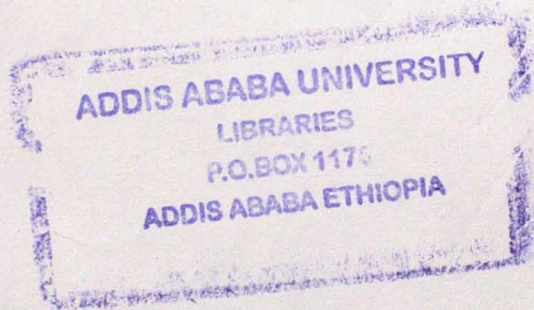


**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIE**

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of Human Resource Training and Development Program  
in Woreda Public Sectors of West Hararge Zone**



**BY**

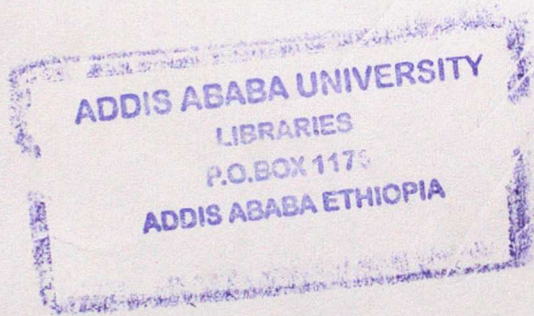
**Zewdu Abera Sori**

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**A Thesis Submitted to the School of Graduate Studies in Partial Fulfillment of  
the Requirements for Degree of Master of Arts in Human Resource and  
Organizational Development**

**By**

**Zewdu Abera Sori**

**Addis Ababa**

**June, 2010**

## **ACKNOWLEDGMENTS**

First and foremost, I would like to express my sincere appreciation and deepest gratitude to my thesis advisor, Yekunoamlak Alemu (PH.D) for his unreserved assistance and valuable and critical comments without which this study would have not been a reality.

I also wish to extend my indebtedness to all my family members for their all-rounded support while I was undertaking this research work. Moreover, my heartfelt thanks and sincere acknowledgement also go to those individuals working in Oromia capacity building bureau, capacity building office of West Hararge zone, and those in my entire sample Woredas for their indispensable support by providing me with necessary data and reference materials.

Finally, I would like to express any gratitude to W/o Rahel whose support was highly invaluable in writing the thesis.

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## ACRONYMS AND ABBREVIATIONS

1. **MCB** Ministry of Capacity Building
2. **CBBO** Capacity Building Bureau of Oromia
3. **BPR** Business Process Reengineering
4. **ILO** International Labor Organization
5. **SPM** Strategic Planning Management
6. **DLDP** District Level Decentralization program
7. **CSRP** Civil Service Reform Program

## *Abstract*

*The main focus of this study was to assess the practices of Public sector capacity building training program and investigate major factors that have been adversely affecting these practices in West Hararge Zone. To arrive at the intended target, a descriptive survey method was employed by stratified random sampling technique five Woredas from which six sectors were taken. Experts, trainees and sector heads along with focal persons from CBBO were sources of data for this study. Data was collected using questionnaires and interviews. Moreover, relevant documents available at Zone Capacity Building Office were analyzed to support the data. Statistical tools like parentage, mean, and t-test were used to analyze the data collected. According to the data, it was found out that even though training need assessment is a crucial precondition for successful training, it has not been conducted in most of the public sectors at Woreda level, and the ones that have been conducted were lacking important training principles. Service delivery, good governance, BPR, ICT and so on was found to be specific training areas in many sectors; and still there is a huge gap in many training areas in Woreda public sectors. Moreover, the data revealed that lack of awareness about training need assessments, lack of concern from the management body, absence of specialists to conduct training need assessment and lack of budget were the major factors impeding training need assessment. Based on the findings, it was recommended that CBBO in collaboration with Zone and Woreda Capacity Building Offices should pave the way for conducting training need assessment before trainings are delivered. Furthermore, it was suggested that public sector capacity building training program should be based on concrete objectives and should make use of various training methods for the success of trainings programs. To resolve the inadequacy of different training resources, it was recommended that the Federal Ministry of Capacity Building needs to support the region, and the region in turn should reverse the problem by subsidizing training programs run in the zone at all levels. Finally recommendations were forwarded to concerned bodies to conduct training evaluation programs, consider relevance of training contents, set a clear and transparent selection criteria and seek solutions for all training constraints identified.*

## CHAPTER ONE

### 1. THE PROBLEM AND ITS APPROACH

This chapter deals with the problem and its approach. It contains background of the study, statement of the problem, objectives of the study, significances of the study, delimitation of the study, Limitation of the study, definition of terms, and organization of the study.

#### 1.1. Background of the Study

The term training is familiar in a day-to-day activity of any organization. In short, it means transfer of defined and measurable knowledge and skill. Training is not an end by itself but a means to effective performance. Tyson and Alfred (1996: 13) define training as a learning process in which learning opportunities are purposefully structured by the managerial, personnel and training staff, working in collaboration with or by external agents acting on their behalf. Its aim is to develop in organization's employees the knowledge, skill and attitude that have been defined as necessary for effective performance of their work and hence for the attainment of organizational aims and objectives by the most cost-effective means available.

Similarly, DeCenzo and Robbins (1988: 240) define training with a slight tip over the above one. They add that, it is an activity of not only altering what employees know, how they work and their attitudes towards their work, but also of changing employees' social behavior and their interaction with their co-workers and supervisors. There are still others who argue that training is more than learning. Bramle (1996: 2) writes that training implies learning how to do something and, when it is successful, it results in things being done differently. People learn during their lives much of which is accidental and an unplanned experience. Even though this kind of learning may be powerful, it is not an efficient way of gaining experiences. But training is a process which is planned to facilitate learning so that people can become more effective in carrying out aspects of their work.

No matter how defined it is, what is agreeable in training is its importance to improve individual and organizational performance. As Critten (1993: 2) rightly stated training is one of keys to success in the future by helping organizations become committed to the process of

sharing common vision among its employees towards which every activity is to be geared.

Every training program has its own target to be hit. Cuming (1993: 199) states that the purpose of training is to give employees at all levels sufficient instruction and guidance to perform their jobs effectively and prepare themselves for promotion. Graham and Bennett (1998: 283) summarize the gains which it is hoped training will bring as follows:

- Greater productivity and quality
- Less scrap or spoiled work
- Greater versatility and adaptability to new methods
- Less need for close supervision
- Fewer accidents , and
- Greater job satisfaction showing itself in lower labor turnover and less absence.

Generally, developing human resource enables organizations to operate competitively in today's changing environment. The quality of human resource in any organization is directly related to the type and content of training activity that the organization undertakes under various programs and levels. This in turn, as Wayne (2003: 304) states, boosts the performance of the organization and improves the quality of its service delivery to the customers.

Training improves not only the competencies of individuals in organizations, but also contributes much to the overall economic development. Optimized contribution of employees to the aims and goals of organizations sustain economy and effective performance in organizations. Hence, training stands at the heart of organizational success and continuity as it contributes to the skills, abilities, and motivation of individuals to perform well and work towards the fulfillment of organizational goals (Mullins, 1996: 634).

Historical literatures indicate that the beginning of training could be traced to the Stone Age when people started transferring knowledge through signs and deeds to others. But vocational training was started during the industrial revolution when apprentices were provided direct instructions in the operation of machines. Training and development is increasingly recognized now as the most important organizational activity. Rapid technological changes require newer skills and knowledge in many areas. This necessitates training to be offered to keep employees up-dated and effective (Cuming, 1993: 164).

In Ethiopia, the practical efforts of civil service training dates back to the government order of 1961 G.C passed to provide for the creation and functions of the Imperial Ethiopian Central Personnel Agency as a result of which training departments were established in government offices with the aim of assisting public servants at all levels to perform their works efficiently and to develop their personal capacities (Negarit Gazeta, order No. 23). More recently, in 2002 G.C, the government of the Federal Democratic Republic of Ethiopia made a proclamation stressing on the importance of building the capacity of civil servants thereby improving their performances that enable them to be competent and able to advance through their career development (Negarit Gazeta, 2002 G.C, No. 262).

At regional level, the National Regional State of Oromia has made a proclamation on civil servants confirming that there should be training opportunities for civil servants to improve their capability and achieve better performance and be prepared for higher responsibility based on career development (Megeleta Oromia, 2001 G.C, No. 61)

On the other hand, the government of Federal Democratic Republic of Ethiopia established Ministry of Capacity Building by 2001 G.C to work on key areas of capacity in the country. The Ministry, on its part, established its counterparts at regions, zones and woredas to facilitate the work of capacity building to effectively execute government programs and organizational objectives at different hierarchies in the country (MCB, 2002: 1-2).

Human resource training and development program was initiated as one program of capacity building with the aim of improving the scale, efficiency and responsiveness of public service delivery at all administrative tiers. As to CBBO (2004: 4), the purpose and developmental objective of public sector capacity building program is to build and strengthen the capacity of public sector institutions, rural and urban local governments, in their efforts of discharging efficient service delivery, boosting revenue generating capacity of the government, providing transparent and predictable judicial service, building Information Communication Technology infrastructure for an efficient service delivery, and renovating system of governance and improving urban service delivery all of which would have little meaning if not backed by well-tailored capacity building endeavors. It is with this frame work that Oromia Public sector capacity building program has been launched under the auspices of the overall policies and strategies for social and economic development of

the regional government. It is the hope of the regional government to achieve all these through the instrumentality of trainings to be offered at various levels.

In West Harerge zone, these trainings were offered at different times many of which were directed to improve the skills, knowledge, and competencies of civil servants and government officials working at zone and woreda public sectors.

This study generally will assess how well these trainings were conducted as per the principles of training, and problems pertaining to them in the zone under the study.

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

As mentioned in the background, training and developing human resource is one of the most crucial and critical activities that can take an organization to the heights of success. Training and development has importance for both employee and organization. On one hand it enables the organization to take the advantage of the improved knowledge and skills of the employees through the program. Trained employees can contribute to the growth of the organization and higher productivity which in turn provide stability to the employees and lessen their turnover. On the other hand, it gives the employees a feeling of mastery over their work and of recognition by management, thus increasing their job satisfaction. It offers promotion and self development opportunities for employees by enhancing their skills and competence (Broadwell, 1989: 163).

Mullins (1996: 63) states that training improves the skills and knowledge of people in organizations. It increases confidence, motivation and commitment of people, and improves the level of individual and organizational competence. Hence, training is one of the key elements of improved organizational performance. Training improves not only the skills and knowledge of people in organizations, but also the productivity and stability of public sectors. ILO (1998: 463) describes this as follows: "Low productivity in the public service sectors hampers development in other sectors of the economy; and promotes social injustice, inequality and serious political problems."

Organizations have policies, processes and programs for the delivery of learning and training. By so doing, they achieve their human resource strategies by ensuring that they

have the skilled, knowledgeable and competent people required to meet their present and future needs (Armstrong, 2003: 550). This is to underline that organizations are expected to have training programs in order to achieve their goals.

Public sectors have been suffering from lack of trained manpower in Ethiopia in general. MCB (2002: 5) mentions these deep-rooted deficiencies in human resources and institutional capacity in public sectors as one of the major factors constraining sustainable development and perpetrating poverty in the country. This indicates that the largest portion of Ethiopian civil servants in general and those of zones and woredas in particular do not have the opportunity of training to improve their quality of performances. West Harerge zone, supported by Oromia Capacity Building Bureau, has been attempting to reverse this situation by training individuals working in different organizations in the zone thereby bringing organizational performance improvement.

On top of this, the Ethiopian civil service institutions lack clear-cut training and development policy, and guidelines for training needs assessment. There is also misconception of training and development with education, and misplacement of priority areas of training and development. Owing to this fact, training and development programs have been conducted haphazardly and unsystematically (Federal Civil Service Agency, 2007: 76).

In civil service organizations of Oromia, employees complain that because of inability to identify human resource training needs and plan, very few employees have been trained. Besides, training and development is not put into practice as it should be and could not alleviate the problem of skills and knowledge that are lacking owing to its improper organization and planning. In addition to this, absence of training's impact assessment, lack of continuity, and provision of training at inappropriate time are the existing problems in the region (KSSO, 2000: 84). Since Oromia capacity building bureau conducts training and development program under the umbrella of federal and Oromia civil service training and development programs, it is wise to think that the problem is also persuade to conduct research.

Nowadays, in West Harerge zone, there are more than 10,000 civil servants working in different organizations at different levels delivering services for more than 2.24 Million

people residing in the zone (West Hararge Zone Finance and Economic Development Office Statistical Abstract, 2007: 4). Even though the number seems small when compared with the total number of population in the zone, it is of crucial importance in discharging day to day services to the public. In other words, the civil servants play an indispensable role in executing government policies and other development programs in the zone.

To affect this, human resource training and development programs have been offered under various titles to fit individuals into the requirements of their jobs. Saiyadan (1999: 17-18) states that, even though the objectives of training differ according to the employees belonging to different levels of organizations, its basic purpose is to establish a match between man and his job.

There are different studies conducted in the area. Those researches conducted on the problem of human resource training and development program reveal that; trainers do not always train; instead there can be a considerable amount of failure to develop knowledge and skill. In addition to this, participants on a given training area do not show strong commitment to change the training contents into practices. They feel that training programs are conducted for the sack of entertainment. However, from the researcher points of view, not only the above problems observed in the public sectors but there are some issues that initiate the researcher to conduct this research and to fill the gap. Those already existed problems are; there is no designed plan and evaluations for conducting training programs. Besides, there is no adequate budget for the training. Broadwell,(1989: 189) states that provision of training because of availability of time in the work schedule and money in the budget, and for reporting a certain amount of training on the monthly report are not the good reasons for training. On top of these, they did not follow appropriate training principles like assessing training need and evaluating training results.

Apart from these, in West Harerge Zone, where the researcher has worked as a staff member of Woreda Capacity Building Office, various human resource training and development programs have been delivered under the auspices of capacity building program agents of different hierarchies. The trainings were broadly categorized as in-house, specialized, and generic (CBBO, 2007: 14). According to another source by the same Bureau (2007: 10), the specific areas under which these trainings have been offered include: Good governance,

Leadership and Management, Strategic Planning Management (SPM), Business Process Reengineering (BPR), Civil Service Reform Program, Human Resource Management, and Anti-Corruption. The researcher, being part of the system, had been closely observing when these trainings were conducted without the application of appropriate training principles like assessing training need, evaluating training results, and so on. Therefore, this problem needs to be identified by scientific research so as to find out its extent and take appropriate measures to improve the situation for future practices.

Therefore, it is wise to guess the possibility of the existence of the aforementioned challenging problems in a wide education sector of the zone. Thus, it is timely and important to see practices and problems of training and development programs in zone public sectors. These help public sectors to know the progress and drawbacks of training and development activities accomplished so as to take corrective measures to run the program as per intended. Thus, study aims at assessing the practices and problems of public sectors training and development program with the intention of answering the following basic questions:

1. How often do organizations assess training needs for human resource training and development programs?
2. To what extent do public sectors consider the major training components (training need assessment, training objectives, training methods, training resources, Training evaluation, and so on) when designing training programs?
3. What were the most frequently used training methods in organizations?
4. What were the major problems that hinder human resource training and development programs activities in public sectors?

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

The importance of training is increasing from time to time to make individuals compete with and benefited from modern technological advancements and working systems. This calls for proper management of training in organizations.

#### ***1.3.1. General Objective***

The general objective of this study is to investigate the problems and practices of human

resource training and development programs in public sectors of West Harerge Zone, and to recommend possible solutions that enable the Zone to significantly minimize the problems.

### ***1.3.2. Specific Objectives***

The followings are specific objectives of this study:

- To investigate whether trainings were offered in public sectors based on basic principles (activities like training need assessment, planning and evaluation).
- To identify major problems pertaining to human resource training and development programs.
- To give recommendations on how to improve the management of human resource training and development programs in the zone.

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

It is true that the presence of competent human resource in a given organization is of prime importance to improve its overall performances. To make this a reality, training takes the leading role in organizations. It plays an unparalleled role to increase the responsiveness and efficiency of public sectors by improving their ways of delivering services to their customers. To make this more tangible, research activities are of paramount importance in identifying problems hindering the effectiveness of public sectors service delivery systems. With this regard, this study will have the following significances:

The study may provide regional, zonal and woreda capacity building officials with valuable information on the actual practice and status of public sector capacity building training programs, and identify major commonly occurring practical problems pertaining to it. This may be helpful for the officials to timely take corrective measures to make human resource training and development programs fruitful.

1. This study is believed to widen the frontier of knowledge by supplementing the already existing literatures in the area of training in general and public sector capacity building training programs in particular.
2. As the area of public sector capacity building training program is not yet studied, this work may serve as a spring-board for other researchers who want to undertake further

study in the area.

3. The study may come up with feasible alternative solutions for the problems identified in the practices of human resource training and development programs, and this may be a valuable input for future practices in public sector capacity building training program areas.

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

It is obvious that it would be more useful to investigate the practice of human resource training and development programs in public sectors at national or regional level as this provides us with complete picture than what a zone does. However, this is practically difficult due to various resource constraints needed to undertake the study since the zones and regions are geographically dispersed.

Therefore, it is logical to delimit the study, first, by geographical area. On this basis, the researcher confined himself to West Harerge Zone where he had the information on the prevalence of the problem. Secondly, presently public sector capacity building training program is engaged in three major activity areas, namely: training, provision of goods, and technical assistance in public sectors. The researcher took only the training activities of Civil Service Reform Program (CSRP) and District Level Decentralization Program (DLDP), as these are where public sector capacity building training program has been engaged in dominantly from among the six sub programs.

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

The major problem that the researcher faced in undertaking this study was shortage of reference materials on public sector capacity building training programs both on worldwide experiences and in Ethiopian contexts. The researcher feels that, had it been possible to access these literatures, it would have been possible to substantiate the practice of public sector capacity building training programs more and come up with better work. Hence, the researcher believes that this problem contributed to the limitation of the study. Attempts were made to overcome this limitation by making use of some unpublished but relevant materials prepared by Ministry of Capacity Building and CBBO. Apart from this, the

researcher widely adapted various literatures with worldwide experiences in the area of training.

### **1.7. Definitions of Terms**

<b>Public Sector</b>	National, regional or local government bodies through which the government delivers its services to the public and implements its programs.
<b>Training</b>	Acquisition of knowledge, and skills intended to capacitate government officials and civil servants of various levels to enable them effectively execute government programs and deliver quality services to the society (CBBO, 2006: 14).
<b>Capacity Building</b>	Development work that strengthens the ability of community, organizations and groups to build their structures, systems, and skills.
<b>Expert</b>	One who has acquired special skill in or knowledge of particular subject through professional training or practical experience (Gove, 1972: 80)
<b>Assessment</b>	To analyze critically and judge definitively the nature, significance, status, merit, importance, size or value of something (Gove, 1972: 131)
<b>Woreda</b>	The lower government administrative level next to zone
<b>Zone</b>	The intermediate administrative level between regions and woreda.

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

The study consists of five chapters. Chapter one deals with the problem and its approach, and two with review of the related literature, and the third one is about research design and methodology. Chapters four and five deal with presentation and analysis of data; and summary, conclusions and recommendations respectively. Besides, bibliography and necessary documents were attached at the end of the chapters.

## **CHAPTER TWO**

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

This chapter deals with the review of related literature to support the study with relevant evidences.

#### **2.1. Concepts of Human Resource Training and Development**

Every organization needs to have well adjusted, trained and experienced people to perform the activities that must be done. A small degree of impact on organizations and job simplicity rarely exists today. As jobs in today's dynamic organizations have become more complex, the importance of employee's education has increased. Specifically, rapid job changes are occupying, and requiring frequently updated which takes place through employee training and development (Tyson and York, 1996: 106).

##### **2.1.1. Training**

Many different attempts have been made to define training. Authorities define training in different ways with a common base. Dessler (2005: 270) defines training as the methods used to give new or present employees the skills they need to perform their jobs. The author adds that recruiting and selecting high-potential employees do not guarantee that they will perform effectively. Instead, it is important to train the employees to ensure that they know what to do and how to do it. Likewise, Mathis and Jackson (1997: 282) explain training as a learning process whereby people acquire skills or knowledge to aid in the achievement of goals. Byar and Rue (2006: 164) have almost the same definition with that of Mathis and Jackson. To them, training refers to a learning process that involves the acquisition of knowledge, skills and abilities necessary to perform a job successfully.

According to Tyson and York (1996: 141), training is defined as a learning process in which learning opportunities are purposefully structured by the managerial, personnel and training staff, working in collaboration, or by external agents, acting on their behalf to develop in organization's employees the knowledge, skills and attitudes that have been defined as necessary for the effective performance of their work and hence for the achievement of the organizational objectives by the most cost-effective means available. According to them,

cost-effective training means training that actually achieves the purpose of helping people perform their work to the required standards and is at the same time affordable. Moreover, training is a systematic process of changing the behavior, knowledge, and motivation of present employees to improve the match between employee characteristics and employment requirements (Milkovich and Boudreau, 1991: 407).

A comprehensive definition of training formulated by the Manpower Services Commission as cited in Wilson (2005: 4) is that training is a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organization.

DeCenzo and Robbins (1999: 56) and some other authorities' definitions include changes of attitude as part of training. They state that training can involve the changing of attitudes. On the contrary, Wills (1993: 97) argue that apart from being incredibly difficult to measure attitude, it is the environment and culture of a business that primarily determines it. The writer further explain that even though it has an important part to play in this, and can help update the environment for the change of attitudes, training alone will not change anybody's long-term attitude.

Harris and DeSimone (1994: 124) describe training starts when a person joins an organization in the form of orientation. Mathis and Jackson (1997: 103) also see orientation as a special kind of training and they define it as the planned introduction of new employees to their jobs, coworkers, and the organization.

From those definitions "training" is much more in line with this study because, training becomes specialized and practical means of learning and is directly associated with the jobs and tasks which a person performs in an organization. In short, training is job centered and concerned with performance; hence, it is basic to performance improvement through enhancing job related knowledge, skills and attitudes in a person.

### ***2.1.2. Development***

Another term frequently used in relation to training is development. Development generally means progress made (Sah, 1991: 45). It is also stated as a process that gives attention to the provision of knowledge, skills and experience to employees, enabling them to undertake greater and more demanding roles and responsibilities (Cushway, 2001: 213). Hence, development help prepare employees for positions of greater responsibility (DeCenzo and Rabbins, 1999: 126).

As per Harris and DeSimone (1994: 73), development refers to a process of helping individuals to update themselves with the intention to fulfill future job requirements in addition to equip them to perform current jobs. What is more, Mathis and Jackson (1996: 79) describe development as a long-term activity, which help provide employees with planned and appropriate experiences and abilities that benefit both the organization and its employees. On one hand, it enhances the ability of the organization to compete and adapt to a changing competitive environment. On the other hand, it improves the capabilities of employees that help them develop via their careers.

As a whole, as environment change, and employees' jobs and careers progress, new skills and abilities will be required. Thus, development is concerned with the enrichment of knowledge and skills of employees to perform current jobs with more focuses on the fulfillment of the requirements of future jobs.

### ***2.1.3. Education***

Education is a part of learning, which is concerned with developing general knowledge, understanding and background of our total environment and may continue throughout human life (Sah, 1991: 5). By expression of Cartwright et al (1993: 84), education is very personal and is concerned with ensuring that a person has the skills to make their way in life and society. On top of this, Manpower Services Commission in Wilson (2005: 84) broadly state education as activities which aim at developing the knowledge, skills, more values and understanding required in all aspects of life rather that a knowledge and skills relating to only a limited field of activity. Its purpose is to provide the conditions essential to young

people and adults to develop an understanding of the traditions and ideas influencing the society in which they live and to enable them to contribute to it.

Furthermore, education is a broader in scope than training. It also has a less immediate and a less specific application than training. While training is concerned with performance, education is concerned with the personality development of a person (Sah, 1991: 70).

To windup, it can be seen from the definitions that the common denominator of the three terms- training, development and education is learning. They all involve learning. Wilson (2005: 91) suggests that the three terms are seen as complementary components of the enhancement of human potential or talent.

#### ***2.1.4. Training and Development: Points of Difference***

Although training and development have similarities, different writers have tried to make a distinction between the two, DeCenzo and Robbins (1999: 149) reveal that, in training the emphasis is on giving employees the relevant knowledge and skills that enable them to perform the current job to the standard set; in development the focus is on preparing employees for future job demands. Thus, whereas training is more present-day oriented, development is more future oriented.

In connection to this, Mathis and Jackson (1997: 32) point out that development differs from training in that it is often the results of experience and the maturity that comes with it. Its purpose is to broaden employees' abilities with a variety of experiences taking into account long-term requirements of the organization. Mathis and Jackson continue that whereas training represents efforts to meet short-term demands of the organization, development attempts to meet long- term requirements. To them training focuses on demonstrating techniques and processes of current job; development focuses on expanding capacities of employees to handle a variety of assignments.

Through scholars endeavor to differentiate training from development, there is no clear-cut demarcation between the two. Palmer (2005: 76) describes, "Training and development are certainly not chalk and cheese. They are complementary together and feeding offs one another." The two terms tends to be used as one phrase to recognize the combination of

activities used by organization to increase the skill base of employees. Since where training ends and development begins is a very blurred line, for the purpose of this study the two have been treated as complementary terms and as indistinguishable.

### ***2.1.5. Importance of Training and Development***

One major area of the effective use of human resource is training and development. In order to sustain economic and effective performance it is important to optimize the contribution of employees to the objectives and goals of the organization through training and development. Monappa and Saiyadain (1996: 99) write that training and development brings many gains for the organization and employees if it is conducted properly. On the contrary, poorly designed and in appropriate training and development activities results in frustration and wastage of resources (Gomez Mejia and others, 1995: 126). Every organization should provide training and development continuously to all employees irrespective of their status in the organization so as to get its benefits (Rao and Rao, 1990: 122).

