ST. MARY'S UNIVERSITY
SCHOOL OF BUSINESS

ASSESSMENT OF TRAINING PRACTICES AND CHALLENGES
AT
MANAGEMENT SCIENCES FOR HEALTH – ETHIOPIA

BY

EDOM FREW TEKABE

JANUARY, 2016
ADDIS ABABA, ETHIOPIA

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APPROVED BY BOARD OF EXAMINERS

Dean	**Signature**
Shoa Jemal (Asst. Prof.)	
Advisor	**Signature**
Chalachew Getahun (PhD)	
External Examiner	**Signature**
Maru Shete (Asst. Prof.)	
Internal Examiner	**Signature**

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List of Acronyms and Abbreviations

TNA: Training Need Assessment

SMART: Specific, Measurable, Attainable, Relevance and Timely

HRM: Human resource management

HRD: Human Resource Development

KSA: Knowledge, Skill, Ability

OJT: On the Job Training

PDP: Professional Development Plan

MSH: Management Sciences for Health

COMU: Common Operations Management Unit

NAR: Need Assessment Result

MEOP: MSH Ethiopia Operations Platform

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ABSTRACT

The study aims at assessing the overall training practices and challenges of Management Sciences for Health-Ethiopia. It looks through how TNA is conducted, how training is designed, how it is delivered and evaluated, and finally to find out the major challenges of training. Data were collected through a questionnaire and interview. The data were gathered through a combination of both unstructured interviews with higher level managers and a questionnaire addressed to the employees of the organization. The data received were analyzed by using narration and descriptive statistic. The findings of the research revealed that limited training programs are conducted in the organization by following the basic four steps which are assessing training needs, designing training programs, delivering training and evaluating the outcomes of training. Lack of TNA, unavailability of funding, lack of proper training plan, and difficulty in evaluating training outcome are mostly considered as the factors that hinder training programs from becoming successful. So in light of the above problems, the following recommendations were forwarded. Communicating professional development opportunities and training policy of the organization, conducting a formal TNA by involving the employees in identifying their training needs, use both internal and external training methods in accordance with the benefits of the organization, increasing employee motivation and increasing allocation of funds. Evaluation has to be also practiced all the way through the training programs using the various assessment techniques.

Keywords: *Training Need Assessment, Training Objective, Training Design, Training Delivery, Training Evaluation, Training Challenges*

CHAPTER ONE: INTRODUCTION

The first chapter serves as an introduction to the research under review. It gives a broad summary of the background of the study, the problem statement, objective of the study and the research questions. The scope of the study, the significance of the study and limitations are also covered in this chapter. The definitions of key terms are stated and finally the structure of the thesis is outlined.

1.1 Background of the Study

One of the most important sections of an organization is human resource management. It is the human resources that supply the knowledge, skills, and creativity in an organization. Human efforts are very important to effectively and efficiently utilize other resources of an organization for the successful realization of desired organizational goals.

Helping employees to become effective in their job is a fundamentally important task in management that any organization has to undertake. Employers depend on the quality of their employees' performance to achieve organizational aims and objectives; employees have motivational need for development, recognition, status and achievement that can and should be met through job satisfaction and performance achievements (Tyson, 2006).

A well-organized training should incorporate four phases. Training needs assessment, training design, training delivery and training evaluation (Furjanic and Trotman, 2000). The first step in designing a training and development program is to conduct a need assessment. The training assessment begins with a "need" which can be identified as a gap between what is currently in place and what is needed. The results of the need assessment allow the training manager to set the training objectives by answering two basic questions: who needs training and what training is needed. Sometimes performance gaps can be reduced or eliminated through other management solutions like communicating expectations, providing a supportive work environment, removing obstacles and checking job fit. Afterwards, training design and training implementation will follow.

The final phase of the training program is an evaluation of the program to determine whether the training objectives were met. Information gathered from the training evaluation is a great input for the next cycle of training needs assessment. It is important to note that the training needs assessment, training objectives, design, implementation and evaluation process are a continuous process for an organization.

Armstrong (2001) states that the fundamental aim of training is to help organizations achieve their purpose by adding to their key resources i.e. the people they employ. Investing in training means that employees will be able to perform better and empower themselves to make use of their natural abilities.

Effective training depends on knowing what results are required for the person, the department and the organization. This study emphasizes on both the theoretical and practical aspects of employee training practices and challenges that are being undertaken by Management Sciences for Health-Ethiopia.

Management Sciences for Health is a non-profit international public health organization dedicated to saving lives and improving the health of the world's poorest and most vulnerable people by closing the gap between knowledge and action in public health. MSH established in 1971 with the broad goal of supporting public health management innovations. MSH is a non-profit institution which primarily conducts educational, scientific and applied research programs in the public interest. (MSH-Ethiopia employee handbook, 2011)

Management Sciences for Health has been saving lives and improving health in Ethiopia since 2003 in the areas of HIV/AIDS care, treatment and support; tuberculosis; malaria; pharmaceutical systems strengthening; supply chain management; and leadership and management. (MSH Ethiopia employee handbook, 2011)

In Ethiopia, MSH has been implementing various projects within its expertise areas through the support of USAID and PEPFAR. Currently, there are six active projects namely; Systems for Improved Access to Pharmaceutical and Services Programs, The Supply Chain Management System, Help Ethiopia Address the Low TB Performance,

The Challenge TB program, Leadership, Management and Governance Project, Strengthening Human Resources for Health and Family Health Efficiency, Effectiveness, and Equity Initiative Project.

The Organizational Structure of MSH projects in Ethiopia operate a joint office facility in Addis Ababa. In order to provide cost-effective and efficient project support, they share an operational platform referred to the MSH Ethiopia Operations Platform/Common Operations Management Unit (COMU). In addition to the central office in Addis Ababa, MSH operates a regional office which is located in Bahir Dar. The regional offices also function as One MSH, providing accommodation and operational services for all MSH activities operating in the region.

In recognition of these factors, this study will examine the training practices and challenges in line with the need analysis, design, implementation and evaluation of its practice. The topic is important to investigate, as MSH is a big organization with numbers of employees, both professional and support staffs, and systematic training and developing programs is crucial in achieving distinctive capabilities which helps to assure sustainable growth and win the competitive advantage.

1.2 Statement of the Problem

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, organizations need to develop and train their employees. Organizations can use training to overcome deficiencies in employees. (Tenaye Gugsa, May 2013)

The absence of well-established training policy, lack of adequate budget, inadequate needs assessment, inappropriate training objectives, trying outdated training methods, lack of close supervision and follow up are some of the major problems that most organizations in Ethiopia are facing. These problems later on lead the organizations to lack of optimum man-task relationship, resistances of employees in taking future assignments, decrease in productivity, increase in operational error, increase in employee

turnover and absenteeism, and decrease in employee morale and confidence. (Dejene Adugna, December 2010)

There are several practices of employee training in MSH and the main objective of this research is to verify if such practices are practiced in a systematic and planned way, based on the training needs and policies of the organization. Formal and informal interviews were conducted with employees of MSH-Ethiopia to obtain preliminary information as regards to the study topic.

Further some employees expressed the following as Problems;

- There is a lack of attention for prior training need assessment and design at an organizational level
- Unavailability of funding
- Lack of proper training planning
- Difficulty in attending trainings because of high workload
- Lack of employee motivation to participate in the training programs
- Lack of effective training evaluation after training programs is conducted

Hence, this study mainly deals with investigating the actual practice of the MSH's training, identifying the challenges faced and to forward a recommendation that helps align it with acceptable standards.

1.3 Research Questions

The study concerned with assessing the training practices and challenges faced by MSH-Ethiopia. It addresses the following basic research questions;
- How does the organization conduct training need assessment?
- What are the methods used to design the training programs?
- What kind of training delivery techniques are used in the organization?
- What methods are used to evaluate trainings, in a way that enhances the worth of the programs?

- What challenges are encountered by the organization during the training practices?

1.4 Objectives of the study

1.4.1   General Objective

The main objective of this study is to assess the overall training practice and challenges at Management Sciences for Health.

1.4.2   Specific Objectives

The specific objectives of the study are:

❖ Investigate the training need assessment practices of the organization
❖ Identify the training design practice of the organization
❖ Explore the training delivery practice of the organization
❖ Assess the organization's practice on evaluation of training programs
❖ Pin point the major challenges of the training practices at MSH

1.5 Definition of Terms

Human Resource Management (HRM): Human resource management is defined as a strategic and coherent approach to the management of an organization's most valued assets – the people working there who individually and collectively contribute to the achievement of its objectives (Armstrong, 2006).

Training: The systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job (Armstrong, 1997).

Training need assessment: is a process for identifying and prioritizing gaps between current and desired results (Kaufman et al., 1993).

Training design / plan: is the process of developing a plan of instruction for each training program to be offered to meet training objectives (Goldstein and Ford, 2001).

Training evaluation: refers to the process of collecting the outcomes needed to determine whether training is effective or not (Noe, 2010).

On the job training: refers to new or inexperienced employees learning in the work setting and during work by observing peers or managers performing the job and trying to imitate their behavior (Noe, 2010).

1.6 Significance of the Study

This study is expected to have an important managerial implication for the organization on how to enhance job satisfaction as well as work productivity of the employees by designing and providing effective training (ensuring value for money) and development programs.

The research findings are expected to help:

i. In identifying the current practices and challenges at MSH;
ii. The study organization to have a better training practices;
iii. As a reference for further study in the area;
iv. As benchmark/case study for designing and implementing effective and efficient training practices for other similar organizations.

1.7 Scope of the Study

The study gives emphasis on the assessment of the training practices and challenges at MSH Ethiopia. This study was only limited to the information and data gathered till the time frame of preparation of this paper. Geographically, the study is confined in MSH-Ethiopia, operating in Addis Ababa. Conceptually, this study mainly focuses on the non-managerial full time employees and it doesn't refer to managerial employees, consultants, partners and other temporary workers. The study does not look over any secondary data of MSH that are related to its activities outside Ethiopia.

