

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**



**AN ASSESSMENT OF TRAINING PROGRAMS OFFERED BY
THE FEDERAL CIVIL SERVICE COMMISSION**

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**ESHETU YOHANNES
JUNE 2004**

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**A THESIS PRESENTED
TO SCHOOL OF GRADUATE STUDIES
ADDIS ABABA UNIVERSITY**

**IN PARTIAL FULFILMENT OF THE REQUIRMENTS
FOR THE DEGREE OF MASTER OF ARTS IN
EDUCATIONAL PLANNING AND MANAGEMENT**

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**BY
ESHETU YOHANNES
JUNE 2004**

I dedicated this thesis to my beloved son-Bereket Eshetu- who recently joined my family.

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First of all I would like to thank my Lord Jesus Christ for helping me to pass all the hard moments during my stay here in AAU.

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ESHETU YOHANNES

TABLE OF CONTENTS

Contents	Page
ACKNOWLEDGMENTS-----	i
TABLE OF CONTENTS-----	ii
LIST OF TABLES-----	iv
ACRONYMS AND ABBREVIATIONS -----	v
ABSTRACT-----	vi
 CHAPTER I	
1. The Problem and Its Approach-----	1
1.1 Introduction-----	1
1.2 Statement of the Problem-----	2
1.3 Basic Questions-----	4
1.4 Delimitation of the Study-----	5
1.5 Limitation of the Study-----	6
1.6 Significance of the Study-----	7
1.7 Research Design-----	8
1.7.1 Data Gathering Instruments-----	8
1.7.2 Research Methodology-----	9
1.7.3 Sampling Techniques and Procedures of the Study-----	9
1.7.4 Data Sources-----	10
1.7.5 Methods of Data Analysis-----	10
1.8 Organization of the Study-----	10
1.9 Definition of Terms-----	11
 Chapter II	
2. REVIEW OF THE RELATED LITERATURE	
2.1 Training Needs Assessment-----	12
2.1.1 Organizational Needs Assessment-----	14
2.1.2 Group Needs Assessment-----	17
2.1.3 Individual Needs Assessment-----	19
2.1.4 Job/Task Needs Assessment-----	21
2.1.5 Methods of Needs Assessment-----	23
2.2 Setting Training Programs Objectives-----	27
2.2.1 Functions of Training Programs Objectives-----	30

2.2.2 How to write Performance-Centered Objectives	31
2.3 Determining Contents of the Training Programs	32
2.3.1 Selecting the Content of the Training Programs	33
2.3.2 Sequencing the Content	36
2.4 Selecting Appropriate Facilities and Premises for the Training Programs	38
2.4.1 Selecting Training Equipment/Aid	40
2.4.2 Selecting Appropriate Training Environment	43
2.5 Selecting the Appropriate Trainers and Trainees	44
2.5.1 Selecting Trainers	45
2.5.2 Selecting Trainees	47
2.6 Coordinating the Training Programs	50
2.7 Evaluating the Training Programs	51
2.7.1 Components to be Evaluated in Training Programs	53
2.7.2 Levels in evaluating Training Programs	55
2.7.2.1. Level 1: Reaction	55
2.7.2.2. Level 2: Learning	57
2.7.2.3. Level 3: Behavior	58
2.7.2.4. Level 4: Result	60

Chapter III

3. PRESENTATION AND ANALYSIS OF DATA	62
3.1 Characteristics of the Study Population	62
3.2 Analysis of the Findings of the Study	65
3.2.1 Training Needs Assessment Issue	65

Chapter IV

4. SUMMARY CONCLUSIONS AND RECOMMENDATIONS	97
4.1. Summary	97
4.2. Conclusions	102
4.3. Recommendations	105
Bibliography	109
Appendix-A	114
Appendix-B	120
Appendix-C	125
Appendix-D	128

LIST OF TABLES

TABLE NO	TITLE	PAGE
Table1	Characteristics of the Respondents of the Study-----	64
Table2	Relevancy/Effectiveness of Trainings according to Trainees-----	66
Table3	Relevancy/Effectiveness of Trainings according to Trainers-----	68
Table4	Issues Related to Setting Training Objectives-----	70
Table5:	Training Content Selection-A-----	72
Table6	Training Content Selection-B-----	74
Table7	Training Premises Selection-----	75
Table8	Training Aids and Other Facilities Selection-A-----	78
Table9	Training Aids and Other Facilities Selection-B-----	79
Table10	Selection of Trainees-A-----	80
Table11	Selection of Trainees-B-----	81
Table12	Selection of Trainers-A-----	83
Table13	Selection of Trainers-B-----	85
Table14	Issues Related to Training Coordination-----	86
Table15	Issues Related to Training Evaluation-A -----	90
Table16	Issues Related to Training Evaluation-B-----	93
Table17	Components of Training Evaluation-----	94

ACRONYMS AND ABBRIVIATIONS

AAU	- Addis Ababa University
ANOVA	- Analysis of Variance
BA	- Bachelor of Arts Degree
BSc	- Bachelor of Science Degree
CPA	- Central Personnel Agency
EMI	- Ethiopian Management Institute
FCSC	- Federal Civil Service Commission
FDRE	- Federal Democratic Republic of Ethiopia
MA	- Masters of Arts Degree
MSc	- Masters of Science Degree
NALE	- National Archives and Library of Ethiopia
OJT	- On-the-Job-Training
TNA	- Training Needs Assessment

ABSTRACT

The main purpose of this study was to undertake an assessment of the training programs offered by FCSC from 1990-1995 E.C. and thereby to identify the strengths and weaknesses characterizing this training program and finally conclude by presenting recommendations.

The study was conducted in three Ministries and their respective organizations that were selected using stratified sampling technique. All the current Ministries were stratified (classified) based on their sectors (productive sector, infrastructure sector and social sector). Then, from the productive sector Ministry of Agriculture was selected randomly, from the infrastructure sector Ministry of Infrastructure was selected using availability sampling techniques; and from the social sector Ministry of youth, sports and culture was selected randomly. Moreover, availability sampling technique was employed in selecting trainees from all the selected three Ministries and respective organizations. Based on this, 121 trainees, 20 trainers, 3 training officers and 1 training manager were taken using availability sampling technique as an actual source of information.

Questionnaire interview and document analysis were used to collect the necessary information. Results obtained were analyzed by using percentage and one-way ANOVA test.

The results of this study indicates that the trainings offered by Federal Civil Service Commission (FCSC) didn't take the objective realities of the respective Federal Ministries and their respective organizations, the Training Needs Assessment (TNA) of FCSC didn't base itself on the results of performance evaluation, the trainings lack specific objectives, the trainings content selection was up to the needed standard but didn't consult stakeholders, the training environment was so friendly, the selection of trainees and trainers did not base itself on clear criteria, the training coordination was found to be great and the training evaluation did exist in each training session only at the end of the program but not while the program is going on.

The recommendations made for addressing these issues are including in the study of TNA in as much as possible more sample Federal Organizations, setting specific training objectives, involving stakeholders in training content selection, designing clear selection criteria for trainees and trainers and evaluating trainings while they are on session.

CHAPTER I

1. THE PROBLEM AND ITS APPROACH

1.1 Introduction

Whenever we talk about achieving organizational or national objectives, training and education become significant prerequisites. Without properly educated or trained human resources, talking about development is worthless. That is why many organizations and even nations pay out a lot of money to train their human resource. In this way achieving organizational missions would become easy to them with quality human resource.

As the existence of organizations without the necessary resources is an uphill struggle to bring up quality production, the same is true trying to achieve organizational goal without trained human resource. Regarding the benefits of training for organizations Anderson (2000) states the following:

Training is best seen as an incentive to the employee and such an incentive can enhance organizational commitment, team effort, customer relations, etc. However, on the 'Pure' individual level without encouraging upon an organizational impact, innate incentives can be realized through training.

Even though modern government administration is believed to have started in Ethiopia during the regime of Emperor Menilik, the notion of training government

employees in fact began with the establishment of the then Central Personnel Agency and Public Service Office in 1962 (FCSC, 1976 E.C). Since then the concept and practice of training the public sector grew and currently the government of the Federal Democratic Republic of Ethiopia (FDRE) has given responsibility to the current Federal Civil Service Commission (FCSC) to train human resource management on the basis of the training needs of government offices; to coordinate and support the training program of the different government offices; and to issue a policy with regard to the conditions of the training of civil servants effective locally and abroad and supervise the implementation of same (Federal Negarit Gazeta, 2002)

Therefore, it is the theme of this study to assess the organization and management of training programs offered by FCSC to the Federal Ministries. Consequently the research tries to find out some of the problems regarding this training program and proposes possible solutions as to how to alleviate the problems.

1.2 Statement of the Problem

In many parts of the world, either in private or public sector, the interest of providing training to their employees is increasing in unprecedented rate (Laird, 1983:7). This is mainly because organizations are concerned for improving quality, increasing productivity, and reducing turnover and cost; besides the

overall achievement of organizational goal. Additionally, the ever-growing new technology, the social turbulence and the uncertainty about the future are some of the factors that push organizations to train their workforce. That is why nowadays training is considered as," a drug prescribed to organizations to overcome their problems" (Swist, 2001:2).

In most organizations, then, the demand for properly trained personnel has become a now-and -then chorus. Let alone the profit-oriented organizations, even the reluctant non-profit oriented public sectors are coming to perceive the value of training their employees not only to solve their high priority problems but also to meet their organizational goals at large. In agreement to this idea, Avaraj (1979:25) has the following to say:

The essential purpose of training is to develop that knowledge and those skills and attitudes, which contribute to the welfare of the organization and employee. Furthermore, training programs aim at making the employee more effective and productive on their present jobs and increasing their potential on higher-level jobs.

Hence, it has been generally assumed that training employees in any organization can assist to improve an individual's level of self-awareness, increase an individual's motivation to perform his/her job well (Wexley and Latham, 1991:12).

Thus, today there is a profound need to train the new as well as the existing employees in the manner harmonious with the philosophy of the field.

Despite these and the like assumptions, only little research exists pertaining to the characteristics and effectiveness of the training programs offered to the federal public employees of Ethiopia. Besides, out of the total employees of the Federal Government, it is only 1124 (2.4 percent) that received training from 1990-1995 E.C. (FCSC, 2003:12). Furthermore, not much has been said about the FCSC training programs' coordination, selection of trainees and trainers, effectiveness, etc.

In light of the above problems, this study attempted to assess the training program offered by FCSC to the Federal Ministries and Organizations.

1.3 Basic Questions

As noted earlier, though FCSC's provision of training to all Federal Ministries is difficult to manage in all aspects, the effort also calls for an integrated action of all stakeholders.

Therefore, this study attempts to answer the following basic questions:

1. Is the training program based on the training need assessment? If so, does the existing training need assessment satisfy the true need of client ministries?

2. What criteria are there for the selection of appropriate trainees and trainers?
3. How is the process of setting objectives, determining subject content, determining the schedule and appropriate facilities done?
4. How does the FCSC co-ordinate the training programs?
5. What are the mechanisms used to evaluate the training programs offered?

1.4 Delimitation of the Study

Regarding the training program, FCSC has contact with almost all the 15 ministries that include many organizations, offices, authorities, agencies, commissions, courts, corporations, institutes and centers. Because all Federal Organizations are operating within the Ministries, this study took only the Federal Ministries as major clients of FCSC. In this way, then, the study was conducted in 3 selected Federal Ministers and organizations within them.

FCSC, as a federal organization, is not only responsible for provision of appropriate training programs, but also the task of consulting is done regarding matters like selection and recruitment, promotion, transfer, performance

evaluation, working hours payments, occupational safety and health, managing information profile of civil servants, etc. Thus it should be clear that this study would limit itself only to provision of training programs by FCSC to the federal government employees.

1.5 Limitation of the Study

One serious limitation was finding the trainers to get the necessary information about the training program offered by FCSC. Since most of the trainers left their previous organizations, the researcher had to spend much of his time to find their recent addresses. Except for the very few, the task of finding all trainers who changed their addresses was in vein.

The other limitation the researcher faced was lack of related research work on the topic. To the best knowledge of the researcher, much has not been done in Ethiopian context regarding this topic.

1.6 Significance of the Study

Many writers in the area of training have similar opinion in that training is not the only solution for every aspect of problems in organizations (Laird, 1983:8; Wexley and Latham, 1991:5). However, it is also strongly believed that training will bring an immediate or continuing solution for the problems of lack of knowledge, skill and attitude if it is based on good needs assessment.

FCSC, as an organizer, co-coordinator and evaluator of the training needs of Federal Ministries will be subjected to different client- complaints unless it provides reliable and effective training. Besides, the lack of effective training will lead to the mishandling of the insufficient money, which will otherwise be used for another purpose. The management of training programs of FCSC will affect the achievement of the Federal Ministries' goal either positively or negatively. Therefore, this study has the following significance:

1. It is hoped that this study will provide some important ideas to managers and training officers about the organization and management of training of FCSC and as to how to overcome the problems that will be identified in the study.

2. It may enable the Federal Ministries aware as to how they should raise questions regarding the training programs offered by FCSC.
3. It may serve also as a baseline work for future in-depth investigation at the national level.

In general, this study is expected to be helpful to the government, the FCSC itself, stakeholders and researchers in the field by providing first-hand information about the organization and management of training programs of FCSC.

1.7 Research Design

1.7.1 Data Gathering Instruments

Three different basic instruments were used in the course of collecting the essential data for the study. The first form included two sets of structured questionnaire (one set for trainees within the 3 Ministries and their respective Organizations and the other set for trainers). The second instrument was unstructured interview to training officers and training department head in FCSC. Finally, document analysis was also included.

1.7.2 Research Methodology

This study is primarily concerned with a comprehensive assessment of the training program offered by FCSC to the Federal Ministries. Consequently, the descriptive survey method was employed.

1.7.3 Sampling Techniques and Procedures of the study

The universe of the study were 15 Federal Ministries that are the major clients in receiving the training programs. From this universe, three Ministries were selected based on stratified sampling technique.

As it was clearly shown in the delimitation of this study, it is difficult to assess the training program offered by FCSC to all the Federal Ministries and their respective Organizations. This required the researcher to carry out the study on restricted Ministries and Organizations. In doing so, three Ministries and their respective Organizations were selected as a sample of the study using stratified sampling technique. The Ministries were stratified based on sectors (productive sector, infrastructure sector and social sector). From the productive sector, Ministry of Agriculture; and from the social sector Ministry of Youth, Sports and Culture were selected as a sample of the study using random sampling

technique. But Ministry of Infrastructure was selected by availability sampling technique because there is no other Ministry within this sector. Furthermore, all people in the selected Ministries who received training offered by FCSC were selected as a sample using availability-sampling technique.

1.7.4 Data Sources

To achieve the purpose of the study, pertinent literature review was made. In addition to this, primary data were gathered from related areas i.e. three Ministries with their respective Organizations and 121 trainees within them, 20 trainers, and 3 training officers and 1 training manager. Apart from these sources of data, documents related to the issue were examined.

1.7.5 Methods of Data Analysis

Percentage together with one-way ANOVA test was used to analyze the data obtained.

1.8 Organization of the Study

This study has four chapters. The first chapter deals with the problem and its approach that includes introduction, statement of the problem, significance of

the study, basic questions, delimitations of the study, limitations of the study, research design and definitions of terms. The second chapter presents the review of the related literature. The third chapter deals with presentation and analysis of data. Finally, the fourth chapter presents the summary, conclusions and recommendations of the study.

1.9 Definition of Terms

Organization: The structures and procedures designed for carrying out the institutes task of training. The workers structures concern relationships; procedures are the patterns of activity adopted for forming training functions (Husen and Postlethwaite, 1995: 4228).

Management of Training: The planning, organizing, staffing, directing, leading and controlling of training activities (Anderson, 2000:24)

Training: A process that changes employees' behavior at work through the application of learning principles. This behavioral change usually has a focus on knowledge or information, skill or activities, and attitudes or belief and value system. (Anderson, 2000:1)

On-the-Job-Training: Training in which new or inexperienced employees learn through first observing peers or managers performing the job and then trying to imitate their behavior (Raymond, 1999:36)

CHAPTER II

2.REVIEW OF THE RELATED LITERATURE

This chapter contains the literature review on various aspects of training programs. The review raises basic issues in training needs assessment, setting training programs objectives, determining contents of training programs, selecting appropriate facilities and premises, selecting appropriate trainers and trainees, coordinating training programs, and evaluating training programs.

