

**ADDISABABAUNIVERSITYSCHOOLOFCOMMERCE
DEPARTMENTOFHUMANRESOURCEMANAGEMENT**



**Assessment on Human Resource Development practice
and Challenges of Ethiopian airlines**

**BY
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JUNE 2021

ADDIS ABABA, ETHIOPIA

**ADDIS ABABA UNIVERSITY SCHOOL OF COMMERCE
DEPARTMENT OF HUMAN RESOURCE MANAGEMENT**

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A thesis submitted to Addis Ababa University School of Commerce in Partial fulfillment of the requirements for the Degree of Master of Arts in Human Resource Management.

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**ADDIS ABABA UNIVERSITY SCHOOL OF
COMMERCE DEPARTMENT OF HUMAN
RESOURCE MANAGEMENT**

This is to certify that the Thesis prepared by Tibebe Gessese under the titled, “Assessment of Human Resource Development Practices and Challenges in Ethiopian Airlines;” which is submitted, in partial fulfillment of the requirements for the degree of masters in Human Resource Management. Complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

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ABSTRACT

This study was undertaken to assess human resource development practice and challenges in Ethiopia Airlines (EAL) at Addis Ababa head office. To achieved its purpose primary and secondary data used as a source. 187 questionnaires were distributed to get frequency, mean and other descriptive statistics was performed. The results revealed that EAL has strength on assigning competent trainers and allocate adequate facilities for training and development. However, the EAL has major weaknesses especially on training need analysis, training design, training delivery, and program evaluation. In addition, the opportunities were not given to employees to participate in the training and development program need assessment and design. The study has also perceived that there is scarce implementation of career development. The researcher endorses that training needs assessment; design and evaluation techniques should be modified to meet the needs of HR development of EAL. This study also calls for proper Career development program implementation. Finally, the study advises that the upper management should support each human resource development activities to attain its objective effectively.

Keywords: *Human Resource Development, Training and development, Organizational development, Career Development,*

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ACRONYMS

BSC	Balance Score Card
ISC	Individual Score Card
MRO	Maintenance, Repair, and Overhauling
EAL	Ethiopian Airlines
HRM	Human Resource Management
SHRD	Strategic human Resource development
CD	Career Development
HR	Human Resource
HRD	Human Resource Development
PA	Performance Appraisal
TD	Training and Development
OD	Organizational Development
GCEO	Group Chief executive
EAA	Ethiopian Aviation Academy
IATA	International Air Transport Association
TTPM	Technical Training Program Manual
KASC	Knowledge, Attitude, Skill, & Capability
ICAO	International Civil Aviation Organization
SPSS	Statistical Package for Social Sciences

Chapter One

Introduction

1.1 Background of the study

Firms achieve strategic competitiveness and earn above average returns when their unique core competencies are effectively acquiring, bundled, and leverage to take advantage of opportunities in the external environment in ways that create value for customers (Hitt, Ireland and Huskisson, 2007). According to Dessler (2013, p.78), “the best competitive advantage is often human capital knowledgeable, skilled and engaged employees working hard and with self-discipline.”

Business with motivated and capable employees offering outstanding service customers are likely to pull ahead of the opposition, even though the products offered are similar to those offered by the competitors. Customers want to get the right answer at the right time and they want to receive their products and services quickly and correctly. Only people can make these things happen and produce a sustainable competitive advantage. Performance management systems are key tools that can be used to transform people’s talent and motivation into a strategic business advantage (Aguinis, 2009).

Human resource development (HRD) is a comparatively young academic discipline but an old well-established field of practice. The suggestion of human beings’ purpose- fully developing, in expectation of being able to improve conditions, seems almost part of human nature. HRD assumption and practice are deeply rooted in this developing and advancing perspective. HRD is about adult human beings functioning in productive systems. The purpose of HRD is to focus on the resource that humans bring to the success equation— both personal success and organizational success. The two core threads of HRD are individual and organizational learning and individual and organizational Performance (Ruona, 2000; Watkins & Marsick, 1996; Swanson, 1996a). Some view learning and performance as alternatives or rivals, while most see them as partners in a formula for success. Thus, assessment of HRD successes or results can be categorize into the domains of learning and performance. In all cases, the intent is improvement.

Human Resource Development is “any progression or activity that, either primarily or over the long term, has the potential to develop adults’ work-based knowledge, expertise,

productivity, and satisfaction, whether for personal or group/team gain, or for the benefit of an organization, community, nation, or, ultimately, the whole of humanity (McLean & McLean, 2000)”.

Ethiopian has been developing in leaps and bounds and has kept on introducing new aviation technology and systems, with so several pioneers in the history of African Aviation as an aircraft technology leader.

In compliance to Jacobs and Jones (1995), human resource development (HRD) is a continuous process, which matches human knowledge and skill with organizational objectives. Charles (2006), argued HRD as the integrated use of training and career development efforts to improve individual and organizational effectiveness.

According to Werner and DeSimone (2006), HRD practices such as training and development, career development, organizational development and performance appraisal are important to every organization. According to Stephen (2009), the main drive of HRD is to develop employee’s skills and competences in line with organizational objectives and there need to be a reasonable transfer of development programs in to workplace. A study by Andersen (2007) stated that learning organizations have become collective term for development strategies that endeavor to create consistence between employee’s capability and development of institutions.

Though, Holton (2009) examined that HRD as the grouping of training and development, organizational development and career development efforts that assist to recover organizational success. Thus, the difficulty nature of the entire globalization process, gave rise to lead reliance on HR that is creative factor of new value to the public.

Ethiopian Airlines may also be a multinational or global organization with operations in five continents and many nations. Such complex organizations can both affect the structure of HRD and be the focus of HRD work. HRD has traditionally been sensitive to culture within an organization and between organizations. Making the transition to global issues has been relatively easy for HRD.

1.2. Background of the Organization

Ethiopian airlines enterprise is founded on December 21, 1945 and start international operation on April 08, 1946. Ethiopian airlines are the flag carrier of Ethiopia one of the continents is leading carriers, operating at the forefront of technology; the airline has also become one of Ethiopia’s

major industries and a veritable institution in Africa. An Ethiopian airline has come along 75 years of successful journey by becoming a leading African Aviation group. Ethiopian currently serves 130 international destinations. Ethiopian has been growing in rises and bounds have reserved on introducing new aviation technology and systems, with so many firsts in the history of African Aviation as an aircraft technology.

The airline has established itself as adept in all facets of the aviation industry: technology leadership, network expansion and aviation mentoring. Currently Ethiopian airline enterprises own 116 aircrafts and have more than 13,000 plus employees. Ethiopian airline is currently implementing vision 2025 that is 15 years plan to become the leading aviation group in African by following its motto of bringing Africa together and beyond.

Ethiopian is multi award winning airline and registered average growth of 25% in the past years. It operates with seven business centers; Corporate HR, MRO, Cargo, Ethiopian Aviation academy, customer service, Ground service and Flight operation.

1.3. Statement of the Problem

Human Resource Development is any process or action that, also initially or over the long term, has the possible to develop adults' work-based knowledge, proficiency, productivity, and satisfaction, whether for personal or group/team achievement, or for the value of an organization, community, nation, or, eventually, the whole of humanity" (McLean & McLean, 2000).

In the present modest world, HRD is the essential factor for attaining organizational objectives and becoming international treatise (Ashkenazi & Aneen, 2012). Based on HRD South Africa (2013), discussion countries should exercise a systematic strategy for HRD in support of progress. This is because the growing complexity of the workforce fast-tracked through the energetic impact of globalization on national economy has just the expedition of HRD at the center of public policies and development strategies. Likewise, living stone and Raykov (2005) supported that learning and development of employees is the key factor for the expansion of the global economy and innovation in the public sector. It shows that, HR are the most important and valuable resource for every organization. The competent and motivated workforce makes things happen and helps the organization to achieve its goals. In fact, effective employees contribute to the effectiveness of the organization. Organizations, therefore, need to contribute to the dynamism, competency, motivation, efficiency and effectiveness of the employees continuously. According to Kebede and Sambasivam (2013),

social knowledge increasingly becomes a crucial factor for competitive success. Understanding factors that contribute to knowledge in the workplace environment are crucial to every organization. HRD is a nonstop process, which safeguards that the employee development is in a methodical and planned manner. It aims at developing the capabilities of the employees on the one hand and structure organizational culture on the other, to utilize these competencies and contribute to the Organizational growth.

While, every organization has made up of people emerging their skills, inspiring them to high level of performance and safeguarding that they continue to maintain their requirement is essential to succeeding organizational objectives (Abdullah, 2009). Once employees have been employed and selected, the next essential step is to help them on changing their capabilities into skills that contribute to the organization's goals (Kebede & Sambasivam, 2013). To undertake this, the essential concerns can be taking into account whether or not the need is evaluating, an objective is established, and the program is well-implemented and close control and follow up in the proper working of HRD (Tamrat, 2007).

However, unsuccessful exercise of HRD can result different difficulties such as reduced employees' desire to absorb and apply new skills, reduction employee's productivity, little morale, greater employee turnover and low performance of organizations (Edgar & Geare, 2005). Problems in HRD systems appear when the capacity structure practices are failing to accommodate the organizational and employee's needs. Therefore, in improving organizations and employee's satisfaction is vital through upgrading the skills, knowledge and attitudinal behavior of employees in the organizational setting is dynamic (Edgar & Geare, 2005).