Since the study is conducted on one organization, the findings cannot be used as a generalization to all organizations but for organizations with similar situations.

1.8 Limitation of the Study

The study focuses on assessing the overall training practices and challenges of MSH Ethiopia and forwards the possible recommendations accordingly. However the researcher faced the following difficulties while conducting the study;

- Late response and unreturned questionnaires by the participants
- Access to the management teams at work place

Though these and other minor problems were some limitations, the researcher tries to exploit any options that help to curb the problems (conduct telephone interview with the management teams, sending out questionnaires to be filled by email and convincing about the benefit of the research to the employees made them more to devote).

1.9 Organization of the Paper

This research paper consists of five chapters. Chapter one presents the background of the study and explains the research problem. This chapter addresses the research objective to be achieved, the research question to be answered and briefly explain the importance of the research. It also presents the scope and limitation of the study. Chapter two focuses on the literature review of the theoretical finding from secondary sources such as journal, articles and etc. Empirical studies have been assessed in this chapter to enable the construction of conceptual framework of this research. Chapter three describes how the research is carried out in terms of research design, population and sampling procedures, sources of data, methods of data collection, pilot testing-validity and reliability, the methods of data analysis and ethical considerations. The results of the analysis are presented in chapter four by using the data and results generated from the procedures set in chapter Three. Finally, chapter Five deals with summary of major finding, conclusions and recommendations.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This chapter reviews different books, articles, published thesis and other secondary data to define and give background to the meanings and importance of training, effective training practices, transferring training, training techniques, types of training, the training process, problems of training, last but not least training and development policy of MSH.

2.1   Concept of Training

It is a universal fact that human resources are the key drivers of the prosperity and success of any organization. How employees carry out their jobs is at the heart of any given organization. According to Tyson (2006) employers depend on the quality of their employees' performance to achieve organizational aims and objectives; employees have motivational needs for development, recognition, status and achievement that can and should be met through job satisfaction and performance achievements.

Armstrong (2006) defines training as the planned and systematic modification of behavior through learning events, programs and instruction, which enables individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively.

Cole (1993) defined training as any learning activity which is directed towards the acquisition of specific knowledge and skills for the purposes of an occupation or task while Cascio (1992) referred to performance as an employee's accomplishment of assigned tasks. In 1992, Cascio posited further that pre-determined standards should be set against which actual performances are measured and that without any rule of measurement, it will be difficult to assess performance. In other words, before claims can be made that people are under-performing then there must be some performance expectations.

Training is the use of systematic and planned instruction activities to promote learning. The approach can be summarized in the phrase 'learner-based training'. It involves the use of formal processes to impart knowledge and help people to acquire the skills

necessary for them to perform their jobs satisfactorily. It is described as one of several responses an organization can undertake to promote learning (Armstrong, 2006).

According to Tyson (2006), training in a work organization is essentially a learning process, in which learning opportunities are purposefully structured by the managers, HR and training staff working in collaboration, or by external agents acting on their behalf.

Training offered to employees, may help them reduce their anxiety or frustration, brought on by work demands, that they are not familiar with, and they are lacking the skills to handle effectively (Sahinidis and Bouris, 2008). From a company perspective, training of company employees is essential for organizational operation and organizational advancement. From an employee perspective, these same factors are both crucial and critical for skill development and for career advancement (Acton and Golden, 2003).

In addition to that, Kennedy (2009) found that the frequency of training received has an impact on job performance. After analyzing data from employees of the Judicial Service of Ghana, he reported that many employees associated frequent in-service training with improved job performance. Similarly, Singh & Mohanty (2012) found a significant relationship between frequent on-the-job training and employees' performance.

The fundamental aim of training is to help the organization meet its organizational objectives by increasing the value of its major resource, namely, its employees. Stredwick (2005) sets out three specific training objectives:

- To develop the competences of employees and improve their performance.
- To help people grow within the organization in order that, as far as possible, its future needs of human resources can be met from within the organization.
- To reduce the learning time for employees starting in new jobs on appointment, transfer or promotion, and ensure that they become fully competent as quickly and economically as possible.

2.2   MSH's Organizational Plan

The global MSH Strategic Roadmap (2012-2017) sets the course for advancing MSH's mission to save lives and improve the health of the world's poorest and most vulnerable people by closing the gap between knowledge and action in public health (MSH Ethiopia handbook, 2011). As part of this roadmap, MSH has identified overarching goals for the next five years at three levels:

1) **Impact** – The ultimate impact of MSH work, saving lives and improving health *(Goal 1)*

2) **Outcomes** – The direct outcomes of the work and the way in which it achieves health impact, country-level health impact *(Goal 2),* and advancing global health practice *(Goal 3);* and

3) **Performance** –The organizational performance goals, things must be done internally to achieve the goals; Diversify, grow and safeguard *(Goal 4),* Deliver value for money *(Goal 5),* Leverage MSH global talent *(Goal 6)*, and be a learning organization *(Goal 7)*

Goal 7: Becoming a Learning Organization

MSH defines a learning organization as one where employees continually create, acquire, and transfer knowledge, helping the organization remain innovative, effective, and able to respond to change. Moorby (1996) also points out that this concept involves regarding the organization as a living organism existing in its environment that needs to have good feedback mechanisms and the ability to adapt to changing circumstances by taking timely action.

MSH recognizes that in order to achieve its organizational potential for saving lives and improving health outcomes, there must be a paradigm shift in the way it thinks about, captures, exchanges, and rewards learning. As a result of this recognition, MSH included in its overall strategy Goal 7 – Being a learning organization and adopted the learning framework below.

Figure 2.2: Goal-7 MSH Learning Framework

Source MSH Ethiopia Learning Plan, 2011

2.3 Systematic Training

Training should be systematic in that it is specifically designed, planned and implemented to meet defined needs. It is provided by people who know how to train and the impact of training is carefully evaluated (Armstrong, 2006). As Stredwick (2005) points out, the model of training consists of a simple four stages,

Stage 1 Assessing training needs

Stage 2 Planning the training

Stage 3 Carrying out the training

Stage 4 Evaluating the training

2.3.1 Assessing training needs

In the assessment phase, planners determine the need for training and specify the objectives of the training effort. Mathis and Jackson (2006) the first step in creating effective training programs is to determine what training employees need. Training Needs Assessment is the process of gathering data to determine what training needs employee

have so that training can be developed to improve the effectiveness of employees and thereby help the organization meet its business objectives (Brown, 2002).

While each of the four stages in the training process is important, assessment aims the entire process in the right direction (Furjanic &Trotman, 2000). The assessment phase provides the information necessary to design the training program (Goldstein & Ford, 2001).

Conducting a training need assessment helps an organization to design the necessary program as per the individual competency profile focusing on the performance difficulties. There are various approaches on analyzing needs, the two most traditional being a problem-centered approach or matching the individual's competency profile with that for the job that person is filling. According to Torrington et al. (2005) the problem-centered approach focuses on any performance problems or difficulties, and explores whether these are due to a lack of skills and, if so, which. The profile comparison approach takes a much broader view and is perhaps most useful when an individual, or group of individuals, are new to a job.

The first step in training needs assessment is analyzing what training might be necessary. According to Salas et al. (2012) training needs analysis is conducting a proper diagnosis of what needs to be trained, for whom, and within what type of organizational system. Mathis and Jackson (2011) classified the analyzing phase in three; organizational analysis, person analysis and task analysis.

Organizational Analysis

Training needs can be identified by analyzing organizational outcomes and looking at gaps of future organizational needs. Organizational analysis comes from various operational measures of organizational performance.

Person Analysis

The second means of diagnosing training needs focuses on individuals and how they perform their jobs. This is done through Performance appraisals, Skill tests, Individual assessment tests, Records of critical incidents, Assessment center exercises, Questionnaires and surveys, Job knowledge tools or Internet input. This procedure determines who needs the training and what they need to be trained on (Tannenbaum & Yukl, 1992).

Jobs/Task Analysis

The third way of analyzing training needs, according to Mathis and Jackson (2011) is to review the jobs involved and the tasks performed in those jobs. This can be done either by comparing the requirements of jobs with the KSAs of employees, training needs can be identified or to survey employees and have them anonymously evaluate the skill levels of their peers and estimate the skill levels necessary to be successful. Salas et al. (2012) also pointed out that with a particular training target in mind, this component of TNA specifies the critical work functions of a job and outlines the task requirements as well as the competencies (i.e., KSAs) needed to complete these tasks.

TNA identifies the list of skills/knowledge an employee need in order to achieve organizational goals. Therefore, training need assessment will be a great input to be able to plan, design and implement a training program that helps direct resources to the areas of utmost need, those that closely relate to accomplishing the organizational goals and objectives, and will also improve productivity of the organization work force.

2.3.2 Planning of the training

The second step in training needs assessment is establishing training objectives and priorities by a "gap analysis," which specifies the distance between where an organization is with its employee capabilities and where it needs to be. Training objectives and priorities are then determined to close the gap. Mathis and Jackson (2011) three types of training objectives can be set:

- **Attitude:** Creating interest and awareness of the importance of something (e.g., sexual harassment training)
- **Knowledge:** Imparting cognitive information and details to trainees (e.g., understanding how a product works)
- **Skill:** Developmental behavioral changes in how jobs and various task requirements are performed (e.g., improving speed on an installation)

After training objectives are identified, the design phase of the training process is initiated:

- Select the internal/external person or resource to design and develop the training
- Select and design the program content
- Select the training techniques used to facilitate learning
- Select the appropriate setting
- Select the materials to be used in delivering the training
- Identify and train instructors (if internal).

