ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

ASSESMENT OF TRAINING PRACTICE OF THE ADDIS ABABA CITY ADMINISTRAION URBAN MANAGEMENT INSTITUTE

By

MAHETEM MERAWI

A Thesis Submitted to the School of Graduate Studies, Addis Ababa University, Faculty of Business and Economics, Department of Public Administration and Development Management in Partial fulfillment of the requirements for the Degree of Master's of Public Administration and Development Management (MPA)

Addis Ababa University

Faculty of Business and Economics

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Acronyms

CPA -Central Personnel Agency

CBB- Capacity Building Bureau

EMI- Ethiopian Management Institute

HDR-Human Resource Development

ROI- Return On Investment

SMART- Specific, Measurable, Achievable, relevant and Time bound

TNA- Training Needs Assessment

UMI- Urban Management Institute

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Abstract

The main purpose of this study was to assess the current practice of training program conducted by the city administration Urban Management Institute (UMI) in light of training theories and principles. To conduct this study, a descriptive survey method was employed. Simple and purposive sampling techniques were used. The data were collected through questionnaire, structured interview and document analysis. The samples for this purpose were taken from a total of 17 Urban Management officials and Trainers, 49 city and cub city officials and 42 trainees who took part in the training programs conducted by UMI as actual sources of information. Data analysis was made using descriptive statistics, frequency count and percentage.

The major findings were the practice of conducting training need assessment prior to training were found non existent, the involvement of client organizations and employees in setting training objectives and content selection had been neglected. All of the training programs offered were short term off-the-job-trainings and no emphasis has been given to on-the-job-training methods. The system of evaluation by which the effectiveness of training programs was assessed focused mainly on training evaluation during and after training using training evaluation formats and questionnaires. Besides, inadequate budget, lack of management support, inadequate organizational facility and absence of client organizations participation in overall training provisions were seen as some of the major constraints in the training endeavors.

It can then be concluded that training investments by the city administration offices didn't produce or achieved the intended goals because of poorly designed and implemented training programs which were not linked to performance problems. UMI didn't facilitate the participation of stake holders in setting objectives and content selection. Thus in light of the above problems the following recommendations were forwarded. Needs assessment has to be carried out systematically; UMI should develop training directives which include guides for needs assessment, selection criteria, and other issues. Participation of stake holders has to be encouraged in setting objectives and content selection for training endeavors. Evaluation has to be practiced all the way through the training programs using various assessment techniques.

CHAPTER ONE

1. Introduction/background

Nowadays, Organizations operate in a complex and changing environment that greatly enhances and influences their growth and expansion. To cope up with this changing environment and technological advancement, organizations need to develop and train their employees. In addition, the survival of any organization depends on the quality of human resources of the company. An organization can use training to overcome deficiencies in employees. Often effective training can produce productivity gains that offset the cost of training. Training is especially important in industries with rapidly changing technologies.

Training is a learning process whereby people acquire the necessary skills and knowledge to enhance the achievement of organizational goals. Since learning process is tied to a variety of organizational purposes, training provides employees with specific, identifiable knowledge and skills for use on their present job. It is no longer a question of whether an organization wants to develop its human resources or whether it should develop its human resources, it is a matter of survival.

Skills and knowledge can easily become obsolete in same way as machines or technology. So, if an organization is to survive these must be constantly kept up to date. In support of this idea, Pigors and Myers (1981:281) mentioned that no organization can choose whether or not to train employees. Employees regardless of their education and experience need to be trained as far as they are in work. They further stated that continuous training could help employees develop their ability to learn, adapting themselves to new work methods, learning to use new kinds of equipments and adjusting to major changes in job content and work related activities.

Furthermore, training becomes fruitful if it is conducted based on the training principles and with a complete understanding of training needs of the organization to bring designed results. This is because training need analysis enables organizations to conduct cost effective training programs that solves performance problems such as absenteeism, turn over, recurrent wastage of resources, inabilities to meet deadlines, increased costs, etc.

Apart from it, having clearly stated objectives helps organizations to design appropriate training programs and measure its effectiveness. Evaluating training program is also one of the most important elements in training activities.

Although such trainings are of paramount importance in successfully achieving the organization goals, they might be inefficient unless they are carefully planed and fit with strategic plan of the organization. There fore, training programs should go in line with employees and organization needs. It should also be made continuously in a planed manner.

Regarding employee training in Ethiopian civil service organizations, the importance of training the civil servants was clearly mentioned in the proclamation ratified in 1962 to establish the Central Personnel Agency (CPA), a body which was responsible for civil servants of the country (Negrit Gezeta, 1962, No 28). The proclamation stated the importance of training and development of civil servants aimed at providing effective and efficient public services to the society.

Currently, the Ethiopian Government has given due attention to improve the capacity and competence of the civil servants and there by achieve better performance and prepare them to higher responsibility based on carrier development (Federal Negarit Gazeta, 2002, No 8). In line with this, each government organization has the responsibility to develop the capacity and potential of all its employees irrespective of their status through training and education by identifying training and development needs of the organization and preparing the necessary plan and budget for training programs. Accordingly, nowadays most of the government offices in Ethiopia are increasingly providing different education and training opportunities to their employees.

Concerning the city administration of Addis Ababa, the city government has made a proclamation on civil servants confirming that there should be training and development opportunities for the civil servants to improve their capability and attain better performance and be prepared for higher responsibility based on career development (Addes Negari Gazeta, 14th July 2008, No. 1). The Urban Management Institute (UMI) of the city administration which was established by Regulation No. 13/1998 has the objective of rendering trainings to the organs, public offices and enterprises of the city

administration by assessing their training needs and by preparing capacity building programs. Based on this regulation, it is believed that if these training opportunities are carefully planned, managed and implemented by the Institute, they can contribute to achieve the intended goals for the city administration. Accordingly, training and development needs should be assessed and systematically planed, designed and implemented and finally evaluated to help both the organizations as well as the employees to accomplish their objectives.

Hence, the concern of this study is to assess the effectiveness of different training programs organized and managed by Urban Management Institute of the city administration to the public sector organizations in Addis Ababa in light of the training theories and principles. Finally, the research proposes important recommendations that can contribute for the institute's better performance in particular and to the city administration in general.

1.1. Statement of the problem

Organizational effectiveness largely depends on the ability to acquire effective and efficient use of the existing work forces. This is because human resource is a strategic asset for the success of the organization. This can be achieved through appropriate training and development programs that can respond to the changing environment. Training programs have to be designed carefully if the intended goals are to be achieved and evaluated. In designing the training program, issues like analysis of training needs, training content, selection of trainers, trainees, the training facilities and environment and training methods should be given serious attention for the learning process to be effective and successful. Evaluation of the training program also needs to be carried out to obtain feed back for further improvement in designing training programs.

The last decade has witnessed several attempts by the city government of Addis Ababa to improve the human resource capacity of the city administration. It has established the Urban Management Institute in 1998, to overcome the skill, knowledge and attitude gaps of the city administration offices.

Accordingly, the UMI tried to design and implement several short term and tailored trainings with the aim and objectives of addressing these gaps. Currently, the number of short term training courses provided by UMI has reached 37 which were only 33 in 2005.

The Institute's staff has also increased from 33 in 2005 to 42 in 2009. Actually, UMI uses external professional trainers employed on contractual bases since its full time trainers are few in number and are not qualified with all types of courses that it trains.

Regarding the number of trainees, except for the year 2006, it has also shown an increase. The total number of trainees trained by UMI which was 1025 in 2005 has reached to 1415 in 2007. Regarding the allocated recurrent budget for the Institute in the last 3 years it has shown decrease. The allocated budget which was 1.7 million birr in 2005 has gone down to 1.1 million birr in 2007. Its revenue generating capacity has also shown decrease from 843,289.79 birr in 2005 to 723,985.02 birr in 2007.

Generally, we can conclude that a positive trend has been observed in trainee number and number of courses that the institute provides. On the other hand, a decreasing trend has been observed on the allocated budget and fees collected and transferred to the central treasury.

Based on the performance evaluation of the Institute by its management team and different stakeholders (UMI, 2008; CBB, 2004), the following points were mentioned as the Institute's strengths and weaknesses.

The major strengths mentioned were:

- the effort to obtain and apply feedbacks from its customers, stakeholders and partner organizations,
- its sense of cost consciousness philosophy,
- success to have its own 4 stories building that serves for offices and training purposes,
- strong and committed staff members striving to attain organizational objectives,
- training provisions that contributed for skill and attitude upgrading.

On the contrary, the following points were detected as its weaknesses:

- non-responsive organizational structure, (i.e. its organizational structure was not vibrant, functional or capable enough to enable the institute exercise its mandates effectively),
- being unfocused on its long term strategic plan but tied up with routine tasks, which makes it difficult to focus on the vision promised to its stakeholders,
- high staff turn over,
- lack of equipment of latest technology supporting the training program,

- Inappropriate service delivery. (i.e. UMI was not addressing the demand of customers properly. Its training topics were generic and not adequately linked to the exact performance gaps of the client organizations).
- trainings were not prepared based on the client organizations' objectives and specific needs,
- no clearly defined training policy and manual,
- trainings conducted were not based on needs assessments,
- no impact assessment exercise,
- poor information communication system i.e. inability to avail updated information and documentation to interested bodies.

From the above discussions, though the Institute has done much in the past three years, both the city administration and client organizations were not satisfied with its performances. In addition to this, most of the time fresh or newly transferred employees were forced to undertake their jobs with out proper training and development programs. As a result it had created a gap between the job requirement and the actual performance of employees that affect the overall performance of the organizations. Because of these and other issues, the researcher of this study motivated and believed that it is timely and priority issue to assess the training practice conducted by UMI in light of training theories and principles. The research takes the Institute as a case study to propose an intervention mechanism for efficient and effective training program to be conducted in the city administration that goes in line with the City administration's human resource development endeavor in general and the UMI's mandate in particular.

1.2. Research Question

The study is primarily concerned with assessing the training practices conducted by UMI in the past three years (2005/06 - 2007/08) against the theories and principles of training. By doing this the research tries to answer the following questions.

- How does the training need assessment practice respond to the specific need of client organizations?
- How the training design and implementation experience affected the demand for effective training provision of client organizations?

- How the training evaluation and impact assessment affected the Institute's training design and provision?

1.3. Research Objectives

The general objective of this study is to assess the training practices carried out in the city administration by UMI in the years 2005/06 - 2007/08.

The specific objectives of the study are listed as follows:

- To asses whether training need assessment was exercised to determine training needs.
- To evaluate the extent to which the training programs were relevant to employee's activities.
- To assess the extent to which the training programs met organizational objectives.
- To identify training practices, polices and challenges that affected the process of training.
- To asses how training evaluation was carried out.
- To pin point major weaknesses or strengths of training practice of UMI.
- To come up with conclusions and recommendations that will contribute to the UMI and client organizations to take appropriate measures in designing effective training programs.

1.4. Research Methodology

In this study both primary and secondary data were collected to substantiate the issue under study.

Primary data

Here different data collection techniques were employed. The study used mainly questionnaire and interviews to get primary data from randomly and purposefully selected sample population to have all rounded information about the case under study.

Secondary data

Secondary data also collected from archives, documents and periodic reports of UMI and client organizations pertinent to training performance of UMI. Finally, frequency count and percentage was used to analyze the data collected.

A. Research Population

The Research Populations of the study are categorized under three groups. The first group comprises officials and trainers of the UMI. The second group consists of

officials at both city and sub city levels and thirdly employees who were trained by UMI in the research period. The researcher tried to get response from these respondents. Accordingly, the research populations of the three groups were mentioned here after.

Group one: this group constitutes Manager, Deputy Manager, Training and consultancy Department Head, and trainers of the Urban Management Institute. Trainers of institute are both the permanent employees of the institute and part time trainers. Accordingly,

No	Respondents position title	Quantity	Remark
1.	General Manager	1	
2.	Deputy G/Manager	1	
3.	Training and consultancy Department Head	1	
4.	Trainers of the organization	8	
5	Part time trainers	12	
	Total	23	

Group two**: This group consists of Officials of bureaus/offices at the city Administration and sub city levels.**

a) At the city administration level.

No	Respondents position title	Quantity	Remark
1	Bureau / Office/Agency/ service heads	36	
	Total	36	

b) Officials at the sub-city level.

No	Respondents position title	Quantity	No of sub cities	Total No of officials
1	Office heads at each sub city level	7	10	70
5.	Heads of departments at each sub	13	10	130

	city level			
	Total	20	10	200

Group Three: This group consists of trainees who took training organized by UMI during the research period (2005/06 - 2007/08). According to the information obtained from the institute, the total number of trainees during the research period were 3425. The trainees' distribution is presented below.

No	center office/ sub city	No of trained employees during the research period	Remark
1	Center offices	1903	this figure is the sum total of trainees who were drawn from 36 offices at the center level
2	Kolfe keranyo	118	
3	Akaki Kality	128	
4	Arada	146	
5	Gulelie	148	
6	Ledeta	151	
7	Yeka	158	
8	Addis Ketema	162	
9	Nefas silk lafto	166	
10	Kirkos	170	
11	Bole	175	
	Total	3425	

B. Sample Population.

Here random and purposive sampling methods were applied to determine the sample population. Hence, the researcher tried to select sample population from each category (group) that can represent the population. The sample population constitutes:

1. From UMI (officials and trainers)

No	Position	Total Population	Sample Population	% age of representation	Remark
1.	General Manger	1	1	100	
2.	Deputy G/Manager	1	1	100	
3.	Training and consultancy department Head	1	1	100	

4.	Trainers of the institute	8	8	100	
5.	Part time trainers	12	6	50	
	Total	23	17	73.9	

2. a) From Officials of bureaus/ offices at the city level.

No	Position	Total Population	Sample Population	% age of representation	Remark
1.	Bureau Heads, Office, Agency, Service heads (appointees)	36	18	50	
	Total	36	18	50	

b) From Office and Department heads at the sub-city level

No	Position	Total Population	No of sub cities	Sample Population	No of sample sub cities	Total sample population	% age of representation
1.	Office heads (cabinet members)	7	10	4	3	12	17
2.	Department heads.	13	10	7	3	21	18
	Total	20	10	9	3	33	18

3. **From Trainees**. Based on the data mentioned above, three sub cities were purposely selected to determine the sample population. These sub cities were drawn by their relative number of trainees trained in the research period. Accordingly, Kolfe Keranyo sub city that had the least number, Lideta sub city, having medium number of trainees and Bole sub city that had highest number of trainees were selected. Finally, 10 percent of the three cub cities trainees were selected to be the sample population of the study representing trainees. This is presented in the table below.

No	Randomly selected sub cities	Total No of trainees during the study period	10% sample population
1.	Kolfe Keranyo	118	12
2.	Lideta	151	15
3.	Bole	175	17

	Total	444	44

Summary of research population and sample population

Group	Respondents	Total population	Sample population	Percentage of sample population	remark
1	From the UMI office managers, Department Head	23	17	73.9	More information is highly needed from these respondents. Because the training need assessment, objective formulation, determine training content, selection of trainers and trainees and training evaluations are mainly the tasks expected to be performed and are the responsibilities of these respondents.
2	Officials of bureaus/offices at the city administration levee	36	18	50	
	Officials at the cub city level office heads and department heads	200	33	16.5	
4	Trainees	444	44	10	Though trainees have their own contribution on the points mentioned above, due to time and finance limitations 10 percent sample population was selected.
	Total	703	112	38	

1.5 Significance of the Research

This research paper has a number of significances.

- Primarily it contributes to the client offices and UMI in designing effective training program and crate awareness to the city administration for its endeavor in the area.
- Secondly, it may have a contribution to the literature and serve as one reference for students and improve the quality of the next research in employee training scheme.

- Thirdly it enhances the researcher's confidence to the next independent research work.

1.6 Scope of the Research

The scope of the research was limited to the assessment of employee training programs offered by UMI in the city administration during the past three years (2005/06-2007/08). These trainings were carried out by the recurrent budget allocated to the client organizations to train their employees. (It excludes other trainings offered by other bodies). Hence the study can not be a representative of other institutions that offered training to employees in various fields. Therefore, the success or failure of training in this institution can not be generalized to other institution's training effort.

1.7 Limitations of the Research

Provision of trainings to the city administration employees was not limited to UMI and the researcher could not investigate the performances of other institutions. This makes it difficult to generalize training programs carried out in the city administration. More over, due to time and financial limitations, only sample population were surveyed in this research.

1.8 Organization of the Study

This paper is organized into 5 chapters. The first chapter comprises introduction, statement of the problem, research questions, objectives of the study, research methodology, significance of the study, scope and limitations of the study.

The second chapter consists of related literature review on the subject. The third chapter introduces the background history of the Urban Management Institute. Chapter four is devoted to analysis, presentation and interpretation of the data obtained from different sources. The fifth chapter delivers the summary, conclusion and the recommendations based on the findings of the study.

CHAPTRE TWO

2. Review of Related Literature

This chapter deals with the general concepts and principles of employee training programs. The review raises basic (core) issues in training like training need assessment, setting training program objectives, determining contents of training programs, selecting appropriate, trainers and trainees, conducting training programs and finally evaluating training program.

2.1. Definition and Importance of Training

Organization as a system uses different types of resources, including material and human resources. Among these resources, human resources are the engine that helps the organization to meet its goal. The survival of any organization depends on the quality of human resource it possesses.