2.1 Training Needs Assessment

The training needs assessment stage is the building block of a training program. In supplementing of this idea, Clark (2000:29) suggests that this phase is a basis for giving answers to questions like who must be trained? What must be trained? When should be training occurs? Where the training will take place? And how should the training be provided? The purpose of needs assessment is then, to reveal, more precisely than performance analysis does, what the performance problem is, who it affects, how it affects them, and what results are to be achieved by training (Rothwell and Kazanas, 1998:54)

A training need is said to be there in an organization when there is a gap between the present skills and knowledge of employees and the skills and knowledge they require for an effective performance (Dalziel, 1997: 146). This does not fundamentally mean that all poor performances in an organization are instigated by the lack of competence on the part of employees.

Performance deficiency may be caused, according to Camp et al (1986: 27) due to a quality standard set at an unrealistic level, a workload that makes it impossible to focus on quality, inferior raw materials that cause poor quality, and Sabotage by other employees

Performance deficiency is the main reason why we assess training needs in an organization. Training needs assessment is very essential not only to determine on the contents of training program to be offered but also to select appropriate methods to meet the contents effectively. In agreement to this point Dalziel (1997: 147) puts forward that the process of identifying training needs as " what has to be learned" have been extended to include " how the learning can be achieved; to make choices about what training strategy are feasible."

It is strongly recommended to develop needs assessment plan before embarking upon any project of needs assessment of an organization. To this effect, Rothwell and Kazanas (1998:60) suggest that the needs assessment plans should set up objectives, identify the target audience, select sampling procedures, decide on appropriate data collection methods, specify instruments and protocols, choose

methods of data analysis, and describe how decisions will be made based on data.

According to Laird (1983: 48), there are some potential training needs sources. These include promotions, transfers, appraisals, career planning programs, an accident, quality control records, grievances, new positions, special assignments, new products, new equipment or machinery, changes in standards, new policies, key requests and key reports, and inventories.

2.1.1.Organizational Needs Assessment

Organizational needs assessment encompasses the training need of the organization as a whole. This includes, according to Camp et al (1986: 37) examining its boundary with the external environment in which it operates the achievement of its stated objectives, its human resources, and its climate. If the purpose of training is to ensure that employees have the necessary knowledge and attitude required to meet the organizational objective then more systematic process at the organization level is needed to determine priorities for training (Dalziel, 1997: 146)

When identifying needs, it is essential to take account of the national and organizational contexts within which organizations are functioning. Some of these factors, as mentioned by Dalziel (1997: 146), are the following

- The effects of legislation and national economic policies on the organizations markets and policies;
- The pace of technological development and job change;
- More flexible policies for human resourcing;
- The establishment and use of detailed and nationally agreed competencies and National Qualifications in an increasing range of occupational, professional and management areas;
- The increasing stress on continuous development, Self-development and on people taking responsibility for their own learning.
- The often rapidly changing pattern of government intervention in the control, encouragement, provision and funding, and the various "Initiatives" launched by government departments.

In agreement to the above points, Tracey (1984:59) states that training needs assessment must take into account enterprise forecasts of the environment in which the business will be operated in the future- from political, economic,

social, demographic and technological perceptions. The same authority (1984:9) indicates that the following are parts of organizational needs assessment:

The plans of the enterprise, both intermediate and long-range, must be studied to determine what the organization will look like from the standpoints of size, organization structure, skills required, products, services, and processes. An action plan must be developed to ensure the systematic evolution of the new organization structure by developing position descriptions, applicant specifications, staff objectives, organization development and renewal programs, career ladders, and training and development plans and programs.

According to Tracey (1984: 60), the results of organizational needs assessment can be used to:

- Relate training needs to the goals and objectives of the organization.
- Link organization needs to individual employees training and development needs.
- Identify external forces affecting the organization, such as employee life styles and value systems, government regulations, and economic realities.
- Detect internal changes in communications, leadership style, power centres, and the like.
- Analyse the reasons for high turnover and grievance rates, labour-management confrontations, and reject rates.

To decide if training is the answer for the problem, one basic question needs to be asked. According to Laird (1983: 43), this question is, "Does the employee know

how to meet the required performance standards for an accountable task?"

What if the answer for the question is "yes" or "no"? The same writer put in plain words what the situation indicates in both cases. He explains it as follows:

If the answer is "yes, the employee knows how, " then there is no training need. There is a performance problem; but it isn't a training need, since more training will not solve the problem. The employee already knows how. There must be other obstacles to satisfactory performance. If the answer is "no", then training is a solution.

Analysis of organization training needs, therefore, can contribute an important perspective for the remainder of the training and development process.

2.1.2. Group Needs Assessment

Group needs assessment is to some extent easier to identify than organizational needs in view of the fact that they are more determinate and more closely associated to specific job levels or categories of employees (Tracey, 1984: 61). Watson (1979: 67) on his part suggests that analyses of group needs results in the identification of requirements for such interventions as team-building programs, role-clarification exercises, leadership training, small-group problem solving, creative problem solving, and action planning.

According to Prokopenko (1998: 86), to identify group needs, we have to group managers/trainees for the following reasons:

- I while some of their needs are individual and unique, other needs are common.
- II some groups do not work as isolated individuals, but in-groups and teams: this brings out needs that could not be identified in dealing with each individual separately. Also, needs that concern relations and interaction with other workers often have to be treated through collective training and development.

Watson (1979: 67) classifies group needs assessment into three areas:

- **Observations of behaviour.** These examine the people who are about to receive the training. The focus of attention is on the people and how they behave as opposed to the critical dimensions of the job. These measures are typically planned and conducted according to some preconceived procedure.
- **Opinions.** These are less systematic than observations, although they are based on observations; these opinions are less well planned. They can nonetheless provide helpful insights.
- **Objective psychological measures.** These are usually paper-and-pencil diagnostic tests and inventories of knowledge, attitudes, opinions, values, and styles. They may have norms, which permit comparisons with other groups of managers.

Hence, any needs assessment will have to identify who is presently affected by the performance problem, how much they are affected, and where they are located in the organizations. Rothwell and Kazanas (1998: 61) further suggest that in micro training needs assessment projects focusing on a single work unit, it may be possible to identify only a few individuals whose needs should be examined. The same authorities continue that in most macro training needs assessment projects, it will be necessary to consider instructional needs by employee job categories or departments.

Therefore, during group needs assessment, groups to be assessed can be homogeneous or heterogeneous but the point is that all groups may require the same type of training (Tracey, 1984: 61).

2.1.3. Individual Needs Assessment

Scholars agree that individual needs assessment is the easiest task to identify as compared to organization or group needs. For example, Tracey (1984: 61) in agreement to this states that individual needs assessment are more specific and can be readily identified by analysing the physical and mental characteristics, background, education and training, experience, knowledge and skills, motivation, past performance, and career orientation of individual employees.

Individual needs are originated, according to Rothwell and Kazanas (1998: 83), from the employee's current job, an involving job (the job that today's job will become), possible future assignments (for example, as a result of assignments, a career plans).

According to Prokopenko (1998: 86) emphasis on individual needs assessment makes it possible to have development programs to individual needs within an organization.

Wexley and Latham (1991: 59) suggest that individual needs assessment should involve at least two steps: step 1 is concerned with how well a specific employee is performing his/her job, and step 2 involves determining the specific skills and knowledge and employee needs to perform the job acceptably.

Generally writing, individual employee needs are identified by determining what skills, knowledge, and attitudes an employee must develop to perform the duties and tasks of the current and future job in the organization. (Tracey, 1984: 61)

2.1.4. Job/Task Needs Assessment

In order to assess the needs of a job, one might be asked to compile a job list, job descriptions, and task inventories for each job as they set standards for how a job is to be performed (Clark, 2000: 35). Then a task needs assessment sequences and describes observable, measurable behaviours involved in the performance of a task or job (Truelove, 2000: 30). It also involves the systematic process of identifying specific tasks to be trained, and a detailed analysis of each of those tasks in terms of frequency, difficulty and importance (Clark, 2000: 40).

Job analysis is important because it identifies what people do-or should do-and thereby provides information for selecting, appraising, compensating, training, and disciplining employees (Rothwell & Kazanas, 1998: 118)

According to Wexley and Latham (1991: 44) there are five steps in conducting task needs assessment. These are: 1. Obtaining a copy of the company's job description; 2. Identify the tasks involved in performing the job for which the training program is being designed; 3. Identify the knowledge, skills, and abilities needed for performing these tasks; 4. Develop course objectives; and 5. Design the training program. Rothwell and Kazanas (1998: 119) on their part suggest five steps in performing job analysis. These are 1. Identify the jobs to be analysed; 2.

Clarify the results desired from the analysis; 3. Prepare a plan that answers the questions like, who will conduct the job analysis? What is the purpose of the analysis? How will the results be used? What sources or methods will be used to collect and analyse job information? 4. Implement the job analysis plan; and 5. Analyse and use the results of the job analysis.

It is good to divide tasks into three groups in selecting tasks for training, according to Clark (2000: 41). These three task groups are:

- Those that are to be included in a formal learning program
- Those that are to be included in on-the-job-training (OJT)
- Those for which no formal or OJT is needed.

In the case of analysing task needs for supervisory and managerial position, it is much more complex if not impossible because much of what goes on during job or task performance is not readily observable- the processes are cognitive or affective rather than manual and manipulative (Tracey, 1984: 62).

Finally, Clark (2000: 41) advises that any one who is involved in analysing the needs for task have to consider the following questions when selecting tasks to be trained:

1. Is the training mandated by the occupational safety and health?

2. Could a job performance aid or self study packet be used in place of formal training?
3. Can people already trained be hired?
4. Is training needed to ensure their behaviour?
5. What will happen if we do not train this task?
6. If we don't train it, how will the employee learn it?
7. How will this training help to achieve our goals?

As a concluding remark, Davies (1973: 48) suggests that this analysis should be made by observing and questioning skilled workers and should be checked with an instructor before final approval by supervisors and management.

2.1.5 Methods of Needs Assessment

According to Camp et al (1986: 310) the methods of conducting the needs assessment begins with defining the perceived performance deficiency. This deficiency may be recognised by management in and through day-to-day events, or sometimes individuals to appreciate of their own accord that a deficiency exists in their performance (Dalziel, 1997: 149). Whatever the source or type, there is often a tendency to state the problem in terms of perceived solution (Camp et al, 1986:33). The same authorities further add that without a

specific behavioural description of the perceived performance deficiency problem, an accurate training needs assessment is highly improbable.

Camp et al (1986: 33) state that prioritising the problem is the second step in the methods of conducting the needs assessment. Once the deficiency has been defined in behavioural terms, the next logical question must be "which problem should be solved to provide the greatest organizational benefit? " (Bartman and Gibson, 1997: 4). With regard to answering this question, one has to look these three criteria: Organizational goals, resources, and probability of success (Camp et al, 1986:34). Prioritising the problem helps organizations to see not only short-term training programs but also long-term goal oriented training programs (Wexley and Latham, 1991: 38). Even if this is going to be subjective judgement, generally it is agreed that prioritising the training problems should be based on the criteria of organizational goals, resource availability, and probability of success.

The third step of training needs assessment method according to Camp et al (1986: 38) is identifying job requirements, trainee's skill and ability level, and environmental constraints on correcting the deficiency. These authorities argue that as part of training needs assessment, it should focus on what the trainee needs to be able to do to perform the job satisfactorily. Furthermore, job requirement identification should provide information regarding standards of

performance, how the tasks are to be performed to meet the standards and the skills, knowledge and abilities needed for performance. Moreover, an accurate job and person analysis indicates what type of skill or knowledge should be acquired to rectify the performance deficiency (Wexley and Latham, 1991: 41). Regarding environmental constraints identification, Stanley (1987: 49) has the following to say:

Environmental constraints identification method provides information on relevant environmental factors in a time perspective. This process attempts to gain insight into the wide spectrum of factors i.e. economic, technological, political, historical, legal, and cultural which impinge on the organization and are likely to demand special knowledge and skill, or call for adoption of old skills.

The fourth and final step of training needs assessment method, according to Camp et al (1986: 52) is developing a behavioural description of the need. In other words, this is developing the training objectives depending on the information obtained in the job, person, and work environment analysis. Training objectives (learning objective) are seen today by many as intermediate or sub-objectives the trainee must master in order to become proficient at the task objectives (Armstrong, 1996:97). With regard to this point, Bartman and Gibson (1997: 204) suggest:

Training objectives provides the basis for all the remaining steps in development of an instructional system. They constitute the real heart of a training program. The quality of other instructional decisions rests heavily on the adequacy of statements of objectives. In addition, training objectives serve certain administrative purposes.

But, it has to be known that different writers argue that there are variety of methods and techniques for obtaining information related to the assessment of

training needs within an organization. For example, Stanley (1987: 49-59) classifies the following elements as useful methods and techniques for assessing training needs within an organization. These are:

- 1.Environmental appraisal
- 2.Change analysis
- 3.Educational needs survey
- 4.Organizational audits
- 5.Consumer or customer survey
- 6.Quality circles
- 7.Analysis of records and reports
- 8.Climate/Attitude surveys

Tracey (1984: 62-72), on his part put the following elements as methods of training needs assessment from which valid and reliable information can be found. These include:

- Advisory committees representing all levels of management
- Analysing plans and forecasts
- Using assessment centres to diagnose individuals training and development needs
- Attitude surveys
- Climate surveys

- Critical incident surveys
- Group discussions
- Employee interviews
- Exit interview
- Job description and applicant specification analysis
- Management request
- Needs inventories
- Nominal group technique
- Observation of behaviours
- Outside surveys
- Performance appraisals
- Performance documents and records
- Product evaluation
- Questionnaires
- Skills tests
- The career of organization exercise

2.2 Setting Training Programs Objectives

In defining training objectives Clark (2000: 65-66) says that it is a statement of what the learners will be expected to do once they have completed a specified course of instruction. He further explains that the training objective describes the

conditions, behaviours (action), and standard of the performance for the training setting. Another author Mager (as cited in Camp et al 1986: 100) defines training objective as a description of performance one wants learners to be able to exhibit before he/she consider them competent.

Without well-constructed learning objectives, trainers do not know what to train, trainees don't know what they are supposed to learn, and managers don't know why they are paying for training (Kelly, 1990:72). Moreover, according to Clark (2000: 65) learning objectives form the basis for what is to be learned, how well it is performed and under what conditions it is to be performed. In agreement to this, Tracey (1984: 202) adds that the effectiveness of the whole instructional system (training program) depends highly on the efficiency of the trainer in selecting and writing meaningful objectives. Until one is clear about what he/she is trying to achieve, he/she cannot expect to succeed. Furthermore, a training objective describes an intended result of training, rather than the process of training itself (camp et al, 1986: 100). And therefore, one should give due attention to the formulation of proper training objectives from the very outset. This is because as Tracey (1984:203) states that part of the waste that occurs in training is directly due to the fact that objectives, even if valid, have not been stated in terms that permit the development of optimally effective training programs. Odiorne (1987: 114) clearly states why it is necessary to identify training objectives as follows:

Before training begins, the objective of the training should be prepared, approved and promulgated. "As a result of attending this training session..." Should preface every announcement, invitation, or course description. This announcement gives management full knowledge of what it is buying, it lets people attending know what they are in for and whether they are attending the right program, and it helps teams of instructors match their efforts toward a common purpose. The objective comprises the best stick for the evaluation of training after its completion.

According to Otto and Glaser (1970: 120) one has to keep in mind the following questions in developing training objectives:

- Is the objective clear to anyone who reads the statement? Will everyone interpret it in approximately the same way?
- Can you measure (test) for the objectives at the completion of the course and clearly demonstrate that it has been achieved?
- If you give the objective to another instructor, would he teach the same lesson or would he interpret the objective differently than you intended?

Moreover, the same authorities suggest three steps as regards to writing of objectives

- Identify the desired terminal behaviour.
- Further define the conditions under which this terminal behaviour will occur.
- State the criteria of acceptable performance.

3.1. Functions of Training Programs Objectives

Training objectives provide the basis for all remaining steps in the developing of instruction system and they constitute also the real heart of a training program. The main function of training objectives, according to Tracey (1986: 204) is communication. The same authority further explains that training objectives that are sent clearly by the sender and receiver are more likely to be achieved than not clearly communicated. Furthermore, when the training program objective is properly carried out, it greatly simplifies the task of training manager and trainer (Davies, 1973: 33).

The other important function of training program objective is helping to select appropriate course content. In explaining this, Tracey (1984: 205) has the following to say:

Well-stated objectives provide a practical and objective means of determining the specific facts, principles, concepts and skills that must be included in a training program. They take much of the guesswork out of deciding what content is pertinent and what is extraneous.... Judicious choice of objectives permits the selection of the right kind and amount of content and helps avoid the dangers of both undertraining and over training.