According to Gusdorf (2009) training design begins with the decisions made in the needs analysis process and ends with a model for the training program. Using learning objectives as a guide, trainers must determine what content to include in the curriculum, how detailed the content should be and how it is to be presented.

2.3.3 Carrying Out the Training

Once completing the design phase, the training is ready for implementation: schedule facilities, classes and participants, schedule instructors to provide trainings, prepare materials and deliver according to the schedule.

Employees need to be aware of the objectives and have the necessary information about the training. According to Stredwick (2005) in terms of carrying out the training, it is important to ensure that the employees concerned are fully aware of the objectives before they start and that they have the necessary information regarding the training itself.

Stedwick (2005) also argues that there is no distinct cutting-off point between planning and implementing the training. Inherent within the planning process is the decision on a number of issues:

- Should the training take place on-the-job or off-the-job?
- Should it be held in the company or outsourced to a training provider?
- Which techniques should be used?

There are different ways of delivering training. According to Goldstein and Ford (2001) training delivery can be either traditional or emerging. The traditional approach refers to those trainings that are instructive-led by trainees presented in a classroom setting, self-directed learning programs and simulated work settings where trainees can watch instructors demonstrate skills, obtain practice and receive immediate feedback.

2.3.4   Evaluation of Training

Evaluation of training compares the post-training results to the pre-training objectives of managers, trainers, and trainees. Too often, training is conducted with little thought of measuring and evaluating it later to see how well it worked (Mathis and Jackson, 2011).

Kirkpatrick (2009) identified four levels at which training can be evaluated;

Reaction: Organizations evaluates the reaction levels of trainees by conducting interviews with or administering questionnaires to the trainees.

Learning: Learning levels can be evaluated by measuring how well trainees have learned facts, ideas, concepts, theories, and attitudes.

Behavior: Evaluating training at the behavioral level means measuring the effect of training on job performance through observing job performance.

Results: Employers evaluate results by measuring the effect of training on the achievement of organizational objectives.

2.4   Training Methods

A careful use of training methods can be a very cost-effective investment in the sense of using the appropriate method for the needs of a person or group (Beardwell et al., 2004).

Training methods and locations can be discussed under three broad headings, i.e. training at the workplace, training at organizational or external centers (off-job training) and a combination of training in the workplace and training centers (Tyson, 2006).

2.4.1   On the Job Training

Cannell (1997) defines OJT as training that is planned and structured that takes place mainly at the normal workstation of the trainee – although some instruction may be provided in a special training area on the site – and where a manager, supervisor, trainer or peer colleague spends significant time with a trainee to teach a set of skills that have been specified in advance.

Learning on the job provides trainees with experience which is a combination of work-based knowledge and the development of skills. As the trainee gain experience, the range or complexity of skills which he/she undertakes without guidance increases. As Stredwick (2005) point out it is appropriate where immediacy and realism are essential. Its advantages is that, it provides instant entry into the job, the trainees work, learn and develop expertise at the same time, they can see the results of their actions and they can usually be effectively supervised while they are learning.

2.4.2   Off the Job Training

Most people are familiar with formal methods of training centers and many organizations use centers or hire hotel and conference accommodation for central events (Tyson, 2006).

Yet off-the-job training is sometimes necessary to get people away from the hustle and bustle of the work environment. This enables the trainee to study theoretical information or be exposed to new and innovative ideas (Beardwell et al., 2004).

According to Stredwick (2005), it can also help to give an immediate good first impression for a new employee. Trainees can make mistakes without the fear of an immediate cost to the organization and tests can be set up for each stage to ensure that the job has been learnt thoroughly before being released into the real working situation.

2.4.3 Combination (off the job and on the job methods)

The combination of workplace and central methods of training, broadly speaking, takes two forms: a series of modules; and open and distance learning methods (Tyson, 2006). The use of a series of modules has proved to be a very effective means of providing training for complete subjects such as management and training of trainers. While open and distance methods of learning are familiar to most people through correspondence courses and the Open University.

2.5 Training Techniques

Many of the styles and techniques to be described can apply only to off the-job situations, but some can also apply to on-the-job training (Stredwick, 2005). The techniques of training can be classified as the followings;

2.5.1 Classroom and Conference Training

Lectures and discussions are a major part of this training. The numerous management development courses offered by trade associations and educational institutions are examples of conference training. Both classroom and conference training frequently make use of training techniques such as discussions, films, and tapes to enhance the learning experience (Mathis and Jackson, 1999).

2.5.2 Group exercises

In a group exercise the trainees examine problems and develop solutions to them as a group. Group exercises can be used as part of a team-building program and to develop interactive skills. They can be combined with other techniques such as the discovery method, encouraging participants to find out things for themselves and work out the techniques and skills they need to use (Armstrong, 2006).

2.5.3 Apprenticeships and Internships

It is a form of on-the-job training in which the trainee works with a more experienced employee for a certain period of time and learns group related skills that will eventually equip the trainee to perform new job. Organizations that employ skilled trades' people such as carpenters, plumbers, pipe fitters, electricians, printers develop journeymen by instituting approved apprenticeship programs (Wexley & Latham, 2002**).**

2.5.4 Coaching and Mentoring

This is another version of the system, in which a senior or experienced employee takes charge of the training and development of a new employee. The mentor acts as an adviser and protector to the trainee (Beardwell et al., 2004). According to a study by Brockbank and Beech (1999) overemphasis on the technical side of the mentoring process and an underestimation of the emotional side can have negative results. They recommend that appropriate support should be provided for mentors themselves.

2.5.5 E-learning

E-learning can be defined as 'learning that is delivered, enables or mediated by electronic technology' (Sloman and Rolph, 2003). While e-learning has been characterized as requiring high investment in terms of hardware, software and design time, it has also been characterized as cost-effective in the long run, with the ability to provide speedy and flexible training.

E-learning is not so much about technology as about learning based on technology. Armstrong (2006) classifies e-learning as;

- self-paced e-learning: when the learner is using technology, but is not connected to instructors or other learners at the same time;
- live e-learning in which by the use of technology, the instructor and the learner are together at the same time but in different locations; and

- Collaborative e-learning, which supports learning through the exchange and sharing of information and knowledge amongst learners by means of discussion forums, communities of practice, bulletin boards and chat rooms.

In order to be effective, technology-based training must have a clear purpose and incorporate the right learning principles (as we offer here) into the design of the program (Bedwell & Salas, 2010).

2.6   Training Responsibilities

A typical division of training responsibilities is shown in the below Figure. The HR unit serves as a source of expert training assistance and coordination. The unit often has a more long-range view of employee careers and the development of the entire organization than do individual operating managers (Mathis and Jackson, 2006).

Table 2.6: Training Responsibilities

HR Units	Managers
Prepares skill-training materials	Provide technical information
Coordinate training efforts	Monitor training needs
Conducts or arranges for off-the-job training	Conduct on-the-job training
Coordinates career plans and employee development efforts	Continually discuss employees' growth and future potential
Provides input and expertise for organizational development	Participate in organizational change

2.7   Transfer of Training

Transfer of Training occurs when trainees actually use on the job the knowledge and information they learned in training. According to Mathis and Jackson (2011), effective transfer of training meets two conditions. First, the trainees can take the material learned in training and apply it to the job context in which they work. Second, employees maintain their use of the learned material over time. The transfer is critical Downloaded

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from because without it, an organization is less likely to receive any tangible benefits from its training investments (Salas et al., 2012).

Reynolds (2004) argues that 'The transfer of expertise by outside experts is risky since their design is often removed from the context in which work is created.' This is a fundamental problem and applies equally to internally run training courses where what has been taught can be difficult for people to apply in the entirely different circumstances in their workplace.

2.8 Training Policy of MSH

2.8.1 MSH Staff Development Philosophies

MSH is committed to the development of its employees through the entire employee life cycle. MSH considers staff development as a partnership with the employee where both MSH and the employee take responsibility for further employee development. Together, the employee and supervisor assess the needs of the employee and MSH to identify options for increasing competencies (knowledge, skills or abilities).

2.8.2 MSH Staff Development Policy

MSH encourages continuous learning and skills development for staff through various learning options. Funding for participation in work-related or project-sponsored development and training is distributed according to established guidelines. The process and guidelines for requesting staff development and managing developmental activities is outlined below.

Staff development is a partnership at MSH, where the employee and supervisor each have a part in identifying needs and achieving professional development goals agreed upon and documented in the Professional Development Plan (PDP).

- **Employees** are expected to manage their own careers. Employees should take an active part in the process of planning their own staff development and undertaking agreed staff development activities. They are responsible for self-assessing and

identifying personal preferences for areas of professional growth, and providing suggestions for appropriate learning opportunities.

- **Supervisors** are responsible for assessing the needs of MSH, developmental needs and skill gaps of their employees, and the fit with an employee's capabilities and interests in meeting MSH's needs. The supervisor then supports growth through coaching and feedback and the identification of learning opportunities. The supervisor works to identify and access available resources and keeps the employee informed of opportunities.

2.8.3   Development Activities and Options

Staff development opportunities may be external or provided for MSH staff through in house learning activities. These in house opportunities are offered by MSH and at times in collaboration with other partner organizations.

Development comes in many forms, not just training:

- **Orientation/Onboarding:** spans the first 3 − 6 months of employment. A structured program to provide MSH, center, office, project, work group, and job familiarity and assimilation. Orientation applies to new staff and newly promoted staff.
- **Skills Training:** classroom or virtual courses/workshops provided by MSH or outside vendors (including webinars, Technical Exchange Networks, LeaderNet, LINGOs)

2.8.4   Funding

Project budgets often include funds for capacity building of staff to improve project performance. Project funds are the primary level of support for staff development for project-based staff.