In order to cope up with the fast changes in requirement of skill and knowledge, the need for systematic training is now felt in almost all organizations. In consistency with this idea, (Camp, 1986) in Mehereteab, (2004:32) expressed that in today's fast growing world, people's education is no longer adequate to carry out their jobs because jobs are growing faster than the people who hold them.

The aforementioned reality has received the recognition of business firms and other organizations, and they are engaged in providing their employees with training and development opportunities. Nowadays, organizations are spending a significant amount of money for purpose of employee training and development on a continuous basis with the understanding that money spent on staff development program shouldn't be designed and conducted for its own sake.

The goal of employee training is to increase the capabilities and potential of employees in carrying out their duties. Effective training program contribute significantly to the improvement of organizations' competitiveness, productivity, sustainability and the quality of product/ service to customers; reduce the need for close supervision, increased moral and adaptability to new methods (Cowling and Mailer, 1998:61; Graham and Bennet, 1998: 283; Pont, 1991:1). Hence training programs have a lot of importance for

employees as well as for the organization if it carried out in a planned and systematic way.

Harris and DeSimon (1994:2) states that in order to meet the current and future needs, the organization should begin training and development activities when an employee joins the organization and continues through out his/her career's whether he/she is an executive or not. Training is the act of increasing the knowledge and skill of an employee for doing a particular job. Training is a short term educational process and utilizing a systematic and organizational procedure by which employees learn technical knowledge and skill for a definite purpose.

Different authorities defined the term training in different ways. However, the concept remains similar. Foot and Hook (2005:228) defined training as a planned process to modify attitudes, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose is to develop the ability of the individual and satisfy the current and future needs of the organization.

Similarly, Monopa and Saiydain (1999:172) mentioned that, the central ideas of training activities focuses on improving employees and managers performance on the current job she/he holds. They further said that it is an activity that is designed to help workers to acquire and apply knowledge, skill, ability and attitude in their work place. For Dessler (2005:270) training is the method used to give new or present employees the skills they need to perform their jobs. For Byar and Rue (2006:164) training is a learning process that involves the acquisition of knowledge, skills and abilities (KSA) necessary to successfully perform a job.

Cascio (1986:224), on the other hand, described training as a planed program undertaken to improve employee knowledge, skill, and social behavior so that, the performance of the organization improves considerably. Griffin (2000:394) argues that training usually refers to teaching operational or technical employee how to do the job for which they are hired. Hence, from the above definitions, it is possible to say that, all scholars agree on the point that training provides employees with specific, identifiable knowledge and skills for use on their present jobs.

Sometimes the word training is synonymous with development. But both training and development have similarities and differences. Regarding the similarity and differences of training and development, Decenzo and Robbins (1999:227), states that both are similar in the methods used to affect learning, improve employees and organizational competencies to cope up with the changing environment. However, they are different in their time frame i.e. training is more present day oriented; its focus is on individuals' current jobs, enhancing those specific skills and abilities to immediately perform their jobs. On the other hand, development is a long term activity which focuses on future jobs requirements in the organizations. Adams and Griffin (1987:35), indicated the distinction between training and development as training is the acquisition of knowledge and skills, often manual for particular job, while development as improvement and growth of individual's faculties, attitudes insights and traits.

More over, Mathis and Jackson (1997:314) explained that development is different from training in that it is often the result of experience and the maturity that comes with it and focuses on less tangible aspects of performance such as attitudes and values whereas, training focuses on learning specific behavior and actions, demonstrate techniques and processes. It is a short term and its effectiveness is measured by performance appraisals, cost benefit analysis, passing test or certification. Development on the other hand, focuses on understanding information, concepts and context; develop judgment, and long term in duration.

To sum up the above-mentioned ideas, training provides employees with specific, identifiable knowledge and skills for use on their present jobs whereas development being broad in scope focuses on less tangible aspects of performance useful for both present and future jobs.

Although provision of training and development opportunities to new and experienced employees are time consuming and expensive, organizations should find these costs to be a sound investment in human resources. In support of this idea Harris and DeSimon (1994:2) state that those programs that are designed to develop in an organization should be integrated to long term plans and strategies of the organization.

Training program should be designed based on principles. That means general principles have to be taken in to consideration while designing training programs. Tracy (1984:6-7) listed out the following principles of designing training programs:

1. Training requires the full commitment and support of top management, supervisory personnel and collective bargaining unit.
2. Training programs and activities must focus on problems that can be solved by training – remediation of deficiencies in knowledge, skill and attitude; not on management problems, performance deficiency attributable to in appropriate performance standards, inadequate supervision, dissatisfaction with working conditions, etc.
3. Training programs must meet both organization and employees needs, and they must encompass all types and levels of employees and cut cross all divisions and unit of the organization.
4. The pattern and arrangement of training opportunities must compliment and implement the philosophy of the organization.
5. Training programs must be developed through a systematic process. They must be built on a firm foundation of precisely defined job performance requirement. And the material used must be structured to provide integrated skills building. Sequence of learning experience.
6. Training programs must employ delivery systems that are selected on the basis of training effectiveness, available technology, cost effectiveness and results.
7. Training programs must be validated to insure effectiveness prior to full scale implementation.
8. Training programs include evaluation and feed back channels and mechanisms to permit refinement, updating and continuing effectiveness
9. Training programs must provide ample opportunities for trainees to apply and practice newly acquired skills and knowledge.

On this issue Pigors and Myers (1981:287), mention that a well designed training program alone can not produce the required result if the trainers are poorly qualified and did not follow the training programs appropriately. According to these writers, the principles which can be used to training programs are summarized as follows:

1. The trainee must want to learn and has motivation to enhance performance or the need to learn a new skill must be high.
2. Some rewards at the end of learning process help to dig out employees' motivation.
3. Learning result need to be corrected by the trainer to explain in what extent learning has occurred.
4. Feed back is best accomplished through learning by doing than by listing.
5. The material to be learned should follow logical sequence and immediate feed back for correction may be made at each level.

Graham and Bennett (1998:283) identified training as having dual functions. On the one hand, training benefits the organization by enabling it to make use of its human resource whose ability and competence to perform organizational tasks is improved. On the other hand, training gives employees a feeling of mastery over their work and of recognition by management which in turn increases their job satisfaction. In support of this idea, the Ethiopian management institute EMI (2001:7) lists the following as general benefits from training;

- achievement of improved job performance and productivity in the work environment;
- improvement of product quality and service to customers;
- maintenance of sufficient and suitable range of skills, and increasing motivation amongst employees;
- development of knowledge, skills and attitudes in work force;
- increased job satisfaction, values of employees in the labor market, and improving prospects of internal promotion;
- increasing the commitment of staff by encouraging them to identify themselves with the mission and objectives of the organization, thereby increasing job satisfaction and reducing labor turnover;
- improving individual, team and corporate performance in terms of higher output, better quality, fewer errors and accidents, faster speed and overall productivity;
- helping to manage change by providing people with the knowledge and skills they need to adjust to new situations; and
- increased capacity to adopt new technologies and methods.

Though the above mentioned benefits are only a partial listing of the many values that result from training, we may classify them as Caffarella (1987) cited in Picogna (1993:3) by listing three basic reasons why training occurs; to prepare people to do their jobs effectively and efficiently, to improve performance of people already at work; and to assist the organization as a whole to grow and develop.

To conclude, trainings of a human resource benefits organizations by improving productivity and profitability, reducing cost and wastage, enhanced quality, improving employee orientation, increasing customer's satisfaction and facilitating competitive advantage.

2.2. Training Needs Assessment

Training is a continuous process and follows a logical sequence of activities. It consists of a series of interrelated and interdependent functions that are practically linked together and interrelated into the whole system of the organization.

Identifying the training needs is the starting point for managing the training process. It is a diagnosis of a problem which is usually expressed as a discrepancy between actual performances and desired acceptable performance; or it is the gap which exists between the requirements of a given job and the present capabilities of the job incumbent. Moreover, it implies that there are weaknesses somewhere in the organization which demand strengthening by means of training in some form or another. (Robinson, 1985:36; Thomson, 1994:30, and Will, 1993:34). According to Dalziel, (1997:146) training need is said to be there when there a gap between the present skill and knowledge of employees and the skill and knowledge required for an effective performance. This gap can prevent staff and organization from performing at a satisfactory level.

The existence of gaps in skills, knowledge and attitudes among employees in organizations is reflected through various types of indicators that serve as sources of information. As Myers, (1981:282) and Pettman, (1985:87) states some of the major possible sources of information are: inadequate job performance, lack/ shortage of skill, drop in productivity, quality control records, accident reports, increased customer complaints, etc.

However, the cause of gaps could be a number of factors, and training may not be necessarily the appropriate solution. To this, Nadler and Wiggs (1989:9) noted that performance gaps, or organizational constraints could occur for a number of reasons. While some of these constraints or gaps resolved using training, others could be solved through other measures. Some of the ways of overcoming deficiencies other than training includes: improving pay, motivation, replacing machinery, simplifying procedures, commitment and practice of employees who should be carrying out the work for which they have received training (Cole, 2002; Noe and others, 2007; Rae, 2003). Thus conducting training needs assessment is important to sort out problems, which can be solved through training. Different authors suggest different methods (techniques) of assessing training needs.

Some of the techniques include:

- Supervisory recommendations.
- Interviews
- Observation
- Questionnaires
- Focus group discussions and
- Performance appraisals.

Of the above mentioned techniques, questionnaire, interview and evaluation of documents are the most commonly used methods.

Training need assessment is a process of collecting data that allows the organization to identify and compare its actual level of performance with the desired level of performance. (Bernardin, 2003:168; Cole, 1997:279). Hence, it is after the assessment of the information gathered that the trainer can then start thinking about:

- Objectives/goal: what do we hope to achieve?
- Content: what needs to be covered in the training?
- Facilitator/ Trainer: who can help conduct the training?
- Methodology: how should the training is conducted?
- Time frame: how long should the training be?
- Resources: how much it will cost? (In terms of money, time and materials)

- Trainees: who is suitable to receive the training?

Training needs can be categorized as current and future needs. Current or present training needs, results from gaps between standards and performance of an organization. On the other hand future training needs arises as a result of changes that are going on with in or out of the environment that the organization performs.

Training need assessment is the basis on which almost all other training elements are designed and implemented. In line with this idea, Rothwell and Kazanas (1998:60) suggested that the needs assessment plans should setup objectives, identify the target audience, select sampling procedures, decide on appropriate data collection methods, specify instruments, choose method of data analysis and describe how decision will be made based on data. Despite the importance of training need analysis, many organizations don't conduct it. Some of the reasons might because of wrong assumption that training need assessment is difficult, time consuming and costly process (Harris and DeSimone, 1994: 92).

To summarize, conducting training needs assessment has an important purpose of sorting out those problems that could be solved only through training. Since it serves as the back line of training actions, it has to be conduced in a regular basis.

Training needs are identified and analyzed using three approaches. These are organizational, Task /job and person/ individual analysis (Bernardin 2003: 167; Cowling and Mailer, 1998:66; Harris and DeSimone, 1994: 94; Mathis and Jackson, 1997: 291: Pont, 1991:3). Each of these levels is discussed hereunder.

2.2.1. Organizational Analysis

An organization can be effective if it pays attention to clearly identify its weaknesses and strengths. Consequently, trainings must be seen as a tool that enforces the strong sides and reduces the weak points of the organization. Analysis of organization which in turn facilitates the remedial measures to be taken for the weak points identified.

According to Goldstein (1974,16) organizational analysis involves examination of the short and long term goals of organization, as well as the trends that are likely to affect

these goals. In addition, it includes among others, analysis of goals, recourses, climates and constraints in the organization (Mullins, 1996:637).

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

- The effects of legislations and national economic policies on the organizations markets and policies;
- The pace of technological development and job change;
- The establishment and use of detailed and nationally agreed competencies and national qualifications in an increasing range of occupational, professional and management areas;
- The often rapidly changing patterns of government intervention in the control, encouragement, provision and funding and the various “initiatives" launched by the government departments.

With similar idea to the above points, Tracey (1984:59) states that training needs assessment must take into account enterprise forecasts of the environment in which the business will be operating in the future from political, economic, social, demographic and technological perspectives.

Organizational analysis involves a comprehensive analysis of organizational structure, objectives, culture, and process of decision making, future objectives and so on. It looks training needs in light of the organization's strategy, recourse available for training and managements support for training and development activities and answers questions like what, when, where, why, who and how about the way the organization is functioning now and is expected to function in the future.

Organizational analysis can be undertaken using a variety or sources of information. Human resource data can show points like department or areas with high turnover, high absenteeism, low performance or other deficiencies. Specific source of information for organizational level needs analysis may include grievances, accident records,

observations, exit interviews, customer complaints, waste or scrap quality control data, etc (Cowling and Mailer, 1998).

According to Tracey (1984:60) the result of organizational need assessment can be used to:-

- Relate training needs to the goals and objectives of the organizations.
- Link organizational needs to individual employee training and development needs.
- Identify external forces affecting the organization, such as employee life styles and value systems, government regulations and economic realities.
- Analyze the reasons for high turnover and grievance rates, labor- management confrontations and reject rates.

To conclude, organizational training needs analysis contribute an important role for the reminder of the training process. Organizational need analysis is an examination of the entire organizational activities. It has the capacity to identify and direct where training programs should be emphasized. It also plays vital role to identify the knowledge, skills and abilities that will be needed by employees in the future.

2.2.2. Task /job analysis/

The second way to diagnose training need is through analysis of the tasks performed in the organization. Task analysis involves the thorough reviewing of the job description and specifications to identify the activities performed in a particular job and the knowledge, skill and attitudes needed to perform them (Brown, 2002:573). Similarly Specter (2000:153) states that it includes analysis of different factors and types of job as well as identification of knowledge, skills and attitudes needed to perform the jobs.

Job (task) analysis is important because as Rothwell and Kazanas, (1998:118) mentioned, it identifies what people do-or should do and there by provide information for selecting, appraising, compensating, training and disciplining employees. To perform the task analysis, it is necessary to know the job requirements of the organization. Job description and job specification provide information on the performance expected and skills necessary for employee to accomplish the required work. By comparing the requirements and jobs with the knowledge, skills and abilities of employees, training needs can be identified.

Regarding the steps in conducting task need analysis, Wexley and Lathan, (1991:44) defined some five steps. According to these writers, the five steps are: 1. obtaining a copy of the company's job description. 2. Identify the task included in performing the job for which the training program is being designed. 3. Identify the knowledge, skills, and abilities needed for performing these tasks 4. Develop course objectives and 5. Design the training program. Generally, since task is the employee's work activity in a specific job, task analysis should be undertaken only after the organizational analysis has determined that the company wants to devote time and money for training. Neo (2008:110).

2.2.3. Individual Analysis.

The above two analysis provide a picture of the task and the organizational setting. One critical consideration is the behavior required of the individual who will be in the training program. The determination of the learning environment and instructional media is directly dependent on the particular types of behavior necessary to perform the task (Goldstain, 1974:18). In a similar way, individual needs assessment can be readily identified by analyzing the physical and mental characteristics, background, education and training, experience, knowledge, skills, motivation, past and current performance of employees (Tracey, 1984:61).

The need for training may result as Neo, (2008:10) stated from the pressure points, including performance problems change in job, or use of new technology. A major pressure point for training is poor or substandard performance. This poor or substandard performance can be indicated by customer complaints, low performance rations, or on-the job incidents such as accidents and unsafe behavior. Another potential indicator of the need for training is if the job changes such that the current level of performance needs to be improved or employees must be able to complete new tasks.

Similarly, analysis at individual level includes, meeting dead line, quality of performance, absenteeism, late coming etc. Information on such indicators is generated using questionnaire, attitude survey, skill test, record of critical incidents etc. (Mathis and Jackson, 1997:292, Saiydian, 1995: 220 and Kubr and Porkopenko, 1989:79).

Person analysis is best performed by some one with the opportunity to observe the employee's performance regularly especially the employee's supervisor. Hence the use of performance appraisal data in making this individual analysis is the most common approach to gather information on problems perceived by the individuals involved.

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

Regarding the steps to be followed in individual need assessment, Wexley and Lathan, (1991:51) suggest that individual needs assessment should involve at least two steps: step 1 is concerned with how well a specific employee is performing his/her job, and step 2 involves determining the specific skills and knowledge and employee needs to perform the job acceptably.

Organizations should take in to consideration the information obtained from the three sources, analyses and prioritize these needs in order of their urgency and criticality before the decision is made to devote time and money for training endeavors. Failure to conduct any from of training need assessment leave the organization open to criticism or over-use and waste of money spent on unnecessary training.

2.3. Designing the training program

Based on the kinds of needs to be addressed, a numbered of training programs can be designed. In designing training programs, there are many questions that need to be answered. Among others, the following are listed:

- What are the objectives of the training program?
- What should be the content of the training?
- What should be the duration of the training program?
- Where should the training take place?
- What training methods and techniques will be used to deliver the training program?

- Who should provide the training?
- Who are the trainees?
- How should the evaluation be conducted (EMI. 2005:20)

The designing work may be done by specially qualified training professionals.

2.3.1. Formulation of Training Objective

After identifying training needs, the next step is defining training objectives. Training objective should be related to the training needs identified in the need analysis phase. Clearly stated objectives help to design appropriate training programs and to measure its effectiveness.