Emphasizing on the advantages of training and development, Sherman and others (1998: 32), point out that training and development has become increasingly vital to the success of organizations. It plays a central role in nurturing and strengthening knowledge and skills of employees that give organizations advantages over their competitors. The writers further indicate that the rapid occurrence of changes within and outside organizations, and the replacement of simple jobs by complex ones that require technical, interpersonal and problem solving skills enforce employees continuously on their knowledge, skills and abilities to cope with new processes and systems. Moreover, trends towards empowerment, total quality management, downsizing, teamwork, decentralization, and international business make training and development necessary for employees to develop their knowledge and skills that will enable them handle new and more demanding assignments. Hence, the continued effectiveness and efficiency of the organization rely on the ability of its employees to produce at high levels of efficiency and keep abreast with their changing job (Monappa and Saiyadain, 1996: 234).

Training constitutes a significant step in the induction of the individual in to the company's why of life. It enables employees to understand the organization in broad sense. It helps familiarize employees with the organization's objectives, culture, history, procedures and

methods of working, philosophy, rules, vision, and human resource managements polices. Besides, it makes clear to employee about what is an expected in terms of work and behavior. Induction training, thus, helps employees blend their personalities with the organization and adjust to the organization, resulting in productive employees (DeCenzo and Robbins, 1999: 76).

According to Saiyadain (1994: 86), training and development helps prevent the obsolescence of employees by improving and updating their knowledge, skills and attitudes and, thus equip them to be more effective in their present job or prepare them for a future assignment. It plays a significant role in the growth of individual, which is a means to organizational effectiveness-its ability to achieve its goals, to maintain itself internally, and to adapt to its environment. It also helps organization have trained work force available as and when needed.

Authoritie like Dwivedi (1984: 107) summarize the benefits of training and development as: greater productivity, improved quality of the product or service, less scrap or spoiled work, greater versatility and adaptability to methods, less need for close supervision, fewer accidents, greater job satisfaction showing itself in lower labor turnover and less absence, and improved morale.

In a net shell, the purpose of training and development is to equip employees with relevant knowledge and skills to enable them to do their current job, or to prepare them for a higher position with increased responsibilities. This has many benefits for both employees and the organization. It increases the confidence, motivation and commitments of staff; helps ensure an adequate supply of career advancement; provides recognition, enhanced responsibility, and the possibility of increased pay and promotion; gives a feeling of personal satisfaction and achievement, and broaden opportunities for career progression; helps reconcile the gap between what should happen and what is happening; and enable employees to remain up-to-date to keep pace with change (Mullins, 1996: 254).

Training and development is, therefore, a key elements of improved organizational performance through increasing the level of individual and organizational competence and, thus it must be seen as an integral and vital part of the whole work system. It should be

linked and related to business planning, and to the overall business objectives of the organization. It should not be seen as an extraneous activity for which training staff is largely responsible and hence, all staff members in the organization should be involved in the training and development task (Tyson and York, 1996: 145).

## **2.2. Training and Development Process**

Training and development should be planned, designed and delivered properly to achieve its goals and to make an organization effective and competent. It should follow logical sequence so as to attain what it is intended to attain. Appropriate training and development will benefit employees as well as the organization. Graham and Bennett (1998: 46) note that training and development can be very wasteful if it is not carefully planned and supervised. Mathis and Jackson (1997: 25) support the view by pointing out that unplanned, uncoordinated and haphazard training efforts significantly reduce the learning that could have occurred. Without a well-designed, systematic approach to training and development what is learned may not be what is best for the organization.

Since the primary goal of training and development is to contribute to an organization's overall goals, its programs should be developed with an eye to organizational goals and strategies. However, many organizations have not related their strategic objectives with their training and development programs, which in turn result in misdirection, poor design and inadequate evaluation of the programs (Sherman and others, 1998: 91). Consequently, resources are wasted and organizational performance is affected. In short, training for its own sake achieves little. It must, therefore, be real, operational and rewarding (Mullins, 1996: 243).

Training is an investment in people. To make certain that investments in training and development have maximum impact on individual and organizational performance, and to secure the full benefits of successful training and development there must, therefore, be planned and systematic approach to the effective management of training (Sherman and others, 1998: 231). Sherman and others add that the systems approach to training involves four phases: needs assessment, program design, implementation, and evaluation. Though

some authorities explain the basic training process as it has three major phases, the others as four phases, and the rest as five, the basic concepts and contents are the same.

### ***2.2.1. Training and Development Needs Assessment***

Barbazette (2006: 65) defines needs assessment as the process of collecting information about an expressed or implied organizational need to improve current performance or to correct a performance that does not meet the current standard through training. It is a process of identifying organizational constraints and establishing areas where employees lack skill, knowledge and ability (Saiyadain, 1994: 167). Moreover, Harris and DeSimone (1994: 82) write that needs assessment is a process by which an organization's human resource development needs are identified and articulated. It is, thus, a systematic analysis of the specific training activities the organization requires to achieve its objectives (Byar and Rue, 2006: 57). Needs assessment is bedrock on which the other training and development activities rest. Tyson and York (1996: 90) discuss that needs assessment is an essential prerequisite to the design and provision of effective training. Correspondingly, Rao and Rao (1990: 128) express that training programs, training methods, course content, and training evaluation are to be planned on the basis of training needs. Sah (1991: 68) has also the opinion that identification of training needs is the stepping-stone on which the entire training and development program is built. Therefore, needs analysis forms the foundation for an effective training and development (Harris and DeSimone, 1994: 251).

It is imperative to carryout needs assessment to develop appropriate training and development program. Sah (1991: 121) indicates that the gap between the standard of knowledge, skills and attitudes required in a job and the existing competence of the jobholder reveals training needs which provide the information from which an appropriate training program is developed. As per the opinion of this writer, appropriate assessment of training and development needs results in specialized, effective and result-oriented training and development program. Similarly, Mullins (1996: 74) points out that there should be an objective assessment of training needs related to: a vision of where the organization is going; the need to be responsive to changes in external environmental influences; a comprehensive system of human resource planning; and a process of job analysis leading to the preparation of job descriptions and person specifications. Therefore, defining the current

position and identifying what is needed in the future through needs assessment help the organization to conduct proper training and development.

According to Barbazette (2006: 66), needs assessment helps identify why conduct a training, who needs to be included in the training; how can performance deficiency be fixed; what is the best way to perform; and when will the training take place. Specifically, needs assessment is important to know whether training would be appropriate to alleviate performance deficiency. It is crucial to tie the performance deficiency to a business need and to ensure the benefits of conducting training are greater than the problems being caused by the performance deficiency. In addition, it serves to involve appropriate parties or target population to solve the deficiency. It is also used to sort out a better way to do a task to get the best results and the best timing to deliver training.

Focus on the benefits of training needs assessment, Harris and DeSimone (1994: 77) also explaining that needs assessments is used to: define specific training and development objectives; establish priorities for using up training and development efforts; identify discrepancies between employees skills and the skills required for effective job performance; establish evaluation criteria; identify discrepancies between current skills and the skills need to perform the job successfully in the future; and identify and roadblock to training and development effectiveness.

Resources are scarce and organizations that spend these resources on training and development programs that do not solve their problems waste the resources and fail to achieve their objectives. Organizations should identify for what purposes they use their limited resources through needs assessment. Mathis and Jackson (1997: 89) put that because training is a limited budget item and there are multiple training needs in an organization, it is necessary to prioritize needs. In case of limited resources needs assessment help determine training priorities (Harris and DeSimone, 1994: 102). Furthermore, conducting a needs assessment protects the assets of an organization and assures that resources set aside to address training issues are used only for that purpose (Barbazette, 2006: 101). Similarly, Byar and Rue (2006: 51) say that needs assessment helps organizations commit their resources only to those training activities that can best help in achieving their objectives such as more efficient production methods, improved quality of products or services, or

reduced operating costs. Thus, conducting needs assessment enables organizations prioritize their training and development needs in order to utilize the limited resources available properly.

Broadly speaking, the purpose of training needs assessment is to identify a gap between what is required for effective performance and present levels of performance and to decide whether training is the appropriate remedy or not to performance deficiency. This means since training and development is not a panacea for every deficiency of organizations, it is important to identify those deficiencies better addressed through training and development. What is more, conducting training and development without needs assessment is a waste of resources and ignorant of training and development priorities. In the words of Mathis and Jackson (1997: 85), just as a patient must be examined before a physician prescribes medication, needs assessment must be carried out before a course of action is planned to conduct training and development, Palmer (2005: 139) conclude, 'training can be no better than the quality of the analysis permits.' Training and development needs arise at three levels considering the organization, the job and the individual.

Accordingly, training and development needs assessment is conducted on the basis of organizational analysis, task analysis and person analysis so as to make training and development timely, need based, and priority issues focused (Tyson and York, 1996: 291).

### ***I. Organizational Analysis***

It is important to undertake organizational analysis to investigate weaknesses of the organization that are addressed through training and development, ensuring the contribution of the program to the effectiveness of the organization and its persistence. This means whether deficiencies of the organization are addressable by training and development or not is determined by needs assessment of one of which is organizational analysis. Organizational analysis is a process of broadly viewing the organization and its activities to identify its performance and, training and development needs. Organizational analysis, thus, helps managers and trainers to decide where training and development intervention is needed (Sherman and others, 1998: 156).

Organizational analysis is a process employed to examine the environment, strategies, and resources of the organization to determine where training and development emphasis should be placed and the conditions within which they will be conducted (Sherman et al, 1998: 231). To Sah (1991: 66), organizational analysis is a process of studying and collecting information on various aspects related to organization's functioning to find its training and development needs. On top of this, needs analysis at the organization level incorporates examining the organization's broad directions and needs to determine how training and development can fit in (Milkovich and Boudreau, 1991: 94). It involves a comprehensive analysis of organizational structure, goals and objectives, culture, reward systems, human resources and future plans, process of decision making, delegation and control system, communication systems, techniques and tools being used, leadership, roles and tasks within the organization and like (Harris and DeSimone, 1994: 99). Organizational analysis is, therefore, used to get ample information about, and better understand the organization and its problems, suggesting remedial action to be taken.

According to Sherman and others (1998: 45), the first step in needs assessment is identifying the broad forces that can influence training and development needs. Organizational analysis must take into account both internal and external forces that will influence the training and development of employees (Mathis and Jackson, 1997: 158). These forces include technological change, globalization, reengineering, total quality management, organizational restructuring, downsizing, empowerment, performance variations, teamwork, environmental constraints, and trends in the workforce- self development and personal growth which all influence the way work is done and indicate a need for training and development (Cushway, 2001: 103). New implementations generally have a training and development implication (Palmer, 2005: 67). They frequently require employees take on new roles and responsibilities, and adjust to new culture and ways of conducting business. Therefore, managers and trainers should keep an eye open for these factors to get a valuable input to ensure the training and development needs at the organizational level is considered at the right time.

Furthermore, organizational analysis can be done using productivity measures and organization's strategic human resource planning (Mathis and Jackson, 1997: 99). Training

and development needs of the organization can also be identified by pinpointing areas with high turnover, high absenteeism, excessive scrap and frequent breakage of machinery (Sherman and others, 1998: 95). On top of this, Mathis and Jackson (1997: 129) put the following elements as specific sources of information and operational measures for the organization level needs analysis. These include: grievances, accident records, observations, and exit interviews, complaints from customers, equipment utilization figure, and strategic quality control data.

As a whole, organizational analysis reveals a variety of training and development needs at organizational level, at the job level or at the individual level from the point of view of its objectives and the factors that affect the training and development effort (Harris and DeSimone, 1994: 105). This helps ensure that training and development programs are tied to the organization's strategy and mission that are crucial to its success.

In our context training need assessment at organizational level could be initiated due to changes in the vision, mission, objectives, structures and technology; changes in organizational systems and processes (e.g Business processing Re-engineering); change in services and production; and increasing level of workplace accidents, absenteeism, turnover and projected (future) growth and development plans (FCSA, 2007: 5).

From this point we can conclude that organizational analysis can be done by identifying the quality and quantity of organizational output, and how organization perform its tasks by minimizing high turnover, high absenteeism.

## ***II. Task Analysis***

Analyzing tasks performed in the organization is the second way to identify training and development needs. Task analysis is a process of studying the tasks and duties within the job to determine what the content of a training program should be ( Harris and Desimone, 1994: 56). Likewise, Dessler (2005: 211) perceives task analysis as a thorough study of a job to determine what specific skills the job requires. In task analysis a various components of jobs and how they are performed are examined thoroughly. This helps testify whether employees

have adequate skills, knowledge and abilities to carryout tasks that have changed over period of time (Saiyadain, 1994: 109).

In light to this, Palmer (2005: 146) indicate that task analysis offers valuable information on the knowledge, skills and abilities that are needed to carry out specific duties within a job. It encompasses reviewing the job description and job specification to identify the activities performed in a particular job and the knowledge, skills and attitudes need to perform them (Sherman and others, 1998: 97). In short, basic knowledge about job description and job specification serves the purpose of analyzing tasks for training ( Dessler, 2005: 132). Task analysis, thus, helps set out performance criteria and standards, and compares it with the knowledge, skills and abilities of employees required to meet these standards to identify training needs (Cushway, 2001: 111). What is more, Dessler (2005: 70) state that sources of data for task needs analysis could be job descriptions, job specifications, perform job, job observation, performance standards, interviews and the like. These are the important techniques for selecting information on tasks so as to identify training and development needs.

In general, task analysis focuses on the task itself, rather than on the individual doing the task. It entails a thorough examination of a job, its components, sits various operations and the conditions under which it has to be performed. It helps understand what human qualities employees should have, achieving the performance expected (Monappa and Saiyadain, 1996: 221).

In Ethiopia training need assessment at task level could be practiced due to task relocation, job redesign, change in work methods, techniques and procedures, job upgrade, promotion and transfer (FCSA, 2007: 6)

### ***III. Person Analysis***

Person analysis is the third means in identifying training and development needs. Once the organization and the task analyses have been made, it is necessary to perform a person analysis to get integrated information for training and development needs identification. However, in the explanation of Saiyadain (1994: 98), needs assessment at this level is more difficult owing to complexity of human nature.

Person analysis is a process of identifying training needs of individuals (Sherman and others, 1998: 109). It focuses on individuals and on how well they perform their job to find those who require training and development in specific areas (Cowling and Mailer, 1998: 29) substantiate this fact by saying that person analysis emphasizes on knowledge, skills and attitudes of individuals to identify performance gap and where training and development is necessary to enable them to undertake a current job and a more demanding role. On top of this, the employee and the employee's immediate supervisor who are in an ideal position to observe employee performance regularly (Harris and DeSimone, 1994: 75 - 76) best perform person analysis.

Concerning the benefits of person analysis, ( Monappa and Sayadain (1996: 88) point out that it helps identify who should be trained and what kind of training they need. Sherman et al add that it helps avoid the mistake of sending employees into training who do not need it. It also helps managers determine what prospective trainees are able to do when they are offered the opportunity of training and development.

According to Simmond (1995: 79), one starting point for analyzing the training needs of individuals occurs when an immediate manager confirm that someone has failed to meet agreed upon target. Besides, since recording the actual level of knowledge, skills and attitudes in the individual performing the jobs is a difficult exercise, person analysis starts with examining person's educational qualification, professional competence, experience, training, certification, performance reviews, etc, followed by other techniques (Sah, 1991: 86). Performance appraisal is the most common approach used to execute person analysis (Cowling and Mailer, 1998: 68). Furthermore, skills inventory, production data, meeting deadline, quality performance, work behavior, late coming, absenteeism, equipment utilization and so on are the specific indicators of person analysis (Saiyadain, 1994: 156). These indicators are collected through records, observations, interviews, skill tests; attitude surveys, meeting with employee and others work with him/her, and the like.

In our case, training need assessment at individual level could be initiated due to human resource planning polices and plans, job descriptions and job specifications, knowledge,

skills and attitude, deficiencies of the job holder, and career development plans of individuals (FCSA, 2007: 6).

To sum up, whereas organization analysis focuses on overall aspects of the organization and task analysis focuses on the task, person analysis focuses on the individual. As FCSA, (2007: 7), point out that the three types of need analysis can be used in combination with each other for collecting information about an organizational need to improve current performance.

### ***2.2.2. Designing Training and Development Program***

Designing training and development programs is the step that comes next to needs identification. It hinges on the training and development needs analysis data. Hence, using information obtained from needs analysis in designing training and development program is very important for the success of the program. As Saiyadain (1994: 155) describes, this stage comprises converting training needs into contents and types of training programs. It is the stage that requires generating and analyzing a range of options in the light of objectives to be achieved and the economic use of available resources to decide what action is most likely to meet the identified needs (Tyson and York, 1996: 96). To Sah (1991: 96) designing training and development program is a process of identifying, selecting and arranging subject matters, appropriate training methods, materials and equipments, and allocating time. Moreover, it involves the consideration of training principles, choosing the content of the training and development program and identifies who will deliver the program (Milkovich and Boudreau, 1991: 77)

In conformity to this, Darling (1993: 104) mentions that designing training and development program serves the purpose of recognizing the need for staff to work together, allocating responsibilities, and determining objectives and methods of achievement. This helps blend the task and process activities, and serves as a vehicle for managers to play more active and supportive role in the day-to-day operational management of activities. What is more, the design efforts help the training designer visualize in advance the requirements of adult learning; make the content of training and development need-based and skill-oriented; help a

trainer to manage time effectively; and keeps the trainer always in a state of preparedness (Sah, 1991: 97).

For training and development to hit its targets, a great efforts and commitments should be put in designing a program before its implementation (Peppit, 2004: 241). Likewise, in deciding the most appropriate training and development design, it is important to give due attention to the purpose of training and development (Cowling and Mailer, 1998: 241). Without appropriate and relevant design, training and development efforts are fruitless. The actual design of the program is, therefore, the foundation to effective training and development (DeNisi and Griffin, 2005: 70).

Generally, the major activities incorporated in designing training and development program are: setting objectives, selecting training and development methods, selecting and developing the content of the program, choosing the trainer and trainees, preparing training materials, and scheduling the program (Dessler, 1997: 77). Some of the program design will be treated hereunder.

#### ***2.2.2.1. Setting Training and Development Objectives***

Objectives are derived from needs. Once training and development needs have been identified, it is reasonable to address training and development objectives. In line with, Mathis and Jackson (1997: 91) note that objectives of training should be prepared in relation to the training needs identified in the needs analysis. By the same view, Harris and DeSimone (1994: 45) say that since needs assessment data identify the deficiency or challenge to be addressed, they are useful for defining training and development objectives. Indeed, after training and development needs have been determined, objectives must be established for meeting those needs (Byar and Rue, 2006: 89) Similarly, Dessler (2005: 91) on his part contributes that after ensuring that training is the solution for performance gap and problems identified, it is important to set objectives. Hence, the desired outcomes of training and development are formulated on the basis of needs assessment which provides a complete picture of training and development needs (Sherman and others, 1998: 102).

Objectives are a blue print and a road map for training and development activities. Just as travelers should know where she/he is going before starting a journey, trainees and trainers

should be clear about the objectives of training and development before embarking on the program. Cushway (2001: 67) describes that before formulating any training program, it is necessary to be clear about the performance expectations. Sherman and others (1998: 99) strengthens this view by articulating that before you prepare for instruction, select instructional procedures or subject matter or material, it is important to be able to state clearly just what you intend the results of the instruction to be.

As far as the criteria training and development objectives should meet are concerned, Cushway (2001: 86) points out that objectives must be measurable and specific enough to serve as measures of success. Tyson and York (1996: 98) summarize the criteria training and development objective should fulfill as follows. Objectives should be: expressed in learner-oriented terms; as specific as possible about terminal performance, standards required and capable of achievement in the time allowed for training; expressed in language that clearly states what the trainees have to do. One more thing is that training and development objectives can be set from the dimensions of quantity of work resulting for training, quality of work after training, timeliness of work after training, and cost savings because of training (Mathis and Jackson, 1997: 123).

Explicit objectives serve a number of purposes. Concerning the importance of clearly stated objectives, Tyson and York (1996: 89) note that sound objective are crucially important to the design and provision of cost-effective training and development. They help assess whether the required learning has been achieved or not by specifying, what trainees should be able to demonstrate by the end of training. Moreover, they assist in developing the criteria to be used in evaluating the training outcome (DeNisi and Griffin, 2005: 45). They will provide sound basis for choosing the program contents, methods and materials to achieve the specified outcome, and help participants focus their own attention and efforts during the program (Harris and DeSimone, 1994: 59). Put differently, when clearly defined objectives are lacking it is impossible to evaluate the strengths and weaknesses of training and development program efficiently; and there is no basis for selecting appropriate materials, contents or instructional methods (Byar and Rue, 2006: 87).

In summary, an objective is a specific outcome that the training program is intended to achieve. Objectives are set for the trainee rather than the organization, though the outcome

of training should ultimately lead to the achievement of organization goals. Explicitly stated objectives describe the performance the trainees should be able to do, the conditions under which they must do it, and the criteria used in judging its success. Clearly stated objectives, therefore, lend itself to an unbiased evaluation of results (Cowling and Mailer, 1998: 87).

Towards the end of setting training objectives, the trainer should think what contents are to be delivered as part of the training design. The content to be prepared should be shaped in such a way that it can fully satisfy the objectives set to fulfill the training gap. As to Carr, (1992: 48) along with setting training objectives, deciding what knowledge and skills need to be taught is the important task in the development of training design. Therefore, considerable attention needs to be paid in setting training program objectives and contents to be taught in order to bridge the performance deficiencies identified by the training need assessment.

#### ***2.2.2.2. Selecting Training and Development Methods***

Training and development methods are a means of attaining the desired objective in a learning situation (Monappa and Saiyadain, 1991: 78). They are communication devices by which trainees are stimulated and directed toward learning objectives. Thus, they determine the quality of the interface between a trainer and trainees (Sah, 1991: 98).

There are a number of training and development methods. In general, these methods can be grouped into two categories: on-the-job methods and off-the-job methods, although some methods have multiple uses (Cushway, 2001: 203). The choice of a method or a mix and methods is a function of a number of considerations. The factors that should be considered in selecting the appropriate approach (es) for a particular program are: the objectives of the program, availability of resources, trainee characteristic and preferences, the nature of the contents of the program and, the background and competence of the trainer (Harris and DeSimone, 1994: 97). The number of employees to be trained and the nature of the task to be performed are the other important factors that should be taken into account (Dessler, 1991: 231).

### *I. On-the-Job Training Methods (OJT)*

On-the-job training takes place on the actual work situation. It is learning by doing. OJT to Sutherland and Canwell (2004: 56) is a training undertaken at the business's premises. Trainees will receive the training under the supervision of an experienced and qualified trainer in order to acquire the skills needed for the job. The trainee's performance is continually monitored and recorded in a training logbook. Similarly, Graham and Bennett (1998: 234) describe OJT as a training given in the normal work situation where the trainee can use the actual tools, equipment, documents or materials that he or she will use when fully trained. The trainer is regarded as a partly productive worker from the time training begins. In OJT, thus, the employees work in the actual job situation and are shown how to perform the task more effectively by the supervisor or a current experienced employee (DeNisi and Griffin, 2005: 78).

On-the-job training has many advantages over off-the-job training. First, it is less costly than off-the-job training to operate because no training facilities are needed. Second, transfer of learning is enhanced because the learning environment is the same as the performance environment. Third, since the trainee is in the production environment from the outset, he/she does not have to adjust to it. Fourth, employees are in actual work situation and as they gain confidence, they become increasingly productive. Finally, it is easy to assess improvement and progress, allowing interaction to resolve problems (Sutherland and Canwell, 2004: 123).

However, OJT has its own drawbacks as well. These are: the job site may have physical constraints, noise, and other distractions that could inhibit learning; using expensive equipment for training can result in costly damage and disruption of the production schedule; there may be low quality output which may lead to customer inconvenience; and a large amount of spoiled work and scrap material may be produced (Graham and Bennett, 1998: 79). Mathis and Jackson (1997: 88) add that OJT can disrupt regular work; and trainers may have no experience in training, no time to do it, and no desire to participate.

The major OJT techniques are job instruction training (JIT), job rotation, coaching and mentoring. To discuss two of them, job instruction training (JIT) is the training through step

by step (Dessler 2005: 108). Moreover, "It refers to a sequence of instructional procedures used by the trainer to train employees while they work in their assigned job" (Harris and DeSimone, 1994: 98). It consists of four basic steps: prepare the learners, present the information, having the trainees try out the job task, and follow-up (DeCenzo and Robbins, 1999: 169). On the other hand, job rotation is the process of systematically shifting employees from one job to another (DeNisi and Griffin, 2005: 93). It has advantages of widening the skills base of the employees as well as ensuring that they are familiar both with tasks and for covering when there is sickness and absence (Cowling and Mailer, 1998: 59).

## *II. Off-the-Job Training Methods*

Off-the-job training is conducted outside of the work setting. As it is stated by Rao and Rao (1990: 94), off-the-job training involves the separation of trainees from the actual work place and their entire concentration upon learning the material related to their future job performance. It may take place on the employer's premises, at training colleges or other training agencies (Sutherland and Canwell, 2004: 96). In a related Gomez-Mejia et al (1995: 60 - 61) describe that off-the-job training is usually offered in a classroom setting by individuals, associations, institutions, etc. that are specialized in training. Therefore, any training space set away from the real work site can be a training classroom.