MSH has established a limited pool of funds to support staff development which is available to all eligible employees. Some staff development activities require funding while other activities do not. If funding is needed, it may be designated as full, partial or

shared, or none available. The allocation of funds is dependent upon the level of priority. Priority is determined by the supervisor who considers the goals of the organization, work group needs, the amount of time and money needed (i.e. "Value for Money"), the importance to the employee's job success, and the categorization of the activity. The supervisor also consults with the Project/COMU Director or Vice President, Office or Center in determining the level of priority.

Staff development activities are categorized in one of the following ways:

Required - staff development or training that is required by legislation, a condition of employment, or compulsory for a specific role or activity.

Work-related - clearly linked to the achievement of agreed upon objectives.

If funds are needed to support a development activity, they are assigned according to the following descending order of preference:

1. Projects funds

2. Office or Center overhead funds

3. MSH overhead staff development pool

4. A combination of the above

What MSH funds will pay for?

Costs - When available, funds may be used to cover program enrollment fees, conference registration, tuition, materials, transportation, meals, and lodging.

Time - When the use of work time is approved for participation, employees are not expected to make up missed time and the time is charged in the code provided by the supervisor. In cases where work time is not approved, the participation time may be charged to the employee's accrued vacation time or can be a leave of absence without pay.

2.8.5   Employee Obligations for Staff Development

MSH has an obligation to its donor to assure any project funds are spent to further the project. Therefore, it is essential that MSH is able to demonstrate how staff development benefits a project. In order for MSH to make this connection and justify funding of staff development to their donor, they need to assure that the employee is committed to staying with MSH and work on the project for a period of time long enough to allow the application of the new knowledge, skill, or ability and for it to have a positive impact.

In order to achieve this obligation, MSH encourages an employee to commit to remain with MSH for at least six months after receiving funding for professional training and use the new capability to further the achievement of MSH's mission.

2.9   Empirical Literature Review

Research conducted by Longenecker (2007) revealed that results-oriented leaders realized that proper training and educating their workers increased the likelihood of achieving high performance and that poorly trained workers can create a myriad of performance problems. The study showed that high performance leaders were doing the things necessary to develop their workers and to educate them about the bigger picture of their organization to enable them to make better decisions and be more engaged. The over-arching finding concludes that high performance business leaders are actively engaged in the training and that they do not abdicate that responsibility to others.

Ghosh et al., (2012) found that of the seven independent variables (explanation of concepts, clarity in giving instructions for class exercises, comfort level with the subject matter, clarity in responding to questions, ability to keep the session lively and interesting, ability to use teaching aids effectively, and rapport with trainees) they used to investigate the effect on trainee satisfaction, only two, namely trainer's comfort level with the subject matter and trainer's rapport with trainees, were found to be the significant predictors of trainee satisfaction.

One of the most important findings of a research done by Nikandrou et al., (2009) is the significant impact of trainees' goals and expectations regarding training transfer to the

workplace at the beginning of the training. The person's goals had the most decisive role in transferring the training to work or not. That is, people participating in training with the goal of developing their own skills and knowledge to be prepared for a future job, and not thinking about their current position. Thus, it was expected that training transfer would be limited, which was exactly what happened. Furthermore, the perception of a person concerning the opportunities to apply his new skills also plays a decisive role. People who believe and know in advance that they will not have any opportunity to apply their new skills did not transfer training to work. Since people know they will not have any opportunities to apply their new skills, they set their own goals, and training transfer to their work is not considered significant.

In findings of study on Assessment of E-training by Ramayah, et al., (2012) indicated the importance of ease of use, organizations should consider ways to simplify the navigation steps, provide clear instructions, and make the e-training system interface more attractive, interactive and easy to understand. The significance of both management support and organizational support in predicting user satisfaction draws attention to the importance of support from the organization and that managers should take a more active role in ensuring the success of the e-training system.

Their study on E-learning also reveals, while organizations are well aware of the benefits that e-training brings, specifically flexibility, cost effectiveness, convenience, consistency of contents across organizations; many do not recognize the critical factors that influence the success of the implementation. Potential e-learning benefits gained by the employees will help to ensure that organization achieves their return on investments.

2.10 Conceptual Framework

Based on the literature review and the empirical study the following framework has been designed;

```
        ┌─────────────────────────┐
        │     Training Need        │◄──────────┐
        │     Assessment           │            │
        └───────────┬─────────────┘            │
                    ▼                            │
        ┌─────────────────────────┐            │
        │     Training Design      │            │
        └───────────┬─────────────┘            │
                    ▼                            │
        ┌─────────────────────────┐            │
        │  Training Implementation │            │
        └───────────┬─────────────┘            │
                    ▼                            │
        ┌─────────────────────────┐            │
        │   Training Evaluation    │────────────┘
        └─────────────────────────┘
```
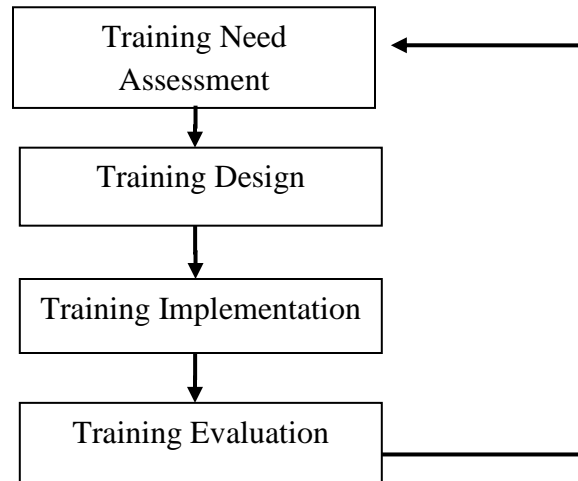
Figure 2.10: Conceptual Frameworks

Source: Researcher's own framework

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This chapter of the research deals with the research methodologies that were used in collecting data for the study. It contains the research design, sources of data, population and sampling technique, data gathering instruments, procedures for methods and data analysis.

3.1 Research Design

As the study mainly focused on describing and assessing the training practices and challenges at MSH-Ethiopia, the descriptive research design was applied.

Concerning to the research under investigation, the descriptive type of survey is to be relevant in that it helps with the reality that it:

- Helps to see the actual practices of training processes, how need assessment, training methods and evaluation in the organization is currently taking place.
- Assist to gather information regarding to problems and challenges encountering during the training practices.
- Also helps to determine the current status of the organization through finding facts with the help of primary data collection and document analysis.

3.2 Population and Sampling Techniques

3.2.1 Population

As this study assesses the training practice in Management Science for Health (MSH), the employees of the MSH have been taken as a population. According to the database of MSH, there are currently 338 employees working in the organization. Among the 338 employees, 152 of them are based in Addis Ababa and have been working with MSH for more than one year.

3.2.2 Sampling Techniques

There are two basic sampling techniques; which are probability and non-probability sampling. When sample units are selected on the basis of personal judgment the sampling method is non-probability sampling (Adams et al., 2007).

Non-probability sampling: Non-probability sampling is a sampling procedure which does not afford any basis for estimating the probability that each item in the population has of being included in the sample. Non-probability sampling is also known by different names such as deliberate sampling, purposive sampling and judgment sampling. In this type of sampling, items in the sample are selected deliberately by the researcher; his choice concerning the items remains supreme. In other words, under non-probability sampling the organizers of the inquiry purposefully choose the particular units of the universe for constituting a sample on the basis that the small mass that they so select out of a huge one will be typical or representative (Kothari, 2004).

In choosing the research participants, it could be said that, in this study, purposive or judgmental sampling techniques was applied in determining the participants that best enabled the researcher to answer the research questions and to meet the research objectives. Purposive sampling was the most appropriate sampling techniques for this study, since the research questions and objectives require selecting particular respondents who were considered to be informed and who had the required information needed to answer the research questions.

Sample Size: To this end the census focused on employees in Addis Ababa and total sample size taken is 110 employees.

Calculate Your Sample Size:

Population Size: 152

Confidence Level (%): 95

Margin of Error (%): 5

Calculate

1.   *This sample size calculator uses a normal distribution (50%) to calculate your optimum sample size.

Figure 3.2: Sample Size

Source: https://www.surveymonkey.com/mp/sample-size-calculator/

3.3   Source of Data

To fulfill the purpose of this research work, both primary and secondary types of data are gathered. Primary data sources were employees of MSH-Ethiopia who are based in Addis Ababa. In addition to this, primary data is gathered using interview with Human Resource department and higher level managers.

The other type of data gathered and utilized by the researcher is secondary data taken from varied sources.

3.4   Instruments of data collection

The primary data is gathered with the help of questionnaire developed by the researcher and by interviewing employees who work in Human Resources Department and higher level managers.

The questionnaire method as instrument of data collection was used because it provides wider coverage to the sample and will also facilitate collection of a large amount of data. And as a measurement tool, a 5 point Likert scale was utilized.

The secondary data is taken from varied reports of the organization, books, the intranet, internet and varied organizational manuals such as Employee Handbook and Management Policy and Procedure Manual (MP& PM)

3.5   Procedure for Data Collection

The distributed questionnaire was collected within a week after the distribution. The questionnaire had two sections. The first section is about the biographical information

about the employees, and the second section focuses on the variability of the training process.

The interview was conducted with Senior Managers and HR Manager focusing on the overall training practices of MSH and the possible challenges.

3.6 Pilot Testing

Test of validity and reliability are discussed, as follows:

3.6.1 Validity

Validity often called construct validity refers to the extent to which a measure adequately represents the underlying construct that it is supposed to measure (Bhattacherjee, 2012). To make sure that the study measures what it intends to measure different books and articles were reviewed. Furthermore questionnaires were distributed and interview was conducted by the researcher.