Besides, training program objectives provide the means to keep the training on the right track and a basis for evaluation of the training itself (Universal Training Systems Company, 1984: 154).

All in all, a precise training objectives provide a clear description of job requirements, permit both the instructor and the trainee what is expected of them at the end of the training, help in preparing for the construction of valid and reliable criterion tests, and provide supervisors a clear picture of the knowledge and skill required for a job (Tracey, 1984: 205-206).

2.2.2 How to Write Performance –Centred Objectives

Usually training designers begin the process of stating performance objective by classifying the kinds of objectives, which they are about to write. According to Rothwell and Kazanas (1998: 159), performance objectives are classified into three. These are cognitive objectives focused on increasing learner knowledge; affective objectives focused on changing learners' attitudes; and psychomotor objectives focused on building skills. Other authorities like Clark (2000: 67) and Laird (1983: 104) argue that a performance objective should have three main parts. These are observable actions-describes the observable performance or behaviour; at least one measurable criterion (Standard)- states the level of acceptable performance of the task in terms of quantity, quality, time limitations, etc; and conditions of performance describes the actual conditions under which the task will occur or be observed.

A performance-centred objective is a statement that clearly communicates an instructional intent; that is, it describes precisely a desired change in the behaviour of the trainee (Tracey, 1984: 212). Hence it will be worth less if it is not a realistic statement.

The basic question in writing performance-cantered objective is who should be involved in its formulation. Regarding this, Laird (1983: 110-111) suggests the following:

A team approach seems critically important in the process of creating professional but practical learning objectives... Actually, three elements are necessary representatives of the organizations: 1. Top management, at least for review and approval, 2. Typical, or representatives, superiors of the workers who will attend the training, and 3. Representative workers. Without those superior and actual performers, there is little chance of total realism and reasonableness in the final version of the learning objectives.

With regard to the format and procedures of writing performance -centred objectives, Tracey (1984: 219) comments strongly that rather than combining the three components of the behaviour, the condition, and the criterion into a single sentence or paragraph, it is good to separate them.

2.3 Determining Contents of the Training Programs

Usually there comes a question "what is to be learned?" before the beginning of any training program. In establishing the content of a training program the scope of the organization's operations, its budget, limitations, and philosophy

must be considered (Otto and Glaser, 1970: 140). Besides, training designers may find it helpful to use a checklist as a decision aid on those occasions when they must judge the appropriateness, comprehensiveness, and adequacy of the training programs contents (Rothwell and Kazanas, 1998: 301).

It could be said according to Dalziel (1997:152), the more the required training is spasmodic, episodic and / or changing, the more discretion about timing and content should be placed in the hands of individual or section. The same writer has the following to say with regard to the accommodation within the content:

It is necessary for the content of the training program to accommodate the reality that training needs are occurring on an unprecedented scale for the individual, the employing organization and society at large. To gain the maximum benefit which the training content (in its many forms) can bring at each of these levels, personnel, and training officers must pay much greater attention to identifying learning gaps and how they can be filled.

Hence, it is very important to organize knowledge to be imparted through training in a way that it can be taught more effectively by any means.

2.3.1 Selecting the Content of the Training Program

In designing a training program, the concerned bodies must identify, organize and sequence the subject matter (content) that is going to be taught. Watson (1979: 119) suggests that by identifying and grouping into topical areas related concepts and techniques, the learning process is made easier because it helps

trainees to focus their attention on a specific and limited subject area and allows them to digest closely interrelated ideas at one time. The proper organization of the subject matter into units that provide the building blocks to acquire knowledge and skills are very much required for acceptable job performance (Tracey, 1984: 225). Furthermore, the careful sequencing of topics to be taught can serve purposes beyond assuring the logical presentation of concepts (Rothwell and Kazanas, 1998: 134). Watson (1979: 119) on his part recommends the training program content should include the following:

1. Identifying the topic areas that should be covered to reach the stated objectives.
2. Specifying key points and specific concepts and thinking processes that should be learned.
2. Determining the emphasis that should be given to each topic and the specifics within each topic.
3. Sequencing the topics so that they fit together in a logical progression and build on one another to form a systematic whole.
4. Establishing a learning pace that is stimulating and impactful.

Tracey (1984: 234) also recommends that the following steps should be adhered in selecting training system content:

- Include all the major knowledge and skills required achieving the specified performance.
- Submit the topical outline to subject matter experts for a check of completeness and accuracy.
- Revise the topical outline in accordance with the recommendations of the subject-matter experts.
- Develop a detailed content outline for each topical outline or performance objective.
- Eliminate unnecessary duplication within the detailed points to be taught.
- Compare the refined content outlines with the performance objective work cards.

With regard to the sources of the content, Tracey (1994: 226) suggests two basic sources: job data (job analysis reports, and performance objective work cards) and documents (organization and function manuals, policy manuals, technical manuals, etc). The same authority further elaborates that documentary sources are complementary sources of contents, but the primary sources of content must be the job data.

In order to assess the relevance of the content, one can raise the questions as criteria, 'what must be learned to achieve the objective?' 'what should be included?' and 'what could be included?' (Truelove, 2000: 161).

Therefore, it is helpful to consider how to cover the objective, how to link the entry behaviour, and how to transfer the learning unit to the job situation when deciding the content.

2.3.2 Sequencing the Content

Sequencing is the process by which the content and learning experiences are placed in the configuration that will produce the most learning in the shortest possible time (Tracey, 1984: 235). Some methods of sequencing the contents are simply more appropriate than others, depending on the performance objectives, the learner, and the learning environment (Rothwell and Kazanas, 1998: 191). They further suggest the importance of sequencing the content for learners will be systematically introduced to work activities, and the situations or conditions in which they must learn." Tracey (1984: 235) on his part put its importance as "proper sequencing of training content can have a significant impact on the efficiency of effectiveness of training program."

With regard to the approaches of sequencing, Rothwell and Kazanas (1998: 192) indicate the following points:

- *Chronological sequencing*: the content is arranged by time sequence with the presentation of later events preceded by discussion of earlier ones.
- *Topical sequencing*: when the content are sequenced topically, learners are immediately immersed in the middle of a topical problem or issue to see how the problem originated.
- *Whole-to-part Sequencing*: learners are first presented with a complete model or a description of the full complexities of a physical object, abstraction or work duty and then to different parts.
- *Part-to-whole sequencing*: just the opposite of Whole-to-part Sequencing.
- *Known-to-unknown sequencing*: learners are introduced to what they already know and are gradually led into what they do not know.
- *Unknown-to-known sequencing*: learners are deliberately disoriented at the outset of instruction.
- *Step-by-step sequencing*: learners are introduced to a task or work duty around each necessary step.
- *Part-to -part-to-part sequencing*: learners are treated to a relatively shallow introduction to a topic, move on to another topic that is also

treated superficially, eventually return to the original topic for a more in-depth exposure, and so on.

- *General-to-specific sequencing:* all learners are introduced to the same foundation of knowledge of the same skills. Later, however, each learner specializes.

As a general rule, it is a good approach to start from existing knowledge, skill and attitude; preferable to put the whole learning in context, then introduce parts; and all use links between learning. (Truelove, 2000: 162-163).

2.4 Selecting Appropriate Facilities and Premises for the Training Programs

In many cases, it is usual for training departments to have training premises and various types of training equipment within their direct control in organizations, premises and equipment are shared with other departments, and it is highly desirable for the training departments to handle them fully (Reid and Barrington, 1997:321). The reason, according to the same writers, is shared premises and equipment frequently lead to problems of equipment is damaged or disappears when training staff is unable directly to supervise the use of the facilities.

Furthermore, if the premises and equipment are under the direct control of the training department, planning them will become easy (according to the needs assessment) to achieve the instructional program. Planning premises and

facilities in advance in such a way as to take into consideration the preparation procedures and requirements of the trainees and the presenters plays an indirect and a direct role in achievement of training programs (Menell, 1976:7-1) With regard to the importance of selecting appropriate facilities and premises, Faller (1976: 410) has the following to say:

Carefully selected facilities and equipment can aid a good training program in making the course content more easily understood. Facilities promote physical comfort and well-being. Equipment can illustrate ideas or a sequence of events, thus clarifying their purpose and application. Facilities and equipment will never conceal a poorly designed training course. The subject material has to be there; the rest acts only as an aid.

In agreement to the above statement, Bell (1997: 374) adds that well-chosen facilities and premises can enhance the effectiveness of the training program by:

- Adding variety to the learning process, thereby helping maintain involvement and motivation;
- Benefiting those learners whose learning style responds better to one type of approach than another;
- Provide certain stimuli not available without their use;
- Encourage interaction; and
- Act as valuable "lesson plan" to the trainer, facilitating planning and preparation before the training session.

Rae (1997: 21) states the benefits offered by training facilities and premises as variety and retention, greater impact, recall government, an aid to clarity and conciseness, and consistency and quality of thought.

All in all, selecting the appropriate facilities and premises has only to do with supplementing a good training program and are not substitute for course content. Therefore, the culmination of all the planning of using appropriate premises and facilities occurs when the information is actually communicated, received, understood, and retained (Menell, 1976: 7-2).

2.4.1 Selecting Training Equipment/Aid

The fundamental criterion for judging the appropriate use of training aids is their relevant to the training programs. As regards to this, Bell (1997:375) explains that training aids must be relevant to the purpose for which they were created and to the trainee's level of understanding. He further points out that certain objectives of learning are better achieved if we use appropriate training aids although research shows most aids can perform most instructional functions.

When training aids are properly used, they can stamp realism and meaning in the training program. In agreement to this Bell (1997: 375) explains that when considering the choice of aids to satisfy a particular learning objectives, the

physical attributes of the aids are of less consequence than their psychological, or functional, attributes: the ways in which learners interact with the aid.

According to Rothwell and Kazanas (1998: 234) training designers take several steps to select, modify or design training materials. The steps are:

1. *Preparing the working outline*: this includes a working outline that summarizes the contents of the planned learning experiences. This outline is based on the training strategy, and on measurable, sequenced performance objectives that were written previously. An outline is useful because it reminds training designers of what they are doing and helps them plan how they will address each objective.
2. *Conducting research*: this is carried out to identify materials available inside or outside an organization. Training designers should not waste precious time, staff, and money preparing these materials if they can be obtained from other sources inside or outside the organization.
3. *Examining existing training materials*: here during debating whether to use existing training materials, one has to be sure they are consistent with the training strategy and performance objectives established for the planned learning experience.
4. *Arranging or modifying existing materials*: when existing training materials are appropriate to use, it may be necessary to secure

copyright permissions and arrange or modify the materials in ways appropriate for satisfying the objectives

5. *Preparing tailor-made training materials*: this step should be carried out only when it is not possible to use or modify existing materials from inside or outside the organization. When approaching the task of designing tailor-made training materials, think in terms of developing a complete training package.
6. *Selecting or preparing learning activity*: materials selected from other sources will usually have learning activities included; tailor-made training materials will require selecting or preparing activities. Learners should be given the opportunity to discover or demonstrate what they have learned, and activities are intended for that purpose.

Generally, the more we use visual training aids, the more they allow the trainee to learn. Regarding this, Bell (1997: 375) states:

Aids with predominantly persistent characteristics are generally visual, either written, still projected, photographic or regalia, and are good at allowing learners to study detail, seek relationships, synthesise information and so on. "Fleeting" aids tend to be sound stimuli, excellent for attracting, stimulating and altering the learner. Visual aids used in a transient way (e.g. the overhead projector with an image turned on and off quickly) can also be "fleeting". Learners with different characteristics tend to respond to fleeting stimuli with different effect. Activists (or extroverts) react well, learning more effectively when they are frequently stimulated with changes in pace and style. Reflectors (or introverts) react less well.

Regarding the selection of training materials Clark (2000: 98) warns that:

Care should be taken not to select materials just because they are available. For example, there are probably several hundreds VCR instructional tapes floating around that were developed, not because it was the best media for the instruction to be presented, but because a camera and VCR were readily available. The purpose here is not to show your mastery of the latest Whiz-bang technology, but to select media that will best magnify the learning process.

2.4.2 Selecting Appropriate Training Environment

The trainer must have the appropriate environment to transfer the subject matter to the learners. This appropriate environment includes computer rooms, adequate classrooms spaces, and others related to these (Clark, 2000: 98). The well-planned training environment plays an indirect and a direct role in the achievement of instructional programs (Menell, 1976: 7-1). He further adds that any aspects of the training environment that is destructing or in some way adversely affects the learners' concentration will lesson the program's chances for success.

Among the training environment, the selection of appropriate learning classroom is the first. In answering what kind of learning classrooms are needed, Laird (1983: 178) responds that experienced instructors as a general criteria need that they want flexibility, ventilation, isolation, and lighting control. Watson (1979: 131) also suggests that considering the location, setting, and layout of training room are extremely important aspects, which must receive attention.

As regards to determining room size, Menell (1976: 7-8) has the following suggestion:

Seating capacity and configuration are major factors in determining room size. Generally speaking, a 20x32 foot room will seat about 49 people theatre style, 24 people classroom style, 18 people at a U-shaped table, and 15 people at a conference table. Round tables are highly recommended for breakout, and a large doughnut-shaped table with a section facing the communication wall removed is extremely effective for programs involving interaction within the group.

But according to Watson (1979: 133), the size of the training room depends on the nature of the meeting, the seating arrangements, and the number of participants attending.

In deciding the selection of training environment, the designers must look the factors like training objectives, training strategy, trainee population, training area, safety requirements, and costs (Tracey, 1984: 333-335)

2.5 Selecting the Appropriate Trainers and Trainees

The trainers and trainees are the most important components of the instructional systems. The trainers provide guidance and assistance and furnish the subject matter expertise; and the trainees receive the designed content of instruction with active participation (Tracey, 1984: 344). Hence, to be effective and efficient, the training program must be provided with trainers who have been

Carefully screened and selected for suitability. It is advisable to select the correct trainers and trainees to be able to achieve the best training program results at little or no cost (Truelove, 2000: 239)

2.5.1 Selecting Trainers

If training is to be planned and conducted with a maximum effectiveness, the selection of trainers must be done properly. Regarding this, Tracey (1984: 345) suggests that " only those best qualified by education, experience, technical knowledge and skill, and pedagogical knowledge and skill should be assigned to instructor duties. " This is because that the trainer should be a responsible one who would insure that the outcomes of training are of value to the organization as well as to the individual trainees (Camp et al., 1986: 100). Therefore, a carefully selected list of instructors prerequisites must be developed for each training system operated by an organization.

Regarding the criteria of selection of trainers, Chaddock (1979: 3-10) lists the necessary things as organizational knowledge, professional knowledge, personal qualifications, education and training, skills and abilities, and personal goals and motivation. Tracey (198: 346) on his part, argue that competence of trainers performance is a function of subject-matter expertise, pedagogical knowledge and skills, communication skills, and personal traits and qualities. Watson (1979:

123) also states that the best criterion to determine whether an instructor is a good teacher is to observe that person in action of teaching. Of course, the same authority further explains, " this assumes that the observer knows how learning occurs, knows the difference between something that is simply entertaining and superficial versus something that is educational and penetrating and knows the subject matter being taught."

As regards to the sources for good trainers, Tracey (1984: 348) indicates that from the company's trained personnel, operative and technical employees, line supervisors and managers, staff training specialists, and outside experts are the main sources of instructional staff. Planty and Freeston (in Watson 1979: 127) on their part list the following as good sources for locating potential instructors:

- 1.The trainee's boss, on a continuous day-to-day basis through coaching, counselling, and guided experience.
- 2.Employees of organization- people at executive and supervisory levels who teach formal classes upon the request of the director of training.
- 3.Full-time, internal training people or instructors who may or may not be professionally trained.
- 4.Instructors from schools, colleges, and universities.
- 5.Outside specialists and highly qualified experts in various fields, drawn from government and other businesses.
- 6.Training consultants who are professionally prepared as educators.

Regarding the number of trainers needed for a training program, Watson (1979: 129-130) again suggests the following idea:

There are forceful arguments in support of having a large variety of subjects and instructors in a program for thinking to expose participants to many viewpoints as possible and to the variety of having many different subjects to prevent boredom But, because of the need for instructor acceptance and the need for continuity of thoughts, it is far better to have one trainer cover several closely related topics than to have the same topics covered by several instructors.

Therefore, to maximize the overall impact of the training program, the training department/training designer should consider very much the selection of best instructors in addition to appropriate content, materials, facilities and co-ordination.

