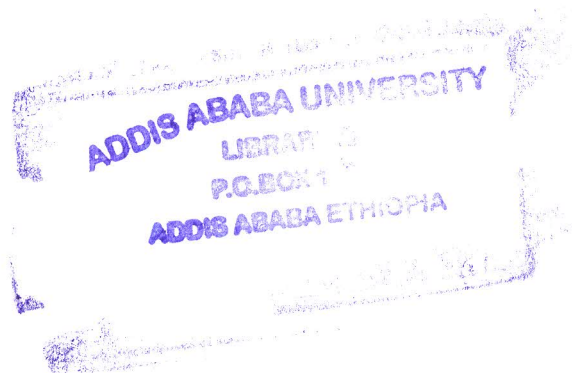


**A STUDY ON
THE CURRENT PRACTICES OF HUMAN RESOURCE TRAINING AND
DEVELOPMENT PROGRAMS IN ETHIOPIA;
A CASE STUDY OF SOCIAL SECTOR BUREAUS OF OROMIA REGION**

**BY
BOGALE FELEKE**



**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**



March 2007

Dedicated to my mother, w/o Misere Ejeta, whose memory remains with me forever.



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BOGALE FELEKE
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DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Approval of Board of Examiners

Yekunoamlak Alemu (Dr.)

Chairperson, Department Graduate

1. *Hailu Selassie W. D. M.*

Advisor

2. *Yekunoamlak Alemu (Dr.)*

Internal Examiner

3. *Augustine Obichaze Agwu*

External Examiner

Signature

Yekunoamlak Alemu

Hailu Selassie W. D. M.

Yekunoamlak Alemu

Augustine Obichaze Agwu



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Bogale Feleke

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ABBREVIATIONS/ACRONYMS

ANOVA	Analysis of Variance
CBB	Capacity Building Bureau
CSC	Civil Service Commission
HRD	Human Resource Development
HRM	Human Resource Management
HRTD	Human Resource Training and Development
IATN	Identification and Analysis of Training Needs
ITN	Identification of Training Needs
KSA	Knowledge, Skill, and Attitude
NA	Needs Assessment
NGO's	Non Governmental Organizations
OCMLSAB	Oromia Community Mobilization, Labour and Social Affairs Bureau
OEB	Oromia Education Bureau
OHB	Oromia Health Bureau
PSCO	Public Service College of Oromia
SMART	Specific, Measurable, Achievable, Relevant, and Time Framed
SPSS	Statistical Package for Social Scientist
TDNA	Training and Development Needs Assessment
TNA	Training Needs Analysis

ABSTRACT

The main purpose of this study was to undertake a systematic assessment of the current practices of human resource training and development programs in Social Sector Bureaus of Oromia and thereby single out the strengths and weaknesses of the programs and eventually come up with plausible recommendations for the identified problems. To this end, answers to the basic questions pertaining to training and development policy, the practice of TDNA, criteria for selecting employees for training, methods and evaluation of training and development programs were sought for.

A descriptive survey method of study was employed. Accordingly, survey questionnaire and interview question items were prepared, pilot tested, and administered to a sample of 249 subjects. In aggregate 205(82 percent) of the questionnaires were filled and returned. While sample Bureaus were selected purposively, the respondents of the questionnaires of each respective Bureau were selected using availability sampling method. Data analysis was made using both descriptive and inferential statistics such as percentages, means, chi-square tests, and one-way ANOVA tests, where appropriate.

The findings of the study showed that training and development programs were not governed by Regional/organizational policy; though TDNA practices were carried out rarely, on instances where it was done, individual employees were given little opportunity to determine their own needs; that individual employees involvement in setting objectives had been neglected, that most of the training and development programs offered so far were short- term oriented and little emphasis has been given to on- the-job training and development methods; that the practice of arranging induction programs to new recruits was neglected; and there was no inbuilt system of evaluation by which effectiveness of training and development programs were assessed. Besides this, inadequate organizational facilities, lack of well designed training and development programs, unavailability of training and development policy, absence of appropriate training institutions, lack of adequate budget for training and development programs, and failure to prioritize training and development were seen as some of the major constraints in their training and development endeavors.

In light of these, recommendations were also forwarded for addressing these issues. Included were, the designing and implementation of Regional/organizational policy, the provision of technical assistance by the Regional CSC and CBB in designing Regional TNA manual, and various intensive programs; the development and endorsement of a system of evaluation; the need for creating appropriate links with training institutions and other NGO's

Chapter One

THE PROBLEM AND ITS APPROACH

1.1. Background

Organizations are never static: something about them is always changing. They operate in a highly competitive and dynamic world. Change has become part of their working environment, and as such need to be integrated with human resource development.

All human resource development programs imply change, whether it is at individual, work group, or organizational level. Hence, they have to be well designed and carefully planned. Such programs would help as tools in the pursuit of quality, cost reduction and enhanced performance, to gain competitive edge, to create a climate of learning in the organization which would enable the organizations to utilize a vast creative potential to the maximum, and as a key device in engineering and managing change process.(Thomson and Mabey, 1994:213).

Furthermore, investment in people have a number of advantages which includes; improved earnings - as people are better skilled and motivated, reduced costs due to the reduction in waste - as people are more skilled, improved quality - as people produce better goods or services, motivation - as personal development is given priority, and satisfaction of customer needs - as there are closer links between business needs and training. (Mick and Andrian 2000:175).

Thus, for organizations to remain competitive in the ever changing and dynamic environment, it calls for continuous development in people.

According to Hendry (in Hailessellassie W/Gerima 1999:42) this situation is further elaborated as:

If human resources management embraces any one specific value above others, it is to invest in and develop people's capabilities at work. The first challenge to any business is to generate the competencies necessary to provide output that will be valued by customer.

Hendry has clearly indicated that investment in people's development would certainly bring about provision of quality products or services that are well desired by customers. Hence, for better satisfaction of the ever-increasing customers demand along with the changing environment organizations should strive to improve their internal operations, (Melaku, 2004:1). This could be possible when organizations pay much attention in selecting appropriate candidates, in staffing their organizations and continuously providing various training and development opportunities for their human resources (Mathis and Jackson, 1997:314).

Development should start with the human resource plans for the firm. The plan should deal with analyzing, forecasting, and identifying the organization's human resource needs. It allows the anticipation of the movement of people through the organization due to retirement, promotion and transfers. Moreover, though it is important for all employees, it is particularly important for managers for the fact that appropriately developed managers are in a better position to manage the organization's resources, (Mathis and Jackson, 1997: 315, 320).

Thus, human resource training and development programs of any organization need to be carefully designed if they are meant to achieve the intended objectives/goals. Besides, any development programs must be designed based on the felt need of the users. Who needs to be trained, what type of training to offer, the extent of the training and the level at which it is given should be well analyzed before hand.

One of the most critical steps in the process of human resource training and development program is evaluating the investment made in training and development to assess the achievements and improve future effectiveness. In this

step, detail analysis will be made regarding the investment made, competence and commitment of employees, and the utilization of the skill developed. Besides these, the effectiveness of training and development should be reviewed at the top level and lead to renewed commitment and target setting (Mick and Adrian 2000; 174).

In general human resource development refers to the organizations intentions to provide opportunities for the development of all of its employees irrespective of their position in the organization (Tyson, 1990:142). Furthermore, Lawrence defined human resource development as a planned learning experience that prepares workers to effectively perform future jobs (Lawrence, 2003:11).

When we come to the Ethiopian context, the importance of human resource training and development has been emphasized since the establishment of the Central Personnel Agency in 1961(Negarit Gazeta, 1961:34,Order No.23/61). Though the then Central Personnel Agency together with other Ministries and Agencies, was given the responsibility to prioritize training and development needs and undertake trainings, the efforts made to increase the competence of employees was not satisfactory. This was due to the fact that the budget allocated for training and development purposes was very low and there was no coordination at the central level.

Besides financial constraints, absence of well structured training and development policies and proper guidelines, absence of coordination, failure to conduct training and development need assessment, poor performance appraisal systems, and absence of training institutions which could offer trainings based on the pressing needs of the organizations were some of the prevailing problems in Ethiopia Civil Service Organizations.

However, currently the Ethiopian government has given greater emphasis to improve the capacity of civil servants and thereby achieve better performance and prepare them to higher responsibility based on career development(Federal Negarit Gazeta, 2002 No. 8). In line with this, every government organization is

required to build the capability and potentials of all its employees irrespective of their status through training, identify training and development needs of its organization and to prepare the necessary plan and budget for training and development.

In this connection this study is aimed at assessing and identifying the practices associated with human resource training and development programs in Social Sector Bureaus of Oromia and coming up with plausible recommendations that would help the government for effective implementation of human resource development programs in the region.

1.2. Statement of the Problem

The world in which we live in is changing swiftly. Change is taking place rapidly any time everywhere. To cope up with this dynamism now days there is a growing interest to train and develop employees of both private and public sector. This is mainly due to the concern for improving quality, increasing productivity, reducing turnover, and an overall achievement of organizational goal. Besides this, the ever growing technological advancement, the social turbulence and the uncertainty of the future requires to make the necessary provisions today (Eshetu, 2004:2).

Since the time of its formal establishment in 1962, the Ethiopian civil service continues to play a crucial role in discharging services to the public. This was best explained in the words of Atikilt as, “the civil service has been the operational arm of the government charged with the implementation and administration of public policy” (Atikilt, 1999:77).

Over the last three decades the size of the Ethiopian civil service has dramatically increased. The number of civil servants that was only 46,701 in 1962 has reached 389,563 in the year 2003 (FCSC, 2003). This makes it one of the biggest institutions in the country.

When we come to the situation of Oromia, one of the Federal states, the situation that prevails in the federal state remains more or less the same.

Starting from the time of its establishment, like that the Federal Civil Service, the Regional Civil Service continues to remain the operational arm of the Regional Government. Its size constitutes the largest share of the Federal civil service. The same data source indicated above revealed that, out of the total permanent civil servants of the country in June 2003, the share of Oromia amounts to 113, 714 (33.1%). In addition to this, a data obtained from the Regional CSC also indicates that in June 1997E.C. the number of civil servants in the region was 133,547 (RCSC, Jan. 2006).

Even though, the civil service of the region plays a significant role in discharging government policies and strategies of development up to the local level; the service rendered by it has generally been inefficient, as well as ineffective. This is attributed to lack of competent manpower, among other things, that can implement government directives (Getachew, 1998: 220). On the other hand, the effort made to curb the problems through training and staff development activities was not adequate. Contrary to this each civil service organization is required by law to make the necessary provisions to continuously train and develop its staff by identifying training and development needs.

The other major problem associated with training and development is budgetary constraints. As it is known training and development is an investment in people, which requires high amount of financial resources, and this demand may outweigh the available resource, thereby calling for priority setting. The identification of priority areas can help to make decision about how to deploy scarce resources. The survey conducted by the Regional CSC in 2004, indicated that in almost all of the Regional Bureaus training and development programs were highly limited due to budget constraints.

However, although there are a number of problems, it has to be underlined that, achieving organizational goals can only be possible through educated and well trained civil servants. But, there is no apparent evidence whether or not such

practices is being carried out in the Social Sector Bureaus in a systematic and planned manner.

Hence, this study was intended to investigate the current practices of human resource training and development programs in Social Sector Bureaus of Oromia Regional State. It was particularly concerned with finding answers to the following basic research questions.

1. Do the Social Sector Bureaus of Oromia have a well-defined human resources training and development policy?
2. Do they conduct training and development need assessment? If so, what are the methods used to assess such needs?
3. What criteria do these organizations have for selecting employees for training and development? If so, how much effective and reliable are they?
4. What are the most commonly used training and development methods by the organizations?
5. What are the mechanisms used to evaluate the training and development programs?
6. What are the major limitations and problems that the organizations face in their human resource training and development endeavors?

1.3 Purpose

The purpose of this study is to assess and identify the current practices and problems of human resource training and development programs in Social Sector Bureaus of Oromia and coming up with suggestions that calls for government intervention for effective implementation of human resource training and development on systematic and planned approach in line with the human resource development reform program of the government.

1.4. Significance

Although the first priority of any organization is the achievement of its operational objectives, this could not be attained unless due consideration is given to the people in it.

Thus, organizations must create opportunities for efficient utilization and development of the knowledge and skills of its employees to achieve its operational objectives. For this purpose well-organized training and development programs are designed to make workers better employees by bringing about permanent changes in their knowledge base, attitudes and skills. Workers who lack the needed capacities can create problems that undermine efficient operations. Thus, the findings of this study would specifically be significant for the following major reasons:

1. The result of this study would enable to pinpoint direction to the organizations under study and others in designing and executing human resource development programs in the future.
2. It helps to identify the major problem of human resource training and development endeavors in the respective Bureaus and bring to the attention of all concerned to take corrective measures in due time.
3. Revealing the significance of having an appropriate training and development policies in each organization, the study may bring to the attention of top officials to take the necessary measures in formulating human resource training and development policies for their respective organizations. Besides this, the findings of the study would also help the Regional CBB and CSC to put forth adequate effort in the formulation of regional training and development policy.
4. It may help to foreword some specific and practical recommendations for future actions on the basis of the findings made.
5. Finally, the study may help as a stepping stone for other individuals who are interested to deal with similar matters for further investigation.

1.5 Delimitation

Almost all civil service organizations that are found in the region are engaged in human resource training and development activities. However, designing and implementing human resource training and development activities calls for a high caliber which, in most cases is lacking at the lower echelons of the administration system. A research conducted by the regional civil service commission in May 2004 reveals that regional bureaus are by far well equipped with trained manpower than zonal and woreda offices and are in a better position to systematically design and implement human resource training and development activities.

Thus, due to huge organizational set-up conducting an overall assessment of all is not manageable. This study is hence delimited to three Regional Social Sector Bureaus with the intention that their practices will provide a good representation of all the other Sectoral Bureaus and the region at large.

1.6. Research Design

1.6.1 Methods

In this study, descriptive survey method was employed. This method was selected for its appropriateness to reveal the practices and problems that had been undertaken in the Bureaus to build the capacity of their most valuable resources, human resources, through continuous training and development programs. Besides, this method would enable to indicate the effects of the problems that are evident, and to describe the trends that have been developed over the past years.

1.6.2. Sources of Data

Data for this study was collected both from primary and secondary sources available in the sample organizations. Because training and development activities are not a one person's job data were gathered from different personnel.

Thus, those individuals at the managerial positions and the employees of the respective organizations constitute the subject of this study.

On the other hand pertinent literatures, directives and documents were reviewed to solicit the required information.

1.6.3. Population and Sample

There are thirty six bureaus in Oromia, that were established by proclamation number 106/2005; of which nine of them are social sector Bureaus. Out of these nine Bureaus three Social Sector Bureaus were selected purposely due to the fact that their practices could be seen as a best representation of all the other Bureaus. These Bureaus include Oromia Education Bureau (OEB), Oromia Health Bureau (OHB) and Oromia Community Mobilization, Labor and Social Affairs Bureau (OCMLSAB). This constitutes about thirty three percent of the total population. As most statistical literatures indicate, a sample size of greater than or equal to thirty percent, reasonably represents the population in many instances and is acceptable.

Having identified sample organizations, those individuals at the managerial position and experts from each respective Bureau, a total of 205 personnel, were included in this study on availability sampling method.

Table-I- Type and Size of Sample population

Sample Population						
OEB		OHB		OCMLSAB		Total
Mg't	Expert	Mg't	Expert	Mg't	Expert	
36	38	28	58	20	25	205

1.6.4. Instrument of Data Collection and Pilot Testing

1.6.4.1. Instruments

To collect information pertinent to the subject of study questionnaires, and interview questions were set and administered. Most of the questions in the questionnaire were closed ended questions supplemented by few open-ended question items that address the basic research questions.

Questionnaires were employed for its appropriateness to address many people at the same time and for its flexibility to allow respondents to express their ideas freely and confidentially. Besides this, interviews were employed as an instrument to gather more detailed information from managers of the organization on major policy issues pertaining to the issue under study.

In order to enrich the data obtained through questionnaires and interviews, and to solicit information that cannot be obtained through the above methods, document analyses were also made. The organizations strategic plans, pertinent directives and policies, records of various training and development programs, were also reviewed.

1.6.4.2. Pilot Testing

Pilot testing was conducted to test the validity and reliability of the instruments. It was done with the objectives of checking whether or not the items included in the instruments could enable the researcher to gather relevant information.

Thus, in this pilot study twenty experts and five management staff of other social sector Bureaus that were not included in this study were involved.

Participants of the pilot test were informed about the objectives of the pilot study, and how to fill, evaluate and give feedback regarding the relevance of the question items, its length, and its layout, etc. Ample time was given to the participants of the study to review the questions and provide their critical comments. Accordingly, as per the suggestions forwarded, the instruments were improved before they were administered to the main participants of the study.

Then, the final questionnaires were distributed to the sampled respondents of the study in each respective bureau. The respondents were given enough time to fill in the questionnaires and return them to the researcher.

1.6.5. Data Analysis

The raw data collected through methods indicated above were organized and then appropriate statistical computations were made to explore the required information regarding the current practices of training and development

endeavors in the organizations under study. Accordingly the data collected were tallied and organized in tabular form from which frequency distributions, percentages, means, and chi-square tests were made. Descriptive statistics like frequency counts, percentages, and mean scores were used to analyze the tabulated data. Other higher level statistical tests such as Chi-square and one-way ANOVA tests, were computed to see whether or not there exists a relationship between the responses given by the respondent groups and these relationships were statistically significant or not. Chi-square test of significance was used to check whether or not the responses were dependent on the type of respondents or if there were statistically significant difference in the opinion of the respondent groups.

Moreover, One-way ANOVA test was employed when the responses are more of opinions and it is important to check if there was a perceptual difference between the responses on the issue under consideration.