Organizational effectiveness mainly depends on the ability to obtain effective and efficient use of the current work forces. This is because human resource is a strategic asset for the success of the organization. This can be achieved through suitable training and development programs that can respond to the changing situation. Training programs have to be designed sensibly if the planned goals are to be achieved and evaluated. In designing the training program, issues like study of training needs, training content, selection of trainers, trainees, the training services and environment and training methods has given serious care for the learning process to be effective and successful. Evaluation of the training program also needs to carry out to acquire feedback for further improvement in designing training programs (Dalziel, S. 1997).

In the 21st Century, the single largest source of competitive advantage of global companies will be Knowledge Management. These, which can develop, manage, retain and own organizational, social and individual knowledge will continue to win in the globally hyper-competitive operating environment. Accordingly, the EAL must stay strategically focused on developing, managing, retaining and owning organizational knowledge. EAL cannot depend on individual, fragmented and sporadic knowledge. It must transform this individual knowledge in to Organizational Knowledge and must own it through the appropriate recruitment, retention, reward and performance management strategies.

The major problem observed in the Human Resource Development at Ethiopian Airlines is summarized as follow: -

1. Because of the impact by human resource development; family, individuals, political affairs, and the coats for regional state the internal politics of employee's come's with a large complain.
2. The supporting department in the HRD of EAL lacks focus and because of this and the size of the employee population, the human resource department provides low training package.
3. The airline appraisal system does not encourage employees to work hard.

This study will contribute in minimizing this gap in the literature and thereby establish the basis to understanding of some aspects of human resource management in general and training in particular in Ethiopian Airlines.

1.4. Research Question

1. How do employees perceive about the current Training& Development practices in EAL?
2. What is the extent of proper Career Development Practices in EAL?
3. What are the current organization development practices in EAL?
4. what is the extent of Performance Appraisal practice in EAL in providing continues feedback for employees?
5. What are the challenges of Human Resource Development at EAL?

1.5. Objective of the Research

1.5.1. General Objective

The main objective of the study will be to assess the existing HRD practices and its challenges in Ethiopian Airlines.

1.5.2. Specific Objectives

The specific objectives of these researchers are to—

1. Assess the perceptions of employees on training and development practice at EAL
2. Assess the Career Development practices at EAL.
3. Evaluate the Organizational Development practices at EAL.
4. Assess the Performance Appraisal practices at EAL.
5. Examine challenges associated with HRD at EAL

1.6. Definition of terms

Training and Development (T & D) -refers to educational activities within a company created to enhance the knowledge and skills of employees while providing information and instruction on how to better perform specific tasks (By Sreshtha Chatterjee / April 9, 2020).

Career Development (CD) -is the process of managing life, learning and work over the lifespan. It links between an individuals' drive, motivation, and the organization's talent management strategy.

Organization Development (OD) is a critical and science-based process that helps organizations builds their capacity to change and achieve greater effectiveness by developing, improving, and reinforcing strategies, structures, and processes.

Performance Appraisals (PA) -is a steady assessment of an employee's job performance and inclusive role to a company.

ETHIOPIAN: -Brand name for Ethiopian airlines.

Cargo-Goods carried on a ship, aircraft, or motor vehicle (Oxford **Dictionary, 1948)**

Maintenance, Repair, and Overhauling (MRO): - refers to aeronautical maintenance activities delivered by approved actors specific to this sector.

1.7. Significance of the Study

This study is for academic practice of future research and for Ethiopian airlines to look again implementation of human resource development in order to promote employee's skill development. The study may assist in identifying the possible causes of the observed behaviors of employees towards human resource development and shall help draw lessons for any similar future undertakings. It may also serve as a valuable feedback to the airlines industry in order to compete, win and exist in the market industry. Moreover, give light to an area and airlines the current training & development program implementation that has possibly overlook with possible recommendation.

In addition to contribute as an input for decision makers towards the selection criteria for an appropriate human resource development training implementation methodology, evaluation method or a range of alternative methodologies suitable for Ethiopian airlines and similar industry in general. Other organizations, researchers and students can use the findings of this research further undertake in depth and accurate studies on human resource development implementation in related to employee's satisfaction.

1.8. Scope of the Study

The scope of this study were restricted to measuring Ethiopian Airlines Human Resource development practice and challenges; concentrating on training and development, career development and performance appraisal practices and challenges; over seven EAL business Units-Corporate HR, MRO, Cargo, Ethiopian Aviation Academy, Customer Service, Ground Service and Flight Operation employees that are working in Ethiopia located in Addis Ababa. The researches were covered employees who are permanent including management & non-management staff members. Mostly, HRD department set the objective, design the approach, including in the implementation of HRD mechanisms and plays supporting role by leading training, direction and counseling concerning HR manual, issuing human resource management manual, handling complaints, updating and managing the domestic and international station in performing the HRM functions were selected as the study area. Finally, the study is bound by the quantitative type of the research methodology chosen, which limits the respondents to choose only from the alternatives given to them in the form of a questionnaire.

1.9. Organization of the Paper

This paper will organize and/or were categorize in five chapters as the following. The first chapter includes introduction and background of the paper, Statements of the problem, Objective of the study, scope and limitation of the study. The second chapter deals with review of literature both theoretical and empirical ones. The Third chapter has methodology. The fourth chapter will have findings and analysis of the data. The last chapter will be made summery, conclusion and recommendation.

Chapter Two

Literature Review

Introduction

This section of the study covers the views of other authors on the subject of study & comprehensive understanding about HRD. Accordingly, this chapter discusses about two parts of literature reviews- (Theoretical & Empirical review). Theoretical review raises historical perspective, components, a strategic perspective, processes, principles, and empirical evidences in relation to the subject under study are discusses.

The two parts of literature review are-

2.1. Theoretical overview of HRD

2.2. Empirical overview of HRD

2.1. Theoretical Overview of HRD

Theoretical Overview of Human resource development Human resource development (HRD) is a complex process in which knowledge accumulates through training, education as well as work and life experiences. We know from early times that the chines are known to be the first to use employee screening techniques and apprenticeship programs, way back in the 2000 BC (History of Human Resource Management 2013). These practices showed the importance of selecting and training the right individuals for related jobs. These practices are used today in modern times along with the achievement of technology to help make HRM the most important resource to any company.

According to Pierce (2001), it is the systematic maintenance, improvement and broadening of competencies, knowledge, experiences and skills and the development of personal qualities helpful in the execution of the organizational role and task. It has also been defined as an effort to advance personal effectiveness through a planned and careful learning process (Mumford,1987) and aware and systematic process to control the development of human resources in the organization for the achievement of goals and strategies (Molander 1986). Development involves changing skills, knowledge, attitudes, or conduct. At the same time, it should support the organization to achieve its strategic objectives and build a culture suitable for this direction (Tichy and Devanna 1986; Vicere 1997).

Human resource development is much more than a set of checklists, methods, and/or processes. Human Resource Development is around us on a daily basis, both in our professional and personal lives, whether you are working for a fortune 500 companies, an academic institution, or volunteer at a local service club. As a practitioner and now a researcher it has become much clearer that humans, individuals or groups, are interwoven through each theoretical foundation of human resource development. It takes an individual(s) to analyze, design, develop, implement, and evaluate a new programs or processes in the effort to unleash human expertise, under the umbrella of human resource development (Matthew W. Hurtienne, Bojan Ljubenko, Laura E. Hurtienne, 2017).

Human Resource Development is any activity that, either primarily or over the long term, has the possible to develop adults' work-based knowledge, proficiency, productivity, and satisfaction, whether for personal or group/team gain, or for the benefit of an organization, community, nation, or, eventually, the whole of humanity (McLean & McLean, 2000).

In 1987, an ASTD task force chaired by Pat Mc Lagan developed a list of roles and competencies for the HRD professional and defined HRD from a functional perspective, based on the prevailing activities housed in major corporations at the time. They considered HRD to encompass training and development, organization development, and career development (Mc Lagan, 1989).

Another view of the evolution of HRD within the industrialized countries is from a need-based perspective. The growth of the economies of industrialized countries in the 1950s and 1960s resulted in skill shortages that led to the demand for systematic skill training, such as the Instructional Systems Development model developed in the United States.

In the 1960s, group dynamics and human relations training were predominant because of the Nadler (1970) later noted the expansion of the role of instructor from a provider of skills and knowledge to one of a specialist in the whole process of training design and delivery by renaming the role learning specialist. He also renamed the organization problem solver role as consultant to acknowledge the focus of the role as being more a provider of expertise and advice. In the same book, Nadler (1970) also presented a definition of HRD as “a sequence of prearranged activities conducted within a quantified time and designed to produce behavioral alteration” (p. 3). These senses suitable with the design, development, and problem-solving process represented by the three roles.

Human resource development “is essentially a business-led approach to developing people with a strategic framework” (Armstrong, 2006, p. 529). According to Smith (2004), HRD tends to concentrate on increasing knowledge, skills, and capability of workers as an individual, as a team, and as an organization.