3.6.2 Reliability

The test of reliability is another important test of sound measurement. A measuring instrument is reliable if it provides consistent results (Kothari, 2004). Any research must possess an acceptable level of reliability or consistency of measurement. However some researches may be reliable but not valid if it is measuring something consistently but it is consistently measuring the wrong construct. The researcher utilized the Cronbach's Alpha model installed within the SPSS to ensure reliability.

Table 3.6: Reliability Table

Cronbach's Alpha	N of Items
0.954	63

Source: own survey, November 2015

3.7   Methods of Data Analysis

Data analysis is the application of reasoning to understand the data that have been gathered. In its simplest form, analysis may involve determining consistent patterns and summarizing the relevant details revealed in the investigation. The appropriate analytical technique for data analysis is determined by management's information requirements, the characteristics of the research design, and the nature of the data gathered (Zikmund et al., 2009).

The data collected through the questionnaire are analyzed through descriptive analysis with the help of the Software Package for Social Science (SPSS Version 22 for Student Version) and presented with the help of tables, frequency and percentage. The findings are discussed in relation to the research questions and the literature reviewed. In addition to this, the information gathered through interview is utilized to elaborate major factors related to training practices and challenges of the organization and the results are presented in the form of a summary and narration.

3.8   Ethical Considerations

Ethics is the moral distinction between right and wrong, and what is unethical may not necessarily be illegal (Bhattacherjee, 2012). According to Bhattacherjee (2012) in order to be ethical a researcher should consider **Voluntary participation and harmlessness** Subjects in a research project must be aware that their participation in the study is voluntary, that they have the freedom to withdraw from the study at any time without any unfavorable consequences, and they are not harmed as a result of their participation or non-participation in the project. **Anonymity and confidentiality** Anonymity implies that the researcher or readers of the final research report or paper cannot identify a given response with a specific respondent and **Confidentiality** in which the researcher can identify a person's responses, but promises not to divulge that person's identify in any report, paper, or public forum. **Disclosure** usually, researchers have an obligation to provide some information about their study to potential subjects before data collection to help them decide whether or not they wish to participate in the study. **Analysis and reporting** researchers also have ethical obligations to the scientific community on how

data is analyzed and reported in their study. So this study is conducted in the appropriate and ethical manner, taking all ethical issues into consideration.

The study is conducted in such a way that it will consider the ethical responsibility that is; being honest about what exactly the study is all about and what it intends to measure. Information given by the respondents was also held confidential.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

This chapter deals with data presentation, interpretation and analysis of the study. The chapter has two parts: the first is demographic variables of the respondents; while the other part of data analysis made on opinion survey on training practices and challenges.

4.1 Respondents' Profile

Before going into the detail of analysis: gender, age, educational background, experience and job category in MSH are discussed in the following manner.

Table 4.1.1: Gender of the Respondents

Variables		Frequency	Percent	Cumulative Percent
Valid	Male	60	65.9	65.9
	Female	31	34.1	100.0
	Total	91	100.0	

Source: own survey, 2015

The above table indicates 65.9% of the respondents were male and 34.1 % were female, which shows the majority of the respondents are males. The total number of male employees in the organization is greater than female (273:63), which makes the representation of the responses fair in terms of gender.

Table 4.1.2: Years' of Experience with the Organization

Variables		Frequency	Percent	Cumulative Percent
Valid	1-5	50	54.9	54.9
	6-10	34	37.4	92.3
	>10	7	7.7	100.0
	Total	91	100.0	

The above table shows that 54.9% of the respondents have been working with the organization for 1-5 years and 37.4% from 6-10 years. Since the employment type of the organization is project based, only 7(7.7%) of the respondents have worked in the organization for more than 10 years. This means most of the respondents have good knowledge about the environment and they are well aware of the activities performed; most importantly, how training has been practiced in the organization, which in turn increases the reliability of the responses by the participants.

Table 4.1.3: Age of the Respondents

Variables		Frequency	Percent	Cumulative Percent
Valid	20-25	4	4.4	4.4
	26-30	26	28.6	33.0
	31-40	43	47.3	80.2
	41-50	11	12.1	92.3
	>50	7	7.7	100.0
	Total	91	100.0	

Table 5 depicts the age distribution of the respondents, that is; 80.2% of the respondents are within the age of 20-40, 12.1% fall within the age of 41-50, the rest (7.7%) fall above the age of 50. This implies that most of the employees are young and trainable.

Table 4.1.4: Educational Status

Variables		Frequency	Percent	Cumulative Percent
Valid	Masters	38	41.8	41.8
	Degree	43	47.3	89.0
	Certificate	10	11.0	100.0
	Total	91	100.0	

From the above table, we can infer that about 89% of the respondents are BA degree and masters holders. This indicates that most of the employees in the organization are well educated. And since the majority of respondents are educated, it can be concluded that

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almost all employees are capable of understanding and answering the questions of the questionnaire.

Table 4.1.5: Position of the Participants in Current Organization

		Frequency	Percent	Cumulative Percent
Valid	Manager	13	14.3	14.3
	Supervisor	18	19.8	34.1
	Non-Manager/Professional	40	44.0	78.0
	Support Staff	20	22.0	100.0
	Total	91	100.0	

Source: own survey, 2015

The above table shows that 14.3% of the participants are at the position of management and 19.8% are at the supervisory position while the rest 44% participants were non-managers. This shows that most of the respondents are in the non-managerial position. Most training is delivered to the employees rather than the supervisors and managers so those which are for non-managerial position is more conscious how training is actually conducted.

4.2 Data Analysis

The researcher analysis is based on the employees' awareness of following thematic areas: organization strategic plan, TNA, methods used for TNA, TNA indicators, outcomes of training program, availability of clear training objectives and design, training delivery methods, training follow up and evaluation and finally the training challenges of the organization.

Out of the total number of 110 questionnaires distributed, 91 of them were returned and used for the study. So the response rate can be indicated as 82.7%. ((91/110)*100) which increased the representativeness of the samples.

Table 4.2.1: Employees Awareness of the Organization's Strategic Plan

Statements	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
The organization has a clearly defined strategic plan	7 (7.7%)	2(2.2%)	6(6.6%)	47(51.6%)	29(31.9%)
I am aware of the organizational strategic plan	7(7.7%)		26(28.6%)	38(41.8%)	20(22%)
The organization has a clearly designed training plan	7(8.0%)	17(19.3%)	26(29.5%)	31(35.2%)	7(8.0%)
The organization's training plan is aligned with its overall strategic plan	9(9.9%)	11(12.1%)	38(41.8%)	25(27.5%)	8(8.8%)
The organization has a written training policy	3(3.3%)	9(10%)	45(50%)	21(23.3%)	12(13.3%)
The training policy is well communicated to the employees	6(6.6%)	27(29.7%)	34(37.4%)	16(17.6%)	8(8.8%)
Training program assisted me in contributing my talent towards the organization strategic objectives	10(11%)	19(20.9%)	20(22%)	32(35.2%)	10(11%)

Source: own survey, 2015

As shown in the above table employees' awareness of the organization's strategic plan has been evaluated by different variables. Out of the total 91 sample groups, about 83.5% of the respondents agree that the organization has a clearly defined strategic plan, and about 63.8% agree that they are aware of the organizational strategic plan. The researcher asked the respondents, if the organization's training plan is aligned with the overall strategic plan. However, 42% of the respondents are not sure that the organization's training plan is aligned with its overall strategic plan. Moreover, 50% and 37% of the respondents are not sure if the organization has a written training policy and that it is well

communicated to the employees, consecutively. The employees' awareness of the organization strategic plan has a big contribution to effectively use their talent towards achieving the organization strategic objectives.

The interviewed higher level managers also believed that the organization's training program is linked with its overall strategic objectives. MSH has a strategic plan and two of the strategic objectives are leveraging the organization's global talent and being a learning organization. Most of the interviewees indicated that professional development activities are aligned with these strategic objectives.

Table 4.2.2: Alignment of Training Programs Guided by NAR

Statements	Never	Rarely	Sometimes	Mostly	Always
Training programs are usually organized in the organization by conducting training need assessment	6 (6.6%)	34(37.4%)	26(28.6%)	20(22%)	5(5.5%)
I am involved in identifying training needs	27(29.7%)	22(24.2%)	28(30.8%)	11(12.1%)	3(3.3%)
Training need assessment is mostly conducted by my supervisor/ management teams	10(11.0%)	13(14.3%)	28(30.8%)	33(36.3%)	7(7.7%)

Source: own survey, 2015

As shown in table 9, majority of the respondents (56.5%) believes that the training programs are sometimes and rarely organized by conducting training need assessment. Nonetheless, the rest believe that the training program is guided by training need assessment. Furthermore, 29.7% and 55% of the respondents said that they were never and only sometimes involved in identifying their training needs, respectively. It was also identified by the majority of the respondents that TNA is conducted by their supervisors and managers. Therefore, the organization is only practicing training needs assessment to

a small extent and moreover the employees are not involved in identifying their training needs which are usually done by their supervisors.

There are various reasons why needs assessment is not conducted as it is described as being a difficult process, time consuming and lack of resources in carrying out the tasks (Hill, 2004). On the other hand Desimone, et al., (2002) argued that incorrect assumptions are usually made about needs analysis being unnecessary because the available information already specifies what an organization's needs are.