1.7. Organization of the Study

This study consists of four chapters. The first chapter deals with the introduction and the research approach. The second chapter focuses on review of the related literature. The third chapter deals with presentation and analysis of the findings of the study. The final chapter contains summary, conclusions and recommendations forwarded based on the findings.

1.8. Operational Definition of Key Terms

Employees- Refers to all non- managerial civil servants in the civil service organizations that have no responsibility to supervise others.

Expert: Includes those individuals in the civil service organizations, who are trained and skillful in some special field and are entitled as junior expert or senior expert.

Management- refers to group of managers who are responsible to supervise employees or subordinates under them. This includes team leaders, division or service heads, department heads and all those individuals holding position above this rank

Manger- In this study refers to heads of team's sections units, office department's organization, etc. in the regional social sector bureaus.

Zone- An intermediate administrative level between region and Woreda (proclamation No. 7/1992).

Woreda- A division or area marked off developed for administrative purposes, with defined authority and responsibility (proclamation No. 7/1992) with the estimated population of about 100,000.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1. The concept of Human Resource Training and Development.

Organizations can only face up the turbulent and challenges of today's environment by drawing on the combined brainpower of its employees. This calls for paying due emphasis for training and development of both its employees and employers. Thus, if training and development is not given top priority, and is not seen as a vital component in the realization of business plans, then it is hard to accept that such a company has committed itself to human resource management (Bratton and Gold, 1994:225). With regard to the same issue Keep argues that human resource development is the vital component of HRM, an integral part of wider (employment) strategies and a useful litmus test of the reality of HRM(Keep,1989).

Though HRD is so critical to the success of organizations, a number of factors influence its effectiveness. Cole stresses that, changes in the internal and external environment, availability of suitable skills and adaptability of existing workforce, the commitment of senior management to training, the extent to which management see training as a motivating factor in work and the knowledge and skills of those responsible for caring out the training program are some of the factors that inhibit the effectiveness of HRD programs (Cole, 329).

Werther and Davis (1993:324) viewed HRD as an effective way of tackling several challenges of which employee obsolescence, diversity of workforce, rapid technological advancements, and employee turnover are some. They stress that, "by meeting these challenges, the department can help maintain an effective workforce".

The term Human Resource Development (HRD) is a broad concept that encompasses training, education and development. Different authorities have

defined it in different ways. For instance Mondy defines HRD as a "planned, continuous effort by management to improve employee competency level and organizational performance through training, education and development programs"(Mondy, 1990:270). On the other hand Thomson and Mabey defined it as an activity that is concerned with the recruitment and retention of high quality people who are best fitted to fulfill the organizations objectives, defining and measuring levels of performance, and providing continuous opportunities for training and development (Thomson and Mabey 1994:7).

2.1.1. Training

Many authorities have defined training in different ways for instance while Mondy defined it as "those activities that serve to improve an individual's performance on a currently held job or one related to it" (Mondy,1990:270), "the process of providing employees with specific skills or helping them correct deficiencies in their performance (Gomez-Mejia, 2000: 260)", "a planned process to modify attitudes, knowledge, or skill behavior through learning experience, to achieve effective performance in an activity or range of activities (Reid and Barrington, 1994:7)". Armstrong (in Hailessellasi W/Garima 1999:43), on his part has defined it as "the systematic modification of behavior through learning which occurs as a result of education, instruction, development and planned experience".

Even though, training has been defined in a number of ways by different authorities the central idea remains the same. That is, training activities are focused on a currently held job, are directed at improving knowledge, skill and attitude of employees to create an effective match between an employee and his/her job (Saiyadain: 1999:28, Szilagyi, 1981:348, Monappa and Saiyadain, 1999:173). Training activities are more present day oriented; it aims to improve job performance in a direct way, and is delivered relatively for a short period (Truelove, 2000:291, Purcell, 2000:1).

2.1.2. Development

The term "development" refers broadly to the nature and direction of change induced in the employees as a result of educational and training programs (Chandan, 1987:178). Development activities are mainly concerned at offering learning opportunities aimed at individual's growth and capabilities to handle a variety of assignments (Mondy, 1990: 270, Mathis and Jackson, 1997:314).

Truelove (2000:291) has also defined development as,

..a process where by individuals learn through experience to be more effective. It aims to help people utilize the skills and knowledge that education and training have given them not only in their current jobs, but also in future jobs. It embodies concepts such as psychological growth, greater maturity and increased confidence.

Development programs are long-term activities that benefit both the organization and the individuals. While organizations benefit by having more capable and experienced employees who enhance the ability of organizations to adapt and compete to a changing competitive environment, individual's career also gain focus and evolves (Mathis and Jackson 1997:314).

In general, development is more concerned with education than employee specific training. Unlike training, the scope of development is on the entire work-group or the organization at large (Gomez-Mejia, 2000:260), and while training addresses particular performance deficits or problems, development aims at both individual growth and improvements in organizational performance.

2.1.3. Education.

Educational activities refer to processes whose prime purposes are to impart knowledge and develop the way mental faculties are used, and are not primarily concerned with job performance (Truelove, 2000:291). Similarly Kenny and Reid have defined education as "an activity which aims at developing the knowledge, skills, morale values and understanding required in all aspects of life rather than knowledge and skill relating to only a limited field of activity" (Kenny and Reid

(1986:3). Thus, it is possible to conclude that contrary to training, education has less specific and more varied objectives. However, it is unnecessary to try to differentiate the two completely; in most cases training programs have some educational contents and many educational programs, include an element of skill training (Cowling and Mailer, 1981:33).

A closer look into the definitions given above indicates that, the term human resource development is a broad concept that encompasses training, development and education. For those who are engaged in HRD endeavors clarity of these three concepts have to be made. While training is more present day oriented, focuses on individual's current jobs, and aims at delivering specific skills and abilities to immediately perform their jobs, development is concerned with maximizing individuals potential for the future. Its major concern is on the employee's personal growth. Besides this while the scope of training is on individual employees, the scope of development is on the entire workgroup or organization (Gomez-Mejia, 2000:260).

2. 1. 4. Why Training and Development?

A number of benefits (advantages) can be sought both to the organization and individual employees from a well-planned and organized training and development programs. If training and development programs are poorly designed and inappropriate it can be a source of frustration and wastage of resources, (Gomez-Mejia, 2000, Balkin and Cardy, 1995:296). Likewise, a well designed and organized training and development program have the advantages of increasing productivity and product quality due to improved level of performance; increasing value of employees in the labour market; enhancing the moral and satisfaction of employees as a result of achievement of consistently high standards; improving health and safety conditions in an organization; minimizing dissatisfactions, complaints, absenteeism and turnover; reducing supervision time of managers which allows them to devote more of their time on other strategic issues; and improving quality of employee relations(Pigors and Mayers, 1981:281, Chandan, 1987:179, Gomez-Mejia: 2000, Werther and Davis 1993:305, Kenny and Reid, 1986 52, Cowling and Mailer, 1981: 50).

2.2. Human Resource Training and Development Policy

Organizations need to have a well defined and clearly stated policy so that training and development programs are effective. As Kenny and Reid emphasize “a policy can be thought of as an expression of intention, which gives general guidance for the conduct of affairs” (Kenny and Reid (1986:3). Thus, an organization’s training and development policies establish the broad framework for its training plans, which in turn expresses the organization’s training intervention priorities and the strategies to be followed.

Armstrong (1999:511) on his part defines a training policy as;

..expressions of the training philosophy of the organization. They provide guidelines on the amount of training that should be given, the proportion of turnover that should be allocated to training, the scope and aims of training schemes, and the responsibility for training.

Thus, a policy statement sets out what the organization is prepared to do in terms of developing its employees. Moreover, policies govern the priorities, the standards, and the scope of training in the organization. Hence, be it stated in explicit and implicit terms all organizations should have a training and development policy (Kenny and Reid, 1988:96, Monappa and Saiyadain 1996:180).

On top of this, policies enable organizations to define their objectives and the commitment they have for training and development function; provide operational guidelines for management; provide information for all its employees and enhance the public relations of the firm. Besides, policies pinpoint the firm’s approach for training function; helps organizations to communicate their intent regarding employees’ career development and also give better prospects for employees. (Kenny and Reid, 1986:97, Monappa and Saiyadain (1996:180).

2.2.1. What should a policy cover?

Truelove stresses that “any training issue that the management is concerned with” should be treated in the organization’s training policy. He further pointed out that training for occupational competence, induction training, training for change, formal training schemes, training for people who become incapacitated, an equal opportunities statement, the aims and objectives of the training function, responsibility for identifying training needs and formulating plans, and responsibility for deciding the training budget are some of the elements that should be incorporated in a policy document (Truelove, 2000:237).

As stated in Kenny and Reid top management are responsible for deciding training policies. However, due consideration should be given to the requirements of line managers and the training officer (Kenny and Reid 1986:100-101). It has now become a common phenomenon to involve trade unions and other employee representatives in the formulation of corporate training policies. This has the benefits of effective implementation of top management’s decisions if they are in line with the values and expectations of the employees in the organization.

2.3. *The Process of Human Resource Training and Development*

Different authorities have developed a number of alternative models that describe and prescribe how training and development programs are managed by employers and/or the person who is responsible for the HRD. According to Reid and Barrington (1994:126), the training process consists of the following stages, and each of these is discussed below.

2.3.1. Identification and Analysis of Training Needs (IATN)

The design and planning of training and development programs should begin with training need identification. An effective identification of needs would help to identify relevant learning opportunities and programs needed by the organization, the individual employees, on a scale required, and the areas where some problems

exist. According to Atwood and Dimmock training need is defined as "the gap between requirements for skills and knowledge inherent in the job and those possessed by the current job holder" (Atwood and Dimmock 1996:98-99).

Similarly Saiyadain (1988: 219) have defined training needs identification as;

A process that involves establishing areas where individual (employees) lack skill, knowledge and ability in effectively performing the job and also identifying organizational constraints that are retaining roadblocks in the performance.

Although used interchangeably on many occasions identification of training needs and analysis of training needs are different. According to Marchington and Wilkinson, while ITN is concerned with the process of detecting and specifying training needs at individual and organizational level; TNA refers to the process of examining training needs to determine how they might actually be met (Marchington and Wilkinson 2000:184). Thus, need analysis follows on from needs identification and enables us to determine the most effective and appropriate ways in which the need might be met.

A training need exists when there is a gap between future requirements of the job and the current capabilities of the incumbent in terms of skills, attitudes or knowledge, and it is anticipated that systematic training will be the remedy to the deficiency or barrier.

Similarly Armstrong has described training need analysis as a process "concerned with defining the gap between what is happening and what should happen" (Armstrong 1999:514). This gap is what has to be filled by training.

Organizations perform TNIA for quite a number of reasons. To this end, TNIA confirms or otherwise the stated problem helps to identify a problem of training or commission, assures effective direction to training, and saves money by ensuring appropriate action (Rae 2003:5). Rae has further pointed out that, TNIA have the benefits of pinpointing the problem(s), indicates the size and the scale of the problem, suggests the type of solution and provide training objectives.

Training needs can be identified at three different levels; i.e. organizational, job/occupational, and individual/personal. (Armstrong, 1999:515, Cascio, 2003: 297, Saiyadain, 1988:219, Marchington and Wilkinson, 2000; 186), and it is assumed that all three can be integrated.

i) Organizational Analysis

Organizational analysis involves comprehensive analysis of future objectives, culture, processes of conducting organizational needs, and the level of support available for training (Saiyadain, 1988:219, Gomez-Mejia, 2000:284). The analysis begins with the understanding of the organizations short-term and long-term goals, and asking broad questions about the general work environment and the manpower needed to meet present and future demand.

Identification of organizational training needs would help to indicate how specific training programs might contribute to broader strategic goals of the organization, and while conducting organizational analysis the following three requirements have to be taken into account (Saiyadain, 1988:220).

- a) Whether there are adequate number of people to fulfill organizational objective or not,
- b) Whether the people possess the required skill and knowledge or not, and
- c) Whether there exists a conducive organizational environment to facilitate activities that would help achieve its goals, or not.

Managers and/or others who are engaged in organizational analysis could obtain relevant information by conducting attitude surveys, looking closely at its performance, observing the behavior of people in it, assessing its public image, and on such indicators as accidents, absenteeism, wastage, turnover, morale, motivation, etc. (Saiyadain, 1988:220). In addition to these, according to Cascio, trends in strategic priorities of a business, judicial decisions, civil rights laws, union activity, productivity, and on the job employee behavior will also provide relevant information (Cascio, 2003:297). On top of this, organizational goals and corporate plans, human resource and succession planning, personnel statistics,

exit interviews, consultation with senior managers, data on productivity, departmental layout changes, management requests, and knowledge of financial plans could also provide relevant information (Walters, 1983:181).

Analysis based on these offers a logical and sequential process for establishing training and development needs within realistic organizational parameters.

ii) Task Analysis

This involves a thorough examination of the various components of the job and how they are performed. Thus, it calls for knowing the job requirements. As pointed out by Cascio task (operational) analysis involves; a systematic collection of information that describe how the work is done, determining standards of performance for the work; determining how tasks are to be accomplished to meet the standards, and the competencies necessary for effective task performance(Cascio 2003:297).

Examination of job descriptions and job specifications, performance appraisals, questionnaires, group discussions observations of the task in hand, work diaries, interviews with the job holder and his/her supervisor would help to gather pertinent information regarding training needs at the operational level (Marchington and Wilkinson, 2000:188).

iii) Person Analysis

At this level the focus is on individual employee; his skills, abilities, knowledge and attitude; that is how they are performing their jobs (Brown, 2002:573). It is an important and complex level that is the basis of any needs assessment (kubr and Prokopenko, 1989:31). It is mainly concerned with determining who needs to be trained? And what kind of training is required? (Mondy,1999:262). It is usually done by comparing individual's performance against established standards.

Although appraisals are widely used to solicit information regarding training needs at this level, indicators such as production data, meeting deadlines, quality of performance, absenteeism, late coming, diagnostic ratings of employees by their

supervisors, peers or customers, records of performance kept by workers in diary forms, attitude survey, structured interviews, personality or other specifically designed instrument provide sufficient information about the training and development needs of the person (Truelove, 2000:293, Marchington and Wilkinson, 2000:188, Mathis and Jackson, 1997:292).

It has to be noted that performance problems can come from numerous sources, many of which may not be resolved by training. As it has been underlined by Gomez Mejia the only source of a performance problem that training can address is a deficiency under the trainee's control. Because training focuses on changing the worker, it can improve performance only when the worker is the source of a performance deficiency (Gomez Mejia 2000:264).

Moreover, it is important to note that training is not the only option available for responding to a worker's performance deficiency; other actions such as transferring or terminating, job redesign, better systems of communication, involvement and job redesign, adjustments to organizational cultures and structures, may be considered as a more appropriate options than training (Gomez Mejia, 2000:265) marching ton and Wilkinson, 2000:185).

2.3.1.1. Who should be Involved in TNIA Activities?

The responsibility for carrying out TNIA mainly falls on senior managers, line managers, the trainers, and an individual worker (Cowling and mailer, 1981:55, Rae, 2003; 14). They are expected to play a pivotal role in undertaking training needs assessment in an organization. However, in some instances, particularly where there is lack of expertise external consultants could be recruited to conduct needs assessment. According to Cowling and Mailer, although training needs assessment are usually made by training departments, the responsibility for assessing needs at each department or section should fall on every manager (line manger) (Cowling and Mailer,1981:55). Rae (1986:16) has further strengthened this idea by saying that, since line managers and individuals are on the spot and know the work so thoroughly they are at the best position to easily and quickly

identify training needs (Rae, 1986:16). Individuals, as stated by Kubr and Prokopenko (1989; 54-55), are important sources of information for the reason that they are the ones who could tell about the effectiveness of organizational processes, problems of performance, and the potential for improvement of management of their units (Kubr and Prokopenko, 1989; 54-55). Generally effective training needs assessment practices should strongly rely on the active participation of all groups whose needs are identified.

2.3.2. Establishing and Designing Training and Development Program Objectives

The assessment phase discussed above should provide a set of objectives for the training program that might be designed. The objectives should be relevant to the learners concerned, and enable the performance gap to be bridged. Moreover, the objectives should relate to one or more of the KSAs, identified in the task analysis and should be challenging, precise, achievable and understood by all (Gomez Mejia, 2000, 265, Marchington and Wilkinson, 2000:189).

A training objective has the purposes of indicating what the program intends to achieve and what the learner will be expected to know or do by the end of the program. As stressed by Sah, setting training and development objectives is a critical stage in the process of training and development “not only because it defines and controls quality of product but also it substantially influences all the subsequent stages” (Sah 1991; 80). Further more Rae (2003; 75) stresses that training objectives should specify the changes intended from the learner, how trainers demonstrate what they have learned, the standards they will need to achieve to conform their new competence levels, and probable time constraints that will be imposed to achieve the objectives.

Objectives are statements that describe the rationale for selecting methods and contents of the training program. They aid as a means of validating training and of assessing and giving feedback to their learners on their performance.

By communicating goals of the program to the learner and trainer, they provide the basis for evaluating and improving the learner, the trainer, and the training (Truelove, 2000:113). Moreover, Cole emphasized that setting objectives has the advantages of indicating the intensions of training providers; mapping out the scope of the learning activity or program; providing a useful yardstick against which to measure the results of the training; and assists in defining the accountabilities of trainers and learners for the results of training(Cole 2002; 352).

On the other hand, objectives might also have a disadvantage in such a way that they may tend to be prescriptive, and as such overlook unintended outcomes; may introduce elements of rigidity into the management of learning activity; they may focus on trivial aspects of learning due to the fact that they are not easy to describe; they stress the providers intention rather than the learners'; by focusing on objectives as ends in themselves, trainers may well ignore the significance of events that occur during the process of a learning activity or program.

