also a gap between the ideal training and development practice and the actual practices employed by the banks studied.

The focus of the above studies are the effectiveness of training and development in various organizations. But this study emphasis on practice and challenges of training and development in The researcher argues that, a well-trained employee usually shows greater productivity and higher quality of work than an untrained employee. Training increases the skills of employees in the performance of a particular job. An increase in the skills usually helps to increase both quantity and quality of output. In order to ensure that organization’s employees are armed with the right kind of skills, knowledge and abilities to perform their assigned tasks, training and development plays its crucial role towards the growth and success of its business.by choosing the right type of training, the organization ensure that the employees possess the right skills for its business success. Thus, Addis Ababa water and sewerage authority (AAWSA) organized and launches its Learning and development center as a critical step towards the achievement of its own organizational goals. So, for the implementation of its strategy, suggesting possible solutions for those existing problems based on critical analysis is essential. Therefore this research explored employee training and development practices & challenges of Addis Ababa water and sewerage authority.

## **1.4 Research questions**

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

- i. How does training and development practices of Addis Ababa water sewerage authority have been conducted based on strategic plan?
- ii. How does training and development practices are being designed and implemented in Addis Ababa water sewerage authority?
- iii. Does Addis Ababa water and sewerage authority (AAWSA) gives training at the right time?
- iv. How does AAWSA conduct the effectiveness of training and development program evaluation?
- v. What are the challenges of Addis Ababa water and sewerage authority training and development practices?

## **1.5 Objectives of the study**

### **1.5.1 General objectives of the study**

The general objective of this study is to examine the training and development practices and challenges of Addis Ababa water sewerage authority

### **1.5.2 Specific objective of the study**

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

- i. To find out that training and development practice of Addis Ababa water and sewerage authority are conducted based on strategic plan and programs.
- ii. To examine how training and development plans and objectives are designed and implemented in Addis Ababa water and sewerage authority.
- iii. To assess whether training and development are provided to employees timely.
- iv. To examine how training and development evaluation is conducted in Addis Ababa water sewerage authority.
- v. To assess major challenges of the training and development practices and suggest possible recommendation in Addis Ababa water and sewerage authority

### **1.6 Significance of the research**

This study is being very great essential for:

Ababa water and sewerage authority by showing the gaps of training and development practices in line with the theoretical aspects and by suggesting possible solutions for the existing problems.

And also National sector by identifying and providing best practices of Addis Ababa water sewerage authority training and development system.

Specifically, this research paper is highly vital for Leaders of Addis Ababa water and sewerage authority for their decision making, workers and trainers as a means of address and solving problem at hand. On the other hand, different researchers of the Addis Ababa water and sewerage authority as being reference for further research and study.

Trainees and students are beneficiary in this research by extending the scope of their knowledge about the training and development service which is given to them.

It helps for the improvement of training development of the authority by giving suggestions and ideas for the training and development department of AAWSA (training institute).

Researchers and students of different University it is used as reference for conducting further research and to extend the scope of their knowledge respectively.

## 1.7 Definition of key terms and concept

The following definition of terms used in this study are adapted from related literatures and modified to suit the study.

**Assessment:** in this study an assessment refers to the process of gathering and identifying information about practices of employees training and development in Addis Ababa water sewerage authority.

**Employees** – refer to workers employed by the Addis Ababa water sewerage Authority.

**Organization** – refers to the Addis Ababa water and sewerage Authority.

**Training:** is defined as a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. It is the application of formal processes to important knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. ( Armstrong, 2009).

**Development:** is an unfolding process that enables people to progress from a present state of understanding and capability to future state in which higher-level skills, knowledge and competencies are required. It takes the form of learning activities that prepare people to exercise wider or increased responsibilities. It does not concentrate on improving performance in the present job. It is focus on up grading employee's ability and attitude for the future career and organization (McNamara, 2008).

**Training and Development:** is any attempt to improve current or future employee performance by increasing an employee's ability to perform through learning, usually by changing the employee's attitude or increasing his/her skills and knowledge.

**Training Need Assessment (TNA):** is the process of evaluating the organization, individual employees, and an employee tasks to determine what kinds of training, if any, are necessary. (Noe, HollenBeck, Gerhart,& wright, 2008)

**Training Evaluation:** is a way to evaluate the effectiveness of a training program based on cognitive, skill – based, affective and result outcomes (Noe, HollenBeck, Gerhart,& wright, 2008).

**Training Delivery (implementation):** is a multitude of methods of training that is used to train employees. (Decenzo & Robbins, 2010).

**Challenges:** For this study challenges are obstacles or problems that hinder effectiveness of employee training and development practices in Addis Ababa water sewerage Authority.

**Authority:** Addis Ababa water and sewerage authority.

## **1.8 Limitation of the study**

Even if the problems of training and development service is in the whole eight branches, conducting research in all eight branches , while, constraints of time, research budget, and logistical problems are considerable limitations on the scope, coverage, sampling size of the research. As a result, the researcher would like to conduct on employees training and development practices and challenges in AAWSA at the head office.

On the other hand, pandemic disease corona (COVID19) is a main constraints to gather and collect data when the researcher conducting the study.

## **CHAPTER TWO**

### **2. LITRATURE REVIEW**

This chapter presents concepts, strategies, objectives and goals, need assessment, design & implementation, on time training and evaluation systems, challenges and conceptual frame work in training and development practices.

#### **2.1 Concepts of Training and Development**

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

Training and development activity has to be properly planned and the first priority for anyone designing training programs is to figure out how the proposed training enhances an organizations ability to deliver quality and thereby stay in business.

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

Employee training and development does not imply only obtaining new knowledge, abilities and skills, but also the possibility to promote entrepreneurship, introduce employees to changes, encourage the changes of their attitude, introduce the employees to important business decisions and involve them actively in the process of decision making. To exactly define expectations and attract skilled workforce, more and more employment advertisements offer a certain number of annual hours or days for education. The most wanted resource is the people with particular knowledge, skills and abilities (Novi Sad, 2006).

## **2.2 Training & Development Strategies**

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

The researcher agrees that training and development must align with an organization over all strategies and priorities.

I would argue to keep personal development plans in the forefront rather than last because personal matters like personal development plans tend to get lost given short shrift in favor of the bottom line. People are an invaluable resource – more important than most managers and leaders seem to know when it comes to helping the company get behind productivity. Don't forget, these are the same people who may be on the ground floor hearing what you are not. Ignore them or treat them like dogs and they may bark and bite instead of being your best friend. It is argued that training and development planning, coordination of policy-making, regulation, monitoring and information are also strategically important to the well-functioning of HRD.

## **2.3 Training and development Programs, Objectives and goals**

### **2.3.1 Training and development Program**

This program was developed for employee in order to line up their skills with changing jobs and also ensured that program was adding value for the growth of their organization. From a company

perspective, training of company employees is essential for organizational operation and organizational advancement. From an employee perspective, these same factors are both crucial and critical for skill development and for career advancement (Acton and Golden, 2003). All over the world different companies are providing different programs for the advancement and skill improvement of their employees which are based on same logic (Callahan 2000).

The researcher believes that, effective training and development programs help employees to cope up with changes, think out of the box, survive in the competition and contribute effectively to the success of organization. Identifying and developing a planning process not only the employee but also can assist the managers in supporting employees in gaining new skills, adding value, and motivating employee.

One of business leaders' biggest concerns is how effective training and development programs will be. Fortunately, thoughtful planning can make your training program as successful and beneficial employees as possible.

#### **2.3.1.1 Components of Training and Development Program**

There are so many firms that plans, organizes and structures its training affects for the way how employees experience on the training, which in turn influences the effectiveness of training?

In addition to this effective training requires the use of a systematic training process. (Mathis & Jackson, 2011).

The researcher argues that, have a road map of your plans ready before you put the same into action. A complete plan that includes learning and instructional methods, content matter, content flow, measurement of effectiveness and other such aspects.

Hence, there are different models that show the steps in the training process, though the contents are more or less the same. As kulkarinstated that (Kulkarin, 2013) training process involves four stages, these are: Training needs Assessment, Designing the training programs, ,Implementation of the training program and Evaluation of the training program.

#### **2.3.2 Objective and Goals of Training and Development**

Training is short – term while development is long – term for the main reason that development is achieved after a series of training and learning as well as education has taken place. In a short sentence, it could be said that “training leads to development”. Training aims at improving the current work skills, attitude and behavior, while development effort is directed towards various

forms of learning activities that nurtures individual to exercise a broader or increase future responsibility (Armstrong, 2009:674).

The primary aim of training is to help the organization achieve its purpose by adding value to its key resource the people it employs, depends on different factors, the nature of the organization, the desire and current level of skill has a great contribution to make difficult to generalization. According to Tejinder Sharma, (2005) training has the following jobs.

1. Increase the knowledge of workers in doing specific jobs
2. Systematically impart new skills to the human resources so that they learn quickly.
3. Bring about change in the attitudes of the workers towards fellow workers, supervisor and the organization.
4. Improve the overall performance of the organization.
5. Make the employees handle materials, machines and equipment efficiently and thus to check wastage of time and resources.
6. Reduce the number of accidents by providing safety training to employees.

Prepare employees for higher jobs by developing advanced skills in them. (Tejinder Sharma, 2005).

The researcher believes that, training and development objectives specify the new knowledge, skills and abilities that a learner should accomplish from undertaking a training practice. Achievement of all of the training and development objectives should result in accomplishing all of the overall training goals of the training and development practice. And the types of training and development goals identified will depend on the personal and organizational objectives identified through the strategic planning process and the agreed appraisal procedure.

## **2.4 Training and Development Needs assessment**

Training needs assessment is recognized as the first step in any Human Resource Development intervention (Leigh, et al., 2000).

The researcher believes that, it is beneficial to perform TNA periodically to determine the training needs of organization, employees' knowledge and skills, and also training program effectiveness. And managers are expected to discuss training and development needs with each of their staff at least annually as part of the performance review and planning process.

Training needs assessment is the method of determining if a training need exists and, if it does what training is required to fill the gap. TNA seeks to identify accurately the levels of the present situation in the target surveys, interview, observation, secondary data and/or workshop. The gap between the present status and desired status may indicate problems that in turn can be translated into a training need.

Training needs analysis identifies training needs at employee, departmental or organizational level in order to help the organization to perform effectively. The aim of training needs analysis is to ensure that, Training addresses existing problems, is tailored to organizational objectives, and is delivered in an effective and cost – efficient manner (Chai et al, 2008). Need Assessment is defined as an investigation, undertaken to determine the nature of performance problems in order to establish the underlying causes and the way in training can address this (Erasmus et al, 2000).

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

The researcher argues that, it's hard to reject that a training needs assessment requires a bit of extra effort. more importantly, it save time and resources by ensuring that the right training is delivered to the right people in the right way, and for the best results.

#### **2.4.1 Levels of Training and Development Needs assessment**

A training needs analysis is a systematic process by which training needs are investigated and consolidated to provide the basis for the training program. (Itika, 2011)

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

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

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

and the knowledge of relevant products or services.

**Individual (personal):** needs relate to the needs of the individual job holders. For example, a manager may wish to learn keyboard skills in order to be more effective in his or her job, even if this is not a prerequisite for the job. This will also include interpersonal skills development. Person analysis involves (Noe, et al., 2008)

1. Determining whether performance deficiencies result from a lack of knowledge, skill or ability (a training issue) or from a motivational or design problem
2. Identify who needs training
3. Determining employees' readiness for training

The researcher argues that, these three interlinked TNA levels can help the organization to take the step toward designing effective training solutions. Also, conducting this analysis at different levels helps the organization plan for the design and development of training programs throughout the year. And the organization can be assured that the training programs will be designed to meet organizational, team and individual goals. Therefore, the dominant framework for identifying organization's HRD is needs assessment focusing on organizational analysis, task analysis and personal analysis.

## **2.5 Design Training and Development Programs**

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

The researcher believes that, Training and development should not be designed just for the sake of it. Find out whether your employees really need any kind of training or it is being conducted just as a mere formality?

Training design process refers to a systematic approach for development training programs. Training design process should be systematic yet flexible enough to adapt to business needs (Noe, Hollen Beck, Gerhart & Wright, 2008). Whether job-specific or broader in nature, training and development must be designed to address the specific objective. Training objective are set to close the gap. The success of training should be measured in terms of the objectives set. Useful objectives

are measurable. This objective serves as a check on internalization, or whether the person really learned. Objectives for training can be set in any area by using one of the following four dimensions: such as Quantity, Quality, Timeliness, and Cost savings as a result of training (Sishan Solomon, 2014) Effective training and development design considers the learner characteristics, instructional strategies, and how best to get the training from class to the job (training transfer) in order to produce learning. (Mathis & Jackson, 2011).

### **2.5.1 Training and Development Roles and Objectives**

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

The researcher argues that, using training objectives as guide, trainers must determine what content to include in the curriculum, how detailed the content should be and how it is to be presented.

Objectives of training are what employees would achieve and gain after undergoing the training program without identifying objectives and without knowing what the trainees would achieve by the time they come back from the training program they will be able to achieve certain things.

### **2.5.2 Training and Development Techniques and Methods**

There are many methods of training employees in organization. The range of training methods used has been expanded by the application of technology in its “hard” (for example through computing technology) and “soft” (for example through instructional design) approaches (Sadler-smith et al, 2000).

The researcher believes that, many methods of training are available; each has certain advantages and disadvantages. With so many choices out there, it can be identify to determine which methods to use and when to use them with respect to the most effective training techniques that available to help the organization and qualify employees to better do to their jobs.

Training of employees is intended to increase expertise of trainees in particular areas. When thinking about training methods(s) to use, it is useful to consider current level of expertise that trainees possess (Sims, 1996). Once you have decided to train employees and have identified training needs and goals, you have to design training program (Dessler, 2005). The Training methods can be generally be categorized as either on the job or off the job. So these different training methods are suitable for different categories of people in the organization. There can be

several categories of personnel in an organization, e.g. managerial and non-managerial, technical, administrative, skilled, unskilled, senior, junior etc. each organization has to choose the methods and techniques of training and development which are relevant for its training needs. So the researcher argues that, depending to the situation, the organization should use several different approaches of training and development methods.

#### **2.5.2.1 on the job Training method**

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

On- the- job coaching is one way to facilitate employee skills training. On – the – job coaching refers to an approved person training an employee on the skills necessary to complete tasks. A manager or someone with experience shows the employee how to perform the actual job. The selection of an on – the – job coach can be done in a variety of ways, but usually the coach is selected based on personality, skills, and knowledge. This type of skills training is normally facilitated in – house. The disadvantage of this training revolves around the person delivering the training. If he or she is not a good communicator, the training may not work. Likewise, if this person has “other things to do”, he or she may not spend as much time required training the person and providing guidance. In this situation, training can frustrate the new employee and may result in turnover.