2.5.2 Selecting Trainees

Again like we said for selecting trainers, if training is to be helpful and impactful, it must be designed and presented in a manner appropriate to the trainees. Besides, trainees also need to be selected on the bases of their responsibilities and levels in their organizations, educational backgrounds, work experiences, openness to new ideas and perceived need for self improvement (Watson, 1979: 117). Tracey (1984: 395) believes that the success of a training program depends if training is considered as an integrated system that begins with an establishment of realistic prerequisites for entrance into the training program.

According to Rothwell and Kazanas (1994: 27) the learner who should be selected must be open to learning, possesses the self concept that he/she is an effective learner, is willing to take initiative and exercise independence in learning, accepts responsibility for learning, loves to learn, is capable of demonstrating creativity, possess a future orientation, and able to use basic study and problem solving skills.

With regard to securing the necessary information sources for selecting the appropriate trainees, Tracey, (1984: 405-408) provides the following:

1. *Nomination*:- Even if the best source of information about employees is their immediate supervisors, nomination for attendance should reflect consideration of the following factors:

- the extent to which the employee needs the training;
- the employee's potential for advancement;
- the degree to which the employee desires the training;
- the efforts the employee has made toward self-improvement;
- the extent to which the employee is judged to be willing and able to apply the new skills upon return to the job;
- the extent to which the employee's knowledge, skill, attitudes, or performance are likely to be improved by the training;

- the degree to which the organization element expects to benefit from the employee's new or improved knowledge and skill.
2. *Application:-* Here the individual employee requests assignment to a training program according to the information provided.
 3. *Records:-* These are a source of information essential to the proper screening and selection of personnel for training.
 4. *Tests:-* These can be used in conjunction with other evaluative means to measure knowledge and skill, predict job performance, and analyse temperament and personality.
 5. *Self –reports:-* Biographical information has proved to be a good source of data with which to predict success.
 5. *Interviews:-* When personal/are being considered for lengthy, expensive, or ' high risk' training programs, the interview will inevitably be part of the screening and selection process.

Clark (2000: 99) describes the following sequence of steps in screening and selecting trainees:

- Step 1. Distributing the list of interim prerequisites for the training or development program.
- Step 2. Screen applications and nominations to eliminate obviously unqualified candidates for the training.

- Step 3. Administer, score, and interpret appropriate tests and inventories; and record results.
- Step 4. Analyse the complete records of personnel who have survived the screening measures applied up to this point. Eliminate those who do not meet the interim prerequisites.
- Step 5. Interview the most promising candidates, and record a summary of observations and evaluation of each interviewee.
- Step 6. Synthesize, review, and evaluate all data; and make the final selection of enrolees. Retain all data for later review and revision of prerequisites and screening and selection procedures.

2. 6 Co-ordinating the Training programs

The co-ordination of training program is to implement the plan by carefully scheduling and controlling all aspects of the training program to assure that everything happens as it should and the program runs smoothly (Watson, 1979: 224). This includes, Watson further adds, "everything from assuring the quality and timely serving of mid-morning coffee to briefing instructors and discussion leaders about the program so that they will be able to emphasize the right points."

The role of co-ordination will be facilitated by ensuring the course ware, class setting notification of schedule for learners and sending any pre-reading materials to learners. (Clark, 2000:30).

2.7 Evaluating the Training Programs

Evaluating training program is not a one-time process rather it is an ongoing throughout the entire stages of the training program. In agreement to this, Clark (2000: 123) explains that evaluation of the training program is performed during the assessment, design, and implementation phases. Silberman (1990: 260) also adds that one can design his/her active training program to provide for obtaining feedback and evaluation data on an ongoing basis so that he/she can make adjustments before it is too late.

With regard to the purpose of evaluation even if many writers have many ideas but it looks like most agree that the main purpose is to collect and document learner performance in a training course, as well as on the job (Clark, 2000: 123; Robinson, 1985: 177; Tracey, 1984: 440; Silberman, 1990: 260).

According to Tracey (1984: 441) the immediate purpose of evaluation of training program include the following:

- To ensure that instruction is conducted in a manner consistent with the system as planned and designed
- To provide a basis for instructor in-service training and upgrading. An effective in-service training or upgrading program for instructors cannot be based on conjecture about deficiencies; it must be based on observed needs.
- To provide data that are usable in effecting revisions of the instructor-training course. Objective evaluation often reveals common deficiencies among the instructor force that can be prevented by introducing changes in the instructor-training program.

Bramley and Newby (in Clark 2000: 123) on their part identified five main purposes of training program evaluation:

- *Feedback-* Linking learning outcomes to objectives and providing a form of quality control.
- *Control-* Making links from training to organizational activities and to consider cost effectiveness.
- *Research-* Determining the relationships between learning, training, and the transfer of training to the job.
- *Intervention-* The results of the evaluation influence the context in which it is occurring.

- *Power games-* Manipulating evaluative data for organizational politics.

According to Kirkpatrick (2000: 135), there are three main reasons for evaluating training programs: to indicate how to improve future programs, to determine whether a program should be continued or dropped, and to justify the existence of the training department.

But the overall goal of evaluating the training program is to identify and fix problems and make the system work better, not to lay blame.

2.7.1 Components to be Evaluated in Training Programs

Many writers have put many components as parts to be evaluated in training programs from different perspectives. Among them, Laird (1983:256) categorises the components to be evaluated according to the criteria on which training program efforts are normally evaluated: contribution to organization goals, achievements of learning objectives, or perceptions of the trained population and their managers. Another writer by the name Smith (1998: 162-164) clearly indicated with the following statement the components to be evaluated:

It is normally assumed that training evaluation should focus mainly on what takes place within the training setting, with particular emphasis on the formal lectures and sessions run by tutors and instructors.... The other general area to be evaluated is the organization itself, the institution, or the domestic setting from which

the individual trainee has come. And within the broader context that any outcomes from training program or process need to be evaluated and judged.... Finally the process, inputs and administration of the course need to be included as elements to be evaluated.

The other writer, Tracey (1984: 441) indicates that a learning situation has to include trainees, instructors, course content, sequence, time allocations, instructional strategies, materials, equipment, and facilities as elements to be evaluated. Regarding evaluating trainees, Silberman (1990: 257) states that one of a fitting way to evaluate the training program is to engage participants in activities that allow them to evaluate their progress. Silberman further elaborates that the activities could be done through:

- Asking participants to complete a questionnaire or test that provides feedback about their current functioning in areas related to the training.
- Designing a way for fellow participants to give each other feedback and then ask them each to develop a personal profile based on the feedback they received.
- Using a physical continuum (i.e., a queue), ask participants to locate themselves on a particular dimension relative to other participants. Once the continuum has been formed, invite individuals to share why they placed themselves as they did and what changes they would like to make in the future.

- Asking participants to write a short essay in response to the question:
" How do you see yourself now as a result of this program? " Invite volunteers to read their essays or have participants exchange essays in small groups.

2.7.2 Levels in Evaluating Training Programs

According to the well-known training evaluation developer Kirkpatrick (2000: 136) there are four levels of evaluating training programs. These four levels represent a sequence of ways to evaluate programs. As one moves from one level to the next, the process becomes more difficult and time-consuming but also provides more valuable information. These levels, according to Kirkpatrick, are level 1: reaction, level 2: learning, level 3: behaviour, and level 4: results. The details are presented here.

2.7.2.1 Level 1: Reaction

A reaction criterion measures how well the participants liked the program, including its content, the trainer, the methods used, and the surroundings in which the training took place (Wexley and Latham, 1991: 109). Hence, reaction, as the very word implies, measures how those who participate in the program react to it. The specific trainee reactions the organization is interested in

examining should be decided on at the same time the training program is being developed (Kirkpatrick, 2000: 137). Furthermore, this level does not only embrace reactions of participants to the learning experience but also reactions of program co-ordinators and various teachers in the program regarding the learning environment and experience (Watson, 1979: 271).

The whole process of measuring the reactions of all participated in the training program begins with the formulation of reaction objectives. Then after a comment sheet that should elicit reactions to training objectives, permit anonymous answers, and allow the trainees to write additional comments not covered by the questions (Wexley and Latham, 1991: 109).

The fact that there is a favourable reaction to a training program do not necessarily guarantee that learning has taken place or that the behaviour of the trainees have changed as a result of the program. But, according to Wexley and Latham (1991:113) reactions measures are very important for the following reasons:

First, positive reactions help ensure organizational support for program.... Second, these measures can be used by the training staff to assess at the success of their efforts, and to provide them with information that may help them plan future programs Third, favourable reactions can enhance trainee motivation to learn. ... Fourth, it is sometimes useful to take the reactions of particular groups of trainees and analyse them separately to compare with other groups.

Generally, reactions consist of opinions and conclusions based on first hand information. So they may be collected during, immediately after, or several months after the training occur (Watson, 1979: 271). Nevertheless, collecting reactions immediately after training is very important. This is because, according to Wexley and Latham (1991: 115) first, memory distortion can affect measures taken at later point; second, there is often a low return of questionnaires mailed to people long after they have completed the training.

2.7.2.2 Level2: Learning

Learning criteria measures changes in attitudes, knowledge and skills of the trainees (Watson, 1979: 271). According to Clark (2000: 127), this level addresses the question "Did the participants learn anything?" But in a general way, regardless of using the variety of evaluation technique, learning measurements have to be tied directly to the program's learning objectives (Wexley and Latham, 1991: 116). According to Clark (2000: 127), evaluating the learning that has taken place typically focuses on the following questions. These are:

- 1.What knowledge was acquired?
- 2.What skills were developed or enhanced?
- 3.What attitudes were changed?

Generally, measuring learning should focus on what principles, facts and techniques were understood and absorbed by the trainees. But at the same time, it should be clear that measurements at this level might indicate that a program's instructional methods are effective or ineffective, but it will not prove if the newly acquired skills will be used back in the working environment (Clark, 2000: 127).

2.7.2.3 Level 3: Behaviour

This level assesses how trainees behave differently because of their training. Wexley and Latham (1991:117) explain the importance of this stage as follows:

...There may be a large gap between knowing facts or Principles and demonstrating them on the Job. Likewise, It is possible for trainees to do well on performance tests administered during training, yet not be able and/or willing to exhibit these same skills on their Jobs (i.e., zero transfer of learning). It is therefore important that measures be gathered on how a trainee behaves in the actual job environment.

Hence, the level of behaviour can be seen as the extent to which a change in behaviour has occurred in the actual work place (where the knowledge, attitudes or skills gained from the training are being implemented). Regarding the way as to how to assess the change in behaviour, Clark (2000: 127) indicates that it can be performed formally through testing or informally through observation. Regarding the sources of appraisal, Wexley and Latham (1991: 118) put that the appraisal of on-the-job behaviour can be collected from various

sources such as supervisors, co-workers, and/or subordinates. The same authorities further add that the appraisal can take place soon after training, but it should also be done several months later, so that the trainee is given adequate opportunity to put into practice what has been learned during training. But it is a must that change in behaviour is assessed at the end of training and in the work place.

In general, it is important to measure behaviour because the primary purpose of training is to improve results by bringing change in behaviour. In agreement to this, Clark (2000: 127) adds that new learning is no good to an organization unless the trainees actually use the new skills, attitudes, or knowledge in their work activities. Therefore, the biggest question this aspects of assessment process aims to answer, according to Watson (1979: 271), is how and to what extent have trainees applied the various concepts, processes taught? It also seeks to determine who amount the trainees have been changed as a result of the training.

As a concluding remark, Clark (2000: 128) suggests that behaviour assessment provides insight into the transfer of learning from classroom to the work environment and the barriers encountered when attempting to implement the new techniques learned in the program.

2.7.2.4 Level 4:Results

The major aim of this level of assessment is to ascertain both quantitative and qualitative changes in organizational performance which can be attributed to the training directly or indirectly (Watson, 1979: 272). Regarding this point, Wexley and Latham (1991: 119) add that the objectives of many training programs can be stated in terms of cost-related results or behavioural outcomes rather than the behaviours themselves. These behavioural outcomes can be expressed through for example, reduction in turnover; an increase in attendance/reduction of absenteeism, an increase in quality and quantity of units produced an increase in sales, and a reduction in accidents.

In an explanation of the result assessment, Clark (2000: 128) has the following to say:

.....This level measures the training effectiveness, "what impact has the training achieved?" This broad category is concerned with the impact of the program on the wider community (results). It addresses the key question: It is working and yielding value for the organization? These impacts can include such items as monetary, efficiency, moral, teams, etc. Here we expand our thinking beyond the impact on the learners who participated in the training program and begin to ask what happens to the organization as a result of the training efforts.

Therefore, measuring results that affect the organization is more difficult and is conducted less frequently, yet yields the most valuable information ...whether or not the organization is receiving a return on its training investment (Clark, 2000: 128).

CHAPTER III

3. PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the presentation and analysis of the data collected from three groups- trainees, trainers, and training officers and a training manger. The data were collected through questionnaire from the trainees and the trainers, and through interview from the training officers and manger. Besides, information is gathered through document analysis. But all the data gathered from the questionnaires were organized in tabular form and are interpreted using percentage. The information gathered through interview and document analysis are also qualitatively described in words in order to give answer for the basic research questions set in this study.

The first part of this chapter discusses about the characteristics of respondents while the second part deals with the analysis of the findings of the study, corresponding to the basic research questions.

3.1. Characteristics of the study population

The first parts of the questionnaires were distributed to 166 trainees that are found in Ministry of Agriculture, Ministry of Infrastructure, and Ministry of Youth, Sports

and Culture. These people are the ones who participated in the training programs offered by the FCSC at different times. Out of these questionnaires, only 121 (72.89 percent) were filled in and returned. A relatively low return rate was noticed here because most of the trainees have left their former organizations and the researcher could not easily find them. The second parts of the questionnaires were distributed to 31 trainers that are working in different organizations. These trainers offered training programs to the FCSC at different times. Out of these questionnaires, 24 (77.41 percent) were filled in and returned. However, four questionnaires were discarded because they were incomplete and incorrectly filled in.

Thus, the characteristics of the two groups of respondents were examined in terms of sex, years of service, academic qualification and kinds of training offered or received based on the responses to the request for personal data in the first section of the questionnaires obtained from 121 trainees and 20 trainers. The analysis and interpretation of the data are presented following each tables.

Table 1:
Characteristics of the Respondents of the Study

Variables	Characteristics Categories	Trainees		Trainers	
		No	%	No	%
Sex	Male	90	74.3	17	85
	Female	31	25.7	3	15
	Total	121	100	20	100
Work Experience	Below 5 years	-	-	1	5
	6-10 years	6	4.9	-	-
	11-15 years	10	8.2	2	10
	16-20 years	40	33.0	5	25
	21-25 years	41	33.8	4	20
	Above 25 years	24	19.8	10	50
	Total	121	100	20	100
Age	Below 25	-	-	-	-
	25-35	14	11.5	1	5
	36-50	89	73.5	14	70
	51 and above	18	14.8	5	25
	Total	121	100	20	100
Qualification	Not completed high school	-	-	-	-
	High school completed	20	16.5	-	-
	Certificate	-	-	-	-
	Diploma	40	33.0	-	-
	B.A/B.Sc.	33	27.2	13	65
	M.A/M.Sc.	26	21.4	5	25
	PhD	2	1.6	2	10
	Total	121	100	20	100

As it can be observed from Table 1, even though the majority of the respondents are male, the number of female respondents is not discouraging. The reasons for small number of female respondents can be many but the main one is that their number is small in the system. In observing the statistical report of the FCSC, out of the total number of civil servants of Ethiopia, females accounted only 32.17 percent (FCSC, 2003:i).

The work experience of 86.6 percent and 85 percent of the trainees and the trainers ranges between sixteen and above years respectively. This indicates that most of the trainees and trainers are more experienced and are familiar not only with the problems of training but also other civil service issues.

The nature of courses offered by FCSC required trainees from different educational background. Because of this, except for non high school completers and certificate holders, all educational qualifications are included in this study as can be seen from item 4. But the majority (60.2 percent) of the trainee respondents are diploma and BA/BSC holders. Regarding the trainer respondents, 65 percent are BA/BSC holders while those respondents having MA/MSc accounted for 25 percent. The data, therefore, suggests that there is no great difference regarding the qualification of the trainees and the trainers.

3.2. Analysis of the Findings of the Study

3.2.1. Training Needs Assessment Issue

Trainees and trainers were asked to identify whether the training needs assessment was done on the basis of the trainees and their respective organizations' true need. For trainees 4 and for trainers 2 relevant questions were

presented. The frequencies of responses received from the trainees are shown in Table 2.