Thus, as strongly emphasized by Sah (1991:91),

Training objectives should be determined with utmost care, realistic vision, and through systematic exercise and arbitrary approach should be avoided. Trainer, learner and beneficiary organization must use their knowledge expertise and wisdom in stating training objectives clearly, objectively and in line with the specifications of writing god objectives.

Objectives should be stated in behavioral terms and this would help to formulate the criteria for judging the effectiveness of the training program (Gomez-Mejia, 2000; 265). It is also important to note that while compiling objectives in behavioral terms, preference should be given to more precise terms such as "identify", "differentiate", "construct" or "solve" which are capable of describing specific behavior than words like, "Understand", "know" or "appreciate" which are open to many interpretations. Moreover as Kenny and Reid stress behavioral objectives are compiled at three stages. These are;

- a. specifying the behavior the learner is required to demonstrate for the objective to be achieved,
- b. determining the conditions in which the behavior must be demonstrated,
- c. determining the standards to which the trainee must conform.

Training objectives should be formulated by both the trainer and the trainee; however, the trainee should be able to take increasing responsibility for his own learning and therefore must be capable of drawing up his own objectives, although there is a difference between the trainee's objectives and that of the trainer (John Kenny and Margaret Reid, 1986:188).

2. 3. 3. Designing Training and Development programs

This is a stage where training and development programs are translated into meaningful outcomes. Program design involves setting instructional objectives, determining program content, and deciding on training methods and techniques (Heinemann et al, 1996; 428). Butler on his part described training and development program design as the process of developing training curricula and materials to meet training and development needs (Butler, 1998:11). Moreover, according to Meggison programs must be designed in a planned manner so that the objectives of the program could help organizations to grow, adapt to technological changes, fulfill social responsibilities and provide greater job satisfaction (Meggison, 1981:206).

Devising a training program (plan) focuses on the need to determine clear aims and objectives that are relevant to the learner. Thus, While devising training and development plans, the characteristics of the trainees, and the "baggage" which they bring with them, to the learning event, their prior knowledge, skills, attitudes, motivations and expectations has to be further investigated. It is important to note that the trainees are likely to have very diverse set of reasons for being involved in the training event and hence these has to be taken into account while designing a training program.

In designing training and development program, gaining the consent and support of key managers, on dealing with negative reactions to training, and on the costs and benefits of training interventions is so crucial. Without senior management support to resource and champion the initiative it will prove worthless (Marchington, 2000:189).

Moorby (1992:20), further strengthened this issue by saying that,

To succeed with approaches to employee development, it is essential to form a realistic view of what those who hold the power in an organization will support, and then to match the strategy adopted to reflect this.

Furthermore, Moorby (1992:25) emphasizes to strictly adhere to the following five steps to win the attention of those in power, these are;

- i. identify key players in the employee development area, and those who influence the success or failure of initiatives;
- ii. assess the importance of employee development in helping these key players to achieve their objectives;
- iii. estimate the strength of skill and knowledge of employee development for each player;
- iv. identify the political implication for each player;
- v. Estimate future posture and actions for each plays.

Cowling and Mailer, also stresses that training and development programs should be based on learning concepts as far as possible to do so (Cowling and Mailer 1981:63). This calls for allowing individual employees to learn at his/her own pace. However, cost factors will generally prevent such approaches and the trainer must always sensitive of the cost of training and the availability of other resources while designing a training program.

Designing training and development programs should be based on some training and development principles. Programs, which are not based on these principles, are not effective. Among these basic principles the followings are worth

mentioning (Rao, 1990:269, Decenzo and Robins, 1998: 227-228, Pigors and Myers, 1981: 281).

1. Training requires the full commitment and support of top management, supervisory personnel, and the collective bargaining unit.
2. The student/the trainee must be willing to learn. He/she must have the motivation to improve job performance or to acquire new skills.
3. There must be some form of reward at the end of the program so that he/she will be highly motivated.
4. The learning result needs to be checked to identify what went right or wrong.
5. The feedback given should be accompanied by practice.
6. The material of the learning process should be developed in stages with feedback correction at each stage.
7. When the learner has made the correct responses to the learning process learning has occurred
8. Transfer or application of knowledge; learning is easier when we can see its relevance or applicability to our own situation. Thus, whenever possible there should be a close relationship between the training program and the work actually performed.
9. Participation; the more trainees are participated in the learning situation, the more effective will be the learning, particularly where the learning is designed for skill transfer.

With regard to the same issue, Tracey (1984:6-7), stresses that the following principles of training and development have to be considered while designing such programs.

1. Training requires the full commitment and support of top management, supervisory personnel, and the collective bargaining unit.
2. Programs should focus on problems that can be solved by training and not on management problems.

3. Training programs must meet both the organization and employee needs identified in the need assessment phase, and they must address all types and levels of employees, and all divisions and units of the organization.
4. The pattern and arrangement of training opportunities must complement and implement the philosophy of the organization.
5. Training programs must be developed through a systematic orderly process.
6. Training programs must employ delivery systems that are selected on the basis of training effectiveness, available technology, cost effectiveness, and results.
7. Training program must be validated to ensure effectiveness prior to full-scale implementation.
8. Training programs must include evaluation and feedback channels and mechanisms to permit refinement, updating, and continuing effectiveness.
9. Training programs must provide ample opportunities for trainees to apply and practice newly acquired knowledge and skills.

The responsibility for designing training and development programs falls mainly on the manager and the individual learner. As emphasized by Armstrong, "senior management must create a learning organization in which managers recognize that training and development are a key part of their role and one in which their performance will be assessed" (Armstrong 1999:530).

Although the lion's share for designing training and development programs fall on senior management of the organization, personnel managers, training managers, training officers, instructors, line managers and supervisors are also responsible. The nature and extent of their involvement is however, determined by the policy and culture of the organization (Cole, 2002:358).

2.3.3.1. Methods of Training and Development

Methods are means by which designed programs are put in to effect. In other words when we talk of training methods we are essentially referring to the means

by which we intend to communicate information, ideas, skills, attitudes and feelings to the learners (Cole,2002:354). There are quite a large number of methods that can be used to train and develop staff. However, the selection of an appropriate method for a particular training and development programs is based on certain criteria. Saiyadain pointed out that, the selection of an appropriate method depends on the purpose of the training, the nature of the contents, the level of the trainees in the hierarchy of the organization, and cost effectiveness of the program (Saiyadain, 1999:223). In addition to this, Kenny and Reid (1986:190) have identified four “decision criteria” to be utilized while determining an appropriate training method. These are;

- i. Compatibility with the objectives.
- ii. Estimated likelihood of transfer of learning to the workplace
- iii. Availability of resources (including time)
- iv. Trainee based factors

On top of this, Werther and Davis emphasizes that there is no one best technique for delivering training and development programs. According to them the choice of a best method depends on cost effectiveness, desired program content, appropriateness of the facilities, trainee preference and capabilities and learning principles (Werther and Davis, 1993:315). Generally, there are two most widely used training and development methods or approaches, and each of this is discussed below.

A. On-The-Job Training and Development Methods

This method consists of teaching or coaching by managers, team leaders or trainers in a work setting or during actual job performance (Armstrong, 1999:519, Milkovich and Boudrea, 1991:421, Heinemann et al 1996:437).

Here the trainee uses the machine and tools that he/she will use once the training is completed. Thus, the emphasis is more on the acquisition of specific, local knowledge in a “real” work situation (Cole, 2002:354).

According to Armstrong, "it is the only way to develop and practice the specific managerial, team leading, technical, selling, manual, and administrative skills needed by the organization"(Armstrong, 1999:519). If conducted effectively this method has a lot of advantages. To begin with, it provides the opportunity for one-to-one instruction and thus it is individually tailored (Tracey, 1984:2) secondly, it has the advantage of "actuality and immediacy; the individual works, learns, and develop expertise at the same time" (Armstrong, 1999:519), thirdly, since the training takes place at the workplace, it is simple, economical and highly motivating (Graham, 1989:216, Decenzo, 1999:230). Conversely, on the job training has some disadvantages; first "effectiveness of the learning is strongly influenced by the quality of the guidance and coaching provided" (Armstrong, 1999:519), second, productivity can be lowered while the employee develops and errors could be made by the trainees while training (Decenzo, 1999:230), third, there could be a risk of being exposed to inefficient methods and as such some incidents like producing low quality of outputs, dissatisfied customers, wastage of materials etc (Graham, 1989:217, Milkovich and Boudrea, 1991:421) may happen.

A number of specific methods are used in on-the-job training. This includes job instruction, learning from experienced workmates (e.g. 'Sitting by Nellie', coaching, delegation, Secondments, special projects. etc. Among these some of the most widely used methods are discussed hereunder (Cole 2002).

i. Orientation (Induction)

This involves being introduced into the organization. As defined by many authorities, orientation is a planned process where by new employees are introduced or adjusted to the job, co-workers, supervisors and the organization (Mathis and Jackson, 1997:284, Gomez-Mejia, Balkin and Cardy, 1995:316) Orientation helps to establish desirable relationships with co-workers, and supervisors, and to promote safe work habits which may reduce the likelihood of grievances, rule violation, discharge and resignations (Tracy,1984:7, Milkovich

and Boudrea, 1988:550). Personnel managers can make orientation sessions much easier by assigning mentors to the new comer, organizing formal introduction program to describe the overall activities of the organization, encouraging individual recognition, providing pleasing working conditions, and training direct supervisors in human relations (Meggison, 1981:220).

Generally orientation programs helps to reduce the newcomer's stress and anxiety; minimize startup costs and staff turnover; reduce the time it takes for the newcomer to reach proficiency; assist the new comer in learning the organization's values and expectations and in acquiring appropriate role behaviors; help the newcomer adjusts to the workgroup and its norms rapidly and encourage the development of positive attitudes (Harris and DeSimone (1994:222).

ii) Mentoring

Mentoring as defined by Anderson in Bhatta and Washington (2003:212) is,

.....a nurturing process in which a more skilled or most experienced person, serving as a role model, teaches, sponsors, encourages, counsels, and briefs a less skilled or less experienced person for the purpose of promoting the latter's professional and/or personnel development.

Similarly, Gomez-Mejia, Balkin and Cardy stresses that mentoring involves advising, role modeling, sharing contacts, and giving support. They also emphasized that mentoring can take place "at all levels and in all areas of an organization"(Gomez-Mejia, Balkin and Cardy 1995:40).

iii) Coaching

Cited in Cole, Meggison defines coaching as, a form of management training whereby, "a manager through direct discussion and guided activity helps a colleague to learn to solve a problem or do tasks better" (Cole, 2002:355). Moreover, Harris and DeSimone have defined coaching more comprehensively, as, "the process used to encourage employees to accept responsibility for their

performance, enables them to achieve and sustain superior performance, and treat them as partners on working towards organizational goal”(Harris and DeSimone, 1994:267).

Coaching is by far the most effective management development technique. In this technique the trainer is assigned the responsibility for ensuring that the trainee learns the skills required for becoming an effective manager. The trainee receives personal instruction and guidance from his boss so that the problem of transfer from theory to practice is minimized. Thus, this enhances the trainee’s motivation to learn. Besides, coaching allows individuals to learn and progress in their own pace. On top of this, it is immediate, direct, and inexpensive and allows two-way communication (Graham, 1989:231).

The fundamental difference between coaching and mentoring is that a mentor should not be the individual’s line manager; mentors are often older, or at least considerably more experienced than the mentee. Moreover, according to Bhatta and Washington, the difference between mentoring and coaching includes, while coaching is mainly concerned with performance improvement, mentoring deals with career transition as its prime objective. Secondly, while coaching is centered on tasks, mentoring is much wider and can encompass many aspects of the employees work, coaching has formal hierarchical connotations, mentoring is much more shared relationship (Bhatta and Washington 2003:12).

iv. Job Rotation

This method involves moving employees to various positions in the organization with the intension of expanding their skills, knowledge, and abilities. Job rotation can be either horizontal or vertical.

Heinemann (1996:438) defines job rotation as.

Job rotation involves the systematic movement of trainees through a predetermined set of jobs usually with the objectives of providing exposure to many parts of an organization and to many variety of functional areas.

Thus, job rotation provides opportunities for employees to get exposed to the company's operations and for turning from a specialist to generalist. In addition to this, it increases the individual's experience and allows him/her to get accessed to new information, reduce boredom, and stimulate the development of new ideas. Moreover, job rotation provide opportunities for a more comprehensive and reliable evaluation of the employee by his or her supervisors (Decenzo, 1999:234).

In job rotation, the learners move from job to job, which enables them to receive coaching from different mangers/supervisors of each functional area (Kerrigan and Luke, 1987:94). Hence, supervisions are responsible for orienting, training and evaluating the trainees while the trainees are expected to learn how each unit is functioning including some key roles, policies and procedures (Harris and DeSimone, 1994:146). Thus the purpose of job rotation is to make the employee versatile.

B. Off-The-Job Training and Development Methods.

This method of training is designed to impart the required knowledge, skill, and attitude to the personnel away from the job and workplace setting. However, the training can be conducted within or off the organization; trainees are made free from their usual production activity. Thus, they are free from work stress and this would enable them to focus fully on the learning experience. Since, this method creates an opportunity to meet employees of other organizations or departments, employees are exposed to useful new ideas and experiences that are very useful to the organization (Murugan, 2004:256).

In an off- the- job training and development, the emphasis of learning is; on developing an understanding of general principles, providing background knowledge, and generating an awareness of comparative ideas and practices(Cole,2002:354). Moreover, as indicated by Armstrong, this type of training is "the best way to acquire advanced manual, office, customer service or

selling skills and to learn about company procedures and products”(Armstrong, 1999:520).

The major drawbacks of this approach however, is that, firstly, it is difficult to transfer what is learnt in class back to the job, and this situation is more difficult for managers due to the fact that much management training tends to deal with relatively abstract concepts, secondly, there is a risk that some employees may consider it as an opportunity to enjoy as a result of which much learning may not take place, thirdly, it involves higher costs (Armstrong, 1999:520, Gomez, Balkin and Cardy, 1995:302, Kerrigan and Luke, 1987:184), and finally there is a difficulty of selecting relevant courses from the bewildering variety available.

There are many techniques that have been developed over a period of time to provide off-the-job training. The most commonly used ones includes, class-room training, lecture/talks, conferences, seminars, case studies, role playing, sensitivity training, programmed instruction, group discussions, simulation exercises, etc. (Cole,2002:355, Murugan, 2004:257). Some of these methods are discussed here under.

i) Programmed Instruction

Cole (2002, 355), describes this as,

...a system of teaching and learning within which pre established subject matter is broken down into small, discrete steps and carefully organized into a logical sequence in which it can be learned readily by students. Each step builds upon the previous one.

This method involves presentation of training materials in a sequential order and the learner is not allowed to proceed further until he/she have mastered the information needed to perform the job. Learning takes place by parts before continuing to the next level (Meggison, 1981:2, 8).

Programmed learning is self instructional method which highly stresses the motivation to learn: it places emphasis on communication with the trainee and it

is different from other methods in such a way that; it is self instructional, the subject matter and/or task is thoroughly analyzed and each sequence is carefully designed to reach predetermined objectives, trainees should participate actively at each step and they receive immediate feedback and programs are thoroughly tested and proved to teach what they are intended to teach.

ii) Case Study

In this method trainees are assigned to some real, or fictional, situation based on principles already taught, and are asked to come up with solutions or suggestions. The trainers help whenever the trainees are held up.

This method enhances the power and abilities of the trainees to identify problems, and develop alternative solution based on situation. Its main objective is to improve conceptual, problem solving and judgment skill of personnel on real situations related to work setting (Murugan, 2004:257).

Moreover, it helps participants to realize that there are several ways of looking at, thinking about, and acting in a particular business situation. Thus, they are encouraged to develop flexibility in their approaches to organizational problems. To sum up this method, helps: to develop systematic way of thinking about business issues and managerial decisions, to discover some of the underlying principles of management, and to expose participants to a diversity of business situations and problems during a training course.

2.3.4. Implementing Training and Development Programs.

This is a stage where the actual training and development programs are conducted as per the design made earlier. Program implementation involves activities like planning for implementation, preparing and organizing activities and executing the program (Campagna, 1998:128).

On top of this, planning for program implementation requires, designing a master plan and identifying and mobilizing resources. The master plan would enable to

prepare a number of activities in a systematic way, which in turn helps to monitor the program of each activity.

To this end, Campagna, (1998:128-129) have identified the following as important activities to be performed with regard to participants, trainers, time, place, facilities, organizers, and budgets while program implementation. These are;

i) Participants

- a. How will potential participants be identified?
- b. How should they be notified?
- c. How much advance notice should they be given?
- d. How should participants be selected?

ii) Trainers

The focus here is on how to select competent and qualified trainers within the available budget limits and how should they be briefed about the objectives, target population, training and availability of resources.

iii) Time

This is another area where advance preparations should be made before delivering trainings. Some points of consideration under this include when should training be begun? For how long should it be given? When should program publicity sent out? When should trainers be briefed and appointed? When should suitable trainers available? When should program materials be printed? And when should facilities and resources be prepared?

iv) Place

Where the participants are coming from, venue of the training, where to print training materials, and preparations for accommodations should be made.

v) Facilities

Here identification of physical facilities required/available, media and support services required, and recreational facilities needed should be taken care of in advance.

vi) Organizer(s)

This calls for early preparation on assigning personnel who deals with the participants' administrative matters, who is responsible for training, and who is providing training support services.

Careful and adequate preparation on the above issues leads to effective program implementation. Armstrong (1999:523) stresses that continuous monitoring of the courses, to ensure that they are proceeding according to plan and within the agreed budget, and evaluation at each stage to check on the extent to which it is delivering the required results, would enhance the effectiveness of the training.