Under these methods new or inexperienced employees learn through observing peers or managers performing the job and trying to imitate behavior. These methods do not cost much and are less disruptive as employees are always on the job, training is given on the same machines and experience would be on already approved standards, and above all the trainee is learning while earning (Raheja, 2015).

The researcher believes that, on the job training method is very important since real learning takes place only when one practices what they have learned and it becomes fruitful only when theory is

combined with practice. And OJT can be useful for training newly hired employees, upgrading experienced employees' skills when new technology is introduced, cross-training employees within a department or work unit, and orienting transferred or promoted employees to their new jobs

Some of the commonly used methods are):

**Coaching** – an experienced worker or the trainee's supervisor trains the employee. This may involve simply acquiring skills by observing the supervisor or having the supervisor or job expert show the new employee the ropes, step – by – step (Dessler & Varkkey, 2010). Every employee, from the clerk to CEO, gets on –the – job training when he or she joins a firm.

In this type of training, the trainee is placed under a particular supervisor who functions as a coach in training the individual. The supervisor provides feedback to the trainee on his performance and offers him some suggestions for improvement. Often the trainee shares some of the duties and responsibilities of the coach and relieves him of his burden. A limitation of this method of training is that the trainee may not have the freedom or opportunity to express his own ideas.

**Mentoring** – the focus in this training is on the development of attitude. It is used for managerial employees. Mentoring is always done by a senior inside person. It is also one - to - one interaction, like coaching (Raheja, 2015).

Mentoring is mutually beneficial training technique in which a more senior staff member provides support and guidance to new staff member. In addition to technical training and support, mentors also tend to provide emotional advice and support to new recruits. This is important for on boarding as it helps to effectively develop bonds between staff of varying departments, fostering cohesion throughout the business. A strong mentoring program has the capacity to build an organization that feels truly supported professionally and connected personally.

**Job rotation** – in which an employee moves from Job to job at planned to broaden their understanding of all parts of the business and to test their abilities (Dessler&Varkkey, 2010).

This type of training involves the movement of the trainee from one job to another. The trainee receives job knowledge and gain experience from his supervisor or trainer in each of the different job assignments. Though this method of training is common in training managers for general management positions, trainees can also be rotated from job to job in workshop jobs. This method gives an opportunity to the trainee to understand the problems of employees on other jobs and respect them.

**Apprenticeship** –is a process by which people become skilled workers, usually through a combination of formal learning and long term on the job training (Dessler&Varkkey, 2010).

Apprenticeships isa formalized method of training curriculum program that combines classroom education with on – the – job work under close supervision. The training curriculum is planned in advanced and conducted in careful steps from day to day. Most trade apprenticeship programs have duration of three to four years before an apprentice is considered completely accomplished in that trade or profession. This method is appropriate for training in crafts, trades and technical areas, especially when proficiency in a job is the result of a relatively long training or apprenticeship period, e.g., job of a craftsman, a machinist, a printer, a tool maker, a pattern designer, a mechanic, etc.

**Internship** - are opportunities for students in higher education to utilize their instruction and training in a chosen profession as part of their education. Internships vary from very unstructured to highly structured and may include college credit (Decenzo& Robbins, 2010).

Internship is one of the on – the – job training methods. Individuals entering industry in skilled trades like machinist, electrician and laboratory technician are provided with thorough instruction though theoretical and practical aspects.

### **2.5.2.2 Off- Job Training Methods**

Off the job training methods are those in which training is provided away from the actual working conduction. It is generally used in case of new employees. Instances off the job training method are workshops, seminars, conferences, etc. Such method is costly and is effective if and only if large number of employees have to be trained within a short time period (Noe, Hollen Beck, Gerhart, & wright, 2008).

The researcher argues that, in the off-job-training, the trainee undergoes for a specific period and it is announced skill and knowledge for doing a specific job. Since the trainee is away from job, he/she is free of tension while learning. These can be course work at training institute or training establishments like that of the Ethiopian management institute which have been especially armed and staffed for both managerial and vocational training. On the other hand, regions that want to develop the skills of their accountants, lawyers and others are sent to Ethiopian Civil Service College for short-term off-job training. With a view to increase the capacities of their leaders, organizations send them to colleges or universities or get them enrolled in seminars, workshops,

conferences and other programs conducted by training institutions. There are different types of off-the-job training methods. Some of the commonly used methods are:-

**Lectures and Conferences** – are the traditional and direct method of instruction. Every training Program starts with lecture and conference. It's a verbal presentation for a large audience.

However, the lectures have to be motivating and creating interest among trainees. The speaker must have considerable depth in the subject. In the colleges and universities, lectures and seminars are the most common methods used for training (Raheja, 2015).

This is also called as classroom training wherein the employees are given lectures about the job requirements and the necessary skills required for implementing the job.

There is generally a classroom or a workshop wherein the complete job knowledge is given to the workers by the experts or specialists from the professional institutes. The main purpose of this training is to make the employees well informed about their job roles and discussing their queries arising out of the lectures.

**Simulated training (vestibule training)** – is a method in which trainees learn on the actual or simulated equipment they will use on the job, but are actually trained off the job. It is necessary when it's too costly or dangerous to train employees' on the job (Dessler&Varkkey, 2010).

Under this training the trainee is required to learn the operations of machines and equipment, which are reasonable designed to look similar to those installed at the actual work floor.

This is one of the most common method of training wherein the worker learns to operate tools and machinery that look alike to those, they would be using in the actual work environment.

**Multimedia Learning** -can demonstrate technical skills not easily presented by other training methods. This may include videos and DVDs that may be offered online (Decenzo& Robbins, 2010).

By this method, it is strongly believed that the company's necessities can be easily broken down and could be assimilated in an easy and thorough manner. The audiovisual materials can be given to the employees as a part of the package that they can also practice themselves by training at home.

**The case study method** – presents a trainee with a written description of an organizational problem.

The person then analyzes the case, diagnoses the problem, and presents his or her findings and solutions in a discussion with other trainees (Dessler & Varkkey, 2010).

Under this method, the trainees are given the situation or a problem in the form of a case study, and are required to solve it as per their learning from the training program.

**Role playing** - is to creating a realistic situation and then have the trainees assume the parts (roles) of specific person in that situation (Dessler & Varkkey, 2010).

This type of training is essential in case of customer services. Under this, the trainees assume roles and enact as per the given situations. It is also called as *socio – drama or psycho – drama*, where in the employees act as if, they are facing the situation and have to solve it spontaneously without any guidance.

**Behavior modeling** – involves showing trainees the right (model) way of doing something, letting trainees practice the way, and then giving feedback on the trainees' performance. Behavioral modeling is one of the most widely used, well researched and highly regarded psychologically based training interventions (Dessler & Varkkey, 2010).

Behavior modeling uses the tendency for people to observe others learn to do something new. This technique is most frequently used in combination with some other techniques. The modeled behavior is typically videotaped and then watched by the trainees.

**Transactional Analysis** – It provides trainees with a realistic and useful method for analyzing and understanding the behavior of others. In every social interaction, there is motivation provided by one person and a reaction to that motivation given by another person.

This motivation reaction relationship between two persons is known as a transaction (Raheja, 2015). Transactional analysis can be done by the ego (system of feelings accompanied by a related set of behaviors states of an individual)

## **2.6 Implementing of Training and Development**

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

In delivering the training contents the responsibility of implementing the program largely depends upon the trainer. The trainer should make sure that the training environment is free from physical destructor like noise and there should be conducive ventilation, temperature, and good lighting to

deliver the training program. The trainer has to prepare the trainees by putting them at ease. It is important to find what the trainees already know and to stimulate their interests. This is followed by careful presentation of the training content by stressing on key points.

Regardless of the type of training done, a number of approaches and methods can be used to deliver it and whatever the approach used, a variety of considerations must be balanced when selecting delivery methods like, nature of training, subject matter, training resources, geographical locations, time number of trainees etc. to be the method effective (Robert et al 2009).

The researcher believes that, the training and development program should be according to the program design. Qualified trainers who have the abilities to deal with different people and situations are necessary for successful implementation process. Implementation program involves: deciding the location and organizing the training and other facilities, schedule the training program, delivering the program and monitoring the progress of the training and development program.

## **2.7 On time training**

Just-in-time training is a training that is closely linked to the immediate and relevant needs of people by its association with immediate or imminent work activities. It is delivered as close as possible to the time when the activity is taking place. The training will be based on an identification of the latest requirements, priorities and plans of the participants, who will be briefed on the live situations in which their learning has to be applied. The training program will take account of any transfer issues and aim to ensure that what is taught is seen to be applicable in the current work situation (Armstrong, 2009). Even if the training is designed properly and delivered in proper way, if it is not given on time it would be a waste of time. So organization should consider in delivering the training and development on time.

## **2.8 The evaluation systems of Training and Development**

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

Evaluation of training and development programs should be a continuous process for improving what we teach and how we teach. Evaluation helps to design and organize successful training programs, based on the feedback received from participants.

According to Noe (2002) training evaluation involves both formative and summative evaluation. There are many training evaluation approaches and techniques. Evaluation of training compares the post – training results to the pre – training objectives of managers, trainers, and trainees. Too often, training is conducted with little thought of measuring and evaluating it later to see how well it worked (Mathis and Jackson, 2011).

The researcher argues that, the organization should to know whether their investment is being spent effectively or not. For this continuous evaluation of training and development is necessary and can help an organization meet its own goals.

Evaluation of training and development means assessment of the impact of training on trainee's performance and behavior and as well as the productivity of organization. And also different models are used by the organizations to evaluate training effectiveness according to their nature and budgets.

Kirkpatrick (2009) identified four levels at which training can be evaluated;

**Reaction:** thoughts and feelings of the participants about the training. Organizations evaluate the reaction levels of trainees by conducting interviews with or administering questionnaires to the trainees.

Reaction implies how favorable the participants have responded to the training. This evaluation is primary quantitative in nature and is a feedback to the training and the trainer. The most common collection tool is the questionnaire that analyses the content, methodology, facilities and the course content.

**Learning:** the increase in knowledge or understanding as a result of the training. Learning levels can be evaluated by measuring how well trainees have learned facts, ideas, concepts, theories, and attitudes.

At the level of learning the evaluation is done on the basis of change in the ASK (Attitudes, Skills and knowledge) of the trainees. The evaluation involves observation and analysis of the voice, behavior, text. Other tools used apart from the observation are interviews, surveys, pre and posttest etc.

**Behavior:** extent of change in behavior attitude or capability. Evaluation training at the behavioral level means measuring the effect of training on job performance through observing job performance.

Behavior evaluation analyses the transfer of learning from the training session to the work place. Here the primary tool for evaluation is predominantly the observation. Apart from the observation, a combination of questionnaires and 360 feedbacks are also used.

**Results:** the effect on the bottom line of the company as a result of training. Employers evaluate result by measuring the effect of training on the achievement of organizational objectives.

The results stage makes evaluations towards the bottom line of the organization. Here the definition of the results depends upon the goal of the training. The evaluation is done by using a control group allowing certain time for the results to be achieved.

However, Balogun (2011) noted, evaluation is like brushing your teeth after meal everyone advocates it but few actually do it. Evaluation can be done for various purposes. It may be done:

To increase effectiveness of the program while it is going on;

To increase the effectiveness of the program to be held next time;

To help participants to get feedback for their improvement and efficiency;

To find out what extent the objectives are achieved

## **2.9 Challenges in training and development**

Training & development faces different problems and obstacles in organizations. Most literatures indicate that there are various interior as well as exterior factors challenging the effectiveness of training programs.

As cited by Mike Morrison (2009), there are six big problems associated with training and development which are as follows:

1. A failure to identify the specific needs of learners and for learners to own development needs
2. Objectives set by trainers, rather than the learners
3. Little acceptance by learners of the need to take responsibility for their own development
4. Constraints of time for preparation and participation in learning events
5. A failure to follow through learning beyond an event or course
6. Failing to achieve high value via transfer of the learning

According to Noe (2002), organization strategic goal, training policy, support of managers for training activities and training budget are some of the factors which should be considered in organizations before choosing training and development as a solution to performance deficiency.

The researcher believes that, during the process of training and development there will be many challenges face the organization and it is important that organization understand common hardships among employee training programs and how to potentially change business structures to address these issues.

According to (Noe 2002), some are mentioned as follows:

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

**Training Policy and strategies:** is one of the important factors which play a great role in facilitating the implementation of employees training and development, if it is formulated properly by the organization. When training program is designed, it is important to ensure whether the organization has a training policy and strategy or not. An organization's training policy should represent the commitment of its top management to training and is expressed in the rules and procedures which govern or influences the standard and scope of training in the organization.

The researcher believes that, the effectiveness of training and development interventions is develop thought from a formal, structured and strategically focused training and development orientation.

The effectiveness and success of HRD intervention is conceptualized from a formal, structured and strategically focused human resource development orientation.

**Support of managers for Training Activities :** the key factor for training success are a positive attitude among peers and managers about participation in training activities, managers and peers willingness to provide information to trainees about how they can use knowledge, skill or behaviors learned in training on the job and opportunities for trainees to use in their jobs. If managers are not supportive, employees are unlikely to apply training in to their jobs.

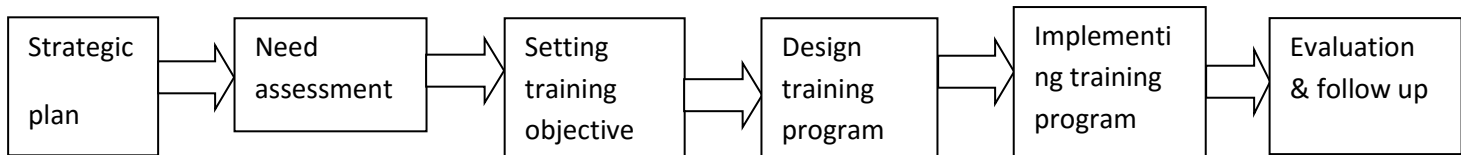
The researcher argues that, if there is the lack of commitment from top management towards training and development, not produce the expected result.

**Training Budget:** it is a statement of what the organization intends to spend on training in a given period of time (Truelove, 2000). In this regard it is expected that every organization are intended to allocate budget for training activities. A training budget for each would include cost of facilities like training room, food, transport, guest faculty and cost of teaching materials. In contrast, because they assumed that the result of training on organization’s achievement is not immediate (Kaila, 2006).

### 2.10 Conceptual Framework

The conceptual model formulates to show the association of training practice with the organization strategic plan and figure one shows that the training process from the beginning of organization strategic plan. The need assessment should constructed by linking of organizations’ strategic plan with training practice to organizational growth.

**Figure 1: Steps In Employee Training Process Source Noe 2011 (Slightly modified by the researcher)**



## UNIT THREE

### 3. RESEARCH DESIGN AND METHODOLOGY

This chapter covers the research design and the methods used in the study. It therefore involves with research design, sources of data, sample and sampling technique, data collection instruments and procedures, methods of data analysis, reliability and validity of the research Instrument and ethical consideration.