According to Harris, Werner and Desimone (2006), HRD can be explain as “set of methodical and planned activities designed by any organization to deliver its members with the necessary skills to encounter the current and future job demands.” HRD activities should started when an employee’s join an organization and continue all over his/her career, nevertheless of whether that employees is a manager or a semi-skilled worker must reply to job changes and incorporate to long term plans and strategies of the organization in order to safeguard the efficient and effective use of resources.

According to Singh (2012), HRD implies that the talents and energies of employees in an organization as potential contributors in turn this has a serious role for the creation and realization of the organization’s visions and goals.

Through the years, the field of HRD has developed three main core ideas that are central to HRD practices, research and beliefs.

- The first belief is “organizations are human-made entities that rely on human knowledge in order to inaugurate and achieve their goals” (Swanson, 2001, p. 304).
- The second belief is “human knowledge is developed and maximized through HRD processes and should be done for the mutual long-term and/or short-term benefits of the sponsoring organization and the individuals involved” (Swanson, 2001, p. 304).
- The Third belief is “HRD professionals are advocates of individual and group, work process and organizational integrity” (Swanson, 2001, p. 304).

HRD is uninterrupted process with a set of methodical and planned responsibilities in which organizations design to deliver its associates with opportunity to learn necessary skills to encounter short and long-term organizational goals (Harris et al., 2006). Bhupendra (2009) also indicated that, HRD as a systematic and planned activity includes training and development, career planning, and performance appraisals for organizational development. Similarly, Harris (2008) described HRD as well organized learning activity to improve organizational performance and personal growth organized by an organization. Therefore, to be survivor in the present situation of rivalry, the organizations have to design some suitable HRD strategies to construct their workforce in the organized manner.

2.1.1. Components of HRD practice

An impressive number of theoretical works in HRD theory and theory building have contributed to the profession. The theories and bodies of knowledge that should rightfully constitute HRD's theoretical foundation have been debated in an effort to establish a sound theoretical foundation upon which to ground research and practice. Theoretical research in HRD is now at a stage where many avenues exist for further contributions to the field (Torraco, 2004). Major paradigms in the field include performance, learning, and other perspectives such as change, etc.

According to T.V. Rao (1986) states, that HRD is a process and not merely set of mechanisms and techniques. Some of the tools such as Training and Development, Performance appraisal, Career development and Organizational Development are used to initiate, promote and facilitate the HRD process continuously by planning in a proper way, by allocating the resources in explicit way and by exemplifying HRD philosophy that values human beings and finally promote employee development.

The theoretical basis of this definition comes from the resource-based view of firm and human resource (Barney, 1991; Wright et al., 1992; 2001). The resource-based view attention on an internal analysis of the firm providing an extremely important avenue for researchers to examine the ways that firms attempt to develop human resources as a competitive advantage (Wright et al., 1992). This theory provides a framework for viewing human resources as a pool of unique skills, knowledge, ability, and experience that can provide a resource to serve as a sustainable competitive advantage; which is different from traditional views of neoclassical economics and industrial organization (Lado et al., 1992). Another research by Wright et al. (1992) also suggests four criteria for a sustainable competitive advantage and attempt to evaluate the conditions under which human resources meet these criteria:

- 1) In order for human resources to exist as a sustainable competitive advantage, they must provide value to the firm.
- 2) A resource must be rare if it is to be sustainable competitive advantage.
- 3) In order for a resource to be considered a sustainable competitive advantage, human resources must be inimitable.
- 4) A resource must not have substitutes if it is to be considered a sustainable competitive advantage. The propositions of the new definition and model of Strategic HRD in this paper

meet the criteria for HRD as a source of sustainable competitive advantage, which is argued as ultimate objective of Strategic HRD.

2.1.2. Training & development

Training as a set of activities that are putting in place when managing people in organizational context, an HRM practice that can think of as a process comprising four stages: need assessment, training design, training delivery, and training evaluation.

- **Need assessment** – it is vital to define how training is going to be accomplished.
- **Training design** – this stage must also consider where & when training activities should take place, & whom (trainers & trainee) will participate.
- **Training delivery** –when implementing & delivering training everything previously planned should take place in the field.

Here is the paramount to attend:

- Pre-training conditions (individual's characteristics, motivation for training; learning atmosphere; trainers' quality.... etc.
- Training methods & learning strategies;
- Post- training conditions (training evaluation, training transfer...etc.)
- **Training evaluation** –one of the most used evaluation frameworks, assessing the training process. Those training should also be evaluating according to results in terms of financial or operational impact on the organization (Kirkpatrick's (18, 19).

2.1.3 Performance appraisal

Performance appraisal (PA) plays a central role in managing human resources in organizations (e.g., Boswell and Boudreau, 2002; Cardy and Dobbins, 1994; Judge and Ferris, 1993). The term performance appraisal (or performance evaluation) refers to the methods and processes used by organizations to assess the level of performance of their employees. This process usually includes measuring employee's performance and providing them with feedback regarding the level and quality of their performance (DeNisi and Pritchard, 2006). The main objective of PA in organizations is to improve employees' performance and achieve its goal through providing information, to get performance feedback and to raising employees' awareness to fact that they are being measure.

2.1.4 Career development

Career development is “an ongoing process by which individual's development through a sequence of steps, each of which is characterized by a comparatively exclusive set of issues,

themes, and responsibilities (Greenhouse, 1987). Jeffrey Greenhouse and coworkers use the term career management to refer to all stages of career development activities, from gaining self-awareness, to developing career goals and plans, to endorsing those plans (Greenhaus al.2010). Because planning is an important activity within management, we accept this more inclusive use of the term career management and use this model to form the outline of our discussion of how individuals and organizations can influence career development. Before discussing how one can influence the course of one's career, however, it is important to examine the career development process.

Career management involves taking the essential stages to attain that plan, and mostly focuses more on what an organization can do to raise employee career development. There is a tough relationship among career development and T&D activities. Career plans can be implementing, at least in part, through an organization's training programs. Career planning and development can become an effective tool for development of the employee and a key factor in the HRD system (Philip, 1987). Career planning includes activities accomplished by an individual, frequently with the support of counselors and others, to assess his or her skills and abilities in order to establish a realistic career plan.

2.1.5 Organizational Development

Voluntary associations and non-profit organizations are the most common catalysts for empowerment processes and the exercise of community power. Yet, there are tremendous variations in scale, mission, composition, and structure among these organizations. How can stakeholders—from staff and volunteers to policymakers and funders—know how best to invest their efforts and resources? Organizational empowerment theory aspires to function as a framework that can shed light on these topics; yet it has inadequately considered how contemporary trends in political economy affect organizations and organizational networks; (Brian D. Christens2019). Rao and Abraham (1986) in their survey of 53 organizations reported that 44 per cent of them seem to have some OD activity actually going on and most of them seem to focus on team building and role clarity exercises. Other OD activities include interpersonal sensitivity, personal growth and stress management.

In early approaches to organizational development centered primarily on the implementation of humanistic ideas at work. The type of values emphasized included personal development, interpersonal competency, participation, commitment, satisfaction, and work democracy (French & bell, 1999; Mirvis, 1988).

Mumford (1997) has categorized unplanned and planned development into three types:

1. Wholly unplanned accidental learning,
2. Planned on-the-job learning, and
3. Planned and programmed development processes outside every-day work.

Yukl (2002) identified three ways to acquire competencies, which all represent planned learning:

1. Formal training (and education),
2. Developmental activities (for example coaching, mentoring, and special assignments),
3. Self-help activities (for example reading books, viewing videos, listening audiotapes, & using interactive computer programs).

Robbins and Judge (2008) defined OD as, “A group of planned change interferences, constructed on humanistic-democratic values, which seek to develop organizational effectiveness and employee wellbeing.”

Organizations are like individuals and families. They need people who can solve their problems. They need to develop a system where people learn to organize themselves to cope with the demands of a changing environment. PA reek (1975) defines OD as a planned effort, initiated by process specialist(s) to help an organization develop its diagnostic skills, coping capabilities, linkage strategies in the form of temporary and semi-permanent systems, and a culture of mutuality. Organization development is a long-range effort to introduce planned change, which helps in increasing organizational effectiveness.

2.1.6 Strategic Perspective of HRD

Competent human resources are the critical strategic resources in organizations for which effective HRD is important and indispensable (Sthapit, 2016). HRD typically aims at developing people’s competency embedded in knowledge, attitude, skills, capability (KASC); as well as in emotional intelligence and emotional maturity (Sthapit, 2020). Hence, there is an imperative need for the organizations to steer their HRD practices into a strategically designed path that embodies the strategic factors with HRD management, inter alia.

For human resource development contribute to business success more effectively, it is increasingly argued that it should be link up front with business strategy. McClelland (1994), for example, researched the topic and found that organizations generally do not consider development issues to be part of their competitive strategy formulation. He also found that organizations that explicitly linked HRD with strategy formulation did get a payoff in terms of gaining and maintaining competitive advantage.

Garavan (1991) identified nine major elements or factors that characterize strategic HRD; namely, HRD's integration with organizational missions and goals; Recognition of organization culture; Top management support; Environmental scanning; HRD plans and policies; Line manager commitment, involvement, Existence of HRM activities, Expanded trainer role, and Emphasis on evaluation. To bolster up the theoretical recognition of the same, more substantiated explanations were postulated in another work of Garavan (2007).