2.3.5. Evaluation of Training and Development programs

Evaluation is one of the most critical steps in the process of training and development programs. At its simplest level, evaluation means, to assess the value or worth of something. Thus, in the process of training and development, the effectiveness of the training program is assessed either in monetary or non-monetary terms (Gomez- Mejia, 2000:285). At the evaluation stage training should be judged on how well it addressed the needs it was designed to address.

Gill Sanderson in Truelove have defined evaluation as, "the process of obtaining and weighting all the evidence about the effects of training needs or objectives setting. It is the systematic collection and analysis of information necessary to the selection, adoption, design, modification and value of a training program" (Truelove, 200:124). Hence, it is evident that evaluation is systematic and comprehensive activity that utilizes relevant information so as to help individuals make sound decisions.

As it was stressed by Armstrong," evaluation is an integral feature of training; it is the comparison of objectives (criterion behavior) with outcomes (terminal behaviors) to answer the question how far the training has achieved its purpose" (Armstrong, 1999:531).

A more comprehensive and well-known definition of the evaluation process was given by Hamblin (1970). According to him evaluation is:

Any attempt to obtain information (feedback) on the effects of a training program and to assess the value of the training in the light of that information.

This definition highlights the importance of gathering information for evaluation purpose, and requires decisions to be made should be based on the information collected.

In any training and development endeavors, the effort of the organizations must be cost effective. i.e. the benefits gained by such interventions must outweigh the costs associated with it, and it is not enough to merely assume that any training an organization offers is effective. Evaluation would enable us to determine whether training and development programs offered are cost effective or not.

2.3.5.1. Why Evaluation?

Evaluation of training and development programs is conducted for many reasons. Among other things evaluation helps, to determine whether the program is accomplishing its objectives and whether the objectives set are the right ones; to identify the strengths and weaknesses of the training and development programs; to determine the viability of the training program; to improve current and future programs; to provide data for the funding agency and decision making; and to determine unmet training needs (Harris DeSimone, 1994:167-168, Truelove, 2000:125-126,).

Moreover, Bramely and Newby (1984:11-13) forwarded five major reasons for conducting an evaluation of training effectiveness. Accordingly, evaluation;

- i. Provides feedback for the trainers and the trainees, in terms of the design and relevance of the course or in the achievement of individual learning objectives.

- ii. Enables organizations to assess the cost effectiveness of the training than other interventions.
- iii. It serves as a valuable research purpose
- iv. It can be used as a form of organizational intervention which triggers reappraisal of existing approaches, criteria and policies relating to training
- v. It becomes part of the organization's political process in which different factions within management use the results of training exercises to gain approval for their ideas.

On top of this, effective evaluation processes as it was highly emphasized by Rao(1990), requires continuous support in terms of human resources, time, finance, equipment, and availability of data sources and records, etc through out the evaluation process; existence of open communication channels among top management, participants, and those involved in providing data; and existence of sound management process.

2.3.5.2. Who Should Carry Out Evaluation?

The responsibility for carrying out evaluation of training and development rests on those who are affected or participated in the process. Tracey, in Kenny and Reid (1986:208) stresses this situation as;

Evaluation must be co-operative. A one-man evaluation is little better than no evaluation, regardless of who does it, how competently he does the job, or how valid his findings may be. All who are part of the process of appraisal, or who are affected by it, must participate in the process.

Thus, the trainee, his supervisor/manager, his work group, the trainer and his organization could take part in the evaluation of training and development programs. Cole (2002:372) further strengthened this by pointing that "most evaluation exercises have to be agreed and planned between the trainers and the various interested parties".

2.3.5.3. What should be evaluated?

Once the purpose of undertaking evaluation is established it seems logical to determine what should be evaluated. Different authorities have developed quite a large number of models at different times. Among these, a model developed by Kirkpatrick, quoted in Truelove, suggests that training and development programs effectiveness can be evaluated at four levels (Truelove, 2000:126). These are;

i. Reaction of the Trainees

Most commonly used during or at the end of courses and it mainly focuses on the participants' opinion of the materials, facilities, contents, trainers, duration, and relevance of the training. The focus at this level is the "Perception of trainees about the program and its effectiveness (Harris DeSimone, 1994:171). Reactions could be positive or negative: positive reactions are considered as having encouraging effects, while a feeling of dislike may make trainees discouraged and reluctant to use or apply the KSAs obtained from the program. In a sense it measures the immediate customer's satisfaction.

ii. Learning

Here the attempt is made to determine the extent to which training and development objectives have been attained in terms of the knowledge, skills and attitudes (Marchington and Wilkinson 2000:200). This is measured by using techniques such as verbal, written and practical tests, forced choice questionnaires, a list of true/false statements, etc.(Cowlin,1981:67, Marchington and Wilkinson, 2000:200). As far as possible the evaluation of learning should involve the use of tests before and after the program.

iii. Behavior

This refers to "the impact of training on the job performance and how effectively learning has been transferred back in to the workplace" (Marchington & Wilkinson, 2000:200)".

Evaluation at this level is much harder than the first two levels due to the problem of isolating the impact of training from the effect of other Variables. Evaluation at this level takes many forms, including interviews, self report questionnaires, diaries and observation and among these, observation of trainees' behavior on the job can provide valuable information to assess the impact of the training and development program.

iv. Results

At this level an attempt is made to assess the impact brought to the organizational or departmental performance due to training and development interventions. Though the distinction between evaluation at "behavior" and "results" levels seems blurred, (Marchington and Wilkinson, 2000:201) indicated that, while the former refers to performance in a particular tasks for which training has been provided, the latter focuses on the impact of training on the overall results. A typical indicator of evaluation at this level includes; number of customer complaints, level of sales, productivity levels, number of rejects, number of accidents, number of lost employment tribunal cases, level of unauthorized absenteeism, cost savings, quality improvements, and employee turnover, etc.

According to Armstrong (1999:532) results evaluation provides the bases for assessing the benefits of the training against its costs. He further pointed out that,

The evaluation has to be based on before and after measures and has to determine the extent to which the fundamental objectives of the training have been achieved in areas such as increasing sales, raising productivity, reducing accidents, or increasing customer satisfaction.

2.3.4. Why Training and Development Program Fails? (Problems with Training and Development Programs)

Although there are several factors that hinder the effectiveness of training programs, Sah has identified the trainer, the training program, organizational

constraints and rigidities, and the nature and psychology of participants as contributors for failure of training and development programs(Sah,1991:10-17). A number of factors are included in each of these.

i) The Trainer

Though there are a number of factors to be considered here, the knowledge, communication skill, and commitment, and consistency in trainers of different background, have a profound impact for training program effectiveness.

ii) The Training Program

Is supposed to be well planned. But many of the training programs are characterized by unscientific organization of training, lack of job-situation orientation, lack of proper design, and haphazard lesson plan and technique which all contribute to failure of training programs.

iii) Organizational Constraints and Rigidities

Effectiveness of an employee is influenced by environmental factors. However, low priority to training, lack of delegation, inadequate organizational facilities, arbitrary selection of officers and lack of organizational collaboration are among the factors that need to be considered here.

iv) The Nature and Psychology of Participants

Learning depends on the nature and psychology of the learner, however, the learner's negative attitude towards the program, lack of initiative and responsibility, and passivity greatly affects the effectiveness of the program.

On top of this, problems may also arise when the trainee and the manager have different views of development needs or possibilities. Thus trying to develop people who do not want to be developed is valueless and hence, individual employees have to be able to set their own goals that are relevant for them and should also be given an opportunity for choosing how the learn.

Another important point to be noted is that, there is a short sighted view that training and development of staff is only a way of providing skilled staff for other organizations. However, organizations that have a clear career structure that allows people to progress upwards and to realize their full potential are free from such doubts. Failure to give the time and attention it deserves is also another problem. In most cases managers are heard saying, "training and development is one of those good things that we all know", but neglect it because it is never urgent.

CHAPTER THREE

PRESENTATION AND INTERPRETATION OF THE DATA

This chapter deals with the presentation and interpretation of the data gathered from the three group of respondents; i.e. OEB, OHB, and OCMLSAB. The data were collected mainly through questionnaire and interview was also made with top level officials of the respective Bureaus to search for appropriate answers to the basic research questions. All the data gathered through questionnaires were organized in tabular form and are interpreted using appropriate statistical tools. The information gathered through interview was qualitatively described in words in line with the basic research questions.

A total of 249 questionnaires were distributed to the three respondent groups; i.e. employees and managers of OEB, OHB, and OCMLSAB. Out of these 205 (82.0 percent) were filled in and returned. When we look at the sectoral distribution out of the 90 questionnaires distributed to OEB, 74 (82.2 percent), out of the 110 questionnaires distributed to OHB, 86 (78.2 percent), and out of the 49 questionnaires distributed to OCMLSAB 45 (91.8 percent) were filled in and returned.

Apart from that of OHB, a relatively high return rate was observed in the other Bureaus. The reason for relatively low return rate in OHB was attributed to the fact that many of the employees were engaged in the campaign against diarrhea epidemic eradication and the researcher couldn't find them easily.

3.1. CHARACTERISTICS OF THE STUDY POPULATION

Based on the responses obtained from the respondents, the characteristics of the study groups were examined in terms of sex, age, level of education, and years of service. Table-1 below summarizes the findings pertinent to these issues.

Table-2 Characteristics of Respondents

Variables	Characteristics categories	Respondents							
		OEB		OHB		OCMLSAB		Total	
		No	%	No	%	No	%	No	%
Sex	Male	65	87.8	71	82.6	43	95.6	179	87.3
	Female	9	12.2	15	17.4	2	4.4	26	12.7
	Total	74	100.0	86	100.0	45	100.0	205	100.0
Age	19-29 Years	6	8.1	9	10.5	0	0.0	15	7.3
	30-39 years	25	33.8	48	55.8	16	35.6	89	43.4
	40-49 years	39	52.7	26	30.2	18	40.0	83	40.5
	50-59 years	4	5.4	3	3.5	11	24.4	18	8.8
	Total	74	100.0	86	100.0	45	100.0	205	100.0
Level of Education	Secondary school graduate	0	0.0	1	1.2	0	0.0	1	0.5
	College Diploma	8	10.8	9	10.5	16	35.6	33	16.1
	BA/BSC	52	70.3	56	65.1	21	46.7	129	62.9
	MA/MSc and above	14	18.9	20	23.2	8	17.7	42	20.5
	Total	74	100.0	86	100.0	45	100.0	205	100.0
Service Year in the Organization	Below 5 years	16	21.6	20	23.2	14	31.1	50	24.4
	6 - 10 years	18	24.3	15	17.4	10	22.2	43	20.9
	11 - 15 years	18	24.3	32	37.2	11	24.4	61	29.6
	16 - 20 years	12	16.2	12	13.9	6	13.3	30	14.6
	21 - 25 years	10	13.6	6	6.9	1	2.2	17	8.3
	26 - 30 years	0	0.0	1	1.2	1	2.2	2	0.9
	31 years and above	0	0.0	0	0.0	2	4.4	2	0.9
	Total	74	100.0	86	100.0	45	100.0	205	100.0

As it can be seen from Table-2, the majority of the respondents (87.3 Percent) were males while the remaining 12.7 percent were females. The main reason for lower number of female respondents in this study goes to the historical gender disparity in this country in general and that of the region in particular.

Concerning the age distribution of the respondents, all of the respondents were above 18 years, the legal employable age of Ethiopia. On the other hand, the overwhelming majority of them (about 84 percent) fall in the age range of 30-40⁹ years. This shows that under normal circumstances, they can express ideas related to the study consistently and with good understanding. So their opinion can be taken as acceptable to the study. One can also see a relatively similar pattern of age distribution across the three Bureaus.

With regard to the educational profile of the respondents, while 62.9 percent of them had BA/BSC, the remaining 20.5 percent and 16.1 percent had MA/MSC and above and college diploma respectively. Thus, we can safely say that the majority of respondents have awareness about the importance of training and development programs and can provide useful ideas.

The work experience of the majority of the respondents (73.4 percent) ranges between six and twenty five years, while 24.4 percent of them had an experience of five years or below. This indicates that most of the respondents in this study are well experienced and can provide vital information regarding the practice of training and development programs in their respective Bureaus.

3.2. Analysis of Variables Related to the Practices of Training and Development

Using five step rating scale respondents were asked to fill the questionnaire. However, while analyzing these responses, it was Difficult to show clear image of respondents' position. Therefore, the researcher compiled the above five class rating scale into three class scale. Accordingly, in order to show objectively the respondents' position, strongly agree and Agree has changed to Agree, Partially Agree remains Unchanged, and Strongly Disagree and Disagree has changed to disagree. In addition to this, scales were assigned values as, disagree =1, partially agree=2, and agree=3. Moreover, the mean score values from data analysis were interpreted as, 0.00-1.49 disagree, 1.50-2.49 Partially Agree, and 2.50-3.00 Agree throughout this paper.

3.2.1. Availability of Human Resource Training and Development Policy

As it has been emphasized in the literature review of this thesis, organizations need to have a well defined and clearly stated training and development policy. Such type of policies governs the priorities, the standards and the scope of the training and development endeavors in the organization. Hence, be it stated in explicit terms or implicit terms all organizations should have human resource training and development policy.

Table-3 Issues Related To Human Resource Training and Development Policy

No	Items	Respondent Groups								Chi-square test			
		OEB (N=74)		OHB (N=86)		OCMLSAB (N=45)		Total (N=205)		df	X ²	P	
		No	%	No	%	No	%	No	%				
1	Availability of Training and development policy										4	2.591	0.628
	Available	5	6.8	2	2.3	2	4.4	9	4.4				
	Not available	60	81.1	70	81.4	38	84.4	168	82.0				
	I do not know	9	12.1	14	16.3	5	11.1	28	13.7				
	Total	74	100	86	100.	45	100	205	100				
2	If "No" reasons for not having such policy.										10	15.60	0.112
2.1	Absence of legal mandate to design such a policy	46	76.7	48	68.6	21	55.3	115	68.5				
2.2	Lack of expertise in policy development	6	10.0	15	21.4	7	18.4	28	16.7				
2.3	Lack of guidelines to design such a policy	40	66.7	58	82.9	24	63.2	122	72.6				
2.4	Budgetary constraints	36	60.0	48	68.6	27	71.1	111	66.1				
2.5	Lack of concern with regard to its importance	56	93.3	63	90.0	36	94.7	155	92.3				
3	If "Yes" were members aware of the policy?												
	Yes	0	0	0	.0	0	.0	0	.0				
	No	5	100.0	2	100.0	2	100.0	9	100				
	Total	5	100	2	100	2	100	9	100				

- Total number of responses is greater than N because of multiple response.
- Proportions are calculated from N

Respondents were asked whether their organization had a human resource training and development policy or not. As it can be seen from Table-3 the great majority of the respondents, i.e 81.1 percent from OEB, 81.1 percent from OHB, and 84.4 percent from OCMLSAB replied that there had not been any training and development policy at organizational level. On the other hand, while 6.8 percent, 2.3 percent, and 4.4 percent of the respondents from OEB, OHB, and OCMLSAB respectively agreed on its existence; the rest of them replied "I do not know", for the same question. A discussion held with top officials each respective Bureau and Regional Civil Service Commission (RCSC) also reveals that there had not been any effected human resource training and development policy let alone in the region but also at the national level. However, the researcher witnessed the efforts underway at the national level; a draft human resource training and development policy was already prepared and presented on a workshop held in Addis in May 2006.

A chi-square test was conducted to study if there had been a difference of opinion among the responses of the three respondent groups. The result obtained revealed that at 95 percent confidence interval the associated P-value (0.628) is greater than 0.05 implying that there is no statistically significant difference among the responses. Thus, it is safe to conclude that in the organization under study and the social sector bureaus at large there had not been any effected training and development policy.

On the other hand those respondents who replied negatively were further inquired to indicate some of the major reasons for absence of such policy at organizational level.

As it is depicted in item 2 of Table-3, the overwhelming majority of the respondents from each respective bureau; i.e 93.3 percent from OEB, 90.0 percent from OHB, and 94.7 percent from OCMLSAB confirmed that lack of concern with regard to its importance was the main reason for absence of such policy. Lack of guidelines to design such policy, absence of legal mandate, and

budgetary constraints were also identified the other major reasons for unavailability of human resource training and development policy at organizational level. Thus, though there were a number of reasons for not having such policies, it is logical to conclude that in the Bureaus under study and the Social Sector Bureaus at large failure to give due consideration for human resource training and development policy, by all concerned was seen as the major reason for not having it. The result of the Chi-square test also showed that for ten degrees of freedom and 95 percent confidence interval the associated P-value(0.112) is found to be greater than 0.05 implying the agreement of opinion between the respondents regarding the responses given to reasons for not having human resource training and development policy.

On the other hand, the few respondents who agreed on the existence of human resource training and development policy at the organizational level were asked whether or not each members of the organization were aware of the policy. As it is illustrated in item 3 of Table-3 all of the respondents replied that members of their respective organization were not made a ware of the policy.

3.2.2. THE PRACTICE OF CONDUCTING NEEDS ASSESSMENT

The design and planning of training and development programs should begin with needs identification. As it has been thoroughly discussed in chapter two, an effective identification of needs would help to identify relevant learning opportunities, and programs needed by the organization, the individual employees, on scale required and the areas where problems exist.

Table-4 below summarizes the responses obtained from the questions raised regarding the issues related to training and development needs assessment.