#### 3.1 Research Design

Research Design is a frame work or structure for data collection and analysis. It is a plan for conducting research, which usually contains specification of elements to be investigated and the procedure to be followed. A research design is the arrangement for a precise statement of goals and justification (Chopra, 2012). This study will be use a descriptive research design to assess the training and development practices and challenges of the Addis Ababa water and sewerage authority. This type of research design helps to represented accurately the characteristics of a particular individual, situation or group. The descriptive research design is appropriate choice, because the study aimed at measuring the attitude of the employees about the training and development they are getting from their organization (Creswell, 2003).

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

Generally, data was being collected from primary and secondary sources. The primary data was being collected through interview and questionnaire of data collection. The secondary data also gathered from different published and unpublished books and other relevant materials. In this

research, to obtain accurate and relevant information to this research: questionnaire, interview, and document analysis was being used as data collection tools.

The data collection procedures also were as follows:

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

The interview was being administered in the normal work time by making appointment with interviewees. The interview was prepared for training coordinators and trainers and it lasted approximately 107 minutes for all 5 interviewees.

Both the interviews and questionnaires were being prepared in English language. But the interview took place in an Amharic language.

### **3.2 Methods of Target Selection and Sampling**

As explained in the above subject or target population of this study were leaders, workers, trainers and trainees of the Addis Ababa water and sewerage authority ( at head office) were being selected through Stratified Random Sampling techniques for questionnaire based on each department of the AAWSA. Stratified sampling technique was being used to select samples from the existing employees of the organization in each department of the respondents were being required to have its own represented in the sample.

The sample size will be determined based on the table shown below (Naresh K. Malhotra.2009) and only 200 employees was being enough, but to cover defective questioners the researcher distributed additional 34 questioners.

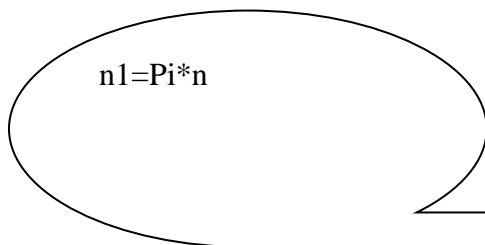
Table 3.1 Sample Size Determination

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

Source: Naresh Kmalhotra. (2009)

As it is mentioned in Kothari (Kothari, 2004) stratified sampling result in more reliable and detailed information and enables to get more representative samples. In the scope of the research is being limited to the target population of 1733 total staffs of AAWSA head Office. In each department Simple random sampling technique was employed once the six different strata’s are identified based on department. This because all department in a given stratum are homogenous (have similar level of educational backgrounds and level of job category) and this means all employees who are in different departments have an equal access and information about the training and development practice and challenges of the organizations.

The study used stratified sampling technique, under stratified sampling technique the population is divided into several subpopulations. Therefore the study follows the method of proportional allocation in to 6 departments by the following formula (C.R.Kothari, 2004).



$n_1$ =sample size for department

$n$ =represents the total sample size (200)

$N$ = represent total population (1733)

$P_i$ = represents the proportion population included in department  $i$

Table3.2. Composition of population & sample size.

S. No	Departments (i)	No. of employees (total population)			Proportion of department $P_i = a/N$	sample size ( $n_1 = P_i * n$ )			Remark
		Male	Female	Total (a)		male	Female	total	
		1	General Manager	29	25	54	0.031	3	
2	Good governance & customer services	12	6	18	0.010	1	1	2	
3	Sewerage services	109	38	147	0.085	12	5	17	
4	Water supply & Distribution	897	269	1166	0.673	96	39	135	
5	Procurement, Finance & Human Resource	31	35	66	0.038	3	5	8	Including training center
6	property management, General services and vehicle maintenance	201	81	282	0.163	24	8	32	
Sum		1279	454	1733	1	139	61	200	Additional 34

Source: AAWSA HR data 2020

Stratified sampling technique were being used to select 200 samples from the existing employees of the organization in each department of the respondents were being required to have its own represented in the sample.

On the other hand purposive technique of sampling is confined to specific types of people who can provide the desired information, either because they are the only ones who have it, or to conform to some criteria set by the researcher (Sekaran, 2003). Based on this AAWSA training coordinators and trainers were being selected through purposive technique of sampling for interview as they had better understanding about the concept of training and development and its

practice as well as its challenges in the organization. Because it was simple to determine sampling size by the researcher's own interest as suitable for the research.

### **3.3 Method of Data tabulation, analysis and verification**

After the required data are collected from the primary sources, it was analyzed through quantitative and qualitative data analysis method. The data entry and draw was made by using SPSS Version 24 and descriptive statistics helps to describe the general level of agreement of respondents. It publishes the conformity of respondents' attitude about the training and development practice in the AAWSA. In addition, Frequency and percentage will be used to development present the data. And Tables was be used to ensure easily understanding of the analysis. Finally, the result of statistical analysis was being summarized, tabulated and interpreted appropriately.

Meanwhile responses from the interview were being reported in the questioned forward to the interviewees. And then these findings were being combined and summarized together with the quantitative data find to triangulate the results accordingly.

### **3.4 Reliability and Validity of the research Instrument**

#### **3.4.1. Reliability of the research Instrument**

Validity refers to the extent to which a test measures what we actually wish to measure. Reliability has to do with the accuracy and precision of a measurement procedure (Kothari, 2004). Cronbach's Alpha was being used to measure the reliability. Cronbach's alpha is a coefficient of reliability and is a measure of internal consistency, that is, how closely related a set of items are as a group. The researcher utilized the cronbach Alpha model installed with the SPSS software application determined the value as 0.903 which is highly considered as reliable by many statistical literatures. Ideally, the Crobbach's alpha coefficient of a scale should be above 0.70 (pallant, 2005). Accordingly, the following table shows the cronbach's alpha result of the questionnaires.

**Table 3.3 Reliability Statistics**

Cronbach's Alpha	No. Items
0.903	33

The reliability Statistics of Cronbach's Alpha N of Items is 27. The result from the analysis indicated that the Cronbachs Alpha value is 0.903. This suggested that the internal reliability in this study was acceptable and signified to be good.

### **3.4.2 Validity of the research instrument**

The content validity of the instrument for the present study was ensured as training and development processes and identified from literature. Questioner which assesses employee training and development practice and challenges to be filled by employee was developed and forwarded for the respective advisor to comment, on the basis of that incorporated was valid.

A pilot study was conducted to refine the test instrument which is a sample of 20 respondent's questionnaires before administering the final phase. Issues raised by respondents were corrected and questionnaires were refined. Finally the improved versions of the questionnaires were used to ensure validity.

### **3.5 Ethical Issues and Considerations**

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

Regarding published and unpublished materials used in the literature review and throughout the study, all citations from copy right holder has been made properly.

## **CHAPTER FOUR**

### **4. DATA PRESENTATION, ANALYSIS & INTERPRETATION**

In this chapter, the results obtained from the Addis Ababa water sewerage authority head quarter and the data obtained through questionnaire and semi structured interviews which are forwarded to Training and development unit leaders of the authority are presented and analyzed. First, demographic characteristics of the respondents like gender and demographic profile are presented. Then it follows with description of the data gathered from respondents. In addition this data are discussed and analyzed carefully in order to assess the training and development practice and challenges in the case of Addis Ababa water and sewerage authority. Presentation of finding has been organized in accordance with the stated objectives.

As stated in the previous chapter, the questionnaires were distributed to a total of 234 employees of the Addis Ababa water and sewerage authority. However, only 215 questionnaires were appropriately filled and returned. Out of the total sample 19 questionnaires were uncollected due to pandemic disease corona (COVID 19) and other problems. And this gives a 91.88% return rate.

#### **4.1 Demographic profile of the Respondents**

Following, descriptive analysis of demographic data of the Training and development practice and challenges in the case of Addis Ababa water and authority users” (Staffs) collected using the questionnaire is conducted. This analysis shows the makeup of the respondents in terms of, gender, age, educational level, professional status and years of service. More specifically the analysis in this questionnaire shows who at what demographic level evaluates the Training and development practice and challenges in the case of Addis Ababa water sewerage authority and in what respect of the dimensions stipulated.

**Table -4.1 Demographic profile of respondents in AAWSA**

No variables	Type	frequency	%	Cumulative%
Gender	Male	154	71.6	71.6
	Female	61	28.4	100
	<b>Total</b>	<b>215</b>	<b>100</b>	<b>100</b>
Age	18-25	8	3.7	3.7
	26-35	110	51.2	54.9
	36-45	72	33.5	88.4
	46-55	24	11.2	99.5
	Above 56	1	.5	100
	<b>Total</b>	<b>215</b>	<b>100</b>	
Level of education	TVET and diploma	46	21.4	21.4
	Degree	126	58.6	80.0
	Masters and above	43	20.0	100
	<b>Total</b>	<b>215</b>	<b>100</b>	
Professional status	Expert	38	17.7	17.7
	Technician	51	23.7	41.4
	Engineer	87	40.5	81.9
	Process and team leader	27	12.6	94.4
	HR department and manager	12	5.6	100
	<b>Total</b>	<b>215</b>	<b>100</b>	
Working experience	Below 3 years	27	12.6	12.6
	3-6 years	75	34.9	47.4
	7-10 years	66	30.7	78.1
	Above 10 years	47	21.9	100
	<b>Total</b>	<b>215</b>	<b>100</b>	

Source: own survey 2020

As far as the distribution of the respondents terms of the sex is concerned, out of 215 respondents 61 (28.4 %) of them are females and the remaining 154 (71.6%) of them are men as shown in the figure above.

Therefore in this study, one concludes that the majority of the respondents were male. This has resulted in male dominance in responses than females on the total population gender distribution of the organization. With regard to age of the respondents in the organization revealed that 8(3.7%) had below 26 years' age, 206(95.8%) had b/n 26 and 55 years age and 1(0.5%) had above 56 years' age as it is shown in the figure from table 4.1. From this we can understand that 95.8% of the respondents were having at best maturity level of age to understand for better understanding about the concept of training and development. the majority 84.7 of the participants are in the age of 26-45 and this implies that the employees' of the company are young strong who need enough training to perform more and more to exert the maximum outcome.

Regarding respondents' educational level is concerned the study revealed that 46(21.4%) respondents are TVET and Diploma holders, 126(58.6%) of the respondents are Degree holders and 43(20.0%) of them are Masters and above as it is shown in the figure from table 4.1. This indicates that most of the respondents 78.6% are Degree and above in various area of specialization.

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

Regarding respondents' professional status is concerned, the study revealed that 38(17.7%) respondents are expert, the majority 138(64.2%) of the respondents are technician and engineer and 39(18.1%) of them are manager, leader and coordinators it is shown in the figure from table 4.1. This indicates that most of the respondents 64.2% are the core processes staff of the authority.

With regard to service years of the respondents in the organization revealed that 27(12.6%) had below 3 years' service, 141(65.6%) had b/n 3 and 10 years' service and 47(21.9%) had above 10 years' service as it is shown in the figure from table 4.1. From this we can understand that 87.4% of the respondents were having above 3 years work experience.

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

## 4.2 Training and Development practice and Challenges Respondent Response

### 4.2. 1 Strategic plan Based Training and Development

**Table -4.2 Training and Development Practice of AAWSA in the context of Strategic Plan**

Item		Frequency	%	Cumulative%	mean
The organization has a clearly defend training and development strategic plan.	Strongly disagree	52	24.2	24.2	2.20
	Disagree	98	45.6	69.8	
	Neutral	39	18.1	87.9	
	Agree	20	9.3	97.2	
	Strongly agree	6	2.8	100	
	<b>Total</b>	<b>215</b>	<b>100</b>		
Training and development practices are conducted based on the strategic plan	Strongly disagree	53	24.7	24.7	2.12
	Disagree	109	50.7	75.3	
	Neutral	33	15.3	90.7	
	Agree	13	6.0	96.7	
	Strongly agree	7	3.3	100	
	<b>Total</b>	<b>215</b>	<b>100</b>		
The organization's training and development plan is aligned with its overall strategic plan.	Strongly disagree	42	19.5	19.5	2.21
	Disagree	109	50.7	70.2	
	Neutral	44	20.5	90.7	
	Agree	16	7.4	98.1	
	Strongly agree	4	1.9	100	
	<b>Total</b>	<b>215</b>	<b>100</b>		
Training and development plan are designed based on need assessments	Strongly disagree	35	16.3	16.3	2.92
	Disagree	52	24.2	40.5	
	Neutral	34	15.8	56.3	

	Agree	83	38.6	94.9	
	Strongly agree	11	5.1	100	
	<b>Total</b>	<b>215</b>	<b>100</b>		
The authority has measurable training and development objectives.	Strongly disagree	47	21.9	21.9	2.21
	Disagree	106	49.3	71.2	
	Neutral	35	16.3	87.4	
	Agree	22	10.2	97.7	
	Strongly agree	5	2.3	100	
	<b>Total</b>	<b>215</b>	<b>100</b>		

Source: own survey 2020

In Table 4.2 from above show that the respondents of the response, whether there is a defined training and development strategic plan or not. As it is stated in the tables below, among 215 respondents with a mean value of 2.20, 52(24.2%) of respondents strongly disagreed, the majority 98(45.6%) of respondents disagreed that, there is defined training and development strategic plan in their organization. 39(18.1%) of respondents being neutral and 20(9.3%) of the respondents agreed and 6(2.8%) of respondents strongly agreed.

For the question whether training and development practice are conducted based on strategic plan or not, with a mean value of 2.12, 53(24.7%) of respondents strongly disagreed, the majority 109(50.7%) disagreed, 33(15.3%) of respondents being neutral, 13(6%) of respondents agreed, 7(3.3%) of respondents strongly agreed.

Further, for question whether training and development plans and programs are designed based on needs assessments or not. With a mean value of 2.92, 35(16.3%) of respondents strongly disagreed, 52 (24.2%) of respondents disagreed, 34(15.8%) of respondents being neutral, the majority 83(38.6%) of respondents agreed and 11(5.1%) of respondents strongly agreed.

On the other hand all the respondents who are interviewed were agreed on the presence of training and development need assessment which considered their branch's specific training needs.

This shows the authority training need assessment is based on organizational level but not assessment by considering the AAWSA overall performance, individual performance appraisal report, organizational goals and based on employee's individual interest.

Further, for question whether a measurable training and development objectives or not. With a mean value of 2.21, 47(21.9%) of respondents strongly disagreed, the majority 106(49.3%) of respondents disagreed, 35(16.3%) of respondents being neutral, 22(10.2%) of respondents agreed and 5(2.3%) of respondents strongly agreed.