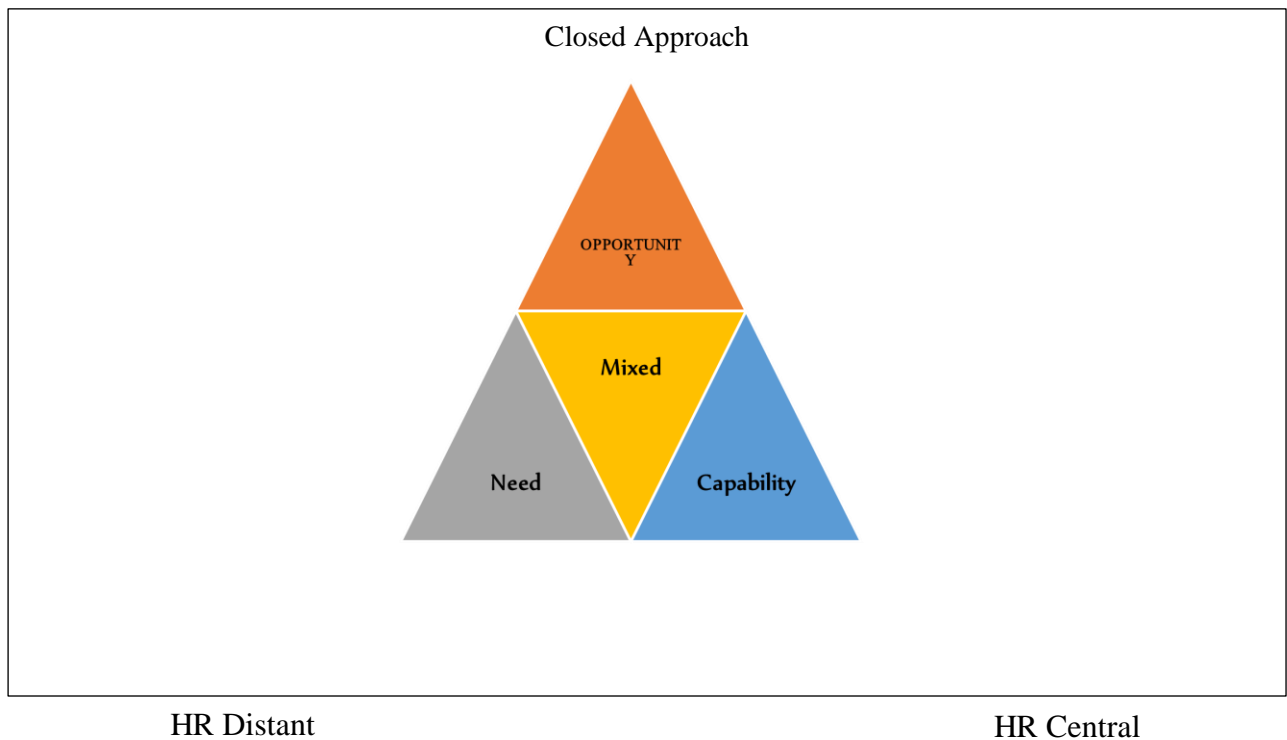
SHRD contributes to the creation of firm specific knowledge & skill, when it is aligning with the strategic goals of the organization. SHRD enables an organization to combine different knowledge elements, connect prior & new knowledge, & combine internal & external knowledge, to insure sustained competitive advantage (Davenport, Prusak & Wilson, 2003; Pfeiffer, 1994). SHRD is a multi-level concept whose contribution to the organization is to enhance its performance in the long term.

For human resource development to contribute to business success more effectively, it is increasingly argued that it should be link up front with business strategy. McClelland (1994), for example, researched the topic and found that organizations generally do not consider development issues to be part of their competitive strategy formulation. He also found that organizations that explicitly linked HRD with strategy formulation did get a payoff in terms of gaining and maintaining competitive advantage.

Luoma (1999) defined three main ways that human resource development can relate to business strategies. The first approach involves organizations that do consider HRD at a strategic level, but view its role essentially in a reactive way. According to Luoma, this approach is the needs driven HRD approach, where the aim of the HRD strategy is to identify and remedy skill deficiencies in relation to the organizational strategy. A second approach to HRD strategy is opportunity-driven HRD. The impetus in this approach is external rather than internal. It applies development ideas in a more general way, rather than specifically targeting current business objectives. In this approach, the learning potential of all employees are emphasize. Although the thrust of the HRD strategy may be to reactive meet the needs of business strategy, it may also be proactive in influencing the formation of future business strategy.

The third approach is the capability-driven HRD based on the idea that organizational competence is the key to sustained competitive advantage. This approach is proactive in that it focuses on the desired state of the organization as defined in its future vision.

Figure 1.1. A framework of HRD role Source (Luopma 1999).



HRD works on behalf of creating, strengthening, and sustaining the competencies emphasized in the business strategy. Organizations focusing on this approach seek competitive advantage primarily from capabilities and competencies and HRD takes place in advance. There is also a fourth approach, which is a mixture of the three approaches above.

2.1.7 Process of HRD Practices

As shown by Harris et al. (2006), in today's shifting situation, employees at all stages need additional capacity building and chance to managers to improve their management thoughtful. In this respect, organizations are requisite to be engaged in nonstop employees' management development plans. Harris et al. (2006) identified five HRD processes, which include needs assessment, classify and design objectives, implementing tangible programs and directing evaluation and follow up.



Fig.1. 2. HRD Presses Model Self-Development

2.1.7.1. Needs assessment

This is the primary task that organizations to classify human resource development needs (Charles, 2006). Then human resource, development is a need-oriented strength, determining the level, type and period of the training and development is most important at this stage of the process (Bhupendra, 2009). Hence, the dominant outline for classifying organization's HRD is needs assessment concentrating on Organizational analysis, task analysis and person analysis.

2.1.7.2. Identify and design objectives

Formerly HRD requirements are clearly identified, the next process is to found objectives. An objective is a specific result that the employee capacity-building program is proposed to be achieved (Scarpello Ledvinka, 1988). Instructional method and media: The instructional method and media depend on the program content and in turn developed by human resource development need identification and well-known objectives (Werther & Davis, 1996). The objective is to teach specific skill, deliver needed knowledge, or try to influence attitudes the content, method, and media must match with the job requirement of the organization and the learning style of the contributors.

2.1.7.3. Implementation of the HRD Program

As Harris et al. (2006), HRD program is target at allowing organizations to attain objectives and the program is set up later having clear-cut objectives in mind. Furthermore, providing answers to inquiries like what skills are going to be trained, what kind of employee development is required, what long- or short-term objectives are planned will determine the design and details of the programs (Chatterjee, 1990)

2.1.7.4. Evaluation and follow-up

Is the last phase of HRD program to verify the achievement of the program, i.e. whether employees in the program do the jobs for which they have been Well-appointed (Bhupendra, 2009). It is most commonly interpreting in decisive the efficiency and effectiveness of a program in relation to the required goals and objectives. HRD is doing an investment in people to update their capability (Ahuja, 1998). As showed by Milkovich and Boudreau (1991), the major cause for management investment in HRD program is that to capacitate employees to perform well to meet organizational objectives. Hence, evaluation is a vital mechanism to assess the effectiveness and efficiency the organization.

2.1.8. Principle of HRD Practice

According to J.D. Millet, one of the leading organizational scientists, maintain that assignment of authority means more than simply assigning duties and responsibilities to others in more or less detail. The core of delegation is aim to advice discretion up on others, to use their judgment in meeting specific problems & challenges within the outline of their duties. The values of HRD, which must be preserve in mind, while framing a HRD arrangement to have an appropriate& regular development of the human resource in an organization. A best HRD procedure should be founded on the principle of over-all development of employees and the organization as a whole. The abilities include general development of the workforce in all phases. It may be technical, physical, psychological or moral development in an organized manner Deb (2010). HRD system must allow their employees to classify their unknown potential & make them component sufficient to exploit talent in a best manner, therefore, that they could contribute their efforts in attaining organizational goals (Habib, 2012).

Participation of subordinates must be encouraged by top managers in an ideal HRD system to create a comfortable working atmosphere where workers are free to discuss their idea & always welcomed for suggestion (Habib, 2012). Change is the only permanent thing in his universe but usually people resists change. To tire the rivalry an organization & its HR should be as much flexible in setting itself familiarize to the change situation of 21st century. A good HRD system must endeavor to attack a balance between the organizational culture & the change culture (Deb.2010). Review & renewal of HRD functions like training & development career planning & development, performance & appraisal, counseling, etc. of employees should take place frequently in an organization at certain periodic intervals (sorab,2006).

2.1.9. Challenges for Human Resource Development

According to Uday et al (2013), there are different challenges that make a training program unsuccessful and block the organization not to get necessary outcome from the program. For example, Lack of management promise, insufficient budget for training, Graduates with inadequate planning, Large-scale poaching of trained personnel, no help to workers displaced because of reducing and Lack of assistance from organized labor unions.

According to Nick Fadugba (May 2, 2006), currently, the challenges of Ethiopian airline are both within and outside of Africa. For example, big European airlines are gaining ground in Africa, while cash-rich airlines from the Middle East are flooding the African market with

aircraft capacity, high frequencies and low fares. However, the commitment to excellence of Ethiopian Airlines manifested by the significant investment it has made over the years in new aircraft, impressive aviation maintenance, training facilities, and human resources development.