Table-4 Issues Related to TDNA

No	Items	Respondent Groups								Chi-square test		
		OEB (N=74)		OHB (N=86)		OCMLSAB (N=45)		Total (N=205)		df	X ² Value	P value
		No	%	No	%	No	%	No	%			
1	The organization conducts NA before delivering Trainings									4	2.585	0.629
	Yes	20	27.0	24	27.9	17	37.8	61	29.8			
	No	43	58.0	46	53.5	20	44.4	109	53.2			
	I do not know	11	15.0	16	18.6	8	17.8	35	17.0			
	Total	74	100	86	100	45	100	205	100			
2	If "Yes" NA was conducted by (you may give more than one response)									8	13.857	0.086
2.1.	Individual employee	4	20.0	4	16.7	3	17.6	11	18.0			
2.2.	Immediate supervisors	7	35.0	4	16.7	4	23.5	15	24.6			
2.3.	The training department coordinator/officer	18	90.0	21	87.5	14	82.4	53	86.9			
2.4.	Top level managers	7	35.0	10	41.7	10	23.5	21	34.4			

- Total number of responses is greater than N because of multiple response.
- Proportions are calculated from N

As Table-4 depicts, it was responded with fair similarity by the three respondent groups that there was no practice of conducting needs assessment in their respective organizations (53.2 percent). Moreover, while 27.0 percent, 27.9 percent and 37.8 percent of the respondents from OEB, OHB, and OCMLSAB respectively confirmed the existence of such practices, the remaining 15.0, percent 18.6 percent, and 17.8 percent of the respondents from OEB, OHB, and OCMLSAB respectively replied "I do not know" to the same question.

A chi-square test was conducted to study if there has been any significant difference among the responses given by the three groups of respondents regarding the practice of conducting needs assessment. As indicated in Table-4, the result of the chi-square test showed that at 95 percent confidence interval the associated P-value (0.629) is greater than 0.05 implying that there was no statistically significant difference among the opinion of the three groups of respondents.

The second item in the same table was designed to assess the involvement of different parties in the course of conducting needs assessment. As it has been stressed in chapter two the responsibility for carrying out TNA mainly falls on senior managers, line managers, the trainers, and the individual worker (Cowling and Mailer, 1981:55, Rae, 2003:14). In view of this, those who responded positively regarding the existence of needs assessment practices in their respective organizations were further asked to indicate the involvement of these parties. Accordingly, 90.0 percent, 87.5 percent, and 82.4 percent of the respondents from OEB, OHB, and OCMLSAB respectively replied that the sole responsibility for carrying out needs assessment falls on the training department coordinator/officer. Besides this, while 35.0 percent, 41.7 percent, and 23.5 percent of the respondents from OEB, OHB, and OCMLSAB respectively replied that top-level officials of the organization took part in conducting need assessment, the remaining 24.6 percent, and 18.6 of the respondents from the three bureaus agreed on the involvement of immediate supervisors and individual employee's respectively in undertaking training and development need analysis. The result of the Chi-square test showed that for eight degrees of freedom and 95 percent confidence interval the associated P-value(0.086) was found to be greater than 0.05 implying that there is no difference of opinion regarding the responses given to who identified training and development needs among the respondents.

Thus, the result of this particular question item confirmed that in all the three bureaus under study, training and development needs assessment had been predominantly determined by training coordinators and top-level managers. Likewise, individual employees were given little opportunity to determine their own training and development needs. However, as most of the literature stresses, since individuals are the ones who could tell a lot about organizational processes, problems of performance, and the potential for improvement of management in their units, etc. their involvement in undertaking needs assessment practices should have been enhanced. and the potential for improvement of management in their units, etc. their involvement in undertaking needs assessment practices should have been enhanced.

Table-5 TDNA Practices

No.	TDN had been identified through,		Respondent Groups				F	P value
			OEB (N=20)	OHB (N=24)	OCML SAB (N=17)	Grand mean (N=61)		
1	Analysis of organization culture	Mean	1.60	1.50	1.71	1.59	0.762	0.471
		SD	0.681	0.780	0.920	0.783		
2	Analysis of organizational structure	Mean	2.00	2.33	2.35	2.23		
		SD	0.918	0.868	0.786	0.864		
3	Analysis of organizational plan	Mean	2.55	2.38	2.65	2.51		
		SD	0.826	0.824	0.606	0.766		
4	Analysis of organizational objectives	Mean	2.00	2.29	2.41	2.23		
		SD	0.918	0.859	0.870	0.883		
5	Analysis of the task performed by each individual	Mean	2.20	2.00	2.41	2.18		
		SD	0.951	0.933	0.712	0.885		
6	Analysis of the knowledge of each individual	Mean	1.50	1.75	1.76	1.67		
		SD	0.761	0.897	0.831	0.831		
7	Analysis of the skill of each individual	Mean	1.45	1.71	2.00	1.70		
		SD	0.686	0.908		0.863		
8	Analysis of the attitude of each individual	Mean	1.30	1.46	1.65	1.46		
		SD	0.657	0.721	0.862	0.743		

df = 2 Between Groups

df = 58 within Groups

Respondents were also asked to rate the degree of their agreement or disagreement regarding the way training and development needs assessments were conducted in their respective organization and then the mean scores of the responses given were analyzed.

As shown Table-5, with the exception of item 3($G_m=2.51$), where they have shown their full agreement, the respondents of the three bureaus partially agreed regarding the other items listed in the table. A one-way ANOVA test was done to reveal the agreement level of the three groups of respondents. The result obtained revealed that at 95 percent confidence interval the associated P-value (0.471) is found to be greater than 0.05 implying that there was an agreement of the responses given by the respondents of the three bureaus.

In any organization, be it government owned or privately owned, it is quite difficult to address all the identified needs at a time due to a number of reasons. In this regard respondents who replied that there exists a need assessment practices in their organization were asked to indicate some of the major points that were considered for prioritizing identified needs. The response given is summarized in Table-5 below.

Table-6 Criteria used for Prioritizing Needs

No.	Items	Respondent Groups								Chi-square test		
		OEB (N=20)		OHB (N=24)		OCMLSAB (N=17)		Total (N=61)		df	X ² Value	P value
		No	%	No	%	No	%	No	%			
1	Trainees capability to get trained	7	35.0	7	29.2	6	35.3	20	32.8	16	13.253	0.654
2	Trainees level of motivation to the training	5	25.0	6	25.0	5	29.4	16	26.2			
3	By analyzing the costs of the training	15	75.0	18	75.0	16	66.7	49	80.3			
4	By analyzing the benefits of the training	9	45.0	12	50.0	10	41.7	31	50.8			
5	By analyzing the importance of the need	14	70.0	17	70.8	9	52.9	40	65.6			
6	By analyzing the urgency of the need	11	55.0	13	54.2	9	52.9	33	54.1			
7	Availability of training institutions	11	55.0	16	66.7	12	70.6	39	63.9			
8	Relevance of the training to the job at hand	11	55.0	10	41.7	8	47.1	29	47.5			

- Total number of responses is greater than N because of multiple responses.
- Proportions are calculated from N

As it can be seen from Table-6 the majority of the respondents; i.e 75.0 percent from OEB, 75.0 percent from OHB, and 66.7 percent from OCMLSAB confirmed that analyzing the cost of the training was the main reason for prioritizing needs. Importance of the training to the organization was reported by 70.0 percent, 70.8 percent, and 52.9 percent of the respondents from OEB, OHB, and OCMLSAB respectively. Availability of training institutions, urgency of the need, analyzing the benefits of the training to the organization, and relevance of the training to the job at hand were also among the factors considered in prioritizing needs in the organizations under study.

A chi-square test was calculated to check whether perceptual difference exists between the three study groups. Accordingly, the result revealed that for 16 degrees of freedom at 95 percent confidence interval the associated P-value was found to be greater than 0.05 implying that there is no statistically significant difference in perception, regarding the responses given to the factors considered in prioritizing needs in their respective organization.

Table-7 Methods of Gathering Information for Needs Assessment

No.	Items	Respondent Groups							
		OEB (N=20)		OHB (N=24)		OCMLSAB (N=17)		Total (N=61)	
		No	%	No	%	No	%	No	%
1	Direct observation	17	85.0	17	70.8	15	88.2	49	80.3
2	Interviewing	10	50.0	3	12.5	8	47.1	21	34.4
3	Performance Review	9	45.0	8	33.3	7	41.1	24	39.3
4	Task Analysis	7	35.0	7	29.2	5	29.4	19	31.1

- Total number of responses is greater than N because of multiple responses.
- Proportions are calculated from N

In Table-7 respondents were asked questions that help to depict methods used for gathering information for needs assessment. Accordingly the great majority of respondents, i.e, 85.0 percent from OEB, 70.8 percent from OHB, and 88.2 percent from OCMLSAB, contend direct observation as the most commonly used method for gathering information. Performance review (39.3 percent), interviewing (34.4 percent), and task analysis (31.1percent) were also cited by some of the respondents of each bureau as the other methods used for data gathering for needs assessment.

Table-8 Reasons for Not Conducting TDNA

No.	Items		Respondent Groups			Grand mean (N=109)	F	P Value
			OEB (N=43)	OHB (N=46)	OCMLSAB (N=20)			
1	Lack of adequate support from top management	Mean	2.47	2.24	2.20	2.32	0.154	0.857
		SD	0.667	0.822	0.768	0.756		
2	Lack of expertise to undertake such type of assessments	Mean	1.72	1.35	1.75	1.57		
		SD	0.766	0.604	0.910	0.750		
3	Lack of financial Resources	Mean	1.86	1.96	1.95	1.92		
		SD	0.601	0.842	0.605	0.709		
4	Failure to recognize its importance by all concerned	Mean	2.16	2.30	2.25	2.24		
		SD	0.843	0.785	0.851	0.815		
5	Absence of organizational policy on such practices	Mean	2.05	2.02	1.75	1.98		
		SD	0.722	0.830	0.851	0.793		

df = 2 Between Groups

df = 106 within Groups

The items in Table-8 were designed to examine some of the possible reasons for not conducting training and development needs assessments. Respondents were inquired to rate the degree of their agreement or disagreement and then the mean score of their responses was analyzed and interpreted. Accordingly, as depicted in Table-7 lack of adequate support form top management of each organization (GM=2.32), and failure to recognize the importance of conducting needs assessment (GM=1.92) were indicated as some of the major reasons for not doing so. Lack of expertise to undertake such type of assessments (GM= 57) was rated least by all respondent groups. This might be attributed to fact that in all the bureaus under study there were quite a large number of qualified employees who could competently handle such tasks. To reveal the agreement level of the three respondent groups, a one-way ANOVA test was done and the result of the test showed that at 95 percent confidence interval the associated P-value (0.857) is greater than 0.05 implying that there is no statistically significant difference in the responses given regarding the reasons for not carrying out needs assessment.

Table-9 Selection Criteria of Trainees for Training and Development

No.	Items		Respondent Groups				F Value	P Value
			OEB (N=74)	OHB (N=86)	OCMLSAB (N=45)	Grand mean (N=205)		
1	Organization has clear and transparent criteria	Mean	1.66	1.72	1.62	1.68	0.849	0.429
		SD	0.848	0.903	0.834	0.865		
2	All members are aware of this criteria	Mean	1.57	1.44	1.42	1.48		
		SD	0.778	0.745	0.621	0.732		
3	Individuals with good personal relationships with immediate supervisors usually get access for training	Mean	2.18	2.01	1.62	1.99		
		SD	0.866	0.775	0.806	0.837		
4	Nomination for training depends on the will of immediate supervisors	Mean	2.11	1.87	2.09	2.00		
		SD	0.20	0.748	0.900	0.813		
5	Only higher ranking officials were selected for training and development programs	Mean	2.07	1.88	2.02	1.98		
		SD	0.800	0.788	0.839	0.804		
		SD	3.85	3.71	3.73	3.76		

df = 2 Between Groups df = 202 within Group

In any training and development endeavors the presence of clear and transparent criteria is essential. This would help, to reduce grievances among members of the organization; to deliver appropriate training for the right personnel; and as a result ensures efficient utilization of the meager resources. These criteria should be accepted and understood by all. In this connection those respondents who replied positively with the existence of needs assessment practices in their respective organization were further inquired to rate the level of their agreement or disagreement regarding this issue and then the mean scores of the responses were organized and analyzed.

In item 1 of Table-9, respondents were asked whether or not there was a clear and transparent criterion for selecting employees for training and development programs. Accordingly, respondents from all the three bureaus have shown their partial agreement (GM=1.68) regarding the existence of clear and transparent criteria.

Item 2 of Table-9 was specifically designed to assess whether or not members of the organization were made aware of this criterion. Criteria which are well communicated to members of the organization enhance effective implementation of training and development programs. As depicted in the table, with the exception of the respondents from OEB (GM=1.57) the others have shown their disagreement. This finding indicates that though there exists selection criteria of trainees for training and development programs in some instances, members of the organization have no way of knowing what it is, and is only known by officials at the higher echelons of the organization.

On the other hand as shown in items 3,4, and 5 respondents further indicated that being nominated for training and development programs was dependent on good personal relationship with immediate supervisors (GM=1.99), the will of immediate supervisors (GM=2.00), and in most of the cases, the opportunities were offered for higher ranking officials (GM=1.98) only.

The result of the one-way ANOVA test also showed that at 95 percent confidence interval, the associated P-value (0.429) is greater than 0.05 implying that there is an agreement between the responses given by the three respondent groups.

In general it is logical to safely conclude that though there exists selection criteria for training and development programs, it was not well communicated to members of the organization and only the few advantaged ones could get the opportunity to participate.

3.2.3. Issues Related to Training Objectives

Setting training and development objectives is a critical stage in the process of training and development. As stressed by Sah, setting objectives “not only defines and controls quality of the product but also it substantially influences all the subsequent stages”. Hence, objectives should be determined with care, realistic

vision, and through systematic exercise. To this end, all respondents of each respective bureau were asked whether or not their organization set objectives before implementing training and development programs. Accordingly, the majority of the respondents, i.e 64.9 percent, confirmed their agreement regarding the practice of setting objective while the remaining 35.1 percent replied that there were no practice of setting objectives before delivering training and development programs.

A relatively similar distribution of responses was observed across the three bureaus. Moreover, a Chi-square test was done to assess if there has been any significant difference among the perception of the respondents regarding the practice of setting objective before delivering training and development programs. The result obtained showed that at two degrees of freedom and 95 percent confidence interval the associated P-value is found to be greater than 0.05 indicating that there was no statistically significant difference in the opinion of the respondents regarding the responses given setting objectives before delivering training and development programs. This shows that in the organizations under study and the social sector bureaus at large there exists a good practice of setting objectives before delivering training and development programs.

Table-10 The Nature of the Objectives Set

No.	The objectives set were,		Respondent Groups				F Value	P Value
			OEB (N=49)	OHB (N=59)	OCMLSAB (N=27)	Grand mean (N=135)		
1	Relevant to the learners	Mean	2.04	2.19	2.22	2.14	0.045	0.950
		SD	0.735	0.730	0.847	0.755		
2	Precise and clearly indicate the expected outcome of the program	Mean	1.80	1.85	2.04	1.87		
		SD	0.841	0.906	0.854	0.871		
3	Related to the knowledge gap identified earlier	Mean	1.88	1.69	1.59	1.74		
		SD	0.754	0.876	0.747	0.810		
4	Related to the skill gap identified earlier	Mean	1.69	1.76	1.63	1.71		
		SD	0.796	0.916	0.792	0.845		
5	Related to the attitude gap identified earlier	Mean	1.73	1.49	1.63	1.61		
		SD	0.836	0.704	0.839	0.783		
6	Time framed	Mean	1.76	1.59	1.89	1.71		
		SD	0.830	0.853	0.892	0.854		
7	Equally understood by all	Mean	1.43	1.49	1.41	1.45		
		SD	0.677	0.728	0.636	0.688		
8	Measurable	Mean	1.82	1.71	1.74	1.76		
		SD	0.882	0.852	0.859	0.859		
9	Indicates the standards the learner is expected to conform by the end of the program	Mean	1.71	1.71	1.67	1.70		
		SD	0.791	0.671	0.784	0.734		

df = 2 Between groups

df = 132 Within groups

For ease of implementation, training and development objectives should be SMART and indicate the standards the learner is expected to conform at the end of the program. To this end, respondents were asked to rate the level of their agreement or disagreement regarding the nature of the objectives set in their respective organizations and then the mean values of the responses given were organized and analyzed.

Accordingly, as indicated in the table, the mean scores of each item, except item 7, ranges between “1.50-2.50”, implying that all of the respondents have shown their partial agreement regarding the nature of the objectives

set. It was also found out from the interview made with top officials of each respective bureau that even if there was a relatively good practice of setting objectives before delivering training and development programs, the process of setting them do not participate all stakeholders and hence there is limited opportunity that they can be equally understood by all. To reveal the agreement level of the three groups, a one-way ANOVA test was conducted. The result obtained showed that at 95 percent confidence interval, the associated P-value (0.950) is found to be greater than 0.05 implying that there is an agreement between the opinions of the three groups regarding the nature of the objectives set

3.2.4. Issues Related to Training and Development Programs Received

Table-11 Issues Related to Training and Development Programs Received

No.	Items	Respondent Groups							
		OEB (N=74)		OHB (N=86)		OCMLSAB (N=86)		Total (N=205)	
		No.	%	No.	%	No.	%	No	%
1	Attended any form of training and development program since 1996E.C.								
	Yes	57	77.0	72	83.7	28	62.2	157	76.6
	No	17	23.0	14	16.3	17	37.8	48	23.4
	Total	74	100.0	86	100.0	45	100	205	100.4
2	If "Yes" programs were designed by (You may choose more than one response).								
2.1.	The organization itself	29	50.9	57	79.2	20	71.4	106	67.5
2.2	The Regional CSC	19	33.3	14	19.4	9	32.1	42	26.8
2.3.	The Regional CBB	18	31.6	13	18.1	8	28.6	39	24.8
2.4.	The Ministry at Federal level	31	54.4	33	45.8	9	32.1	73	46.5
2.5	NGOs	30	52.6	37	51.4	14	50.0	81	55.6

- Total number of response is greater than N due to multiple responses
- Proportions are calculated from N

Item 1 of Table-11 was designed to investigate whether or not respondents of each respective bureau had participated in any form of training and development programs over the last three years. Accordingly, quite a great majority of the respondents, i.e. 77.0 percent from OEB, 83.7 percent from OHB, and 62.2 percent from OCMLSAB have ascertained that they had participated while the remaining, 23.0 percent from OEB, 16.3 percent from OHB, and 37.8 percent from OCMLSAB didn't get access to participate in any form of training and development programs. Thus, from these findings it sounds logical to infer that in the organizations under study, and the social sector bureaus at large there was a good practice of designing training and development programs.