Table 4.2.3: Methods Used to Determine Training Needs in the Organization

Statements	Never		Rarely		Sometimes		Mostly		Always	
	F	%	F	%	F	%	F	%	F	%
Need assessment questionnaires	35	39.3	20	22.5	21	23.6	5	5.6	8	9
Personal face-to-face interviews with employees	23	25.3	19	20.9	32	35.2	15	16.5	2	2.2
Seeking input from line managers	17	19.5	20	23	30	34.5	17	19.5	3	3.4
Performance appraisal information or results	14	15.4	10	11	22	24.2	40	44	5	5.5
Analysis of Job difficulties	16	17.8	25	27.8	32	35.6	10	11.1	7	7.8
Departmental plans	11	12.2	22	24.4	26	28.9	23	25.6	8	8.9
Exit Interviews	32	38.1	14	16.7	21	25	9	10.7	8	9.5

Source: own survey, 2015

There are many ways to collect data. Commonly used methods are interviews, focus groups, surveys, questionnaires and observation. Other methods include the nominal group technique, action research, and Dacum (developing a curriculum). Most needs assessments employ one or several data-gathering techniques (Gupta, 1999).

Table 10 depicts that most of the respondents, 39.3% replied that need assessment questionnaires have never been used to determine training needs in the organization. 23.6% and 22.5% replied as sometimes and rarely respectively. 35.2% of the respondents

replied that sometimes personal face-to-face interviews with employees are used to determine training needs in the organization. The rest 25.3%, 20.9%, 16.5% and 2.2% replied as never, rarely, mostly and always respectively. 34.5% of the respondents replied that seeking input from line managers to determine training needs is sometimes used.

Performance appraisal information or results are the most utilized method to determine training needs in the organization.. Analysis of job difficulties is also sometimes used to determine training needs in the organization. The majority of the respondents i.e. 38% said exit interview have never been used in identifying training needs. The analysis implies that MSH is using only restricted methods to determine the training needs of its employees.

Table 4.2.41: Availability of Clear Training Objectives and Design

Statements	Never		Rarely		Sometimes		Mostly		Always	
	F	%	F	%	F	%	F	%	F	%
The study organization formulates SMART training objectives?	1	1.1	5	5.5	37	40.7	36	39.6	12	13.2
The trainers are well trained and prepared on the subject matter	3	3.3	11	12.1	29	31.9	39	42.9	9	9.9
The environment and facilities are adequate and comfortable to conduct trainings	1	1.1	9	10	21	23.3	43	47.8	16	17.8
The training materials and teaching aids are complete and helpful	1	1.1	13	14.3	32	35.2	37	40.7	8	8.8

The majority (52.8%) of the respondents have answered that there is a clear training and development objectives and are informed about training objectives. The rest of the

respondents have did not agree with it. But 25% of them have responded that there are training and development objectives.

The data shows, 47.8% respondents think that the environment and facilities are mostly adequate and comfortable to conduct trainings. The training materials and teaching aids are mostly complete and helpful, according to 40.7% of the respondent. The training is selected based on a certain need so trainees know about the training during the planning process, and not when it comes to the actual training date/time.

Table 4.2.5: Indicators Used by MSH to Assess the Training Needs

Statements	Very small extent	Small extent	Considera ble extent	Great extent	Very great extent
Lack of knowledge	19(20.9%)	12(13.2%)	40(44%)	14(15.4%)	6(6.6%)
Lack of skills	14(15.7%)	10(11.2%)	40(44.9%)	17(19.1%)	8(9%)
Poor performance	20(22%)	15(16.5%)	28(30.8%)	21(23.1%)	7(7.7%)
Introduction of new work methods	6(6.8%)	8(9.1%)	25(28.4%)	28(31.8%)	21(23.9%)
High turnover	19(21.1%)	27(30%)	28(31.1%)	11(12.2%)	5(5.6%)
Frequent employees transfer to other divisions	20(22%)	24(26.4%)	19(20.9%)	20(22%)	8(8.8%)
Low employees morale	26(28.6%)	32(35.2%)	23(25.3%)	5(5.5%)	5(5.5%)
High absenteeism	37(41.1%)	25(27.8%)	22(24.4%)	3(3.3%)	3(3.3%)

Source: own survey, 2015

As it can be understood from the above table, there are different variables/indicators that the organization uses to assess training needs. Based on the data obtained, Introduction of new work methods are the most used indicator to assess training needs of the organization. According to the data, introduction of new work methods is used to a very great extent and to great extent 23.9% and 31.8% of the time, consecutively. Poor performance, lack of skills and knowledge are the other most used indicators to assess training needs. Frequent employees transfer to other divisions is also to some extent used to assess employees' training needs; however, most of the respondents (26%) replied that the organization uses this indicator to a small extent. Least used indicators are high

absenteeism and low employee morale.

Most of the interviewees believed that the factors considered in identifying trainings are: gaps identified in performance, need to acquire new skill, introduce staff with new project initiatives and capacitate staff to assume higher positions. These imply that lack of skill & knowledge, introduction of new work methods & poor performance are the main priorities given when assessing the need since the indication of other factors are less significant in the organization.

Table 4.2.6: Expected Outcome of Training Program

Statements	Very small extent	Small extent	Considerable extent	Great extent	Very great extent
To function more effectively in my current position	8(8.9%)	9(10%)	36(40%)	22(24.4%)	15(16.7%)
Enhancing my knowledge	8(8.9%)	12(13.3%)	31(34.4%)	25(27.8%)	14(15.6%)
Increasing my skills	8(8.9%)	11(12.2%)	29(32.2%)	28(31.1%)	15(15.6%)
Changing my attitude	12(13.3%)	16(17.8%)	29(32.2%)	20(22.2%)	13(14.4%)
Improving on-the-job performance	4(4.5%)	17(19.3%)	27(30.7%)	25(28.4%)	15(17%)
Increasing my satisfaction on the job	9(10%)	21(23.3%)	29(32.2%)	19(21.1%)	12(13.3%)
Increasing my productivity	3(3.4%)	22(25%)	21(23.9%)	27(30.7%)	15(17%)
Increasing my commitment and motivation	9(10.2%)	13(14.8%)	27(30.7%)	26(29.5%)	13(14.8%)
Supports me in achieving the organization's strategic goal	6(6.7%)	14(15.6%)	29(32.2%)	26(28.9%)	15(16.7%)

Source: own survey, 2015

Swart et al. (2005) elaborate on training as a means of dealing with skill deficits and performance gaps as a way of improving employee performance. Accordingly, 16.7% to a very great extent, 24% to great extent and 40% to a considerable extent agreed that training programs help them to function more effectively in their current position. Moreover, the above data depict that training helps enhance employee's knowledge,

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increase skills change attitude, improve job performance and job satisfaction, increase productivity, commitment and motivation and in general support employees in achieving the organizational strategic goals. Most of the respondents, 32.2% replied that the training has helped them in considerable amount in increasing their skills, changing their attitude, increasing their satisfaction in the job and in supporting them in achieving the organization's strategic goal. Also, 34.4% of the respondents said that the training has helped them in enhancing their knowledge. These objectives make training programs in the organization to become more effective.

Table 4.2.7: Training Methods Used by the Organization

Statements	Never		Rarely		Sometimes		Mostly		Always	
	F	%	F	%	F	%	F	%	F	%
Classroom/Conference training	9	9.9	25	27.5	23	25.3	29	31.9	5	5.5
Orientation	4	4.4	4	4.4	21	23.1	36	39.6	26	28.4
E-Learning	6	6.6	11	12.1	24	26.4	35	38.5	15	16.5
Coaching/Mentoring	15	16.5	29	31.9	32	35.2	9	9.9	6	6.6
Job rotation	43	47.3	26	28.6	12	13.2	9	9.9	1	1.1
Off the job training	18	20.9	25	29.1	31	36	11	12.8	1	1.2

Source: own survey, November 2015

Orientation and e-learning is the most used training methods of the organization. In addition, classroom/conference training is used frequently. However, job rotation (employee rotates around to different jobs within the organization, performing various different tasks unrelated to the original job) is the least used method of training from the organization. This indicates limited training methods are used in MSH.

As the interviewees indicated Orientation and E-learning training are the commonly utilized training methods in the organization.

Table 4.2.8: Implementation of Training Programs in the Study Organization

Statements	Never		Rarely		Sometimes		Mostly		Always	
	F	%	F	%	F	%	F	%	F	%
The training programs are appropriate to my level	6	6.7	12	13.3	36	40	32	35.6	4	4.4
The time allotted for the trainings are sufficient	3	3.4	21	23.6	31	34.8	29	32.6	5	5.6
The training programs are well organized and executed as per the agenda	3	3.3	14	15.4	23	25.3	38	41.8	13	14.3
There is a practice of distributing assessment formats of the training programs to get feedback from trainees.	3	3.3	9	9.9	41	45.1	32	35.2	6	6.6
Participation and interactions are encouraged	1	1.1	4	4.4	27	30	40	44.4	18	20
There is a practice of interviewing the trainees at each training program and get feedbacks	4	4.4	20	22	38	41.8	22	24.2	7	7.7

Source: own survey, 2015

Table 14 presents the extent to which training programs are implemented in the organization. As shown in the above data, most of the parameters fall on mostly and sometimes. Participation and interactions are always encouraged according to 20% of the respondents, mostly encouraged according to 44.4% of the respondents and sometime encouraged according to 30% of the respondents.

However, the time allotted for the trainings are rarely found to be sufficient by 23.6% of the respondents and a practice of interviewing the trainees at each training program and get feedbacks are rarely practiced according to 22% of respondents.