Off-the-job method has its own advantages and limitations. The major advantages of the methods are: as the training is give by a special instructor, it should be of higher quality: the trainee does not damage valuable equipment or produced spoiled work; the trainee can learn the job in planned stages, using special exercises to enable the trainee to master particularly difficult aspects; and the trainee will learn correct methods form the onset (Graham and Bennett, 1998: 196). In addition, classroom settings can accommodate large numbers of trainees, allowing for more efficient delivery of training (Harris and DeSimone, 1994: 101 - 102); and trainees can learn in uninterrupted way usually employing specially simplified tools and equipment (Gomez-Mejia and others, 1995: 67).

However, the three potential disadvantages of off-the-job training are: dissimilarity to the job setting, making transfer of training more difficult (Gomez-Mejia and others, 1995: 79); 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 (Gomez-Mejia and others, 1995: 81); and there are

increased costs for travel, instructors, equipment, separate premises, etc. (Graham and Bennett, 1998: 73).

Lecture, simulation, case study, programmed instruction, role playing, computer-based training and audiovisual training are some of off-the-job approaches.

In general, there is no perfect way to train in any specific case where training is required. No single training technique is best. No one way is without its drawbacks. There are several factors that should be considered to select training and development techniques. Supervisors should examine the advantages and disadvantages of each of the methods available and see what best suits their needs, problems, and situations (Broadwell, 1989: 97).

#### ***2.2.2.3. Selecting and Developing the Content of the Program***

Selecting and developing the content of the program specifies all the parameters of the program. Contents specify the material that is intended to be taught and focus on what is to be learned (DeNisi and Griffin, 2005: 108). They are influenced by objectives of the program and by prospective trainees. It should be formulated to meet the needs for training and development (Cushway, 2001: 178). According to Saiyadain (1994: 98), contents vary as per the level of participants in a training program. Conceptual abilities are more important at higher levels and one should focus on theories, frameworks, concepts, etc. whereas, at lower levels the training content should be more to technical skills and application. In addition, sequencing of contents is very important. Topic of discussion should follow logical sequence to enable participants to relate one session to the other. Contents should follow from simple to complex or from general to specific logic to avoid its complication and to make it interesting. Furthermore, the pace of training should neither be too fast or too slow to avoid a loss of interest. Thus, both sequencing and pace are very important for sustaining the interest and motivation of trainees.

#### ***2.2.2.4. Selecting Trainers***

Selecting trainers is another important aspect of designing training and development program. When designing training and development program, organizations should make sure that whether they have effective trainers or not. Giving due attention to the importance of effective trainers, DeNisi and Griffin (2005: 177) discuss effective trainers as an

important component in the success of any training and development program. They are those individuals who delve the content of the training and development program so that learning is facilitated. Ineffective trainers, in contrast, serve as barriers and impediments to learning. Effective training must have the ability to design and implement a training development program. They must be able to communicate their knowledge clearly, use various instructional techniques, have good interpersonal skills, and have the ability to motivate others to learn. What is more, they must have the mastery of the subject matter and must be able to explain important concepts and how these are applied to the job (Harris and DeSimone, 1994: 59). Therefore, since trainers play a great role in the success and failure of training and development program, organizations should give a great emphasis to the selection of trainers. Apart from this, designing the training program requires the consideration of other resources (money, time, materials and equipment) too.

### ***2.2.3. Implementing Training and Development Program***

This is the phase where training and development program is put into practice. Once training and development has been thoroughly designed the next stage is to implement it. According to Harris and DeSimone (1994: 86 - 87), the primary responsibility for implementing the program lies with the trainer. Implementation phase involves choice of participant and where training and development is offered. Site of the program is determined by availability of relevant programs, number of people to be trained, duration for which trainees could be taken off the job, timings of training programs, and cost (Saiyadain, 1994: 101).

As Harris and DeSimone (1994: 58) point out, because the nature of physical facilities and general comfort of the participants make substantial difference in training effectiveness, decisions must be made on the arrangement of physical environment to make it conducive. Carefully arranged facilities concerning classroom, accommodation, and arrangements for travel and commuting, food and medical care, lighting arrangements, materials and equipment, ventilation, etc. contribute much for effective implementation of the program (Saiyadain, 1994: 267).

Seating arrangement, comfort, and physical distractions are the major factors that should be considered when arranging the physical environment in a classroom setting. Seating arrangement plays an important role in the phase of implementation. It should be arranged in

way that establishes a spatial relationship between the trainer and the trainees. There must be conformable situation and location for training to be effective. Any physical distractions like noise, poor lighting and physical barriers which interrupt training activities should be avoided. Having all elements needed to implement the program, the final step is to do it. A trainer should establish clear expectations by preparing a course outline that explains the purpose, objectives, and topics, requirement, and establish class norms for relevant issues like punctuality, participation, participants' interaction and the like. Finally, the trainer should make every effort to build a climate characterized by mutual respect and openness to put trainees at ease enabling them seeks help when they need it (Harris and DeSimone, 1994: 98).

#### ***2.2.4. Evaluating Training and Development Programs***

This is the stage of examining training and development program to identify whether the program achieve its goals or not. Sherman and others, (1998: 45) view evaluation as a vital and integral part of training and development program to measure the effectiveness of the program. It is incorrect to view evaluation as the final stage of training and development process. It must be planned when objectives are set, and it must become and part of subsequent needs analysis to plan future programs.

Evaluation of training and development effectiveness is the difficult task and the most critical phase. It involves the assessment of the impact of training and development carries out and the visualization of what future change in training and development plan should be made to make it more effective. It also consists of an evaluation of various aspects of training at the end of the program like reactions of participates etc. and judging its utility like the desired modification in behavior, a demonstrable effect on the performance of the task, the appropriateness of the present training method and the cost effectiveness of the program to achieve the goals of the organization (Saiyadain, 1994: 46).

Sah (1991: 91-92) defines evaluation as "an attempt to obtain information on the planning of training, the conduct of the training, and feedback on the application of learning after the training so as to assess the value of the training." It covers the measurement of value of a training and development program and the collection and analysis of information facility the assessment. Moreover, Harris and DeSimone (1994: 89), "evaluation is the systematic

collection of description and judgmental information necessary to make effective training decisions related to the selection, adoption, value, and modification of various instructional activities.” From these definitions one can understand that evaluation is a systematic and information-based activity to make reasonable decisions about the effectiveness of a particular training and development program. Hence, appropriate and useful information pertaining to predetermined plan or method is the important input for evaluation of training and development effectiveness, making appropriate decisions.

#### ***2.2.4.1. Purposes of Training and Development Evaluation***

Evaluation can serve a variety of purposes within the organization. According to Harris and DeSimone (1994: 97), evaluation helps: determine whether training and development program is accomplishing its objectives; identify the strength and weakness of the program; determine the cost-effectiveness of the program; decide who should participate in the future training and development program; identify which participants benefited the most or least from the program; reinforce major points to be made to the participant; gather data to assist in marketing future programs; determine if the program was appropriate; establish a data base to assist management in making decisions; make the program functional and relevant; identify and make clear training and development contribution to the organization; and build credibility.

Similarly, Sah (1991: 126) states the purpose of training and development evaluations as it helps; trainers improve their performance and make their lessons more realistic and workable in the light of the evaluative feedback; make training designers highly responsive to their tasks of maintaining the quality and standard of the training; maintain and improve the existing training and development of program quality suiting to the requirements of clients; a training institution discriminate between poor and popular programs; a sponsoring organization know the benefit of the program; and learners improve themselves and their views a help other partners of training to take up measures to improve their performance to utilize the benefits of the program. Thus, the ultimate purpose of evaluation is to judge the worth of training and development.

There are two basic issues to address when evaluating training and development program: what should be evaluated or the criteria of evaluation, and the design of the evaluation (Dessler, 2005: 241).

#### ***2.2.4.2. Levels of Evaluation***

This outlines the criteria or focus of the evaluation effort. According to Harris and DeSimone (1994: 237), there are different models of training and development evaluation among which the most and influential mode was articulated by Kirkpatrick. Kirkpatrick identifies four levels at which training and development efforts can be evaluated. These are reaction, learning, behavior, and results.

***Reaction:*** Evaluate trainees' reaction to the program. At this level, the focus is on the trainees' feeling about the usefulness and effectiveness of the program- coverage of the matter, depth of the course content, methods of presentation, etc. (Dessler, 2005: 88). However, the reaction cannot indicate whether the program met its objectives beyond ensuring how much participants liked the program (Mathis and Jackson, 1997: 49).

***Learning:*** Test the trainees to determine how well they have learned principles, skills, theories, concepts, facts and ideas they were supposed to learn (Dessler, 2005: 99). It involves testing trainees before and after training to compare scores, determining improvement. However, learning enough to pass a test does not guarantee that the trainees can do anything with what was learned.

***Job behavior:*** The emphasis is on the trainees' ability to use what was learned in training back on the job (Harris and DeSimone, 1994: 58). It is the evaluation of transfer of training to the job. It involves measuring the effects of training and development on job performance through interviews of trainees and their coworkers and observation job performance (Mathis and Jackson, 1997: 56).

***Results:*** It is the level of measuring the effect of training and development on the achievement of organizational objectives (Mathis and Jackson, 1997: 58). Besides, the criteria used in evaluating training and development at this level includes: increased productivity, decreased costs and waste, decreased turnover, fewer employee complaints, profitability, etc. (Sherman and others, 1998: 34). However, evaluation at this level is the

most difficult by virtue of other factors that cause the change in results other than training and development (Harris and DeSimone, 1994: 74). Therefore, manager should be aware of all issues involve in determining the exact effect of training in evaluating results.

In sum, a single criterion cannot provide full information about the effectiveness of training and development program. Each of these criteria gives different information about the program. Therefore, it is important to use the combination of the four criteria to obtain the overall feedback about the success of the program.

#### ***2.2.4.3. Evaluation Designs***

There are many approaches to design the evaluation of training and development program to determine their effects. However, the three most widely recognized are: post-training performance method, pre-post- training performance method, and pre-post-training performance with control group method (DeCenzo and Robbins, 1999: 179).

***Post-training performance method- participants'*** performance is measured after attending a training program to determine it behavioral changes have been made. However, this method may over state the benefits of training.

***Pre-post-training performance method*** - Each trainee is evaluated prior to training and rated on actual job performance. After instruction is completed, the trainee is reevaluated. However, in contrast to the former approach, this approach deals directly with job behavior.

***Pre-post-training performance with control group method-*** This is the most sophisticated evaluative approach. Under this evaluation method, two groups are established and evaluated on actual job performance. Members of the control group work on the job but do not undergo instruction. At the end of training, the two groups are reevaluated. If after training, the experimental group performs better than the control group, the evaluator can be reasonably sure that the training was effective (DeCenzo and Robbins, 1999: 167). Finally, according Harris and DeSimone (1994: 35), some common methods employed to collect evaluation data include: interviews, questionnaires, direct observation, tests and simulations, and archival performance data such as files or reports.

Generally, training being a continuous and cyclical activity has its own process that is made

up of a series of interdependent functions that are practically linked together and integrated into the whole work system.

### **2.3. Training and Development Constraints**

Training and development has been carried out under multi-dimensional problems and constraints. According to Sah (1991: 34), the effectiveness of training and development depends on the competence of trainers. Since trainers have to act as change agents, three credibility and professional competence assume great significance. However, many trainers lack proper qualifications and professional competence to carryout training and development.

Trainers or managers lack of support and commitment is another hindering factor of the success of training and development. Many managers and trainers often lack sense of dedication and commitment to their jobs and conduct training in a perfunctory manner (Sah, 1991: 37). In support of this, Dwivedi (1984: 97) states that the basic problems of training and development are caused by untrained top, a confused middle and frustrated bottom in the management hierarchy that provides superficial commitment to training and development. Likewise, Pigors and Myers (1981: 86) demonstrate that training and development activities need to support of mangers at all levels particularly top level management. Therefore, in order to make training and development successful, managers and trainers should commit and devote their time and energy to the operation of the program.

The training and development program itself is also the important factors with this regard. This is another input of training which is supposed to be a well planned learning situation in line with trainees' job requirements. However, most of the time, training and development program is largely unorganized, unscientific and conducted in a haphazard manner. Besides, it is general in nature and does not take into account trainees' specific problems and work situation, and difference in individual understanding. Furthermore, many training program is not make use of appropriate and variety of training and development techniques which reduce the effectiveness of the programs (Sah, 1991: 39).

Low priority to training, inadequate organizational resources like time, money, facilities and human, arbitrary selection of officers for training, and lack of organizational collaboration with training institutions are factors related to organizations that impede training and development. Since learning depends on the nature and psychology of trainees this also plays a paramount role for success of the program (Sah 1991: 42).

## **2.4. Overview of Public Sector Capacity Building Training and Development Program**

### ***2.4.1 The State of Training and Development in Ethiopia***

Public sectors are government entities through which the government delivers its services to the public and implements its programs. Various training programs are usually hosted by public sectors for the reason that they need to promote the competencies of their personnel to effectively and efficiently discharge their responsibilities to the public they serve. The prime objective of Public sector human resource trainings is to supplement these efforts in public sectors at all levels in the country. With regards to this, Ethiopia is in a big transformation endeavor designed under capacity building programs. Capacity building, as defined by UNDP in World Bank (2005: 6) is:

*the process by which individuals, organizations, and societies develop abilities to perform functions, solve problems and set and achieve goals premised on ownership, choice and self-esteem. Capacity building is the sustainable creation, retention and utilization of capacity in order to reduce poverty, enhance self-reliance and improve people's lives.*

Building capacity of public sectors is a globally pressurized issue to speed up development endeavors under wide range of supports and interventions made by World Bank. World Bank (2005: 7) emphasizing this writes that, African countries must improve the performance of their public sectors if they are to achieve their goals of reducing poverty, accelerating economic growth and providing better services to their citizen. Achievements of such improved performance will require countries to complement reforms with sustainable capacity building.

In response to this global call, Ethiopia established a national focal point: Ministry of Capacity Building in October 2001 entrusted with the responsibility of working on key areas

of capacity building in human resources, organizations, institutions, systems, and processes across sectors and regions. Accordingly, Capacity Building Bureaus were established in all regions, and, the regions in turn have extended their branches to the grass root levels (MCB, 2002: 1-2).

According to Meheret and others (2005: 16-17), in planning and developing Public sector human resource training and development program, both the government of Ethiopia and donors view the evident lack of capacity within federal, regional and local governments as a major obstacle to development requiring urgent attention. There is wide consensus that a serious deficiency currently exists in the number, education, training and competence of civil servants. At the same time, there is also a shortfall of significant magnitude in the quality, quantity and availability of appropriate institutions and other means in Ethiopia to supply the training needed to help address that deficiency. Public sector human resource training and development program generally aims at improving the scale, efficiency and responsiveness of public sectors' service delivery at federal, regional and local level, empower citizens to participate more effectively and accountability. A significant focus of public sector human resource training and development program is on the training of civil servants and public sector officials at all levels and covering wide range of topics and subject areas enabling them to carry out their duties most efficiently and effectively.

At the same time, there is also a shortfall of significant magnitude in the quality, quantity and availability of appropriate institutions and other means in Ethiopia to supply the training needed to help address that deficiency. Public sector human resource training and development program generally aims at improving the scale, efficiency and responsiveness of public sectors' service delivery at federal, regional and local level, empower citizens to participate more effectively and accountability.

There are three training streams for public sector human resource training and development program: in-house or in-service training, generic or bundled bulk training, and specialized or niche skill transfer training. In-house trainings are developed and delivered by the government itself using cascading and training of trainers approach. Generic trainings focus on prequalification of suppliers with resultant tendering on a least-cost basis. The specialized training is contracted through competitive tendering. All over the country, public

sector human resource training and development program plans call for a massive training program on a multitude of skills, operations and familiarizations for civil servants, elected and appointed officials and the public. Much of public sector human resource training and development program trainings aim at regions and woredas as there are huge public sector human resource training and development program training needs being generated at these levels, and hence, 80% of resource public sector human resource training and development programs are being allocated to regions (Meheret and others, 2005: 1-3).

#### ***2.4.2. The State of Training and Development in Oromiya Regional State of***

##### ***Ethiopia***

In Oromia National Regional State, strategies were formulated to implement public sector human resource training and development program within the frames set by the Federal Ministry of Capacity Building. It is hoped that public sector human resource training and development program improves the efficiency and responsiveness of public sectors in delivering their services to the public. To address all these, focusing on improving the capacity of human capital is of prime importance as it is the center-piece around which all other capacity components are to be rallied. This brings training at the front line of public sector human resource training and development program. Cognizant of this fact, Capacity Building Bureau of Oromia delivered various trainings Cognizant many of which were directed to improve zone and woreda public sectors performances. By this, large number of civil servants and officials at woreda and zonal level were made to take part (CBBO, 2007: 9-10).

Cognizant trainings are supplemented by an insignificant pool of universities and colleges. These include regional universities and Addis Ababa University, autonomous training and consultancy institutes, training institutes and vocational training centers run by regional governments; Regional Management Institutes, colleges and training facilities run by NGOs, and private colleges (Meheret, and others, 2005: 18).

## CHAPTER THREE

### 2. RESEARCH DESIGN AND METHODOLOGY

To carry out the research study, the following methodology and procedures were used.

#### 3.1. Methodology

As indicated in the objective part, the aim of this study was to investigate the current practices and problems of human resource training and development in woreda public sectors of West Harerge zone. This calls for collecting data relatively from wide areas of the zone. Under such circumstances descriptive survey method was appropriate, and hence, was employed for this study.

#### 3.2. Data Sources

Two types of data sources were used for this study.

##### 3.2.1. Primary Data Sources

Primary data was gathered from focal persons at Oromia Capacity Building Bureau, woreda sector heads, experts and trainees in woreda public sectors. The focal persons are heads of the Department of CSRP and DLDP at Bureau level. They are important agents in this program and hence are expected to be dependable informants. Woreda sector heads are believed to have valuable information on Public sector capacity building training programs since these trainings were designed primarily to capacitate public sector officials, and hence, they have been taking part in some of human resource training and development programs. Experts in public sectors are assumed to have better information on public sector capacity building training programs by virtue of their roles in their respective sectors. Obviously, trainees can provide reliable information on Public sector capacity building training programs as they practically tasted its fruits.

##### 3.2.2. Secondary Data Sources

Pertinent documents available at Region, Zone and Woreda Capacity Building Offices were consulted and served as secondary data sources. Under these data that would be included were, like number of population residing the zone, profile of civil servants in the zone, and

number of trainees in each woreda.

### **3.3. Samples and Sampling Techniques**

West Harerge has 13 Woredas; namely- Chiro ,Chiro Town, Bedessa, Gellemsa, Messela, Doba, Mi'eeso, Tulo, Mechara, Gubba koricha, Ardim, Kunni,and Bokke. Stratified random sampling technique was used to group these woredas into four stratum based on their geographical difference, i.e. Western, Eastern, Northern and Southern woredas which helps include woredas from different locations in the sample. This also helps avoid the possibility of selecting samples from similar areas and increases the representativeness of the sample so as to obtain a range of responses as possible that fulfill the purpose of the study and provide answers to the basic questions. Each Woreda has 24 public sectors. Purposive sampling technique was used to include 6 sectors that had higher number of experts and civil servants. After sample Woredas and sectors were identified, subjects of the study were grouped as sector heads, experts and trainees.

Two focal persons from CBBO were included in the study using purposive sampling technique because they had adequate information about the issue. In the same way, all Woreda sector heads were purposely selected as respondents of the study since their number was small and manageable, and expected to be reliable informants. Three experts were randomly selected from each sector. This is again, to give every expert the chance of being equally included in the study. Apart from this, 12 trainees, from each woreda was included in the study using simple random sampling technique; because to provide equal chance for them. Sample trainees took from the trainee population in the sample sectors and not from each sector like the experts. This was because, the member of trainees were varying and even nil in some sectors.

**Table 1.1 .Population and Sample of the Study**

No.	Sample Sectors	Population and Sample Type											
		Sector Heads				Experts				Trainees			
		Population	%	Sample	%	population	%	Sample	%	Population	%	Sample	%
1	Education	5	100	5	100	35	100	15	43	61	100	20	33
2	Capacity Building	5	100	5	100	20*	100	17	85	22	100	15	68
3	Health	5	100	5	100	30	100	15	50	58	100	17	29
4	Finance and Economic. Development	5	100	5	100	45	100	15	33	73	100	17	23
5	Agriculture .and Rural Development	5	100	5	100	55	100	15	49	67	100	16	24
6	Water supply	5	100	5	100	23	100	15	65	53	100	17	32
<b>Total</b>		<b>30</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>208</b>	<b>100</b>	<b>92</b>	<b>44</b>	<b>334</b>	<b>100</b>	<b>102</b>	<b>30</b>

\* Including the two focal persons from OCBB

Generally, as indicated in the table 30 woreda sector heads, 92 experts, 102 trainees and 2 focal persons from Oromia Capacity Building Bureau were the respondents of this study. Totally there were 224 respondents who took part in this study.

### **3.4. Data Gathering Tools**

Three different kinds of data gathering tools were employed in this study.

#### **3.4.1. Questionnaires**

Questionnaires were prepared and distributed among experts and trainees found at woreda level to collect large amount of data from many respondents within a short time in an arranged form. It also permits respondents time to consider their responses carefully without interference.

### **3.4.2. Interviews**

Interview questions were prepared for the interview sessions held with woreda sector heads and the two focal persons because it was adaptable, it helps to get detail information, and it put flesh on the bones of the questionnaire.

### **3.4.3. Document Analysis**

Documents were used especially to enrich the data obtained through questionnaires and interviews, and to solicit information that cannot be obtained through the above methods.

## **3.5. Pilot Testing**

Once the questionnaires were prepared, pilot testing of the instrument was made on one randomly selected woreda from non-sampled woredas. The pilot test was conducted on 35 respondents. Based on the pilot test, the internal consistency of the instrument was calculated using split half method. The Pearson Coefficient of Correlation and Spearman – Brown Prophecy formulas were applied as a result of which reliability of the instrument was found to be 92.0. Hence, the instrument was found to be reliable as statistical literatures usually recommend a test result of 0.60 and above as reliable. Apart from this, to confirm the validity of the instrument, the questionnaires were distributed among 10 experts in the area of training working in different offices. Based on the feedbacks from the experts, valuable improvements were made and irrelevant items were rejected. In general, the pilot test has helped the researcher to avoid errors related to clarity of language, ideas and contents, and to include some important but left out ideas. After the necessary amendments were made, the final copies were distributed to be filled by the respondents.

## **3.6. Procedure of Data Collection**

The questionnaires and interview questions were prepared in English. The official language of the region and particularly of the zone under the study was Afan Oromo, and this calls for translation of the instruments into Afan Oromo. This helps to avoid communication barrier on one hand, and to make the respondents freely and confidently react to the questions on the other hand. The researcher was hired assistant data collectors as the woredas were geographically apart from one another and cannot be managed only by the researcher within

the time available. However, the interview sessions with the woreda sector heads and focal persons as well as document analysis were held by the researcher himself.

### **3.7. Methods of Data Analysis**

Personal data from all questionnaire sets were organized in tables and graphs to show the general picture of the respondents. To analyze the specific data, appropriate statistical tools like percentages, means, and independent sample t-test were used. Depending on the results of the analysis, interpretations and necessary discussions were made to clarify the issue. Finally, the major findings of the study were clearly reported and workable recommendations were forwarded

## CHAPTER FOUR

### 5. PRESENTATION, ANALYSIS AND INTERPRETAT OF DATA

Under this chapter, data collected from respondents were presented, analyzed and interpreted. Respondents' personal characteristics, issues related to the practice of public sector capacity building training programs like the status of conducting training need assessment, setting training objectives, training methods used, availability of resources needed to deliver training, evaluation of training programs, review of public sector capacity building training programs delivered so far and constraints were treated in detail.

#### 4.1. Characteristics of Respondents

The study targeted 92 experts working in six different sectors in five sample woredas found in West Hararge Zone, and 102 trainees who have participated in various public sector capacity building training programs delivered so far. Apart from this, 30 sector heads at woreda level and two focal persons from Capacity Building Bureau of Oromia (CBBO) were included as interviewees to triangulate the practice of public sector capacity building training programs. A total of 192 questionnaires were distributed among the experts and trainees out of which 186 (97%) were fully responded and returned. Out of this, 87 (47%) were experts and the rest 99 (53%) were trainees. Generally, 218 respondents took part in this study. For the sake of statistical convenience, the two focal persons from Capacity Building Bureau of Oromia were categorized with the expert respondents at woreda level. The general characteristics of respondents are shown in Figures 4.1- 4.4 below. Throughout the study, comparing of the two means was made by the help of an independent t-test and interpretations were made for all five point scale measurements based on the following mean score ranges:

- |                                  |                              |                       |    |
|----------------------------------|------------------------------|-----------------------|----|
| 1. 1.00-1.49 = Strongly disagree | 2. 1.50-2.49 = Disagree      | 3. 2.50-3.49 =Neutral | 4. |
| 3.50- 4.49 = Agree               | 5. 4.5-5.00 = Strongly Agree | 6. P Value = 0.5      |    |

#### 4.1.1. Sex Profile of Respondents

As can be seen from Fig. 4.1 below, in all the three respondent category cases, the number of male respondents was by far greater than that of females' may be because of their availability in all positions.