Item 2 of Table-11 was constructed to examine by whom the programs were organized and delivered. To this end, the great majority of the total respondents (67.5 percent) revealed that the programs were designed by their own respective organizations. On the other hand, while 51.6 percent of them replied NGO's as organizers, the remaining 46.5 percent, 26.8 percent and 24.8 percent of the total respondents agreed that the ministry at federal level, the regional CSC, and CBB were the ones who organized the programs.

Table-12 Type of Training and Development Programs Attended

No.	Items	Respondent Groups							
		OEB (N=57)		OHB (N=72)		OCMLSAB (N=28)		Total (N=157)	
		No.	%	No.	%	No.	%	No.	%
1	Short-term Trainings Seminars workshops, conferences	50	87.7	65	90.3	26	92.9	141	89.8
2	Visit tours to other organizations within the country	10	17.5	6	8.3	2	7.1	18	11.5
3	Visit tours abroad	8	14.0	9	12.5	1	3.6	18	11.5
4	Coaching	5	8.8	7	9.7	4	14.3	16	10.2
5	Mentoring	12	21.1	9	12.5	3	10.7	24	15.3
6	Get educated in higher learning institution	13	22.8	12	16.7	6	21.4	31	19.7
7	Through distance learning	3	5.3	2	2.8	1	3.6	6	3.8
8	Awarded scholarship	0	0.0	4	5.6	0	0.0	4	2.5
9	Assigned to different jobs within the organization	13	22.8	9	12.5	2	7.1	24	15.3

- Total number of response is greater than N due to multiple responses
- Proportions are calculated from N

In Table-12 trainees who participated in training and development programs were asked to indicate the type of programs they had attended. Accordingly, the great majority of them, i.e. 89.8 percent, indicated that they attended short term trainings in the form of seminars, workshops, conferences, etc. On the other hand, while 19.7 percent of them asserted that they got access to join higher learning institutions, visit tours to other organizations, and visit tours abroad were observed by similar proportion (i.e. 11.5 percent) of respondents as the type of programs they had attended. Moreover, as it can be seen from the Table-12, though it has quite a number of advantages, the emphasis given for on-the-job training and development methods was very low. Job rotation, mentoring, and coaching were reported by 15.3 percent, 15.3 percent and 10.2 percent of the total respondents as some of the on-the-job methods employed respectively.

Thus, it is possible to safely deduce that on-the-job methods had not been extensively utilized as an important method by which the capability and potential of employees of each respective bureau is developed.

Respondents who replied that they had attended training and development programs were further asked whether or not the programs were relevant to them. Accordingly, the majority of them (76.4 percent) confirmed that the programs were relevant. While 15.3 percent denied its relevance the remaining 8.3 percent were not in a position to decide whether the programs have relevance or not. Moreover, to assess whether or not there exists a perceptual difference among the responses given, a Chi-square test was conducted. The result of the test revealed that at 95 percent confidence interval the associated P-value is greater than 0.05 implying that there is an agreement among the responses given by respondents of each respective Bureau. Thus, from the findings of this particular question item it is logical to infer that the training and development programs offered to members of each respective bureau were relevant.

Table-13 Congruence of the Programs with Basic Learning Principles

No.	Items		Respondent Groups				F	P Value
			OEB (N=57)	OHB (N=72)	OCMLSAB (N=28)	Grand mean (N=157)		
1	The programs were based on the willingness of the learner	Mean	1.58	1.47	1.61	1.54	0.432	0.650
		SD	0.801	0.712	0.786	0.756		
2	Rewards were given at the end of the program to motivate employees	Mean	1.33	1.25	1.39	1.31		
		SD	0.636	0.550	0.685	0.606		
3	Learning results were checked to identify what went right or wrong	Mean	1.46	1.57	1.61	1.54		
		SD	0.734	0.766	0.832	0.764		
4	The materials were prepared in stages with feedback correction at each stages	Mean	1.82	1.68	2.00	1.79		
		SD	0.710	0.728	0.720	0.725		
5	The designed learning program (s) and the actual work situations were related	Mean	2.35	2.07	2.00	2.16		
		SD	0.767	0.613	0.667	0.693		
6	Trainees were given the opportunity to actively participate in the programs and practice the newly acquired knowledge	Mean	2.25	2.32	2.25	2.28		
		SD	0.763	0.709	0.645	0.715		
7	Programs were evaluated at the various stages of the training and development programs	Mean	1.41	1.33	1.64	1.42		
		SD	0.596	0.581	0.678	0.611		

df= 2 Between groups

df= 154 With in groups

Designing training and development programs should be based on some learning principles. As it was highly emphasized in the second chapter of this thesis, programs which are not based on these principles doomed to failure. Respondents were also asked to rate the degree of their agreement or disagreement regarding the congruence of training and development programs offered with these learning principles.

For any training and development program to be effective the trainee must be willing to learn. He/she must have the motivation to improve job performance or to acquire new skills. Item 1 of Table-13 was designed to assess whether or not the programs were based on the willingness of the learner. While respondents of OEB (GM=1.58) and OCMLSAB (GM=1.61) have shown their partial agreement, respondent of OHB asserted that the programs designed so far were not based on the willingness of the learner. Moreover, respondents of the three bureaus indicated that there were no practice of giving rewards of any form at the end of the programs (GM=1.31) and the programs were not evaluated at various stages (GM=1.42).

With regard to all the other items in Table 13 respondents have shown their partial agreement. The result of the one-way ANOVA test showed that at 95 percent confidence interval the associated p-value (0.650) is greater than 0.05 implying that there is no statistically significant difference between the opinions of respondents regarding the congruence of the programs with learning principles.

Generally it can be safely concluded that in the organizations under study, evaluation of the programs at various stages and the culture of giving rewards to motivate the trainees were lacking.

3.2.5. Issues Related to Methods of Training and Development Programs *Employed*

Table-14 Issues Related to Induction Programs

No	Items	Respondent Groups								Chi-square Test		
		OEB (N=74)		OHB (N=86)		OCMLSAB (N=86)		Total (N=205)		df	X ²	P
		No.	%	No.	%	No.	%	No.	%			
1	Induction programs were usually arranged to new recruits											
	Yes	21	28.4	31	36.0	16	35.6	68	33.2	2	1.203	0.548
	No	53	71.6	55	64.0	29	64.4	137	66.8			
	Total	74	100	86	100	45	100	205	100			
2	If "Yes" induction was done through,											
2.1	Arranging formal orientation to all new recruits	12	57.1	23	74.2	10	62.5	45	66.2			
2.2	The use of a formally set orientation checklist	1	4.8	2	4.6	1	16.3	4	5.9			
2.3	When many individuals were recruited at a time	19	90.5	14	45.2	15	93.8	48	70.6			
3	Participants of induction include,											
3.1	The new recruits immediate supervisors	17	80.9	19	61.3	7	43.8	43	63.2			
3.2	Top-level officials of the organization	17	80.9	19	61.3	6	37.5	42	61.8			
3.3	All took part	8	38.1	5	16.1	1	6.3	14	20.6			

- Total number of response is greater than N due to multiple responses

- Proportions are calculated from N

- Training and development activities should start when newcomers join an organization regardless of their past experience. As stressed by Harris and DeSimone a well designed induction program would help to reduce the newcomer's anxiety, reduce start-up costs, and assist the newcomer learn organizational values and expectations. On top of

these, it helps to avoid the development of negative attitudes as well as adverse first hand experiences that may curtail the future performance of individuals.

Item 1 of Table-14 was designed to investigate whether or not there was the practice of arranging induction programs in the organizations under study. Accordingly, the majority of the total respondents (66.8 percent) confirmed that such practices were not known in their organization. The remaining 33.2 percent agreed on the existence of such practices. The result of the chi-square test also reveals that for two degrees of freedom and 95 percent confidence interval the associated P-value (0.548) is greater than 0.05 implying that there is no statistically significant difference in the responses given. Thus, from the findings of Table-16 it is logical to safely conclude that planned induction programs had not been effectively utilized.

On the other hand those who replied positively to item 1 were further asked to indicate the way induction programs were conducted and who were involved in undertaking such programs. To this end, as it is presented in item 2 of Table-14 while 90.5 percent, 45.2 percent, and 93.8 percent of the respondents from OEB, OHB, and OCMLSAB respectively agreed that their organization usually conduct induction when it recruits many employees at a time, 57.1 percent, 74.2 percent, and 62.5 percent of them from OEB, OHB, and OCMLSAB respectively agreed that there were a formal induction programs to all new recruits. Moreover, only few respondents (5.9 percent) confirmed the existence of a formally set orientation checklist.

Item 3 of Table-14 was constructed to examine the involvement of different parties in the induction programs. As depicted in the table 80.9 percent, 61.3 percent, and 43.8 percent of the respondents from OEB, OHB, and OCMLSAB respectively replied that immediate supervisors usually took the responsibility to undertake orientation programs. On the other hand, while 80.9 percent, 61.3 percent, and 37.5 percent of the respondents from OEB,

OHB, and OCMLSAB indicated the involvement of top level officials of the organizations in running induction programs, about 20.6 percent of the respondents from the three bureaus agreed that top-level officials and supervisors took part in carrying out such activities.

Table-15 Reasons for Not Arranging Induction Programs

No.	Items		Respondent Groups			Grand mean (N=130)	F	P Value
			OEB (N=46)	OHB (N=55)	OCMLSAB (N=29)			
1	Induction is seen as time consuming activity by top management of the organization	Mean	2.22	2.25	2.00	2.18	1.096	0.337
		SD	0.892	0.844	0.926	0.879		
2	Induction programs were costly to implement	Mean	1.26	1.25	1.07	1.22		
		SD	0.535	0.517	0.258	0.482		
3	There is no need to conduct induction since our organization is not complex	Mean	1.17	1.22	1.14	1.18		
		SD	0.529	0.567	0.441	0.525		
4	Our organization usually recruits well experienced employees and there was no need of induction	Mean	1.28	1.29	1.10	1.25		
		SD	0.655	0.599	0.310	0.571		
5	Employees are left freely to do it by themselves	Mean	2.15	1.95	1.93	2.03		
		SD	0.698	0.558	0.651	0.635		

df = 2 Between groups

df = 127 within groups

The items in Table-15 were specifically designed to assess the reasons for not conducting induction programs in each respective bureau. Here those respondents who replied negatively were asked and the mean scores of their responses were organized and interpreted. As the results obtained revealed, the major reason for not conducting induction programs was the fact that it was seen as a time consuming activity by top management of the organization (GM=2.18). On the other hand there were instances where by employees are left freely to do it by themselves (GM=2.03). In items 2(GM=1.22), 3(GM=1.18), and 4(GM=1.25) of the same table respondents have shown their disagreement which implies that they were not reasons for not conducting induction programs.

The one-way ANOVA test was computed and the result showed that at 95 percent confidence interval the associated P-value (0.337) is greater than 0.05 which indicates that there is no statistically significant difference among the opinions of the three groups of respondents. In general though induction has quite a large number of advantages, top-level officials of the sampled organization didn't pay due consideration to its importance and due to this they lacked the benefits sought from arranging and implementing such programs.

3.2.6. Issues Related to Implementation of Training and Development Programs

Table-16 Implementation of Training and Development Programs

No	Items		Respondent Groups				F	P Value
			OEB (N=57)	OHB (N=72)	OCMLSAB (N=28)	GM (N=157)		
1	Trainees get participated in the selection of training and development content	Mean	1.35	1.25	1.29	1.29	0.176	0.839
		SD	0.641	0.496	0.600	0.569		
2	Only program coordinators selected the content of the program (s)	Mean	2.00	2.11	2.03	2.06		
		SD	0.802	0.703	0.731	0.742		
3	Advance notice was usually given to trainees to prepare themselves for the training in advance	Mean	2.26	1.99	1.75	2.04		
		SD	0.745	0.639	0.752	0.719		
4	The premise selected for the programs offered so far were attractive	Mean	2.05	2.07	2.00	2.05		
		SD	0.789	0.738	0.816	0.766		
5	The materials were usually prepared in advance	Mean	2.12	2.31	2.21	2.22		
		SD	0.709	0.642	0.787	0.694		
6	The training aids used were relevant to the courses offered	Mean	2.28	2.21	2.11	2.22		
		SD	0.750	0.580	0.786	0.682		
7	The trainers were competent and qualified	Mean	1.82	1.97	1.89	1.90		
		SD	0.710	0.503	0.629	0.607		
8	All administrative matters during the trainings were taken care of satisfactorily	Mean	1.88	2.00	1.89	1.94		
		SD	0.758	0.628	0.685	0.686		
9	In most of the cases the overall coordination was satisfactory	Mean	1.75	2.06	2.11	1.96		
		SD	0.434	0.669	0.737	0.624		

df =2 Between groups

df =154 within groups

Respondents were also asked to rate the level of their agreement or disagreement regarding the implementation practices of training and development programs in their respective bureau. For them to answer nine question items have been presented and the mean scores of their responses were organized in Table-16.

As depicted in item 1 of Table-16, respondents from OEB (M=1.35), OHB (M=1.24), and OCMLSAB (M=1.29) confirmed that there were no practice of participating trainees in the selection of the content of the training and development programs, contrary to this, it was unrevealed by respondents of OEB (M=2.0), OHB (M=2.11), and OCMLSAB (M=2.03) that, in most cases, the content for training and development programs were selected by program coordinators. Regarding the other items listed in the table respondents of the three bureaus have shown their partial agreement. To reveal the agreement level of the three groups the items in Table-18 were tested using one-way ANOVA. Consequently at 95 percent confidence interval the associated P-value (0.839) is found to be greater than 0.05. This indicates that there is an agreement of opinion between respondent groups regarding the practices of training and development program implementation.

Thus, from these findings it sounds logical to infer that with the exception of participating trainees in selecting course contents, a relatively good practice of program implementation was observed across the three bureaus.

3.2.7. Issues Related to Evaluation of Training and Development Programs

Table-17 Issues Related to Training and Development Program Evaluation

No.	Items	Respondent Groups								Chi-square Test		
		OEB (N=74)		OHB (N=86)		OCMLSA (N=45)		Total (N=205)		df	X ²	P
		No.	%	No	%	No	%	No.	%			
1	Availability of an inbuilt system of evaluation for Training and development									4	1.812	0.770
	Available	15	20.3	14	16.3	5	11.1	34	16.6			
	Not available	47	63.5	56	65.1	32	71.1	135	65.9			
	I do not know	12	16.2	16	18.6	8	17.8	36	17.5			
	Total	74	100	86	100	45	100	205	100			
2	If "Yes" program evaluation was done by,											
2.1	The Trainee	6	40.0	4	28.6	2	40.0	12	35.3			
2.2	The training officer	11	73.3	10	71.4	5	100	26	76.5			
2.3	The Trainer	12	80.0	10	71.4	5	100	27	79.4			
2.4	The trainee's supervisor	7	46.7	10	71.4	3	60.0	20	58.8			
2.5	The trainee's line manger	2	13.3	7	50.0	4	80.0	13	38.2			
2.6	Top-management	5	33.3	5	35.7	2	40.0	12	35.3			

- Total number of responses is greater than N due to multiple responses.
- Proportions are calculated from N

In the process of training and development endeavors, organizations need to have an inbuilt system by which the significance of the programs is assessed either in monetary terms or non-monetary terms. Evaluation would enable us to undertake such type of assessments.

Item 1 of Table-17 was designed to investigate whether or not there was an inbuilt system for evaluating training and development programs in each respective bureau. Accordingly, the great majority of respondents from the three bureaus i.e, 63.5 percent from OEB, 65.1 percent from OHB, and 71.1 percent from OCMLSAB confirmed the non-existence of such systems. Likewise, while 20.3 percent, 16.3 percent and 11.1 percent of them from OEB, OHB, and OCMLSAB respectively replied affirmatively regarding its

existence, the remaining 16.2 percent, 18.6 percent, and 17.8 percent of the respondents from OEB, OHB, and OCMLSAB respectively were not in a position to indicate the existence or non existence of such practices. Moreover, the result of a chi-square test revealed that for four degrees of freedom and 95 percent confidence interval the associated P-value (0.770) was found to be greater than 0.05 implying that there was no statistically significant difference among the opinion of the three respondent groups regarding the existence of an inbuilt system of evaluation in each respective bureau.

As it was highly stressed in the second chapter of this thesis the responsibility for carrying out evaluation of training and development programs should rest on those who are affected or participated in the process. Moreover, it was highlighted in chapter two that, evaluation must be cooperative. A one man evaluation is little better than no evaluation In Item 2 of Table 17 respondents who replied positively to item-1 were further asked to verify the involvement of different parties in the evaluation process. Accordingly, 79.4 percent, 76.5 percent and 58,8 percent of the total respondents confirmed that the trainer, the training officer and the trainee's supervisors took part in program evaluation process.

On the other hand 38.2 percent, 35.3 percent and 35.3 percent of the total respondents indicated the trainee's, line manager, top-management of the organization and the trainee respectively were also involved in evaluating programs.