2.2. Empirical overview of HRD

Osibanjo et al, 2012 conducted a study on “Human Resource Management and Employee Job Satisfaction”; they found that satisfaction on current job could be achieved through learning more skills to perform very well and having good opportunities to get more training. Belete et al (Belete et al., 2014) conducted a study on “the effect of employee’s fairness perception on their satisfaction towards performance appraisal practice”; they found that employee’s perception on the fairness of performance appraisal practice affects their job satisfaction. Another study conducted by (Gupta, 2012) on the influence of effectiveness of performance management system on employee satisfaction and promise exposes that there is a significant impact of effectiveness of performance management system on employee satisfaction and promise.

Dec 2, 2015-Group CEO of Ethiopian Airlines, Tewolde Gebremariam, said, “HRD (Human Resource Development) is one of the four pillars of our Vision 2025, along with Fleet, Infrastructure and Systems; since well-trained, adequately experienced and performance-focused aviation professionals are the engines of our fast, profitable and sustainable growth agenda.”

“The full sufficiency in pilot training with both full flight simulators and fixed training devices for all airplane models in our service enables us to provide training to our pilots with the latest aviation technology machines. The installation of these machines in our newly built flight operations building reduce travel time to distant places for training and will increase quality time with their family at home base,” he added. “Our employees are our greatest asset and the main source of our competitive advantages and we will continue to make all required investment in training and Ethiopian Aviation Academy. As Africa’s flagship carrier, Ethiopian has always been and remains aviation technology leader in the continent; we will continue to introduce the latest equipment of full flight simulators with the aim to serve not only the needs of Ethiopian but also dedicated to bridging the aviation skill gap on the continent.”

According to observation of Sundararajam (2009), the developing trends of human resource development practices founded on review of employees working in few cooperative organizations the over-all HRD climate as neither good nor bad. The study recognized that the employees shown unfavorable attitude towards human resource development policies and practices. The investigator said that HRD climate should be recover in the competitive environment. As the overall conclusion showed by the study, human resource has not properly implemented. Ethiopian Airlines with its ongoing plan to modernize and continue on its pioneering role to be a leader in aviation training in Africa, has already established training center. Ethiopian Aviation Academy (EAA) is the largest and the most modern aviation academy in Africa recognized as ICAO regional Training Center of Excellence. To train aviation professionals from classrooms to simulator training, EAA offers industry standard training for pilots, aircraft technicians; cabin attendants and ground services staff both for initial and recurrent students. The Leadership & Career Development Center is training thousands in Management and Leadership Skills, including all staffs.

Employed Feb 2018 – Present: HR development and Finance matters; directs the general personnel administration of the Ethiopian MRO division in coordination with Corporate HRM. Develops and regularly revises the Ethiopian MRO Technical Training Program Manual (TTPM) coordinates and controls external trainings on behalf of the Ethiopian MRO Division, defines the scope of promotional examinations for Ethiopian MRO personnel in coordination with concerned managers and directors. To safeguard that human power requirements planning of the division completed. Timely monitor the implementation of coaching, mentoring, succession planning, training and leadership development programs in the division.

Administers best practice maintenance personnel skill development program provides support and guidance on BSC/ISC target preparation & Performance evaluation; cost saving initiatives & facilitate insurance issues of Ethiopian MRO Division. Make sure that, loan and training agreements, service level agreements, cost sharing, and other commitments is implemented. Proposes Organizational structure, qualification requirement and progression scheme revisions and establishments; makes sure that vacancies across the division from internal source are timely filled. In line with the airline, delegation of authority approves employees transfer, demotion, promotion, separation/termination, etc.; administer selection and assignment program of secondment, outstation, and training abroad. Develops and recommends plans to improve policies and procedures in the areas of personnel administration of the division.

In conclusion, according to, Hamlin and Stewart (2011) known four essential purposes of HRD, specifically, to improve individual and group effectiveness; to improve organizational effectiveness and performance; to develop knowledge, skills and capabilities and to improve human potential and personal development. Kuchinke (2010) summarizes such purposes by stating that a core controlling value of HRD is that of ‘human flourishing’ and this can be implant as a professional responsibility for HRD professionals. The idea of prosperous grips ideas of nurturing, care, investment, attention and confident expectation, and identifies inborn value in the capabilities and raw aptitude of people.

Sherry Stephenson and Carolyne Tumuhimbise (December 2015); Mentioned On their Case Study 1: In Ethiopia Air Transport Services directly contribute more than US\$ 2 billion annually to the Ethiopian economy. As with all air carriers, Ethiopian Airlines has primarily exported air transport services through international passenger and cargo flights (cross border transport). However, EAL also exports services via (servicing foreign aircraft arriving in Ethiopian airports and training foreign pilots) and (investing abroad as a partner in foreign airlines). Recently, EAL has invested in joint ventures in Togo (ASKY) and Malawi (Malawi Airlines). Lastly, EAL sends pilots and experts to implement trainings outside of Ethiopia. According to a 2014 report by the International Air Transport Association (IATA), EAL was ranked as the largest airline in Africa in revenue and profit, as well as the fastest growing.

The commitment to excellence of Ethiopian Airlines is manifested by the significant investment it has made over the years in new aircraft, impressive aviation maintenance and training facilities, and HRD. Self-reliance has been one of the airline’s watchwords, although it has not shied away from entering into mutually beneficial agreements with industry partners.

Chapter Three

Research Methodology

The purpose of this section is to provide a description of the research design, population and sampling technique, types of data and instruments of data collection, procedure of data collection and method of data analysis and ethical considerations of the study.

3.1. Research Design

Research Design establishes the blue print for the collection, measurement, and analysis of data. Hence, the study employs a descriptive research type in order to describe the assessment of the Human Resource Development Practice of EAL based on the collection of detail information. The methods of research design for data collection used quantitative methods. The researcher was use quantitative method of research design for data collection, as it is helpful to extract multitude of data. Quantitative data gathered by using questionnaires while qualitative data were gather employing semi- structured interview and from documents (Saunders et al. 2009, p.154).

3.2. Population and sampling technique

The target population of the study is the permanent employees of Ethiopian Airlines currently working at the headquarters in Addis Ababa. Detailed information about the staff has been obtained from Corporate HRM unit will be used as a base to outline the target population. For the purpose of this study, a target population of 350 permanent employees of the company will consider. Employees work outside of Addis Ababa and who has been with the company less than a year will have exclude, which makes the sample frame. The reason for choosing employees that will work more than one year as a sampling frame. Employees with an experience of less than one year will be excluding from participating in the study as they may fail to clear understanding the organizational culture and practices of the HRD.

3.3. Sample Size

The total number of permanent employees at Ethiopian Airlines, as of January 2018, is 13,000 plus. These employees assigned to the seven business units that are located at the Bole International Airport and outside station. The allocation of the employees in each business

unit along with the sample size determination, from each portion of the target population is summarizing in the Table 3.1, below. According to Kothari (2004, p.63), “the method of proportional allocation under which the sizes of the samples from the different strata are kept proportional to the sizes of the strata.” Hence, the sample sizes calculation formula is adopting from Kothari (2004) to determine the population and the sample size for each stratum as follows.

A formula will be use to take a sample from the population that consider the confidence stages and margins of error. As per the total population size, the study will be adopted $\pm 5\%$ accuracy equal and 95% confidence level.

$$n = N / (1 + N * e)$$

$$n = 350 / (1 + 350 * 0.05 * 0.05) = 187$$

n= Number of samples

N=Total population

e=error tolerance

Therefore, 187 respondents will be my sample for this study to gather date through questionnaires.

Table 3.1. Ethiopian Airlines Employees list: Summarized from ‘EAL monthly headcount status report as of January 31, 2018’ for sample size determination.

No	Location	Number of Employees at head office	Sample size for each stratum	Percentage of strata
1	Corporate HR	40	21	11.2%
2	ET MRO	50	27	14.4%
3	ET Cargo	30	16	9%
4	ET Aviation Academy	40	21	11.2%
5	Customer Service	50	27	14.4%
6	ET Ground service	60	32	17%
7	ET Flight Operation	80	43	23%
	Total	350	187	100%

Simple Random Sampling: - if every population unit has the same chance of being selected in the sample. The sample thus obtained is termed a simple random sample.

3.4. Data Collection

The bases of data collection for this research will be both primary and secondary data sources. The primary sources of data were collected through observation, and questionnaires (Questions & table set-up take & modified from lecture note Dr. Ababa B.& Selamawit Dender June 2018 final paper). On the other hand, the secondary data developed from referring related documents such as books, articles, annual reports and file records. The secondary data sources used to complement the primary data and the information related to human resource development practices in Ethiopian Air Lines.

In this study, structure questionnaires were prepared in the form of Likert scale, which have used to collect the requisite data in relative to the practice of Training& Development, Career Development, and Performance Appraisal practice of HRD from the sample respondents. Such data collection tools developed in order to gather large data & avoid pressure on the respondents (Creswell, 2003).

3.5. Methods of Data analysis

The nature of topic deals with the insight of employees in the organization, the data collecting method used a technique that were measured scales so; the researcher will be use the quantitative data analysis methods. Then the acquiring data will be organizing, analyzing, & presenting by the aid of SPSS software application by the use of descriptive statistics, calculating percentages, means, and standard deviation analysis to interpret the perception of the respondents.