Table 2
Relevancy/Effectiveness of Trainings According to Trainees

No	Items	Trainee Respondents. (N = 121)	
		No	%
1	The training I get from FCSC improved my skill/knowledge deficiency and helped me in my performance • Strongly disagree • Disagree • Undecided • Agree • Strongly agree • No response	2 4 4 85 24 2	1.6 3.3 3.3 70.2 19.8 1.6
2	The courses offered during the training sessions were helpful in knowing and acting better upon my responsibilities • Strongly disagree • Disagree • Undecided • Agree • Strongly agree • No response	2 2 10 82 24 1	1.6 1.6 8.2 67.7 19.8 0.8
3	The trainings were taking into considerations the objective realities of my organization • Strongly disagree • Disagree • Undecided • Agree • Strongly agree • No response	14 60 10 20 2 5	11.5 49.5 8.2 16.5 1.6 4.1
4	The trainings I received were based not on my interest but I was selected by my supervisors to attend • Strongly disagree • Disagree • Undecided • Agree • Strongly agree • No response	14 18 16 60 12 1	11.5 14.8 13.2 49.5 9.9 0.8

As it can be seen in Table 2, about 90 percent of the trainee respondents agreed that the training they obtained enhanced their skill/knowledge deficiency and helped them in their performance. On the other hand, it is only 4.9 percent of the trainees expressed their disagreement on the same issue. From the document, it was found to be that most supervisors of the trainees agree that the knowledge/skill became better after training.

Concerning carrying out their responsibility, the majority of the trainee respondents (87.5 percent) agreed that the courses offered during the training sessions were helpful in knowing and acting better upon their responsibilities. However, 3.2 percent of the same respondents claimed that the courses offered didn't bring any difference in carrying out their responsibilities while 8.2 percent wanted to give no comment.

Regarding whether the training offered had taken into consideration the objective realities of the respective organizations, 61 percent disagreed. About 18.1 percent expressed their agreement, while 8.2 percent and 4.1 percent preferred to say " No Response" respectively. It was also discovered from the interview with the head of training department and training experts of the FCSC that it was difficult to take into consideration the objective realities of all the respective federal organizations.

It can also be observed from Table 2 and item 4 that the majority (59.4 percent) of the trainee respondents claimed that the trainings they received were prearranged by their supervisors than by their own will. 26.3 percent of the trainee respondents disagreed and 13.2 commented nothing on the issue.

Table 3
Relevancy/Effectiveness of Trainings According to Trainers

No	Items	Trainer Respondents (N = 20)	
		No	%
1	I believe that the content of the course of the training which I offered was appropriate to the needs of the trainees		
	• Strongly disagree	-	-
	• Disagree	-	-
	• Undecided	-	-
	• Agree	8	40.0
	• Strongly agree	12	60.0
	• No response	-	-
2	The courses were rather too theoretical to address the needs of trainees		
	• Strongly disagree	7	35.0
	• Disagree	8	40.0
	• Undecided	-	-
	• Agree	4	20.0
	• Strongly agree	-	-
	• No response	1	5.0

On the other hand, it is interesting to note that almost all the trainers believed that the content of the courses of the trainings they offered were appropriate to the needs of the trainees.

Similarly, as can be seen on Table 3 and item 2, the majority of the trainer respondents (75 percent) disagreed that the courses were theoretical. But 20 percent admit that the courses were rather theoretical, while 5 percent responded nothing.

Moreover, it was found out from the interview with a training manager and training officers of FCSC that there is a TNA to be conducted every year, the main sources for the necessary data in conducting TNA are found to be policies, comments during the training session. Etc. It is also commented that the method of TNA does not begin from performance evaluation. They further commented that even though the performance evaluation system was poor, some of the performance problems of civil servants are exhibited in the administrative court of FCSC, which the training department uses as an input for conducting TNA.

In one way or another, it can be concluded that FCSC usually bases its training programs on TNA even if the main source of data for the TNA mainly seems policies and the like than the direct beneficiaries of the training programs.

Table 4
Issues Related to Setting Training Objectives

No.	Items	Trainees (N = 121)		Trainers (N = 20)		P-value
		No	%	No	%	
1	There were written general objectives of the training program • Strongly disagree • Disagree • Undecided • Agree • Strongly agree • No response	-	-	1	5.0	0.107
		10	8.2	-	-	
		8	6.6	-	-	
		76	62.8	10	50.0	
		26	21.4	9	45.0	
		1	0.8	-	-	
	Mean Value	3.98		4.30		
2	Before I begin teaching/learning the courses, I was quite sure what the trainers/trainees need to teach/learn • Strongly disagree • Disagree • Undecided • Agree • Strongly agree • No response	-	-	-	-	0.085
		26	21.4	1	5.0	
		12	9.9	3	15.0	
		57	47.1	8	40.0	
		26	21.4	8	40.0	
		-	-	-	-	
	Mean Value	3.83		4.22		

The trainee and trainer respondents were requested about their opinion whether there were written general objectives of the training programs. Consequently, 84.2 percent of the trainee respondents agreed that there were written general objectives. Similarly, 95 percent of the trainer respondents also agreed on the same issue. Moreover, at 95 percent confidence interval, the mean values of 3.98 and 4.30 for the trainee and trainer respondents respectively show that there is an agreement of both groups on the existence of written general objectives of the training programs. The associated P-value of the same test is

greater than 0.05 level of significance, which indicates that there is no statistical significant difference between the opinions of both groups.

It was also found out from the interview with the training manager and training experts of FCSC that even if there are written objectives, the process of setting objectives does not include stakeholders. All the training objectives are set by the training department of FCSC.

With regard to the usefulness of the objectives, the majority (about 68.5 percent) of the trainee respondents agreed that the objectives helped them to know what they need to learn even before the beginning of the courses. In the same way, about 80 percent of the trainer respondents agreed that the objectives helped them. The same item was tested using one-way ANOVA test to reveal the agreement level of both groups. Consequently, at 95 percent confidence interval, the mean values of both groups are found to be greater than the moderate value ($X = 3$). Moreover, the P-value is greater than 0.05 level of significance. This indicates that there is an agreement of both groups about the helpfulness of the objectives during the training programs.

Table 5
Training Content Selection-A

No.	Items	Trainees (N = 121)	
		No	%
1	The contents of the course are directly related to the work I do • Strongly disagree • Disagree • Undecided • Agree • Strongly agree • No response	- 13 5 75 27 1	- 10.7 4.1 61.9 22.3 0.8
2	I can say that the contents of the course are designed carefully • Strongly disagree • Disagree • Undecided • Agree • Strongly agree • No response	- 10 14 72 25 -	- 8.2 9.9 61.1 20.6 -
3	The sequencing of the contents of courses was put haphazardly • Strongly disagree • Disagree • Undecided • Agree • Strongly agree • No response	20 92 8 1 - -	16.5 76.0 6.6 0.8 - -
4	As to my observation, the contents of the course have redundancy on certain items. • Strongly disagree • Disagree • Undecided • Agree • Strongly agree • No response	4 90 12 4 - 1	11.5 74.3 9.9 3.3 - 0.8

As can be seen in Table 5, the majority (about 84.2 percent) of the trainee respondents believed that the content of the courses they learnt had a direct relationship with the work they do. Similar question was forwarded to the training department manager in the form of interview and he revealed that even if the trainees do not have any access to express their views regarding the selection of contents of the courses, the FCSC together with trainers make an effort to select the appropriate content.

Regarding the selection of the content of the course, 81.7 percent of the respondents agreed that the courses are designed carefully. Only 8.2 percent of the respondents are those who did not believe that the courses were designed carefully.

Concerning the sequencing of the contents of the courses, 92.5 percent of the trainee respondents believed that the sequencing of the contents of the course was good. It was also found from the interview with the training experts that usually the sequencing follows the format general-specific style, which, according to them, is appropriate for the trainees

Trainee respondents were requested to indicate the level of reappearance of certain items within the content of the courses. 85.8 percent of the respondents disagreed with the statement, however, 9.9 percent of the respondents did not want to comment on the issue.

Table 6
Training Content Selection-B

No.	Items	Trainees (N = 121)	
		No	%
1	The training coordinators and I were the ones who selected the content of the courses.		
	• Strongly disagree	-	-
	• Disagree	5	25.0
	• Undecided	11	55.0
	• Agree	-	-
	• Strongly agree	4	20.0
	• No response	-	-
2	There was an input of trainees through their representatives regarding the selection of the content of the courses.		
	• Strongly disagree	-	-
	• Disagree	3	15.0
	• Undecided	11	55.0
	• Agree	4	20.0
	• Strongly agree	2	10.0
	• No response	-	-

According to the overwhelming majority of trainer respondents (about 80 percent), the content of the courses were selected by trainers and training experts (coordinators). As it has been said above, the training manager and training experts also admitted that the content selection had been done only by trainers and training experts.

Furthermore, in item 2 of Table 6, most of the trainers (55 percent) were not sure whether trainees had participated in the selection of the content of the course through their representative. But 30 percent of the trainer respondents agree that there was a participation of trainees regarding the selection of contents of courses. Again through interview with the training manager and training experts,

it was discovered that no trainees were participated in the selection of the contents of the courses.

Table 7
Training Premises Selection

No.	Items	Trainees (N = 121)		Trainers (N = 20)		P-value
		No	%	No	%	
1	The premise selected for training was quite far from unnecessary sound pollution • Strongly disagree • Disagree • Undecided • Agree • Strongly agree • No response	2	1.6	-	-	0.296
		16	13.2	3	15.0	
		2	1.6	-	-	
		78	64.4	8	40.0	
		23	19.0	8	40.0	
		-	-	1	5.0	
	Mean Value	3.85		4.10		
2	The selected training environment helped trainees to learn not only from instructors but also from one another • Strongly disagree • Disagree • Undecided • Agree • Strongly agree • No response	-	-	-	-	0.240
		8	6.6	2	10.0	
		4	3.3	1	5.0	
		74	61.1	5	25.0	
		35	28.9	12	60.0	
		-	-	-	-	
	Mean Value	4.12		4.35		
3	As compared to the number of trainees the size of the training room was good • Strongly disagree • Disagree • Undecided • Agree • Strongly agree • No response	2	1.6	1	5.0	0.524
		6	4.9	2	10.0	
		6	4.9	1	5.0	
		86	71.0	11	55.0	
		21	17.3	5	25.0	
		-	-	-	-	
	Mean Value	3.97		3.85		

According to Table 7, although about one-sixth of the trainee respondents did not agree and commented nothing, the overwhelming majority (about 83.4

percent) agreed that the premise selected for the training was quite far from unnecessary sound pollution. Similarly, about 80 percent of the trainer respondents also asserted that the premise was far from sound pollution. Then, it would be fair to conclude that the training department of the FCSC endeavored well in planning the appropriate selection of premise in advance. The mean values for both groups of respondents were calculated at 95 percent confidence interval. The test revealed that the mean values are 3.85 and 4.10 for trainee and trainer respondents respectively. This shows that both groups agreed that the premises were quite far from unnecessary sound pollution. Moreover, the associated P-value in the same item test is found to be greater than 0.05 level of significance. It would be then concluded that there is no statistical significant difference between the opinions of the two groups.

Furthermore, the majority (about 90 percent and 85 percent of the trainee and trainer respondents respectively) agreed that the training environment helped trainees to learn not only from instructors but also from one another. In the same manner, the majority of the trainee respondents (about 88.3 percent) and the trainer respondents (about 80 percent) indicated in Table 7 item 3 that the size of the training room was quite good as compared to the number of trainees. Besides, according to Table 7, items 2 and 3, the calculated mean values of both item numbers and for both groups at 95 percent confidence interval of respondents is found to be greater than the moderate agreement level ($X=3$).

Moreover, the P-values of both item numbers of both respondents are greater than 0.05 level of significance. This confirms that both groups expressed their agreement in both item number 2 and 3.

From the interview with the training manager and training officers, it was discovered that the training programs of FCSC was conducted continuously in one hotel- Adama Ras Hotel-for the last five years. The main reasons, according to them, are to use the training time only for training (from the experience they found out that many trainees disappear in the middle of the training program if the program is conducted either in Addis Ababa or even in Debre Zeit) and to use the small budget effectively (among all the hotels, Adama Ras Hotel is the cheapest).

They further disclosed that low price; attractive environment conditions for trainees, good classrooms, good customer handling service and acceptance by superiors are some of the criteria for the selection of premises.

Table 8

Training Aids and Other Facilities Selection-A

No	Items	Trainees (N = 121)		Trainers (N = 20)		P-value
		No	%	No	%	
1	The training aids used during the training were not as such relevant to the courses • Strongly disagree • Disagree • Undecided • Agree • Strongly agree • No response	14	11.5	10	50.0	0.003
		88	72.7	8	40.0	
		6	4.9	2	10.0	
		12	9.9	-	-	
		1	0.8	-	-	
		-	-	-	-	
	Mean Value	2.15		1.60		

As it can be seen in Table 8, trainee and trainer respondents together confirmed the relevancy of the usage of the training aids during the training program. About 84.2 percent of the trainee respondents and 90 percent of trainer respondents agree that the training aids used during the training programs were relevant to the courses. It is interesting at the same time no trainer respondent is against the above issue while only 10.7 percent of the trainee respondents expressed their dissatisfaction as to the relevancy of the training aids used on the training programs. According to the calculated mean value of Table 8 and item1, it is less than the moderate value ($X=3$). Furthermore, the associated P-value in the above test is less than 0.05 level of significance. It would be fair then to conclude that both groups of respondents disagreed of the statement, "the training aids used during the training were not as such relevant to the courses."

In other words, both groups expressed their agreement regarding the relevancy of the training aids used in the training sessions.

Table 9
Training Aids and Other Facilities Selection-B

No	Items	Trainees (N = 121)	
		No	%
1	The trainers were using training aids very appropriately		
	• Strongly disagree	-	-
	• Disagree	16	13.2
	• Undecided	12	9.9
	• Agree	76	62.8
	• Strongly agree	17	14.0
	• No response	-	-

Concerning the appropriate usage of training aids by the trainers, 62.8 percent of trainee respondents agree while 14.0 percent strongly agree that the trainers were using training aids at the right time and right place. However, 13.2 percent disagree while 9.9 percent prefer to comment nothing.

The training manager and training experts were interviewed for their response on how they tried to manage in selecting the appropriate training aids. They said that the selection of the relevant training aids highly depends on the content of the courses to be offered. Depending on the subject matter to be imparted, they said, the selection of the relevant training aids shall be done by the discussion with the trainer himself/herself.

It would be fair to conclude, then, that the FCSC has done its level best in selecting the relevant training aids to illustrate ideas or a sequence of events, to add variety to the learning process and to encourage interaction among the trainees.

Table 10
Selection of Trainees-A

No.	Items	Trainees (N = 121)	
		No	%
1	The qualification of the trainees was below the standard as compared to the content of the training		
	• Strongly disagree	10	8.2
	• Disagree	70	57.8
	• Undecided	20	16.5
	• Agree	16	13.2
	• Strongly agree	4	3.3
	• No response	1	0.8
2	The trainees had direct experience to understand the content of the training		
	• Strongly disagree	2	1.6
	• Disagree	14	11.5
	• Undecided	14	11.5
	• Agree	70	57.8
	• Strongly agree	21	17.3
	• No response	-	-

One of the important issues for the success of the training program is the selection of the right trainees and trainers. Among the criteria of trainee selection, their educational qualification is crucial. As can be seen in Table 10 and item 1, 66.0 percent of the trainee respondents agreed that the qualification of trainees was not below the standard as compared to the

content of the training. However, 16.5 percent disagreed and again 16.5 percent commented nothing on the same issue. The researcher tried to analyze the available documents carefully and came to understand that some of the trainees were not selected based on their educational qualification but on their experience.

Concerning the experience of the trainees, the majority (75.1 percent) believed that trainees had direct experience to understand the content (subject-matter) of the courses. While 12.1 percent did not agree and the rest commented nothing. From the interview with the training experts of the FCSC, it was discovered that even if some of the trainees' educational background is below the expected standard; their responsibilities, levels within their organizations and work experience was acceptable.

Table 11
Selection of Trainees-B

No	Item	Trainers (N = 20)	
		No	%
1	In my view, most of the trainees were not the right people to understand the content of the training properly.		
	• Strongly disagree	3	15.0
	• Disagree	10	50.0
	• Undecided	5	25.0
	• Agree	1	5.0
	• Strongly agree	-	-
	• No response	1	5.0

Asked to indicate whether the right trainees were selected or not, 65 percent of trainer respondents reported that the selection of the right trainees was a successful job. When only 5 percent disagree, 25 percent of the trainer respondents did not want to comment on the issue.

It was discovered from the interview with the training manager and training experts that the lion share of selection of trainees was done by the respective organizations. The FCSC first set the necessary criteria as to who should meet the training program then send the letter to the respective Federal Organizations. While the major criteria for selecting a trainee being his/her level within the organization, others like working experience and educational qualifications are also included. Based on this criteria, organizations select and send sometimes the right people and sometimes not.