Tracy (1984:120) states that determining objective involves precisely what the employee should learn and stating the desired outcome and convey to all concerned what the training program is designed to do. Determining clear and realistic objective is a key in designing training program because all other step in the development of training programs is based. Thus objectives determine the approach to training, the facilities, equipment, material, content, method and personal requirement and the criteria for measuring the success and effectiveness of the training programs.

Training objective is one of the most important parts of training program. In defining training objectives, Clark (2000:65-66) said that it is a statement of what the learners will be expected to do once they have completed a specified course of instruction. He further explains that the training objective describes conditions, behaviors (action) and standard of the performance for the training. Without well constructed learning objectives, as Kelly, (1990:72) mentions trainers don't know what to train, trainees don't know what they are supposed to learn, and managers don't know why they are paying for training. Training objectives are expected to be 'SMART', that is Specific, Measurable, Achievable, Relevant and Time bound.

Thus objectives are guides for future action in an organization. They are something towards which an effort is directed. Therefore emphasis should be given to it to determine with care.

In describing the importance of training objectives, Goldestein (1974:45) states that the training objectives provide the input for the design of the training program as well as for

the measures of success (criteria) that will be used to judge the program's adequacy. In addition, objectives service to define the standards or changes of behavior on the job to be achieved if training is to be regarded as successful, and highlight what the participant will be able to do when he or she goes back to work on completing the course.

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

Is the objective clear to any one who reads the statement? Will any one interpret it in approximately the same way?

- Can you measure (test) the objectives at the completion of the course and clearly demonstrate that it has been achieved?
- If you give the objective to another instructor, would he teach the same lesson or would he interpret the objective differently than you intended?

To conclude, training program should be set up only after having clear objectives in mind. The success of training should be measured in terms of the objectives set. If the aims and objectives don't reflect the needs, then, however well delivered, the training is unlikely to be successful. Therefore, one should give due attention to the formulation of proper training objectives from the very outset.

2.3.2. Determining Training Contents

Once the training objectives are decided, then programs has to be planned to use varieties of techniques in order to achieve the objectives in most effective way (Foot and Hook, 2005:217). The major question that needs to be answered before the beginning of any training program is "what is to be learned?" Otto and Glaser (1970:140), states that in establishing the content of a training program, the scope of the organization's operation, its budget, limitations, and philosophy must be considered. Similarly, Carr, (1992:48) states that along with setting training objectives, deciding what knowledge and skills need to be taught is the important task in the development of training design. Hence the content to be prepared should be shaped in such away that it can fully satisfy the objectives set to fulfill the training gap.

Contents of training programs are very much influenced by the purpose and need for training. In deciding the contents of the training program, knowledge, skill and attitudes that the worker has to gain are the central issue. As described by Carr, (1992:48) some of the criteria include, the profile of the learner, the duration of the program, and the appropriateness of the content to the gaps identified. Further more, to make the contents understandable and retainable they must be systematically grouped, interrelated and sequentially organized (Margaret and Barrington, 1997:283).

Contents have to follow some logical and acceptable sequences usually from simple to complex or from known to unknown to help participants easily understand and apply them in their day to day activities. On this issue Watson (1979:119) suggests that by identifying and grouping into topical areas related concepts and techniques, the learning process is made easier because it helps trainees to focus their attention on a specific and limited subject area and allows them to digest closely related ideas at one time.

Besides, training designers may find it helpful to use a checklist as a decision aid on those occasions when they must judge the appropriateness, comprehensiveness and adequacy of the training program contents (Roth well and Kazanas, 1998:301). Watson, (1979:119) on his part recommends that the training program content should contain the following:

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

As to the importance of sequencing the training content, Tracey (1984:235) mentions that it can have a significant impact on the efficiency and effectiveness of the training program. With regard to the source of the training content, Tracey (1994:226) suggests two basic sources: job data (job analysis reports, and performance objective work cards) and documents (organization and function manual), policy manuals, technical manuals

(etc). The author further elaborates that the documentary source are complementary source of contents, but the primary source of content must be the job data.

The other point regarding the content of the training program is the issue of relevance. Here one can raise the question as criteria, like what must be learned to achieve the objective? What should be included? And what could be included? True love (2000:161).

To summarize, considerable attention needs to be paid in developing training contents to be taught in order to bridge the performance deficiencies identified by the training need assessment. The most appropriate contents would be those that are close to the actual job to be performed by the employees.

2.3.3. Determining Training Methods

Training methods are the means, which enable to change the designed program in to practice. Variety of training methods are available and used by training agencies and organizations (Saiyadain; 1995: 223). As Foot and Hook (2005:211) explained, once a decision has been made about the training is to take place, it is also important to decide on the most appropriate training method (technique) to use.

The trainer or organizations can employ a wide verity of training methods. However, the choice made will depend on different criteria (Cowling and Mailer, 1983:66; Saiyadain, 1995:223 and Foot and Hook, 2005:211). The training methods used must be chosen to be appropriate for the particular training need that has been identified. The type of method chosen is the function of the followings considerations; the purpose of the training: the nature of content: the level of trainees and finally, cost factors. Cost factors must be taken in to account while deciding on method of training (Saiyadain; 1995:223).

Similarly, Whether and Davis (1993:315) mentioned that, the selection of the appropriate technique depends on cost effectiveness, designed program content, appropriateness of training aids, trainer and trainees' performance and capabilities and learning principles. But depending on the nature of the content and the program more than one method can be applied in a particular training program.

According to many authors, the most widely used training methods include lecture, group discussion; case material, the role- play, demonstration, guided instruction, simulation,

(Cowling and Mailer, 1983, 67; Saiyadain, 1995:223-6 and Foot and Hook, 2005:212-3). These and other methods can be used to train employs on their job or out of their actual job environment. Each training method has its own advantages and disadvantages. However, it is important to note that no one method is inherently superior to others, but the different methods are suitable for different sets of circumstances (Marchington and Wilkinson, 2000:193.)

Different authors classified these methods in to two broad categories. The most popular categories used by organizations are on-the-job and off-the job training methods. (Bramham, 1994:40; Decenzo and Robbins, 1999:230; Graham and Bennet, 1998: 286).

2.3.3.1. On- the- job training

On-the–job training method takes on actual job. In this method trainees learn while they are on their actual work situations. It is learning by doing which makes employees appear to be immediately productive. (Decenzo and Robbins, 999:230). Harris and DeSimone (1994:133) expressed it as the most common form of training involving training at the trainees regular work situation.

On-the–job training can use a number of techniques. Mentoring, coaching, job rotation, action learning, delegation, succession planning, management internship and committee assignments are the most widely used techniques that are used to train employees on their actual work situation (Dessler, 2005: 286; Megginson, 1981:242).

On-the–job training method has a number of advantages. According to Graham (1983:160) the following are the major advantages.

- less costly or reduced training cost
- has no problems in transfer of learning
- easy to assess improvement and progress and resolve encountering problems
- employees gain confidence and become increasingly productive
- quick feed back can be provided at the spot. Similarly, (Broadwell, 1986:44

and Dessler, 1997:256), stated the following points as benefits of on-the- job-training:

- it enhances retention of learning on the ‘real’ job;
- less preparation of facilities at the job;
- less interference with production/service;

- quick feed back can be provided on the spot, and
- easy to assess improvement and progress and resolve encountering problems.

However, on-the–job training is not free from drawbacks. The drawbacks of on-the–job training can be summarized as:

- low productivity
- the errors made by the trainees while they learn
- This may create customer inconveniencies,
- reduced quality of service/products and
- damages to equipment (Harris and DeSimon, 1994:138;Decenzo and Robbins, 1999:230).

2.3.3.2. Off –the- job training method

It is useful when concepts, attitudes, theories and problem solving abilities are to be taught. Schermerhon, J (1996:256) discussed that, 'it is a set of activities done outside of the work setting which provide the opportunity to acquire and improve job related skills.' The employee is sent to another location outside the organization to learn a skill or acquire important knowledge or behave differently.

Off the job training has the advantage that it allows people to get away from work and concentrate more thoroughly on the training itself. Here the most commonly employed methods are workshop, lecture, case studies, role playing, programmed learning, simulation, discussion group (Armstrong, 2005:899; Chandan, 1995:285).

According to Broadwell (1986:61), Saiydain (1999:217) and Graham and Benneth (1998:287) the major benefits of off-the-job training program are:

- specialists can be used to instruct the employee;
- training can be more concentrated;
- it is more suitable for theoretical instruction;
- it can be less stressful;
- it has a high quality as it is given by a specialist instructor;
- special and simplified equipments can be used;

- it is free from the pressure of payment-by results scheme, noise, danger or publicity;
- trainee doesn't damage valuable equipment or produce spoiled work or scrap.

Regarding the disadvantages of off - the - job training:

- It's dissimilarity to the job setting makes transfer of training more difficult.
- The different learning preferences of individuals or groups cannot always be taken in to account,
- Not all trainers will have similar motivation levels.

In general, there is no one best method to train employees and no method is without its drawbacks. Therefore, in selecting training techniques trainers need to examine the pros and cons of each method, available and analyze what best techniques suits their needs, problems and situations in which the organization operates.

2.3.4. Selection of Trainers and Trainees

After deciding the suitable method and techniques, as well as contents of the training program, selecting the appropriate participants of the training program comes worth and valuable. In training programs trainers and trainees are the important components of training program. As Tracey, (1984:344) states trainers provide guidance and assistance for trainees and trainees receive the designed content of instruction with active participation. To be efficient and effective, the training program must be provided with trainers who have been carefully screened and selected for their suitability. In the same token, it is advisable to select the correct trainees to be able to achieve the best training program results. Truelove (2000:239).

Taking the role of a trainer in to consideration, setting clear and well defined selection criteria of appropriate person who is capable to carry out the responsible is not arguable. A good trainer should be equipped with both knowledge of the subject matter and art of interpersonal skills, conscious of several essential elements, including a controlled environment, good planning, and the use of various training methods, good communication skills, and trainee participation. Tracey, (1984:345).

Regarding the criteria of selecting trainers, Chaddock (1979:3-10) lists the necessary points as organizational knowledge, professional knowledge, personal qualifications, education and training, skills and abilities. Tracey (1998:346) on his part argues that competence of trainer performance is a function of subject matter expertise, pedagogical knowledge and skills, communication skills, and personal traits and qualities.

On the question of sources for good trainers, Tracey, (1984:348) indicates that from the company's trained personnel, operative and technical employees, line supervisors and managers, staff training specialists and out side experts are the main sources of instructional staff. Selecting an outside source for training has advantages and disadvantages. The biggest advantage is that these organizations are well versed in training techniques, which is often not the case in- house personnel. The disadvantage of using outside training specialists is their limited knowledge of the company's product or service or customer needs. These trainers have a more general knowledge of customer satisfaction and needs and therefore this knowledge helps them update themselves to the real situation quickly prior to training the employees. The other disadvantage of using outside trainers is the relatively high cost compared to in-house training, although the higher cost may be offset by the increased effectiveness of the training.

Like wise, in selecting the appropriate trainees, attention should be given to the responsibility and level of trainees, educational background, work experience, openness to new ideas and perceived need for self improvement (Watson, 1979:117). Similarly, as Tracey, (1984:406) states selecting trainees needs to be based on certain factors. The main criteria should be:

- worker's responsibilities and his/her position in the organization,
- qualification and related requirements (language, technical skill etc.,)
- ability to transfer the knowledge and skills required,
- applicability of the skills/knowledge in his/her organization.

To conclude, to maximize the over all impact of the training program, the training designer should consider very much on the selection of best instructors (trainers) in addition to appropriate training content, materials, facilities and coordination. Similarly it is also important that employees be motivated by the training experience. Employee failure in the program is not only damaging to the employee but a waste of money as

well. Hence, selecting the right trainees is important to the success of the training program.

2.3.5. Training Facilities and Environment

Appropriate training facilities and good training environment are another crucial factor for the effectiveness of training programs. Watson (1979:131) explains that seating arrangements and layouts of the training rooms as well as the location of the training sites are extremely important aspects of effective training. Thus for effective training program appropriate training facilities and proper training environment (rooms and seating conditions) should be carefully planned and selected in advance.

With regard to the importance of selecting appropriate facilities and premises, Faller (1976:410) states that carefully selected facilities and equipment can aid a good training program in making the course content more easily understood. Supporting the above mentioned statement, Bell (1997:374) claims that well chosen facilities and premise can enhance the effectiveness of training program by:

- Adding variety to the learning process, there by helping maintain involvement and motivation;
- Benefiting those learners whose learning style responds better to one type of approach than another;.
- Provide certain stimuli not available with out their use.

It is obvious that training (instructional) aids support the training program to achieve its objectives. These materials can be visual, audio or audiovisual. Audiovisual such as television, videotapes and films are the most effective means of providing real world conditions and situations in short time. The benefit of using training aids in learning is to enhance the learning process. People learn better by observing, hearing, feeling and practicing. Using visual aids makes issues more vivid for the learner. Since there are a variety of training aids available to trainers, they should decide which training aids are best for the purpose.

Generally, for effective training program, appropriate training environment i.e. the location, setting, and layout of training rooms should receive proper attention. Similarly, the choice of any training method or technique for imparting training depends up on cost,

time available, number of persons to be trained, depth of knowledge required, background of trainees and many other factors. As Bell, (1977:375) explains training aids must be relevant to the purpose for which they were created and to the trainee's level of understanding.

2.4. Delivering the Training Program

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

In delivering the training contents the responsibility of implementing the program largely depends upon the trainer. He has to make appropriate decision in arranging the physical environments and seating conditions to make the trainees feel comfort and concentrate on learning (Harris and DeSimon, 1994:159). The trainer should make sure that the training environment is free from physical destructor like noise and there should be conducive ventilation, temperature, and good lighting to deliver the training program.

The trainer has to prepare the trainees by putting them at ease. It is important to find what the trainees already know and to stimulate their interests. This is followed by careful presentation of the training content by stressing on key points. The trainer has also to test the trainees by asking questions and correct errors and finally follow up them by ways of frequent checking and encouraging their learning (Pigors and Myers, 1981: 288). Finally the trainer is expected to make every possible effort to build a climate characterized by mutual respect and openness, which in turn helps the trainees to seek help when the need arises.

2.5. Training Evaluation

The ultimate purpose of training is to improve the efficiency and effectiveness of the organization. Training evaluation is the process of obtaining feedback on the impact of a training program, and to determine the value of the training based on the feed back. On this issue, Stern (1990:23) defines evaluation as a tool through which we gather

information in the form of feed back and get inputs to make certain judgments. Similarly, Harris and DeSimon (1994:199) also stated training evaluation as the systematic gathering of descriptive and judgmental data which is essential to make decision on the effectiveness of training choice, implementation, value and improvement of different training activities.

The above definitions show that training evaluation is an ongoing process which is conducted at all phases of training program that provides valuable and reliable information that helps to identify the strengths and weakness, judge the success and failure of the training program and to decide on improvements to be made in the future. Although most evaluations are done at the end of training course, the evaluation process actually commences at the planning stage. Describing this, Rae (2003:161) says that evaluation is the process of 'measuring' this improvement and achievement from the start to the end of the training process.

Training program evaluation has a number of purposes. According to Kirkpatrick (2000:135), there are three main reasons for evaluating training programs: to evaluate how to improve future programs, to determine whether a program should be continued or dropped, and to justify the existence of the training departments. Others also stated its purposes as it helps to determine whether a program is accomplished its objectives; identify the strength and weakness of a program; determine the cost-benefit of a program; identify which participants benefited the most or least from the program; gather data to assist in making future program; determine if the program was appropriate; and establish data base to assist management in decision making (EMI: 1998 (part X); Harris and De Simon, 1994:167).

Different authorities developed various approaches and models for training evaluation. However, the following three approaches are the most popular which are widely used in evaluating the effectiveness of training programs (Decenzo and Robbins, 1988:265).

1. Test-Retest method: in this approach participants are given a test before they begin the program. After the program is completed, the participants retake the test.

2. Pre-post performance method: in this method each participant is evaluated prior to training and rated on actual job performance. After the training is completed, the participant is re evaluated to know the change observed due to the training process.

3. Experimental-control group method: in this approach two groups are established. The two groups are comparable as to their skills, intelligence and learning abilities and evaluated on actual job performance. According to the approach member of the control group work on the job but don't undergo training. On the other hand, the experimental group is given training. At the end of the training, the two groups are re-evaluated. If the training really effective, the experimental groups performance will have improved and its performance will be substantially better than that of the control group.

In evaluating the training program, scholars in the field agree that the evaluation compares the actual effect of training against the objectives to determine how far training had achieved its purpose and whether the training was worthwhile (preferably in cost-benefit terms). In line with this, Phillips, (2004:53) underlines that the fundamental premise of training evaluation is to collect data directly related to the objectives of training.

Most popularly, there are four levels and phases of evaluation developed by Kirkpatrick that can be used as a framework. These are reaction, learning, behavior and result evaluation. Reaction refers getting inputs in terms of material, methods, facilities, content, trainers, duration and relevance of the training program. Mostly it is assessed at the end of the training session through questionnaire. The second is learning, which refers, to the qualitative and quantitative assessment to gather information regarding what the person learned in the training or what the learners can behaviorally demonstrate in terms of knowledge, skill and attitudes (KSA) required.