As discussed above in the questionnaire, training and development practices are not conducted based on strategic plan. Even though the training and development plan is designed based on need assessments but not designed with respect to the overall strategic plan of the organization and with a measurable training and development objectives.

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

As discussed above in the questionnaire, even if the organization's training and development plan has been developed in accordance with the strategic plan, the Addis Ababa water and sewerage authority has no realistic and measurable training and development objectives. Lynton and Pareek (2000) argue that to enhance individual motivation for training the employees should be part and parcel of what it communicates to applicants through all its contacts with them. This would make applicants fell confident that the training foci are clear and shows perceptive concern for people taking part in the program. The study reviled that, in Addis Ababa water and sewerage Authority Training and development plan is not well communication to all employees.

## 4.2.2 Training and development program design and implementation practice

**Table -4.3 Plan, Design and Implementation of Training and Development practice in AAWSA**

Item		Frequency	%	Cumulative%	mean
Training and development program of the organization is designed compatible with the actual job to be performed.	Strongly disagree	34	15.8	15.8	2.44
	Disagree	102	47.4	63.3	
	Neutral	34	15.8	79.1	
	Agree	39	18.1	97.2	
	Strongly agree	6	2.8	100	
	<b>Total</b>	<b>215</b>	<b>100</b>		
The organization's training and development program able to improve skills, knowledge and attitude of employees which can increase performance on the job.	Strongly disagree	31	14.4	14.4	2.50
	Disagree	99	46.0	60.5	
	Neutral	39	18.1	78.6	
	Agree	38	17.7	96.3	
	Strongly agree	8	3.7	100	
	<b>Total</b>	<b>215</b>			
The delivery method that the organization used is convenient to get the necessary knowledge and skills	Strongly disagree	29	13.5	13.5	2.51
	Disagree	100	46.5	60.0	
	Neutral	40	18.6	78.6	
	Agree	39	18.1	96.7	
	Strongly agree	7	3.3	100	
	<b>Total</b>	<b>215</b>	<b>100</b>		
Trainees are recruited without bias in the authority.	Strongly disagree	31	14.4	14.4	2.91
	Disagree	51	23.7	38.1	
	Neutral	51	23.7	61.9	
	Agree	70	32.6	94.4	

	Strongly agree	12	5.6	100	
	<b>Total</b>	<b>215</b>	<b>100</b>		
The training materials and teaching aids are complete and appropriate to the level of trainees in the authority	Strongly disagree	20	9.3	9.3	3.01
	Disagree	62	28.8	38.1	
	Neutral	39	18.1	56.3	
	Agree	82	38.1	94.4	
	Strongly agree	12	5.6	100	
	<b>Total</b>	<b>215</b>	<b>100</b>		
The training environment is suitable to conduct training and development in the authority.	Strongly disagree	7	3.3	3.3	3.48
	Disagree	42	19.5	22.8	
	Neutral	26	12.1	34.9	
	Agree	120	55.8	90.7	
	Strongly agree	20	9.3	100	
	<b>Total</b>	<b>215</b>	<b>100</b>		
The training and development delivery method has enabled me to transfer the skills acquired back to my job.	Strongly disagree	33	15.3	15.3	2.41
	Disagree	106	49.3	64.7	
	Neutral	35	16.3	80.9	
	Agree	35	16.3	97.2	
	Strongly agree	6	2.8	100	
	<b>Total</b>	<b>215</b>	<b>100</b>		

Source: own survey 2020

The tables 4.3 show the responses of the respondents whether the organization's training and development program of the organization is designed compatible with the actual job to be performed or not. As stated in the tables with a mean value of 2.44, 34(15.8%) of the respondents strong disagreed, the majority 102(47.4%) of the respondents disagreed, 34(15.8%) respondents remaining being neutral, 39(18.1%) respondents agreed and the rest 6(2.8%) respondents strongly agreed.

For the question whether the organization Training and development program able to improve skills, knowledge and attitude of employees which can increase performance on the job: As indicated in the tables with a mean values of 2.50, 31(14.4%) of the respondents strongly disagreed, the majority 99(46.0%) of the respondents disagreed, 39(18.1%) respondents remaining being neutral, 38 (17.7%) respondents agreed and the rest 8(3.7%) respondents strongly agreed.

As discussed above in the, Addis Ababa water and sewerage authority Training and development program is not designed compatible with the actual job to be performed. Human Resource Management (HRM) practices of training and development enhance employee skills, knowledge and ability which in turn enhance task performance of individual and in the long run increase the organizational productive (Huselid 1995). As discussed above in the questionnaire, Addis Ababa water and sewerage authority training and development programs couldn't able to improve skills, knowledge and attitude of employees which can increase performance in the job.

Besides, respondents also asked whether the delivery method that the organization used is convenient to get the necessary knowledge and skills or not. Here, as indicated in the tables 4.3 with a mean value of 2.51, 29(13.5%) the respondents strongly dis agrees, the majority, 100 (46.5%) disagreed, 40(18.6%) respondents remaining being neutral, 39(18.1%) respondents agreed and the rest 7(3.3%) respondents strongly agreed.

For the question, whether the trainees in the organization are requited without bias or not. As indicated in the table 4.3 Respondents with a mean value of 2.9, 31(14.4%) of the respondents strongly disagreed, 51(23.7%) respondents remaining neutral, the majority 70(32.6%) of the respondents agreed and the rest 12(5.6%) respondents strongly agreed.

For the question whether the trainers in this organization in the training materials and teaching aids are complete and appropriate to the level of trainees. Respondents with a mean value of 3.01, 20(9.3%) strongly disagreed, and 62(28.8%) of the respondents disagreed. On the other hand, 39(18.1%) respondents remaining being neutral, the majority 82(38.1%) respondents agreed and the rest 12(5.6%) respondents strongly agreed.

Respondents also asked about the training environment are suitable to conduct training. Thus, as indicated in the table 4.3 with a mean value of 3.48, 7(3.3%) of the respondents strongly disagreed, and 42(19.5%) of respondents disagreed, and also 26(12.1%) respondents remaining being neutral, the majority 120(55.8%) respondents agreed the rest 20(9.3%) respondents strongly agreed.

And also the interviewees confirmed that, the authority had well organized and fully furnished training center with 35 bed room at Legedadi in north east part of Addis Ababa around Legetafo. And also transport and food service is available by the authority when the training programs were performed.

Finally, they were asked whether the training and development delivery method has enabled me to transfer the skills acquired back to my job or not. Thus, as indicated in the table 4.3 with a mean value of 2.41, 33(15.3%) of the respondents strongly disagreed, the majority 106(49.3%) of the respondents disagreed, 35(16.3%) respondents remaining being neutral, 35(16.3%) respondents agreed and the rest 6(2.8%) respondents strongly agreed.

As discussed above in the questionnaire, even if the organization gives both on – job and off – job training the delivery method that the organization used is not convenient and participatory to get necessary knowledge and skills. In delivering the training contents the responsibility of implementing the program largely depends upon the trainer. He/she has to make appropriate feel comfort and concentrate on learning (Harris and Desimon, 1994:159). In addition, even if, the trainers were capable and knowledgably and can transfer and demonstrate the training and development appropriately in the organization and training materials and teaching aids are complete and appropriate and the training environment is conducive. The training and development delivery method has not enabled the trainees to transfer the skills acquired back to their job.

### 4.2.3 Employees response on time training and Development practice in AAWSA

**Table -4.4 on Time Training and Development practice in AAWSA**

Item		Frequency	%	Cumulative%	mean
The authority gives training and development at the right time.	Strongly disagree	70	32.6	32.6	1.97
	Disagree	105	48.8	81.4	
	Neutral	19	8.8	90.2	
	Agree	17	7.9	98.1	
	Strongly agree	4	1.9	100	
	<b>Total</b>	<b>215</b>	<b>100</b>		
The authority gives training about the new implementation (services) of the company at the time of adoption.	Strongly disagree	26	12.1	12.1	3.00
	Disagree	64	29.8	41.9	
	Neutral	23	10.7	52.6	
	Agree	86	40.0	92.6	
	Strongly agree	16	7.4	100	
	<b>Total</b>	<b>215</b>	<b>100</b>		
The authority training and development materials are available on time.	Strongly disagree	44	20.5	20.5	2.32
	Disagree	101	47.0	67.4	
	Neutral	32	14.9	82.3	
	Agree	33	15.3	97.7	
	Strongly agree	5	2.3	100	
	<b>Total</b>	<b>215</b>	<b>100</b>		
The authority gives training based on its pre – defined schedule.	Strongly disagree	37	17.2	17.2	2.76
	Disagree	65	30.2	47.4	
	Neutral	32	14.9	62.3	
	Agree	73	34.0	96.3	
	Strongly agree	8	3.7	100	
	<b>Total</b>	<b>215</b>	<b>100</b>		

Source: own survey 2020

Tables 4.4 from the above show that, the responses of the respondents whether the organization gives training and development on time or not. With a mean value of 1.97 70(32.6%) of the respondents strongly disagreed, the majority 105(48.8%) of the respondents disagreed, 19(8.8%) respondents remaining being neutral, 17(7.9%) of the respondents agreed and the rest 4(1.9%) respondents strongly agreed.

As discussed above in the questionnaire, therefore the above analysis shows that there is a problem regarding to giving timely training for employees.

Respondents responded regarding whether the organization gives training about their organization new products or services at the time of adoption or not. As indicated in the table 4.4 with a mean value of 3.00, 26(12.1%) of the respondents strongly disagreed, 64(29.8%) of the respondents disagreed, 23(10.7%) respondents remaining being neutral, the majority 86(40%) of the respondents agreed, and the rest 16(7.4%) respondents strongly agreed.

Therefore the bank gives training before new product and service implements.

Respondents responded whether the organization training and development materials on time or not. As indicated in the table 4.4 with a mean value of 2.32, 44(20.5%) of the respondents strongly disagreed, the majority 101(47%) of the respondents disagreed, 32(14.9%) respondents remaining being neutral 33(15.3%) of the respondents agreed, and the rest 5(2.3%) respondents strongly agreed.

As discussed above in the questionnaire, the majority of the respondents disagreed about the Authority provides materials in the appropriate time of training and the Authority failing to deliver the training at the right time.

Finally in this study respondents were asked to respond whether the Authority gives training and development on its pre – defined plan or not. Therefore, with a mean value of 2.76, 37(17.2%) of the respondents strongly disagreed, 65(30.2%) of the respondents disagreed, 32(14.9%) respondents remaining being neutral, the majority 73(34%) of the respondents agreed and the rest 8(3.7%) respondents strongly agreed.

On the other hand I confirmed from the interviewed that training and development programs took training and development at the right time and the members of training coordinators and trainers respond that AAWSA took training based on its pre-defined schedule.

#### 4.2.4 Training and development evaluation Practice in AAWSA

**Table -4.5 Training and Development Evaluation practice in AAWSA**

Item		Frequency	%	Cumulative%	mean
AAWSA evaluates the effect of the training & development to increase the efficiency and productivity of trainees.	Strongly disagree	59	27.4	27.4	2.11
	Disagree	102	47.4	74.9	
	Neutral	29	13.5	88.4	
	Agree	20	9.3	97.7	
	Strongly agree	5	2.3	100	
	<b>Total</b>	<b>215</b>	<b>100</b>		
AAWSA tests the trainees before and after the training program.	Strongly disagree	58	27.0	27.0	2.10
	Disagree	104	48.4	75.3	
	Neutral	30	14.0	89.3	
	Agree	18	8.4	97.7	
	Strongly agree	5	2.3	100	
	<b>Total</b>	<b>215</b>	<b>100</b>		
AAWSA asks the trainees through questioners at the end of the training program.	Strongly disagree	23	10.7	10.7	3.00
	Disagree	61	28.4	39.1	
	Neutral	32	14.9	54.0	
	Agree	90	41.9	95.8	
	Strongly agree	9	4.2	100	
	<b>Total</b>	<b>215</b>	<b>100</b>		
AAWSA looks the performance appraisal report to evaluate the training and development.	Strongly disagree	40	18.6	18.6	2.25
	Disagree	107	49.8	68.4	
	Neutral	44	20.5	88.8	
	Agree	21	9.8	98.6	
	Strongly agree	3	1.4	100	
	<b>Total</b>	<b>215</b>	<b>100</b>		
AAWSA does a cross check, Training has bought new skills, knowledge for Employees job.	Strongly disagree	46	21.4	21.4	2.97
	Disagree	104	48.4	69.8	
	Neutral	28	13.0	82.8	

	Agree	29	13.5	96.3	
	Strongly agree	8	3.7	100	
	<b>Total</b>	<b>215</b>	<b>100</b>		
AAWSA does use a feedback of customer's satisfaction and service delivery to evaluate the training & development program.	Strongly disagree	36	16.7	16.7	2.31
	Disagree	110	51.2	67.9	
	Neutral	38	17.7	85.6	
	Agree	27	12.6	98.1	
	Strongly agree	4	1.9	100	
	<b>Total</b>	<b>100</b>	<b>100</b>		

Source: own survey 2020

Tables 4.5 from the above show that, the responses of the respondents whether the authority evaluates the effect of the training and development, increased employee's efficiency and productivity or not. With a mean value of 2.11, 59(27.4%) of respondents strongly disagreed, the majority 102(47.4%) of the respondents disagreed, 29(13.5%) respondents remaining being neutral 20(9.3%) of the respondents agreed and the rest 5(2.3%) respondents strongly agreed.

For total of 215 respondents 102 of the respondents that is 47.4% believed that the authority did not evaluated the impact of training and development on employees' efficiency and productivity.

Tables 4.5 below show the responses of the respondents whether the organization testes the trainees before and after the program or not. With a mean value of 2.10, 58(27%) of the respondents strongly disagreed, the majority 104(48.4%) of the respondents disagreed, 30(14%) respondents remaining being neutral, 18(8.4%) of the respondents agreed and the rest 5(2.3%) respondents strongly agreed.

Respondents responded regarding whether the organization asks the trainees through questioners at the end of the training and development program or not. As indicated in the table 4.5 with a mean value of 3.00, 23(10.7%) of the respondents strongly disagreed, 61(28.4%) of the respondents disagreed, 32(14.9%) respondents remaining being neutral the majority 90(41.9%) of the respondents agreed, and the rest 9(4.2%) respondents strongly agreed.

In this study respondents were asked to respond whether the organization looks the performance appraisal report to evaluate the training and development or not. Therefore, with a mean value of 2.25, 40(18.6%) of the respondents strongly disagreed, the majority 107(49.8%) of the respondents

disagreed, 44(20.5%) respondents remaining being neutral, 21(9.8%) of the respondents agreed and the rest 3(1.4%) respondents strongly agreed.