Table 12
Selection of Trainers-A

No	Items	Trainees (N = 121)	
		No	%
1	The trainers had good knowledge of the subject matter they taught.		
	• Strongly disagree	2	1.6
	• Disagree	4	3.3
	• Undecided	8	6.6
	• Agree	88	72.7
	• Strongly agree	19	15.7
	• No response	-	-
2	The trainers had good practical experience of the topic/content they taught.		
	• Strongly disagree	6	4.9
	• Disagree	10	8.2
	• Undecided	10	8.2
	• Agree	76	62.8
	• Strongly agree	19	15.7
	• No response	-	-
3	The trainers had a good teaching experience.		
	• Strongly disagree	10	8.2
	• Disagree	24	19.8
	• Undecided	72	59.5
	• Agree	14	11.5
	• Strongly agree	1	0.8
	• No response	-	-

Table 11 and item 1 deals with the trainers' knowledge of the subject matter, which they taught. Regarding this, the majority of the trainee respondents (88.4 percent) agreed that the trainers had good knowledge of the subject matter they taught. It is, however, only about 4.9 percent of the respondents disagreed, while 6.6 percent commented nothing. Besides, the researcher tried to assess the evaluation form of FCSC filled by the different time trainees (1990-1995 EC) and discovered that no serious complaint was reported regarding the knowledge of the course offered by different trainers.

Concerning the practical experience of the trainers regarding the content of the course they taught, 88.5 percent of the trainee respondents agree, 13.1 percent disagree and 8.2 percent commented nothing. From the document analysis it was discovered that more than 90 percent of the trainers are the same people selected for the previous trainings, in giving the response why they were doing this, the officials in the FCSC suggested that it was believed that the repeated exposure of the trainers to this training program helped them to realize the practical problems the civil servants faced. This, according to these officials, made easier the trainers to propose practical solution. It was also discovered from the interview with the training manager and training officers that one of the trainers' selection criteria was being a civil servant. The main reason is the civil servant is believed to have a practical experience about the problems of civil service.

As observed in Table 12 and item 3, surprisingly enough the majority of the respondents (59.5 percent) preferred to comment nothing regarding the teaching experience of the trainers. 28 percent disagreed about the good teaching experience of the trainers. However, it was only 0.8 percent of the respondents that confirmed about good teaching experience of the trainers. Here it can be seen that either the trainee did not have sufficient information (because of the short time of the training) to assess the teaching experience of the trainers or commenting nothing may mean the polite way of expressing the "

I disagree". In one or another way, a careful analysis of the educational background of most of the trainers indicated that except that they are fit with the necessary qualification and experience (most of them are civil servants), they did not take methodology courses or never been asked by the FCSC whether they came across with these courses.

Table 13
Selection of Trainers-B

No	Item	Trainers (N = 121)	
		No	%
1	As a trainer, I was selected after applying and competing with other instructors.		
	• Strongly disagree	2	10.0
	• Disagree	2	10.0
	• Undecided	8	40.0
	• Agree	3	15.0
	• Strongly agree	-	-
	• No response	5	25.0

As to how the trainers were selected by the FCSC, 40 percent of the trainer respondents were not quite sure how they were selected. This is because they did not apply and compete with others. 20 percent of the respondents did know how they were selected but believed that they did not apply and compete with other trainers. It was, however, only 15 percent of the

respondents who believed they were selected after applying and competing with other trainers, while 25 percent of the respondents gave no response. Again from the interview with the training manager, the trainers had never been called by the public announcement to apply and compete for the selection process. It is assumed that the training department "knows" who is good and appropriate for the particular training program

Table 14
Issues Related to Training Coordination

No.	Items	Trainees (N = 121)		Trainers (N = 20)		P-value
		No	%	No	%	
1	There was an overall schedule of the training so that the trainees and the trainers know how to use their time effectively for the training. • Strongly disagree • Disagree • Undecided • Agree • Strongly agree • No response	2	1.6	1	5.0	0.383
		26	21.4	1	5.0	
		6	4.9	2	10.0	
		58	47.9	2	10.0	
		29	23.9	7	35.0	
		-	-	7	35.0	
	Mean Value	3.71		4.00		
2	The coordinators were helping their level best the trainees and the trainers for the success of the training program. • Strongly disagree • Disagree • Undecided • Agree • Strongly agree • No response	-	-	-	-	0.735
		-	-	1	5.0	
		-	-	2	10.0	
		88	72.7	7	35.0	
		32	26.4	8	40.0	
		1	0.8	2	10.0	
	Mean Value	4.26		4.22		
3	The catering service was so good that it did not affect the training program. • Strongly disagree • Disagree • Undecided • Agree • Strongly agree • No response	2	1.6	2	10.0	0.001
		4	3.3	1	5.0	
		2	1.6	1	5.0	
		80	66.1	11	55.0	
		32	26.4	1	5.0	
		1	0.8	4	20	
	Mean Value	4.13		3.40		

Table 14 item 1 shows that out of those who confirmed that there was a written training schedule, 71.8 percent were trainee respondents and 45 percent were trainer respondents. However, 23 percent and 10 percent of the trainee and trainer respondents respectively did not agree about the existence of training schedule on the training programs, while 4.9 percent and 10 percent of the trainee and trainer respondent gave no comment respectively. Furthermore, the calculated mean responses at 95 percent confidence interval for trainee and trainer respondents are 3.71 and 4.00 respectively. This shows that both groups agreed that there was an overall schedule of training programs. Besides, the P-value of item 1 of Table 14 is greater than 0.05 level of significance, which indicates that there is no statistical significant difference between the mean responses of the two groups. From the interview with the training manager and training officers, it was discovered that even though there was a general written schedule on each training programs, there had never been a specific written schedule prepared for each courses. And as a result, the trainees only knew what topics come when but did not know what sub-topics, by whom and when.

Regarding the coordination process, it is going to be surprising to see no trainee respondents expressed their feelings in a negative way. As it can be seen, except for 0.8 percent of none response all the trainee respondents confirmed that the coordinators were helping their level best the trainees and the trainers.

Similarly, about 75 percent of the trainers were also happy regarding the training coordination process. However, when 5 percent of trainer respondents that they were not happy about the coordination, 10 percent and 10 percent gave no comment and no response respectively. Furthermore, the calculated mean responses at 95 percent confidence interval for trainee and trainer respondents are 4.26 and 4.22 respectively. This shows that both groups highly agreed that the coordinators did help trainees to their level best. Besides, the P-value of item 2 of Table 14 is greater than 0.05 level of significance, which indicates that there is no statistical significant difference between the responses of the two groups. From the interview and document analysis, it was discovered that due to the excellent assistance and help on the part of the coordinators, in most training programs they were rewarded materially and morally by trainees.

A question was posed to the trainee and trainer respondents to indicate whether they were satisfied with the catering services during the training programs. About 92.5 percent and 55 percent of the trainee and trainer respondents confirmed that the catering service during the training program was so good that it did not affect the training program. The mean values for both groups of respondents were calculated at 95 percent confidence interval. The test revealed that the mean values are 4.13 and 3.40 for trainee and trainer respondents respectively. This shows that both groups agreed that the catering services during the training sessions were good. Moreover, the associated P-

value in the same item test is found to be greater than 0.05 level of significance. It would be then concluded that there is no statistical significant difference between the opinions of the two groups. From the interview with the training manager, it was found out that because of a good and long time relationship with Adama Ras Hotel where the training programs of FCSC were conducted, the staff and management of the hotel were and still are providing a special attention to the trainees in every detail during their stay in the hotel for the training programs. Generally, it can be concluded that the quality coordination process by FCSC in all aspects of the training program helped to implement the overall training programs positively in as much as possible.

Table 15
Issues Related to Training Evaluation-A

No	Item	Trainee (N = 121)		Trainer (N = 20)		P- value
		No	%	No	%	
1	There was an evaluation of the training at the end of the training program. - Strongly disagree - Disagree - Undecided - Agree - Strongly agree - No response	2	1.6	2	10.0	0.054
		16	13.2	-	-	
		10	8.2	1	5.0	
		76	62.8	5	25.0	
		17	14.0	11	55.0	
		-	-	1	5.0	
	Mean Value	3.74		4.21		
2	There was an evaluation during of the training program (while the program is going on). - Strongly disagree - Disagree - Undecided - Agree - Strongly agree - No response	35	28.9	5	25.0	0.379
		74	61.1	12	60.0	
		4	3.3	-	-	
		4	3.3	2	10.0	
		4	3.3	1	5.0	
		-	-	-	-	
	Mean Value	1.90		2.10		
3	The training evaluation was done by filling out questionnaire. - Strongly disagree - Disagree - Undecided - Agree - Strongly agree - No response	-	-	-	-	0.015
		24	19.8	-	-	
		8	6.6	1	5.0	
		74	61.1	12	60.0	
		15	12.3	5	25.0	
		-	-	2	10.0	
	Mean Value	3.66		4.22		
4	The training evaluation was done through discussion among trainees, trainers and training coordinators. - Strongly disagree - Disagree - Undecided - Agree - Strongly agree - No response	12	9.9	3	15.0	0.382
		58	47.9	10	50.0	
		16	13.2	1	5.0	
		34	28.0	3	15.0	
		1	0.8	1	5.0	
		-	-	2	10.0	
	Mean Value	2.61		2.38		

Item 1 of Table 15 reveals whether there was an evaluation of the training at the end of the training program. The majority (76.8 percent) of the trainee respondents and about 80 percent of the trainer respondents confirmed that there was an evaluation done at the end of the training program. However,

14.8 percent and 10 percent of the trainee and trainer respondents did not agree respectively. Moreover, the ANOVA test shows that the mean values of trainee and trainer respondents at 95 percent confidence interval are 3.74 and 4.21 respectively. This demonstrates that both groups agreed that there was an evaluation done at the end of training programs. Furthermore, the associated P-value of the test is found to be greater than 0.05 level of significance. It can be concluded that there is no statistically significant difference between the mean responses of the two groups. In addition to all these values, it was found out from the document that there had always been a training evaluation at the end each training programs.

Concerning the availability of a training evaluation during the program (while the program is going on), about 90 percent and 85 percent of the trainee and trainer respondents confirmed that there was no evaluation done during the training program respectively. However, only 9.9 percent and 15 percent of the trainee and trainer respondents indicated that there was an evaluation done during the training program. The test of one-way ANOVA was applied to test whether both groups equally agreed or disagreed on the presence of evaluation during training programs. The test result showed that at 95 percent confidence interval, the mean values are found to be less than the moderate value ($X=3$). This means both groups disagreed on the existence of evaluation during training programs. However, the associated P-value in the same test is

greater than 0.05 level of significance. It would then be concluded that there is no statistical significant difference between the opinions of the two groups. Furthermore, from the interview with the training officers, it was found out the coordinators do their own evaluation while the program is going on but not the trainees and trainers.

As indicated in Table 15, item 3, the majority of both respondents (about 73.4 percent of trainees and about 85 percent of trainers) believed that the training evaluation was done only by filling out questionnaires. At 95 percent of confidence interval, the calculated mean values for both trainee and trainer respondents are greater than the moderate ($X=3$). This indicates that there is an agreement between both groups regarding questionnaire was used to evaluate the training programs. However, the associated P-value is less than 0.05 level of significance. This shows that there is statistical significant difference between the opinions of the two groups.

In the same manner, according to Table 15, item 4, about 57.8 percent and 65 percent of the trainee and trainer respondents did not accept that the training evaluation was done through discussion among trainees, trainers and coordinators. Like the previous items, the test of one-way ANOVA was applied here. The test result shows that at 95 percent confidence interval, the mean values are found to be less than the moderate value ($X=3$). This means both

groups did not accept that the training evaluation was done through discussion among trainees, trainers and coordinators. However, the associated P-value in the same test is greater than 0.05 level of significance. It would then be concluded that there is no statistical significant difference between the opinions of the two groups.

Table 16
Issues Related to Training Evaluation-B

No	Items	Trainees (N = 121)	
		No	%
1	There was an evaluation done long after the completion of the training program.		
	• Strongly disagree	18	14.8
	• Disagree	44	36.3
	• Undecided	14	11.5
	• Agree	34	28.0
	• Strongly agree	6	4.9
	• No response	5	4.1

The overall effectiveness of the training program can not only be evaluated by assessing while the program is on progress or at the end of the program but also by evaluating the behavior and result of trainees on their job places. Regarding this, about 51.1 percent of the trainee respondent believed that there was not such an evaluation done and about 32.9 percent confirmed that there was an evaluation done long after the training ended. But from the interview and documents, it was discovered that FCSC evaluated the behavior and results of the trainees at least six months later. This was done by sending questionnaires to

the immediate supervisors of the trainees and to the trainees themselves. This was usually done for every single training program.

Table 17
Components of Training Evaluation

No	Item	Trainee (N = 121)	
		No	%
1	The training evaluation tried to assess the strengths and the weaknesses of the trainers • Strongly disagree • Disagree • Undecided • Agree • Strongly agree • No response	6 22 12 60 21 -	49 18.1 9.9 49.5 17.3 -
2	The training evaluation tried to assess the relevance of the content of the courses offered. • Strongly disagree • Disagree • Undecided • Agree • Strongly agree • No response	- 12 18 72 14 5	- 9.9 14.8 59.5 11.5 4.1
3	The selection of trainees and trainers was one component to be evaluated • Strongly disagree • Disagree • Undecided • Agree • Strongly agree • No response	10 48 26 28 6 3	8.2 39.6 21.4 23.1 4.9 2.4
4	The strengths and weaknesses of using the training aids were also evaluated. • Strongly disagree • Disagree • Undecided • Agree • Strongly agree • No response	9 36 34 42 - -	7.4 29.7 28.0 34.7 - -
5	The appropriateness of the selection of premises was one element of the training evaluation. • Strongly disagree • Disagree • Undecided • Agree • Strongly agree • No response	13 28 32 44 4 -	10.7 32.1 26.4 36.3 3.3 -

Among the components to be evaluated the strengths and weaknesses of the trainers is one. In responding whether it is included as a component of evaluation, 68.8 percent of the trainee respondents reported that the weakness and strength of trainers was taken as a component to be evaluated. However, 23 percent reported that it wasn't and 9.9 percent gave no comment.

71.0 percent agreed that assessment of the relevance of the content of the course was taken as a component to be evaluated. 9.9 percent, however, expressed their disagreement and 14.8 percent commented nothing. From the evaluation questionnaire that was prepared by the FCSC to be filled out by trainees, it was found out that assessing the relevance of the content was taken as a component.

Regarding evaluating the selection process of trainees and trainers, some 47.8 percent of the trainee respondents did not accept that it was one component included in the evaluation. Surprisingly enough, 21.4 percent of the respondents gave no comment regarding it, while 27 percent confirmed that the process of selection of trainers was an element of evaluation. But from the interview it was discovered that there had never been an evaluation done directly with trainees as to who should be selected to train and to be trained.

Concerning whether training aids considered as a component of evaluation, about 37.1 percent expressed that training aids were taken as a component to be evaluated and 28 percent gave no comment. However, 34.7 percent believed that the evaluation included training aids as a component. From the interview, however, it was discovered that training aids were considered as an element to be evaluated in the training programs.

Trainee respondents were also requested to indicate whether the selection of appropriate premise was a component of evaluation or not. About 39.9 percent agreed, 33.8 percent disagreed and 26.4 gave no comment. Though the response of the respondents could not clearly show the status, the interview with training experts indicated the evaluation considered how the trainees feel about the selection of the training environment.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENSATIONS

This final chapter of the thesis deals with the summary of the major findings of the study, conclusions and recommendations.

4.1. SUMMARY

The main purpose of this study was to assess the strengths and weaknesses of the training programs offered by the FCSC and there by forward the possible solutions/recommendations. To this effect, the descriptive survey method was employed and the following basic questions were raised.

- ◆ Is the training program based on the training need assessment? If so, does the existing training need assessment satisfy the true need of client ministries?
- ◆ What criteria are there for the selection of appropriate trainees and trainers?
- ◆ How is the process of setting objectives, determining subject content, determining the schedule and appropriate facilities done?
- ◆ How does the FCSC co-ordinate the training programs?

- ♦ What are the mechanisms used to evaluate the training programs offered?

Besides, a total of 121 trainee respondents from three Ministries, 20 trainer respondents, and 3 training experts and 1 training manager were used as a data sources. The data were collected by means of questionnaire, interview and a careful inspection of documents. The collected data were analyzed based on the specified research questions of the study.