The third is behavior; it is concerned with training behaviors on the job. It looks at whether or not the person is doing things he/she was taught. The last phase is result, which deals with whether or not the training affected what it was intended to do on the overall performances of the organization such as, increasing effectiveness, improving

quality of performance and service, and reducing cost (Saiyadain, 1999:230; Reddy, 1991:72 and Spector, 2000:165).

The hierarchical nature of Kirkpatrick's framework suggests as Noe (2008:201) explains that high level outcomes should not be measured unless positive change occur in lower level outcomes. The author also explains that the frame work implies that change at higher level e.g. results are more beneficial than change at a lower level e.g. learning. The author further explains that the frame work has been criticized for a number of reasons, both training practitioners and academic researchers have argued that more comprehensive models of training criteria are needed i.e. additional training outcomes are useful for evaluating training programs. These outcomes include attitude, motivation and return on investment. (ROI).

It should be noted that undertaking the evaluation process greatly contribute to the overall training successes. Doing this, may help to:

- determine whether the objective of training were met, and whether thy are they right ones;
- improve current and future training programs;
- Determine un met needs;
- Provide improved services and product and
- Assess whether the organization has improved because of the trained employees (Phillips, 2004:86).

In general, training evaluation is not a one shot activity which is performed at the end of the program. It is a continuous and cyclical process which is conducted at each phase throughout the training program. Training program evaluation must be carefully and systematically conducted in a planned way to collect relevant data using appropriate techniques. The collected data should be scientifically analyzed to attribute the achievement of organizational goals to training program as well as to use as feed back that help to improve the program that is going to be done in the future (Cowling and Mailer, 1998:66).

2.6. Problems Involved in Employee Training in Ethiopia.

Employees are the most valuable resources for an organization. This is so because of their potential creativity in looking for appropriate solutions for organizational performance problems and their ability to create and manage other resources needed to achieve organizational objectives. However, for employees to be able to demonstrate their creativity and potential ability, their knowledge base, skill and attitudes needs to be improved and enhanced through a systematic, coordinated training intervention program.

Taking this as a back ground, employee training situation of the Ethiopian civil service reveals that it has not been given the priority it deserves. Although Order No. 23 of the 1961 requires the then central institutions to formulate training schemes and carry out training programs, in co-operation with ministries and agencies, over the years, efforts to address the training needs of the civil service have been inadequate. (HRD Policy for the Ethiopian civil Service: 5).

Based on the findings of the 1994 Report of the Civil Service Study Task Force, the situation with regard to training in the Ethiopian Civil Service can be summarized as follows:

- training of civil servants is almost non-existent in both technical and key management areas except where it is externally financed;
- the quality and quantity of the Civil Service staff are far from being able to match the expected roles under the new political and socio-economic environment, because of the poor attention given to training and
- there is no clearly defined HRD policy that guides the design and implementation of viable and solid HRD programs for the Civil Service;

Moreover, most of the civil service institutions don't have training policies of their own and training related tasks like training needs assessment, trainee and trainer selection, course design and development, course delivery and course evaluation are carried out in a disorderly manner. There are several reasons that have contributed to the unsatisfactory state of affairs regarding employee training in the Ethiopian Civil service.

According to Atkelt (Merit, 2003:35-38) major problems affecting the training effort in the civil service are:

- Lack of training policy: though there were bits and pieces of training policies here and there in the proclamation of some government offices, these have not been developed in to a coherent and comprehensive national civil service training policy. Absence of guidance, instructions or policy frameworks on training has therefore undermined civil service training activities.
- Absence of training departments/units: training has been conducted unsystematically and uncoordinated manner. Most government institutions didn't have training units. Even those who have training units also suffer from being under resourced in terms of both financial and qualified personnel.
- Insufficient budget to execute training programs: the absence of a national training policy has the effect of negatively influencing the amount of funds allocated for training. The aggregate spending on training is very negligible. Worse still, budget allocated to training program is the first item to be cut when the government faces financial crises.
- Overlooking the role training can play to achieve organizational objectives: over the past decades there has been no clear cut direction in the area of planning, implementing and evaluating of the training program.
- Absence of guidelines for training need analysis: training program conducted by many institutions were not based on the training needs of participants. A survey conducted in 2001 to study the status of training in the Ethiopian civil service revealed that none of the civil service organizations covered by the survey have ever conducted training need assessment as a necessary means for setting training priorities.
- Absence of impact evaluation of training. Although evaluation of training program is very fundamental, it is a neglected area in the Ethiopia civil service. Training programs conducted by various government institutions are not focused and their impact on individual development and organization performance is not known due to the absence of the training evaluation exercise.

In addition to the points mentioned above, existing training institutions, which are very limited in number, are weak in terms of their institutional and professional staff capacity to handle the volume of training required for effective human resource development for the Civil Service. Hence, all the above mentioned problems that the Ethiopian Civil

Service faces needs correction and intervention for the building of the needed human resources capacity for the entire civil service.

The situation in the city administration of Addis Ababa remains the same and all the problems observed at the national level are also problems of the city administration. Considerable numbers of training programs were organized and quiet a significant number of trainees were trained in the city administration. This has to show impact on overall performances of employees and quality service given by the city administration.

Chapter Three

Training practices in the City Administration of Addis Ababa by Urban Management Institute

The Urban Management Institute of the Addis Ababa City Administration has been established by regulation No 13/1998 on Dec. 9, 1998, as a public office having its own legal personality. According to the regulation, the Institute was allowed to have an organizational structure and a Head Office having a Management Board, a General Manager the necessary staff and functional divisions.

The Institute has the objectives of rendering, step by step, trainings to the organs, public offices and enterprises of the Government by assessing their training needs and by preparing professional capacity building programs. In addition to this, the Institute has also an objective of rendering consultancy in respect of these matters.

Based on the above general objectives of the Institute, the following powers and duties were incumbent upon the institute:

1. Study the training needs of the organs, public offices and enterprises of Government. it also conducts other studies and researches related to management activities.
2. Render short-term and long- term trainings, as the case may be, by preparing programs which, based on studied training needs, take in to account the sex, disability and the overall conditions of the employees working in the organs, public offices and enterprises of the Government.
3. Render consultancy service concerning management upon requests by the organs and public offices of the Government as well as by non-governmental Organizations.
4. Determine and collect fees commensurate to the service it renders.
5. Create conditions by which it can procure funds from different sources by preparing management training and research projects.
6. Award certificates to trainees who have completed their respective trainings.
7. Access and determine the standards of trainings referred to it by different organs and public offices of the Government as well as by different non-Governmental Organizations.

The institute has a vision to become a center of excellence and model for urban management training, research and consultancy service in the country. During the study period, the institute had a total number of 33 staff members out of which 12 of them were junior and senior experts having a qualification ranging from B.A to PHD level. Moreover, the institute uses qualified trainers, researchers and consultants from the external sources. The work experience of the professionals ranges from 1 to 20 and above years. Besides the trainers, a researcher and consultants are coming from deferent field of studies that obviously offer strong capabilities to carry out in effective and efficient fashion.

Training titles provided by the institute include;

1 Project planning and management
2 Enhanced service delivery
3 Basic computer skill
4 Entrepreneurship skill development
5 Budgetary planning control
6 Record management
7 Training of trainers
8 Strategic planning & management
9 contract administration
10 Geographic Information system (GIS
11 Land Information system (LIS)
12 Auto CAD
13 Auditing
14 Change Management
14 Time management
16 Decentralization Administration
17 Community mobilization
18 policy formulation and analysis
19 public relation skill development
20 Secretarial Science & Office management
21 Leadership skill development
22 Peachtree accounting
23 Business process reengineering
24 Human Resource Management
25 Store & material management
26 Performance management
27 Report writing
28 Office management
29 Decision making
30 Data base management
31 Monitoring & evaluation
32 Urban Finance
33 Good Governance
34 Purchasing Management
35 Ethics
36 Urban development planning
37 financial management

Currently, the institute is accountable to the Bureau of capacity building of the city administration. The institute's main source of income is the budget allocated by the city administration and incomes collected from other sources. Based on the financial reports of the Institute the allocated budget for both salary and operational activities of the Institute during the research period was,

No	budget classification	2005	2006	2007	remark
1	for salary	362,218.23	484,030	462,585.54	
2	for operational cost	1,419,910.09	318,924.61	651,516.71	
	total budget	1,782,128.32	802,954.61	1,114,102.25	

Source: UMI, 2010

As it was mentioned earlier the Institute collects fees that commensurate to the service it renders. Accordingly the following table shows revenue generated from the Institute's service and transferred to the central treasury of the city administration during the study period.

No	item	2005	2006	2007	total
1	revenue generated from the Institute's service and transferred to the central treasury of the city administration	843,289.79	508,323.11	723,985.02	2,075,597.92
	total	843,289.79	508,323.11	723,985.02	2,075,597.92

Source: UMI, 2010

Though conducting consultancy and research work were expected to be performed by the Institute, so far little or no practice was conducted in the area. Currently training takes the large portion of UMI's performance as compared to the other two activities. Training programs are short in nature that range from one week to four weeks.

In the past two consecutive years, the Institute's main focus was on redesigning its organizational structures. Accordingly it has conducted a business process re engineering study and has identified several problems that hindered the Institute from achieving its objectives. Based on its business process reengineering study, the Institute is now organized under one core process, Urban Management Development core process. The Institute is now testing the new organizational structure.

CHAPTER FOUR

Data Analysis, Presentation and Interpretation

This section of the paper focuses on analysis, presentation, and interpretation of data collected from three groups of respondents mentioned in the methodology part of the paper. These are Urban Management officials and trainers (group one), officials of bureaus and randomly selected sub cities (group two) and trainees that were trained by UMI in the research period drawn from randomly selected three cub cities. (Group three).

The data collected mainly through questionnaire and structured interview especially with UMI officials were presented, analyzed and interpreted. In addition to the respondents general back ground, core issues of training programs like training need assessment, objective formulation, training contents, training delivery methods, trainee and trainer selection and finally evaluation of training programs were examined. The qualitative data collected were processed by using percentage and expressed in words. In view of that, the following discussions were made to indicate the results.

4.1 General characteristics of the study population.

As it was mentioned in the methodology part of the paper, three target focused questionnaire were designed and distributed to the respondents. The amount of distributed and returned questionnaire is presented in the following table.

Table 1. Questionnaire distributed and returned.

No	Respondents category	Distributed questionnaire	Returned questionnaire	percentage of returned questionnaire
1	UMI officials and trainers	17	17	100
2	Officials of city and sub cities	51	49	96.1
3	Trainees	44	42	95.5
	Total	112	108	96.4

Thus, the characteristics of the three groups of respondents were examined in terms of their age, sex, educational back ground, work experience and other based on the responses obtained from personal data part of the questionnaire. Hence, the interpretations of collected data are presented here after.

Table 2. Respondent's personal data.

No	issue(item)	Respondents Category								
		UMI officials and trainers		city and sub cities officials		Trainees		Total		
		N	%	N	%	N	%	N	%	Remark
1	Sex of respondents									
	A. Male	17	100	41	83.7	30	71.4	88	81.5	
	B. Female			8	16.3	12	28.6	20	18.5	
2	Age of respondents									
	A. Below 25					1	2.4	1	.9	
	B. 26 -35 years	3	17.6	6	12.2	18	42.9	27	25	
	C. 36 - 45 years	11	64.8	33	67.3	16	30.1	60	55.6	
	D. 46 -55 years	3	17.6	10	20.5	6	14.3	19	17.6	
	E. above 55 years					1	2.3	1	.9	
3	Educational Level									
	A. Below Certificate					5		5	4.6	
	B. Certificate									
	C. College Diploma			3	6.1	7		10	9.3	
	D. 1st degree	7	41.2	25	51.1	22		54	50	
	E. 2nd degree	9	52.9	21	42.8	8		38	35.2	
	F. PHD	1	5.9					1	.9	
4	Work Experience									
	A. Below 10 years	1	5.9	4	8.2	16		21	19.4	
	B. 11 -20 years	10	58.9	25	51.1	14		49	45.4	
	C.21 - 30 years	6	35.2	19	38.7	10		35	32.4	
	D. 31 -40 years			1	2	2		3	2.8	
	E. above 40 years									

Note:- N represent number of respondents

- % represents percentage

- Other table represents the same explanation.

Regarding the age range, the majority 55.6, 25 and 17.6 percentage of the total respondents were in the age group36-45, 26-35 and46-55 respectively. This shows that under normal conditions they can express ideas related to the study consistently and with good understanding. So their response can be taken as acceptable to the study.

Among the respondents 88(81.5) percent of them were male and 20 (18.5) percent were females. This shows that sex combination is more of male dominant.

Regarding the respondents level of education, 15 respondents (13.9) percent were below diploma level, 54 (50) percent were first degree graduates and 39 (36.1) percent were second degree above graduates. This is possible to say that the majority of respondents have a clear understanding of the importance of training and can provide useful ideas.

Regarding the respondents work experience, the majority 77 (80.6) percent of the respondents were11-20 years and above. While the remaining 21(19.4) percent of them had an experience of below 10 years. This information suggests that most of the respondents were well experienced and hence they can provide vital information regarding the practice and problems of training provision by urban management institute (UMI).

4.2 Analysis of the Findings of the study.

4.2.1 Issues regarding training need assessment.

The importance of conducting training need assessment was discussed in the literature part of this paper. Training Need Assessment (TNA) is the first and most important step in designing training programs. Both UMI and client organizations are expected to conduct TNA before deciding training programs to be launched as a solution for the performance problems of employees.

In the interest of assessing the presence of training need assessment practice in both the Urban Management Institute (UMI) and client organizations, respondents were asked to reflect their level of agreement. Accordingly, the following table shows their reply.

Table 3 Frequency and percentage distribution of training need assessment issues

No	Item	Respondents category	Responses							
			Yes	%	No	%	I Do not Know	%	Total	%
1	Did your organization conduct Training need assessment?	UMI officials and Trainers	2	11.8	7	41.2	8	47	17	100

As displayed in the table above, out of the 17 respondents 7 of them (41.2) percent have responded that there was no training need assessment practice conducted by UMI. Similarly 8 of the respondents (47) percent have responded that they have no idea about the presence of training need assessment experience by UMI. These respondents were trainers that were hired on contractual basis by UMI to take part in the training program. The remaining 2 respondents (11.8) percent responded that there was training need assessment by UMI. Here it is clear that conducting training program with out proper training need assessment causes a great loss economically as training may not be the right solution for the client organizations performance problem and more importantly the training program may not achieve its objectives. On this issue true love (1998:52) explains that analyzing training needs allows decisions to be made about where investment in training offers the best return to meet current and future needs. It also prevents waste of resources.

Regarding training need assessment practice, city and sub cities officials were also asked to reflect their ideas. Accordingly, the following table summarizes their responses.

Table 3.1 Frequency and percentage distribution of responses of city and sub city officials training need assessment issues

No	Item	Respondent group	Responses						Total	%
			Yes	%	No	%	I don't know	%		
1	Did the city administration UMI conduct training need assessment?	city and sub cities officials	11	22.4	34	69.4	4	82	49	100

Of the total respondents (49), the majority of them 34 (69.4) percent responded that UMI didn't conduct training need assessment. 11 of the 49 respondents that constitute 22.4 percent replied positively and affirmed that UMI conducted training need assessment. On the other hand, 4 (8.2) percent of the respondents replied that they have no idea on the issue. Here the data shows that there is difference of understanding about TNA concept by the respondents who replied positively. In an interview session with the Institute's management body members, it was confirmed that UMI didn't conduct training need assessment that practically addresses the specific organization's performance problems. According to them what it did was it conducted surveys and chooses possible courses in generic form that it assumes better responds to the gaps in the city administration offices. This implies that the training program organized by UMI couldn't address client organization's training needs since it didn't follow the principles of TNA procedures.

On this basis, respondents who confirmed the existence of TNA by UMI were asked to respond on the method how UMI was conducted the training need assessments. Respondents replied their insights as displayed in the table below.

Table 3.2 Frequency and percentage distribution of methods applied to conduct training need analysis.

No	Item	Respondent category	frequency	% age	
1	By analyzing client organization's vision, mission, organizational structure & related issues	UMI officials and trainers	2	100	
		city and sub city officials	7	63.6	
2	By analyzing client organization's job description, job specification and related issues	UMI officials & trainers	2	100	
		city and sub city officials	11	100	
3	By analyzing employees skill, knowledge and attitude	UMI officials & trainers	2	100	
		city and sub city officials	9	81.8	

.

As we observed from the table above, 2 of the respondents of UMI officials & trainers who affirmed that UMI conducted training need assessment for question no 7 responded that the three methods were applied to conduct training need analysis. On the contrary of 11 respondents of city and sub city officials who responded positively for question no 7 that UMI conducts training need assessment, replied differently on the methods UMI applied to conduct training need analysis.

- All of them 11(100) percent replied that UMI analyzes client organizations job description, job specifications and related issues.
- 9 of the respondents (81.8) percent responded that UMI analyzes employee's skill knowledge and attitude method to conduct training need analysis.
- 7 of the respondents (63.6) percent replied that UMI analyzes client organization vision, mission, organizational structure and related issues.

Regarding the techniques that UMI applied to conduct training need assessment, respondents who confirmed the existence of training need assessment practice by UMI presented in the following table.