Respondents responded regarding whether the Authority evaluate the training and development program has bought new skills, knowledge for employee's job or not. As indicated in the table 4.5 with a mean value of 2.97, 46(21.4%) of the respondents strongly disagreed, the majority 104(48.8%) of the respondents disagreed, 28(13%) respondents remaining being neutral, 29(13.5%) of the respondents agreed, and the rest 8(3.7%) respondents strongly agreed.

Finally in this study respondents were asked to respond whether the authority use a feedback of customer's satisfaction and service delivery to evaluate the training and development programs or not. Therefore, with a mean value of 2.31, 36(16.7%) respondents strongly disagreed, the majority 110(51.2%) the respondents disagreed, 38(17.7%) respondents remaining being neutral, 27(12.6%) of respondents agreed and the rest 4(1.9%) respondents strongly agreed.

On the other hand I confirmed from the interviewed that training impact analysis is performed through questionnaires at the end of every year when the training programs were accomplished. And the majority interviewees respond that; it is clear that evaluation will be conducted at the end of every training program. Assessment information gathered through questionnaire type is being analyzed to know the exact feedback from trainees. The main focus area of a training evaluation as on the clarity, content and relevance of training materials are appropriate which have a cause of effect relationship to the trainees' knowledge expected from the training.

Evaluation of training and development is the most essential aspect of training program. Generally good training and development program start with identification of training and development needs and ends with evaluation of training (Gopal, 2009). As discussed above in the questionnaire, the organization doesn't test the trainees before and after the program. The changes in the participants' behavior, skills patterns of work, relationship and abilities, and so on – the – job performance as a result of T&D. these indication could be collected through observations, survey, interview and comments of supervisors and colleagues and from performance appraisal. As discussed above in the questionnaire, organization doesn't ask the trainees' manager or immediate supervisor and doesn't look the performance appraisal report to evaluate the training and development.

In other hand so many respondents claim that the training doesn't help them in doing anything because the training is repetitive with no additional new thing. They said that the company should

have mini interview with the employees assessing what knowledge or skill they have and what gap they have so as for the company to design the training as per the employees knowledge and skill so as those employees will be motivated to take the training and will apply the thing they have learnt in the training. Moreover, the respondents were asked, How do you evaluate the effectiveness of training?, and how do you evaluate the progress/performance of employee attended training?

Accordingly, the vast majority of the respondents responded that overall their show that employees become more professional on their field and know the value of customers, excellent customer service delivery or good treatment, even in harsh time. Therefore, these may reveals that the case study in the authority training and development has made valuable contribution in terms of increasing employees moral and motivations and productivity which implies the effectiveness of the program in terms of supporting the organization goals and objectives.

#### 4.2.5 Analysis of Training and development Challenges

**Table -4.6 Training and Development Challenges in AAWSA**

Item		Frequency	%	Cumulative %	mean
The trainers are well organized & good in communication in AAWSA.	Strongly disagree	9	4.2	4.2	3.13
	Disagree	61	28.4	32.6	
	Neutral	44	20.5	53.0	
	Agree	94	43.7	96.7	
	Strongly agree	7	3.3	100	
	<b>Total</b>	<b>215</b>	<b>100</b>		
AAWSA has adequate training and development facilities and teaching materials.	Strongly disagree	12	5.6	5.6	3.26
	Disagree	39	18.1	23.7	
	Neutral	54	25.1	48.8	
	Agree	100	46.5	95.3	
	Strongly agree	10	4.7	100	
	<b>Total</b>	<b>215</b>	<b>100</b>		
Lack of trainee's participation and commitment to training & development	Strongly disagree	32	14.9	14.9	2.54
	Disagree	86	40.0	54.9	
	Neutral	52	24.2	79.1	

programs in AAWSA.	Agree	38	17.7	96.7	
	Strongly agree	7	3.3	100	
	<b>Total</b>	<b>215</b>	<b>100</b>		
Lack of budget for training and development programs in AAWSA.	Strongly disagree	29	13.5	13.5	2.59
	Disagree	88	40.9	54.4	
	Neutral	47	21.9	76.3	
	Agree	43	20.0	96.3	
	Strongly agree	8	3.7	100	
	<b>Total</b>	<b>215</b>	<b>100</b>		
Lack of adequate time for the training and development programs in AAWSA.	Strongly disagree	37	17.2	17.2	2.54
	Disagree	91	42.3	59.5	
	Neutral	33	15.3	74.9	
	Agree	40	18.6	93.5	
	Strongly agree	14	6.5	100	
	<b>Total</b>	<b>215</b>	<b>100</b>		
AAWSA management does not support the training and development program.	Strongly disagree	15	7.0	7.0	3.43
	Disagree	40	18.6	25.6	
	Neutral	21	9.8	35.3	
	Agree	114	53.0	88.4	
	Strongly agree	25	11.6	100	
	<b>Total</b>	<b>215</b>	<b>100</b>		

Source: own survey 2020

This part of the analysis relates to table 4.6 of the questionnaire; it presents and analysis the findings regarding the current Training and development challenges in AAWSA; in other words, factors that might impede the effectiveness of training and development functions and programs in the authority.

Table 4.6 below show the responses of the respondents whether the authority trainers are well organized or not. With the mean value of 3.13, 9(4.2%) of the respondents strongly disagreed, 61(28.4%) of the respondents disagreed, 44(20.5%) respondents remaining being neutral, the majority 94(43.7%) of the respondents agreed and the rest 7(3.3%) respondents strongly agreed.

And I also confirmed from the interviewed that assigning of trainers is based on their experience, and mostly by the recommendation of performance evaluation of the employees. In addition to this the authority took a training of trainers.

Respondents responded regarding whether the authority has adequate training and development facilities or not. As indicated in the table 4.6 with the mean value of 3.26, 12(5.6%) of the respondents strongly disagreed, 39(18.1%) of the respondents disagreed, 54(25.1%) respondents remaining being neutral, the majority 100(46.5%) of the respondents agreed and the rest 10(4.7%) respondents strongly agreed.

In this study respondents were asked to respond whether the authority trainees lack participation and commitment to training and development or not. Therefore, with the mean value of 2.54, 32(14.9%) of the respondents strongly disagreed, the majority 86(40%) of the respondents disagreed, 52(24.2%) respondents remaining being neutral, 38(17.7%) of the respondents agreed and the rest 7(3.3%) respondents strongly agreed.

Based on the information gathered from the interview, the majority respondents who were interviewed agreed on employees' positive attitude towards the training and development. But some of the respondents mention employees' negative attitude towards the training. Some the trainees consider it as opportunity to take rest and it is common to hear trainees saying "let's go and sleep for these two/ three training days".

Respondents also asked about the lack of budget for training and development programs thus, as indicated in the table 4.6 with a mean value of 2.59, 29(13.5%) of the respondents strongly disagreed, the majority 88(40.9%) of the respondents disagreed, 47(21.9%) respondents remaining being neutral, 43(20%) of the respondents agreed and the rest 8(3.7%) respondents strongly agreed.

On the other hand, the majority of respondents interviewed in AAWSA, the authority have no problems with regarding to training and development budget. According to them the problem lies on appropriate use of budget.

Respondents responded regarding whether the authority lacks of adequate time to training and development programs or not. Therefore, with the mean value of 2.54, 37(17.2%) of the respondents strongly disagreed, the majority 91(42.3%) of the respondents disagreed, 33(15.3%) respondents remaining being neutral, 40(18.6%) of the respondents agreed and the rest 14(6.5%) respondents strongly agreed.

Finally in this study respondents were asked to respond whether the authority managements does not support to the training and development programs or not. Therefore, with the mean value of 3.43, 15(7%) of the respondents strongly disagreed, 40(18.6%) of the respondents disagreed, 21(9.8%) respondents remaining being neutral, the majority 114(53%) of the respondents agreed and the rest 25(11.6%) respondents strongly agreed.

Based on the information gathered from the interview, the AAWSA training and development faced challenges due to lack of clear and appropriate organizational structure and skilled man power and also lack of management support and commitment.

Lastly, in the open ended question and from the interview, respondents were asked to forward their comments regarding to the strengths and weaknesses of AAWSA training and development practices. The majority of respondent's states as a strengths of AAWSA are;

1. AAWSA has its own separated departments under HR (training institute) that facilitates training all employees and prepares continues training programs. Each year, the training center provides an average of over 90 trainees with diplomas, degrees and masters at home and abroad with 80 refunds.
2. AAWSA has its own training center to conduct training, it creates comfortable environment at the time of training.
3. AAWSA has enough training materials for trainees and trainers.
4. Most of the times AAWSA gives induction training for new employees, in this practice help to new employees to have some highlights about the jobs and work environments.
5. Mostly AAWSA training and development plan is designed based on need assessments.

And also the weaknesses of AAWSA are:

1. AAWSA does not have a clear organizational structure and the training institute is not lead by academician and also lack of skilled man power.
2. AAWSA does not have clearly defined strategic plan with a measurable objectives of training and development.
3. AAWSA not given training at the right time as a respondent they gets training after the problem faced.
4. AAWSA not seen performance appraisal to identify training needs even if training and development were designed based on need assessment.
5. Most training is not conducted timely.

6. Low motivation of both the trainer and the trainees to be active in the training is also a challenge for having effective training.
7. AAWSA training and development not evaluated what is the outcomes or changes after the training.

Generally, the challenges gather from both employees and department of training and development are discussed as it shown above. Both of them are rounding and stating related challenges which makes the result of the training very poor and make the output of the training less than expected.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

This final chapter deals with the summary of the finding conclusion drawn and recommendation forwarded as per the finding of the study.

#### 5.1. Summary

The major purpose of study is to assess the training and development practices and challenges in the case of Addis Ababa water and sewerage authority and examine the challenges they have encountered in designing and implementing training and development programs. The study forwarded viable recommendation that help to mitigate the challenges of the issue under study and seek out the difference between the theoretical and practical works as well. The research undertaken sheds some light on employee training and development practices in the current Addis Ababa water and sewerage authority. In doing so, it will be of benefit not only to leaders and experts of the learning and development unit, but also to managers and all staffs of Addis Ababa water and sewerage authority by giving them better information pertaining to employee training and development practices. Therefore, in order to address the research problem the study focused on answering the following basic questions. How does training and development practices of Addis Ababa water and sewerage authority have been conducted based on strategic plan? How does training and development being designed, planned and implemented in Addis Ababa water and sewerage authority? Does Addis Ababa water and sewerage authority give training and development at the right time? , how does training and development practices are being evaluated in Addis Ababa Water and Sewerage authority? And what are the challenges of training and development practices of Addis Ababa water and sewerage authority?

Descriptive survey method was employed to conduct the research. Stratified sampling technique and purposive sampling method was used to select sample respondents. From the total target population of 1733 employees of the authority, a sample size of 215 respondents was selected. Questionnaires, interviews, document analysis and observation were used as data gathering tools. Based on this, 234 questionnaires were distributed to respondents, of which 215 usable questionnaires were returned. Data obtained through questionnaire, descriptive statistics was used. Whereas, the data obtained via interviews and document analysis has been analyzed qualitatively.

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

### **5.1.1 Findings related to training and development strategic plan**

It was found that there is no defined training and development strategic plan in the authority. The researcher approved through document analysis, even if the authority launches its strategic plan “vision 2012”; *‘one of the first five African cities that have high quality in provision of pure water and modern sewerage service by the year of 2020’*, it is not known by staffs and not being practiced. . Addis Ababa water and sewerage authority has no realistic objective and roles, even if the organization’s training and development plan has been developed in accordance with the strategic plan.

The interview reported that

The authority has no defined training and development strategic plan. Training and development are conducted in correspondence with mandate and training and development committee. Under HR departments has the responsibility to monitor and follow up the training and development. The training and development team assigned in accord the authority structure.

The training and development practices of the AAWSA are not conducted based on strategic plan as permitted by the theory and also the training and development strategic plan is aligned with its overall strategic plan of organization.

It was found that the training and development practices of the AAWSA conducted based on need assessment and the practice of conduction needs assessments are prioritizing properly.

In addition to this, the interviewee reported that

Need assessment is conducted in the organization. The training coordinators make decision on training and development based on what the employee suggested. Because of this some training are not fit with the authority roles. The employee may suggest training area for the sake of self-benefits. So the officer considered the interest or objectives of authority by integrating training need of employees. And then filter the appropriate training. The training need is assessed by training coordinators and assesses the need of training and development by standardized format. The workers filled checklist of three training needs and approved by their own department. Then, it is sent to coordinators and the screening team of HRM.

On the other hand, AAWSA has no measurable training and development objectives.

Generally, most of the information obtained qualitatively confirmed that the training and development is not conducted based on strategic plan, without measurable objectives.

In addition to these, the authority has no defined strategic plan which is integrated with its strategic objectives, and training and development practices are not conducted based on strategic plan in the organization. However, the training and development plan are designed based on need assessment.

### **5.1.2. Findings related to designing of training and development plans and implementation.**

A Training and development program of AAWSA is not design with the actual job to be performed. AAWSA training and development program is not able to improve skills, knowledge and attitude of employees which increase performance of the job. And Training and development in the authority not differentiate performance problems caused by employees’ lack of skills, knowledge and abilities.

In relation to this the delivery method that the authority used is not convenient to get the necessary knowledge and skills.

On the other hand majority of the respondents agreed that trainees are recruited without bias in the AAWSA and also the training and development materials that the authority used are compete and appropriate to the level of trainees.

AAWSA training environment is suitable to conduct training in the organization. But the training and development delivery method has not enabled the trainees to transfer the skills acquired back to my job.

Even though the authority has suitable environment to conduct training, but the delivery method and the way of designing and implemented training is not effective to increase performance on the job.

Interviewees were reported that

The training is bias-free, but there is weak perception about the training and not giving due attention to the benefits of training. There is suitable environment with fully furnished training center to conduct training and development. And the methods of training used most of time were lecture. The authority mostly organized off job training in collaboration with Ethiopian management institute and now a day it is organizing by itself.

Generally, most of the information obtained qualitatively confirmed that the training and development is not conducted based on strategic plan designed and not compatible with the actual job to be performed in organization.

### **5.1.3. Findings related to on time training and development.**

The majority of the respondents agreed that the authority not gives training and development at the right time. But the authority is good in induction training that gives training about the new implementation of the company at the time of adoption.

The majority of respondents agreed that the organization training and development materials are not available on time.

On the other hand, AAWSA not gives training and development based on its pre-defined schedule.

The authority gives induction training for new employees which give training about the new implementation and service of authority at the time of adoption.

Interviewee reported that

Sometimes, the training misuse allocated time and not followed its pre-defined schedule. Especially, the training is outsourcing by external bodies. Because, they used and followed their schedule.

### **5.1.4. Findings related to training and development program evaluation**

In relation to this, the majority of respondents agreed that the authority is not evaluates the effect of training and development to increase the efficiency and productivity of the trainees.

The authority not gives tests the trainees before and after the training program but asks the trainees through questioners at the end of the training and development.