Table-18 Focuses of Training and Development Evaluation

No.	Items		Respondent Groups				F value	P Value
			OEB (N=15)	OHB (N=14)	OCMLSAB (N=5)	Grand mean (N=34)		
1	The evaluation conducted was mainly focused on participants perception about program effectiveness	Mean	1.93	2.43	2.00	2.15	1.272	0.295
		SD	0.594	0.646	0.707	0.657		
2	Evaluation conducted was focused on attainment of objectives in terms of knowledge	Mean	2.13	2.29	2.20	2.21		
		SD	0.640	0.726	0.447	0.641		
3	Evaluation conducted was focused on attainment of objectives in terms of skill	Mean	1.87	2.29	2.00	2.06		
		SD	0.743	0.611	0.000	0.649		
4	Evaluation conducted was focused on attainment of objectives in terms of attitudes	Mean	1.80	1.93	1.20	1.76		
		SD	0.676	0.829	0.447	0.741		
5	Evaluation conducted was focused assessing low effectively learning has been transferred back at the workplace	Mean	2.20	2.64	2.80	2.47		
		SD	0.775	0.633	0.447	0.706		
6	Evaluation conducted was focused on assessing the impact brought to organizational performance	Mean	1.87	2.36	2.40	2.15		
		SD	0.640	0.633	0.894	0.702		

df =2 Between groups

df =31 Within groups

Respondents who replied positively to the existence of a system of evaluation in their respective bureaus were also asked to rate the degree of their agreement or disagreement regarding the focuses of the evaluations conducted so far; and then the mean scores of the responses given were organized and interpreted.

As depicted in Table-18 the evaluation conducted so far mainly focused on participants perception about program effectiveness (GM=2.15), attainment of objectives in terms of KSAs(GM=2.21, GM=2.06, GM=1.76 respectively), on assessing how effectively learning has been transferred back at the work

place(GM=2.47), and on assessing the overall impact brought to organizational/departmental performance(GM=2.15). In all the items listed in Table-18 respondents from each bureau have shown their partial agreement (M=1.50-2.49).

Moreover, the results of the one-way ANOVA test also showed that at 95 percent confidence interval the associated P-value (0.295) is greater than 0.05 implying that there is an agreement between the opinions of the three groups of respondents regarding the responses given to the focuses of evaluation executed.

Table-19 Ways of Evaluation

No.	Items	Respondent Groups								Chi-square Test		
		OEB (N=15)		OHB (N=14)		OCMLSA (N=5)		Total (N=34)		df	X ² value	P Value
		No.	%	No.	%	No.	%	No.	%			
1	The organization keeps records of all courses, conferences, seminars, etc. attended by employees of the organization	10	66.7	11	78.6	5	100.0	26	76.5	6	8.422	0.209
2	Each Department/ Section/team holds discussion with individuals after having completed the training	3	20.0	6	42.6	1	20.0	10	29.4			
3	The organization has a formal assessment format	1	6.7	5	35.7	0	0.0	6	17.6			

Total number of responses is greater than N due to multiple responses.

Proportions are calculated from N.

In item-1 of Table 19 respondents were inquired to reply about the practice of their organization in keeping records of all courses, seminars, and conferences attended. The findings indicate that 66.7 percent, 78.6 percent, and 100 percent of the respondents from OEB, OHB, and OCMLSAB replied that there existed such practices in their respective bureaus.

Item-2 was specifically designed to assess the reaction of the trainees to a particular training program such type of assessment could easily be conducted by arranging discussion sessions with the trainees after the completion of the programs. This would enable organization to draw the strength and weakness of the programs and also creates an opportunity to share experiences among members. Accordingly, 20.0 percent, 42.6 percent, and 20.0 percent of the respondents from OEB, OHB, and OCMLSAB respectively replied that there were instances where by discussions were held with participants of training and development programs.

Evaluation is not something to be carried out in a haphazard and unsystematic way. Rather it has to be made formally against preset standard criteria. Thus, every organization should have a formally set assessment format. In this respect, respondents were asked whether or not their organizations have such type of formats. Accordingly, 6.7 percent, 35.7 percent, and 0.0 of the respondents from OEB, OHB, and OCMLSAB respectively agreed on the existence of such practices.

A chi-square test of significance was done to see if there was a perceptual difference among the respondents. The results of the test showed that for six degrees of freedom at 95 percent confidence interval the P-value (0.209) was found to be greater than 0.05 implying that there was no difference of perception among respondents. In general, from the findings of Table-19 it is safe to conclude that though it was done at a very limited scale, there exists a good practice of keeping records. However, a significant problem had been observed in designing mechanisms by which post-training

evaluation had been undertaken. The practice of holding discussion with trainees after completion of the training and development programs, and the use of formally set assessment formats were almost non-existent.

3.2.8. Issues Related to Problems of Training and Development Programs

Table-20 Problems of Training and Development Programs

No.	Items	Respondent Groups							
		OEB (N=74)		OHB (N=86)		OCMLSAB (N=86)		Total (N=205)	
		No.	%	No.	%	No.	%	No.	%
1	Has your organization faced problems in its training and development endeavors over the last three years?								
	Yes	61	82.4	69	80.2	32	71.1	162	79.0
	No	9	12.2	12	14.0	7	15.6	28	13.7
	I don't know	4	5.4	5	5.8	6	13.3	15	7.3
	Total	74	100.0	86	100.0	45	100.0	205	100.0
2	If "Yes" the most prevalent ones include,								
2.1	Lack of knowledge	10	16.4	8	11.6	7	21.9	25	15.4
2.2	Lack of communication skill	35	57.4	43	62.3	12	37.5	90	55.6
2.3	Lack of commitment of the trainer	38	62.3	36	52.2	8	25.0	82	50.6
2.4	Lack of well designed training program	44	72.1	54	78.3	24	75.0	122	75.3
2.5	Low priority to training and Development	46	75.4	50	72.5	22	68.8	118	72.8
2.6	Lack of Clearly stated training policy	53	86.9	48	69.6	20	62.5	121	74.7
2.7	Inadequate organizational facilities	59	96.7	56	81.2	20	62.5	135	83.3
2.8	Lack of selection criteria	24	39.3	17	24.6	12	37.5	53	32.7
2.9	Absence of expertise to undertake need assessments	19	31.1	24	34.8	9	28.1	52	32.1
2.10	The learner's negative attitude towards the program	7	11.5	6	8.7	1	3.1	14	8.6
2.11	Non-responsiveness and lack of motivation of the trainers	21	34.4	10	14.5	4	12.5	35	21.6
2.12	Lack of appropriate training institutions	50	82.0	48	69.6	20	62.5	118	72.8
2.13	Lack of adequate budget	38	62.3	43	62.3	23	71.9	104	64.2

Total number of responses is greater than N due to multiple responses.

Proportions are calculated from N.

As it has been discussed in chapter two of this thesis several factors hinder the effectiveness of training and development programs. The items in Table-20 were specifically designed to investigate some of these factors that constrained the effectiveness of training and development programs in each respective bureau.

In item-1 of Table-20 respondents were asked whether or not their organization has faced constraints in training and development endeavors over the last three years. Accordingly, the great majority of the respondents; i.e 82.4 percent from OEB, 80.2 percent form OHB, and 71.1 percent from OCMLSAB confirmed that their organizations had faced with problems. In contrast to this, while 12.2 percent, 14.0 percent and 15.6 percent of the respondents from OEB, OHB, and OCMLSAB replied the non-existence of such problems, the remaining 5.4 percent, 5.8 percent, and 13.3 percent of the respondents from OEB, OHB, and OCMLSAB respectively replied “ I do not know” for the same question.

In item-2 of Table-20 respondents who replied positively were further inquired to indicate some of the major problems faced by their organizations. Accordingly, inadequate organizational facilities, and failure to clearly design training and development programs were identified by 83.3 percent, and 75.3 percent of the total respondents as the major reasons that hinder the effectiveness of the programs organized so far. Moreover, 74.7 percent, 72.8 percent, and 72.8 percent of the respondents indicated absence of training and development policy at organizational level, failure to prioritize training and development by top-level officials of the organizations, and absence of appropriate training institutions as some of the constraints respectively.

In general, though the proportion of respondents varies, all the items listed in Table-20 were found out by respondents of the three bureaus as barriers that had hindered the effective implementation of training and development program.

CHAPTER FOUR

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

4.1. Summary

The main purpose of this study was to assess and identify the practices that have been carried out by some Social Sector Bureaus of Oromia in training and developing their human resources, and also to investigate those factors that have been adversely affecting such practices. It was particularly intended to find answers to the basic research questions related to human resource training and development policy, the practice of carrying out training and development needs assessment, designing, implementing and evaluating training and development programs, and on those factors that hindered effective implementation of training and development endeavors. In this connection, data were collected from three Social Sector Bureaus, i.e, OEB, OHB, and OCMCSAB.

Out of the seven social sector Bureaus the three of them were purposely selected for this study. A total of 249 respondents, all of which are working on managerial and expert positions, were selected based on availability sampling, of which 205(82.3 percent) had filled in and returned questionnaires.

In this study, both questionnaires and interview were employed as an instrument of data collection. The collected data were first coded and then entered into a computer and analyzed using SPSS.

Based on the nature of the data, variables were analyzed using descriptive statistics such as frequency counts, percentages, and weighted means and inferential statistics (Chi squares and One way ANOVA). Accordingly, the following major findings were drawn from the analysis made.

4.1.1. Human Resource Training and Development Policy

4.1.1.1 There had not been Regional and sectoral training and development policy, which provides an overall direction/guidance, support and initiation for organizations to systematically undertake trainings to develop their human resources.

As it was stated by the majority of respondents failure to give due consideration with regard to its importance, lack of guide lines to design such a policy, absence of legal mandate, and budgetary constraints were reported as reasons for not having human resource training and development policy at organizational level.

4.1.2. Issues Related to Assessment of Training and Development Needs

4.1.2.1 It was reported by almost half of the respondents (53.2) percent) of the three bureaus that there was no practice of conducting needs assessment. However, about 22.8 percent of the total respondents agreed on the existence of such practices.

4.1.2.2. On instances where NA was conducted, it was found out that training department coordinators/officers; top-level managers, immediate supervisors, and individual employees, in descending order, took part in carrying out needs assessment. Moreover, the findings reveal that the sole responsibility for carrying out needs assessment mainly falls on the training department coordinator/officer.

4.1.2.3. It was agreed by respondents of the three bureaus that TDNA practices that had been undertaken so far were based on the analysis of organizational culture, structure, plan, objectives, task performed by each individual and the KSA of each individual.

4.1.2.4. It was reported by the respondents of the three bureaus that costs of the training, importance of the need to the organization, availability of training institutions, urgency of the need and relevance of the training to the job at hand were some of the major factors considered for prioritizing identified needs.

4.1.2.5. On instances where needs assessments, was carried out, direct observation, performance review, interviewing, and task analysis, in descending order, were the commonly used methods used for gathering information for needs assessment.

4.1.2.6. It was found out that lack of adequate support from top management and failure to recognize the importance of conducting needs assessment by all concerned were the major reasons for not conducting needs assessment. Absence of organizational policy on such practices, financial constraints, and lack of expertise to undertake such assessments were also observed by the respondents of the three bureaus as some of the other reasons for not conducting need assessment.

4.1.3. Issues Related to Selection Criteria

4.1.3.1. Although the respondents of the three bureaus partially agreed that, their respective organizations had a clear and transparent selection criteria,(GM=1.68), the criteria was not communicated to members of the organization (GM=1.48). On top of his, being nominated for training and development was dependent on good personal relationship with immediate supervisors (GM=1.99), the will of immediate supervisors (GM =2.00), and opportunities were offered for higher ranking officials only (GM= 1.98).

4.1.4. Issues related to Setting Objectives

4.1.4.1. It was agreed by the majority of the respondents of the three bureaus (64.9 percent) that there was a practice of setting objectives before delivering trainings in their respective organizations.

4.1.4.2. It was also found out that the nature of the objectives set were relevant to the learners (GM=2-14), precise and clearly indicates the expected outcome of the program (GM=1.87) related to the KSA gap identified earlier (GM=1.74, 1.71, and 1.61 respectively), time framed (GM=1.71), measurable (1.76), and indicates the

standards the learner is expected to conform by the end of the program (GM=1.70). However, as the respondents confirmed it the objectives set lacks clarity and is such, had not been equally understand by all.

4.1.5 Issues Related to Training and Development Programs Received

4.1.5.1. The findings of this study raveled that the majority of the respondents (76.6 percent) had participated in training and development programs organized by their own organization, the Ministry at Federal level, NGOS, the Regional CSC, and the Regional CBB, in descending order, over the last three years.

4.1.5.2. The overwhelming majority of the respondents (89.8 percent) asserted that they had been exposed to short term trainings in the form of seminars, workshops, conferences, etc. Educating employees at higher learning institutions, and visit tours both local and abroad had been utilized at a limited scale. Moreover, distance learning and scholarships had been utilized at a lower scale. On the other hand, on- the- job training methods such as job rotation, mentoring, and coaching were reported by few respondents as the type of programs they had attended.

4.1.5.3. As confirmed by the majority of respondents (76.4 percent) the programs offered so far were relevant to them. On the other hand, while 15.3 percent of them denied its relevance the remaining 8.3 percent were not in a position to decide whether or not the programs were relevant.

4.1.6. Issues Related to Arranging Induction Programs

4.1.6.1. It was agreed by respondents of the three bureaus that the practice of arranging and conducting induction programs to new recruits had been low. About 66.8 percent of them agreed on non existence of such practices. Moreover, induction programs were conducted when the

organization recruits many individuals at a time and only few respondents confirmed the existence of a formally set orientation checklist.

4.1.6.2. The new recruits immediate supervisors, and top level officials of the organizations usually took the responsibility to undertake orientation programs. It was found out that in the organizations, observing induction programs as time consuming activity by top management (GM=2.18), and leaving employees freely to do it by themselves (GM=2.03), were the main reasons for not conducting needs assessment.

4.1.7. Issues Related to Implementation of Training and Development Programs

4.1.7.1. The findings of the study revealed that only program coordinators selected the content of training and development programs (GM=2.06). Trainees have not been offered the opportunity to participate in content selection (GM= 1.29).

4.1.7.2. In training and development programs that had been undertaken, advance notice was usually given to trainees to prepare themselves (GM=2.06). The premise selected was attractive (GM=2.05), the training aids used were relevant, and materials were prepared in advance. It was also found out that trainers were competent and qualified and all administrative matters during the trainings were taken care of satisfactorily.

4.1.8. Issues Related to Evaluation of Training and Development Programs

4.1.8.1.1. It was indicated by the majority of respondents of the three bureaus (65.9 percents) that there was no in built system of evaluation. While a significant number of the respondents (16.6 percent) confirmed the existence of such system, the remaining 17.5 percent of the respondents were not in a position to indicate the existence or non-existence of such systems in their respective organizations.

4.1.8.1.2. It was also found out that the great majority of the respondents confirmed the involvement of the trainer (79.4 percent), the training officer (76.5 percent) and the trainees' supervisor (58.8 percent) in training and development program evaluation. Moreover, significant number of respondents agreed on the involvement of the trainees' line manager, top management of the organization and the trainee in carrying out evaluation activities.

4.1.8.1.3. As agreed upon by 76.5 percent of the respondents in the organizations understudy, there had been the practices of keeping records of all courses, conferences, seminars attended by employees of the organization. On the other hand, significant problem had been observed in designing mechanisms by which post-training evaluation had been undertaken. The practice of holding discussions with trainees and the use of assessment formats were almost non-existent.

4.1.9. Issues Related to Constraints of Training and Development

4.1.9.1. It was reported by the great majority of respondents (79.0 percent) that their organization had faced problems in its training and development endeavors over the last three years.

4.1.9.2. As it was confirmed by the great majority of respondents of the three bureaus, inadequate organizational facilities (83.3 percent), and lack of well designed training programs were considered as the major constraints in their training and development endeavors. Moreover, absence of training policy, unavailability of appropriate training institutions, lack of training & development budget, and failure to prioritize training and development programs were also among the major problems that the organizations had encountered.

4.2. *Conclusions*

The following conclusions are drawn based on the findings of the research.

- 4.2.1. The absence of training and development policy in the organizations has led to lack of direction, systematic organization and execution of training and development programs and misuse of the available resources thereby contributing to reduced motivation and morale of employees and inefficient and ineffective service delivery to the public.
- 4.2.2. Although training and development NA practices were done rarely in the organizations, the practices observed so far were based on systematic and comprehensive analysis of the organization, and the task performed. However, as opposed to what most of the literatures stresses individual employees were given little opportunity to determine their own needs. Training coordinators/officers and top level managers of each respective Bureau authoritatively determines individual training and development needs. This has caused failure to relate training and development needs with the real problems of the individual employees.
- 4.2.3. Although there was clear and transparent criteria for selecting employees for training and development programs it was not communicated to members of the organization and only officials at higher level positions got access to such opportunities. This has led to grievances among employees and adversely affects the proper implementation of training and development programs.
- 4.2.4. As it was found out in this study, even if there was a good practice of setting objectives before delivering training and development programs, the process of setting them were not participative and hence there was a limited opportunity that they can be equally understood by all. This has created confusion on the part of the trainees and their respective organizations. Trainees do not know what they are supposed to learn and what is expected of them after completion of the programs.

- 4.2.5. It was revealed in the findings of this study that most of the training and development programs offered so far were mainly focused on short term trainings in the form of seminars, workshops, conferences etc. which had a strong effect in improving the current job performance as well as introducing employees to new work methods, procedures, directives, etc. However, little emphasis has been given to on-the-job training methods and as a result of this the benefits sought from on-the-job methods were lacking in the organizations.
- 4.2.6. Induction programs are usually used as a starting point to introduce newcomers into the organization. This would help to reduce start up costs, reduce turn over, reduce the newcomer's stress and anxiety, and encourage the development of positive attitudes in the organizations. However, it was revealed by the findings of this study that the practice of arranging and implementing induction programs was neglected and all the advantages sought from it were lacking.
- 4.2.7. The effectiveness of training and development programs in any organization is assessed by conducting evaluation. This is possible if and only if there is an inbuilt system of evaluation. However it was established by the findings of this study that there was no inbuilt system of evaluation in the social sector bureaus by which the effects or outcomes of the programs had been evaluated. This has led to misuse of the available meager recourses and ineffective and inefficient training and development practices in the Bureaus.
- 4.2.8. Several factors hinder the effectiveness of training and development programs. This study highlighted that inadequate organizational facilities, lack of well designed training and development program, absence of training policy, budgetary constraints, and failure to prioritize training and development programs had been some of the major problems that were observed in the organizations.