Table 3.3 Frequency and percentage distribution of techniques applied to conduct training need assessment by UMI.

No	Item	Respondent category	frequency	% age
1	By taking immediate supervisor's recommendation	UMI officials and trainers	2	100
		city and sub city officials	9	81.8
2	Interview	UMI officials and trainers	1	50
		city and sub city officials	2	18.1
3	Observation	UMI officials and trainers	-	
		city and sub city officials	-	
4	Questionnaire	UMI officials and trainers	2	100
		city and sub city officials	10	90.9
5	Focus group discussion	UMI officials and trainers	-	
		city and sub city officials	-	

Accordingly, 2 of the UMI officials and trainers (100%) percent who affirmed the existence of TNA practice mentioned that immediate supervisor's recommendation and

questionnaire techniques were applied and 1 respondent (50%) responded that interview technique was applied to conduct TNA.

On the same issue, of the 11 city and sub city officials respondents who confirmed the presence of TNA practice by UMI, 10 (90.9) percent of them replied questionnaire, 9(81.8) percent of them mentioned that immediate supervisor's recommendations as the techniques used by UMI to conduct TNA. Conversely, 1 (9.1) percent of the respondents mentioned interview was taken as a technique to conduct TNA.

Organizations may fail to carry out TNA because of different reasons. With regard to this, respondents were asked to reflect their opinion as to why UMI failed to conduct TNA.

As it was mentioned earlier, in response to UMI'S experience in conducting TNA, 7(41.2) percent of the respondents replied that UMI didn't conduct it. These respondents who affirmed the non existence of TNA by UMI were asked the possible reasons for it. Accordingly, their response is presented in the table below.

Table 3.4 Frequency and percentage distribution of respondents on the reasons for not conducting TNA by UMI.

NO	Item	respondents category	frequency	%
1	possible response for not conducting training need assessment by UMI			
	◊ absence of awareness for its importance ---------	UMI officials and Trainers	1	14.2
	◊ less familiarity for its importance ----------		1	14.2
	◊ less attention given to it ----------		6	85.7
	◊ absence of experts to conduct it ----------		7	100
	◊ shortage of budget to conduct it ----------		6	85.7
	◊ time consuming ----------		7	100

From the above table, 7 respondents (100 %) who confirmed the non existence of TNA by UMI mentioned the reasons as absence of experts to conduct TNA and its time

consuming nature were the major possible reasons for not to conduct TNA by UMI. 6 respondents (85.7) percent replied as less attention given to conduct TNA by UMI and shortage of budget as the reasons for it.

From the above table it can be deduced that UMI failed to conduct TNA either by using its internal experts or external consultants, who have the knowledge, skills and experience to identify TNA primarily because of absence of qualified expert to conduct TNA and the belief TNA was a time consuming effort. On top of that, less attention given by the institute and short of budget were explained as the second level reasons. This implies that the training program conduced by UMI were determined arbitrarily by top level management without assessing the TNA of the client organizations. This finding is consistent with the idea that TNA were not conducted because of the wrong assumption that TNA is difficult, time consuming and costly process (Harris and DeSimon, 1994:92).

On the question of whether UMI's TNA practically addresses client organizations identified need or not, the following table show the response.

Table 3.5 Frequency and percentage distribution of responses on TNA's relation with identified training needs.

NO	Item	Respondent Respondent category	responses						Total	%
			Yes	%	No	%	I have No Idea	%		
1	Did the TNA conducted by UMI practically addressed client organizations identified training needs?	UMI officials & trainers	2	22.2	-	-	7	77.8	9	100
		City & sub city officials	11	22.4	-	-	38	77.6	49	100

From the above table, the majority of the respondents from UMI 7(77.8) percent responded that they have no idea on the issue and 2(22.2) percent of the respondents positively replied that the TNA conducted by UMI addressed the client organizations identified training need.

In the same token, the majority of the city & sub city officials 38(77.6) percent responded that they have no idea on the issue and 11(22.4) percent of them replied positively that the TNA conducted by UMI practically addressed their office's identified training needs.

Similarly trainees who were trained by UMI were asked to show their level of agreement whether the TNA conducted by UMI addressed their training needs or not. Based on this, the following table shows their reply.

Table 3.6 Frequency and percentage distribution of trainee response on TNA issues.

NO	Item	Respondent category	responses						Total	%
			Yes	%	No	%	I have No Idea	%		
1	Did the TNA conducted by UMI respond to the trainees' demand for training?	Trainees	14	33.3	28	66.7	-	-	42	100

Accordingly, the majority of the trainees 28(66.7) percent replied that the TNA conducted by UMI did not respond to their training demand.

Regarding training needs assessment, the response obtained from the interviewees further strengthened that absence of training needs assessment couldn't address the specific training needs of trainees and trainees performance gaps.

4.2.2. Issues related to setting training objectives.

Any training program has its own objectives to achieve at the end of the training program. To examine these issues, respondents were asked to reply on several issues on training objectives formulations. The following table shows the analysis of the respondents.

Table 4.1 Frequency and percentage distribution of training objective setting issues.

NO	Item	Respondent category	Responses						Total	%
			Yes	%	No	%	I have No Idea	%		
1	Did UMI formulate clear training objectives?	UMI	17	100	-	-	-	-	17	100

Hence, all of the respondents 17(100) percent affirmed that UMI formulated clear training objectives before it conduct training programs.

Regarding UMI's initiative to formulate training objectives with client organizations in participatory approach, the respondents' response was observed in the table Next.

Table 4.2 Frequency and percentage distribution on participatory approach for training objective formulation.

NO	Item	Respondent category	Responses						Total	%
			Yes	%	No	%	I have No Idea	%		
1	Did UMI invite client organizations for training objective setting?	UMI officials & trainers	-	-	9	52.9	8	47.1	17	100
		City & sub city officials	-	-	39	79.6	10	20.4	49	100

The above table indicates that the majority of UMI respondents 9(52.9) percent and 39(79.6) percent of city and sub city officials responded that setting training objectives were not participatory and was exclusively performed by UMI.

As it was mentioned in the literature part of the paper, objectives are important elements to achieve the desired outcome from training programs. Objectives must be specific, measurable, achievable, relevance and time bound (SMART).

Regarding the specific, measurable, achievable, relevance and time bound or (SMART) nature of the training objectives, respondents were asked to reflect their opinion. Accordingly, the following, table depicts the responses.

Table 4.3 Frequency and percentage distribution of training objective setting issues.

NO	Item	Respondent category	Responses						Total	%
			Yes	%	No	%	I have No Idea	%		
1	Were training objectives set by UMI SMART?	UMI officials & trainers	17	100	-	-	-	-	17	100

From the above table all respondents 17(100) percent show agreement that training objectives formulated by UMI were specific, measurable, achievable, relevant and time bound.

Concerning the training objectives set by UMI solved the client organizations performance problem and capable to improve organizations performance, the respondents' response was shown in the table below.

Table 4.4 Frequency and percentage distribution of training objective setting and its relation to organizational performance.

NO	Item	Respondent category	Responses						Total	%
			Yes	%	No	%	I have No Idea	%		
1	Did the training objectives set by UMI solve the performance problems and were conducive to improve organizational performances of client organizations?	City & Sub city officials	-	-	-	-	49	100	49	100

The above table shows that all the respondents 49(100) percent replied that they have no idea on the issue. This implies that client organizations had no access or they did not work together in setting training objectives with UMI.

Concerning trainee's awareness on the question of knowing the training objectives for which they took part, the following table shows their reply as follows.

Table 4.5 Frequency and percentage distribution of respondents reply on trainee's knowledge of training objectives.

NO	Item	Respondent category	Responses						Total	%
			Yes	%	No	%	I have No Idea	%		
1	Did trainees know the training objectives for which they attended?	Trainees	35	83.3	7	16.7	-	-	42	100

As the above table indicates, the majority of the trainees 35(83.3) percent were aware of the training objectives for which they attended.

The responses from the interview session have also confirmed that UMI didn't invite client organizations to take part in training objectives formulations. It was confirmed that UMI formulates training objectives for the training programs it conducted. In addition to that, these training objectives were designed to be achieved at the end of the training programs however they were not formulated with the participation of stake holders. This implies that the objectives formulated were not targeting the client organization's training need but focused on UMI's training objectives.

4.2.3. Issues Related to Training Content.

Training contents should have linkage with the client organizations identified training gaps. Regarding the training content, respondents were asked to respond to various issues as mentioned in the table below

Table 4.6 Frequency and percentage distribution on issues of training contents.

NO	Item	Respondent category	Responses						Total	%
			Yes	%	No	%	I have No Idea	%		
1	Did the training content respond to the client origination's identified training gap?	UMI officials and Trainers	1	11	8	89	-	-	9	100
		City and sub city officials	-	-	-	-	49	100	49	100

Based on this the majority of the UMI respondents 8(89) percent replied as the training content didn't respond to client organizations training gaps. Similarly, all city & sub city official respondents affirmed that they had no idea on the issue.

Trainees are not interested and participate if the training content is not relevant or related to their job that enhances their performance. In relation to this trainees were also asked to show their level of agreement whether the training content was appropriate to overcome their knowledge, skill and attitude gap or not. Accordingly, the following table shows their response.

Table 4.7 Frequency and percentage distribution on the suitability of training content.

NO	Item	Respondent category	Responses						Total	%
			Yes	%	No	%	I have No Idea	%		
1	Was the training content suitable to overcome trainees knowledge, skill and attitude gaps	Trainees	18	42.8	24	57.2	-	-	42	100

As the above table indicates, the majority of the respondents 24(57.2) percent replied that the training content was not suitable to overcome their knowledge, skill and attitude gaps. This implies that employees were not given training that were specific to their current jobs so as to improve their performance. The situation contradicts the idea of Sayidain (2003:249) that says the most appropriate contents would be those that are close to the actual job to be performed by employees.

The same respondents who affirmed that the training content was not suitable to overcome their performance gaps were asked about the possible reasons for this. Their responses are presented in the table below.

Table 4.8 Frequency and percentage distribution of respondents reply on possible reasons for training contents not to be suitable.

NO	Item	Respondent category	frequency	%
1	What were the possible reasons for the training contents not to be suitable to overcome training knowledge, skill attitude gaps	Trainees		
	◊ The training content was out of the trainees training need		23	95.8
	◊ The training schedules was short		12	50
	◊ The content was not responsive to the trainee's performance gaps		24	100
	◊ The training was not supported by appropriate and job related examples		19	79.2
	◊ The training focused only on lecturing		22	91.7
	◊ The training was not supported by group discussions		5	20.8

As can be seen from the above table, the greater portion of respondents 24(100) percent agreed that the content of the training program they e received was not responsive to their performance gaps. This implies that trainees were not given training that was specific to their performance gaps and didn't help improve these gaps. Similarly 23(95.8), 22(91.7) and 19(79.2) percent of the respondent replied that the training content was not in line with their training needs, the training focused only on lecturing and the training was not supported by appropriate and job related examples respectively.

Concerning the training content contribution for the achievement of training objectives questions were directed to the respondents. Their reply was analyzed in the following table.

Table 4.9 Frequency and percentage distribution of respondents reply on contribution of training content contents on achievement of training objectives.

NO	Item	Respondent category	Responses						Total	%
			Yes	%	No	%	I have No Idea	%		
1	Did the training content lead to achieving the training objectives	UMI officials and Trainers	17	100	-	-	-	-	17	100
		Trainees	24	57.1	18	42.9	-	-	42	100

As we observe from the above table all of the UMI respondents 17(100) and the majority of trainees 24(57.1) percent confirmed that the training content leads to achieve the training objectives formulated by UMI. Here city and sub city officials didn't reply for the question since all of them 49(100) percent didn't take part in training content determination.

In the intention of knowing how UMI facilitated client organization's participation in training content determination respondents were asked to answer the following question as depicted in the following table.

Table 4.10 Frequency and percentage distribution of respondents reply on the issue of how participatory was the training content determination.

NO	Item	Respondent category	Responses						Total	%
			Yes	%	No	%	I have No Idea	%		
1	Did UMI invite client organizations to participate in deciding training contents?	UMI officials and Trainers	-	-	9	52.9	8	47.1	17	100
		City and sub city officials	-	-	49	100	-	-	49	100

From the above table it is clear that the majority 9(52.9) percent of UMI's respondents and 49(100) percent of city & sub city officials stated that training content determination was not participatory. This implies that training content was left to the Institute in general and the trainer in particular. 8 UMI respondents (47.1) percent explained that they have no idea as to whether there is client organizations participation in training content determination or not.

In relation to this, city and sub city officials were asked as to the reasons why their organizations were unable to participate in training content determination. Their response is given in the following table.

Table 4.11 Frequency and percentage distribution of respondents reply on reasons why UMI didn't invite clients in training content determination.

NO	Item	Respondent category	reasons						Total	%
			Not invited by UMI	%	Invited by UMI but unable to participate	%	I have No Idea	%		
1	What were the reasons for client organizations absence of participation in training content determinations?	City and sub city officials	49	100	-	-	-	-	49	100

From the above table it is clear that all respondents 49(100) percent conformed that they were not invited by UMI to take part in deciding the training content.

This implies that there was a missing link between UMI and client organizations in setting training contents.

Regarding how the training content was organized and its suitability in relation to trainee's level of understanding and competency, the following questions were forwarded to respondents. Their response is analyzed in the following table.

Table 4.12 Frequency and percentage distribution of respondents reply on training content organization and its suitability.

NO	Item	Respondent category	Responses						To tal	%
			Yes	%	No	%	I have No Idea	%		
1	Were training contents arranged sequentially	UMI officials and Trainers	17	100	-	-	-	-	17	100
		Trainees	39	92.9	-	-	3	7.1	42	100
2	Was the training content suitable to trainee's level of understanding and competency?	UMI officials and Trainers	11	64.7	6	35.3	-	-	17	100
		city and Sub city officials	-	-	-	-	49	100	49	100
		Trainees	23	54.8	19	45.2	-	-	42	100

As depicted in the above table, the majority of the respondents 17(100) and 39 (92.9) percent affirmed that the training content was arranged sequentially from simple to complex. Similarly, 11 (64.7) percent from UMI and 23(54.8) percent from trainee assured that the training content was suitable to the trainee level of understanding and competency. Conversely, all of the city and sub city official respondents 49(100) percent expressed that they have no idea on the issue.

Furthermore, trainees were asked to reflect their idea on how important the training was to their job or responsibility. Their response was summarized in the following table.

Table 4.13 Frequency and percentage distribution of respondents reply on importance of training for trainee's current job.

NO	Item	Respondent category	Responses						Total	%
			Yes	%	No	%	I have No Idea	%		
1	Was the training program important to your job or responsibility	Trainees	8	19	34	81	-	-	42	100

The response in the above table shows that the majority 34(81) percent of the respondents replied that the training was not important to their job or responsibility. This response further strengths trainees responses shown in table 4.7 above.

The result of the above two tables show that although training contents were arranged sequentially, they tend to be of less important for trainees to perform their current job efficiently and effectively. This implies that the training programs conducted were not geared towards addressing employees knowledge, skill and attitude gaps identified in their current jobs.

On the issue of training content formulation, the interview response confirmed that client organizations didn't participate in content determination because of the fact that they were not invited by the Institute. On top of this it was disclosed that each trainer decides what to include or exclude in to the course content that he/she teaches. It was totally left to the individual trainer and the Institute had no system to correct the situation. This implies that the training content setting was not targeted to overcome performance gaps identified in the training need assessment phase and content determination has nothing to do with TNA.

4.2.4. Issues on training methods.

Regarding training method applied by UMI, respondents were asked to respond to various issue related to it. Accordingly, the following table shows the issues raised and responses.

Table5.1 Frequency and percentage distribution of responses on issues of training methods.

No	Item	Respondent Category	Frequency	%
1	Which training method was widely used by UMI in training provision?			
	◊ On-the-job training	UMI officials & Trainers	-	-
		City & Sub city officials	-	-
		Trainees	-	-
	◊ Off-the-job training	UMI officials & Trainers	17	100
		City & Sub city officials	49	100
		trainees	42	100
	◊ Both methods	UMI officials & Trainers		
		City & Sub city officials	--	--
	◊ I have no idea	UMI officials & Trainers	--	--
		City & Sub city officials	--	--

From the above table all the respondents 108 (100%) confirmed that off-the- job- training method was the only training method applied by UMI in its training programs.

This implies that off-the-job-training method may not be adequate to improve the employee's performance. From the table it can be understood that on-the-job-training method was not applied to enhance the competence and potential of employees at their actual job situation.

Regarding the reasons why off- the- job- training method was the only training method applied by UMI , respondents expressed their views as mentioned in the following table.

Table 5.2 Frequency and percentage distribution of responses on the reasons for the training method applied by UMI.