The following are the summary of the findings

4.1.1. Issues Regarding Training Needs Assessment /TNA/

- a) It was found that even though the FCSC conducts TNA every year, it (the TNA) did not base itself on the performance evaluation of the federal civil servants. The main source of data to conduct TNA were the on going policies, some comments from the trainees during the training sessions and the working procedures of some civil servants and their respective organizations.
- b) The trainings that are based on the TNA conducted by the FCSC were found to be less supported in taking the objective realities of the Federal Organizations. About 61.1 percent of the trainee respondents reported that the trainings did not take the objective realities of their respective organizations.
- c) But even then the trainings didn't take the objective realities of the respective Federal Organizations, surprisingly enough the majority of the trainee and trainer respondents conformed the content of the courses offered was relevant

to accomplish their tasks back in their respective organizations. Besides, about 75 percent of the respondents conformed that the courses offered by the FCSC are more of practical than theoretical.

4.1.2. Training Objectives Setting

a) According to the majority of the respondents (about 84.2 percent of trainees and 95 percent of trainers) there was written general objectives for a training program but not for individual courses within the program.

b) It was also found out that the process of setting objectives for a training program did not include stakeholders (like trainees, federal organizations, etc) except trainers. Only the training department of the FCSC set all the training objectives.

4.1.3. Training content selection

a) The training department of FCSC had done its level best to design the content of the courses of the training programs. More than 81 percent of the trainee respondents confirmed that the content of the courses were designed carefully.

b) But at the same time, like the process of setting objectives, the selection of content was found to be done by the training department in assistance with some trainers. However, the stakeholders did not have a say as to which contents are more appropriate to their needs.

4.1.4 Training premise selection

a) The level of agreement between the trainee and the trainer respondents regarding the training premise selection was almost equal. More than 80 percent

of the trainee and trainer respondents confirmed that the training premise was a little far from unnecessary sound pollution. Besides, the majority of the respondents agree that the training environment was so friendly that the trainees did able to learn not only from their trainers but also from one another. Furthermore, the number of trainees accepted for each training session /program were not too much as compared to the size of the classrooms.

b) It was also found out that the training program of FCSC was conducted in Adama Ras Hotel only for the last five years.

4.1.5 Training Aids usage /selection

a) It was found out that the training department of the FCSC was working with trainers as regards to using the appropriate and relevant training aids to each training programs. Almost all the trainer respondents and above 84 percent of the trainee respondents confirmed that the training programs were supported by the relevant training aids.

b) The FCSC selects the necessary training aids in consultation with the respective course trainers.

4.1.6 Selection of Trainees

a) It looks like the level in an organization and experience of trainees are more acceptable criteria than educational qualification to select trainees for certain training programs.

b) The selection of trainees from the respective organization is done by sending a letter that specify the necessary criteria as to who should be part of the

training program. But in most cases the wrong trainees were found to come and participate in the training programs.

4.1.7 Selection of Trainers

a) Many of the trainees had good confidence on the knowledge of their trainers. Besides, it was discovered that the trainers were believed to have a practical experience regarding the courses they offered.

b) Regarding the teaching experiences of the trainers, however, many trainers were found to lack teaching experiences. Furthermore, the selection process of trainers of the FCSC did not base itself on merits. It was found out trainers were not selected by applying and competing with other trainers but simply by the goodwill (consensus) reached by the training department of FCSC.

4.1.8 Training coordination

a) The findings reveal that the training coordination job is the greatest job that satisfied both the trainee and trainer respondents equally except that some expressed their reservation on the existence of detailed written program for each courses. The training coordinators were generally found to be successful in the coordination of the training program.

4.1.9 Training Evaluation issues

a) It was indicated that the FCSC had been doing training evaluation at the end of each training programs and after six months of the training program. But no significant effort was found for doing training evaluation while the training program was going on.

b) The majority of both trainer and trainee respondents indicated that the method employed to collect data for the training evaluation was only by distributing questionnaire at the end of the training program.

c) It was indicated that all the components of evaluation but the selection process of trainees and trainers were included to evaluate the training program.

4.2 CONCLUSIONS

The following conclusions can be drawn from the findings of the research and the review of the related literature.

4.2.1 The findings show that the TNA conducted by the FCSC was less supported in taking the objective realities of the respective Federal Organizations. The consequence of this may bring lack of relating training needs to the goals and objectives of their respective organizations on the part of the trainees.

4.2.2 The FCSC conducts TNA every year, which do not base itself on the performance evaluation of the civil servants. This situation has created problem to know who exactly are affected, by the lack of training, how much they are affected, and in which organizations they are located. The main reason of providing training to workers is to alleviate the problem of performance on the part of workers. Otherwise, trainees /workers/ like observed in many training sessions, starts to consider training programs as a place where people get a break from their day to –day boring working environment.

4.2.3 As it has been found out in this study, even if there are general objectives about the training program, but no specific objectives are set for each course. This condition created a confusing situation on the part of trainees and their respective organizations, and even on trainers. Trainers do not know what trainees exactly want from them, trainees don't exactly know what they are suppose to learn, and to some extent some Federal Organizations do not exactly know why they are sending their employees to the training program of FCSC.

4.2.4 The process of setting objective to the training program does not include the necessary stakeholders. This is the main reason why the respective organizations objective realities are not taken in to consideration (because if they are asked what they really need from the training program, they finally will accept the training program as something that eventually alleviate their performance problem).

4.2.5 It looks like the training department of FCSC does not want to accommodate ideas from stakeholder regarding the selection of contents of training either. This results the problem of appropriateness, comprehensives and adequacy on training programs.

4.2.6 The training programs of the FCSC were conducted in Adama Ras Hotel for the last five Years. However, the majority of the trainee and trainer respondents liked the place because it is far from unnecessary sound pollution, it has ideal classrooms to teach and learn, and it is generally a friendly environment to learn

from one another. This approach of planning the premise in advance plays an indirect or direct role in achieving the training program.

4.2.7 It is found out that the training program of the FCSC is not only supported by training aids but also by including trainers in selecting them. Therefore, it may be concluded that provided the good trainers and the content are there, the training aids may help in illustrating ideas or sequence of events in the training sessions.

4.2.8. If training is to be helpful and impactful, it must be designed and presented to the right trainees. Besides, trainees should be selected on the basis of their responsibilities and levels in their organizations, educational backgrounds, work experiences, openness to new ideas and perceived need for self-improvement. To this effect, the selection criteria of trainees to the FCSC mainly focuses on the trainees responsibilities and levels in their organizations, and work experience alone. Specially, educational qualification seems to be neglected to be considered as a selection criteria. It can be concluded that this situation may reduce the success of the training program if it continues like that.

4.2.9. The selection procedure of trainer of the FCSC is so closed that only the approached or contacted trainers will come and apply to be selected. This situation inhibited to see more methodologically competent, qualified and experienced trainers in the training programs of the FCSC.

4.2.10 The most successful component of the training programs of the FCSC is found to be the coordination of the training program. The good relationship with Adama Ras Hotel and the ample experience of the coordinators made the training sessions lively and unforgettable moment to most trainees. This helped the trainees to keep their attention only on the training programs; and they have developed 'I wish I could come again' feelings.

4.2.11 It is discovered that the FCSC has done evaluation at the end of each training programs and after six months of the training program to see the behavior and results of the trainees. But it looks like that less effort is made to evaluate the training program while it is going on. Besides, the culture of discussing among trainers, trainees and coordinators to evaluate the training program is found to be less. As a result of this the training department may find it difficult to get each and every reaction of the trainees.

4.3.RECOMMENDATIONS

Based on the findings and conclusions of the study the following recommendations are suggested.

4.3.1 The TNA conducted by the FCSC should try to encompass the needs and the objective realities of the respective Federal Organization as much as possible. As usual TNA is conducted once in a year in the FCSC and in order to answer clearly what the performance problem is, who it affects, how it affects

them, and what results to be achieved by trainings. In doing so, in as much as possible more sampled Federal Organizations should be included in the study of the TNA.

4.3.2 The government of the Federal Democratic Republic of Ethiopia is taking some steps to improve the performance evaluation system of the civil servants. Taking this as a favorable situation, FCSC should base its TNA (take as good source for conducting TNA) from this new performance evaluation. This is because the whole purpose of conducting TNA and designing training programs is to improve the performance problems of individuals in particular and organizations in general.

4.3.3 The setting of general objectives to the training programs is not an end task by itself. Setting the detail specific objectives at the beginning of each course should be remarkable element for it helps trainees to decide whether the objectives set are directly or indirectly related to the accomplishment of their task; for it indicates managers to decide whether the trainings are good enough for the accomplishment of organizational objectives and for it directs the trainers to know what to train. Therefore, the preparation of specific objective for each course should be done either by the good participation of experts of the FCSC, representatives of the respective Federal Organizations, trainers, and of course, if possible subject-matter experts from out side.

4.3.4 In both setting objectives and selecting the content of the courses the participation of stakeholders is found to be low. Setting objectives and selecting

the content without consulting the primary users and those who have either direct or indirect interest on the training program may ultimately result failure of the whole program. The FCSC, as a central coordinator of training programs, should prepare a consultation forum for user organizations and other stakeholders before setting the final objectives and selecting the final content of the training programs.

4.3.5 Regarding the selection criteria of trainees and trainers, the FCSC should not only put crystal clear criteria but also device a mechanism to check where by the selected trainees and trainers are the right people. Besides, educational qualification should be given equal weight as selection criteria of trainees like other criteria (for example, responsibilities and levels in the organization, work experience, etc). Furthermore, FCSC should open its system so that any body who thinks he/she is competent enough to train a particular course can apply and compete with other trainers. And the selection should be based on only merits not on the basis of individual /department contact/ approach.

4.3.6 Evaluating the training programs should begin from the very beginning or from conducting TNA to the final step. It should not be a one-time job (at the end of the training program and after six months). The training system will get refined and eventually become successful if we do evaluation in every step of the training components. Therefore, the concerned authorities in the FCSC should not only give due attention but also check and recheck all the training phases are evaluated and have brought the expected results.

4.3.7 The data collection for evaluating the training programs should not always be done only distributing questionnaires. FCSC should allocate time from each training sessions and be able to raise some important evaluation elements for discussion with trainees and trainers in order to get feedbacks and as a result to improve the training system.

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በኅብረተሰብአዊት ኢትዮጵያ ጊዜያዊ ወታደራዊ የመንግሥት ሠራተኞችና መሥሪያ ቤቶች አስተዳደር

ኮሚሽን (1976) የትግልና ግንባታ ታሪክ። አዲስ አበባ፣ (ደስታተመ)

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ክፍል አንድ፣
የግል መረጃ

1. ዕድሜ፣

ሀ/ ከ25 በታች ☐ ሐ/ ከ36-50 ☐
ለ/ ከ25-35 ☐ መ/ ከ51 ዓመት በላይ ☐

2. ጾታ፣

ሀ/ ወንድ ☐ ለ/ ሴት ☐

3. የትምህርት ደረጃ፡-

ሀ/ ሁለተኛ ደረጃ ያልጠናቀቀ	☐	መ/ ዲፕሎም	☐
ለ/ ሁለተኛ ደረጃን ያጠናቀቀ	☐	ሠ/የመጀመሪያ ዲግሪ	☐
ሐ/ ስርተፍኬት	☐	ረ/ኤም/ኤ/ኢምኤስ/ሲ	☐
		ሰ/ ዶክትሬት	☐

4. በመንግሥት ሠራተኝነት ያገለገሉበት አጠቃላይ ዓመታት፡-

ሀ. ከ5 ዓመት በታች	☐	መ. ከ16-20 ዓመታት	☐
ለ. ከ6-10 ዓመታት	☐	ሠ. ከ21-25	☐
ሐ. ከ11-15 ዓመት	☐	ረ. ከ25 ዓመታት በላይ	☐

ክፍል ሁለት፤

ከዚህ ቀጥሎ የተቀመጡ ዓረፍተ ነገሮች አሉ። ከዓረፍተነገሮቹ ትይዩ ደግሞ ሣጥኖች አሉ። በዓረፍተ ነገሮቹ የሚሰማው ከሆነ እስማማለሁ ፣ የማይሰማው ከሆነ ደግሞ አልስማማም ... ወዘተ በማልት ሣጥን ውስጥ ምልክትን በማስቀመጥ መልስዎን ይስጡ።

ተ/ቁ	I. የሥልጠና ፍላጎት ጥናት	በፍጹም አልስማማም	አልስማማም	አስተያየት አልሰጥም	እስማማለሁ	በደንብ እስማማለሁ
1	በፌዴራል ሰቪል ሰርቪስ ኮሚሽን /ፌ.ሲ.ሲ.ኮ./ በኩል ወስጄው የነበረው/ሩት ሥልጠናዎች ከዚህ በፊት የነበረብኝን የዕውቀት/ክህሎት በመፍታት በሥራዬ ላይ ፍሬያማ እንድሆን አስችሎኛል።					
2	በሥልጠናዎቹ ላይ የተሰጡት የትምህርት ዓይነቶች የሥራ ኃላፊነቴን ከመወጣት አኳያ ፍላጎቴን ያገናዝቡ ነበሩ።					
3	የተሰጡኝ ሥልጠናዎች የመ/ቤቴን ተጨባጭ ሁኔታ ከግምት ያስገባ/ቡ ነበር/ሩ።					
4	የተሰጡኝ ሥልጠናዎች በራሴ ፍላጎት ሳይሆን ለመ/ቤቴ ያስፈልገዋል በመባሉ ብቻ በአለቆቼ ምርጫ ነበር።					
5	II የሥልጠና ዓላማ ዝግጅት ሥልጠናው ከመጀመሪያው በጽሑፍ የተቀመጠ አጠቃላይ ዓላማዎች እንደነበሩት ተገንዝቤያለሁ።					
6	እያንዳንዱ የሥልጠናው አካል የሆኑ ኮርሶች ወይም ንዑሳን ክፍሎች መጀመሪያ ላይ በጽሑፍ የተቀመጡ ዓላማዎች ስለነበራቸው በእኔ በኩል ምን እንደምማር ከመጀመሪያው ጀምሮ ተገንዝቤና እራሴን አዘጋጅቼ ነበር።					
7	III የኮርሶቹ ይዘት (Content) ዝግጅት የተማርኳቸው ኮርሶች ይዘት ሲታይ አስፈላጊና ከምሠራው ሥራ ጋር በቀጥታ ተያያዥነት የነበራቸው ነበሩ።					
8	የተማርኳቸውን ኮርሶች ይዘት ስመለከተው በጥንቃቄ የተዘጋጀ ነበር ማለት እችላለሁ።					
9	የኮርሶቹን ይዘት ቅደም ተከተል በተመለከተ የተዘበራረቀ ከመሆኑም ባሻገር ለመረዳት አስቸጋሪ ነበር።					

ተ/ቁ		በፍጹም አልሰማማም	አልሰማማም	አስተያየት አልሰጥም	አስማማለሁ	በደንብ አስማማ ለሁ
10	የኮርሶቹን ይዘት በጥልቀት ስመለከታቸው ድግግሞሽ የበዛበት ነበር።					
11	IV የሥልጠና ቦታንና የመረጃ መሣሪያ ዝግጅት፤ ለሥልጠና የተመረጠው ቦታ ሠልጣኞች እርስ በእርሳችን እንድንማማር የተመቸ ሁኔታን የፈጠረንልን ሥፍራ ነበር።					
12	ለሥልጠናው የተመረጠው ቦታ የሥልጠናውን ይዘት በተግባር ለመመልከት ምቹ ሥፍራ ነበር።					
13	ሥልጠናውን የወሰድኩበት መሣሪያ ክፍል ከነበሩት ሠልጣኞች ብዛት ጋር ሲመዛዘን ሰፊ በመሆኑ ዘና ብዬ ሥልጠናውን እንድከታተል ረድቶኛል።					
14	የማሠልጠኛው ሥፍራ ከጨካኝነትና አንዳንድ ሠልጣኝንም ሆነ አሠልጣኝን ከሚያውኩ ጉዳዮች ጋር የማይገናኝ ሥፍራ ነበር።					
15	በሥልጠናው ላይ ሥልጠናውን ለማገዝ አሠልጣኞች የተጠቀሙባቸው አጋዥ መሣሪያዎች (Training aids) እንደ ቪዲዮ፣ ፊልም፣ ፕሮጀክተር፣ ፊሊፕስ፣ ... ወዘተ በትክክል ሠልጣኝን ከመጥቀም ይልቅ ሠዓት በመሻማትና የሠልጣኝን ዕይታ በመስረት የሥልጠናውን ውጤታማነት ጎድተውታል።					
16	የማሠልጠኛው ክፍል አቀማመጥ የሥልጠናውን ዓላማ ከማሳካት አኳያ የታቀደ ነበር።					
17	የመረጃ መሣሪያ (Training aids) አጠቃቀም ከስልጠናው ይዘት ጋር ብዙም ተዛማጅነት የለውም።					
18	V የሠልጣኞችና የአሠልጣኝ መረጣ ዝግጅት፤ ሥልጠናውን ሲሰጡ የነበሩ አሠልጣኞች የሚያስለጥኑበት ጉዳይ ላይ ጥሩ የሆነ ዕውቀት አላቸው።					
19	አሠልጣኝ ዕውቀት ብቻ ሳይሆን በክፍል ውስጥ የሰጠው ሥልጠና የማስተማር ብቃቱንም ያረጋገጠለት ነበር።					
20	በአጠቃላይ ሲታይ አሠልጣኞቹ በሚያስለጥኑበት ጉዳይ ላይ ሰፊ ተሞክሮ እንደነበራቸው ከአስለጣጠን ስልታቸው ለመረዳት ችለዋል።					
21	በሥልጠናው ላይ ተገኝተን ከነበርነው ሠልጣኞች መካከል አብዛኞቻችን የትምህርት ደረጃችን ከሥልጠናው ይዘት ጋር የሚመጣጠን አልነበረም።					
22	በሥልጠናው ላይ ከነበርነው ሠልጣኞች መካከል አብዛኞቻችን የሥራ ላይ ልምዳችን ከሥልጠናው ይዘት ጋር የሚመጣጠን ነበር።					