3.6. Ethical Considerations of the Study

In this study, ethical matters take into consideration. The respondents will be guaranteeing that the reply they give as use with complete confidentiality of the research and the participants will be informing about the purpose of the questioner by the researcher. The researcher also takes individual responsibility for the conduct of the research by adhering to the time schedule agreed upon with the research advisor and department. The researcher will be open and honest when communicating with the respondent.

During the study strict compliance will be ensure with regard to the guidelines stressing the need to define the objective of study and the advantage expect from participants, the rights of participants and how those will protect and kept confidential and getting the inform consent of participant during the process of filling the questionnaires.

Chapter Four

Results and Discussion

4.1. Introduction

This chapter delivers the data analysis, results and conversation based on the data collected from mark population.

To develop competences, knowledge and skills of the talented workforce proved to be a major source of competitive advantage in a global market. To improve the wanted knowledge, skills and aptitudes of the employees, to perform well on the job, requires effective human resource development programs. Through, this chapter methodically analyzed the data collected from the sampled respondents on the assessment of human resource development practices and challenges in Ethiopia Airlines. The findings of this research study and the ensuing evaluation carried out on the responses reflect the key areas of human resource development practice. The outcomes of this study are vital implications for human resource departments whether they are using effective human resource strategies such as Training and Development, Performance Appraises, Career Development, and Organization Development.

The survey questionnaires were distributed to selected employees of the departments. One hundred eighty-seven (187) hard copies of the questionnaires were distributed to the target respondents. Which 97.86% (183) were kind enough to fill and return the questionnaire and the rest 2.14 %(4) failed to return the questionnaire distrusted to them. This is stated by Punch (2003), return rate of more than 80% increase confidence that the returned data correctly reflects the sample, also, reflects characteristics in the population from which the sample were drawn. Having this, the return rate of 97.86% in the above table indicates the sample is representative of the population under study.

This chapter also, focuses on presents general characteristics of respondents' analysis and Clarification of the data collected through questionnaire. The analysis of the data is processes in line with basic research question and objective of the study. Each assessment was look at individually and descriptive statistics were calculated for each. Tables and descriptive explanations were employed to show data collected from the field to make the research findings more meaningful.

4.2. Characteristics of Respondents

Table 4.1. Sample size and response rates

No	Location	Sample Size Respondents	Sample Size Responses
1	Corporate HR	21	21
2	ET MRO	27	26
3	ET Cargo	16	15
4	ET Aviation Academy	21	20
5	Customer Service	27	27
6	ET Ground service	32	32
7	ET Flight Operation	43	42
	Total	187	183

Source: own survey (2021)

As summarized in Table 4.1 the sample consisted of participants of this study surveyed from EAL found in Head office and department. Researchers distributed 21 Corporate HR, 27 ET MRO, 16 ET Cargo, 21 ET Aviation Academy, 27 Customer Service, 32 ET Ground service and 43 ET Flight Operation members of the organization. Questionnaires, whereas 21 Corporate HR, 26 ET MRO, 15 ET Cargo, 20 ET Aviation Academy, 27 Customer Service, 32 ET Ground service and 42 ET Flight Operation members of the organization were 97.86%(183) successfully completed and returned with a 2.14%(4) non-response rate respectively. According to **Mugenda (2003)**, Cooper and Schindler (2014), 50% reaction rate is adequate for analysis, while 60% is good and 70% excellent response rate for analysis. Therefore, the response rate of 97.86%, which were outstanding to continue to data analysis.

4.3. Validity & Reliability Test Result

4.3.1. Validity Test

Validity has been established using a pilot testing. Hence, the type of validity to use depends on the objectives of the study. The objective of this study is Assessment on Human Resource Development practice and Challenges of Ethiopian airlines. Result of the pilot testing has shown the questions meet aimed objective, so based on it the researcher proceeds to main part of data collection. Moreover, to assure content validity this research has employed close ended questions to avoid which helps to find precise answer and avoid irrelevant ones.

4.3.2. Reliability Test

The reliability test is an important instrument to measure the degree of consistency of an attribute which is supposed to be measured. As stated by Mahon and Yarcheski (2002), the less variation of the instruments produces in repeated measurements of an attribute the higher its reliability. Reliability can be equated with the stability, consistency, or dependability of a measuring tool. Cronbach's alpha is one of the most commonly accepted measures of reliability. It measures the internal consistency of the items in a scale. It indicates that the extent to which the items in a questionnaire are related to each other. It also indicates that whether a scale is one-dimensional or multidimensional. The normal range of Cronbach's coefficient alpha value ranges between 0-1 and the higher values reflects a higher degree of internal consistency. Different authors accept different values of this test in order to achieve internal reliability, but the most commonly accepted value is 0.70 as it should be equal to or higher than to reach internal reliability (Hair et al., 2003).

Field	Number of Items	Cronbach's Alpha test
Awareness of HRD concepts	4	0.771
Training and development	7	0.797
Career development	5	0.780
Organizational development	9	0.839
Performance appraisal	8	0.825
Processes of HRD practice	10	0.847
Challenges of HRD	13	0.834
	56	0.849

Source: Own computation (2016)

The Cronbach's coefficient alpha was calculated for each field of the questionnaire. The table 4.2 above, depicts that the values of Cronbach's Alpha for each field of the questionnaire and the entire questionnaire. As it can be seen from the Table, for each field value of Cronbach's Alpha is in the range between 0.771-0.834. This range is considered as high; the result ensures the reliability of each field of the questionnaire. Cronbach's Alpha equals 0.849 for the entire questionnaire which indicates very good reliability. So, based on the test the results are reliable.

4.4. Demographic Characteristics of Respondents

This section presents the demographics characteristics of respondents based on gender, age, educational status, year of experience and Present job positions in Ethiopian Airlines. Therefore, out of 385 total samples 187. The participated in this study from numerous departments and positions of the permanent employees of Ethiopian Airlines soon, working at the headquarters in Addis Ababa.

Table 4.3. Presented the summary of the leaders and staff members of the organization demographic data results respectively.

Table 4.3. Demographic Characteristics of Respondents

No	Factors	Categories	Frequency	Percentage
1	Gender	Male	139	76%
		Female	44	24%
		Total	183	100%
2	Age Group	26-30	75	41%
		Above 31	108	59%
		Total	183	100%
3	Marital Status	Single	44	24%
		Married	139	76%
		Total	183	100%
4	Educational Qualification	First Degree	115	62.8%
		Master's Degree	68	37.2%
		Total	183	100%
5	Length of Service in EAL	Below 2 Years	11	6%
		3-5 Years	64	35%
		6-10 Years	23	12.6%
		11-15 Years	23	12.6%
		16-20 Years	22	12%
		21-25 Years	10	5.5%
		Above 26 Years	30	16.4%
Total	183	100%		
6	Current Position	Engineer	108	59%
		Manager	65	35.5%
		HR officer	10	5.5%
		Total	183	100%

Source: own survey (2021)

Table 4.3. shows that the majority participants on this study were male (76%). This implies that the numbers of female employees in EALs are lesser than male employees.

Regarding the age group in the organization, the above table 4.3. shows that the majority respondents' age group was above 31 years' old which 59% is followed by 26 to 31 years old, which is 41%. This implies that most of the staffs are under the age category, which commonly identified as young. In order to determine the marital status in the organization, table 4.3. shows that (76%) are married, 24% are single. It was also necessary for the study to determine the educational levels of the respondents as it could help to determine the level of understanding of the respondents about the different Human Resource development practice to evaluate their respective effect on perceived on Challenges of the organization. As per the above table more, than the participants are Degree holders (62.8%), Masters Holders are 33.2%. This implies that the educational background of the respondents has between Degree and Master's Degree. In order to determine the length of service in the organization, 35% of the respondents worked from 3-4years, which is followed by 16.4%, worked Above 26 years, 12.6% worked 6-10 years, 12.6% worked 11-15 separately. This indicates that most of the employees have well experienced in the EAL so that they may know well about the Organization and how that Human Resource Development practice to evaluate; their respective effect on perceived on Challenges of the organization.

4.5. Perceptions of Training and Development practices in EAL

According to Akmaliah, Z (2009), explanation mean score measurement can be used while interpreting the data; and if mean score > 3.80 , it is measured as high, 3.40-3.79 is considered as reasonable and when the mean score is below 3.40, it is considered as low.