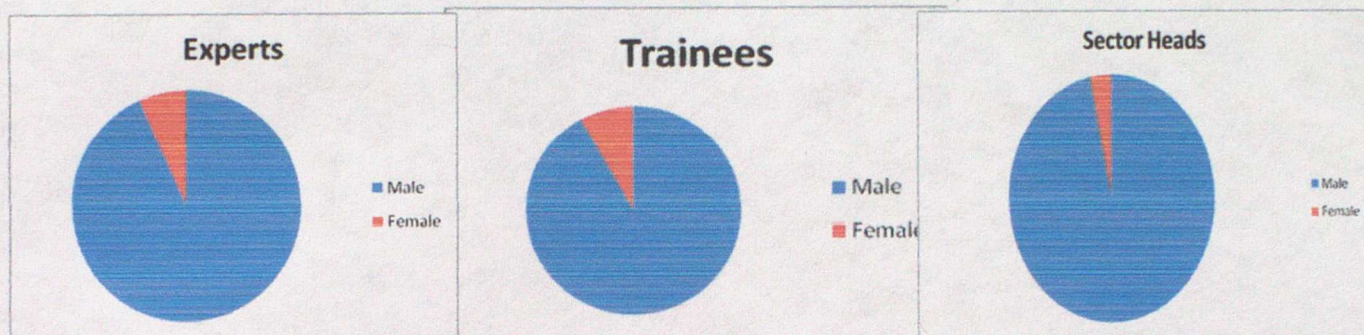
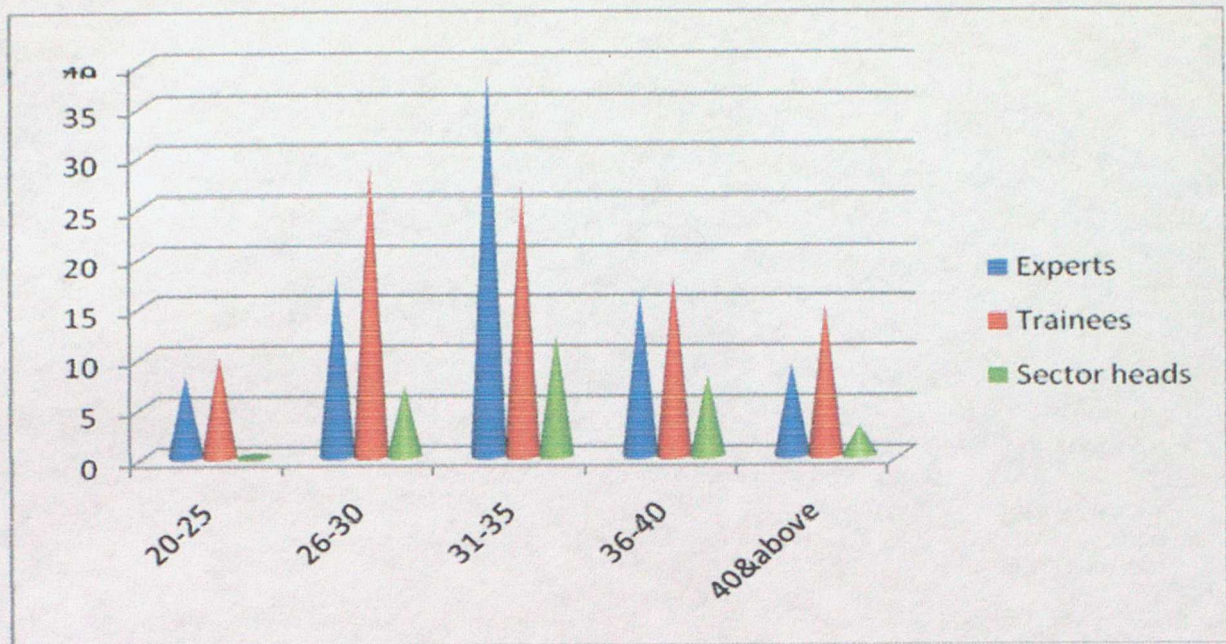


Fig. 1 Graphic Representation for Sex Profile of Respondents

The number of female respondents even drops down more to 3% in the case of the sector heads. This implies that female civil servants have rare chance of holding leadership positions and other responsibilities in woreda sectors. Regarding this, CBBO (2007:19) has also stated that public sector capacity building training programs opportunities were not gender sensitive”.

#### 4.1.2. Age profile of the Respondents

With reference to age of the respondents, the largest proportion of respondents, that is, 72 (81 %) of experts, 74 (71 %) of trainees and 27 (90 %) of sector heads were found among the age categories of 26-40 years.

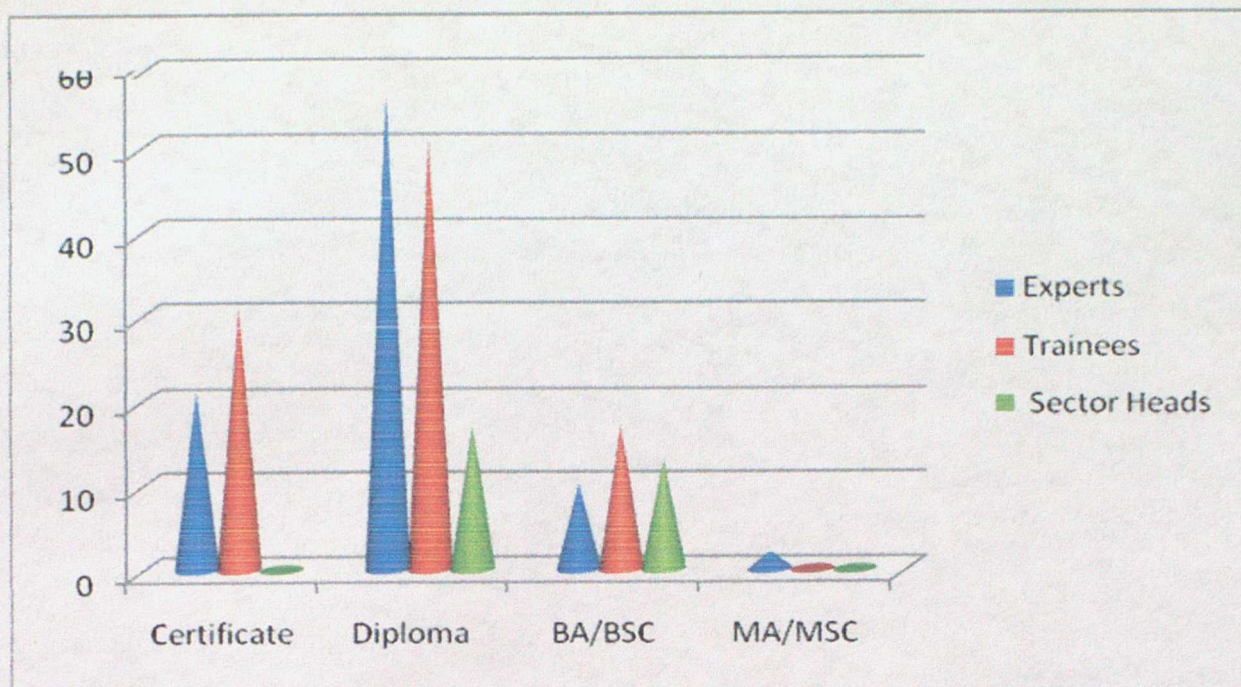


**Fig.2 Graphic Representation for Age Profile of Respondents**

This indicates that most of the respondents of this study were mature enough to know what has been happening in their respective sectors, and hence were able to provide pertinent and detail information about public sector capacity building training program. The number of respondents of sector heads in the age range of 20-25 is none showing that leadership positions were mostly held with experienced individuals to effectively shoulder the responsibility expected at that position.

#### ***4.1.3. Educational Qualification Profile of Respondents***

In relation to respondents' characteristics in terms of educational qualification, 56 (63%) experts, 51 (52 %) trainees and 17 (57 %) sector heads were diploma holders.

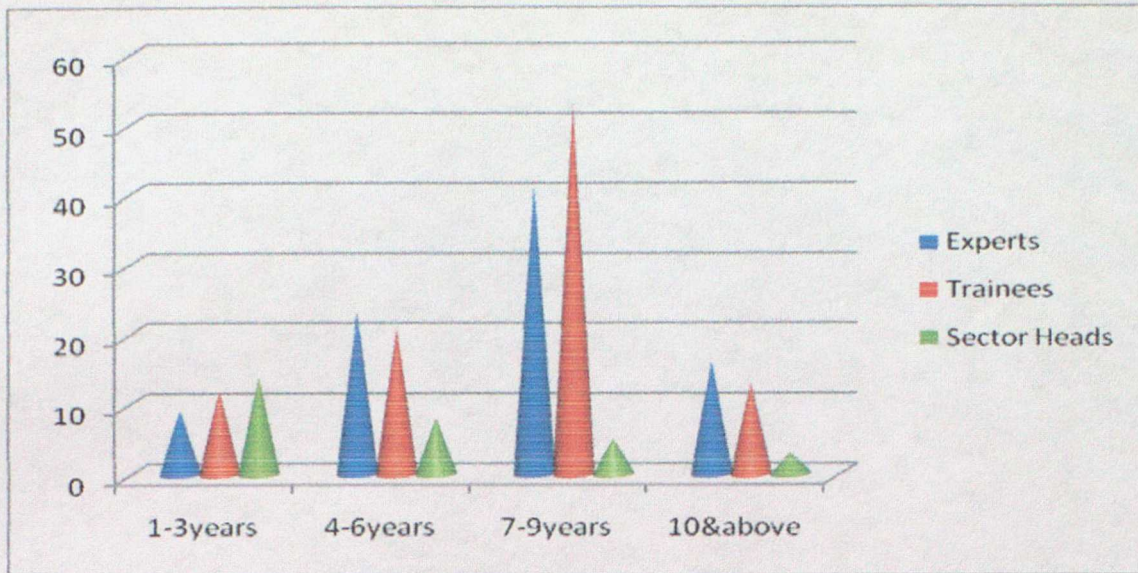


**Fig. 3 Graphic Representation for Educational Qualification Profile of Respondents**

This represents majority 124 (56.8 %) of the total respondent were diploma holder and followed by number of respondents with the educational qualification of certificate level which accounts for 21 (25%) of experts and 31 (31%) of trainees. There is no sector head with the educational qualification of below diploma level and no respondent at woreda level with a qualification level of MA or MSc degree. The two focal persons at Capacity Building Bureau of Oromia were Masters Degree holders. The number of BA/BSc Degree holders in woreda sectors was small accounting only for 40 (18.3%) of the total respondent. This implies that there was small number of qualified public servant in public services.

#### ***4.1.4. Work Experiences Profile of Respondents***

With regards to work experiences, the respondents were asked to categorize their responses in to two: experiences in their current position and in other positions in general. Considerable number of respondents, 41 (46%) of experts and 53 (54 %) trainees were identified as having 7-9 years of services in their current position.



**Fig. 4 Graphic Representation for Work Experience Profile of Respondents**

Among the rest, respondents having 4-6 years of experiences account for 52 (23.8%) of the total respondents and were followed by those having years of experiences of 10 and above 32 (14.7%). However, significant numbers of woreda sector heads 14 (47%) were identified as having only 1-3 years of experiences in their current positions. From this, it can be deduced that, since the majority of experts and trainees have adequate experiences in their current position, they were familiar with the practices and activities of public sector capacity building training programs, and may provide dependable data for this study.

Concerning the experiences the respondents have in positions other than their current position, the experts 38 (42.1%), trainees 29 (29.2%) and sector heads 12 (40%) have served 7-9 years in other positions in the organization. From the total respondents, 47 (22.6%) and 62 (28.4%) have the work experiences of 4-6 and 10 and above years respectively. Added to the experiences they have in their current positions, generally, the respondents can be identified as experienced civil servants.

On the whole, the personal characteristic analysis indicates that, even though public sectors at woreda level were the major centers for government services to satisfy the citizen at the grass root level, they were not well equipped with necessary education and training to qualify as civil servants so that they can commensurate with the bulk of activities and responsibilities. This is a clear indication for the need of various training programs to be

arranged for civil servants to effectively discharge their responsibilities, deliver quality services and implement government policies and programs at woreda level.

## **4.2. Issues Related to the Practices of Public Sector Capacity Building Training Program**

Under this part, data collected to assess the practice of public sector capacity building training programs in West Hararge Zone were presented and analyzed.

### ***4.2.1. Training Need Assessment***

As discussed earlier in chapter two of this study, training need assessment is the most important component of any training program. Below, issues related to different aspects of training need assessment were categorized in to five sub- parts and treated separately.

#### ***4.2.1.1. Some Aspects of Training Need Assessments***

To assess the presence and extent of training need assessment in public sectors, respondents were asked various questions to react according to the concrete reality in their respective organizations. Accordingly, at the outset, they were asked whether or not there is a practice of conducting training need assessments in public sectors. Out of 87 experts that took part in the study, 38 (43.7%), and out of 99 trainees 40 (40.4%) have responded by confirming the presence of the practice of training need assessment in their organizations. However, the larger proportion of both categories of respondents, (56.3 % of experts and 59.6% of the trainees) replied as there was no any training need assessment practice in their organizations. Table 4.1 is based on responses given by respondents who reacted in support of the presence of the practice of training need assessment in their organizations.

**Table 4.1: Frequency and Mean Distribution of Some Aspects of Training Need Assessment**

No	Question Items	Respondents												T
		Experts (N=56)						Trainees (N=60)						
		Rating scales						Rating scales						
		1	2	3	4	5	X*	1	2	3	4	5	X	
1	the base to offer training opportunities	18	21	11	4	2	2.17	21	23	11	3	2	1.97	0.314
2	Participatory	23	19	9	2	3	2.13	15	32	9	2	2	2.19	-0.097
3	based on concrete evidences	12	28	9	1	1	2.23	33	14	8	2	3	2.13	0.163
4	based on well organized data	18	27	7	2	2	2.27	22	25	5	2	3	2.09	0.132
5	Continuous	26	16	3	1	1	2.10	12	36	2	2	2	2.19	0.016
6	helpful for public sectors to achieve their goals	19	23	6	2	1	2.13	6	15	15	2	2	2.13	-0.097
7	conducted based on the organizations' goals.	18	22	11	3	2	2.00	19	29	8	3	1	2.16	0.203
8	based on clear procedures	15	28	3	3	3	2.30	21	1	9	2	2	2.16	0.231

[1.00-1.49= strongly disagree, 1.50-2.49=Disagree, 2.50-3.49=Neutral 3.50- 4.49 = Agree, 4.5-5.00 = Strongly Agree]

\* =Calculated mean across cells.

As can be seen from table 4.1, respondents were asked to rate the extent of training provided based on training need assessment. Both expert and trainee respondents confirmed with mean scores of 2.17 and 1.97 respectively that training opportunities were not based on training need assessment in public sectors and no statistically significant difference was observed between the two means. From this, it can be deduced that in most public sectors, trainings have been delivered without conducting training need assessments and hence, no target is expected to be successful by such trainings except wasting resources which in turn means retarding expected improvements in public sectors.

Making training need assessment participatory is one precondition for successful training program. If all stakeholders are made to participate, the implementation process will be smoother since every participant puts maximum effort for the success of the program. On this basis, the participation level of members of the organization and other stakeholders in the process of training need assessment was asked and the mean scores of the experts 2.13 and that of the trainees 2.19 with no statistically significant difference revealed that both groups of respondents view the process of conducting training need assessment was not

adequately participatory implying that the implementation stage is constrained as a result of which the training program may not be successful.

Training need assessment should be based on concrete evidence about the existence of discrepancies between what is expected and what exists. Accordingly, respondents were asked the applicability level of this training aspect and both experts and trainees with the mean scores of 2.23 and 2.13 respectively proved that training need assessments were not based on concrete evidences and the difference between the two mean scores was found not to be statistically significant implying the existence of agreement in both groups. Therefore, such training need assessment does not convey any reality of their respective organizations and hence may not improve performance.

It is logical that once training need assessments have been carried out in an organization, the data obtained should be summarized and organized in a meaningful manner. To see the extent of such activities in public sectors, respondents were asked to rate the level of organization and application of data on training need assessment. The mean scores of 2.27 and 2.19 were found for the responses of experts and trainees respectively clearly indicating that training need assessment data, if any, were not well organized to serve as an input throughout the training process. This implies that trainings have been offered haphazardly and no useful document is organized and maintained as a ground for consecutive training programs and this is likely to make trainings to remain sterile.

Training need assessment is not an activity that we undertake today and leave out tomorrow. It is a continuous process throughout organizational life as organizations are expected to adapt and upgrade themselves to the rapidly changing demands in all their aspects. With regards to this, both experts and trainees revealed that training need assessment was not continuously conducted. The mean scores were found to be 2.10 and 2.09 for experts and trainees respectively and no significant difference was observed between the two mean scores. Concerning whether or not the training needs identified were helpful for the goal achievement of public sectors, both categories of respondents, experts with the mean score of 2.13 and trainees with 2.19 responded and questioned its valuable for organizational goal achievement. The response obtained from woreda sector heads on the interview session more elaborates this. According to the interviewees, basically, conducting training need

assessment is unequivocally of prime importance for organizational goal achievement. However, the assessments that were made once in a blue moon by people and order of bureaus were of no value as it was made only for the sake of conducting. It also lacks continuity, detail and practicality. Hence, since the training need assessments were not helpful for organizational goal achievements, organizations were not benefited in general.

Organizations have goals to be achieved at different time frames with varieties of inputs. This implies that there is a strong tie between organizations' goals and the human resource to be trained, which is a decisive input to achieve those goals. To secure such a trained human resource, deficiencies in skills knowledge and attitude have to be identified based on training need assessment. With regards to this aspect, respondents replied in the absence of conducting training need assessments based on organizational goals, and this was rated as mean scores of 2.00 and 2.13 for experts and trainees respectively with no statistically significant difference. Therefore, it can be deduced that, training need assessments were not in agreement with organizational goals and hence do not serve any purpose for organizational goal achievement. Similarly, in the last item of table 4.1, both the experts and the trainees replied with mean scores of 2.30 and 2.16 that there is no a clear procedure to assess training needs at woreda public sector, and this implies that there is no transparent and clear direction on how to undertake training need assessments in woreda public sector which in turn hampers the success of training programs.

In general, under this section, attempts were made to investigate the status of various training need assessment aspects. However, all in all, both group of respondents agreed that there is no satisfactory practice of any of these aspects in public sectors at woreda level. In addition, CBBO (2007:18) wrote that one of the major problems in public sector capacity building training programs is absence of training need assessment in general. This implies that public sectors at woreda level have not got the desired benefits from trainings delivered so far since the trainings were not based on properly assessed needs.

#### ***4.2.1.2. Public Sector' Specific Training Needs***

Every organization has its own specific training area. The most urgent training need for one organization may be the least for the other. Table 4.2., generally deals with specific training needs in public sectors at woreda level.

**Table 4.2: Frequency and Mean Distribution of Some Specific Areas of Training Need Assessment in public Sectors**

No.	Question Items													
		Experts [N=87]						Trainees [N=99]						
	There are training needs in:	Rating scales						Rating scales						
		1	2	3	4	5	X** <sup>4</sup>	1	2	3	4	5	X	
1	BPR* <sup>1</sup>	4	5	12	36	30	4.02	6	4	11	42	36	3.93	0.139
2	Good government	2	1	4	37	43	4.33	1	1	12	42	43	4.25	0.111
3	ICT* <sup>2</sup>	2	1	7	40	37	4.20	3	1	9	44	42	4.22	-0.041
4	SPM* <sup>3</sup>	7	11	7	27	35	3.65	3	15	10	42	29	3.70	-0.085
5	Change management	3	8	8	36	32	3.84	4	16	7	36	36	3.75	-0.147
6	Service delivery	1	3	10	29	44	4.33	2	8	2	38	49	4.28	0.076
7	Personnel administration	24	36	8	8	6	2.45	23	25	37	6	5	2.47	-0.029

[1.00-1.49= Strongly disagree, 1.50-2.49=Disagree, 2.50-3.49=Neutral 3.50- 4.49 = Agree, 4.5-5.00 = Strongly Agree]

\*<sup>1</sup>= Business Process Reengineering

\*<sup>3</sup>=Strategic Planning Management

\*<sup>4</sup>=Calculated mean across cells

\*<sup>2</sup>= Information Communication Technology

Public sectors, as the name indicates, are government bodies through which the government delivers its services to the public and implements its policies and programs. However, when the quality of services delivered by these sectors is not up to the standard, their mission will be unequivocally questioned. In item 6 of table 4.2 respondents were asked to rate the urgency level of specific training needs in service delivery among public sectors. On this basis, both the experts and the trainees expressed their agreement with the highest mean scores (4.33 and 4.28 respectively). On the interview held with Woreda sector heads, a contextually similar idea was reported. According to some of the Woreda sector heads, the government decentralized most of the authorities down to the Woredas to serve the public at the nearest possible proximity. Trainings have been delivered for civil servants and sector officials on service delivery. But there is still a huge need for more training to satisfy the community. CBBO (2004:1) also stated that, public sector capacity building training program is initiated mainly as one of Capacity Building Program with the aim of improving the scale, efficiency, and responsiveness of public sectors to deliver quality services to the society. Therefore, it can be concluded that training need in service delivery is the first and most important priority area in public sectors at Woreda level.

On the other hand, on the basis of the question forwarded to the respondents to investigate the importance level of training need in good governance, agreement was reached by experts with mean scores of 4.33 and trainees with 4.25 indicating that good governance is the 2<sup>nd</sup> most important training need area in public sectors with no statistically significant difference between the means of the two respondent categories implying existence of consensus between the two groups. Supporting this, (MCB, 2004:2) also stated that good governance is one of the major focal areas of public sector capacity building training programs as improvement in good governance is hoped by the government to be a good ground for many other development activities in the country.

Information Communication Technology is an important element in creating a well informed society and facilitating development activities. As can be seen from item 3 of table 4.2, respondents were asked to rate the urgency level of training need in Information Communication Technology. Accordingly, both respondent groups agreed on its importance with a mean score of 4.20 for experts and 4.22 for trainees with no statistically significant difference calculated. As a whole, Information Communication Technology is rated as the 3<sup>rd</sup> most important training need in public sectors at woreda level. According to CBBO (2004:12) Information Communication Technology is one of the six major sub-programs of public sector capacity building programs that are run under the auspices of Oromia Capacity Building Bureau. Therefore, Information Communication Technology, being one of a crucial infrastructure at Woreda level, has a gap to be filled by training urgently. Hence, unless the gap is filled as urgent as possible, it is likely to hamper the Woreda communication system in particular and development programs of the government in general.

As depicted in table 4.2, both experts and trainees were asked whether or not there is a training need in Business Process Reengineering. The agreement was expressed by both parties by mean scores of 4.02 and 3.93 for experts and trainees respectively and the t-test indicated as no statistically significant difference. Hence, training need in Business Process Reengineering is the 4<sup>th</sup> most urgent area in public sector. Moreover, on the basis of the responses given by both experts with a mean score of 3.84 and trainees 3.75, agreements was reached on the presence of training need in change management.

On the other hand, visionary organizations obviously prepare strategic plans of various time frames. However, besides the knowledge of purpose and goals of the plan, acquisition of specific skills and knowledge on how to prepare and manage the plan is of great importance. With regards to this, respondents were asked to show their agreement level on the importance of training needs in Strategic Planning Management. Both the experts and the trainees showed their agreement by mean scores of 3.65 and 3.70 respectively showing that even though trainings have been offered on Strategic Planning Management, still there is a gap to be filled by training to make public sectors successful.

Respondents were asked in the last item of table 4.2 to rate the importance level of training needs in personnel administration. On this item, the expert and trainee respondents replied with mean scores of 2.45 and 2.47 respectively indicating that there is no urgent training need in personnel administration in woreda public sectors. The calculated t- value also showed as no statistically significant difference between the two means indicating that agreement of responses between the two groups.

As a whole, even though trainings have been offered under various titles, there is still a huge need for trainings to be offered in woreda public sectors covering wide areas of knowledge.

#### 4.2.1.3. *Techniques of Training Need Assessment*

Training need assessment is not conducted haphazardly. It has its own scientific method, procedures and techniques. To investigate whether the assessment activity is to be carried out in public sectors, respondents who agreed with the presence of training need assessment in public sectors were further asked and their responses are summarized on table 4.3 below.

**Table 4.3: Frequency and Percentage Distribution on Techniques of Training Need Assessment**

	Question Items						
		Experts (N=56)		Trainees (N=60)		Total* <sup>2</sup> (N=116)	
		No	% * <sup>1</sup>	No	%	No	%
1	Organizational Analysis	2	3.57	8	13.33	10	8.62
2	Person Analysis	6	10.71	8	13.33	14	12.07
3	Task Analysis	7	12.50	8	13.33	15	12.93
4	Customer opinion analysis	13	23.21	15	25.00	28	24.14
5	Analysis of feed backs of higher authorities	28	50.00	21	35.00	49	42.24

\*<sup>1</sup> =% is calculated from N.

\*<sup>2</sup> = Total number of responses is greater than N due to multiple responses

Table 4.3 illustrates that analysis of feedbacks from higher authorities as a major training technique was confirmed by 50% of the experts and 35% of the trainees and was followed by customer opinion analysis whose share was 23.21% and 25% for the experts and the trainees respectively. This was again confirmed by the total percentage of respondents as can be seen from the table. The importance of the rest items, that is, organizational, individual and task analyses was identified in the ascending order from item 1 to item 3 showing that even though the applicability level varies among the levels and methods, more or less, there is a trend of conducting training need assessment at all levels. The trend of relying more on the analysis of feedbacks from higher authorities may be attributed to political command than scientific theory such as organizational, individual and task analyses. In support of this, Rymond and other (1996: 341) and Ilgen and Pulakos (1999: 375) also stated that there are techniques of training need assessments which are conducted at organizational, individual and task levels.