ተ/ቁ	VI የሥልጠና ማስተባበር ዝግጅት	በፍጹም አልሰማማም	አልሰማማም	አስተያየት አልሰጥም	አስማማለሁ	በደንብ እስማማለሁ
23	የሥልጠናውን አጠቃላይ ሁኔታ የሚገልጽ ፕሮግራም ሥልጠናው ከመጀመሩ በፊት ስለተሰጠኝ በሥልጠናው ጊዜ ራሴን በፕሮግራም ለመምራት ችግሩ ነበር።					
24	አስተባባሪዎቹ ሠልጣኞቹና አሠልጣኞቹ የሥልጠናውን ጊዜ በጥንቃቄ እንዲጠቀሙ በማስቻል በኩል ጥሩ ድጋፍ አድርገዋል።					
25	ምስተንግዶው/በምግብና በመጠጥ/ በቂና የሥልጠናውን ዓላማ የማያውክ ነበር።					
26	VII የሥልጠና ግምገማ ዝግጅት የሥልጠናው ካበቃ በኋላ በሥልጠናው ዙሪያ በሠልጣኞች የተደረገ ግምገማ ነበር።					
27	ሥልጠናው እየተካሄደ በሥልጠናው ዙሪያ በሠልጣኞች የተደረገ ግምገማ ነበር።					
28	ሠልጣኞች ግምገማውን እንድናደርግ የተደረገው መጠይቅ በመበተን እንድንሞላ በማድረግ ብቻ ነበር።					
29	ሠልጣኞች ግምገማውን እንድናደርግ የተደረገው በሥልጠናው ዙሪያ የተሰማንን እርስ በእርሳችን፣ ከአሰልጣኞችና ከአስተባባሪዎች ጋር ተወያይተን የነበሩ ችግሮችን ነቅሰን እንድናወጣ በማድረግ ነበር።					
30	የሥልጠናውን ግምገማ እንዳደርግ የተጠየኩት ወደ ሥራዬ ቦታ ከተመለስኩ በኋላ ረጅም ጊዜ ቆይቼ ነበር።					
31	ያደረኩት ግምገማ የነበሩትን አሠልጣኞች ጠንካራና ደካማ ጎን ለማየት የሞከረ ነበር።					
32	እንድሞላ የተደረገው የግምገማ ፎርም/ያደረኩት ግምገማ የኮርሶቹን ይዘት ጠንካራና ደካማ ጎን ለይቶ ለማውጣት ጥረት የተደረገበት ነበር።					
33	ያደረኩት ግምገማ የሠልጣኞችንና የአሰልጣኞችን መረጣ ደካማና ጠንካራ ጎን ለማየት የሞከረ ነበር።					
34	በግምገማው ላይ የሥልጠና መርሃ መሣሪያ አጠቃቀምን በተመለከተ የነበሩ ችግሮችን ለማየት ተሞክሯል።					
35	በግምገማው ላይ የማሠልጠኛ ቦታ አመራረጥን በተመለከተ የነበሩ ችግሮችን ለማየት ተሞክሯል።					

36 መጨረሻም በሥልጠናው ዙሪያ የቀረ ጉዳይ አለ ካሉ አስተያየትዎን ቢሰጡ።

አመሰግናለሁ።

Part One: Personal Information

1. Have you ever worked as a civil servant?

A) Yes ☐

b) No ☐

2. If yes, for how long?

1. Below 5 years ☐

D) 16-20 years ☐

2. 6-10 years ☐

E) 21-25 years ☐

3. 11-15 years ☐

F) Above 25 years ☐

3. Age:

A) Below 25 ☐

C) 36 – 50 ☐

B) 25 – 35 ☐

D) 51 and above ☐

4. Sex:

A) Male ☐

B) Female ☐

5. Qualification:

A) Diploma ☐

C) M.A./ M.Sc. ☐

B) B.A./ B.Sc. ☐

D) PhD ☐

F) Any other _____

Part Two: For each of the following statements tick"✓" the box which indicates the extent to which you agree or disagree. For example, if you strongly agree, tick the box under that column. If you agree, but less strongly, tick the box under agree, and so forth.

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
<u>I. Training Needs Assessment</u>					
1. I believe that the content of the course of the training I offered was appropriate to the needs of the trainees.					
2. The Course of the training was rather too theoretical to address the needs of trainees.					
<u>II. Setting Objectives</u>					
3. There were written general objectives about the training program.					
4. Before I begin teaching the course, I was quite sure what the trainees need to learn:					
<u>III. Selecting content</u>					
5. I and the training coordinators were the ones who selected the content of the training program					
6. There was an input of trainees through their representatives regarding the selection of the content of training program.					
<u>IV. Selecting facilities and premises</u>					
7. The premise selected for training was quite far from unnecessary sound pollution.					

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
8. The selected training environment helps trainees to learn not only from the instructor but also from one another.					
9. Regarding the available training aids, they were not relevant to the course I offered.					
10. As compared to the number of trainees the size of the training room was good					
11 I used more visual training aids than non-visual training aids.					
12.To impart knowledge/skill, the training environment helped me a lot.					
<u>V. Selection of Trainees and Trainers</u>					
13. I was selected after applying and competing with other instructors.					
14. In my view, most of the trainees were not selected properly to this training program.					
<u>VI. Training Coordination</u>					
15 I was given right at the beginning of the training with the overall <i>training program</i> .					
16. The coordinators of the training program were helping and advising trainees to abide by the program.					
17. In my view, the improper catering service affected the training program.					
18. The overall coordination was so successful that I wish I could come again.					

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
<u>VII. Training Evaluation</u>					
19.As to my knowledge, there was a training evaluation done at the end of the course.					
20. As to my knowledge, there was a training evaluation done during the course (while the course is going on).					
21.The evaluation process was done only by filling out questionnaire.					
22.There was not a discussion by trainees, trainers and coordinators to evaluate the training program.					

23.Finally, if you have any thing to add regarding the training offered by the Federal Civil Service Commission, you are most welcome. _____

Thank you!

APPENDIX-C

INTERVIEW FOR THE TRAINING OFFICERS AND TRAINING MANAGER

I. TNA Issues

1. Does your office conduct training programs based on TNA?
2. How often does your office conduct TNA?
3. When is the right time for conducting TNA? At which stage of training program?
4. Who are the main sources of necessary data in conducting TNA?
5. What methods does your office use for conducting TNA?

II. Setting Training Objectives

1. Does your office set objectives for training programs in general and for each course in particular?
2. How does the process of setting objectives done in your office?
3. Who (as a stakeholder) are involved in setting training objectives?
4. What measures does your office take to make objectives clear to who so ever involved in the training programs?

III. Selecting Contents of the Training Programs

1. How does the selection of content for a training program done?
2. Who are involved in selecting content to a training program?
3. What sources does your office use in selecting contents for a training program?
4. Once the selection of contents is done, do you sequence them before embarking to a training program? How?

IV. Selecting Training Facilities and Premises

1. Where do you conduct your training programs? Why?
2. What criteria are there in selecting premises?
3. What criteria are there in selecting training classrooms?
4. How does your office select training aids for a training program?
5. Which training aids are more popular? Why?

V. Trainers and Trainees Selection

1. What prerequisites/criteria are there in selecting appropriate trainers?
2. What are your good sources of locating potential trainers?
3. What maximum numbers of trainers are used for a single course? Why?
4. On what basis does the selection of appropriate trainees done?
5. How do you approach the respective organizations to select appropriate trainees?

VI. Training Coordination

1. According to your experience, what parts of training programs need more coordination?
2. How does the trainees usually react regarding the coordination of your training programs?

VII. Training Evaluation

1. What do you think is the main purpose of evaluation training programs of FCSC?

2. What are the main components that are usually been evaluated in the FCSC training programs?
3. When do your office do the evaluation process of each training programs?
4. How do you measure the reaction of your trainees and trainers towards the training programs?
5. How do you measure whether the trainees have brought changes in their behavior and performance results?
6. Finally, if you have anything to say regarding the training program offered by FCSC, you are most welcome.

Thank you!

APPENDIX-D Abolobolal hla hclh kphl hohlm hohmsh

የተጠቃሚው ስም ስም ስም ስም ስም

የግ. ድ. ገሣ ጽ ጠይቅ

በዚህ የጥያቄ መመልከት ላይ የሚገኙ ሳቡ ኦስተዎች ውይይት ለማንበባቸው
ሥልጠና መሻሻል የሚረዱን ሰለሆነ በግልጽና በተዘጠነ እንዲያራምዱ እንመክርለን።
ለሚሰጡን ገንቢ ኃሳብ በቀጣሪው እናመሰግናለን።

1. የሠለጠናውን ፕሮግራም በስጥታላይ ሲመለከተት እንዴት ነበር?

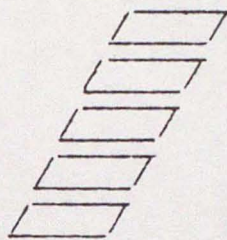
አፄግ በጣም ጥሩ

നമുക്കു നീക്കം

72

አጥጋቢ ነበር

አጥጋቢ አካ ነበረም



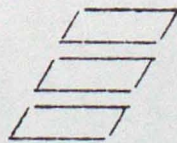
2. በተረቀቀ 1 ሳይ ያልቀረጠ ያደረገውን ጽሑፍ በጥንቃቄ አጥብቆ ማጥራፊያ ቢሰጥ?

3. ከሥልጣናቱ ጠብቀውት የነበረውና የተሰጠዎት ሥልጣና ወን ያህል ግንኙነት ስላለቸው?

ከጠበቅቶ በላይ

የጠበቀ ተገንጽ ያህል

$n \cap n$ $n \cap \bar{n}$



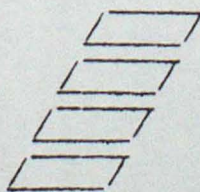
4. ከሥልጣናቸው ያገኙት ዕውቀት ማደበኛ ሥራዎች ለግብርናቸው ያለው ስጦታ የጸጸባቸው ያህል ነው?

၀၇၉ ၈၆ + ၄

 $n \in \mathbb{N}$

ἡ ἡλῆς

14 + 5



5. ሥልጣናዊ በሥራ ላይ ምን ምን ተግባራትን ለማከናወን ይረዳዎታል?

- 5.1. _____
- 5.2. _____
- 5.3. _____
- 5.4. _____
- 5.5. _____

6. ሥልጣናዊ የተሰጠው ጊዜ

በዙ ነበር

በቂ ነበር

ያንሳል

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ጭሰያ ያንሳል ከሆነ ለሙን ያህል ጊዜ ቢሰጥ በቂ ነበር ይላሉ?

ከ15 እስከ 15 ቀናት

15 " 20 "

20 " 25 "

25 " 30 "

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7. የአስተዳደር የተጻራሪ ዘዴዎችና ለቀረረባቸው እንዴት ነበር? ከዚህ በታች በተሰጡት ጥያቄዎች ተይዞ ያሉትን ቅጾች በአያንዳንዱ ጥያቄ ነጥብ ስር ይጻፍ፡፡ በጣም ጥሩ 4፣ ጥሩ 3፣ መካከለኛ 2፣ ዘንቅ 1

የሥልጣናዊ ርዕሰ

በርሰሎ ላይ
የላቸው
አገልግሎት
ዕቅድ

የአቀረባቸው
ፋይዳ

በላቸው
የላቸው
ፋይዳ

የጥንቃቄ
ዘዴዎች
በጣም ጥሩ
ጥሩ ዕቅድ

7.1 General Principles of Management

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7.2 Planning and Controlling

Decision Making and Problem Solving

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Communication and time Management

7.3 Performance Appraisal Training and Development

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የሥልጣና ርዕስ

በርዕሱ ላይ
ያለ ተጠሪ
አክብሮት
ዕቅድ

የአቀራረብ
ፋይል

ሠልጣኞች
የሚሰጡት
ፋይል

የሚሰጠው
ዘዴና ድጋፍ
በጤ ወሳኝ ያገኘ
ችግር አጥቃቀም

7.4 የፍጥነት ሰራተኛነት
in the civil
service

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7.5 Disciplinary Pro-
cedures

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7.6 Management Infor-
mation System

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8. በደበልጥ ግልጽ ያልነበረ የሥልጣና ርዕስ ካለ ቢገልጽልን? ግልጽ ያልሆነበት ልዩን ይመስልዎታል?

ግልጽ ያልሆነ ርዕስ

ግልጽ ያልሆነበት ጥቅም

9. በሥልጣና ጊዜ የተሰጡ ጽሁፎች

በቂ ነበረ

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በቂ አልነበረም

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10. በአያንዳንዱ የሥልጣና ርዕስ የተደረገው ውይይት

በቂ ነበር

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በቂ አልነበረም

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11. በበቂ ሁኔታ ውይይት ተደርጎ በሆነ በሰልጣኞች የሚሰጡ አስተያየቶች የሥራ ልዩነት በመለወጥና አዲስ ግንዛቤ በማስገኘት የነበራቸው ጥቅሞች ጥን ያህል ነበር?

በጣም በፍተኛ

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በፍተኛ

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መካከለኛ

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12. በሥልጣናው ላይ የእርስዎ ተስተኛ እንዲሉ ነበር?

በጣም በፍተኛ
በፍተኛ
ጫካከለኛ
ዘንተኛ

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13. ሥልጣናው ከእዚህ አብባ ጭናዘራት አዳማ ራስ ሆኔል ይሰጣል?

አጭር ነበር
አጭር አልነበረም

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ጭናዘራት አጭር አልነበረም ከሆነ ይግለጽዎታል?

14. በጭናዘራት ተቋም የተሰጠው አገልግሎት

14.1 የጽሕፈት አገልግሎት

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በቂ ነበር

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በቂ አልነበረም

14.2 የጽሕፈት አቅርቦት

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በቂ ነበር

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በቂ አልነበረም

14.3 የጽሕፈት አቅርቦት

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በቂ ነበር

☐

በቂ አልነበረም

14.4 የጽሕፈት አገልግሎት

☐

በቂ ነበር

☐

በቂ አልነበረም

14.5 ጽሕፈት

☐

በቂ ነበር

☐

በቂ አልነበረም

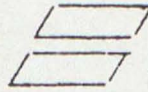
ጭናዘራት በቂ አይደሉም ከሆነ የሚተረጎሙ አገልግሎቶች ይግለጹዎታል

14.1 _____
14.2. _____
14.3. _____
14.4. _____
14.5. _____

15. ሥልጣናዊ ተሞግቦ እስከ አላቀ ድረስ የሥልጣናዊን ሥራ በማስተባበር ረገድ የነበረው ከገጡን እንዴት ነበር?

ለጥጋቢ ነጠር

ለጥጋቢ ስል ነበረ።



ለጥጋቢ ልል ነበረ። ከሱ ለጥጋቢ ያል ነበረ ሁኔታያቸን ይግለጻል?

16. በዚህ ሥልጣና ያልተካተቱና በተጠቃሪ ጦሮች አለባቸው የሚሏቸውን የሥልጣና ርዕሶች ካሉ ቢገልጽሉን?

17. በተጠየቀ ለጥበቃ የሚፈለጉት ለስተያየት ካለ?