4.3. Recommendations

- 4.3.1. Organizations need to have a well defined and clearly stated training and development policy for effective implementation of their training and development endeavors. This would help to set priorities, standards, and the scope of training in the organization. Thus, the Regional CSC and CBB have to play a crucial role in designing the Regional training and development policy and provide the necessary technical assistance to the bureaus in designing organizational policy.
- 4.3.2. The practice of conducting TNA by the respective bureaus should encompass the needs of individual employees so that they are able to determine their own needs. Moreover, efforts has to be made by the Regional CSC and CBB to develop Regional training and development need assessment manual which helps as a guideline for effective identification of needs. Besides, appropriate measures has to be taken by the Regional CSC and CBB to build the capability of individuals in charge of identifying training and development needs of all employees in their organizations.
- 4.3.3. In the process of training and development, setting objectives is a critical stage not only because it defines and controls quality of product but also influences all the subsequent stages. Setting specific and detailed objectives at the start would help trainees to decide whether the objectives set are directly or indirectly related to the accomplishment of their task; helps managers to decide whether the trainings are good enough for the attainment of organizational goals; and it directs the trainer to know what to train. Thus, it is recommended that the preparation of training and development objectives should be done with meaningful participation of the trainees, the trainers and the managers of each respective organization. However

this is so, the bureaus should strongly commit themselves to enhance trainees involvement in setting objectives.

4.3.4. Although the use of on- the- job training and development methods have a number of advantages the attention given to it was very low. It is to be noted by the Social Sector Bureaus that the use of on-the-job or off-the-job training methods should depend on the nature and content of the programs and the capability of trainees and supervisors. Therefore, it is recommended that the Regional CSC and CBB should design and implement intensive trainings to Bureau/Department/Section/service heads that enable them to devise a scheme by which on-the-job methods could be utilized at a higher scale.

4.3.5. Evaluation is an integral feature of training and development programs. By comparing objectives with outcomes it helps to find answers to the question how far the training has achieved its purpose. However, it is hardly possible to assess the significance of training and development programs unless there is an inbuilt system of evaluation in the organizations. In light of this, it is recommended that organizations should design and endorse a system of evaluation for their training and development endeavors. The Regional CSC and CBB should provide the necessary technical back up and trainings that would enable the bureaus to design such systems.

4.3.6. The effectiveness of training and development programs had been hindered by inadequate organizational facilities; lack well designed training and development programs, unavailability of training and development policy, budgetary constraints, and absence of adequate and appropriate training institutions. Though these are big challenges to be addressed, the following recommendations are, however, forwarded.

4.3.6.1. Organizations should design various projects and negotiate with donor agencies to obtain the required material, financial, and technical support in their training and development endeavors.

4.3.6.2. Governments attention towards training and development should be shifted in such a way that out of the budget allocated to bureaus a significant amount should be apportioned to it. However, this should be done based on the performance and efficient utilization of the allotted budget by the bureaus.

4.3.6.3. The bureaus should establish appropriate links with training institutions, particularly with PSCO, to collaboratively determine the objectives, contents, delivery, and outputs of the training so that the programs could respond to development needs of the region.

4.3.6.4. The PSCO should be strengthened with adequate manpower and logistics so that it could play a crucial role in training and educating the civil servants of the Region.

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Appendix - A

Addis Ababa University
School of Graduate Studies
College of Education

Department of Educational Planning and Management

A "Study on the Current Practices and of Human Resource Training and Development Programs in Social Sector Bureaus of Oromia Regional state"

A Questionnaire to be completed by Experts and Managers.

The purpose of this questionnaire is to collect relevant data regarding the practices that have been carried out by the Social Sector Bureaus of Oromia Regional state in human resource development endeavours over the last three years; i.e. as of 1996 E.C; and also to identify the major problems encountered during the same period.

The findings of this study and the recommendations forwarded are of some importance in suggesting possible solutions for the problems identified. Therefore your sincere cooperation and objectivity in answering each of the question items is of great importance, and your responses would be kept strictly confidential.

Direction

1. You are not required to write your names.
2. Please put (x) mark for questions with options and write your opinion for open-ended questions.
3. For this questionnaire the term "Manager" refers to Bureau heads; Vice Bureau heads, team leaders, Section heads, department heads, and service heads, etc. who have the authority to supervise others.
4. "Expert": - includes those individuals in the respective organizations, who are trained and skilful in some special field and are entitled as junior/senior expert.

Thank you for filling out the questionnaire in time

Part one: Biographical Information

1. Age

- a. 18 years and below d. 40-49 years
b. 19 - 29 years e. 50-59 years
c. 30-39 years
f. 60 years and above

2. Sex

- a. Male
b. Female

3. Level of Education

- a. Secondary school graduate
b. College diploma
c. B.A/B.Sc.
d. M.A/M.Sc. and above

4. Name of your organization _____

5. Currently held position

- a. Bureau/Vice bureau head
b. Department/ service/section, head
c. Team leader
d. Senior expert
e. Expert
f. Any other/specify/ _____

6. How long have you served in this organization?

- a. Below 5 years d. 16-20 years
b. 6 -10 years e. 21-25 years
c. 11-15 years f. 26-30 years
g. 31 and above

Part Two – Training and Development Policy

1. Does your organization have a clearly stated written training and development policy?

Yes ii) No iii) I do not know

2. If your answer to question 1 above is “No”, what is/are the main reason (s) for this?

No	Possible Reasons	Yes	No
2.1	Absence of legal mandate to design such a policy		
2.2	Lack of expertise in such policy development		
2.3	Lack of guidelines to formulate such a policy		
2.4	Budgetary constraints		
2.5	Lack of concern with regard to its importance		

2.6 Please mention if there are other reasons _____

3. If your answer to question 1 above is “I Do not know” what are the likely reasons for absence of knowledge?

4. If your answer to question 1 above is “yes” are each members of the organization well aware of the policy?

i) Yes ii) No

5. If your answer question 4 above is “Yes”, what were the mechanisms used by the organization to inform the policy to members of the organization? (More than one option can be chosen)

i) Through induction program to new recruits

ii) Through circulars to all members

iii) Through published manuals

iv) Others if any _____

Part-Three; Assessment of Training and Development Needs

1. Is there a practice of conducting training and development need assessment before delivering training programs in your organization?

(Focus on the trends of the last three years. i.e. as of 1996 E.C)

a. Yes b. No c. I do not know

2. If your answer to question 1 above is "Yes" who has the authority/responsibility to identify training and development needs.

(More than one response can be given)

- i. Individual employees
- ii. Immediate supervisors
- iii. The training department coordinator or officer
- iv. Top level managers
- v. Others (if any) _____

3. Pertinent to the situation in which training and development needs assessment is carried out, indicate the level of your agreement/disagreement regarding the practices in your organization as,

1= strongly disagree; 2= disagree; 3= partially agree; 4= agree; 5= strongly agree) in each box corresponding to each item.

S.N	Training and development needs had been identified through,	1	2	3	4	5
3.1	analysis of the organizational culture					
3.2	analysis of the organizational structure					
3.3	analysis of the organizational plan					
3.4	analysis of the organizational objectives					
3.5	analysis of the tasks performed by each jobholder					
3.6	analysis of the knowledge each individual					
3.7	analysis of the skill of each individual					
3.8	analysis of the attitude of each individual					

Part-four Selection Criteria for Training and Development

Rate the degree of your agreement or disagreement regarding the selection criteria of trainees in your organization as,

1= strongly disagree; 2= Disagree; 3= partially agree; 4= Agree;

5= strongly agree in each box corresponding to each item

S. N	Question item	1	2	3	4	5
1	There is a clear and transparent criteria for selecting employees for training					
2	Every member of the organization is well aware of this selection criteria					
3	Individuals (employees) who have good personal relationships with their immediate supervisions usually get access to training					
4	Being nominated for the training programs is highly dependent on the will of the immediate supervisors					
5	Only higher ranking officials are selected for training and development programs in most cases					

Part- five; Training and Development Objectives

1. Does your organization set objectives before designing/implementing the training and development programs that have been delivered over the last three years?

i) Yes ii) No

2. If your answer to question above 1 is "Yes" rate the degree of your agreement/disagreement regarding the nature of the objectives set as,

1= strongly disagree; 2= Disagree; 3= partially agree= Agree;

5= strongly agree, in each box corresponding to each item

S.N	The objectives set were,	1	2	3	4	5
2.1	relevant to the learners concerned					
2.2	precise and clearly indicate the expected outcome of the program					
2.3	related to the knowledge gap identified earlier					
2.4	related to the skill gap identified earlier					
2.5	related to the attitude gap identified earlier					
2.6	Time framed					
2.7	All members of the organization equally understood the set objectives					
2.8	Stated in measurable terms					
2.9	Clearly indicates, the standards the learner is expected to conform by the end of the program					

3. If your answer to question 1 above is "No" what are the likely reason(s) for this?

Part- Six Training and Development programs Received

1. Have you attended any from of training or development program since 1996 E.C?i) Yes ii) No

2. If your answer to question 1 above is "Yes", who designed/arranged the program for you? (More than one response can be given).

No	Program Designer	Yes	No
2.1	The organization itself		
2.2	The regional Civil service Commission		
2.3	The regional Capacity Building Bureau		
2.4	The Ministry at the Federal level		
2.5	NGOs		

vii. Others (if any) _____

3. What was (were) the type of training you involved in? (More than one option can be chosen).

No	Type of Training you were Involved in	Yes	No
3.1	Short-term trainings, seminars, workshops, conferences		
3.2	Visit tours to other organizations in the country		
3.3	Visit tours abroad		
3.4	Coaching		
3.5	Mentoring within the organization		
3.6	Get educated in higher learning institution		
3.7	Through distance learning		
3.8	Award of scholarship		
3.9	Assigned to different jobs within the organization		

3.10. Others (if any) _____

4. Were the training and development programs offered relevant to you?

i) Yes ii) No iii) Can't Decide

5. If your answer to question 6 above is "Yes" rate the degree of your agreement/disagreement regarding the benefits of the program as,

1= strongly disagree; 2= Disagree; 3= partially agree; 4 = Agree; 5= strongly agree in each box corresponding to each item

S.N	Benefits/importance of the programs	1	2	3	4	5
5.1	Increased organizational efficiency and effectiveness					
5.2	Improved the morale and satisfaction of employees					
5.3	Improved performance managers					
5.4	Improved performance employees					
5.5	Helped to adapt to new technological developments and changes					
5.6	Improved health and safety condition in the organization					
5.7	Improved quality of employee relations					
5.8	Reduced staff turnover rates					
5.9	Reduced supervision					
5.10	Improved product/service quality					
5.11	Brought higher satisfaction of beneficiaries					

6. Some learning principles are listed below. Rate the degree of your agreement or disagreement with regard to the extent that your organization offers training based on these principles as; **1=strongly disagree; 2= Disagree; 3= partially agree; 4= Agree; 5= strongly agree** in each box corresponding to each item

S.N	Question Items	1	2	3	4	5
6.1	The programs were based on the willingness of the learner					
6.2	Rewards were given at the end of the program to motivate employees					
6.3	Learning results were checked to identify what went right or wrong					
6.4	The materials were prepared in stages with feedback correction at each stage					
6.5	The designed learning program(s) and the actual work situation were related					
6.6	Trainees were given the opportunity to actively participate in the training program and practice newly acquired knowledge					
6.7	Programs were evaluated at the various stages of the training and development programs					

Part seven – Training and Development Methods Employed

1. Does your organization conduct a formal induction (orientation) program to its new recruits?

i) Yes ii) No

2. If your answer to question 1 above is "Yes" how does the organization conduct orientation programs?

i) The organization formally arranges orientation programs to all its new recruits

ii) The organization has a formally set orientation check list

iii) Orientation is conducted only when the organization recruits many individuals at a time

3. Who is involved in conducting induction/orientation programs?

iv) The new recruits immediate supervisors/heads

v) Top level officials of the organization

vi) All took part

4. If your answer to question 1 above is "No" what do you think is (are) the likely reason(s) for this? Rate the degree of your agreement or disagreement as 1=**strongly disagree**; 2= **Disagree**; 3= **partially agree**; 4= **Agree**; 5= **strongly agree** in each box corresponding to each item

S.N	Possible reasons for not conducting induction programmes	1	2	3	4	5
4.1	Induction is seen as a time consuming activity by top management					
4.2	Induction programs were costly to implement					
4.3	There is no need to organize induction programs in our organization since it is not a complex one					
4.4	The organization usually recruits well experienced recruits and hence no need of induction					
4.5	Employees are left freely to do it by themselves					

4.6. Others(if any) _____

Part Eight; Implementation of Training and development Program

Rate the degree of your agreement or disagreement with regard to the implementation of training and development in your organization over the last three years as; **1=strongly disagree; 2=Disagree; 3=partially agree; 4= Agree; 5= strongly agree** in each box corresponding to each item

S.N	Question item	1	2	3	4	5
8.1	Trainees were given the opportunity to get participated in the selection of training and development content					
8.2	Only program coordinators selected the content of the program					
8.3	Advance notice was usually given to trainees to prepare themselves for the program					
8.4	The premise selected for the program offered so far were quite attractive					
8.5	The materials necessary for the program were usually prepared and compiled in advance					
8.6	The training aids used were relevant to the courses offered					
8.7	In most of the cases the trainers employed were competent and qualified					
8.8	All administrative matters during the trainings were taken care of satisfactorily					
8.9	For most of the programs conducted so far, the overall coordination was satisfactory					

Part Nine- Evaluation of Training and Development programs

1. Does your organization have an inbuilt system of evaluation for training and development programs?

i) Yes ii) No iii) Do not know

2. Who were involved in evaluating training and development programs?

No.	Who was Involved In evaluation?	Yes	No
2.1	The trainee		
2.2	The training officer		
2.3	The trainer		
2.4	The trainee's supervisor		
2.5	The trainee's line manager		
2.6	Top manager of the organization		

2.7. There are instances where all or some of them take part in evaluation

3. Rate the degree of your agreement or disagreement with regard to the practices of evaluation of training and development in your organization as;

1= strongly disagree; 2= Disagree; 3= partially agree; 4= Agree; 5= strongly agree in each box corresponding to each item

S.N	Question Items	1	2	3	4	5
3.1	Evaluation conducted mainly focuses on the participants perception about the program and its effectiveness					
3.2	The evaluation conducted mainly focuses on the extent of objectives attainment in terms of knowledge					
3.3	The evaluation conducted mainly focuses on the extent of objectives attainment in terms of skill requirements					
3.4	The evaluation conducted mainly focuses on the extent of objectives attainment in terms of attitudes					
3.5	The evaluation conducted focuses on assessing how effectively learning has been transferred back at the workplace					
3.6	The evaluation conducted focuses on assessing the impact brought to the organizational/departmental performance					

4. How does your organization conduct training and development program evaluation?

No	Methods of Evaluation Employed	Yes	No
4.1	It keeps records of all courses, conferences, seminars, etc attended by each employee and manager		
4.2	Each department/section/team holds discussion with individuals after havening completed the training		
4.3	The organization has a formal assessment format		

4.4 Others (if any)_____

5. If your answer to question 1 above is "No" what do you think are the most likely reasons for this? (Please specify them)

.....

Part-Ten; Problems with Training and Development Programs

1. Has your organization faced problems in its training and development endeavours over the last three years?

i) Yes ii) No ii) Do not know

2. If "Yes" which of the followings were the most prevalent ones? (More than one response can be chosen)

No	Problems of Training and Development	Yes	No
2.1	Lack of knowledge		
2.2	Lack of communication skill		
2.3	Lack of commitment of the trainer		
2.4	Lack of well-designed training program		
2.5	Low priority to training and development		
2.6	Inadequate organizational facilities		
2.7	Absence of clearly stated training policy		
2.8	Lack of selection criteria for selecting trainees		
2.9	Absence of expertise to conduct training and development need analysis		
2.10	The learner's negative attitude towards the program		
2.11	Non-responsiveness and lack of motivation of the trainers		
2.12	Lack of appropriate training institutions		
2.13	Lack of adequate budget allocated to training development		

2.14. Others (if any) _____

2. Please list possible solutions to the problems

Appendix – B

Interview Questions

1. Does your organization have a clearly stated training and development policy? If not, what are the likely reasons for this?
2. Was there a practice of conducting training programs based on needs assessment? If so, what methods does your organization employ for conducting training and development needs? If not, what are the likely reasons for not doing it?
3. Does your organization usually set objectives before delivering training programs? If so, how does the process of setting objectives done?
4. What benefits did your organization get from the training and development programs offered so far?
5. What type of training and development methods was commonly used in your organization? Why?
6. Was there a practice of conducting evaluation of training and development programs? What was the purpose of evaluation? What aspects of the programs were evaluated?
4. What were the major constraints that you encountered in your training and development endeavours? What possible solutions could you suggest?

Thank you,

Declaration

I, the undersigned, declare that this thesis is my original work done under the guidance of Ato Hailesilassie W/Gerima (Assoc. Prof.). All sources of materials used for this thesis have been duly acknowledged.

Name Bogale Feleke

Signature... *Bogale*

Place and Date of Submission AAU.....

Submission Approval Sheet

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

Name Hailesilassie W/Gerima

Signature... *H. Gerima*

Date of Submission.....