Table 4.2.9: Evaluation of Training

Statements	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
The organization evaluates the effect of the trainings	7(7.9%)	21(23.6%)	36(40.4%)	19(21.3%)	6(6.7%)
The organization follows up with managers or supervisors of my assessment of the trainees' learning	11(12.1%)	20(22%)	39(42.9%)	18(19.8%)	3(3.3%)
My Performance appraisal reports are used to evaluate the training impact	9(10.1%)	20(22.5%)	33(37.1%)	23(25.8%)	4(4.5%)
Corrections are usually made to training program arrangements based on the evaluation results	7(7.7%)	15(16.5%)	53(58.2%)	13(14.3%)	3(3.3%)
I feel the training programs provided to me are relevant and it will help me to be more effective at my job.	5(5.5%)	10(11%)	21(23.1%)	45(49.5%)	10(11%)
I acquired the intended knowledge, skills and attitudes as a result of the training	5(5.5%)	13(14.3%)	22(24.2%)	42(46.2%)	9(9.9%)
I am applying the learned knowledge and skills on my day to day work	3(3.3%)	12(13.3%)	24(26.7%)	41(45.6%)	10(11.1%)
Due to the learned knowledge and skills from the program, there is a positive result on the achievement of the organization objective	5(5.5%)	10(11%)	27(29.7%)	37(40.7%)	12(13.2%)

Source: own survey, 2015

The above table shows that the majority of the respondents agreed that trainees' reaction, learning outcomes; behavioral changes and the results are well practiced. Most respondents agree that the training programs provided are relevant and it will help them to be more effective on their job, moreover acquired the intended knowledge, skills and attitudes as a result of the training and applying the learned knowledge and skills on day to day work and due to the learned knowledge and skills from the program, and in general that there is a positive result in the achievement of the organization objective.

However, about 58% of respondents are unsure whether corrections are made to training program arrangements based on the evaluation results. Similarly, 42.9% are not sure whether the organization follows up with managers or supervisors of their assessment of the trainees' learning and about 40% are unsure if the organization evaluates the effect of the trainings. Most of the respondents, 37.1% of them are not sure if the performance appraisal report is used to evaluate the training impact.

Dawson (1995) identified a range of reasons why organizations may not systematically carry out evaluations of their provision, including; cost, lethargy, fear of criticism and difficulty of measurement. Interviewees' response with regard to their opinion, if trainees properly apply what they have learned; most of the interviewees responded that it depends on the type of training and if the evaluation is done. For trainings directly linked to project activities, applications of skill/knowledge learned through training are mandatory and is done properly as dictated by the work. This implies that no formal way of evaluating training is practiced, but for some work related trainings, training participants will be assigned with some work assignment after taking the training and they are evaluated based on their performance.

Table 4.2.10: Challenges of Training Practices in MSH

Rank	Challenges	F	%
1	Unavailability of funding	30	18.63
2	Lack training need analysis and employees are not involved in identifying training gaps	25	15.53
3	Lack of proper training planning	24	14.91
4	No time for staff development- tight schedule for employees and high expectations on deliverable	19	11.8
5	Lack of employee motivation, failure to give this due attention and plan accordingly	13	8.07
6	Management does not support training programs	10	6.21
7	Lack of long term plan for developing human resource	8	4.97
8	Work environment does not support training programs due to project based employment (short duration period)	8	4.97
9	Difficulties to evaluate training outcomes	7	4.35
10	Training abroad are not well known and not based on merit	5	3.11
11	Improper communication to staffs on existing training opportunities/ lack of awareness	5	3.11
12	Lack of on-the-job trainings	4	2.48
13	High turnover	3	1.86
		161	**100%**

Source: own survey, November 2015

As table 16 shows the challenges faced by employees regarding the training practice in chronological order. That is, unavailability of fund, lack of training need analysis and employee involvement in identifying training gaps, lack of proper training plan, time constraint for staff development, lack of employee motivation, and failure to give trainings due attention and support from management, consecutively, are key challenges employees face regarding the training practice in MSH.

According to managers interviewed, the main challenges of training practices in the organization are a short life period of projects with priories given to project

implementation and not on long term capacity building activities, limited budget allotted for training activities and assignment of employees in different locations and frequent field work, making it difficult to organize training to large groups. Sometimes staff will not be released from their field work for training and technical people are also not able to be away from work to attend trainings. Moreover, some training is very expensive and project budget cannot afford it.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of major findings

This part of the study aims to summarize the findings that have emerged from the data analysis presented in chapter four.

MSH has a strategic plan and two of the strategic objectives are leveraging the organization's global talent and being a learning organization and most professional development activities are aligned with these strategic objectives. Most of the respondents agreed that the organization has a clearly defined strategic plan and they are aware of it. However, most of the respondents are not sure the organization has a well written training policy, which indicates that it is not well communicated to the employees.

Though, TNA is a very important task, it is not being executed in the organization in an effective way. The majority of the respondents indicated that mostly training needs are identified by their supervisors/manager and they are not directly involved in identifying their training needs.

Regarding to TNA methods, performance appraisal information and departmental plans is the most utilized methods in the organization. Personal face to face interview with employees, analysis of job difficulties and seeking input from line managers are sometimes conducted while need assessment questionnaires and exit interview are the least used. The interviewed higher level managers also acknowledged that it is conducted during the annual performance evaluation process.

Introduction of new work methods, poor performance and lack of skills and knowledges are the most important indicator MSH uses for assessing training needs, while high absenteeism and low employee moral representing were considered the least important indicator.

For the conditions when training is provided in the organization; it is obtained that training is mostly conducted when performance gaps are identified and employees require new knowledge and skill to be ready to assume higher posts.

The majority of the respondents agreed that trainings help in improving employees' attitude, help in learning new ways of doing work, enhancing employees' skills and knowledge, improving on-the-job performance and increasing productivity.

Training can have a wide range of results and expectations; it is expected to result observable and measurable learning objectives. Training successes can be measured in terms of the objectives and criteria set. Objectives of training and development must be formulated well before the actual training and development launched. According to the study; training were only sometimes found out to be specific, measurable, achievable, and relevant and time bound.

Interviewees claimed trainings are mostly provided by external training providers. The training providers are selected based on competitive selection considering the need of the organization and the capacity and expertise of the training providers and in rare cases, trainings are organized in-house. Accordingly, trainers are selected based on their qualifications, work experience and experience in providing similar trainings and their expertise in the topic of training.

With regard to methods used to deliver training in the organization, it was identified that E-learning and Orientation are mostly used within the organization. Most of the respondents agreed that most training programs are executed as per the agenda and the teaching aid is complete and helpful.

As per the respondents, it was understood that training environment and facilities are comfortable and the teaching materials are mostly complete and helpful. There seem to be to some extent a participatory training session, however the time allotted for the training are not sufficient enough and MSH needs to have a better practice to get feedbacks from the trainees, and incorporate the feedbacks in future trainings.

In regards to evaluating the effect of the trainings and trainees' learnings, in most cases, there is no formal way of evaluation. In some cases, training participants will be assigned with assignments/ tasks after taking the training and they are evaluated based on their performance. However, corrections are not usually made as per the evaluation results. As per most of the respondents, trainees' reaction, learning outcome, behavioral change and result are evaluated as a level of outcome.

Lack of TNA, unavailability of funding and lack of proper training planning can be taken as major factors negatively affecting effective training practices in the organization. Lack of employee motivation, management not supporting training program and insufficient time are the other factors that might hinder training in the organization. Moreover, interviewees claimed that short life of projects, limited budget allotted for training activities and employee assignments in different locations are the main factors.

5.2 Conclusions

These days, organizations operate in a complex and changing environment and it is the employees that help organizations cope with this changing environment. Therefore, organizations need to pay more attention in training their human resources to help them achieve organizational goals and objectives. Moreover, training should be seen as an integral part of an organization's investment plan. It should be planned, developed and coordinated closely with the overall business strategies and activities in other departments.

Even though training plan is incorporated in the overall strategic goal in MSH to assist employees achieve the organization's objective, there is a room for improvement. For instance, the training policy is not clearly communicated to the employees and they are not involved in identifying their training needs. Communication is the key element in any training process to be successful because it gives them a chance to look at their gap in KSA, sense of ownership while going through the training and sense of acknowledgment.

MSH identifies training needs during the annual performance evaluation process. Employees and supervisors discuss about performance, identify development areas. The

gaps may be addressed through training. If training is considered to fill the gap in performance, then the employee plan training activities and gets approval from the supervisor for relevance and project for budget availability. Performance gaps are not only addressed through training but also with other professional development activities.

Training programs are mostly prepared by reviewing the performance appraisal. The method used to assess training need mainly depends on the performance appraisal information and by the gaps identified during the performance. That is, other means of assessments and formal TNA methods are not well utilized. The performance appraisal been conducted once a year may not assess the real gap in training need.

There are few indicators that the organization uses to assess TNA. Introduction of new work methods, poor performance and frequent employees transfer to other divisions are the most important indicator for assessing training needs, while high absenteeism and low employee moral representing were considered as the least important indicators.

As it is shown in the finding of the study, some of the participants agreed that the training programs have a SMART objective and criteria, on the other hand same number of respondents said that is not the fact. Even so, the employees feel that the training program helps them function more effectively on their current job, enhance their KSA, increase their productivity, commitment and motivation.

The organization uses limited training methods; mostly used training methods are E-learning, lecture and new staff orientation. E-learning is the most dominant type of training in MSH because most of the employees are scattered and such kind of training can be taken at a flexible time during high work load. Even though e-learning is the most applicable training method, it requires employee self-commitment and motivation. Hence, MSH is not using multi method training delivery techniques which help to address the individual differences in capturing new ideas.

The organization applies trainees' reaction, learning outcome, behavior changes and result as a level of outcome evaluation. Evaluation is a very important part of training; however, the outcomes of their responses reveal that training evaluation stage has not

been given fair attention. Corrections are not usually made on the training program based on the evaluation results. The follow up on transfer of training highly depends on the type of training and if an evaluation is done. Performance appraisal reports are frequently used as a means of evaluation.

Based on the responses to problems and challenges facing the organization under study, it is revealed that, lack of formal TNA, unavailability of funding, lack of proper training planning, the inappropriate outlook of employees towards training and difficulty in evaluating training outcome are mostly considered as the factors that hinder training programs from becoming successful.

5.3   Recommendations

The following recommendations are forwarded based on the conclusion of the study;

- Training being one of the professional development activities, MSH should have a proper training plan and policy. In these regards, Human Resources and supervisors should play an important role in communicating professional development opportunities and training policy of the organization and identify performance gaps or training needs of staff under their supervision.