#### 4.2.1.4. Prioritization of Training Needs

Upon the completion of the process of training need assessment, training agents need to prioritize the needs identified in accordance with various factors that can determine the fate of training success. This is because of the reason that training needs identified are best and most valuable only when they are prioritized on justifiable and reasonable grounds. Below, table 4.4 deals with prioritization of training needs identified.

**Table 4.4: Frequency and Mean Distribution of Responses on Criteria for Prioritization of Training Needs**

N o.	Question Items  Training needs is prioritized based on:-	Respondents												T
		Experts (N=56)						Trainees (N=60)						
		Rating scale						Rating scale						
		1	2	3	4	5	x*	1	2	3	4	5	X	
1	availability of budget	2	2	9	22	21	4.03	2	2	7	24	25	4.09	-0.61
2	urgency of identified need	21	19	10	4	2	2.13	23	23	6	7	1	2.10	-0.061
3	trainees' motivation	15	26	5	5	5	2.43	22	23	11	3	1	2.44	-0.012
4	availability of training institution	11	23	11	8	3	2.30	24	18	7	9	2	2.40	-0.150
5	interests and top level management	5	6	9	13	23	3.50	5	9	4	21	21	3.53	-0.034

[1.00-1.49= Strongly disagree, 1.50-2.49=Disagree, 2.50-3.49=Neutral 3.50- 4.49 = Agree, 4.5-5.00 = Strongly Agree]

\*=Calculated mean across cells

In the first item of table 4.4, respondents were asked to rate the availability of budget as a prioritizing criteria for training needs. In this regards, both experts and trainees agreed that availability of budget is the most important criteria used to prioritize training needs in public sectors and the agreement level rated was as high as 4.03 and 4.09 for experts and trainees respectively with no statistically significant difference between their means. In relation to this issue, Woreda sector heads were interviewed and they have also responded in support of this agreement. They said that there were times when unplanned training programs were shortly designed and offered to consume the money that was available as a result of certain opportunity. This is especially evident in some sectors towards the end of fiscal years.

As illustrated in item 7 of table 4.4, respondents were further asked to show their level of agreement concerning the interests of top level management as a pressurizing factor on prioritizing training needs. Hence, agreement of experts, with a mean score of 3.50 and trainees with 3.53 clearly indicated that interests of top level management can be cited as a decisive factor to prioritize training needs. However, it should be noted that this is at the expense of training principles and it may serve more of political interest than other pressing agenda.

Urgency of the training need identified was presented in item 2 of table 4.4 to be rated by respondents. Accordingly, both the experts and the trainees replied by mean scores of 2.13 and 2.19 as there were no rooms for prioritizing training needs identified based on urgency of the need ,and no statistically significant difference was found between the two means. Paradoxically, on a logical basis, urgency of training need identified should be prioritized as 2<sup>nd</sup> to none and should not have been rated low unless there was some distortion in the application of training principles. On the other hand, as observed in table 4.4, item number 3 and 4, respondents preferred to stand on the side of neither agreeing nor disagreeing of both consideration of trainees' motivation and availability of training institutions at Woreda levels as a criterion to prioritize training need. Here again, there was no statistically significant difference was reported between the two means indicating the presence of consensus between both groups of respondents.

On the whole, it can be inferred that prioritization of training needs identified have not been based on logical and scientifically established principles in public sectors at Woreda level,

and hence are not expected to serve organizational goals. Reversing this, Kelly, (1987:4) writes that training need analysis should set priorities. It determines not only which programs are most pressing, but also identifies which can be most economically solved through training.

#### 4.2.1.5. Reasons for Absence of Training Need Assessment

As discussed at the beginning of the training need assessment section, out of 87 expert respondents 68 (78.16%), and out of 99 trainee respondents 82 (82.83) have replied against the existence of training need assessment practice in their respective organizations. It is the responses of these respondents which were dealt with in table 3.5 to investigate some of the reasons for the absence of training need assessment in Woreda public sectors.

**Table4.5: Frequency and Percentages Distribution of Responses on Reasons for the Absence of Training Need Assessment**

No	Question Item	Respondent					
		Experts (N=68)		Trainees (N=82)		Total (N=150) * <sup>3</sup>	
		No	%* <sup>2</sup>	No	%	No	%
1	Absence of experts to conduct TNA* <sup>1</sup>	9	13.23	13	15.85	22	14.67
2	Lack of budget	7	10.29	6	7.32	13	8.67
3	Lack of awareness about the importance of conducting TNA	19	27.94	25	30.49	44	29.33
4	TNA is not accustomed	14	20.59	17	20.73	31	20.67
5	No attention is given from the management body	16	23.53	18	21.95	34	22.67
6	TNA does not serve any purpose	3	4.41	4	4.89	7	4.67

\*<sup>1</sup>= Training Need Assessment, \*<sup>2</sup>% is calculated from N., \*<sup>3</sup>Total number of responses is greater than N due to multiple responses

As can be observed from the table above, considerable number of respondents, 19 (27.94%) of experts and 25 (30.49%) of trainees attributed the absence of training need assessment activity in organizations to lack of awareness about the importance of conducting training need assessment. Following this, the responses given by the respondents indicated that lack of attention from the management body was identified by 16 (23.53%) of experts and 18(21.95%) of trainees as the second reason for the absence of training need assessment in public sectors. Other factors identified by the respondents in order of their degree of influence were absence of the trend and culture of conducting training need assessment in organizations, absence of individuals who have the expertise to conduct training need assessment, and lack of budget. Amazingly, except insignificant number of respondents who said training need assessment does not serve any purpose, majority of both kinds of

respondents with the total percentage of 96.01% have some knowledge about the importance of conducting training need assessment in organizations. In conclusion, absence of training need assessment can be attributed to numerous reasons which may surely impede organizational goal achievement unless reversed on time.

#### 4.2.2. Issues Related to Setting Training Objectives

Every training program has its own objective to be achieved in the end. To investigate this issue, respondents were first asked whether or not there was an activity of setting training objectives in their organizations. On this basis, out of the 87 experts 79 (90.8%), and out of the 99 trainees 86 (86.87%) confirmed that there was a practice of setting training objectives. The rest, 8 (9.2%) of the experts and 13 (13.13%) of the trainees) replied denying the practice. Hence, table 4.6 deals with analysis of the responses of 79 experts and 86 trainees.

**Table 4.6: Frequency and Mean Distribution of Ratings on Setting Training Objectives**

No	Question Items	Respondents												T
		Experts (N=79)						Trainees (N=86)						
		Rating scales						Rating scales						
		1	2	3	4	5	x*	1	2	3	4	5	X	
1	derived from the broad organizational goal	22	32	7	12	6	2.53	25	35	9	14	3	2.54	0.150
2	measurable	24	28	11	9	7	2.53	27	32	11	11	8	2.53	0
3	sound enough to solve organizational problems	23	34	8	9	5	2.40	30	33	12	7	6	2.24	-0.032
4	sound enough to solve employees' problems	22	32	11	9	5	2.45	25	34	13	11	5	2.48	-0.048
5	achievable	9	9	9	38	22	3.2	13	14	16	24	19	3.24	-0.068
6	realistic	11	8	25	26	9	3.10	17	16	16	21	16	3.05	0.085
7	time bound	11	11	31	20	6	2.91	16	17	26	17	10	3.03	-0.206
8	set in a participatory process	32	27	9	7	4	2.12	33	31	11	4	3	2.17	-0.070

[1.00-1.49= strongly disagree, 1.50-2.49=Disagree, 2.50-3.49=Neutral 3.50- 4.49 = Agree, 4.5-5.00 = Strongly Agree]

\* =Calculated Mean across cells

Training objectives are sound enough and best fruitful if they are anchored to the general and broad organizational goals. As depicted in the first item of table 4.6, respondents were asked to rate whether or not training objectives were derived from the broad organizational goals. They responded to this idea with mean scores of 2.53 and 2.54 indicating that training objectives were not derived from the broad organizational goals and the calculated t-test also showed as there was no significant difference between the two means. This clearly indicates that the training objectives set were not derived from the broad organizational goals in public sectors at Woreda level. Regarding the degree of measurability of training objectives, both categories of respondents took the neutral stand with identical mean of scores (2.53) and this may indicate that either they were not sure about the measurability level of training objectives or they preferred to be reserved from rating it. Therefore, it can be possibly inferred that training objectives that are not derived from the broad organizational goals are unlikely to go hand in hand with organizational objectives and solve problems. Stressing on this, Dessler (1991: 262) also mentioned that setting concrete measurable training objective is the bottom line that should result from determining training needs.

Respondents were also asked to judge the training objectives from the angle of their capability to solve organizational problems in general. With this regards, experts with the mean scores of 2.40 and trainees with 2.42 clearly indicated without statistically significant difference between the two means that the training objectives were not sound enough to solve organizational problems. Similarly, the question of soundness of training objectives to solve employees' problems was responded by both categories of respondents with mean scores of 2.45 and 2.48 for the experts and the trainee's respectively indicating similarity of responses that the objectives set were not sound enough to solve employees' problems.

A question directed to identify the achievability level of training objectives set at Woreda public sector level was presented to the respondents as the 5<sup>th</sup> item of table 4.6. In responding to this question, the respondents took the neutral standby mean scores of 3.20 for experts and 3.24 for trainees and no statistically significant difference was observed. The neutral position was held by the respondents also in the case of judging whether or not the training objectives were realistic and time bound. However, regarding the last item of table 4.6, that is, to rate if the process of setting training objectives was participatory, respondents with no statistically significant difference clearly showed that the process was not

participatory and this was indicated by the mean scores of 2.12 and 2.17 for experts and trainees respectively. In relation to this issue, the focal persons at Oromia Capacity Building Bureau were interviewed, and they indicated that most of public sector capacity building training program objectives were set at Bureau level by experts. However, the focal persons could not dare to say the process of setting the training objective was participatory. Generally, the data shows that public sector capacity building training programs objectives have been suffering from various internal difficulties. Failure to set a healthy and sound objective leads to failure to achieve organizational goals as objectives are the ground stone upon which every practice is established.

### 4.2.3. Training Methods

Under this section, the types of training methods employed in public sector capacity building training programs were investigated. Table 4.7 shows the summary of responses on the two major training methods: on the job and off-the-job.

**Table 4.7: Frequency and Mean Distribution of Responses on Issues Related to Training Methods**

No.	Question Items	Respondents												T
		Experts (87)						Trainees (99)						
		Rating Scale						Rating scale						
		1	2	3	4	5	X*	1	2	3	4	5	X	
A. ON – THE –JOB TRAINING														
1	Action learning	28	25	20	9	5	2.36	31	33	19	9	7	2.26	0.480
2	Coaching	24	32	19	8	4	2.29	29	34	21	9	6	2.24	0.261
3	Job rotation is	28	27	18	8	6	2.41	24	38	17	15	5	2.38	0.152
4	Job instruction	27	23	15	14	7	2.44	24	36	19	11	9	2.50	-0.270
5	Mentoring	20	32	21	9	5	2.41	21	38	17	16	7	2.47	-0.310
6	Distance learning	8	19	14	25	22	3.06	14	19	19	26	21	3.13	-0.200
B. OFF – THE –JOB TRAINING														
1	In-service training	9	17	16	25	20	3.06	14	76	19	27	22	3.13	0.450
2	Trainees attend higher institutions	9	13	25	20	20	3.26	19	24	6	27	23	3.20	0.26-
3	Scholarship	19	26	26	9	7	2.53	18	34	33	7	7	2.50	-0.11
4	E-learning	30	32	15	8	3	2.06	39	35	6	11	7	2.15	-0.47
5	Lecture	8	15	3	32	29	3.71	11	19	11	29	29	3.50	0.95
6	Visits to other organizations	15	16	8	27	24	3.26	9	25	13	21	31	3.28	-0.08

1.00-1.49= Strongly disagree, 1.50-2.49=Disagree, 2.50-3.49=Neutral, 3.50- 4.49 = Agree, 4.5-5.00 = Strongly Agree

\* = Calculated mean across cells

As it is depicted in the table above, respondents were asked to rate the frequency level of using some of on-the-job training methods in their organization for public sector capacity building training programs. Accordingly, without any statistically significant difference, respondents similarly indicated the absence of frequent utilization of items 1 to 5 in table 4.7 as a public sector capacity building training programs method at Woreda level. Hence, public sector capacity building training programs do not frequently make use of action learning, coaching, job rotation, job instruction and mentoring. The only on-the-job training method that is not rated either agreeably or disagreeably but neutrally was distance learning. Hence, even though on-the-job trainings have many advantages, they were rarely applied in public sector capacity building training programs delivered so far; and this obviously limits the use of different kinds of training methods that make training programs more fruitful.

Concerning the frequency level in the utilization of off-the-job training methods, questions were presented to the respondents to be rated. Accordingly, respondents of both categories rated the first three items of table 4.7 that is, attending higher educational institution, in-service training, and opportunity of scholarship abroad neutrally. Respondents were further asked the applicability level of e-learning method in public sector capacity building training programs. The experts and the trainees showed the absence of the application of e-learning and this was rated as 2.06 and 2.15 mean scores respectively for the two groups and no significant difference was reported between the two means. Nevertheless, on the interview session held with Woreda sector heads, it was mentioned that there were times when some bulk training programs were taught through plasma television to access many centers at a time. This implies that Woreda public sectors were not beneficiaries of the modern electronic learning technology applicable for quality and cost-effective training programs which may result in improved performance.

Respondents rated lecture method as the most frequently used training method of public sector capacity building training programs. Here, it is worth noting that even though lecture method has some advantages over other methods, it has a retention problem which in turn may affect transferability of training content. Finally, respondents were asked to judge the applicability level of visits to other organizations, and both respondent categories took the neutral position with a mean score of 3.26 and 3.28 for experts and trainees respectively. This issue was better elaborated by the interview responses held with Oromia Capacity

Building Bureau focal persons. They mentioned that visits to other organizations have been used in many sectors to substantiate trainings offered in BPR. It was undertaken by visiting some sectors selected as a bench mark for their better performances in BPR activities. In general, from among off-the-job training methods, public sector capacity building training programs were limited only to lecture method at the expense of other equally important training methods. This makes public sector capacity building training programs methods to lose many advantages and benefits that would have been earned from applying varieties of on-the job training methods.

#### ***4.2.4. Analysis of Responses on Training Resource***

Training programs can be successful only when they are furnished with necessary inputs. Hence, it is upon originations to allocate adequate resource for the training program they design. Some of the important training resources are presented in table 4.8 hereunder and analyzed.

**Table 4.8: Frequency and Mean Distribution of Ratings on Issues Related to Training Resources**

No.	Question Items	Respondents											T	
		Experts (N=87)						Trainees (N=99)						
		1	2	3	4	5	X*	1	2	3	4	5		X
<b>A .TRAINERS</b>														
1	They have knowledge of the subject matter	20	31	17	11	8	2.48	23	39	17	11	9	2.47	0.048
2	They have ability to communicate	8	17	13	23	26	3.36	23	39	17	11	9	3.27	0.681
3	They are punctual	9	13	14	23	28	3.41	14	19	14	23	29	3.32	0.375
4	They respect the trainees	9	15	16	21	25	3.39	18	19	9	26	27	3.32	0.292
5	They entertain trainees' opinion	19	38	12	9	9	2.38	21	41	16	15	6	2.41	-0.143
6	They facilitate trainees' discussions	27	23	15	10	5	2.42	36	23	19	13	8	2.43	-0.048
7	They have good relation with trainees	17	12	31	18	9	2.92	21	19	30	15	14	2.93	-0.045
8	They relate the training with trainees' real life	32	29	11	9	6	2.11	33	33	16	9	8	2.24	-0.65
9	They give equal chances for trainees to react	20	18	9	22	18	3.00	17	19	10	26	27	2.92	0.32
<b>B .FINANCE</b>														
1	Adequate money is earmarked for training programs	29	26	19	9	4	2.20	39	28	17	9	6	2.14	0.300
2	Payments for trainees is adequate	31	29	14	5	8	2.14	29	35	18	8	9	2.22	-0.350
3	Refreshment programs are good	27	31	19	6	4	2.24	30	33	21	9	6	2.34	-0.526
4	Training benefits commensurate the investment	33	28	9	11	6	2.27	28	39	19	8	5	2.29	-0.095
5	Adequate money is earmarked to prepare training modules	19	36	17	10	5	2.32	29	34	12	16	8	2.33	-0.052
6	Adequate money is allocated to my stationary materials	42	25	9	7	4	1.92	41	37	15	5	1	1.83	0.529
<b>C .OTHER RESOURCES</b>														
1	Condition of training room is good	12	9	9	34	23	3.62	9	15	11	28	36	3.64	-0.087
2	The training compound is attractive	12	9	11	25	30	3.50	8	17	9	37	28	3.51	-0.044
3	Training content is attractive	5	9	8	29	36	4.00	8	7	7	42	35	3.93	0.350
4	Flow of information is good	31	23	16	11	6	2.12	35	28	15	9	12	2.46	0.213
5	The training schedules are convenient	39	21	11	9	7	2.03	28	36	18	9	8	2.38	0.118

[1.00-1.49= Strongly disagree, 1.50-2.49=Disagree, 2.50-3.49=Neutral 3.50- 4.49 = Agree, 4.5-5.00 = Strongly Agree]

\* =Calculated mean across cells

In table 4.8, various training resources were categorized under three major groups as trainers, finance and other resources. To start with, from among the question items presented to investigate various aspects related to the trainers, respondents clearly questioned the

knowledge of subject matter of the trainers, their ability and willingness to entertain every trainees' opinion, to facilitate trainees' discussions and to relate the whole training content with the trainees' real life. As can be understood from the table, the rest items were rated neutrally. Amazingly, there was no item with which the respondents were satisfied and rated as agreeable. In general, as can be deduced from the data, there is a big deficiency in various aspects pertaining to trainers of public sector capacity building training programs and this is likely to restrict training programs from achieving their targets.

Six items were asked in table 4.8.B to investigate the adequacy level of money earmarked for training programs. As can be easily seen from the table, without any statistically significant difference, all the six items were rated by both categories of respondents as rarely available and applicable in public sector capacity building training programs. This is a clear indication that the amount of money allocated for training purpose is undoubtedly inadequate to cover various expenses surrounding training programs which in turn has the implication of hindering the program from achieving its goals.

Regarding resources other than trainers and finance, both categories of respondents agreed with the comfort ability of training room, convenience of training compound, and attractiveness of training contents with a calculated t-test indicating no significant difference between the means. However, respondents were not satisfied with the presence of smooth flow of information pertaining to training with mean scores which were as low as 2.12 for the experts and 2.46 for the trainee respondents. Hence, the flow of information from and among various hierarchies and structural net works to facilitate and coordinate training programs was by far below the standard. This implies that public sector capacity building training programs have been run by weak organizational communication networks which again reduce its quality and organization as a result of which its contribution is minimized.

Lastly, respondents were asked to rate their judgments about the convenience of training schedules. Accordingly, the respondents indicated their clear agreements on the inconvenience of the schedules with mean scores which were as low as 2.03 and 2.38 for experts and trainees respectively. In addition to this, on the interview session, Woreda sector heads mentioned some instances where the schedules were proved to be in convenient.

According to them, sometimes Woreda officials and civil servants were called for new trainings while they were at a critical condition to implement the trainings offered earlier.

In sum, the study revealed that public sector capacity building training programs have been under various training resource constraints implying that the trainings were not of good quality and have not served much for performance improvements in organizations. Indicating the decisiveness of training resources, Plunkett and Attner (1989: 277) also stated that appreciation should be extended for those organizations which allocate and spend adequate time, money and effort for training as they are rewarded with a growing pool of talents, capable of greater achievement and available for greater responsibility.

#### ***4.2.5. Analysis of Responses on Training Evaluation***

As a principle, training programs need to be evaluated at various stages. Evaluations are undertaken, among others, to identify some problems encountering throughout the training program and to seek remedies for the future. First, respondents were asked whether or not there is a trend of evaluating training programs in their organizations. Accordingly, out of 87 experts 41 (47%) and out of 99 trainees 43 (43%) have confirmed that there was an activity of evaluating training programs in their organizations. Nevertheless, above half of the total number of both experts and trainees did not accept the existence of the practice of training evaluation in their organizations. Below, table 4.9 deals with the analysis of data presented to investigate the status and applicability level of training evaluation in public sector capacity building training programs in Woreda public sectors.

**Table 4.9: Frequency and Mean Distribution of Responses on Training Evaluation**

No	Question Items	Respondents											T	
		Experts (41)						Trainees (43)						
		Rating Scale						Rating scale						
		1	2	3	4	5	X *	1	2	3	4	5		X
	<b>The Process of Training Evaluation :</b>													
1	is continuous	11	17	7	5	2	2.03	15	17	6	3	2	1.97	0.274
2	has relevant criteria of evaluation	12	16	5	4	4	1.97	13	18	5	5	2	1.88	0.342
3	Participatory	11	16	6	4	3	2.32	10	19	2	8	4	2.45	-0.435
4	has formal formats for evaluation	8	18	6	7	2	2.29	11	18	6	2	6	2.36	-0.219
5	has well organized results	7	19	7	5	3	2.06	13	20	2	5	3	2.09	-0.106
6	is made throughout the training process	12	17	6	3	3	2.32	17	11	2	6	7	2.33	-0.029
7	solves Problem timely	16	16	3	4	3	2.26	12	18	3	4	6	2.33	-0.214
8	is efficient	19	11	4	5	2	2.13	18	12	6	4	3	2.03	0.322
9	is effective	12	18	4	3	4	2.29	13	18	6	3	3	2.12	0.336
10	is based on training objectives	16	13	7	2	3	2.06	13	18	6	3	3	2.09	0.098

[1.00-1.49= Strongly disagree, 1.50-2.49=Disagree, 2.50-3.49=Neutral 3.50- 4.49 = Agree, 4.5-5.00 = Strongly Agree]

\* = Calculated mean across cells

As illustrated in table 4.9, various training evaluation aspects were presented to be replied by respondents. On this basis, respondents showed their agreement with the discontinuity nature of training evaluation with mean scores of 2.03 for experts and 1.88 for trainees with no statistically significant difference calculated between the two means. Similarly, the responses given by respondents proved the absence of relevant criteria to evaluate training programs.

As can be seen from the table, based on the responses given by the respondents, it can be understood that, in the evaluation of training program the process was not participatory, there were no formal formats for evaluation, evaluation results were not well organized; and the evaluation was not conducted throughout the training program. Apart from this, one of the purposes of training program evaluation is to seek immediate solutions for problems encountered in the training process. However, respondents' responses clearly indicated the absence of this with mean scores which were as low as 2.26 and 2.33 for experts and trainees respectively. In item 8 table 4.9, respondents were asked to rate the efficiency level

of training program evaluation in general. As revealed in the table, respondents reacted to the efficiency level of evaluation with mean scores of 2.26 and 2.03 for experts and trainees respectively. Similarly, the respondents agreed with the ineffectiveness of the training program evaluation in general. Therefore, according to these data, the evaluation programs were neither efficient nor effective. Finally, respondents were asked to rate if the evaluation program is based on general training objectives. As can be seen from table 4.9, item 10, the respondents indicated that the training program evaluation was not anchored to the general training objective with mean scores of 2.06 and 2.12 for experts and trainees respectively.

Generally, all training evaluation aspects presented in table 4.9 were rated by the respondents as they were inadequately and unsatisfactorily applied in public sector capacity building training programs. This implies that, if weak and strong sides of training programs are not identified through evaluation, improvements are unlikely to be made for consequent activities as a result of which organizations may not benefit from training programs. In support of this, CBBO (2007:7) mentioned that one of the major problems in public sector capacity building training programs was absence of evaluating training results. In addition, the focal persons from Oromia Capacity Building Bureau on the interview session confirmed as the training program evaluations were seldom conducted.

#### ***4.2.5.1. Trend of Keeping Training Records***

Keeping training records, be it good or bad, is useful as it can serve as good ground for further activities and evaluation. In some organizations, training records are kept well and serve for further use, while in others nothing is either recorded or kept about training program. Concerning this, respondents of this study were asked to categorize their organization to either of these two categories with regards to public sector capacity building training programs. Accordingly, except 39 (44.8%) and 41 (41.4%) of experts and trainees respectively, the majority denied the presence of the trend of documenting training records. Table 4.10, depicts some of the reasons for the absence of trends of keeping training records.

**Table 4.10: Frequency and Percentage Distribution of Responses on Reasons for the Absence of Training Records**

No	Question Item	Respondents					
		Experts (N=39)		Trainees (N=41)		Total* <sup>2</sup> (N=80)	
		No.	% * <sup>1</sup>	No.	%	No	%
1	Lack of follow-up from management body	18	46.2	23	56.1	41	51.3
2	Lack of clear training policy and direction	12	30.8	24	58.5	36	45.0
3	Keeping training records is not accustomed	10	25.6	6	14.6	16	20.0
4	It is assumed of no value	2	5.1	6	14.6	8	10.0
5	It is time taking	2	5.1	4	9.8	6	7.5
6	It is costly	1	2.6	6	14.6	7	8.8

\*<sup>1</sup>= % is calculated from N., \*<sup>2</sup>=Total numbers of responses is greater than N due to multiple responses

As depicted in the first item of table 4.10, 46.2% of experts and 56% of trainees attributed the reason for the absence of keeping training records to lack of follow-up from the managing body of organizations. Next to this, considerable number of experts and trainees, that is, 30.8% and 58.5% respectively, replied that lack of clear policy and direction can be cited as a reason for the absence of keeping training records. As can be seen from the table, with no statistically significant difference, respondents confirmed that all the items in the table can be cited as factors contributing to the absence of keeping training records in organizations. From this, it can be deduced that the trend of keeping training records was almost none in woreda public sectors, which in turn impedes organizations from easily designing and evaluating training programs supported by and based on past experiences.