AAWSA not looks the performance appraisal report to evaluate the training and development. Besides this, the authority does a crosscheck, and training and development has bought new skills, knowledge for employee's job. And also the authority does not use a feedback of customer's satisfaction and service delivery to evaluate the training and development program.

In addition to these, as the researcher approved by interview, the organization measure the effectiveness of training and development by performing *training impact analysis* at the end of each year through distributing questionnaires for the trainees.

### **5.1.5. Findings related to training and development challenges**

In relation to this, the trainers of AAWSA are well organized and good in communication. And the authority has adequate training and development faculties.

The majority of the respondents agreed that the trainees of AAWSA are eager to participate and high commitment to the training and development program.

The authority has enough budgets for training and development programs. And also has adequate time to training and development program. But the authority management does not support the training and development programs.

Based on the information gathered from the interview, the authority training department faced many challenges. Some of are the challenges mentioned on this employee training practice in AAWSA.

AAWSA structure challenge, which has always been a challenge when it comes to construction, is to try to demolish the existing structure and replace it.

Attitude of employees' and getting its own skilled and behaved trainers was the challenges states by the authority in the training practice.

The authorities have no clear organizational structure and not properly assign skilled man power for the training institute.

The authority higher level managers lack attention and not properly support the training and development activities of the organization

The other interviewee replied that

There is no shortage of budget and recourse for training and development but the problem is the proper utilization of allotted budget and fulfilling the training facilities. Moreover, there is a problem with procurement. That fulfills the training demand of the AAWSA.

Generally, most of the information obtained qualitatively confirmed that the training and development was faced several challenges such as lack of management support, lack of skilled man power, out-off-date training, absence of defined strategic plan and measurable objectives of T&D, lack of motivation of trainees and trainers , absence of proper evaluation of training and AAWSA's structure by itself.

## 5.2. Conclusion

Based on the above findings, the study had finally forwarded the following conclusion. Human resource training and development is an essential program for any organization. It was revealed in the findings of this study that even if the organization launches its strategic plan “vision 2012”; *‘one of the first five African cities that have high quality in provision of pure water and modern sewerage service by the year of 2020’* it is not known by its staffs and not yet being practiced. As indicated in the study there is no defined policy, strategic plan as a result training and development is conduction not based on strategic plan.

Organization training and development strategies are basis of survival in a competitive business environment and should therefore well develop. Attaining and development strategic plan is useless unless it is successfully implemented, and this requires a good evaluation plan

In Addis Ababa water and sewerage authority, it was impart in the findings of this study that the practice of conduction needs assessments are prioritizing properly but not convenient to transfer the necessary Knowledge and skills.

Training and development needs analysis methods used by the organization doesn’t produces relevant finding and performance gaps, and doesn’t enable to clearly identify the required training that employees” need to perform their job can’t able to differentiate performance problems caused” lack of skills, knowledge and abilities.

In general the success of training should be measured in terms of the objective set. Addis Ababa water and sewerage authority has realistic objective and roles, even if the organization’s training and development plan has been developed in accordance with the strategic plan, it is not well communicated to all employees. The organization Training and development programs are not designed compatible with the actual job to be performed and do not able to improve skills, knowledge and attitude of employees which can increase performance on the job. Even though, the organization gives off – job training, the delivery method that the organization used was not participatory and convenient to get the necessary knowledge and skills. Even if the trainers in the organization were capable and knowledgeable about the subject matter and can transfer and demonstrate the training and development appropriately, the training materials and teaching aids are complete and appropriate to the level of trainees. And also training environment is conducive to conduct training, however, the training and development delivery method has not enabled to transfer skills and knowledge which is acquired from the training back to their job.

The authority does not give training and development at the right time. And also the training and development materials are not available on time.

The authority doesn't look the performance appraisal report to evaluate the training and development.

Even though the authority undergo training impact analysis after the training at the end of each year, the training and development programs are not evaluate properly.

Evaluating training is a continuous process. You need to keep evaluating the process right from analyzing the training need to the completion of training.

Training and development evaluation ensures that whether candidates are able to implement their learning in their respective work place or to the regular routines (Nagar, 2009). In general As it is stated in the study, Addis Ababa water and sewerage authority doesn't test the trainees before and after the program.

### **5.3 RECOMMENDATIONS**

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

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

In order to achieve objectives and goals of training and development of the authority, AAWSA should:

AAWSA should put in place various measures to ensure successful strategic training and development by considering the following:

1. Reforming the structure of the authority and reorganizing the training institute with skilled man power to attain its organizational goals.
2. Formulate Clear and defined training and development strategic plan and aligned with overall strategic plan of the authority.
3. The leaders of AAWSA and all staff members should have vision and focus on objectives of training and development for the direction of their organizations. This will encourage the creation of a culture of high performance.
4. All employees of the AAWSA should understand the organizational strategic plans and contribute towards realization of its organizational goals
5. Adequate motivation should be put in place to encourage staff to deliver on its organizational goals.
6. AAWSA should hire, train and retain qualified personnel to support strategic processes besides motivating them to deliver.
7. Correct training and development strategies should be identified and avoid execution of wrong strategies.

Just-in-time training and development has the maximum impact because trainees can apply the knowledge they have acquired right away.

To provide on time training, consider the following:

1. Identify different content for different groups of people based on their existing skills and career paths.
2. Choose the right delivery method for their target audience.
3. Give appropriate training and development at the right time for the right person.
4. Create opportunities for employees to access the training whenever, wherever they are.

The authority should give the training at the right time in order to bring the desired outcome. Even though the training is designed and delivered in proper way, if it is not given on time with the necessary materials supply at the right location, it leads the employees dissatisfied by the training.

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

In the evaluation, AAWSA should consider:

1. Participant satisfaction as well as reaction. Often this is the starting and ending way to evaluate the results of training.
2. How much knowledge has been acquired from the training? This usually measured through questioner as well as how the trainees performing post the training and development practice.
3. Behavioral application. The behavior of employee could be based on the job front or basis on relations with his/her contemporaries.
4. Business improvement. From the training, how much has the business been profited? In other terms, it is calculating the return on investment. Not only is the return on investment calculated but also has the performance of the employee improved?

Formulate clear training evaluation criteria in order to effectively measure the results obtained from the training program delivery to employees for all levels of evaluation, namely, the reaction, learning, behavior change, and results. Employ appropriate training and development evaluation method such as: formats, questionnaires, requesting trainee's supervisors about their observation and assessment of trainees learning, assessment and development programs to be pleasant to the participants so as to enable them actively participate in the training program.

In order to solve challenges related to training and development, the authority should:

1. Higher level managers give more attention for training and development as it is one of the key to unlock the knowledge and skill gaps.
2. Reorganizing the training institute with skilled man power to attain its organizational goals.
3. Formulate its own training polices and strategies to use as road map for all training and development activities.
4. All stakeholders be aware and involved in planning and implementing and also encourage all stakeholders to participate actively training and development process.

In general training and development practices of Addis Ababa water and sewerage authority should be conducted based on policy and strategies in the organization. Conducting training needs assessment by employing the three levels of needs assessment: organizational, task and person analysis. Training and development needs to be considered seriously, training and development needs to be integrated and derived from organizational strategies, plans and policies; training and development should be linked to promotion and reward systems; training and development problems and challenges needs to be solved and employees need to be encouraged to attend

training and development programs. The practice of conducting needs assessment should be prioritized properly and the organization should review its strategic and objective to reveal valuable information for training and development. The organization training and development delivery method should be enabled employees to transfer the skills acquired back to their job. When giving more attention to external training provider organizations need to consider the quality and appropriateness need to be taken into account. Coordination and cooperation between these organizations and the external providers is required rather than over dependency on them to manage training and development especially the evaluation process.

Training and development can be very wasteful if it is not carefully planned and supervised. Addis Ababa water and sewerage authority strategic not have well realistic objectives and roles and articulated training and developing plan.

The training and development plan should integrate in to the strategic plans of the organization. Thus, such practice must be applied because a strategic focused human resource training and development approach helps the organization to achieve the predetermined objectives. However, the training and development plan should be communicated in detail rather than informing its availability in general sense to all employees through available means such as in the form of outlook, booklets, posting on the organization's websites and workshops. Objectives are the starting point for training and development design, giving a rational for selecting methods and content.

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

Moreover in setting and developing the objectives, it should be in consideration of the strategic plan and involve trainees and external consultants. This enhances employees' skills, help employees to do their job and keeping employees informed to technical change. Addis Ababa water and sewerage authority should equip its employees with the necessary skill, knowledge and attitude on leadership and management skills, capabilities and competencies needed to meet Addis

Ababa water and sewerage authority mandate as well as elicit higher levels of Commitment in fulfilling the AAWSA mission and vision. Addis Ababa water and sewerage authority should also advance the awareness of its employees and member states people for fulfilling the AAWSA mission and vision.

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

Besides, the organization has to work hard on the changing of trainees' attitude and behavior through rigorous interventions and assessment. The effectiveness of employees training and development on the other side heavily depends on the availability of adequate budget. Thus, Addis Ababa water and sewerage authority should allocate adequate budget and proper usage for employees training and development activities. Moreover, AAWSA should take responsibility and initiative to find donor partner to alleviate the shortage of budget for employees training and development practices.

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# APPENDICES

## APPENDEX-A



Questionnaire on “Assessment of employee Training and development practices and challenges in the case of ADDIS ABABA WATER AND SEWERAGE AUTHORITY

### Introduction

I am a postgraduate student in the Department of Educational planning and management and presently conducting a research in “Employee Training and development practices and challenges in the case of AAWSA”

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

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

**Instruction**

There questioner will be preparing in close - ended and open ended questions. The Close – ended questions are rating scale type questions. Rating scale offers 1 – 5 rating scale, with answers ranging from strongly disagree to strongly agree or very dissatisfied to completely satisfied you will put X or in front of each items in the given tables below. If clarification will be need, my phone number is 0913-64-40-25. Thank you for your cooperation.

**Part one: demographic information**

Table 1: To know demographic composition of respondents

1.1.Gender of respondents

- 1) Male  2) Female

1.2.Age of respondent

- 1) 18-25  2) 26-35  3) 36-45  4) 46-55  5) Above 56

1.3.Level of education.

- 1) TVET & Diploma  2) Degree  3) Masters & Above

1.4.Professional status

- 1) Expert  2) Technician  3) Engineering  4) Process & team leader  5) HR department & manager

1.5.Working Experience in your position?

- 1) Below 3 years  2) 3-6 years  3) 7-10 years  4) Above 10 years

**Part Two: Information on employee training and development practices and challenges in AAWSA**

Table2.1: To ascertain that training and development practices of AAWSA are conducted based on strategic plan

1= Strongly Disagree	2= Disagree	3=Neutral	4=Agree	5= Strongly Agree
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No	Statement	Levels of agreement				
		1	2	3	4	5
2.1	The organization has a clearly defined training and development strategic plan					
2.2	Training and development practices are conducted based on the strategic plan					
2.3	The organization's training and development plan is aligned with its overall strategic plan.					
2.4	Training and development plan are designed based on need assessments					
2.5	The organization has measurable and development objectives.					

Table 2.2: To examine how training and development plans, designed and implemented in AAWSA

1= Strongly Disagree	2= Disagree	3=Neutral	4=Agree	5= Strongly Agree		
No	Statement	Levels of agreement				
		1	2	3	4	5
3.1	Training and development program of the organization is designed compatible with the actual job to be performed.					
3.2	The organization's training and development program able to improve skills, knowledge and attitude of employees which can increase performance on the job.					
3.3	The delivery method that the organization used is convenient to get the necessary knowledge and skills					
3.4	Trainees are recruited without bias.					
3.5	The training materials and teaching aids are complete and appropriate to the level of trainees					

3.6	The training environment is suitable to conduct training					
3.7	The training and development delivery method has enabled me to transfer the skills acquired back to my job.					

Table 2.3 information on giving timely training in AAWSA

1= Strongly Disagree	2= Disagree	3=Neutral	4=Agree	5= Strongly Agree		
No	Statement	Levels of agreement				
		1	2	3	4	5
4.1	The authority (AAWSA) gives training and development on time (at the right time)					
4.2	The authority (AAWSA) gives training about the new implementation (services) of the company at the time of adoption.					
4.3	The authority training and development materials are available on time					
4.4	The authority gives training based on its pre – defined plan (schedule)					

Table 2.4: Follow up and Evaluation in AAWSA

1= Strongly Disagree	2= Disagree	3=Neutral	4=Agree	5= Strongly Agree		
No	Statement	Levels of agreement				
		1	2	3	4	5
5.1	The authority (AAWSA) evaluates the effect of the training & development					
5.2	AAWSA tests the trainees before and after the training program					
5.3	AAWSA asks the trainees through questioners at the end of the training and development program					
5.4	The authority (AAWSA) looks the performance					

	appraisal report to evaluate the training and development.					
5.5	AAWSA does a cross check, Training has bought new skills, knowledge for Employees job.					
5.6	AAWSA does use a feedback of customer's satisfaction and service delivery to evaluate the training & development program.					

Table 2.5: To identify the major challenges of employee training and development in AAWSA

1= Strongly Disagree		2= Disagree		3=Neutral		4=Agree		5= Strongly Agree	
No	Statement	Levels of agreement							
		1	2	3	4	5			
6.1	The trainers are well organized easily (understand & good in communication).								
6.2	Training and development facilities (adequate training materials and teaching aids).								
6.3	Lack of trainee's participation and commitment to training & development programs.								
6.4	Lack of budget for training and development.								
6.5	Lack of adequate time for the training and development programs.								
6.6	AAWSA management does not support the training and development program.								

**Part Three: open ended questioners**

7. Please list if there are any other challenges which you were faced during training and development program & what your suggestion to solve those drawbacks.

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8. Describe your comments regarding the strengths and weaknesses of AAWSA's training and development practices

**Strength**

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**Weakness**

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If you have any additional comment, please write

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## **APPENDEX-B**

### **Research Interviews**

✍ This interview will be designing to seek information purely for academic purposes. The main purpose of the study will be to conducting a thesis on the topic: “Assessment of Training and development Practice and challenges in the Addis Ababa water and sewerage authority”. The purpose of interview will be to gather additional data which may not be obtained through the questionnaires that will be filled by respondents. Thus, as a Training and Development unit leaders and experts of the AAWSA, it will be hope that the success of the study depends on the information you provide. Therefore, the researcher kindly request you in advance your invaluable cooperation.

#### **Thank You**

1. How does training and development practices of AAWSA have been conducted based on the strategies?
2. How is need of training and development are being prioritized and identified in AAWSA?
3. How does training and development practices are being designed and implemented in AAWSA?
4. Do you think your organization (AAWSA) gives training on time based on its own schedule?
5. How does training and development practices are being evaluated in AAWSA?
6. What are the challenges and solutions of training and development practices in AAWSA?