4.4. Perceptions of Training and Development practices.

No	Training and Development practices	Frequency					Mean
		SDA 1	DA 2	N 3	A 4	SA 5	
1	Is Training needs assessment in conducted properly in our company	=	22 12%	31 16%	97 53%	33 18%	3.77
2	All employees participate on identifying the training needs	10 5%	75 41%	77 42%	21 11%	=	2.59
3	The organization provides me with adequate resources and chances to develop myself professionally	11 6%	31 16%	54 29%	65 33%	22 12%	3.30
4	The organization provides me with enough work-related training	11 6	12 6%	73 39%	65 35%	22 12%	3.40
5	The training and development plan are aligned with the result of training need assessment	=	23 12%	76 41%	74 40%	10 5%	3.38
6	The training program analyze the specific levels of education, experience, & skills of the audience so as to ensure that the program is suited to them	=	12 6%	73 39%	98 53%	=	3.46
7	The trainers assigned by the company possess proper skills & give effective training	=	=	33 18%	118 64%	32 17%	3.99
8	The training facilities prepared by company is enough adequate	=	24 13%	95 51%	52 28%	12 6%	3.28
9	The effectiveness of using Training & development methods or techniques	=	12 6%	116 63%	55 30%	=	3.23
10	The given training hour is enough for achieving the target	=	54 29%	43 23%	86 47%	=	3.17
11	The company conduct evaluation to improve the training process as feed back	=	46 25%	29 15%	108 59%	=	3.33
Training and Development practices							3.35

Source: own survey (2021)

As shown above Table 4.4., the mean score for overall insight of Training and Development practice is 3.35 mean score. This implies that the perception of Training and Development practice in EAL is low.

4.6. Proper Career Development practices in EAL

According to Akmaliah, Z (2009), explanation mean score measurement can be used while interpreting the data; and if mean score > 3.80, it is measured as high, 3.40-3.79 is considered as reasonable and when the mean score is below 3.40, it is considered as low.

4.4. Perceptions of Career Development practices

No	Career Development practices	Frequency					Mean
		SDA 1	DA 2	N 3	A 4	SA 5	
1	There is proper career planning & development	11 6%	20 11%	72 40%	80 44%	-	3.20
2	The integration of career development with the company goal & objectives	11 6%	- -	74 40%	98 54%	- -	3.41
3	The company provides career advising service that support employees for their career development	11 6%	43 24%	75 41%	54 29%	- -	2.93
4	My organization has a clear career path that defined track person follows in the finding of professional goals	11 6	21 11%	98 54%	44 24%	9 5%	3.10
Career Development practices							3.16

Source: own survey (2021).

As shown above Table 4.4., the mean score for overall perception of Career Development practices 3.16. This implies that the perception of Career Development practice in EAL is also low.

4.7. The Assessment of organization development practices in EAL.

According to Akmaliah, Z (2009), explanation mean score measurement can be used while interpreting the data; and if mean score > 3.80, it is measured as high, 3.40-3.79 is considered as reasonable and when the mean score is below 3.40, it is considered as low.

Table 4.5., Perceptions of Organization development practices

No	organization development practices	Frequency					Mean
		SDA 1	DA 2	N 3	A 4	SA 5	
1	Female and male workers are treated equally	-	-	30 16%	101 52%	52 29%	4.12
2	EAL strongly supports staff training and professional development	-	11 16%	53 29%	78 43%	41 22%	3.81
3	I am satisfied with my work space	11 6%	19 10%	42 23%	89 49%	22 11%	3.50
4	The technological resource at EAL permits me to carry out my work efficiently and productively.	11 6%	11 6%	22 12%	105 57%	34 19%	3.76
5	Sufficient opportunity is given for professional advancement	11 6%	20 11%	52 28%	78 43%	22 12%	3.43
6	I receive both positive and negative feedback from my supervisor	-	19 10%	43 23%	111 61%	10 6%	3.61
organization development practices							3.70

Source: own survey (2021)

As shown above **Table4.5**, the mean score for overall perception of organization development practices is 3.70. This implies that the perception of organization development practice in EAL is moderate.

4.8. The Assessment of Performance Appraisal in EAL

According to Akmaliah, Z (2009), explanation mean score measurement can be used while interpreting the data; and if mean score > 3.80, it is measured as high, 3.40-3.79 is considered as reasonable and when the mean score is below 3.40, it is considered as low.

Table 4.6. Perceptions of Performance Appraisal

No	Performance Appraisal	Frequency					Mean
		SDA 1	DA 2	N 3	A 4	SA 5	
1	The company awareness for employees about performance appraisals	-	20 11%	11 6%	131 72%	21 11%	3.83
2	My performance appraisals conducted on time each six months	-	10 6%	43 23%	120 66%	10 5%	3.71
3	Performance appraisal system related to the goal& objective of the company	-	20 11%	54 30%	77 42%	32 17%	3.66
4	Clear criteria settled for performance appraisal evaluation system	23 13%	10 5%	75 41%	65 35%	10 6%	3.15
5	There is effective performance appraisal practice in the company.	21 11%	10 6%	67 37%	85 46%	-	3.18
6	The performance recognition system in my organizations modern from the organization.	10 6%	21 11%	54 29%	98 54%	-	3.31
7	There is better recognition for outstanding performance appraisal.	-	42 23%	12 7%	106 58%	23 12%	3.60
8	Performance appraisal has provided opportunity to improve your performance	-	11 6%	64 35%	98 54%	10 5%	3.58
9	The performance appraisal has provided Opportunity to improve personnel skill.	11 6%	11 6%	64 35%	78 43%	19 10%	3.45
10	The appraisal system is effective in encourage employees to work hard.	-	21 11%	64 35%	98 54%	-	3.42
11	Appraisers treat you fairly during Performance appraisal process.	-	42 23%	78 43%	52 28%	11 6%	3.17
12	In receive regular feed-back about my performance	21 11%	34 19%	65 36%	63 34%	-	2.92
13	I always receive copy of my half-year performance appraisal	11 6%	30 16%	45 25%	75 41%	22 12%	3.36
14	I give the opportunity to express my feelings when my performance has evaluated.	22 12%	10 6%	52 28%	99 54%	-	3.24
Performance Appraisal							3.62

Source: own survey (2021)

As shown above **Table 4.6**, the mean score for overall perception of Performance Appraisal is 3.62. This implies that the perception of Performance Appraisal in EAL is moderate.

4.9. The Assessment of the challenges of Human Resource Development

EAL.

This section evaluates and examines the main challenges or restraints that hindered human resource development practices in Ethiopian Air Line. As it were revealed from the questionnaires, there were some challenges that encountered in Ethiopian Air Line in the practice of human resource development as shown underneath.

Table 4.7. Perceptions of the challenges of Human Resource Development

No	challenges of Human Resource Development	Frequency					Mean
		SDA 1	DA 2	N 3	A 4	SA 5	
1	Aggravated motivation climate as a result of job cuts and demographic change	10 6%	24 13%	87 47%	33 18%	29 16%	3.25
2	Lack of willingness to implement qualitative changes	20 11%	68 37%	21 12%	52 28%	22 12%	2.93
3	Insufficiency and lack of managerial qualification for changes in organization	20 11%	45 25%	22 11%	77 42%	19 10%	3.16
4	Lack of flexibility due to different mindset of entrepreneurs	-	33 18%	22 12%	108 59%	20 11%	3.62
5	Excessive bureaucracy and administrative methods	34 19%	33 18%	31 17%	76 41%	9 5%	2.96
Challenges of Human Resource Development							3.18

Source: own survey (2021)

As shown above **Table 4.7**, the mean score for general perception of challenges of human resource developments is 3.18. This indicates that the perception of challenges of human resource developments EAL is low. Major role-played in this process and one of the most negative factors in this group is absence of willingness to implement qualitative changes, which are 2.93 mean. Such challenges drag not only system performance but also create excessive bureaucracy.

Therefore, EAL must invest in HRD particularly in Training and Development practices (3.4) in order to solve the challenges in human resource development (3.18) which have shown low values in the evaluation process. The challenges in Human Resource Development needs to address; mainly to overcome the bureaucracy, because almost half of the population is young (41%) and have worked for 3-5 years of experience. This shows that, the more this population faces bureaucracy and absence of willingness in working hard to challenge development the industry were motivated and hard-working employees which lead to lag in performance and even in employees quitting jobs and escape to competitors in the future

ahead. To solve this problem Hertzberg's two-factor theory is according to Furnham et al (2002) perhaps the most known theory of job satisfaction. Hertzberg argued that workers have two types of needs, hygiene and motivator. The hygiene factors are basic needs related to the context of work, like salary, job security, benefits, supervision and working conditions. If these fulfilled, it is possible to reach job satisfaction. It cannot be attaining though, until the motivators are satisfying, i.e. factors concerned with the nature and consequences of work, like responsibility, authority, advancements and achievements.

By applying Hertzberg's two factor theory challenges of the human resource development practices can be solved; if not all at least the two lowest (Table 4.7 number 2 and number 5).

Chapter Five

Summary, Conclusion, & Recommendations

5.1. Summary of findings

The purposes of this study were to assess human resource development practice of Ethiopian airlines. The study concentration on training and development, performance appraisal, career development practice and challenges of human resource development practices in Ethiopian airlines.

The summaries of findings detailed:

- ❖ Regarding analysis on the training and development, needs assessment practice of the EAL, majority response mean score shows that the EAL not follow logical and unsuitable assortment. In addition, selection for training done based on their workload or major department, not on their gap.
- ❖ With respect to training and development, design EAL, the majority of respondent not satisfied based on assessment in particular training, development process, and the result guarantee that the training design, not formulate as the overall result.
- ❖ EAL have built Aviation Training Center and give training for deferent profession more for external trainees. For this training center were assigned trainers, those have good training skills based on the subject matter.
- ❖ Decent practice of EAL is preparation of satisfactory training facilities and budget that help to maximize the effectiveness of the training under implementation process for the selected few trainees.
- ❖ The respect of training and development methods, the common of the respondents understanding of training and development practice in EAL is low.
- ❖ The most of respondents' views on evaluation of training disagreed; due to the company were not used determinative evaluation system to improve the result of training for all departments.
- ❖ Most of respondents in the EAL are not assigned, in their profession while changing their professions. This indications inappropriate career and professional development in the company.
- ❖ The most of respondents, the company poor delivers career-counseling services that help employees for their career development & not clear career way that defined policy a person follows in the finding of professional goals.