#### **4.2.5.2. Post Training Discussion**

As part of training program evaluation, trainees, after completing their training, have to discuss with concerned bodies either to transfer the training to the rest members of their organization or to review how well the training was conducted and problems encountered were solved. From this point of view, respondents were requested to reply whether their organizations undertake such discussions with their trainees or not. On this basis, except few number of respondents from groups, (6.9% of experts and 5.1% of trainees), the majority, that is, 93.1% of the experts and 94.9% of the trainees replied as there was no discussion

with trainees. The latter ones were further asked to choose some of the reasons for the absence of such discussions and the data were summarized in table 4.11 below.

**Table 4.11: Frequency and percentage Distributions of Responses on Reasons for the Absence of Post Training Discussion**

No	Question Item	Respondents					
		Experts (N=81)		Trainees (N=94)		Total* <sup>2</sup> (N=175)	
		No.	% * <sup>1</sup>	No.	%	No.	%
1	The trainees were not willing to discuss	4	4.9	2	2.1	6	3.4
2	The leaders do not create conducive condition for discussion	19	23.5	27	28.4	46	26.3
3	The trainees were busy after they come back	7	8.6	5	5.3	12	6.9
4	No responsible body to coordinate	20	24.7	29	30.9	49	28.0
5	Lack of awareness about its importance	31	38.3	31	32.9	62	35.4

\*<sup>1</sup>= % is calculated from N , \*<sup>2</sup>= Total number of responses is greater than N due to multiple responses

As confirmed by 38.3% of experts and 32.9% of trainees, lack of awareness about the importance of conducting post training discussion with trainees was the most from among the other reasons for its absence. The responses given by the respondents attributed the problem again to absence of responsible body to coordinate the discussion, and to negligence of leaders to create fertile condition for the discussion to be held as the second and third factors respectively. As can be seen from the table, problems related to trainees like unwillingness to discuss and being busy after they come back from training were replied by the respondents unfavorably. Therefore, even though post training discussions were invaluable input to substantiate and apply training programs; they have not been conducted in woreda public sectors due to various reasons. This in turn may lead the training program to remain sterile and public sectors to lose the expected benefits from the program which may impede organizational performance improvement.

#### ***4.2.6. An Assessment of Public Sector Capacity Building Training Program***

Under this section, attempts were made to review the general back grounds and some issues related to the nature and practice of public sector capacity building training programs at Woreda level.

#### 4.2.6.1. Areas and Types of Public Sector Capacity Building Training Programs

Public sector capacity building training programs have been offered with the aim of capacitating civil servants and government officials at various levels. In this section, categorizations were made among some important aspects of public sector capacity building training programs and then analyzed. Table 4.12 deals with responses of experts who participated in one or more of public sector capacity building training programs and that of all trainee respondents.

Table 4.12: Frequency and Percentage Distribution of Responses on the Review of Public Sector capacity Building Trainings

No	Question item	Respondents					
		Experts (N=87)		Trainees (N=99)		Total * <sup>2</sup> (N=186)	
		No	%* <sup>1</sup>	No	%	No	%
<b>A. WHO PREPARE TRAINING PROGRAM?</b>							
1	Woreda capacity Building Office	19	21.8	12	12.1	31	16.7
2	Zone Capacity Building Office	16	18.4	17	17.2	33	17.7
3	Oromia Capacity Building Bureau	39	44.8	48	48.3	87	46.8
4	Ministry of Capacity Building	15	17.2	25	25.3	40	21.5
5	NGOs	9	10.3	8	8.1	17	9.1
<b>B. WHAT ARE THE TYPES OF TRAINING PROGRAM?</b>							
1	Short term trainings	41	47.1	42	42.4	83	44.6
2	Attending higher education	12	13.6	7	7.1	19	10.2
3	Distance education	19	21.8	21	21.2	40	21.5
4	In-service training	16	18.4	20	20.2	36	19.4
5	Plasma Conference	14	16.1	15	15.2	29	15.6
<b>C. WHAT ARE THE CONTENTS OF TRAININGS PROGRAM?</b>							
1	Strategic Planning Management	21	24.1	14	14.1	35	18.8
2	Good Governance	35	40.2	25	25.3	60	32.3
3	BPR	30	35.6	30	30.3	60	32.3
4	Performance appraisal	26	29.9	23	23.2	49	26.3
5	Information communication technology	5	5.7	1	1.0	6	3.2

\*<sup>1</sup>= % is calculated from N. , \*<sup>2</sup>= Total number of responses is greater than N due to multiple responses

As indicated in section 'A' of table 4.12, regarding the responsible body to prepare public sector capacity building training programs, 44.8% and 48.3% of experts and trainees respectively replied as it is Oromia Capacity Building Bureau. The rest items were replied descendingly as Woreda Capacity Building Office, Ministry of Capacity Building, Zone Capacity Building Office and NGOs with a total percentage of 31, 40, 33, and 17 respectively. This reality can be more substantiated with the interview responses gained

from focal persons in Oromia Capacity Building Bureau. They said that the responsible body to design and offer public sector capacity building training programs is Oromia Capacity Building Bureau. However, they explained that the Bureau works under the general frameworks set by Ministry of Capacity Building. The Zone and the Woreda Capacity Building Offices were major stakeholders with which the Bureau runs the training activity.

Regarding the issues related to the type of training program offered under public sector capacity building training programs, short-term training programs were replied by 47.1% and 42.4% of experts and trainees respectively and followed by distance education and in-service training programs almost closely with total percentage of 21.5% and 19.4% respectively. The data also indicated that there were possibilities of offering trainings through plasma television and sometimes attending training programs in higher learning institutions. In general, it can be deduced from this section that most of the training programs run by public sector capacity building training programs were of short-term nature focusing on capacitating government officials and civil servants. According to Meharet and others, (2004: 2), a significant focus of public sector capacity building training programs are on the training of civil servants and public sector officials at all levels and covering a wide range of topics and subject areas enabling them to carry out their duties most efficiently and effectively.

Concerning the contents of public sector capacity building training programs, the most top-five areas frequently mentioned in public sector capacity building training programs literatures were presented to be replied by respondents. With regards to this, the total picture of the data indicated that good governance and Business Process Reengineering (BPR) were identified as the two most important public sector capacity building training programs areas with an identical total percentage of 60. Woreda sector head interviewees have also stressed on the importance of training in these two areas. They said that good governance and BPR are the two most urgent areas towards which attention of the government is directing to improve the effectiveness of public sectors. As a result, a number of training programs have been designed and offered at different times.

As one can easily observe from table 4.12, performance appraisal and strategic planning management were identified as the 3rd and 4<sup>th</sup> focal areas of public sector capacity building training programs. Among areas of training depicted in the table, Information Communication Technology was identified as the least; and this may not be because of its less importance but as a result of its specialized nature taught only to selected few.

#### 4.2.7. Constraints of Public Sector Capacity Building Training Programs

Training may be constrained by various factors. Among others, as mentioned by Dwivedi (1984:146) training may be constrained by the attitude of top level management. The support they extend may encompass the allocation of finance and other resources and facilities. Table 4.13 reveals the summary of the responses on some important training constraints.

**Table 4.13: Frequency and Percentage Distribution of Responses on Training Constraints**

No.	Question item	Respondents					
		Experts (N=87)		Trainees (N=99)		Total ★ <sup>2</sup> (N=186)	
		No	% ★ <sup>1</sup>	No	%	No	%
1	Lack of budget	16	18.4	23	23.2	39	20.9
2	Irrelevance of training contents	19	21.3	18	18.1	37	19.9
3	Lack of attention from managing bodies	18	20.8	18	18.1	36	19.4
4	Absence of planning in advance	17	19.5	19	19.2	36	19.4
5	Absence of training institutions	11	12.6	7	7.1	18	9.7
6	Lack of proper training management	16	18.4	19	19.2	35	18.8
7	Absence of training departments	11	17.2	17	17.2	28	15.1
8	Absence of training need assessment	20	22.9	23	23.2	43	23.1
9	Non-transferability of trainings	14	16.1	15	15.2	29	15.6

★<sup>1</sup>=% is calculated from N., ★<sup>2</sup>=Total number of responses is greater than N due to multiple responses

As discussed in chapter II, training need assessment is an essential pre-requisite for the design and provision of cost-effective trainings. Inversely, as can be seen from table 4.13, 20 (22.9%) of experts and 23 (23.2%) of trainees responded that the absence of training need assessment in organizations is the most serious problem in public sector capacity building training programs. In support of this, CBBO (2007: 15) also mentioned that the practice of training need assessment is either marginalized or forgotten as subsidiary affairs. Besides, respondents indicated inadequacy of budget as the second major factor constraining training

program. This implies that, under such serious bottle necks, it is less likely to expect improved employee performances and achieved organizational goals.

The other factor that was cited as a training constraint was irrelevance of training content with trainees' current job. The focal persons at Oromia Capacity Building Bureau also confirmed in the interview that irrelevance of training content with employees' current job is a profound problem in public sector capacity building training programs. Lack of attention from the managing body, absence of planning in advance, lack of proper training management, absence of training departments in organizations, non-transferability of training and absence of training institutions, were identified in their descending order as some of the major problems in public sector capacity building training programs delivered so far. Other problems stated in open-ended questions by some of the respondents include: absence of clear and transparent selection criteria, information gaps on invitations to trainings, overlapping of training programs with other socially pressing businesses, lack of depth in the training program, participation of incompetent individuals, absence of evaluation and follow-up, and lack of concern from managing bodies. Based on the open-ended questions, the respondents were asked to mention some of the commensurate remedies to balance the situation as a result of which they cited the following measures to be taken:

- Allocating adequate budget
- Conducting training need assessment
- Considering relevance of training programs with trainees' current job
- Setting and applying clear and transparent selection criteria
- Securing support from managing bodies
- Improving information network system
- Scheduling training programs conveniently and
- Making follow-up and evaluation.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Under this last chapter, summary of the whole thesis work, conclusions drawn and recommendations forwarded were dealt with.

#### *5.1. Summary*

Public sector capacity building training program was initiated as a package of programs with its various components among which training of civil servants and public sector officials account for a sizable proportion. Accordingly, trainings have been delivered to civil servants and government officials covering a wide range of topics and subject areas. Most of the trainings were made to focus on woreda levels as this is believed to enable to access large number of work forces serving the community at the nearest possible proximity and solve different societal problems at the grassroots level.

From this point of view, the purpose of this study is to investigate the practices used in the course of these training programs and to identify major factors that had been adversely affecting these practices. To achieve this, the following guiding basic questions were formulated:

1. How often do organizations assess training needs for human resource training and development programs?
2. To what extent do public sectors consider the major training components (training need assessment, training objectives, training methods, training resources, and so on) when designing training programs?
3. What are the most frequently used training methods in organizations?
4. What are the major problems that hinder human resource training and development programs activities in public sectors?

A descriptive survey method was employed for the study. Accordingly, Stratified random sampling technique was used to select five Woredas found in West Hararge Zone. Again, six sectors from each Woreda with relatively higher number of experts were selected to be

included in the study. Finally; experts, trainees and woreda sector heads from these sectors were selected as sources of data for the study. Besides, focal persons for public sector capacity building training program from Oromia Capacity Building Bureau were included. In general, the study included 218 respondents.

Questionnaire and interview were employed for the study as data gathering tools and finally appropriate statistical tools (percentages, means, and independent sample t-test ) were used to analyses and interpret the data. Accordingly, the following major findings were drawn from the study.

### ***5.1.1. Characteristics of Respondents***

In relation to respondents' characteristics, it was investigated that the majority 203 (93.1%) were males. Female civil servants were deprived of various responsibilities and positions in woreda public sectors in general. With regards to age, majority 173 (79.4%) of the respondents were found to be matured people found within the age range of 26-40 years. Hence, they were assumed to be good informants. Educational qualification profile of the respondents was dominated 124 (56.9%) by diploma holders even though the range extends from certificate to Masters Degree holders level, and this revealed that there is still a gap to be filled to serve the community at the grass root level by equipping civil servants with necessary training and qualification. It was also reported that all categories of respondents have relatively adequate experience both in their current and other positions.

### ***5.1.2. Training Need Assessment***

- ☐ Training Need Assessment is a backbone for any training program. However, it has been rarely conducted for public sector capacity building training program in Woreda public sectors.
- ☐ Even though public sectors conduct training need assessments once in a blue moon, its practice had been lacking some of the crucial aspects in the training process. To cite some:
  - The training need assessment processes were not participatory,
  - Training need assessments were not based on concrete evidences,
  - Training need assessments conducted in public sectors were not continuous,

- The training needs identified themselves were not of crucial valuability for organizational goal achievement as they were not goal-based from the outset.
- The training need assessment conducted lack detail and practicality, and
- There was no clear and transparent procedure on how to undertake Public sector capacity building training program need assessments in woreda public sectors.

☐ Every organization has its own specific training need. In Woreda public sectors too, there is a huge training gap to be filled urgently. Accordingly, the following training areas were identified in Woreda public sectors in order of their urgency and importance:

- Service delivery.
- Good governance ,
- Information Communication Technology (ICT),
- Business Process Reengineering (BPR),
- Change Management and,
- Strategic Planning Management (SPM),

Amazingly, training need in personnel administration was found to be the least urgent area in Woreda public sectors.

☐ Training need assessment has its own scientifically established techniques like organizational, individual and task analysis. However, it was found out that, in public sectors, these scientific techniques were rarely used or completely neglected. Instead, orders and feedbacks from higher authorities which are more of political were used and were followed by customers' opinion analysis.

☐ Once the process of training need assessment is complete, it is logical to prioritize the needs identified in accordance with some justifiable factors. In Woreda public sectors, it was found out that public sector capacity building training program need assessments have been prioritized based on availability of budget and interests of top level management at the expense of urgency of the need identified and other pressing factors. Surprisingly, in some public sectors unplanned trainings were delivered for the mere instrumentality of training to plunder public money.

☐ The most important reasons for the absence of training need assessment in public sectors were lack of awareness about the importance of conducting training need assessments, lack of attention from the management body, absence of trend and culture of conducting training need assessments, absence of specialists/experts to conduct the need assessment and inadequacy of budget.

### ***5.1.3. Setting Training Objectives***

☐ Public sector capacity building training program objectives were investigated to be suffered from intricacies of many problems. Among others, the training objectives were not derived from the broad organizational goals, their measurability level was not clearly known and objectives were not sound enough to solve organizational and employee problems. Besides, their achievability and reality level were questioned. More adversely, the process of setting these training objectives were rarely time bound and participatory in general.

### ***5.1.4. Training Methods***

☐ On-the-job training methods like action learning, coaching, job rotation, job instruction and mentoring were found to be rarely used in public sector capacity building training programs.

☐ From among various kinds of off-the-job training methods, lecture was the most frequently used training method in public sector capacity building training programs.

☐ E-learning method was investigated to be none except in some bulk trainings that make use of plasma television to access many centers at a time.

☐ Visits to other organizations were used as an off-the-job training method especially when better performing sectors were visited as experience sharing and bench marking.

### ***5.1.5. Training Resource***

☐ Pertinent to public sector capacity building training program trainers, their knowledge of subject matter, ability and willingness to entertain trainees' opinion, facilitate training discussion and relate the training with the trainees' real life were highly questioned. Generally, none of the issues related to trainers was satisfactory.

- ▣ The amount of money earmarked for the training purpose was inadequate by large to cover training expenses.
- ▣ A promising situation was observed in conditions like training rooms, training compound, and attractiveness of the training contents. However, the flow of information to facilitate and coordinate training program; and convenience of training schedules were confirmed to be weak.

#### ***5.1.6. Training Evaluation***

▣ Public sector capacity building training program evaluation was found to be non-existent in most woreda public sectors, and those reported to be existent were also internally unhealthy among which the following instances deserve mention:

- The evaluation program was not continuous
- There were no relevant and formal formats for evaluation
- The process was not participatory
- The evaluation results were not well organized
- Problems were not solved immediately upon follow up and the training evaluation program was neither efficient nor effective in general.

▣ In Woreda Public Sectors, keeping training records that were crucial for training evaluation and other analyses was neglected as a result of various factors like lack of follow-up from the management body and absence of clear training policy and direction.

▣ Post-training discussions made with trainees to substantiate the training and create fertile ground under which the training could be practical were also investigated to be non-existent in public sectors because of lack awareness about the importance of such discussion, absence of responsible body to coordinate, and negligence of leaders to create fertile conditions.

### ***5.1.7. Review of Public Sector Capacity Building Training Program***

▣ Even though it was under the general frame work and auspices of Ministry of Capacity Building, all public sector capacity building training program that have been run in Woreda public sectors were designed and delivered by Oromia Capacity Building Bureau. Most of these trainings were short-term by nature and focusing on areas of good governance, Business Process Reengineering (BPR), performance appraisal, strategic planning management and information communication technology.

### ***5.1.8. Public Sector Capacity Building Training Program Constraints***

▣ The Most inherent public sector capacity building training program problems were:

- Absence of Training need assessment,
- Inadequacy of budget ,
- Irrelevance of training contents ,
- Lack of attention from the managing body,
- Absence of planning in advance,
- Lack of training management ,
- Absence of training departments ,
- Non - transferability of training, and
- Absence of training institutions at woreda level.

### ***5.1.9. Solutions Suggested By Respondents***

- conducting training need assessment,
- allocating adequate budget ,
- considering relevance of training,
- setting and applying clear and transparent selection criteria
- securing support from the management body and

- Following-up and evaluation.

## ***5. 2. Conclusions***

Based on the findings, the following conclusions were drawn.

- ❖ Training need assessment practice is a crucial base line on which consequent training activities are based. However the activity of conducting public sector capacity building training program need assessment is marginalized in most public sectors at woreda level due to various reasons. It was found out that those which have been conducted were against training principles and intricate with countless problems in general. Under such circumstances, it is likely for the expected training returns and benefits to be devaluated apart from expending the scarce resources unfairly and unwisely.
- ❖ In woreda public sectors, still there are huge gaps in trainings like Business Process Reengineering, good governance, Information Communication Technology, and service delivery which are specific to different sectors. Failure to bridge these gaps is likely to lead organizations fail to discharge their responsibilities effectively and deliver quality services to the public. Besides, training need prioritization was based on some unjustifiable factors like interests of top level management, disregarding expected returns and urgency of the need identified. Hence, it is obvious that the return of the whole effort and endeavor will be by far below the expectation.
- ❖ According to the finding of this study, the practice of setting training objectives was neglected in many sectors or poorly set in many others in general. Inherently, the objectives were entangled with intricacies of problems such as lack of goal orientation, lack of soundness to solve organizational and employee problems, and its being non-participatory by nature. Apart from this, the objectives set were less realistic and lack measurability. Hence, it can be concluded that, this trainings may contribute less to the overall organizational and employee performance improvement and goal achievement as a whole.
- ❖ The finding of the study revealed that lecture was the most frequently employed type of training method in Public sector capacity building training programs over other more effective methods such as mentoring, job instruction, and visits. However, the drawbacks in lecture method itself, and failure to make use of varieties of training methods in accordance with the nature of training program may discredit value of the training in general.

- ❖ Resources are decisive inputs for any training program to be effective. However, the quality and quantity of various training resources were reported to be weak in woreda public sectors. Obviously, this condition adversely affects the probability of achieving targeted objectives, which in turn largely restricts public sectors from intended improvement.
- ❖ Like other aspects of public sector capacity building training programs, the practice of evaluating training programs was also found to suffer from various problems. In most organizations, it was reported that the practice of training program evaluation was non – existent, and in the rest, it was constrained with numerous impediments. This implies that the effectiveness of the whole training process and problems encountered in the whole training process were not known and no experience was gained to serve as an input for further activities.
- ❖ In public sectors, generally the practices of public sector capacity building training program were under countless difficulties. Unless remedial measures are taken to solve these difficulties, it is unlikely to bring improvements in public sectors.

### ***3. Recommendations***

On the basis of the findings and conclusion, the following points were found to be worth recommending:

- Training programs should be based on identified training need. Delivering trainings without conducting training need assessment is like prescribing medicine without diagnosis, which may be either useless or may cause additional health problem. Therefore, public sectors need to have a readily available profile of training need areas and extents assessed in their employees, tasks and organization in general, which are to be prioritized. In addition to this, Oromia Capacity building Bureau in strong collaboration with Zone and Woreda Capacity Building Offices, should labor to combat the major problems found out in the area of training need assessment by strict and close follow – up and monitoring.
- It was found out that in public sectors; training objectives were either not set or not properly designed as per their principles. Under such situation, it is hardly possible to expect a success story as anything wrong in the objective is likely to devalue the whole process. Hence, consecutive short term awareness creation trainings on the importance of training objectives, the way they are to be set, and how pertinent problems could be minimized,

should be offered by able experts under the auspices of Oromia Capacity Building Bureau to Woreda and Zone public sector experts, so that they could possibly implement it.

- Public sector capacity building training programs were largely dependent on lecture method. However, making use of various of on –the-job and off –the-job training methods exposes the trainees to differing situation where memorability of the training content could be easily achieved and practicality of the training may be maximized. Therefore, designers of public sector capacity building training program at Oromia Capacity Building Bureau should design the training program on the way that varieties of methods such as visits to other organization, e-learning, distance learning, and job instruction could be used depending on the nature of the training content so as to expose the trainees to various experiences. Apart from this, assurance should be gained that trainers have the capabilities of implementing different training methods.
- Public sector capacity building training programs have been suffering from lack of multifarious training resources. Since public sector capacity building training program is a national program, the Federal Ministry of Capacity Building needs to review the adequacy of resources that have been allocated for regions, and the regions in turn should make wise use of the scarce resources to achieve a nationally agreed upon objective. Besides public sector capacity building training programs contents are very attractive and are promising for improvement. They should not be interrupted due to lack of resource. Hence, the regional government on its side should subsidize the program and cover most of its logistics.
- Public sectors were found to be reluctant to properly evaluate public sector capacity building training program. As a result, successes and failures encountered thought out the process remain unknown and data for further endeavors are non-existent. To reverse this situation, Oromia Capacity Building Bureau should review its training efforts (as the Bureau was found to be the first to fail conduct training evaluation) and design techniques and strategies on how to fully incorporate the evaluation system into public sector capacity building training program and minimize problems pertaining to evaluation of training program.
- A number of constraints that have been impeding the implementation of public sector capacity building training program were found out. As the problems were deep-rooted and multifarious for which readymade answers are not available, they call for strong

collaboration among various parties from Federal Ministry of Capacity Building to Woreda public sectors' employees.

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# APPENDICES

# Appendix A

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES (COLLEGE OF EDUCATION)

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

## *Questionnaire to be filled by Experts*

### **Dear Experts!**

The purpose of this questionnaire is to gather relevant data that will help to assess the practice of public sector capacity building program trainings in West Harerge zone. I would like to assure you that this study is purely academic and hence would not affect anyone in any way as all the information will be kept confidential. Rather, the results of this study are believed to be invaluable input to improve the practice of public sector capacity building trainings program in the zone. Therefore, your genuine, frank, and timely responses are of prime importance for the success of this study. Thus, you are kindly requested to respond to each question items carefully and responsibly.

### **General Direction**

- You are not required to write your names.
- Respond to all close – ended question items by putting a <✓> mark in the boxes and to all open – ended ones by writing your comments on the spaces provided.
- It is possible to use Afan Oromo, Amharic or English in giving comments
- For this study, the term “organization” represents sectors at woreda level.

**Thank you!**

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## PART I- PERSONAL DATA

1. Sex: a.  Male b.  Female

2. Age: a.  20-25 b.  26-30 c.  31-35

d.  35-40 e.  41 and above

3. Educational Background

a.  Certificate/TTI c.  First Degree

b.  College diploma d.  MA/MSc.

4. Current position \_\_\_\_\_

5. Years of service: a) In current position \_\_\_\_\_

b) In other position \_\_\_\_\_

c) Total \_\_\_\_\_

## PART II- SPECIFIC INFORMATION

### A. TRAINING NEED ASSESSMENT

1. Does your organization conduct training need assessment?

a.  Yes

b.  No

2. If your response is " yes" for question No.1, indicate your agreement with the following items. Use the following scales: (1= Strongly Disagree, 2= Disagree, 3= Neural, 4= Agree and 5=Strongly Agree)

No	Question Item	Rating Scales				
		5	4	3	2	1
1	Training opportunities are offered based on training need assessments.					
2	Training need assessment process is participatory.					
3	Training need assessment is based on concrete evidences.					
4	Training need assessment documents are well organized and used.					
5	Training need assessment is continuous.					
6	Training needs identified is helpful for public sectors to achieve their goals.					
7	Training need assessment is conducted based on organizational goals.					
8	The training needs identified are appropriate enough to enable the Organizations achieve its goals					
9	There is clear procedure for training need assessment process.					
<b>Others (if any)</b>						

2. The following are some training areas specific to different organization. With reference to your organization, indicate your agreement with each item using the following scales: (1= Strongly Disagree,2= Disagree, 3= Neural, 4= Agree and 5= Strongly Agree).

No.	Question Items	Rating Scales				
		5	4	3	2	1
1	There are training needs in Business Process Reengineering (BPR).					
2	There are training needs in Good governance.					
3	There are training needs in Information Communication Technology (ICT).					
4	There are training needs in Change Management.					
5	There are training needs in Service delivery.					
6	There are training needs in Personnel administration					
7	There are training needs in Strategic Planning Management(SPM)					
<b>Others</b> (if any)						

4. If your response for question No.1 is "yes", which technique does your organization use to conduct training need assessment (**More than one alternative can be chosen**)

- a.  Analyzing overall organizational performance.
- b.  Analyzing how individuals perform their jobs.
- c.  Analyzing how organizational tasks are performed.
- d.  Analyzing customer's comments.
- e.  Analyzing feedback of higher authorities.
- f. Others (if any) \_\_\_\_\_

5. Indicate your level of agreement with the following factors that serve as criteria for prioritizing training needs identified in your organization.