APPENDEX-C

Training impact analysis

**ክፍል አንድ**

1.1 መፅቢያ/Introduction/

የአዲስ አበባ ውሃና ፍሳሽ ባለሥልጣን ራዕይ «በ2020 የአዲስ አበባ ከተማን የንፁህ ውሃ አቅርቦትና ዘመናዊ የፍሳሽ ማስወገድ አገልግሎት ደረጃ በአፍሪካ ካሉት ቀዳሚ አምስት ከተሞች ተርታማሠለአ» ነው።

በዚሁ አግባብ የባለሥልጣኑ መ/ቤት ተልዕኮቹን በመንደፍ፣ እሴቶቹን በመተንተንና በአዋጅ የተሰጡትን ተግባራት መሠረት በማድረግ በርካታእቅዶችን ዘርግቶ በመንቀሳቀስ ላጁ ጁቸኛል።

እቅዶቹንም ተግባራዊ ለማድረግ፣ የሰውኃይሉን ጠቅላይነት ወሳኝ በመሆኑ፣ የሠራተኛውን አቅም/ሥልጠና ለማግኘት የማሠልጠኛ ተቋም ተመሥርቶ ሠራተኞችን በማሠልጠን ላጁ ጁቸኛል።

በዚሁ መሠረት በ2007 የበጀት ዓመት በተለያዩ 29 የሥልጠና መስኮች 715 ያህል ሠራተኞች ሥልጠናዎችን ወስደዋል። የተሰጡት ሥልጠናዎች ያስገኙባቸውን ፋይዳለማወቅ፣ ይህ የሥልጠና ውጤትጥናት ተደርጓል።

1.2 የጥናቱ አላማ/Objectives of the study/

የጥናቱ ዋና ዋና ዓላማዎች፣

- ከተጠየቀው የሥልጠና ፍላጎት አንፃር የተሠጡት ሥልጠናዎች ምን ፍጹሙነትን ያሳያሉ።
- ሠራተኞቹ ሥልጠናዎቹን ከወሰዱ በኋላ ምን ያህል ውጤታማ እንደሆኑ ለመረዳት።
- ሠራተኞቹም ሆኑ የሥራ ኃላፊዎች ከሥልጠናዎቹ ያገኙትን ጠቀሜታ ለመለካት።
- የሠራተኞቹን ፍላጎትና የአሠሪዎችን አስተያየት በመቀመር ለቀጣይ ሥልጠናዎች እንደግብአት ለመጠቀም።

- በየሥራ ሂደቱ ያሉትን ችግሮች ለይቶ ተገቢውን ሥልጠና ለማዘጋጀት፤
- የተቋሙን የሥራ አፈፃፀም ለመገምገምና ለማሻሻል አጠቃላይ ግብአት ለማግኘት ነው።

1.3 የጥናቱ ዘዴ/Methdology of the study/

ሀ. የመረጃ ምንጭ/Data Source/

1. በዋናነት መረጃዎቹ የተሰበሰቡት ስልጠናውን ከወሰዱ ሠልጣኞች እና ከቅርብ ከሥራ ኃላፊዎቻቸው ነው። ይኸውም ቃለመጠይቆች ተዘጋጅተው ለሠልጣኞቹና ለኃላፊዎቻቸው ከተላኩ በኋላ የተገኘው መልስ እንደዋና የመረጃ ምንጭ ተወስኗል።
2. ሠልጣኞች በሚሠለጥኑበት ቦታ በመቸነት በውይይቱ ላይ የተሰበሰበውንም መረጃ እንደዋና መረጃ ወስደናል።
3. እንደሁለተኛ ደረጃ መረጃ የተወሰዱት የተቋሙ የበጀት ዓመት እቅት፣ ወርሃዊና ዓመታዊ ሪፖርቶች፣ የድህረ ሥልጠና ሪፖርቶችንና የተለያዩ ፅሁፎች ናቸው።

ለ. የመረጃ ትንተና እና አቀራረብ/Data Analysis & Presentation/

- ሠልጣኞቹ በቀረበላቸውጥያቄ መሠረት የሠጡትን መልሶች በመመዘን፣ በማገናኘብና በመተንተን አዘጋጅተናል።
- የተደረሰበትንም ውጤት የተለመዱ የመረጃ ትንተና መንገዶችን ተጠቅመን፣ በመቶኛ፣ በንፅፅር፣ በግላዊ አገላለጾች በመጠቀም አቅርበናል።
- ተተንትነውየቀረቡትንም የጥናቱ ውጤቶች በክፍል ሁለትበቀረበው መሠረት መመልከት ይቻላል።

ክፍል ሁለት

2. የሥልጠና ውጤት ዳሠሣ

በ2007 በጀት አመት በአጠቃላይ 29 የስልጠና አይነቶች ተሰጥተዋል። ይህ የዳሰሳ ጥናት በተሰጡበት አመቱ ለተሰጡ የስልጠና አይነቶች ነው። ሠልጣኞቹ ቃለመጠይቅ እንዲሞሉ የተጠየቀው በ27 የሥልጠና ዘርፎች ሲሆን ቃለመጠይቁን ሞልተው የመለሱት በ20 የሥልጠና ዘርፍ የሰለጠኑ ሰልጣኞች ናቸው። በአጠቃላይ ዳሰሳ ጥናቱ የተሰራባቸው ስልጠናዎች የሚከተሉት ናቸው።

2.1 መሠረታዊ ኮምፒውተር ሥልጠና

- ይህ ስልጠና ከግንቦት 03 እስከ ሐምሌ 24/2007 የተሰጠሲሆን፤ በ□ህ ርክሰ ቶቴጃ እንዲሠለጥኑታላቢ □ተ□ረቶት ሠራተኞች በከፍተኛ መ/□/ዓ/□□/ስ/ሲ/ቁዓዓር□□ሥራ □አልእና በቅርንጫፍ ስር ያሉ መሰረታዊ የኮምፒውተር ክህሎት የሚያስፈልጋቸው ናቸው።
- ዋና ዓላማውም የየሥራ ክፍላቸውን ስራ የኮምፒውተር□ዕውቀትና ክህሎት ኖሮአቸውበጥራትና በብቃት እንዲወጡለማብቃት ነው።
- ተሳታፊዎች ብዛታቸው 25 ናቸው። ቃለመጠይቁን □እንዲሞሉ የተመረጡት 4 ሲሆኑ መጠይቁን ሶስቱ ሞልተው መልሰዋል።
- ሞልተው የመለሱት አስተያየታቸው □አንደሚከተለው ቀርቧል።

1. በስልጠናው ወቅት በተሠጡ ገለጻዎችና ክፍል ውስጥ በተደረገ የጋራ ውይይት ወይም በተፅዕኖ ልምምት ጸዮችት ዕውቀት ምን ያህል ነው?

ሀ/ □ጅግ በጣም ከፍተኛ.....0መ/ በቂ.....1 ሰ□  
 ለ/ በጣም ከፍተኛ.....3 ሰ□ ሠ/ □ቅተኛ.....0  
 ሐ/ ከፍተኛ.....0 ረ/ ምንም ዕውቀት አላገኘሁም.....0

2. በአገኙት ዕውቀት በየቀኑ ለሚሠሩት ሥራ ምን ያህል □የተጠቀሙበት ነው?

ሀ/ □ፀፅ በ□ም □የተጠቀምኩበት ነው.....0  
 ለ/ በ□ም □የተጠቀምኩበት ነው.....3ሰው  
 ሐ/ በመጠኑ □የተጠቀምኩበት ነው.....0  
 መ/ ምንም አልተጠቀምኩበትም /ምክንያት ካሎት ይግለፁ/.....0

3. የወሰዱት ሥልጠና ከክህሎትና ከሥራ አፈፃፀም አንፃር ምን ተጨባጭ የሆነ የተግባር ለውጥ አስገኘልዎት? /ከአንት በላይ መምረጥ ይቻላል።

ሀ/ ለሥራ ያለኝ ተነሳሽነት በከፍተኛ □ረ□ ፊ ምሯል.....3 ሰ□  
 ለ/ ሥራዬን በተቀላጠፈና ዘመናዊ በሆነ መንገት ማከናወንች ያለሁ .....3 ሰ□

ሐ/ በትንሽ ድካምና በአጭር ጊዜ ስሜት ጠቅላላ መስራት ችያለሁ.....2 ሰባ

መ/ የተቀላጠፈ አገልግሎት በመስጠት ደንበኞችን ማርካት ችያለሁ.....2 ሰባ

ሠ/ የሥራ ጥራት፣ የወጪ ቅነሳ፣ የደንበኞች ግርካጽ ተደራሽነት

ንዲጨምር አግዞኛል..... 0

ረ/ ሌላ ደስታዎት ለውጥ ካለ ይግለጹ 1 ሰው። ስራዬን ደስተኛ ሆኜ እንድሰራ ረድቶኛል።

4. የወሰዱት ሥልጠና ከክህሎትና ከሥራ አፈፃፀም አንፃር ምን ተጨባጭ የሆነ የተግባር ለውጥ አስገኛል- ት? /ከአንድ በላይ መምረጥ ይቻላል/።

ሀ/ ለስራ ያለኝ ተነሳሽነት በከፍተኛ ሁኔታ ሆኗል። .....1 ሰባ

ለ/ ሥራዬን በተቀላጠፈና ዘመናዊ በሆነ መንገድ ማከናወን ችያለሁ።.....1 ሰባ

ሐ/ በትንሽ ድካምና በአጭር ጊዜ ውስጥ ጠቅላላ መስራት ችያለሁ።.....0

መ/ የተቀላጠፈ አገልግሎት በመስጠት ደንበኞችን ማርካት ችያለሁ።.....0

ሠ/ የሥራ ጥራት፣ የወጪ ቅነሳ፣ የደንበኞች እርካጽ ተደራሽነት ንዲጨምር

አግዞኛል.....0

ረ/ ሌላ ደስታዎት ለውጥ ካለ ይግለጹ\_\_\_\_\_

5. በክርስቶስ አመለካከት አሁን የወሰዱት ይህ ሥልጠና ሥራዎን ለመተግበር ያለውን ፋይዳ ንዴት ይገልጹታል?

ሀ/  ሰፊ በጣም ጠቃሚ ነው.....0ሐ/ በመጠኑ ጠቃሚ ነው.....0

ለ/ በጣም ጠቃሚ ነው.....3 ሰባ መ/ ምንም ጥቅም የለውም.....0

6. ከሥልጠናው ያገኙትን ውቀት ለሌሎች የሥራ ባልደረባዎችና በሥራ ለሚገናኙ ሌሎች ሠራተኞች በማስተላለፍ ያበረከቱት አስተዋጽኦ ምን ያህል ነው?

ሀ/  ሰፊ በጣም ዓሩ ነው.....0 ሐ/ መጠነኛ ነው.....1 ሰባ

ለ/ በ□ም ዓሩ ነው.....2 ሰ□ መ/ ደካማ ነው.....0

7. በክርስቶስ አስተያየት የዚህን ስልጠና ጠቀሜታ□□ን ይመዝኑ? በመቶኛ ይመዝኑት::

ሀ/ ከደንበኞች □ርካታ አንጻር 95%.....1 ሰው ሐ/ከሥራ ጥራት አንጻር 95%.....1 ሰ□

ለ/ ከወጪ ቁጠባ አንጻር 95%.....1 ሰ□ መ/ከደንበኞች ተደራሽነት አንጻር95%.....1 ሰ□

8. ሥልጠናን በተሻለ ሁኔታ□ ለመተፅበር □□ን ይደረግዎታል? ይህ ሥልጠና በምን መልክ ቢሰጥ ጁሻላል? ተጨማሪ ሃሳብና አስተያየት ካለዎትም ይግለፁ:: በሰለጠነው የስልጠና ዘርፍ እንድንሰራ ቢደረግ ጥሩ ነው::

9. የሥልጠና ተቋሙ አስተያየት

-ከላይ የተሰጠው ግብረ መልስ እንደሚያሳየው ሠልጣኞች ከሥልጠናው በርካታ□ ረቀቀው እንደሚታዩ የሰለጠነው ማቀላጠፍ እንደቻሉ ተገልጿል:: ስለ□ህ ሥልጠናው ውጤታማ ነበር ማለት ይቻላል::

ክፍል ስድስት

4. ማጠቃለያና የመፍትሔ ሃሳብ

4.1 ማጠቃለያ (Conclusion)

የፋይናንስ ደህንነት ጥናት የተደረገባቸው የሥልጠና ዘርፎችም ሆኑ የተወሰዱት ናሙናዎች በአግባቡ ወካይ የሆኑና የ2007 የበጀት ዓመትን ሥልጠናዎች ገፅታ የሚያሳዩ ናቸው:: በዚህ መሠረት መረጃውን በመተንተን የተገኘው ውጤት በዚህ ጥናት በክፍል ሁለት እና ሦስት ውስጥ ቀርቧል:: አሁን ከዚህ ጥናት □ እንደምንረዳው በርካታ አስተያየቶች፣ ሃሳቦች፣ ግብአቶችና የሥራ ማሻሻያ ግብረ መልሶች ተገኝተዋል:: ዋና ዋናዎቹን እንደሚከተለው እንመለከታለን::

- ከጥቂት አስተያየቶች በስተቀር ሁሉም ሠልጣኞች ሊባልበሚችል ደረጃ በተሰጠው ሥልጠና እርካታ አግኝተዋል:: የወሰዱት ሥልጠና ከክህሎትና ከሥራ አፈፃፀም አንጻር ተጨባጭ የሆነ ረቀቀው እንደሚታዩ የሰለጠነው ማቀላጠፍ እንደቻሉ ተገልጿል::
- ከሥልጠናው በተገኘ□ □ እውቀትና ክህሎት ተጠቅመው የሥራ ቅልጥፍናን፣ ለደንበኞች □ እርካታን፣ የሥራ ተነሳሽነትን ፣ የደንበኞች ቅሬታ□ አቀባበልንና

መስተንግዶን፣ በተቀናጀና በተሻሻለ ሁኔታ ለማከናወን ርዕይሰዎች አስተያየት ሰጥተዋል።

- ሰልጣኞች ከራሳቸውም ሌላ ከሥልጠናው ያገኙትን ርዕይሰዎችና ክህሎት በሥራ ቶቴጃ ለሚጸብኟቸው የሥራ ባልደረቦቻቸው ያስተጋቡ /ያስተላለፉ/ መሆናቸውም ተቆጥረዋል።
- ለወደፊት ሥልጠናዎች የሚመጣጠን ጊዜ እንዲመደብላቸው አስተያየት ተሰጥቶአል።
- የሙያ ነክ ሥልጠናዎች በውጪ ከሚሰጡ የማሰልጠኛ ተቋሙን በማደራጀት በተቋሙ ርዕይሰዎች አስተያየት አቅርበዋል።
- ሥልጠናዎች የሥራ ልምድ ተሞክሮ፣ በተግባር የተደገፉና በመ/ቤቱ ነባራዊ ሁኔታ ፈር መጠጠም ርዕይሰዎችም አስተያየት ሰጥተዋል።
- ማሰልጠኛ ተቋሙ በዘመናዊ መልኩ በመደራጀት ሥልጠናዎችን ቢያዘጋጅ የሚል አስተያየት ሰጥተዋል።