- ❖ EAL have good performs on organization development, treated genders equally, simplifying comfortable working areas, to work efficiently and to endorse for more productivity frequently used and supported by new technology.
- ❖ Above average of the respondents' on the performance appraisal evaluation system give their acceptance; but few resonances' have complained on recognition and clear setting of the criteria's.
- ❖ Overall perception of challenges of human resource developments implies that the perception of challenges of human resource developments EAL is low. Major role-played in this process and one of the most negative factors in this category is lack of willingness to implement qualitative changes. Such challenges effort not only system performance but also create excessive bureaucracy.

5.2. Conclusion

Based on the data presented and analyzed in the study, the following particular conclusions are observing the following conclusions and made on Human Resource Development Practices & challenges. EAL has its own training and development system, which is almost similar to training and development process model that include training need analysis, training design, training delivery, and program evaluation, but there is still a problem on proper implementation of the tasks. The findings reported in this study suggest that the process of training and development practice of the company is not effective due to not equal treat all departments participation. According to respondent's EAL does not properly apply training needs assessment to identify the employees work gap periodically.

In addition to that respondents inform that there is some good practice of training facility preparation and trainers' selection but the response that come from other respondents assure the communication and awareness creation practice is very low in the step of design it also affects the transfer level of training in actual work environment.

The other segment of systems approach to training model is training evaluation, which is an important phase that helps to know and measure the result of the training and development. Therefore, the response shows there is no productive training evaluation practice in the EAL and the company change management participates in some program under the level. It indicates the company training and development process is below average.

Therefore, the company human resource development sub process being responsible to ensure and formulate the involvement of all concerned parties, integrate a system to monitor

how things are going in relation to the system. For example, perform extensive awareness creation activities on training stakeholders regarding the competency gap assessment, make sure that the design of a training program is based on the nature and types of the objective. Therefore, EAL should attempt to improve it and must effort to ensure effective training and development practice across all departments.

EAL had Career Development in principle, in order to create motivated workforce, to enhance the capacity of both present and future knowledge and skills, to increase the ability and productivity of employees, increase optimum task relationship, to prepare employees to take higher assignments and to upgrade skills and prevent damaging. Nevertheless, in practice explicit tasks not done in relation to the issues described to promote HRD and to attain development goals.

The analysis of the study has indicated that employees are commonly benefited by the effectiveness of the performance management system. While the relationship model has shown that, the performance management system and motivation variables are positively related and significant. Each of the determinant factors of the performance management system were analyzed independently for any effect on employees' motivation and the conclusions drawn from the results.

In contrast, the study has found out that the recognition, proper setting systems, fairness and acceptability as well as rewarding performance factors that not satisfactory. This indicates that the performance management system only needs to maintain, these determinant factors with appropriate improvement to keep the system effective. Therefore, improving these factors will make the system more effective with a positive improvement in the level of employees' motivation.

5.3. Recommendations

Based on the findings and conclusions, the following recommendations are outlined for at least to minimize and improve the Human Resource Development Practice of EAL.

- ❖ Training and development activity shall be based on a systematically recognized knowledge and skill shortage or performance gap; therefore, as it makes best use of the effort of both the employee and organization.
- ❖ Ensuring adequate communication and awareness creation for training and development activities should be to reduce resistance to change.

- ❖ Applying continuous evaluation of training in the company should be one of the processes of training in order to make sure that the entire trainees understand the training given by using subjective and objective measurement.
- ❖ HRM should be participate in evaluation of the result to ensure that the training transfer to actual work environment positively.
- ❖ Participating employees in all over training process activities to should achieve the training objective easily.
- ❖ Management should also take into consideration there support in every training and development steps.
- ❖ EAL should be focus on individuals and satisfying their needs for career development. HRD is not all about providing training rather than it should have aimed at matching the organizational need for HR with the individual needs for career development
- ❖ EAL have not enough Counseling that support employees in improving their job performance. To improve job performance, the major role-play is continuous counseling should be need for employees.
- ❖ In order to setting properly, the performance evaluation criteria, the human resource department shall be needs to design specific and directly related criteria that can measure employees' job duties and responsibility specifically.
- ❖ The human resource department should be need to create awareness among employees about how the performance evaluation process is conduct. Time shall be need to give to hear and address employee's related problems and allows employees to evaluate themselves.
- ❖ To conclude that, EAL should see backward its human resource development guideline to realize its current practice and to revise its human resource development system in order to make its human resource development efforts effectively get the expected benefit from its human resource.

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APPENDIX - I

ADDIS ABABA UNIVERCITY COLLEGE OF BUSINESS AND ECONOMICS SCHOOL OF COMMERCE MAIN HUMAN RESOURCE ANAGEMENT

Questionnaire for assessment on Human Resource Development practice of Ethiopian Airlines

Dear respondents,

This questionnaires design for the purpose of collect the primary data on Human Resource Development practice of Ethiopian Airlines, which I am conducting as a partial fulfillment of Master's Degree in Human Resource management at Addis Ababa UNIVERCITY COLLEGE OF BUSINESS AND ECONOMICS SCHOOL OF COMMERCE. Your genuine and timely response is highly important to arrive at sound conclusions. You are not required to write your names. Any information you provide, held in strict confidential manner. Thank you very much for your willingness to participate in this study.

DEMOGRAPHIC QUESTIONS

Instruction: Please circle the letter of your choice and fill in the blank spaces where appropriate.

1. Sex a) Male b) Female
2. Age a) Below 20yrs b) 20-25yrs c) 25-30yrs d) 30-35yrs e) Above 30yrs
3. Marital Status a) Single b) Married c) Separated d) Divorced
e) Widowed
4. Educational Level a) Diploma b) First Degree c) Master's Degree
d) PHD
5. Area of specialization (e.g. Management, engineering, etc.): _____
6. Years of work experience a) Below 2yrs b) 2-5yrs c) 5-10yrs
D) 10-15yrs e) 15-20yrs f) 20-25yrs g) Above 25yrs
7. Current Position:

INSTRUCTION: List of items that are believed to measure variables of the study is given below.

Please indicate your degree of agreement by putting an 'x' mark on appropriate boxes where by

1 =strongly Disagree; 2 = Disagree; 3 =neither Agree nor Disagree; 4=Agree; 5=strongly Agree.

No	Item	1	2	3	4	5
I	Training &Development					
1	Is Training needs assessment in conducted properly in our company					
2	All employees participate on identifying the training needs					
3	The organization provides me with adequate resources and chances to Develop myself professionally (e.g. workshops, courses and conferences).					
4	The organization provides me with enough work-related training.					
5	The training and development plan are aligned with the result of training need Assessment					
6	The training program analyze the specific levels of education, experience, & skills of the audience so as to ensure that the program is suited to them					
7	The trainers assigned by the company possess proper skills & give effective training					
8	The training facilities prepared by company is enough adequate					
9	The effectiveness of using Training & development methods or techniques					
10	The given training hour is enough for achieving the target					
11	The company conduct evaluation to improve the training process as feed back					
N	Item	1	2	3	4	5
II	Performance Appraisal					
1	The company awareness for employees about performance appraisals					
2	My performance appraisals conducted on time each six months					
3	Performance appraisal system related to the goal& objective of the company					
4	Clear criteria settled for performance appraisal evaluation system					
5	There is effective performance appraisal practice in the company.					
6	The performance recognition system in my organization is modern from other organization.					
7	There is better recognition for outstanding performance appraisal.					
8	Performance appraisal has provided opportunity to improve your performance					

9	The performance appraisal has provided Opportunity to improve personnel skill.					
10	The appraisal system is effective in encourage employees to work hard.					
11	Appraisers treat you fairly during Performance appraisal process.					
12	I receive regular feedback about my performance					
13	I always receive a copy of my half-year performance appraisal.					
14	I give the opportunity to express my feelings when my performance has evaluated.					
N	Item	1	2	3	4	5
II	Career Development					
1	There is proper career planning & development					
2	The integration of career development with the company goal & objectives					
3	The company provides career counseling service that help employees for their					
4	My organization has a clear career path that defined track person follows In the finding of professional goals.					
N	Item	1	2	3	4	5
I	Organizational Development					
1	Female and male workers are treated equally					
2	EAL strongly supports staff training and professional development					
3	I am satisfied with my work space					
4	The technological resource at EAL permits me to carry out my work efficiently and productively.					
5	Sufficient opportunity is given for professional advancement					
6	I receive both positive and negative feedback from my supervisor					
N	Item	1	2	3	4	5
II	Challenges of HRD					
1	Aggravated motivation climate as a result of job cuts and demographic change					
2	Lack of willingness to implement qualitative changes					
3	Insufficiency and lack of managerial qualification for changes in organization					
4	Lack of flexibility due to different mindset of entrepreneurs					
5	Excessive bureaucracy and administrative methods					