No	Question Items	Rating Scales				
		5	4	3	2	1
1	Training need identified is prioritized based on availability of budget.					
2	Training need identified is prioritized based on urgency of the training need.					
3	Training need identified is prioritized based on trainees' motivation.					
4	Training need identified is prioritized based on availability of training institutions.					
5	Training need identified is prioritized based on interests of top level management.					
<b>Others</b> (if any)						

6. If your response for question No.1 is "No", what are the reasons for the absence of training need assessment?

- a.  Absence of experts to conduct training need assessment.
- b.  Lack of a budget.
- c.  Lack of awareness about the importance of conducting training need assessment.
- c.  Training need assessment is not accustomed.
- d.  Attention is not given from the management body.
- d.  Training need assessment does not serve any purpose.

**Others** (if any) \_\_\_\_\_

**B. SETTING TRAINING OBJECTIVES**

1. Does your organization set objectives for the trainings it delivers?

- a.  Yes
- b. No

2. Indicate the level of your agreement or disagreement with the following question items using the following scales: (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree)

No	Question Items	Rating Scales				
		5	4	3	2	1
1	Training objectives are derived from the broad organizational goals.					
2	Training objectives are measurable.					
3	Training objectives are sound enough to solve organizational problems.					
4	Training objectives are sound enough to solve employees' problems					
5	Training objectives are achievable.					
6	Training objectives are realistic.					
7	Training objectives are time bound.					
8	Training objectives are set in a participatory process.					
Others(if any) _____						
_____						
_____						

### C. TRAINING METHODS

1. Indicate the level of your agreement or disagreement with the following training methods used in your organization. Use the following scales: (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree)

No	Question Items	Rating Scales				
		5	4	3	2	1
<b>A. ON- THE- JOB TRAINING</b>						
1	Action learning is used.					
2	Coaching is used.					
3	Job rotation is used.					
4	Mentoring is used.					
5	Distance education is used.					
6	Job instruction is used.					
<b>Others(if any)</b> _____ _____ _____						
<b>B. OFF- THE- JOB TRAINING</b>						
1	In- service training is used.					
2	Trainees attend higher education					
3	Scholarship is offered.					
4	E-learning is used.					
5	Lecture method is used.					
6	Visits to other organizations are used.					
<b>Others(if any)</b> _____ _____ _____						

## D. TRAINING RESOURCES

1. How do you rate the condition of training Resources in most of the Public sector capacity building trainings programs you have attended? Use the following scales: (1= very poor, 2= poor, 3= Neutral 4= good and 5= very good) (To be filled only by those experts who have participated in Public sector capacity building trainings programs).

NO	Question Items	Rating Scales				
		5	4	3	2	1
<b>A- Trainers</b>						
1	They have knowledge of subject matter.					
2	They have ability to communicate.					
3	They are punctual in their works.					
4	They have ability of relating the training with the trainees' real life.					
5	They respect the trainees.					
6	They entertain trainees' opinion.					
7	They facilitate trainees' discussion.					
8	They have good relation with the trainees.					
9	They give equal chance for trainees to react.					
<b>Others (if any )</b>						
<b>B. Financial Resource</b>						
1	Adequate money is earmarked for the training program.					
2	Payments for the trainees are good.					
3	Refreshment programs are good.					
4	Training benefits commensurate the investment.					
5	Adequate money is earmarked to prepare training modules.					
6	Adequate money is allocated for buying stationary materials.					
<b>Others (if any)</b>						
<b>C. Other Facilities</b>						
1	Conditions of training rooms are good.					
2	The training compound is attractive.					
3	The training content is attractive.					
4	Flow of information is good.					
5	The training schedules are convenient.					



g. **Others** (if any) \_\_\_\_\_  
\_\_\_\_\_

4. Does your organization hold discussions with employees after they have completed a training program?

a.  Yes

b.  No

5. If your answer for question No 4 is "No", what do you think are the reasons? (More than one alternative can be chosen).

a.  The trainees are not willing or volunteering to discuss.

b.  The leaders do not create conducive situation for discussion.

c.  The trainees are busy after they come back.

d.  Absence of responsible body to coordinate this.

e.  Lack of awareness about the importance of such discussions.

f. **Others**(if any) \_\_\_\_\_  
\_\_\_\_\_

#### **F. AN ASSESSMENT OF PUBLIC SECTOR CAPACITY BUILDING TRAININGS PROGRAMS.**

1. Have you attended any Public sector capacity building trainings programs?

a. Yes

b. No

2. If your answer for question No. 1 is "Yes", who prepared the program?

a.  Woreda Capacity Building Office

b.  Zone Capacity Building Office

c.  Capacity Building Bureau of Oromia

d.  Federal Ministry of Capacity Building.

e.  Do not know

f.  NGO's

g. **Others** (if any) \_\_\_\_\_  
\_\_\_\_\_

3. If your answer for question No. 1 is "Yes", what were the types of training programs you have attended?

- a.  Short term trainings
- b.  Attending Higher Education Institutions (Colleges)
- c.  Distance Education Program
- d.  In-service (summer) trainings
- e.  Scholarship abroad
- f.  Plasma conference.
- g. **Others** (if any) \_\_\_\_\_

4. What were the areas (contents) of Public sector capacity building trainings program you have attended?

- a.  Strategic Planning Management(SPM)
- b.  Information Communication Technology (ICT)
- c.  Business Process Reengineering (BPR)
- d.  Performance Appraisal
- e.  Good governance
- f. **Others (specify)** \_\_\_\_\_
- g. \_\_\_\_\_

5. Was the training you have attended relevant to your job?

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

### **G. PUBLIC SECTOR CAPACITY BUILDING TRAINING PROGRAM CONSTRAINTS**

1. What are the major Public sector capacity building trainings program constraints (More than one alternative can be chosen).

- a.  Lack of budget
- b.  Lack of relevance of training contents to trainees' current job,
- c.  Lack of attention by sector heads/leaders
- d.  Lack of planning in advance

- e.  Absence of training need assesement
- f.  Lack of training institutions at woreda level
- g.  Lack of training management
- h.  Absence of training departments in organizations
- i.  Non-transferability of training.
- j. **Others** (if any) \_\_\_\_\_  
\_\_\_\_\_

2. What do you think are the solutions for these problems?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_
- h. \_\_\_\_\_

**Thank You!**

## Appendix B

ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES (COLLEGE OF EDUCATION)  
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

### *Questionnaire to be filled by Trainees*

**Dear Trainees!**

The purpose of this questionnaire is to gather relevant data that will help to assess the practice of public sector capacity building trainings program\* in West Harerge zone. I would like to assure you that this study is purely academic and hence would not affect anyone in any way as all the information will be kept confidential. Rather, the results of this study are believed to be invaluable input to improve the practice of public sector capacity building trainings program in the zone. Therefore, your genuine, frank, and timely responses are of prime importance for the success of this study. Thus, you are kindly requested to respond to each question items carefully and responsibly.

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- It is possible to use Afan Oromo, Amharic or English in giving comments
- For this study, the term "organization" represents sectors at woreda level.

**Thank you!**

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## PART I- PERSONAL DATA

1. Sex: a.  Male b.  Female

2. Age: a.  20-25 b.  26-30 c.  31-35  
d.  36-40 e.  41 and above

3. Educational Background

a.  Certificate/TTI c.  First Degree  
b.  diploma d.  MA/MSc.

4. Current position \_\_\_\_\_

5. Years of service: a) In current position \_\_\_\_\_

b) In other position \_\_\_\_\_

c) Total \_\_\_\_\_

## PART II- SPECIFIC INFORMATION

### A. TRAINING NEED ASSESSMENT

1. Does your organization conduct training need assessment?

a.  Yes b. No

2. If your response is "yes" for question No. 1, indicate your agreement with the following items. Use the following scales: (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree)

No.	Question Item	Rating Scales				
		5	4	3	2	1
1	Training opportunities are offered based on training need assessments.					
2	Training need assessment process is participatory.					
3	Training need assessment is based on concrete evidences.					
4	Training need assessment documents are well organized and used.					
5	Training need assessment is continuous.					
6	Training needs identified is helpful for public sectors to achieve their goals					
7	Training need assessment is conducted based on organizational goals.					
8	There is clear procedure for training need assessment process.					
Others (if any)						

3. The following are some training areas specific to different organization. With reference to your organization, indicate your agreement with each item using the following scales: (1 = Strongly Disagree, 2= Disagree, 3= Neural, 4= Agree and 5= Strongly Agree).

No.	Question Items	Rating Scales				
		5	4	3	2	1
1	There are training needs in Business Process Reengineering (BPR).					
2	There are training needs in Good governance.					
3	There are training needs in Information Communication Technology (ICT).					
4	There are training needs in Change Management.					
5	There are training needs in Service delivery.					
6	There are training needs in Personnel administration					
7	There are training needs in Strategic Planning Management(SPM)					
Others(if any)						

4. If your response for question No.1 is "yes", which technique does your organization use to conduct training need assessment (**More than one alternative can be chosen**)

- a.  Analyzing overall organizational performance.
- b.  Analyzing how individuals perform their jobs.
- c.  Analyzing how organizational tasks are performed.
- d.  Analyzing customer's comments.
- e.  Analyzing feedback of higher authorities.
- f. Others (if any) \_\_\_\_\_

1. Indicate your level of agreement with the following factors that serve as criteria for prioritizing training needs identified in your organization.

No	Question Items	Rating Scales				
		5	4	3	2	1
1	Training need identified is prioritized based on availability of budget.					
2	Training need identified is prioritized based on urgency of the training need.					
3	Training need identified is prioritized based on trainees' motivation.					
4	Training need identified is prioritized based on availability of training institutions.					
5	Training need identified is prioritized based on interests of top level management.					
Others(if any)						

5. If your response for question No.1 is "No", what are the reasons for the absence of training need assessment?

- a.  Absence of experts to conduct training need assessment.
- b.  Lack of budget.

- c.  Lack of awareness about the importance of conducting training need assessment.
  - d.  Training need assessment is not accustomed.
  - e.  Attention is not given from the management body.
  - f.  Training need assessment does not serve any purpose.
- Others (if any) \_\_\_\_\_

## B. SETTING TRAINING OBJECTIVES

1. Does your organization set objectives for the trainings it delivers?

- a.  Yes                      b.  No

2. Indicate the level of your agreement or disagreement with the following question items using the following scales: (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree)

No	Question Items	Rating Scales				
		5	4	3	2	1
1	Training objectives are derived from the broad organizational goals.					
2	Training objectives are measurable.					
3	Training objectives are sound enough to solve organizational problems.					
4	Training objectives are sound enough to solve employees' problems					
5	Training objectives are achievable.					
6	Training objectives are realistic.					
7	Training objectives are time bound.					
8	Training objectives are set in a participatory process.					
Others(if any) _____						

### C. TRAINING METHODS

1. Indicate the level of your agreement or disagreement with the following training methods used in your organization. Use the following scales: (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree)

No	Question Items	Rating Scales				
		5	4	3	2	1
<b>A. ON- THE- JOB TRAINING</b>						
1	Action learning is used.					
2	Coaching is used.					
3	Job rotation is used.					
4	Mentoring is used.					
5	Distance education is used.					
6	Job instruction is used.					
Others(if any)						
<b>B. OFF- THE- JOB TRAINING</b>						
1	In- service training is used.					
2	Trainees attend higher education					
3	Scholarship is offered.					
4	E-learning is used.					
5	Lecture method is used.					
6	Visits to other organizations are used.					
Others(if any)						
_____						
_____						
_____						

## D. TRAINING RESOURCES

1. How do you rate the condition of training Resources in most of the Public sector capacity building training programs you have attended? Use the following scales: (1= very poor, 2= poor, 3= Neutral 4= good and 5= very good)

N0	Question Items	Rating Scales				
		5	4	3	2	1
<b>A- Trainers</b>						
1	They have knowledge of subject matter.					
2	They have ability to communicate.					
3	They are punctual in their works.					
4	They have ability of relating the training with the trainees' real life.					
5	They respect the trainees.					
6	They entertain trainees' opinion.					
7	They facilitate trainees' discussion.					
8	They have good relation with the trainees.					
9	They give equal chance for trainees to react.					
<b>Others (if any )</b>						
<b>B. Financial Resource</b>						
1	Adequate money is earmarked for the training program.					
2	Payments for the trainees are good.					
3	Refreshment programs are good.					
4	Training benefits commensurate the investment.					
5	Adequate money is earmarked to prepare training modules.					
6	Adequate money is allocated for buying stationary materials.					
<b>Others (if any)</b>						
<b>C. Other Facilities</b>						
1	Conditions of training rooms are good.					
2	The training compound is attractive.					
3	The training content is attractive.					
4	Flow of information is good.					
5	The training schedules are convenient.					

## E. EVALUATION OF TRAINING

1. Indicate your agreement or disagreement level on the following aspects of training evaluation practice in your organization. Use the following scales: (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree).

NO	Question Items	Rating Scales				
		1	2	3	4	5
1	Your organization evaluates training programs continuously.					
2	There are relevant criteria to evaluate training program.					
3	Training evaluation process is participatory.					
4	Training evaluation results are well organized.					
5	There are formal training evaluation formats in the organization					
6	Training evaluation is made through out the training process.					
7	Problems are timely solved based on the training evaluation.					
8	The training program is efficient.					
9	The training program is effective.					
Others (if any )						

2. Is there a trend of keeping training records attended by employees and officials in your organization?

a.  Yes

b.  No

3. If your response for question number 2 above is "No", what do you think are the reasons? (More than one alternative can be chosen).

a.  Lack of follow up from managing bodies.

b.  Lack of transparent and clear training policy and direction.

c.  Keeping training records is not accustomed.

d.  It is assumed of no value.

e.  It is time taking.

f.  It is costly.

a. **Others** (if any) \_\_\_\_\_  
\_\_\_\_\_

4. Does your organization hold discussions with employees after they have completed a training program?

a.  Yes

b.  No

5. If your answer for question No 4 is "No", what do you think are the reasons?  
(More than one alternative can be chosen).

a.  The trainees are not willing or volunteering to discuss.

b.  The leaders do not create conducive situation for discussion.

c.  The trainees are busy after they come back.

d.  Absence of responsible body to coordinate this.

e.  Lack of awareness about the importance of such discussions.

f. **Others** (if any) \_\_\_\_\_  
\_\_\_\_\_

#### F. AN ASSESMEN OF PUBLIC SECTOR CAPACITY BUILDING TRAINING PROGRAMS

1. Who has prepared the Public sector capacity building training program you have attended?

a.  Woreda Capacity Building Office

b.  Zone Capacity Building Office

c.  Capacity Building Bureau of Oromia

d.  Federal Ministry of Capacity Building.

e.  Do not know

f.  NGO's

h. **Others** (if any) \_\_\_\_\_

\_\_\_\_\_

2. What were the types of training programs you have attended?

a.  Short term trainings

b.  Attending Higher Education Institutions (Colleges)

c.  Distance Education Program

d.  In-service (summer) trainings

e.  Scholarship abroad

f.  Plasma conference.

g. **Others** (if any) \_\_\_\_\_

\_\_\_\_\_

3. What were the areas (contents) of Public sector capacity building trainings program you have attended?

a.  Strategic Planning Management (SPM)

b.  Information Communication Technology (ICT)

c.  Business Process Reengineering (BPR)

d.  Performance Appraisal

e.  Good governance

f. **Others (specify)** \_\_\_\_\_

g. \_\_\_\_\_

4. Was the training you have attended relevant to your job?

a.  Yes

b.  No

c.  I do not know

## G. PUBLIC SECTOR CAPACITY BUILDING TRAINING PROGRAM CONSTRAINTS

1. What are the major Public sector capacity building trainings program constraints (More than one alternative can be chosen).

- a.  Lack of budget
- b.  Lack of relevance of training contents to trainees' current job,
- c.  Lack of attention by sector heads/leaders
- d.  Lack of planning in advance
- e.  Absence of training need assesement
- f.  Lack of training institutions at woreda level
- g.  Lack of training management
- h.  Absence of training departments in organizations
- i.  Non-transferability of training.
- j. **Others** (if any) \_\_\_\_\_  
\_\_\_\_\_

2. What do you think are the solutions for these problems?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_
- h. \_\_\_\_\_

**Thank You!**

# Appendix C

ADDIS ABABA UNIVERSITY

SCHOOL OF GRAGUATE STUDIES

COLLEGE OF EDUCATION (DEPARTMENT OF EDUCATIONAL PLANNING AND  
MAMAGEMENT)

INTRVIEW QUESTIONS FOR PUBLIC SECTOR CAPACITY BUILDING TRAINING  
PROGRAM FOCAL PERSONS IN ORMIAY CAPACITY BUILDING BUEARU(CBBO)

## A – TRAINING NEED ASSESSMENT

1. Does your Bureau conduct training need assessment?
  - a. Yes
  - b. No
2. If your answer is " No", who is the responsible body to conduct training need assessment?
  - a. Experts at Bureau level
  - b. Woreda Capacity Building Offices
  - c. Zone Capacity Building Offices
  - d. Trainers
  - e.

Other \_\_\_\_\_

## B. TRAINING OBJECTIVES

1. Does your Bureau set training objective for training programs?
  - a. Yes
  - b. No
2. If you said "Yes" for Question No. 1, who participates on the process of setting training objectives?
  - a. Experts at Bureau level
  - b. Woreda Capacity Building Offices
  - c. Zone Capacity Building Offices
  - d. Trainers
  - e.

Others \_\_\_\_\_

## C – TRAINING METHODS

1. What are the major training method(s) used in your Bureau for Public sector capacity building trainings program?

\_\_\_\_\_  
\_\_\_\_\_

**D – TRAINING RESOURCES**

1. What are the conditions of the following training facilities in training programs?

V.good	Good	Medium	Poor	V.poor
--------	------	--------	------	--------

- Trainers \_\_\_\_\_
  - Finance \_\_\_\_\_
  - Location \_\_\_\_\_
  - Schedules \_\_\_\_\_
  - Training content \_\_\_\_\_
  - Information flow \_\_\_\_\_
  - Other facilities like rooms, furniture, etc \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. What are the problems pertaining to training resources?

**E – EVALUATION OF TRAINING**

1. Does your organization undertake training evaluation?

- a. Yes                      b. No

2. If you said "Yes" for Question No. 1, how does your Bureau conduct training evaluation?-

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What were the contents of trainings delivered so far under the auspices of your Bureau?

- a. Good Governance                      d. BPR
- b. Performance Appraisal                e. Strategic Planning Management
- c. Finance Administration

F.Others \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**F. PUBLIC SECTOR CAPACITY BUILDING TRAINING PROGRAM CONSTRAINTS**

1. What are the major public sector capacity training program constraints?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

**G. SOLUTIONS**

1. What do you think are the solutions for these problems?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

*Thank you!*

# Appendix D

ADDIS ABABA UNIVERSITY  
SCHOOL OF GRAGUATE STUDIES  
COLLEGE OF EDUCATION (DEPARTMENT OF EDUCATIONAL PLANNING AND  
MAMAGEMENT)  
INTRVIEW QUESTIONS FOR WOREDA SECTOR HEADS

## A – TRAINING NEED ASSESSMENT

1. Does your organization conduct training need assessment?
  - a. Yes
  - b. No
2. If your answer is " No", who is the responsible body to conduct training need assessment?
  - a. Woreda Capacity Building office
  - b. Zone Capacity Building office
  - c. Oromia Capacity Building Bureau
  - d. Ministry of Capacity Building
  - e. Other \_\_\_\_\_

3. What is the extent of training need at woreda level?
  - a. High
  - b. Medium
  - c. Low
  - d. No training need at all
4. What are the areas of training needs?
5. What criteria are used to prioritize training needs identified?

## B. TRAINING OBJECTIVES

1. Does your organization set training objective for training programs?
  - a. Yes
  - b. No
2. How is the process of setting training objectives? \_\_\_\_\_  
\_\_\_\_\_

## C – TRAINING METHODS

1. What are the most popular training method(s) used in your organization? \_\_\_\_\_  
\_\_\_\_\_

## D – TRAINING RESOURCES

1. What are the conditions of the following training facilities in your organization
  - Trainers \_\_\_\_\_
  - Finance \_\_\_\_\_

- Other facilities like rooms, furniture, etc \_\_\_\_\_

3. What are the problems pertaining to training resources?

### **E – EVALUATION OF TRAINING**

1. Does your organization undertake training evaluation?

- a. Yes                      b. No

### **F. PUBLIC SECTOR CAPACITY BUILDING TRAINING PROGRAMS TRAINING CONSTRAINTS**

1. What are the major Public sector capacity building training program constraints?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

### **G. SOLUTIONS**

1. What do you think are the solutions for these problems?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

*Thank you*

# **Appendix E**

**Yunveristii Addis Ababaa**

**Sagantaa Barnoota Digirii Lammaffaa**

**Koollejji Barnootaa**

**Dippaartimantii Karooraa fi Bulchiinsa Barnootaa**

**Damee Misooma Bulchiinsa Humna Namaa fi Dhaabbataa**

**(Human Resource Management and Organizational Development)**

## **Gaafannoo Hojjetoota Deeskii Barnootaa fi Waajjiraalee Barnoota Aanaatiin Guutamu**

Duraan dursee gaafannoo kana waan naaf gootaniif baayiseen isin galateeffadha. Kaayyoon gaafannoo kanaa Deeskii Barnoota Godina Lixa Hararge fi waajjiraalee adda addaa aanaalee keessatti akkaataa leenjiiwwaniifi misooma hojjetootaa itti gaggeeffamaa jiruufi rakkoolee isaan mudatan ilaalchisee ragaaleefi odeeffannoo adda addaa sassaabuun (funaanuu) qaaccessuun furmaata kennuuf kan ooludha. Argannoo (firiin) qo'annoo kanaa hojii barnootaaf kan oluufi iccitiin kan qabu waan ta'eef sodaa tokko malee ragaalee qulqulluufi dhugaa irratti hunda'e akka naaf kennitan gaafachaa, ragaaleen kennitan kun galma ga'insa qo'annichaatiif gumaacha guddaa waan qabuuf obsa, of-eeggannoofi yeroon guuttanii akka naaf deebifan kabajaan isin gaafadha.

## **Hubachiisa**

- Maqaa keessan barreessuun hin barbaachisu
- Deebii keessan Amaariffaa ykn Ingiliffaan deebiisuu ni dandeessu.
- Gaaffiilee saanduqni qophaa'eef mallattoo" ✓" saanduqa keessa kaa'udhaan deebisaa. Gaaffiilee yaada keessan akka ibsitan gaafataniif iddoo duwwaa irratti yaada keessan barreessaa.

**Galatoomaa!**

## Kutaa Tokko: Ragaa Dimshaashaa (General Information)

Maqaa waajjirakee \_\_\_\_\_

1. Saala:  Dhiira  Dhalaa
2. Umrii:  20 gadi  26-30  36-40  
 20-25  31-35  40 oli
3. Sadarkaa Barnootaa:  Kutaa 12 gadi  Sartifikeetii  Digirii jalqabaa  
 Kutaa 12 kan xumure/tu  Dippiloomaa  Digirii 2<sup>ffaa</sup>

Kan biraa \_\_\_\_\_

4. Bara tajaajilaa: Iddoo amma jirtutti waggaa \_\_\_\_\_  
 Bakka kan biraa irratti waggaa \_\_\_\_\_ Tajaajila dimshashaa waggaa \_\_\_\_\_
5. Gita hojii amma irra jirtu \_\_\_\_\_
6. Damee/kutaa irra hojjettu \_\_\_\_\_
7. Ogummaa itti leenjifamte (Field of specialization) \_\_\_\_\_
8. Haala caasaa waajjira amma jiruun rammaddin gita hojii keetii:  
 Hojjetaa deggaraa (Supportive staff)  Hojjetaa dursaa (Line staff)

## Kutaa Lama: Leenjii fi Misooma Hojjetootaa (Employee Training and Development)

### A. Imaammataa Leenjiifi Misooma Hojjetootaa (Training and Development Policy)

1. Imaammataa leenjiifi misooma hojjetootaa waajjira kee ilaalchiise sadarkaa waliigaltee himoota  
 armaan gadii irratti qabdu mallattoo '✓' fayyadamuun agarsiisi (Hubachiisa: 1= tasuma walii hin galu, 2=walii hingalu, 3=homaa jechuu hin danda'u, 4=waliingalafi, 5=baayiseen waliigala kan jedhu bakka bu'a).