#### 4.2 የመፍትሔ ሃሳብ (Recommendation)

ሰልጣኞቹ የሰጡትን አስተያየት፣ ከሥልጠና ሂደቱ የተረዳነውንና ከአጠቃላይ የሥልጠና ሥራ አንጻር ሲጠቃለል አንዳንድ የመፍትሔ ሃሳብ መስጠት ይቻላል። ዋና ዋናዎቹ፡-

- እያንዳንዱ ሥልጠና ከመሰጠቱ በፊት እንዲሰጡ የታሰቡት ሠራተኞች ያለባቸው ርዕይሰዎች፣ የክህሎትም ሆነ የሥራ አፈጻጸም ክፍተት በጥልቀት መጠናት ይኖርበታል።
- ሠራተኞቹ ያሉባቸውን ክፍተት መሠረት /መሻሻ/ በማድረግ የሥልጠና ኮርስ መቀረፅ ይኖርበታል።
- ሥልጠናው የሚወስደውን ጊዜ፣ በማንና የት ርዕይሰዎችም የሚታወቀው በክፍተት ዳህሣ ጥናት ስለሆነ ጥናቱ ወሳኝ ነው።
- የሥልጠናውን ጊዜና የሥልጠናውን ጥልቀት የሚወስነው ክፍተቱ ሲሆን ኮርስ መቀረፅ ን ሮፐራም ለማዘጋጀትና በማንና የት መሠልጠን ርዕይሰዎችም ለመወሰን ይጠቅማል። ስለዚህ በዚህ ዙሪያ የተሰጡት አስተያየቶች ጠቃሚዎች ናቸው።
- በዚህ የክፍተት ጥናት መሠረት ወደ ሥልጠና ሲገባበሥልጠናው ወቅት የሚያስፈልጉትን ሰነዶችም አብረው መዳሰስ አለባቸው። ለምሳሌ፡- የሥልጠና ኮርስ አውጥሎ፣ የፅሁፍ ፍት /ማንዋል/፣ ኮምፒዩተር፣ ሲዲ /ቪዲዮና ኦዲዮ/፣ አመቺ የሥልጠና ቦታ፣ ኮርሱን በጥልቀት ሲያስተምር የሚችል አሰልጣኝ ርዕይሰዎች ሁኔታዎች መሟላታቸው መረጋገጥ አለበት።

- ቢቻል ሥልጠናው ከመሠጠቱ በፊት ሠልጣኙ ከሥልጠናው ሲመለስ ያገኘውን እውቀትና ክህሎት ወደተግባር መቀየር  እንዲችል የሥራ መሣሪያ፣ ምቹ የሥራ ሁኔታ እና ሌሎች ግብአቶች ሊሟሉሉት ይገባል። ስለዚህ ከሥራ ክፍሎቹ ጋር ይህ ሁኔታ  የሚሟላበትን ሁኔታ ማመቻቸት ተገቢ ይሆናል።
- ሥልጠናዎች ሲዘጋጁ የተሞክሮ ልምድ ልውውጥን፣ የተግባር ሥልጠናንና የቡድን ሥራ ልምድን አካተው ኮርሱ መቀረፅ ይኖርበታል።
- የሥልጠናዎቹ ኮርስ ሲቀረፅ፣  አውቀቱን ብቻ ሳይሆን፣ ሠልጣኙ ተሐትሶ  እንዲያገኝ ሁኔታዎች መመቻቸት አለባቸው።
- በመሬ ረሻም እነዚህ የተገለፁት እና መሠል ሁኔታዎች በማካተት የሚሰጡ ሥልጠናዎች  ተቋቃማ የሚሆኑበትን ሁኔታ  ማመቻቸት ይኖርብናል። እንዲህም ለማድረግ የምናቅድ መሆኑን  እየገለፅን አስተያየቶችን በሙሉ በግብአትነት ወስደናቸዋል።
- የዳሰሳጥናቱ እንዲሳካ በተለያዩ መልክ አስተዋፅኦ ያደረጋችሁትን ሁሉ እና መሰግናለን።

ሰኔ 2008

አዲስ አበባ

**APPENDEX-D**

**AAWSA training and development need assessment.**

ለሰብአዊ ሀብት አስተዳደር ደጋፊ የሥራ ሂደት

ለፋይናንስ ደጋፊ የሥራ ሂደት

ለግዢ ደጋፊ የሥራ ሂደት

ለንብረት አስተዳደርና ጠ/አ/ደጋፊ የሥራ ሂደት

ለኮሙኒኬሽን ጉዳዮች ደ/የሥራ ሂደት

ለውስጥ ኦዲት ደጋፊ የሥራ ሂደት

ለሕግና ኢንሹራንስ ደጋፊ የሥራ ሂደት

ለጥናት፣ እቅድና በጀት ደጋፊ የሥራ ሂደት

ለመሣሪያዎችና ተሽከርካሪዎች ጥገና ደጋፊ የሥራ ሂደት

ለኢንፎርሜሽን ኮሙኒኬሽን ደ/የሥራ ሂደት

ለውጤትን መሠረት ያደረገ ክ/ደ/የሥራ ሂደት

ለውሃ ማ/ማ/ማ/ሲ/ቁ/ንዑስ የስራ ሂደት

ለጾታዎ ቅርንጫፎች

ለኘርጃክት ጽ/ቤት

ለቱጫምድር ውሃ ምርት አቅራቢ ቡድን

ለከርሠ-ምድር ውሃ ምርት አቅራቢ ቡድን

ለከባድ መስ/ዝ/ጥገና ውሃ ሥ/ብ/ም/ሲ/ቁጥጥር

ለኤሌክትሮ መካኒካልና ብዩዳ ሥራዎች

ለተፋሰስና ውሃ ጥራት ቁጥጥር ሥራዎች

ለፍሳሽ ማንሳት ንዑስ የሥራ ሂደት

ለፍሳሽ ማጣራትና መልሶ መጠቀም ንዑስ የሥራ ሂደት

ለኮንዶሚኒየም ቤ/ሊ/መ/ል/ፍ/ግ/ንዑስ የስራ ሂደት

ለፍሳሽ ክ/መ/ሲ/ቁ/ንዑስ የስራ ሂደት

ለጀነራተር ተ/ጥ/አ/ኬዝ ቲም

ውሃና ፍሳሽ ባለሥልጣን

አዲስ አበባ

**ቶቺ- የሥልጠና ፍላጎት ዳሠሣ /Training Need Assesement/ይመለከታል።**

መ/ቤታችን የሰውሃይል አቅምግንባታ ተግባርን በማሠልጠኛ ተቋሙ በኩል በማከናወን ላይ ይገኛል።

በዚህ መሠረት በየዓመቱ የአቅም ግንባታ ሥልጠና ጥያቄዎች ከእያንዳንዱ አስፈጻሚ የሥራ አገልግሎት እና በሚቀርበው ጥያቄ መሠረት የሥራ ዕቅድና የሚመደበው በጀት እንዲጣጣም እየተደረገ በዕቅድ ላይ የተመሠረተ ሥልጠና ሲሰጥቆይቷል።

አሁንም የ2010 የሥልጠና ዕቅድ ለመያዝና ነገርግራም ለማዘጋጀት እንዲረዳን የቀጣይ ዓመቱን የየሰራ ክፍላችሁን የስልጠና ፍላጎት በቅፅ 01 ላይ በጥንቃቄ ሞልታችሁ እስከሰኔ 30 ቀን 2009 ግምት ስር እንድትልኩልን በአክብሮት እንጠይቃለን።

ለመነሻ ይህን ዘንድ ሥልጠና ሊሰጥባቸው የሚችሉ ርዕሶች በአባሪ ቅፅ 02 ላይ ከተዘረዘሩት ግለሰቦች እንደ ሥራ መደቦቹ ባህሪ የሚያስፈልጉ ሥልጠና ርዕሶችን መምረጥ የሚቻል ሲሆን በዝርዝር ከተካተቱት የሥልጠና ዓይነቶች በተጨማሪ መግለፅ የሚቻል መሆኑን እናሳስባለን።

ከሠላምታ ፋር

**ፅልባ ፡**

- ለዋናው ሥራ አስኪያጅ ጽ/ቤት
  - ለምክትል ሥራ አስኪያጆች /ለጽቱም/
  - ለማሠልጠኛ ተቋም
  - ውሃና ፍሳሽ ባለሥልጣን
- አዲስ አበባ**

የሠራተኞች የሥልጠና ፍላጎት-ዳሰሳቅጽ/Employee Training Need Assesment Form/

ቀ//ቤተ ጁም ሥራ ላይ ቱ ሥም \_\_\_\_\_

ተራ ቁ.	ሥልጠና የሚያስፈልገው		የሥልጠና ዓይነት <input type="checkbox"/> በቅደም ተከተል	ምርመራ
	ሠራተኛስም	የስራ-መደብ		
1			1 2 3	
2			1 2 3	

**ማሳሰቢያ:-**

- ቅና ሲሞላ አንዲስጥ የምትፈልጋቸውን ሥልጠናዎች እንደ አስፈላጊነታቸው ክብደት እንዲያደርጉ ከ1-3 በመምረጥ ሲሆን የሚመረጡት ሥልጠናዎች ከሥራ መደቡ ጋር ቀዳ ተኛ ግንኙነት ያላቸው መሆን አለባቸው።

የስልጠና ዘርፎች	ስልጠናዎች
<p>□□-ሃ □ርአ</p>	<ol style="list-style-type: none"> <li>1. የቧንቧ ዝርጋታ፣ ጥገና፣ የቆጣሪ አቀጣጠል፣ እና የግምት ማውጣት የቴክኒክ ሥራዎች</li> <li>2. □□ ምኝ አሠራር አያያዝና ኦፕሬሽን</li> <li>3. ቆጣሪ ምርመራና የንባብ ሥራ</li> <li>4. የውሃ ብክነት ቁጥጥር ዘዴ</li> <li>5. Water Treatment</li> <li>6. Plumbing</li> </ol>
<p>□አሳሽ □ርአ</p>	<ol style="list-style-type: none"> <li>1. ፍሳሽ የመሰብሰብ፣ የማጣራትና የማስወገድ ዘዴ</li> <li>2. □አሳሽ መስመር □ርፉታ□ እና አዲስ ደንበኞች ቅጥያ</li> <li>3. ፍሳሽ በተሽከርካሪ መሰብሰብ</li> <li>4. Wastewater &amp; reuse</li> <li>5. Low cost sewerage system (Small bore hole)</li> <li>6. Sewer line maintenance &amp; regulatory works</li> </ol>
<p>ኮምፒውተር እና ሶፍትዌሮች</p>	<ol style="list-style-type: none"> <li>1. Water CAD</li> <li>2. Sewer CAD</li> <li>3. Auto CAD</li> <li>4. GIS</li> <li>5. Basic Computer Skill</li> <li>6. Ms-Access</li> <li>7. Ms-Excell</li> <li>8. Ms-Publisher</li> <li>9. Ms-Power Point</li> <li>10. Computer Maintenance</li> <li>11. Computer Programming</li> <li>12. Statistical Programe for social science (SPSS)</li> <li>13. Data Base Management</li> <li>14. Information Systems &amp; Technology Management</li> </ol>
<p>ማኔጅመንትና ፋይናንስ</p>	<ol style="list-style-type: none"> <li>1. Financial Accounting/Management</li> <li>2. Peachtree Accounting</li> <li>3. Performance Auditing</li> <li>4. Preparation of Bid documents and Contract Management</li> <li>5. Internal Auditing</li> <li>6. የደንበኞች አያያዝ፣ አገልግሎት አሰጣጥ እና ውል አፈፃፀም ሥርዓት</li> <li>7. የሂሳብ ሥራና የሂሳብ መዝገብ አያያዝ ሥርዓት</li> <li>8. እቅድ አዘገጃጀት፣ አፈፃፀምና ክትትል ግምገማ</li> <li>9. አጠቃላይ የግዢ አፈፃፀም ሥርዓት</li> <li>10. አጠቃላይ የንብረት አያያዝና አስተዳደር ሥርዓት</li> <li>11. የሪከርድ ማኔጅመንት /የሕግ፣ የደንበኞች፣ የሠራተኛ፣ የፋይናንስ፣ □□፣ □□ተ.../</li> <li>12. Human Resources Management</li> </ol>

	<ul style="list-style-type: none"> <li>13. Personnel Rules and Regulations</li> <li>14. Office Operation Management</li> <li>15. Public Expenditure</li> <li>16. Basic Managerial Skills</li> <li>17. Managing Conflict in an Organization</li> <li>18. Physical Resource management</li> <li>19. Budgetary Planning &amp; control</li> <li>20. Supervisory Management</li> <li>21. Finance for non finance Managers</li> <li>22. Training Management in Organization</li> <li>23. Program Budgeting</li> </ul>
<p><b>ሌሎች ዘርፎች</b></p>	<ul style="list-style-type: none"> <li>1. General Mechanic</li> <li>2. Auto Mechanic</li> <li>3. Driver Mecanics</li> <li>4. Auto Electric</li> <li>5. Industrial Electricity</li> <li>6. Electric Installation</li> <li>7. PLC</li> <li>8. Basic Electricity</li> <li>9. Welding</li> <li>10. Generator Maintenance</li> <li>11. Traffic Safety</li> <li>12. <input type="checkbox"/> ምኝ ጥገና (Pump maintainance)</li> <li>13. Safety &amp; health</li> <li>14. ጅነትተር ጥገና</li> <li>15. Productivity Improvement</li> <li>16. Communication Skills</li> <li>17. Customer Service for non-Business sector</li> <li>18. Training of traineers</li> <li>19. Emotional Intelligence</li> <li>20. Incentive scheme Development</li> </ul>
<p><b>ለስራ መሪዎች</b></p>	<ul style="list-style-type: none"> <li>1. Managing performance for Non-Busines sector</li> <li>2. Transformational leadership and coaching</li> <li>3. Leadership skill and Team Building</li> <li>4. Facilitating change through Team building</li> <li>5. Project Planning, Implementation, Monitoring and Evaluation</li> <li>6. Project Monitoring and Evaluation</li> <li>7. Total Maintenance Management</li> <li>8. Total Quality Management</li> <li>9. Managing Organizational Change</li> <li>10. Strategic Planning &amp; Management for Non-Businness Sector</li> <li>11. Leadership skill and decision Making</li> <li>12. Time &amp; stress Management</li> </ul>