No	Item	Respondent category	frequency	%	
1	What were the possible reasons for off- the- job- training method was the only method applied by UMI?				
	- The training is given by training professionals	UMI officials and trainers	15	88.2	
		City & sub city officials	9	18.4	
	- Many trainees can be trained at a time.	UMI officials and trainers	17	100	
		City & sub city officials	36	73.5	
	- Lecturing is the means of training delivery.	UMI officials and trainers	17	100	
		City & sub city officials	30	61.2	
	-Enables trainees to be free from work place stresses and follow the training.	UMI officials and trainers	14	82.4	
		City & sub city officials	24	49	
	- Valuable equipment will not be exposed for damage by trainees	UMI officials and trainers	2	11.8	
		City & sub city officials	-	-	

From the table the majority of respondents 17 (100) percent from UMI officials & trainers and 36 (73.5) percent from city and sub city officials replied that off- the - job - method was applied by UMI primarily because of the fact that many trainees can be trained at a time and because lecturing is the means of training delivery in the off- the - job- training methods respectively. In addition to these points, off-the-job the method targeted to enable trainees to be free from work place stress and the training given by professionals were mentioned as the possible reasons next to the above mentioned factors.

Concerning the techniques applied in the off- the- job -training method by UMI, respondents were asked to respond to the questions mentioned in the following table.

Table 5.3 Frequency and percentage distribution on responses for applied techniques for off-the-job-training.

No	Item	Responds category	frequency	%	
1	Which off- the-job-training technique was applied by UMI - lecturing	UMI officials & trainers	17	100	
		City & sub city officials	49	100	
	- case study	UMI officials and trainers	5	29.4	
		City & sub city officials	11	22.4	
	- role playing	UMI officials and trainers	-	-	
		City & sub city officials	-	-	
	- simulation	UMI officials and trainers	-	-	
		City & sub city officials	-	-	
	- group discussion	UMI officials and trainers	14	82.4	
		City & sub city officials	41	83.7	
	-committee assignment	UMI officials and trainers	-	-	
		City & sub city officials	-	-	

Referring the above table, all of the respondents from the two respondent's category 17 (100) and49(100) percent affirmed that lecturing was the most widely used off- the- job - training technique applied by UMI. On the other hand 14 (82.4) percent from UMI and 41 (83.7) percent from city and sub city officials respondents responded that group discussion was the second most widely used technique by UMI.

Regarding the utilization of training aids in the training programs, the following question was asked. The question and the response are presented in the table below.

Table 5.4 Frequency and percentage distribution of responses on utilization of training aids.

No	Item	Respondent category	Responses							
			Yes	%	No	%	I have no idea	%	total	%
1	Did the training method apply more visual aids than non-visual training aids?	UMI officials and trainers	4	23.5	13	76.5	-	-	17	100

From the above table the majority 13 (76.5) percent of respondents affirmed that UMI uses non-visual training aids in its training programs. This implies that the training was dominated by lecturing method and trainees were not exposed to the work place situations.

Trainees were also asked additional questions to respond on issues of training methods and its impact on their performance. Their response was analyzed in the following table.

Table5.5 Frequency and percentage distribution of respondents on training linkage with trainee's performance.

No	Item	Respondent category	Responses							
			Yes	%	No	%	I have no idea	%	total	%
1.	Did the training program help trainees register better performance in their job?	trainees	8	19	34	81	-	-	42	100
2.	Was the training method simple to transfer knowledge and skill?	trainees	32	76.2	10	23.8	-	-	42	100

From the above table the majority of trainee responds 34(81) percent expressed that the training program they participated didn't help them register better performance in their

job. This implies that the training didn't help trainees improve their performances and added no value to them and the organizations at all which in turn the return to training investment become negative. With respect to training method in facilitating the transfer of knowledge and skill, the majority of the respondents 32 (76.2) percent replied that the training method was simple to transfer knowledge and skill to trainees.

4.2.5. Issues on trainer and trainee selection

Trainers are the most valuable training sources. The responsibility, competence and commitment of trainers have great role in attaining the goal of the training programs. Based on this, respondents were asked to reflect their opinion about trainers they have observed in the training program they have attended.
Regarding the source of trainers the following question was asked. The question and the responses are shown in the table below.

Table 6.1 Frequency and percentage distribution of responses on issues of selection of trainers and trainees.

No	Item	Respondent category	responses									
			internal	%	external	%	from both sources	%	I have no idea	%	total	%
1.	Where was the source of trainers for the UMI's training program	UMI officials and trainers	-	-	-	-	17	100	-	-	17	100

As the table indicates all the respondents 17 (100) percent replied that UMI uses both internal and external sources to recruit trainers to conduct training programs.

Regarding the presence of transparent and objective trainer selection criteria, respondents were asked to give their opinion. The response is presented in the table below.

Table 6.2 Frequency and percentage distribution of responses on trainer selection criteria

No	Item	Respondent category	Responses							
			Yes	%	No	%	I have no idea	%	total	%
1.	Did UMI have transparent and clear trainer selection criteria?	UMI officials and trainers	9	52.9	-	-	8	47.1	17	100

The above table indicates that the majority of the respondents 9(52.9) percent confirmed that UMI has a clear and transparent trainer selection criteria. On the other hand, 8(47.1) percent respondents replied that they have no idea on the presence of such selection criteria.

In an intention of knowing that trainers provide trainings based on the already approved training content by UMI. The following question was raised to the responds.

Table 6.3 Frequency and percentage distribution of responses on approval of training contents.

No	Item	Respondent category	Responses							
			Yes	%	No	%	I have no idea	%	total	%
1.	Were trainers conduct training based on the already approved training contents.	UMI officials and trainers	3	17.6	14	82.4	-	-	17	100
		City & sub city officials	-	-	49	100	-	-	49	100

Based on the response obtained in the above table, the majority of the respondents 14(82.4) and 49(100) percent respectively replied negatively. They stated that the training was not given based on the already applied training content. Here it implies that trainers are the sole responsible bodies to prepare their training manual and UMI had no mechanism to oversee the contents of the training manuals prepared by different external trainers.

Concerning the competency and functional attributes of trainers, trainees, were asked to reflect their observation on the issue. This was presented in the table below.
Table 6.4 Frequency and percentage distribution of responses on trainers attributes.

No	Item	Respondent category group	Responses							
			Yes	%	No	%	I have no idea	%	total	%
1	Did trainers have good practical experience on the subject they train?	trainees	4	9.5	30	71.4	8	19.1	42	100
2	Did trainers have knowledge and training skill on the subject they train?	trainees	33	78.6	3	7.1	6	14.3	42	100
3	Were trainers have the skill to conduct the training in such a way that the training to have positive influence on the trainees real life	trainees	30	71.4	5	11.9	7	16.7	42	100

4	Did trainers entertain trainee's opinion and facilitate learning through discussions.	trainees	34	81	8	19	-	-	42	100

As observed in the above table, trainers knowledge and their training skills in the subject area they train, their skill to conduct training with a view to have positive influence on trainee's real life and their ability to entertain trainees opinion and facilitation for trainees discussion were confirmed positively by respondents with 78.6, 71.4 and 81 percent respectively.

On the other hand trainers' practical experience on the subject was viewed as having problems by 30(71.4) percent of the respondents. This implies that trainees were exposed only for theoretical explanations that didn't solve their work place problems and challenges practically.
Regarding trainer selection criteria, officials of the Institute disclosed in the interview session that, the Institute had developed clear and objective criteria for the purpose and had faced no problem in the area.

Trainees are the other most important resources that contribute for the effectiveness of the raining program.
Regarding the trainee selection, respondents were asked to reflect their opinions. This was presented in the table below.

Table 6.5 Frequency and percentage distribution of responses on trainee selection issues.

No	Item	Respondent category	Responses							
			Yes	%	No	%	I have no idea	%	total	%
1	Did UMI establish and inform trainee selection criteria to client organizations?	UMI officials and trainers	17	10	-	-	-	-	17	100
		City & sub city officials	27	55.1	-	-	22	44.9	49	100
2	Were the trainee selection criteria respected for its implementations?	UMI officials and trainers	9	52.9	8	47.1	-	-	17	100
		City & sub city officials	27	55.1	-	-	22	44.9	49	100

From the above table it is clear that the majority of the respondents from the two responds category 17 (100) and 27 (55.1) percent respectively affirmed that UMI had established and notified client organizations about trainee selection criteria.

Similarly the majority of the two respondent groups 9 (52.9) percent and 27 (55.1) percent conformed that the trainee selection criteria established by UMI were respected and implemented. On the other hand quiet a significant number of UMI's respondents, 8 (47.1) percent were against the idea mentioned above and expressed that the trainee selection criteria were not respected and implemented.

The availability of clear and objective selection criteria avoids and minimizes grievances among members of an organization and helps deliver the right training to the right employee. As a result resources could be used effectively for the intended purpose. Based on this respondents were asked to mention factors used for the purpose. The next table depicts the respondents reply on the issue.

Table 6.6 Frequency and percentage distribution of responses on factors for trainee selection.

No	Item	Respondent category	frequency	%
1	What were the factors applied to select trainees?			
	- Work experience	UMI officials and trainers	4	23.5
		City & sub city officials	39	79.6
	.- Level of education	UMI officials and trainers	17	100
		City & sub city officials	49	100
	- Job responsibility	UMI officials and trainers	16	94.1
		City & sub city officials	44	89.8
	- Ability to reformation others	UMI officials and trainers	--	-
		City & sub city officials	36	73.5

The above table indicates that level of education and job responsibilities were the major trainee selection factors as conformed by the majority 17 (100) percent for UMI officials and trainers and 49 (100) percent for city and sub city officials for level of education and 16 (94.1) percent for UMI and 44 (89.8) percent city and sub city officials for job responsibility respectively. On the other hand work experience as trainee selection factor which was accorded low respondents 4(23.5) percent by UMI officials and trainers has been supported by 39 (79.6) percent by city and sub city officials as the third position utilized for trainee selection factors. Surprisingly enough, 36 (73.5) percent of city and sub city officials confirmed that trainers ability to retrain others was used as trainee selection factor which was not the case in UMI's respondents opinion. From this finding it can be said that training opportunities were given on objective criteria. This contradicts

the findings of Altaye (2005:58) and Melaku (2004:92) that says the selection of trainees and trainers are based on personal relationships and organizations don't have clear selection criteria.

Trainees were asked additional questions to respond on issues related to trainee selection criteria. Their response was summarized in the following table.

Table 6.7 Frequency and percentage distribution of responses on trainee selection criteria familiarity by trainees.

No	Issue	Respondent category	Responses							
			Yes	%	No	%	I have no idea	%	total	%
1	Did your organization have trainee selection criteria?	trainee	38	90.5	-	-	4	9.5	42	100

Based on the above table the majority of the respondents 38 (90.5) percent confirmed the presence of trainee selection criteria in their respective organizations.

The same trainees were further asked to respond on the selection criteria by means of which they were participated in training programs conducted by UMI. Their response was analyzed in the following table.

Table 6.8 Frequency and percentage distribution of responses for trainee selection applied in offices.

No	Item	Respondent category	Frequency	%
1	Which trainee selection criteria were applied when you were selected for the training program you participated?	trainees		
	- Work experience		31	73.8
	- Level of education		42	100
	- Job responsibility		42	100
	- Ability to retrain others		9	21.4
	- Supervisor's recommendation		15	35.7
	- Performance evaluation		-	

Based on the responses of the respondents, level of education, job responsibility and work experience with a percentage distribution of 100,100 and 73.8 percent respectively

were confirmed as the major trainee selection factors. This response confirmed the trainee selection factors question which was presented in table 6.6. This finding supports the idea of Watson (1979:117) that says in selecting the appropriate trainees attention should be given to the responsibility, educational back ground, work experience and level of trainees.

Regarding trainee selection criteria, the interviewees confirmed that the final training program with course synopsis was distributed to client organizations to enable them select appropriate trainees. However, the trainees weren't sometimes appropriate to the program. This implies that inappropriate trainees to the program were sent by organizations to be trained and have caused wastage to the training investment.

4.2.6. Issues related to training facilities and environment.

Appropriate training facilities and environment have their own impact on the effectiveness of the training program. Regarding training materials and aids, respondents were asked to reflect their opinion. The responses obtained on the issue were analyzed in the following table.

Table 7.1 Frequency and percentage distribution of respondents reply on issues of training facilities and environment.

No	Item	Respondent category	Responses									
			Yes	%	Partially	%	No	%	No idea	%	total	%
1	Were training materials and aids complete and deserves for the trainees	UMI officials and trainers	7	41.2	10	58.8	-	-	-	-	17	100
		City & sub city officials	-	-	3	6.1	-	-	46	93.9	49	100
		trainees	-	-	38	90.5	4	9.5	-	-	42	100
2	Were training inputs complete and conducive for the training	UMI officials and trainers	2	11.8	15	88.2	-	-	-	-	17	100
		City & sub city officials	-	-	3	6.1	-	-	46	93.9	49	100
		trainees	4	9.5	35	83.3	3	7.2	-	-	42	100
3	Was the training location appropriate for effective training provision?	UMI officials and trainers	-	-	-	-	17	100	-	-	17	100
		City & sub city officials	-	-	-	-	32	76.2	10	23.8	42	100
		trainees	-	-	-	-	38	77.6	11	22.4	49	100

As the above table indicates the majority of UMI officials and trainers category 10 (58.8) percent and trainees 38 (90.5) percent affirmed that training materials and teaching aids were partially complete and deserves the trainees. On the contrary 46 (93.9) percent of city and sub city officials respondents had no idea on the issue.

Regarding the adequacy and conduciveness of the training inputs, the same respondents replied in the same manner. The majority of UMI officials and trainers together with trainees, 15 (88.2) and 35 (83.3) percent respectively responded that the training inputs were complete and were conducive partially. On the contrary 46 (93.9) percent of the city and sub city officials had no idea on the issue.

Concerning the appropriateness of training location for effective training, all groups of respondents 17 (100), 32 (76.2) and 38 (77.6) percent respectively, strongly affirmed that it was not appropriate to conduct effective training provisions.
On the issue of training facilities and training locations the officials in the interview session further strengthened the idea that the training facilities were not complete and appropriate to provide quality services. According to them, this was mainly because of insufficient budget allocated to the Institute. They mentioned that the Institute had no building of its own for office and training purposes. In support of this idea they confirmed that the institute had to move to five rented offices in a period of four years. this implies that less attention was given to the Institute by the city administration and it may have created a sense of instability to its members which directly affects the Institute's training provisions.

4.2.7. Issues related to training evaluation.

Training evaluation is one of the major issues in employee training programs. This is to determine the value of the training program based on feedback obtained from evaluation of all phases of the training program. On this basis, respondents were asked certain questions to respond for. The questions and response are analyzed in a table as follows.

Table 8.1 Frequency and percentage distribution of responses on training evaluation issues.

No	Item	Respondent category	Responses							
			Yes	%	No	%	I have no idea	%	total	%
1	Did UMI conduct training evaluation?	UMI officials and trainers	17	100	-	-	-	-	17	100
		City & sub city officials	14	28.6	-	-	35	71.4	49	100
		trainees	42	100	-	-	-	-	42	100

As the table indicates, all respondents of the two groups 17 (100) and 42 (100) percent absolutely conformed the presence of training evaluation by UMI. On the other hand the majority of city and sub city officials 35 (71.4) percent had no idea whether UMI conducted training evaluation or not.

Concerning the specific period when the evaluation takes place, all groups of respondents were asked to forward their opinions. Their opinion is summarized in the following table.

Table 8.2 Frequency and percentage distribution of responses on training evaluation periods.

No	Item	Respondents category	frequency	%
1	When was the training evaluation take place? - While the training was on progress	UMI officials and trainers	-	-
		City and sub city officials	-	-
		trainee		
	- after the training program	UMI officials and trainers	-	
		City and sub city officials	10	20.4
		trainees	-	-
	- at both times	UMI officials and trainers	17	100
		City and sub city officials	39	79.6
		trainees	42	100

As the above table indicates, the three groups of respondents affirmed that training evaluation was carried out in both times i.e. when the training was going on and after the training program was over.

In an intention to get respondents replay as to why the training evaluation was carried out, respondents were asked the following questions. Their response is summarized as follows.

Table 8.3 Frequency and percentage distribution of responses on the reasons for the evaluation.

No	Item	Respondents category	frequency	%
1	What was the rationale for training evaluation by UMI? - To ensure training objectives were met.	UMI officials and trainers	17	100
		City and sub city officials	13	71.4
	- To obtain feedback for future training programs	UMI officials and trainers	17	100
		City and sub city officials	14	100
	- To enable trainees serve customers better	UMI officials and trainers	15	88.2
		City and sub city officials	12	85.7

As indicated in the above table, the majority of the respondents who agreed the presence of training evaluation practice by UMI, confirmed that the rationale for conducting training evaluation were primarily to obtain feed back for future training programs with a percentage distribution of 17(100), 14(100) percent, to ensure the training objective were met 17 (100) and 13(71.4) percent and to enable trainees serve their customers better 15 (88.2), and 12(85.7) percent respectively.

Respondents were also asked to reflect their opinion on how the training evaluation was conducted. Respondents replay was analyzed in the following table.

Table 8.4 Frequency and percentage distribution of responses on how training evaluation was conducted.

No	Item	Respondents category	frequency	%
1	How the training evaluation was conducted.			
	- On regular and continuous basis	UMI officials and trainers	17	100
	- By using training evaluation sheet.		17	100
	- By evaluating all training phases		9	52.9
	- By filling out questionnaires		17	100
	- While the training was on progress		17	100
	- After the training was over		17	100
	- In the presence of all concerned parties.		-	-

The above table indicates that all respondents 17 (100) percent confirmed that the training evaluation was conducted on regular and on continuous bases by using the evaluation sheet and questionnaire method. The training evaluation was conducted while the training was on progress and after the program was over. On the other hand 9 (52.9) percent of the respondents replied that all the training phases evaluated. On this issue, the remaining 8 (47.1) percent of respondents remained silent. Surprisingly enough, all respondents 17 (100) percent confirmed that the training evaluation was not participatory or concerned parties were not invited in the evaluation process. This implies that the feed back mechanisms of UMI was poor and can be said that it was not ready to work together with its stakeholders.