Lak	Akaakuu Gaaffii	Sadarkaa waliigaltee				
		5	4	3	2	1
1.1	Waajjirichi imaammata leenjiifi misooma hojjetootaa barreeffaman ni qaba					
1.2	Imaammanni leenjiifi misooma hojjetootaa sadarkaa waajjirichaatti kan qophaa'edha					
1.3	Imaammanni leenjii fi misooma hojjetootaa qaama olaanaatiin qophaa'ee ergamadha					
1.4	Imaammanni leenjii fi misooma hojjetootaa waajjirichaa imaammata leenjiifi barnoota biyyoolessaa irratti hundaa'ee kan qophaa'edha.					
1.5	Imaammanni leenjii fi misooma hojjetootaa waajjirichaa hojjettoonni					

	hundi akka beekan ta'eera.					
1.6	Waajjirichi imaammata irratti hundaa'uun qajeelfamoota leenjiifi misooma hojjettootaa adda addaa qopheeffateera					
1.7	Sagantaan leenjii fi misooma hojjettoota waajjirichaa haala qajeelfama waajjirichaatiin hojii irra oolaa jira					
1.8	Sagantaan leenjiifi misooma hojjettoota waajjirichaa haala qajeelfama qaama olaanaa irraa ergamu irratti hundaa'ee hojiirra oolaa jira					
1.9	Qajeelfamni leenjiifi misooma hojjettootaa bifa walqixa ta'een hojjettoota waajjirichaa hunda tajaajilaa jira					

Kan biraan yoo jiraate \_\_\_\_\_

### B. Karoora Leenjiifi Misooma Hojjettootaa (Training and Development Plan)

2. Karoora leenjiifi misooma hojjettootaawaajjira kee ilaalchiisee waliigaltee himoota armaan gadii irratti qabdu mallattoo '✓' fayyadamuun agarsiisi (Hubachiisa: 1= tasuma walii hingalu, 2=walii hingalu, 3=homaa jechuu hin danda'u, 4=waliingalafi, 5=baayiseen waliigala kan jedhu bakka bu'a).

Lak	Akaakuu Gaaffii	Sadarkaa waliigaltee				
		5	4	3	2	1
2.1	Waajjirichi karoora tarsiimoo(SP) ifa ta'e qaba					
2.2	Waajjirichi karoora leenjiifi misooma hojjettootaa ifa ta'e qaba					
2.3	Karoorri leenjii fi misooma hojjettoota waajjirichaa hojjettoonni hundi akka beekan ta'eera.					
2.4	Abbaan adeemsa hojii waajjirichaa hundi karoora leenjiifi misooma hojjettootaa barreeffamaan qophaa'e qabu					
2.5	Karoorri waliigala leenjiifi misooma hojjettootaa karoora tarsiimoo (SP) waajjirichaa keessatti hammatameera					
2.6	Sagantaan leenjiifi misooma hojjettoota waajjirichaa haala karoora waajjirichaatiin hojiirra oolaa jira					

### C. Qorannoo Fedhii Leenjiifi Misooma Hojjettootaa (Training and Development Needs Assessment)

3. Hirmaanaa hojjettootaa waajjira kee qorannoo fedhii leenjiifi misooma hojjettootaa gaggeessuu ilaalchiisee sadarkaa waliigaltee himoota armaan gadii irratti qabdu mallattoo '✓' fayyadamuun agarsiisi (Hubachiisa: 1= tasuma walii hin galu, 2=walii hingalu, 3= homaa jechuu hin danda'u, 4=waliingalafi, 5=baayiseen waliigala kan jedhu bakka bu'a).

Lak	Akaakuu Gaaffii	Sadarkaa waliigaltee				
		5	4	3	2	1
<b>Fedhiin Leenjiifi Misooma Hojjetoota Waajjirichaa qoratamee kan addaan baafamu:</b>						
3.1	Qaama hoggansa olaanaatiin (Top Level Managers)					
3.2	Abbaa adeemsa hojiiwwan(Process Owners) waajjirichaatiin					
3.3	Qindeessaa adeemsa hojii quunnamtii barnootaafi leenjiitiin					
3.4	Gorsiitota waajjira alaatiin(external consultant)					
3.5	Hojiiwwan waajjiricha keessatti hojjetaman qaaccessuun(Task Analysis)					
3.6	Dandeettii ,beekumsaafi ilaalcha tokkoon tokkoo hojjetootaa qaaccessuun(Person Analysis)					
3.7	Galma, kaayyoo, aadaa ,caasaa fi kkf waajjirichaa qaaccessuun(Organizational Analysis)					
3.8	Tokkoon tokkoon hojjetoota waajjirichaa carraa fedhii leenjii fi misooma isaanii akka addaan baafatan ni kennamaaf					

Kan biraa yoo  
jiraate \_\_\_\_\_

4. Sababoota waajjirrikee qarannoo fedhii leenjii fi misooma hojjetootaa hin gaggeesine hafeef ilaalchiisee sadarkaa waliigaltee kee mallattoo '✓'fayyadamuun agarsiisi (Hubachiisa:1=tasuma walii hingalu,2=walii hingalu, 3=homaa jechuu hin danda'u,4=waliingalafi, 5=baayiseen Waliigala kan jedhu bakka bu'a).

Lak	Akaakuu Gaaffii	Sadarkaa waliigaltee				
		5	4	3	2	1
4.1	Ogeessoonni fedhii leenjii fi misooma hojjetootaa qoratani/ qaaccessanii addaan baasan dhabamuu					
4.2	Baajanni ga'aa ta'e dhabamuu					
4.3	Hogganootaa dandeettii,ogummaafi beekumsa fedhii leenjiifi misoomaa qorachuu hin qaban					
4.4	Hoganoonni fedhii leenjiifi misooma hojjetootaa addaan baasuuf itti ofkennanii hojjechuu dhiisuu					
4.5	Bulchiinsi waajjirichaa qarannoo fedhii leenjiifi misooma hojjetootaaf xiyyeeffanaa kennuu dhiisuu					
4.6	Barbaachisummaa fedhii leenjiifi misooma hojjetootaa gaggeessuu irratti hanqinni hubannoo jiraachuusaa					
4.7	Ilaalchi fedhii leenjiifi misooma hojjetootaa gaggeessuun bu'aa hin qabu jedhu jiraachuusaa					
4.8	Ilaalcha fedhii leenjiifi misooma hojjetootaa gaggeessuun yeroo					

fi baasii guddaa kan gaafatudha jedhu jiraachuu					
---	--	--	--	--	--

Kan biraa yoo  
jiraate \_\_\_\_\_

5. **Tooftaalee/maloota** waajjirri keessan yeroo qarannoo (assessment) fedhii leenjiifi misooma hojjettootaa gaggeessu ragaaleefi odeeffannoo sirrii ta'an sassaabuuf itti fayyadamu ilaalchisee sadarkaa waliigaltee kee agarsiisi (Hubachiisa: 1= tasuma walii hin galu, 2=walii hingalu, 3=homaa jechuu hin danda'u, 4=waliingalafi, 5=baayiseen waliigala kan jedhu bakka bu'a).

Lak	Akaakuu Gaaffii	Sadarkaa waliigaltee				
		5	4	3	2	1
5.1	Yeroo hojjettoonni hojii hojjettan daawwachuun					
5.2	Koomiifi yaada maamiltootaa/tajaajilamtoota qaaccessuudhaa					
5.3	Yaada ykn deebii-duubbee qaamoota olaanaa qaaccessuun					
5.4	Madaallii raawwii hojii hojjettootaatti fayyadamuun					
5.5	Marii hojjettoota waliin gaggeessuun					

Kan biraa yoo  
jiraate \_\_\_\_\_

6. Waajjirrikee fedhii leenjiifi misooma hojjettoota tokkoof **dursa kennuuf** (prioritize) ulaagaaleen itti gargaaramu ilaalchisee sadarkaa waliigalteekee agarsiisi (Hubachiisa: 1= tasuma walii hingalu, 2=walii hingalu, 3=homaa jechuu hin danda'u, 4=waliingalafi, 5=baayiseen waliigala kan jedhu bakka bu'a).

Lak	Akaakuu Gaaffii	Sadarkaa waliigaltee				
		5	4	3	2	1
6.1	Hatattamaan barbaachisummaa fedhii leenjiifi misooma humna namaa (urgency of the need)					
6.2	Baajenni jiraachuu					
6.3	Dhaabbileen leenjii kennan jiraachuu					
6.4	Leenjiiiftoonni jiraachuu					
6.5	Meshaalee leenjiif tajaajilan jiraachuu					
6.6	Dandeettiifi fedhii leenjiifamtootaa					
6.7	Fedhii hoggantoota olaanaa					
6.8	Kaayyoo waajjirichaa irratti hunda'uun					
6.9	Fedhii yeroo dheeraa waajjirichaa giddugaleessa godhachuun					
6.10	Fedhii yeroo gabaabaa waajjirichaa giddugaleessa godhachuun					
6.11	Hojjiwwan ijoo waajjirichaa irratti hunda'uun					
6.12	Hanqinoota dandeettiifi beekuumsa umaman irratti hunda'uun					

Kan biraa yoo  
jiraate \_\_\_\_\_

7. **Kaayyoo** fedhii leenjiifi misooma hojjettoota wajjiirakee ilaalchisee sadarkaa waliigalteeke agarsiisi (Hubachiisa: 1= tasuma walii hin galu, 2=walii hingalu, 3=homaa jechuu hin danda'u, 4=waliigalafi, 5=baayiseen waliigala kan jedhu bakka bu'a).

Lak	Akaakuu Gaaffii	Sadarkaa waliigaltee				
		5	4	3	2	1
Kaayyoon leenjiifi misooma hojjettoota waajjirichaa:						
7.1	Galma waajjirichaa(Organizational goal) irraa kan maddedha					
7.2	Fedhii leenjiifi misoomaa qoratamanii addaan baafaman irra kan maddedha					
7.3	Sagantaan leenjiifi misooma hojjettoota hojiirra utuu hin ooliin kan qophaa'edha					
7.4	Hojii waajjirichaa foyyeessuuf ni gargaara					
7.5	Dandeettii hojii hojjettoota foyyeessuuf ni gaargaara					
7.6	Haala ifaa/salphaa ta'een kan qophaa'edha(Simple)					
7.7	Kan hojjetamu /raawwatamu danda'udha(Achievable)					
7.8	Dhugummaa kan qabudha(Realistic)					
7.9	Safaramuu kan danda'udha(Measureable)					
7.10	Yeroodhaan kan daangefamedha(Time bound)					
7.11	Hojjettoota hirmaachisuun kan qophaa'edha(Participatory)					

Kan biraa yoo  
jiraate \_\_\_\_\_

8. Bara 1998 A.L.H asitti sagantaa leenjiifi misooma hojjettoota kannaman irratti hirmaattee beektaa?

Eeyyee

Lakki

9. Gaaffii 8<sup>ffaa</sup> f deebiin kee 'Eeyyee' yoo ta'e sagantichi eenyuun qophaa'e?

Waajjira ijaarsa dandeettii aanaa

Waajjira barnoota aanaa

Deeskii barnoota godinaa

Biiroo Barnoota Oromiyaa

Dhaabbilee miti-mootummaa

Kan biraa yoo jiraate \_\_\_\_\_

10. Sagantaan leenjiifi misooma hojjettoota ati irratti hirmaattee mata-duree/qabiyyee maal

irratti kan xiyyeeffateedha?

- Madaallii bu'aa irratti xiyyeeffate                       karoorra tarsiimoo (SPM)  
 Jijjiirama Adeemsa bu'uura hojii (JABH/BPR)            Bulchiinsa gaarii  
 Teknoolojii quunnamtii fi odeeffannoo (ICT)

Kan biraa yoo jiraate \_\_\_\_\_

11. Sagantaan leenjii fi misooma hojjetootaa ati irratti hirmaatte wallitti dhufeenya inni hojii hojjettu

wajjin qabu ilaalchisee sadarkaa waliigalteeke agarsiisi (Hubachiisa: 1= tasuma walii hin galu, 2=walii hingalu, 3= homaa jechuu hin danda'u, 4=waliingalafi, 5=baayiseen waliingala

kan

jedhu bakka bu'a).

Lak	Akaakuu Gaaffii	Sadarkaa waliigaltee				
		5	4	3	2	1
11.1	Dandeettii hojjetootaa fooyyesseera					
11.2	Hojiwwan waajjiricha keessatti hojjetaman fooyyesseera					
11.3	Qulqullina kennaa tajaajila hojjetootaa fooyyesseera					
11.4	Hojjettoonni teknoolojii haaraa waliin akka adeeman taasiseera					
11.5	Gammacuufi si'aayina hojjettoonni hojii isaaniitiif qaban fooyyesseera					
11.6	Koomii maamiltoonni hojjettoota irratti qaban fureera					
11.7	Ilaalcha hojjettoonni hojiif qaban jijjiireera/fooyyesseera					
11.8	Hojii gad-lakkisuu hojjettoota xiqqeesseera					
11.9	Dandeettii murteessummaa hojjettoota fooyyesseera					
11.10	Waajjirichi haala naannoo waliin akka tarkaanfatu isa dandeesiseera					
11.11	Waajjirichi galma isaa akka ga'u isa taasiseera					
11.12	Adeemsa hojii waajjirichaa fooyyesseera					

Kan biraa yoo

jiraate \_\_\_\_\_

12. Sagantaalee leenjii misooma hojjetootaa iratti hirmaatte ilaalchisee haala leecalloo leenjii misooma (Training and development resources) madaaluun sadarkaa waliigalteeke agarsiisi (Hubachiisa: 1= tasuma walii hingalu, 2=walii hingalu, 3= homaa jechuu hindanda'u, 4=waliingalafi, 5=baayiseen waliingala kan jedhu bakka bu'a).

Lak	Akaakuu Gaaffii	Sadarkaa waliigaltee				
		5	4	3	2	1
<b>Leenjifoota (Trainers) Ilaalchisee</b>						
12.1	Waa'ee qabiyyee leenjichaa beekumsa ga'aa qabu					
12.2	Dandeettii waliigaltee gaarii qabu					
12.3	Yeroo leenjii ni kabaju					
12.4	Dandeettii leenjicha haala jireenya leenjifamtootaa waliin walsimsiisuu qabu					
12.5	Beekumsa mala leenjii itti kennan qabu					
12.6	Leenjifamtoonni akka mar'ataniif haala ni mijeessu					
12.7	Leenjifamtoonni yaada isaanii akka ibsatanii carraa walqixa ni kennu					
<i>Kan biraa yoo jiraate</i>						
<b>Leenjifamtoota(Trainees) Ilaalchisee</b>						
12.8	Sadarkaa barumsaa ,muuxxannoofi gita hojii walfakkaatu qabu					
12.9	Haala ho'aa ta'een leenjii irratti ni hirmaatu					
12.10	Leenjicha irratti hirmaachuuf ga'insa ni qabu					
12.11	Qabiyyee leenjichaa irratti hubannoo ni qabu					
12.12	Leenjifamtoota leenjicha irratti hirmaachuu qabanu dha					
<i>Kan biraa yoo jiraate</i>						
<b>Meeshaaleefi Haala Naannoo (Facilities and Environment)</b>						
12.13	Teessoonfi kutaan leenjii sirritti gurmaa'eera					
12.14	Haalli naannoo leenjiwwan itti kennaman kan nama hawwatu dha					
12.15	Sagantaan yeroo leenjichi itti kennamu mijataadha					
12.16	Bakki leenjichi itti kennamu bakka hojii leenjifamtootaatti dhihoodha					
<i>Kan biraa yoo jiraate</i>						
<b>Qabiyyee leenjii(Training content)</b>						
12.17	Qabiyyeen leenjichaa hojii leenjifamtootaa wajjin walitti dhufeenya kan qabudha					
12.18	Qabiyyeen leenjichaa tartiiba (walta'insa) sirrii ta'een kan qindaa'edha					
12.19	Haalli yaa'insa yaadaa gaariifi kan nama hawwatudha					
12.20	Qabiyyeen leenjichaa salphaatti kan hubatamudha					

12. Sagantaalee leenjiifi misooma hojjettootaa irratti hirmaatte ilaalchisee haala leecalloo leenjiifi misooma (Training and development resources) madaaluun sadarkaa waliigalteekke agarsiisi (Hubachiisa: 1= tasuma walii hingalu, 2=walii hingalu, 3= homaa jechuu hindanda'u, 4=waliingalafi, 5=baayiseen waliingala kan jedhu bakka bu'a).

Lak	Akaakuu Gaaffii	Sadarkaa waliigaltee				
		5	4	3	2	1
<b>Leenjiftoota (Trainers) Ilaalchisee</b>						
12.1	Waa'ee qabiyyee leenjichaa beekumsa ga'aa qabu					
12.2	Dandeettii waliigaltee gaarii qabu					
12.3	Yeroo leenjii ni kabaju					
12.4	Dandeettii leenjicha haala jireenya leenjifamtootaa waliin walsimsiisuu qabu					
12.5	Beekumsa mala leenjii itti kennan qabu					
12.6	Leenjifamtoonni akka mar'ataniif haala ni mijeessu					
12.7	Leenjifamtoonni yaada isaanii akka ibsatanii carraa walqixa ni kennu					
<i>Kan biraa yoo jiraate</i>						
<b>Leenjifamtoota(Trainees) Ilaalchisee</b>						
12.8	Sadarkaa barumsaa ,muuxxannoofi gita hojii walfakkaatu qabu					
12.9	Haala ho'aa ta'een leenjii irratti ni hirmaatu					
12.10	Leenjicha irratti hirmaachuuf ga'insa ni qabu					
12.11	Qabiyyee leenjichaa irratti hubannoo ni qabu					
12.12	Leenjifamtoota leenjicha irratti hirmaachuu qabanu dha					
<i>Kan biraa yoo jiraate</i>						
<b>Meeshaaleefi Haala Naannoo (Facilities and Environment)</b>						
12.13	Teessoonfi kutaan leenjii sirritti gurmaa'eera					
12.14	Haalli naannoo leenjiwwan itti kennaman kan nama hawwatu dha					
12.15	Sagantaan yeroo leenjichi itti kennamu mijataadha					
12.16	Bakki leenjichi itti kennamu bakka hojii leenjifamtootaatti dhihoodha					
<i>Kan biraa yoo jiraate</i>						
<b>Qabiyyee leenjii(Training content)</b>						
12.17	Qabiyyeen leenjichaa hojii leenjifamtootaa wajjin walitti dhufeenya kan qabudha					
12.18	Qabiyyeen leenjichaa tartiiba (walta'insa) sirrii ta'een kan qindaa'edha					
12.19	Haalli yaa'insa yaadaa gaariifi kan nama hawwatudha					
12.20	Qabiyyeen leenjichaa salphaatti kan hubatamudha					

<i>Kan biraa yoo jiraate</i>					
<b>Leecalloo Maallaqaa(Financial Resource)</b>					
12.21	Maallaqni ga'aan sagantaa leenjiif ni ramadama				
12.22	Kaffaltiin leenjifamtootaaf kaffalamu gaariidha				
12.23	Sagantaan bashannanaafi keessummeessuu gaariidha				
12.24	Qarshii ga'aan meeshaalee barreessaa ni ramadama				
	Qarshii ga'aan qophii meeshaalee leenjiitiif ni ramadama				
<i>Kan biraa yoo jiraate</i>					

#### D. Maloota Leenjiifi Misooma Hojjetootaa (Training and Development Methods)

13. Maloota adda addaa (Methods) waajjirrikee leenjiifi misooma hojjetootaa itti gaggeessu ilaalchisee sadarkaa waliigalteeke agarsiisi (Hubachiisa: 1= tasuma hinfayyadamu, 2=darbee barbee, 3=homaa jechuu hindanda'u, 4=yeroo hedduu, 5=yeroo hunda kan jedhu bakka bu'a).

Lak	Akaakuu Gaaffii	Sadarkaa waliigaltee				
		5	4	3	2	1
<b>Maloota Leenjiifi Misooma Hojiirraa (On-the-Job Training and Development Methods)</b>						
13.1	Gorsaafi hordoffii itti gaafatama dhihoo/supparvizaratiin qarqaarmun hojjetichi haala hojichi itti hojjetamu dandeettiifi beekumsa ga,aa ta'e akka horatu gochuu (Coaching)					
13.2	Hojjettoonni gorsaafi hordoffii ogeessotaa/hojjetoota cimoo ykn muuxannoofi amala gaarii qaban irraa hojii isaan hojjetan akka daawwataniifi baratan taasisuun beekumsaafi dandeettii ga'aa ta'e akka horatan gochuu (Mentoring)					
13.3	Hojjetaa/ttuu hojii adda addaa irratti yeroo adda addaatti ramaduun akka hojjetu/ttu gochuun leenjisuu(Job Rotation)					
13.4	Dhimoota adda addaa hojii isaanii wajjin walfakkaatan leenjifamtootaaf dhiyeessuun akka qaaccesaniifi yaada itti kennan gochuun leenjisuu (Case study)					
13.5	Qajeelfamoota hojii adda addaatiin gargaaramuun leenjifamtoonni hojicha hojjechaa dandeettiifi beekumsa isaanii akka cimsatan leenjisuu (Job Instruction Training)					
13.6	Mariwwan garee uumuun leenjifamtoonni dandeettiifi beekumsa isaanii akka cimsatan gochuu(Group Discussion)					
13.7	Hojjettoonni hojiiwwan adda addaa akka hojii irratti shaakalan gochuun leenjisuu (Action Learning)					
<i>Kan biraa yoo jiraate</i>						

Malaoota Leenjii fi Misooma Hojiin Alaa (Off-the-Job Training and Development Methods)						
13.8	Workshooppii, Seminaarootaa fi kkf kennuun					
13.9	Barumsa gannaatiin leenjisu (In-service/summer Training)					
13.10	Dhaabbata barnoota olaanaatti sagantaa idileen leenjisu					
13.11	Biyya alaatti erguun leenjisu (scholarship)					
13.12	Waajjiraalee kan biroo daawwachuun muuxannoo akka horatan gochuu					
13.13	Daree keessatti ibsa kennuun (Classroom lecture)					
13.14	Meeshaalee elektirooniksiitti gargaaramuun leenjisu (e-learning)					
13.15	Leenjii barumsa fagootiin kennuu (Distance learning)					
<i>kan biraa yoo jiraate</i>						

### E. Madaallii Saganta Leenjiifi Misooma Hojjettoota (Training and Development Evaluation)

14. Madaalli sagantaa leenjii fi misooma hojjettoota waajjirri kee gaggeessuu ilaalchiisee sadarkaa

Waliigaltee kee agarsiisi (Hubachiisa: 1= tasuma walii hin galu, 2=walii hingalu, 3=homaa jechuu

hin danda'u, 4=waliingalafi, 5=baayiseen waliigala kan jedhu bakka bu'a).

Lak	Akaakuu Gaaffii	Sadarkaa waliigaltee				
		5	4	3	2	1
14.1	Waajjirichi ragaalee workshooppii, semiinaarafi koorsii adda adda hojjettoonni irratti hirmaatan galmeessee ni qaba					
14.2	Abbaan adeemsa hojii hundi sagantaan leenjiifi misooma hojjettoota utuu hin gaggeessiin dura hojjettoota waliin marii ni gaggeessa					
14.3	Madaalliin adeemsa leenjiifi misooma hojjettoota hunda irratti ni gaggeeffama					
14.4	Madaalliin erga saagantaan lenjiifi misooma hojjettoota xummurame booda gaggeeffama					
14.5	Waajjiirichi erga sagantaan xumurame booda guca deebi-dubbee (feedback) hirmaattoota irra itti sassaabu ni qaba					
14.6	Waajjirichi bu'a qabeesummaa sagantaa leenjiifi misooma hojjettoota walitti fufiinsaan ni madaala					
14.7	Waajjirichi ulaagaalee ifaafi sirrii ta'e fayyadamuun sagantaa leenjii fi misooma hojjettoota madala					
14.8	Adeemsi madaallii sagantaa leenjiifi misoomni wajjirichaa hirmaachiisaa dha					
14.9	Firiiwwan madaallii leenjiifi misooma hojjettoota barreeffamaan qindaa'ee ta'a					
14.10	Firii madaallii sagantaa leenjiifi misooma irratti hundaa'un rakkooleen umaman yeroodhaan furmaata ni argatu					

Kan  
 birooyoojiraate \_\_\_\_\_

**F.Rakkoolee Sagantaa Leenjii fi Misooma Hojjettootaa (Training and Development Constraints)**

15. Sagantaa leenjii fi misooma hojjettootaa waajjirri kee gaggeessuu keessatti rakkoolee waajjiira kee qunname ilaalchiisee sadarkaa waliigaltee kee agarsiisi (Hubachiisa: 1= tasuma walii hin galu, 2=walii hingalu, 3=homaa jechuu hin danda'u, 4=waliingalafi, 5=baayiseen waliigala kan jedhu bakka bu'a).

Lak	Akaakuu Gaaffii	Sadarkaa waliigaltee				
		5	4	3	2	1
15.1	Sagantaa leenjiifi misooma hojjettoota gaggeessuuf baajata ga'aa ta'e dhabamuu					
15.2	Qaamoota/hoggantoonni olaanaan xiyyeeffanaan ga'aa ta'e kennuu dhiisuu					
15.3	Karoorra duraan dursanii qopheessuu dhiisuu					
15.4	Qabiyyeen leenjichaa hojii leenjiifamtoonni hojjeetan waliin kan hin adeemne/hin deggarre ta'uu isaa					
15.5	Qorannoon fedhii leenjii fi misooma hojjettootaa gaggeeffamuu dhiisuu					
15.6	Dhaabbiilee leenjii adda addaa kennan dhabamuu					
15.7	Kutaan leenjii fi misooma hojjettootaa qindeessuu dhabamuu					
15.8	Leenjiwwan kennaman hojjitti hiikamuu/jijjiiramuu dadhabuu					
15.9	Fedhii leenjiifi misooma hojjettootaa addan baasuuf dandeettiifi beekuumsaa ga'aa ta'e dhabamuu isaa					
15.10	Oggeessa fedhii leenjii fi misooma hojjettootaa addaan baasuu danda'u dhabamuu isaa					
15.11	Sagantaan leenjii fi misooma hojjettootaa karoorra tarsiimoo waajjiirichaa keessatti utuu hin hammatamiin hafuu isaa					
15.12	Imaammataa fi qajeelfamootni leenjii fi misooma hojjettootaa dhabamuu isaa					

16.Rakkoolee gurguddoon waajjirraakee leenjiifi misooma hojjettootaa gaggeessuu keessatti mudatan maalfaadha?

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