Trainees were asked to respond to issues included in training evaluation practice. Their response was analyses in the following table.

Table 8.5 Frequency and percentage distribution of responses on issues included in training evaluation.

No	Item	Respondents category	frequency	%
1	What were the points included in the training evaluation.			
	- Training content		42	100
	- Trainers situation		42	100
	- Training inputs and location	trainees	40	95.2
	- Training material preparation presentation and quality		38	90.5
	- Training delivery method		42	100
	- Accommodation		42	100

The above table indicates that 42 (100) percent of the respondents affirmed that issue of training content, trainers situation, training delivery method and accommodations were included in the evaluation practice.

The remaining 40 (95.2) percent and 38 (90.5) percent of the respondents also conformed that issues like training inputs and location and training material preparation, presentation and their quality were also issues included in training evaluation practice by UMI.

Regarding training impact assessment respondents were asked to view their opinions on the issue. Their response was analyzed in the following table.

Table 8.6 **frequency and percentage distribution of responses on training impact assessment issues**

NO	Item	Respondent category	Responses						Total	%
			Yes	%	No	%	I have No Idea	%		
1	Did UMI conduct training impact assessment?	UMI officials & trainers	-	-	9	52.9	8	47.1	17	100
		city & sub city officials	-	-	49	100	-	-	49	100

From the above table the majority of the respondents 9(52.9) and 49(100) percent respectively confirmed that training impact assessment was not conducted by UMI. The remaining respondents 8 (47.1) percent replied that they have no idea on the issue.

In an intention to know the possible reasons for not conducting training impact assessment, respondents were asked to reflect their opinion on the issue. Table 8.7 summarizes their responses.

Table 8.7 frequency and percentage distribution of responses on reasons for not conducting Training impact assessment.

No	Item	Respondent Category	Frequency	%
1	What were the possible reasons for UMI no to conduct training impact assessment ◊ less attention given to it by UMI	UMI officials & Trainers	9	100
		City & Sub city officials	47	96
	◊ Time consuming	UMI officials & Trainers	8	88.9
		City & Sub city officials	42	85.7
	◊ Financial Problem	UMI officials & Trainers	6	66.7
		City & Sub city officials	37	75.5
	◊ Absence of qualified expert	UMI officials & Trainers	9	100
		City & Sub city officials	46	93.9
	◊ Absence of awareness for its importance	UMI officials & Trainers	-	
		City & Sub city	-	

		officials		
	◊ No familiarity to conduct it	UMI officials & Trainers	-	
		City & Sub city officials	-	

From the above table respondents confirmed that lack of attention given by UMI, absence of qualified expert to conduct it 9(100), 46(93.9) percent and the belief that it is a time consuming effort 8(88.9), 42(85.7) percent respectively were considered as the possible reasons for not conducting TNA by UMI. .

In the interview session with the officials of the Institute, they responded that the training evaluation system was mainly focused on trainee's reaction on the training provision. The Institute used questionnaire method to get feed back. Training impact assessment had never been carried out by the Institute primarily because of the fact that it had no qualified and experienced staff to conduct this assessment and its engagement on daily training routines in addition to short of budget. This implies that the Institute conducts training programs without having the feedback of its training provisions.

The officials further mentioned that although regulation no. 13/98 declared the establishment of Board for the Institute, no practical measure was taken to establish it. Because of this the institute was unable to carry out its responsibilities in a better way.

CHAPTER FIVE

Summary, conclusion and Recommendations

This chapter deals with the summary of major findings, conclusion drawn up from the findings and recommendations that are based on the conclusion arrived at.

5.1. Summary

The main propose of this paper is to assess the training practices conducted by UMI in the years 2005/6-2007/8. For this purpose a descriptive method of data analysis was employed. Respondents were selected using purposive and random sampling techniques and findings were analyzed using frequency count and percentage.

A total of 108 respondents drawn from Urban Management Institute officials and trainers, city and sub city officials and trainees were used as a data source. The data were collected by means of questionnaire, structured interview and examination of available and relevant documents.

Accordingly, the following are the major findings of the study:

5.1.1. Training needs assessment issue.

Training need assessment as a foundation to propose, organize and implement training programs, should be conducted in a regular and continuous basis. Yet it is found that both client organizations and UMI didn't conduct TNA. The reasons for not conducting TNA were found that: Shortage of qualified and experienced staff, shortage of time, less attention given by management body and shortage of financial sources (Budget). More over it was found that due to the absence of TNA, trainees demand for the training was not taken in to account and the trainings conducted didn't address client organization's specific training needs.

5.1.2. Issues on setting training objectives.

Although there was a practice of setting training objectives by UMI before the delivery of the training program, the process of setting the objectives neglected client organizations or stake holders. Both client organizations and trainees were not participated in training

objective setting. On this issue, client organizations couldn't be certain as to the training objectives were conducive to improve their organizational performance problem.

5.1.3. Issues on training content formulation.

Training content determination was not participatory. Both client organizations and trainees were not invited to participate in this major issue by UMI. The training content was not suitable to overcome trainee's knowledge, skill and attitude gaps and couldn't contribute to improve organizational performance problems. The major reasons for these were the non responsive nature of the training content to the trainee's performance gaps, its failure to attract trainees and its presentation was fully based on lecturing method.

5.1.4. Issues on training method.

The training method was fully based on off-the-job-training method which totally avoided on-the-job training method. This method was preferred by UMI mainly to train many trainees at a time since the mode of delivery of the training was lecture based. The training method didn't employ visual training aids and as a result it didn't help trainees register better performance.

5.1.5. Issues on trainer and trainee selection.

5.1.5.1 Selection of trainers

UMI uses both internal and external source to recruit trainer and had clear and objective selection criteria. Trainers' attention to entertain trainee's opinion, their facilitation to trainee's discussion and their ability in relating the training with trainee's real life found to be perceived positively by most respondents. On the other hand trainer's practical experience on the subject matter observed as incompetent by respondents.

5.1.5.2 Selection of trainees.

For the selection of trainees, UMI had established and notified client organizations the selection criteria. In selecting trainees, key factors as

level of education, job responsibility and work experience among others were considered.

5.1.6 Issue related to training facilities and environment.

In this regard issues like training maternal, aid and training inputs were partially completed but the training location was not conducive for effective training provision.

5.1.7 Issue on training evaluation.

It was observed that evaluation was carried out in both times i.e. while the training was on progress and on completion. In all training sessions there was a formal format displayed for evaluation. The evaluation process was done to obtain feedback for future training program, to ensure training objectives achievement and enable trainees serve their customers better.

Training impact assessment was not exercised at all as a result of less attention given to it, lack of qualified experts and time shortage to conduct it.

5.2. Conclusion.

Based on the findings, it was observed that training theories and principle were not respected in the training practice conducted by UMI in the research period.

Training need assessment, which is the foundation for proposing, designing and implementing training programs, was neglected. It is clear that results obtained based on improper foundation are not effective and efficient. There was no linkage between UMI and client organizations in training need analysis and subsequent training phases. Training objective setting and content determination tasks were totally left to UMI and client organizations had no input for it. The training content, which should have addressed the specific knowledge, skill and attitude gaps the trainees, was left to the discretion of the trainer who had little or no knowledge of the client organization's vision, mission, product, service or customers.

The training method, which focuses only on off-the-job method, lacks the benefits that could have been extracted from other methods like on- job- training method. The lecture

method, which was not supported by visual teaching aids, did not attract trainees to participate in the training process as desired.

More over lack of practical experience in the part of trainers couldn't help trainees equip with better understanding of the training content. The training location, inputs and facilities were not in a position to deliver effective training.

Absence of training impact assessment also couldn't show the overall impact of the training practice exercised by UMI on the achievements of organizational objectives and service provisions of the city government offices.

In general, TNA, the foundation for all training program phases was not exercised in accordance with the training theories and principles. Because of this the trainings were not responsive to the specific need of the client organizations. The training design and implementation couldn't be effective and were not able to respond to demands of client organizations. In addition, its failure to conduct training evaluation and impact assessment with its stakeholders, UMI couldn't get timely feedback which could have helped it improve its training provisions.

5.3 **Recommendations.**

Based on the findings and conclusions made from this study, the following recommendations can be forwarded.

1. Training programs largely help an organization to accomplish its goals and objectives. This is possible when training programs are provided to employees by identifying areas where it can make a real contribution to organizational success. Therefore, all concerned bodies have to carry out TNA using the right approach in order to avoid misuse of resources as well as for effective accomplishment of organizational objectives. The practice of conducting training need assessment should encompass the needs of an individual employee so that they are able to determine their own needs. In doing so, it is recommended that there should be participation of both trainees and client organizations.
2. Setting clear and precise objective at the start would help managers to decide whether the trainings are good enough for the attainment of organizational goals and directs the trainers to know what to train and trainees to decide whether the objectives set are related to accomplishment of their tasks. Thus it is

recommended that the preparation of training objectives should be done with meaningful participation of all concerned bodies.

3. Designing what knowledge and skills need to be thought is an important task in the development of training designs. Therefore UMI should play a great role in participating stake holders in identifying training contents that hold detailed statement of what trainee need to learn based on comparison between the job specification and trainee level of competence. Furthermore, to make the contents understandable and retainable they must be systematically grouped, integrated and sequentially organized and above all they should be well-suited with those of the organizational training needs and the training objectives set, in order to bring the performance deficiencies, identified by TNA.
4. The city administration should facilitate the establishment of the Board as it was stipulated in the Regulation to establish the UMI. This enables the Institute to carry out its mandates in a better way.
5. The Institute should search various financial sources which can contribute to overcome its logistics and facility problems and there by provide quality service to its customers. It should also focus in establishing and maintaining professional partnership with other similar organizations both locally and abroad.
6. The Institute has to focus on improving its organizational capacity i.e. structure, working systems, manuals etc. with the view to rendering quality training provisions to its clients that can really addresses the specific performance problems of organizations.
7. The quality of training service provision of the Institute largely depends up on having qualified and motivated trainers. To this end, it has to develop and ensure a mechanism by means of which it can attract and retain professionals, trainers, consultants and researchers.
8. The Institute should focus on its long term strategy instead of fully engaging in daily training routines. Its focus should not be limited to short term trainings. As regulation No. 13/1998 stipulates, research and consultancy mandates of the Institute should be given equal attention with a view to solve city government offices performance problems.

9. The city government should establish a training policy by means of which city government offices training performance to be guided. To this end, UMI should play a leading role for its realization in collaboration with other concerned offices of the city administration.

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Appendices

Addis Ababa University

School of Graduate Studies

Faculty of Business and Economics

Department of Public Administration and Development Management

Questionnaire to be *completed by UMI officials and Trainers regarding the training program conducted by* U*rban Management Institute of Addis Ababa* city Administration in the years 2005/06-2007/08 .

The purpose of this questionnaire is purely for academic reasons. It is to collect appropriate information that will help to identify the real problems and recommend possible solutions for the identified problems of training programs carried out by Urban Management Institute of Addis Ababa city administration.

To achieve the purpose, your cooperation in completing this questionnaire is highly appreciated. Accordingly, your response, and timely return is quite vital to determine the success of the research study. Therefore you are kindly requested to react to each one of the questions carefully.

General Direction

- You don't have to write your name
- Mark (X) signs in the boxes given to indicate your response (s).
- Respond to all open ended questions by writing your comments on the spaces provided.
- It is possible to use Amharic or English in giving comments.

Thank you in advance for your cooperation

PART One: General information /personal characteristics

1. Organization _____
2. Sex M ☐ F ☐
3. Age in years below 25 ☐ 46-55 ☐
   26-35 ☐ above 56 ☐
   36-45 ☐
4. Educational Back Ground
   Below Certificate ☐ College Diploma ☐
   Certificate ☐ BA/BSC ☐
   MA/MSC ☐
   PhD ☐
5. Work Experience
   Below 10 ☐ 31-40 ☐
   11-20 ☐ above 40 ☐
   21-30 ☐
6. Your position during the research period / if you were trainer, the name of course/s you
   Train_____

Part two

2.1 Issues on Training need assessment

Show the extent to which you agree or disagree with the following issue of training need assessment.

7. Did your organization conduct training Need Analysis?

   a. Yes b. No c. I have no idea

8. If your answer to question no.7 is yes, which method was employed to conduct the TNA?

(Answers could be more than one).

A. by assessing client organization's mission, vision, organizational structure and other issues.

B. by analyzing job description, minimum requirements and other issues
C. By analyzing employee skill, knowledge and attitude.
D. If any other please specify_____
_____

9. If your answer to question no. 7 is yes, the techniques used to conduct this assessment was: (Answers could be more than one)
   A. By considering supervisor's recommendation
   B. Conducting interview
   C. Observation
   D. Questionnaire
   E. Conducting focus group discussion
   F. If any other technique, please specify_____
   _____

10. If your organization did not conduct training need analysis, what were the possible reasons? (Answers could be more than one)
   A. lack of awareness for its importance
   B. the practice was not familiar
   C. the management didn't give attention
   D. absence of qualified experts to conduct it
   E. shortage of budget to conduct it
   F. it is time consuming
   G. if any other, please state_____
   _____

11. Did the training need analysis conducted by Urban Management Institute respond to the particular training needs of client organizations?
   A. yes B. No C. I have no idea

If you have any idea regarding training need analysis, please write here under _____
_____
_____

2.2 ISSUES ON TRAINING OBJECTIVES F0RMULATION

Show the extent to which you agree or disagree with the following issue of training objectives formulation.

12. Did UMI formulate clear training objectives for its training programs?
   A. Yes B. No C. I have no idea

13. Did UMI invite all concerned bodies in designing the training objectives?

   A. Yes B. No C. I have no idea

14. Were the training objectives specific, measurable, achievable, relevant and time bound?

   A. Yes B. No C. I have no idea

If you have any idea regarding training objective formulation, please write here under
_____
_____
_____

Issues regarding the training Contents

Show the extent to which you agree or disagree with the following issue of training contents characterized in your organization

15. Were the training contents appropriate to the need of the organization?

A. Yes B. No C. I have no idea

16. Was the training content directly related to the achievement of the stated training program objective?

. A. Yes B. No C. I have no idea

17. Were the training contents arranged sequentially and logically?

A. Yes B. No C. I have no idea

18. Was there a direct link between training contents and trainee's competency and educational level?

A. Yes B. No C. I have no idea

19. Were all stake holders participate in training content determination?

A. Yes B. No C. I have no idea

If you have any idea regarding training content, please write here under

_____

_____

Issues regarding Choosing Training methods

Show the extent to which you agree or disagree with the following issue of choosing training methods.

20. Which training method was applied more by UMI? (Answers could be more than one)

A. On-the-job-training

B. Off-the-job-training

C. Both methods

D. I have no idea

21. If your answer to question no. 20 is on-the –job-training method, why this method was selected? (Answers could be more than one)

A. it is less costly

B. easy to transfer desired knowledge and skill

C. increase trainee's confidence and productivity

D. enables get immediate feed back

E. enables to provides solutions on the spot

F. it doesn't require special training venue

G. if any other, please state_____
_____

22. If your answer to question no 20 is on-the-job training, which training technique was

Applied? (Answers could be more than one)

A. mentoring
B. coaching
C. job rotation
D. action learning
E. delegation
F. committee assignment
G. if any other, please state_____
_____

23. Your answer to question no 20 is off-the-job training, why this method was chosen?

(answers could be more than one)

A. the training is given by professional trainers

B. it helps train many trainees at a time

C. training is given by lecturing

D. avoids work place stress and helps trainee follow the training

E. helps avoid damage of valuable equipment during training

F. if any other, please state_____
_____

24. If your answer to question no 20 is off-the-job training, which training technique was Applied? (Answers could be more than one)

A. lecturing
B. case study
C. role playing
D. simulation
E. group discussion
D. committee assignment
G. if any other, please state_____
_____

25. Was the training program use more visual aids than non-visual aids?

A. Yes B. No C. I have no idea

If you have any idea regarding choosing training methods, please write here under

_____

_____

_____

_____

_____

2.3 Issues regarding Selection of Trainers and trainee

Indicate the extent for which you agree of disagree with the following point towards selecting trainers.

26. What were UMI's sources of trainers? (Answers could be more than one)
    A. internal source
    B. external source
    C. Both sources
    D. I have no idea

27. If your answer to question no 26 is external sources, why this was so? (Answers could be more than one)
    E. internal trainers were few in number
    F. internal trainers had no sufficient practical experience
    G. Internal trainers had no sufficient knowledge in all training courses.
    H. Internal trainers had no training skill
    E. if any other, please state_____
    _____

28. Was UMI had clear and transparent trainer selection criteria?
    A. Yes B. No C. I have no idea

29. Did trainers train based on already agreed upon training content?
    A. Yes B. No C. I have no idea

If you have any idea regarding selection of trainers, please write here under

_____

_____

_____

Indicate the extent for which you agree of disagree with the selection of trainees.

30. Did UMI establish trainee selection criteria?
    A. Yes B. No C. I have no idea

31. If your answer to question no 30 is yes, did it inform and follow client organizations to use it in trainee selection ?
    A. Yes B. No C. I have no idea

32. What were the points included in the criteria? (Answers could be more than one)

A. work experience

B. educational level

C. job responsibility

D. ability to retrain others

E. if any other, please state_____

_____

2.4 Issues regarding Training Facilities and environment

Show the extent to which you agree or disagree with the following issue of training facilities and Environment.

33. Were training materials and teaching aids complete and appropriate to the levels of trainees?

A. yes B. partially yes C. No D. I have no idea

34. Were training inputs complete and conducive?

A. yes B. partially yes C. No D. I have no idea

35. Was the training location conducive to conduct training?

A. yes B. No D. I have no idea

If you have any idea regarding training facilities and environment, please write here under

_____

_____

_____

2.5 Issues regarding Training evaluation

Show the extent to which you agree or disagree with the following issue of training evaluation.

36. Did UMI conduct training evaluation?

A. Yes B. No D. I have no idea

37. If your answer to question no 36 is yes, when was the evaluation took place? (Answers

could be more than one)

A. While the training was in progress

B. when the training program was over

C. at both times.

38. If your answer to question no 36 is yes, why was the training evaluation carried out?

(Answers could be more than one)

A. to know the training objectives were achieved

B. to get feedback for the next training program

C. to provide better service to customers

D. if any other, please state_____

39. If your answer to question no 36 is yes, how was the training evaluation was conducted?

(Answers could be more than one)

A. on regular and continuous bases

B. by using training evaluation forms

C. by evaluating all phases of training processes

D. by using questionnaire

E. the evaluation was carried out while the training was on progress

F. the evaluation was carried out after the training was over

G. in the presence of all concerned bodies.

40. If the training evaluation was not conducted, what were the possible reasons? (Answers could be more than one)

A. less attention was given by the management

B. time consuming

C. financial problem

D. absence off qualified experts

E. absence of awareness for its importance

F. absence of familiarity to conduct it.

G. if any other, please state_____

_____

41. Did UMI conduct training impact assessment?

A. yes B. No D. I have no idea

42. If your answer to question no 41 is no, what were the possible reasons?

A. less attention given by management

B. time consuming

C. financial problem

D. absence of qualified expert

E. absence of awareness for its importance

F. absence of familiarity to conduct it.

G. if any other, please state_____

If you have any idea regarding training evaluation, please write here under _____

_____

_____

Thank You once again

Addis Ababa University
School of Graduate Studies

Faculty of Business and Economics

Department of Public Administration and Development Management

Questionnaire to be *completed by city and sub city officials regarding the training program conducted by* U*rban Management Institute of Addis Ababa* city Administration in the years 2005/06-2007/08 .

The purpose of this questionnaire is purely for academic reasons. It is to collect appropriate information that will help to identify the real problems and recommend possible solutions for the identified problems of training programs carried out by Urban Management Institute of Addis Ababa city administration.

To achieve the purpose, your cooperation in completing this questionnaire is highly appreciated. Accordingly, your response, and timely return is quite vital to determine the success of the research study. Therefore you are kindly requested to react to each one of the questions carefully.

General Direction

- You don't have to write your name
- Mark (X) signs in the boxes given to indicate your response (s).
- Respond to all open ended questions by writing your comments on the spaces provided.
- It is possible to use Amharic or English in giving comments.

Thank you in advance for your cooperation

PART One: General information /personal characteristics

1. Organization _____
2. Sex M ☐ F ☐
3. Age in years below 25 ☐ 46-55 ☐
   26-35 ☐ above 56 ☐
   36-45 ☐
4. Educational Back Ground

Below Certificate ☐ College Diploma ☐

Certificate ☐ BA/BSC ☐

MA/MSC ☐

PhD ☐

5. Work Experience
   Below 10 ☐ 31-40 ☐
   11-20 ☐ above 40 ☐
   21-30 ☐
6. Your position during the research period_____

Part two

2.1 Issues on Training need assessment

Show the extent to which you agree or disagree with the following issue of training need assessment.

7. Did UMI conduct training Need Analysis?

a. Yes b. No c. I have no idea

8. If your answer to question no.7 is yes, which method was employed to conduct the TNA?

(Answers could be more than one).

A. by assessing your organization's mission, vision, organizational structure and other issues.

B. by analyzing job description, minimum requirements and other issues

C. By analyzing employee skill, knowledge and attitude.

D. If any other please specify_____

_____

10. If your answer to question no. 7 is yes, the techniques used to conduct this assessment was: (Answers could be more than one)
    A. By considering supervisor's recommendation
    B. Conducting interview
    C. Observation
    D. Questionnaire
    E. Conducting focus group discussion
    F. If any other technique, please specify_____

10. Did the training need analysis conducted by Urban Management Institute respond to the particular training needs of your organizations?

A. yes B. No C. I have no idea

If you have any idea regarding training need analysis, please write here under _____

_____

_____

_____

2.6 ISSUES ON TRAINING OBJECTIVES F0RMULATION

Show the extent to which you agree or disagree with the following issue of training objectives formulation.

11. Did UMI invite your organization in designing the training objectives?

A. Yes B. No C. I have no idea

12. If your answer to question no 11 is yes, were the training objectives specific, measurable, achievable, relevant and time bound?

A. Yes B. No C. I have no idea

13. Were the training objectives formulated by UMI conducive to overcome your organization's problems and improve its performances?

A. Yes B. No C. I have no idea

If you have any idea regarding training objective formulation, please write here under

_____

_____

_____

2.3 Issues regarding the training Contents

Show the extent to which you agree or disagree with the following issue of training contents

14. Did your organization participate in training content determination?

A. Yes B. No C. I have no idea

15. if your anser to question no 14 is no, what were the reasons?

a. not invited by UMI

b. invited but not participated

c. I have no idea

16. if your answer to question no 14 yes, was it appropriate to achieve the stated training objectives?

A. Yes B. No C. I have no idea

17. Were trainings offered by UMI appropriate to address your organization's training gaps?

A. Yes B. No C. I have no idea

18. Was there a direct link between training contents and trainee's competency and educational level?

A. Yes B. No C. I have no idea

If you have any idea regarding training content, please write here under

_____

_____

_____

2.4 Issues regarding Choosing Training methods

Show the extent to which you agree or disagree with the following issue of choosing Training methods.

19. Which training method was applied more by UMI? (Answers could be more than one)

A. On-the-job-training

B. Off-the-job-training

C. Both methods

D. I have no idea

20. If your answer to question no. 19 is on-the –job-training method, why this method was selected? (Answers could be more than one)

A. it is less costly

B. easy to transfer desired knowledge and skill

C. increase trainee's confidence and productivity

D. enables get immediate feed back

E. enables to provides solutions on the spot

F. it doesn't require special training venue

G. if any other, please state_____

_____

21. If your answer to question no 20 is on-the-job training, which training technique was applied? (Answers could be more than one)

A. mentoring

B. coaching

C. job rotation
D. action learning
E. delegation
F. committee assignment
G. if any other, please state_____
_____

22. Your answer to question no19 is off-the-job training, why this method was chosen? (answers could be more than one)

A. the training is given by professional trainers

B. it helps train many trainees at a time

C. training is given by lecturing

D. avoids work place stress and helps trainee follow the training

E. helps avoid damage of valuable equipment during training

F. if any other, please state_____
_____

23. If your answer to question no 19 is off-the-job training, which training technique was applied? (Answers could be more than one)

A. lecturing

F. case study

G. role playing

H. simulation

I. group discussion

E. committee assignment

G. if any other, please state_____
_____

If you have any idea regarding choosing training methods, please write here under

_____

_____

_____

_____

2.5 Issues regarding Selection of Trainers and trainee

Indicate the extent for which you agree of disagree with the following point towards selecting trainers.

24. Did trainers train based on already agreed upon training content?

A. Yes B. No C. I have no idea

If you have any idea regarding selection of trainers, please write here under

_____

_____

_____

Indicate the extent for which you agree of disagree with the selection of trainees.

25. Did UMI establish and inform you trainee selection criteria?

A. Yes B. No C. I have no idea

26. If your answer to question no 25 is yes, did you follow it to use it in trainee selection ?

A. Yes B. No C. I have no idea

27. What were the points included in trainee selection criteria? (Answers could be more than one).

A. work experience

B. educational level

C. job responsibility

D. ability to retrain others

E. if any other, please state_____

_____

If you have any idea regarding selection of trainees, please write here under

_____

_____

_____

2.6 Issues regarding Training Facilities and environment

Show the extent to which you agree or disagree with the following issue of training facilities and Environment.

28. Were training materials and teaching aids complete and appropriate to the levels of your employee trainees?

A. yes B. partially yes C. No D. I have no idea

29. Were training inputs complete and conducive?

A. yes B. partially yes C. No D. I have no idea

30. Was the training location conducive to conduct training?

A. yes B. No D. I have no idea

If you have any idea regarding training facilities and environment, please write here under

_____

_____

_____

2.7 Issues regarding Training evaluation

Show the extent to which you agree or disagree with the following issue of training evaluation.

31. Did UMI conduct training evaluation?

A. Yes B. No D. I have no idea

32. If your answer to question no 31 is yes, when was the evaluation took place?

(Answers could be more than one)

A. While the training was in progress

B. when the training program was over

C. at both times.

D. I have no idea

33. If your answer to question no 31 is yes, why was the training evaluation carried out?

(Answers could be more than one)

A. to know the training objectives were achieved

B. to get feedback for the next training program

C. to provide better service to customers

D. if any other, please state_____

_____

34 If the training evaluation was not conducted, what were the possible reasons?

(Answers could be more than one)

A. less attention was given by the management

B. time consuming

C. financial problem

D. absence off qualified experts

E. absence of awareness for its importance

F. absence of familiarity to conduct it.

G. if any other, please state_____
_____

35. Did UMI conduct training impact assessment?

A. yes B. No D. I have no idea

36. If your answer to question no 35 is no, what were the possible reasons?

A. less attention given by management

B. time consuming

C. financial problem

D. absence of qualified expert

E. absence of awareness for its importance

F. absence of familiarity to conduct it.

G. if any other, please state_____
_____

If you have any idea regarding training evaluation, please write here under _____
_____
_____
_____

Thank You once again

Addis Ababa University

School of Graduate Studies

Faculty of Business and Economics

Department of Public Administration and Development Management

Questionnaire to be *completed by trainees regarding the training program conducted by* U*rban Management Institute of Addis Ababa* city Administration in the years 2005/06-2007/08 .

The purpose of this questionnaire is purely for academic reasons. It is to collect appropriate information that will help to identify the real problems and recommend possible solutions for the identified problems of training programs carried out by Urban Management Institute of Addis Ababa city administration.

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- You don't have to write your name
- Mark (X) signs in the boxes given to indicate your response (s).
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PART One: General information /personal characteristics

1. Sex ☐ M ☐ F
2. Age in years below 25 ☐ 46-55 ☐
   26-35 ☐ above 56 ☐
   36-45 ☐
3. Educational Back Ground
   Below Certificate ☐ College Diploma ☐
   Certificate ☐ BA/BSC ☐
   MA/MSC ☐
   PhD ☐
4. field of specialization_____
5. Work Experience
   Below 10 ☐ 31-40 ☐
   11-20 ☐ above 40 ☐
   21-30 ☐
6. your position during the research period_____
7. Name of courses you attended in a training program organized by UMI?

   _____

   _____

Part two

2.1 Issues on Training need assessment

Show the extent to which you agree or disagree with the following issue of training need assessment.

8. Was the training need analysis conducted by UMI respond to your training need?

a. Yes b. No c. I have no idea

If you have any idea regarding training need analysis, please write here under _____

_____

_____

_____

2.7 ISSUES ON TRAINING OBJECTIVES F0RMULATION

Show the extent to which you agree or disagree with the following issue of training objectives formulation.

9. Did you know the training objective of the training program you participated?

A. Yes B. No C. I have no idea

If you have any idea regarding training objective formulation, please write here under

_____

_____

_____

2.3 Issues regarding the training Contents

Show the extent to which you agree or disagree with the following issue of training contents characterized in your organization

10. Was the training program you participated sufficient enough to overcome your knowledge,

skill and attitude gap

A. Yes B. No C. I have no idea

11. if your answer to question no 10 is no, what were the possible reasons?

A. the training was not in line with my interest

B. training schedule was short

C. the training content was not responsive to skill gap

D. the training was not supported by work related examples

E. the training was lecture focused

F. the training was not supported by group discussion

G. if any other, please state_____
_____

12. Was the training content capable to achieve the stated training objectives?

A. Yes B. No C. I have no idea

13. Were the training contents arranged sequentially and logically?

A. Yes B. No C. I have no idea

14.. Was the training content appropriate to trainee's educational level and understanding?

A. Yes B. No C. I have no idea

15. Was the training important to your job and responsibility?

A. Yes B. No C. I have no idea

If you have any idea regarding training content, please write here under

_____

_____

_____

2.4 Issues regarding Choosing Training methods

Show the extent to which you agree or disagree with the following issue of choosing

training methods.

16. Which training method was applied in the training program you attended? (Answers could be more than one)

A. On-the-job-training

B. Off-the-job-training

C. Both methods

D. I have no idea

17. Was the training method appropriate to transfer knowledge and skill?

A. Yes B. No C. I have no idea

18. If your answer to question no 17 is no, what were the possible reasons? (Answers could be

more than one)

A. the training schedule was short

B. The training was not supported by sufficient training aids.

C. The training was not supported by sufficient and work related examples

D. The training was focused only on lecturing

E. The training as not supported by group discussions

F. if any other, please state_____

19. Did the training you attend help you register better result in your job performance?

A. Yes B. No C. I have no idea

If you have any idea regarding choosing training methods, please write here under

_____

_____

_____

_____

2.5 Issues regarding Selection of Trainers and trainee

Indicate the extent for which you agree of disagree with the following point towards selecting trainers.

20. Did trainers have sufficient practical experience?

A. Yes B. No C. I have no idea

21. Were trainers well versed and had training skills?

A. Yes B. No C. I have no idea

22. Were trainers had the skill to train in such a way that brings positive impact on the trainee's real life?

A. Yes B. No C. I have no idea

23. Were trainers entertain trainee's opinions and facilitate group discussions?

A. Yes B. No C. I have no idea

if you have any idea regarding selection of trainers, please write here under

_____

_____

_____

Indicate the extent for which you agree of disagree with the selection of trainees.

24. Did your organization establish trainee selection criteria?

A. Yes B. No C. I have no idea

25. On which trainee selection criteria were you selected for the training program you attended?

A. work experience

B. educational level

C. job responsibility

D. ability to retain others

E. supervisor's recommendation

F. performance evaluation

G. if any other, please state_____

_____

2.6 Issues regarding Training Facilities and environment

Show the extent to which you agree or disagree with the following issue of training facilities and Environment.

26. Were training materials and teaching aids complete and appropriate to the levels of trainees?

A. yes B. partially yes C. No D. I have no idea

27. Were training inputs complete and conducive?

A. yes B. partially yes C. No D. I have no idea

28. Was the training location conducive to conduct training?

A. yes B. No D. I have no idea

If you have any idea regarding training facilities and environment, please write here under

_____

_____

_____

2.7 Issues regarding Training evaluation

Show the extent to which you agree or disagree with the following issue of training evaluation.

29. Did UMI conduct training evaluation?

A. Yes B. No D. I have no idea

30. If your answer to question no 29 is yes, when was the evaluation took place? (Answers could be more than one)

A. While the training was in progress

B. when the training program was over

C. at both times.

31. If UMI conducts training evaluations, what points were included in the evaluation? (Answers could be more than one)

A. training content

B. trainer's abilities, skill and competencies

C. training inputs and location

D. training material preparation, supply and quality

E. training methods

F. accommodations

G. if any other, please state_____

_____

If you have any idea regarding training evaluation, please write here under _____

_____

_____

_____

Thank you once again

Addis Ababa University
School of Graduate Studies
Department of Public Administration and development Studies

Interview question to be answered by UMI officials

1. Regulation No. 13/1998 allows the establishment of Board for the Urban Management Institute. Is it established? If not what were the benefits the Institute loses as a result?

2. The Institute has the Mandate to conduct Training need analysis. How did it carried out this task? Was it possible to respond client organization's specific performance gaps on the basis of the training program that did not take into account the specific training needs of organizations?

3. How did the Institute determine the training content for each course? Did UMI take the initiative to invite client organizations to take part in the determination of training content?

4. Was there clear and transparent trainer selection criteria? If yes, what were the points?

5. Did trainers know the client organization's product, service or even customers?

6. Was there a practice of training impact assessment? If no, what were the major challenges not to conduct?

7. Did you establish trainee selection criteria for each course you provide? If yes, was it respected by client organizations?

8. How do you explain the budget, facility, staff turn over and other issues in your Institute? And their impact on the training service delivery of the Institute?

9. How do you evaluate the general performance of the training practice in light of training theories and principles?

Thank You

DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all the sources of materials used for the thesis have been duly acknowledged.

Declared by

Name: Mahetem Merawi

Date: _____

Signature: _____

Confirmed by Advisor:

Name: _____

Date: _____

Signature: _____

Place and date of Submission_____