- MSH mostly uses annual performance appraisal result and performance gap for assessing training needs. However, to capture real training needs, MSH need to conduct a formal TNA by involving the employees in identifying their training needs, and also by incorporating other more effective TNA methods. In addition, TNA should be practiced every year or less so that performance gap will be promptly identified.

- SMART training objectives and priorities should be explicitly stated, set and communicated to each trainee, and they should be aware of what is expected after training.

- Even though, for MSH using E-learning as a dominant means of training delivery has lots of benefits, greater focus should be given to on-the-job trainings and other more effective training techniques that could enhance the employees' degree of acceptance and could take place at the normal workstation. Therefore, in order to have effective training methods and implementation, the organization should use both internal and external training methods in accordance with the situation and benefits of the organization.

- MSH needs to evaluate the effect of training on a regular basis by not limiting the method of training evaluation only to performance appraisal, which is undertaken once in a year. The organization needs to follow up on the implementation of planned development activities and the impact it has brought to the intended end.

The organization should measure using the most common approaches used to determine the effectiveness of training programs.

- The organization should also motivate employees so that their participation in training programs and the application of what they have learned into their work will increase. This can be done by giving certificates and other rewards when completing the training program and also by promoting and increasing responsibility after additional skills are acquired.

- The organization should increase the allocation of funds, especially for training designed to develop and upgrade substantive and technical skills. This is because, employees should be seen as a core competency that one organization has in this changing environment. And in order to see its employees as core competency it should build their capacity through training.

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APPENDIX

MBA Research on Assessment of Employee Training Practices and Challenges: The Case of Management Sciences for Health-Ethiopia

A.QUESTIONNAIRE

Dear Respondent,

My name is Edom Frew. I am currently conducting a study entitled "ASSESSMENT OF EMPLOYEE TRAINING PRACTICES - MANAGEMENT SCIENCES FOR HEALTH-ETHIOPIA", for partial fulfillment of Master's degree in Business Administration. The purpose of this questionnaire is purely for academic reasons and will not have any effect on your personal matters. It is to collect appropriate information which will help to identify the real practices, challenges and finally to recommend possible solutions for the identified challenges of the training programs carried out by MSH.

To achieve this purpose, your cooperation in completing this questionnaire is highly appreciated. The researcher makes sure your response will be kept confidential, and will be used only for the intended study purpose. Accordingly, your response, and timely return is quite vital to determine the success of the research. Therefore, you are kindly requested to react to each of the questions carefully.

Please note:

- Writing your name is not required

Section one: Demographic variables of the respondents

Instruction: Please tick [ ] in the box that best reflects your answer to the questions.
A. What is your Gender
      Male   [ ]   Female [ ]
B. How many years' of experience do you have in your current organization:
      1-5   [ ]   6-10 [ ]   >10 [ ]
C. What is your Age (years)
      20-25 [ ]   26-30 [ ]   31-40 [ ]
      41-50 [ ]   >50 [ ]
D. What is your Educational Status
      PHD [ ]   Masters [ ]   Degree   [ ]
      Certificate [ ]   Complete (Grade 10/12) [ ]
E. What is your position in your current organization

Manager   [   ]   Supervisor [   ]

Non- Manager/Professional [   ]   Support Staff   [   ]

Section Two: Opinion Survey on training practices

The purpose of this section is to obtain information about how training is conducted in your organization and the challenges faced.

Instruction: Please tick [   ] in the box that best reflects your answer to the questions.

2.1. Training practices

2.1.1 Organization Strategic plan

1. Employees' Awareness of the organization's strategic plan

1= Strongly disagree	2= Disagree	3= Not Sure	4= Agree		5= Strongly Agree			
No	Statements			1	2	3	4	5
1.1	The organization has a clearly defined strategic plan							
1.2	I am aware of the organizational strategic plan							
1.3	The organization has a clearly designed training plan							
1.4	The organization's training plan is aligned with its overall strategic plan							
1.5	The organization has a written training policy							
1.6	The training policy is well communicated to the employees							
1.7	Training program assisted me to effectively use my talent towards achieving the organization strategic objectives.							

2.1.2 Training Needs Assessment

2. Express your level of agreement with the following statements focusing on the extent to which training programs are guided by needs assessment results.

           1=Never   2=Rarely   3=Sometimes   4=Mostly   5=Always

No	Statements	1	2	3	4	5
2.1	Training programs are usually organized in the organization by conducting training need assessment					
2.2	I am involved in identifying training needs					

2.3	Training need assessment is mostly conducted by my supervisor/ management teams					

3. Which of the following methods is used to determine training needs of your organization?

1=Never   2=Rarely   3=Sometimes   4=Mostly   5=Always

No	Parameter	1	2	3	4	5
3.1	Need assessment questionnaires					
3.2	Personal face-to-face interviews with employees					
3.3	Seeking input from line managers					
3.4	Performance appraisal information or results					
3.5	Analysis of Job difficulties					
3.6	Departmental plans					
3.7	Exit Interviews					

4. To what extent does your organization use the following indicators to assess your training needs?

1= to a very small extent	2= to a small extent	3= to a considerable extent	4= to a great extent	5= to a very great extent

No	Statements	1	2	3	4	5
4.1	Lack of knowledge					
4.2	Lack of skills					
4.3	Poor performance					
4.4	Introduction of new work methods					
4.5	High turnover					
4.6	Frequent employees transfer to other divisions					
4.7	Low employees morale					
4.8	High absenteeism					

2.1.3 Training objective and design

5. Express your level of agreement with the following statements focusing on the availability of clear training objective and design?

1= Strongly Disagree   2= Disagree   3=Not Sure   4= Agree   5= Strongly Agree

No	Statements	1	2	3	4	5
5.1	The study organization formulates SMART training objectives?					
5.2	The trainers are well trained and prepared on the subject matter					
5.3	The environment and facilities are adequate and comfortable to conduct trainings					
5.4	The training materials and teaching aids are complete and helpful					

6. Do the training programs help you achieve the following outcomes in your organization?

1= to a very small extent	2= to a small extent	3= to a considerable extent	4= to a great extent	5= to a very great extent

No	Statements	1	2	3	4	5
6.1	To function more effectively in my current position					
6.2	Enhancing my knowledge					
6.3	Increasing my skills					
6.4	Changing my attitude					
6.5	Improving on-the-job performance					
6.6	Increasing my satisfaction on the job					
6.7	Increasing my productivity					
6.8	Increasing my commitment and motivation					
6.9	Supports me in achieving the organization's strategic goal					

2.1.4 Training Delivery

7. Which of the following training methods are used by your organization?

1=Never   2=Rarely 3=Sometimes   4=Mostly   5=Always

No	Statements	1	2	3	4	5
7.1	Classroom/Conference training: One person explains different aspects of the program					
7.2	Orientation: Introducing employees to their new					

	jobs and work environments					
7.3	E-Learning: distance learning, computer based training or web based training					
7.4	Coaching/Mentoring: One-on-one training from an experienced professional					
7.5	Job rotation: the employee will rotate around to different jobs within the organization, performing various different tasks unrelated to his original job					
7.6	Off the job training					

2.1.5   Follow up and Evaluation

8. Express your level of agreement with the following statements focusing on the extent to which training programs are implemented in your organization.

   1= Strongly Disagree   2= Disagree   3=Not Sure   4= Agree   5= Strongly Agree

No	Statements	1	2	3	4	5
8.1	The training programs are appropriate to my level					
8.2	The time allotted for the trainings are sufficient					
8.3	The training programs are well organized and executed as per the agenda					
8.4	There is a practice of distributing assessment formats of the training programs to get feedback from trainees.					
8.5	Participation and interactions are encouraged					
8.6	There is a practice of interviewing the trainees at each training program and get feedbacks					

9. Express your level of agreement with the following statements focusing on the extent to which training programs are evaluated in the organization.

1= Strongly disagree	2= Disagree	3= Not Sure	4= Agree	5= Strongly Agree				
No	Statements				1	2	3	4	5
9.1	The organization evaluates the effect of the trainings								
9.2	The organization follows up with managers or supervisors of my assessment of the trainees' learning								
9.3	My Performance appraisal reports are used to evaluate the training impact								

9.4	Corrections are usually made to training program arrangements based on the evaluation results					
9.5	I feel the training programs provided to me are relevant and it will help me to be more effective at my job.					
9.6	I acquired the intended knowledge, skills and attitudes as a result of the training					
9.7	I am applying the learned knowledge and skills on my day to day work					
9.8	Due to the learned knowledge and skills from the program, there is a positive result in the achievement of the organization objective					

2.2 Training challenges

The purpose of this section is to determine the main challenges of the training practices in MSH

1. In your opinion, what are the possible factors that might hinder effective training practices in your organizations?

   a) _____

   b) _____

B. INTERVIEW

Unstructured interviews administered to Human Resources Manager, Supervisors and Project Managers

1. To what extent the organization training programs are linked with the organization strategic objectives?
2. How do you conduct a training need analysis? What factors are considered?
3. When does training provided for employees in your organization?
4. How well informed are the trainees about the training objective?
5. Is there a clear trainee and trainer selection criteria? If so, what are the major criteria?
6. Which training methods are mostly applied?
7. What methods do you use to follow up on the trainees, during the training programs?
8. Do you believe that trainees properly apply what they have learned on their job?
9. How is training evaluated?
10. What are the main challenges of training practices in your organization?
11. What is your suggestion to improve the current situation with regards to training in your organization?
12. Do you have any other comment?

DECLARATION

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of my Advisor, Shoa Jemal [Asst. Prof.]. All sources of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part of in full to any other higher learning institution for the purpose of earning any degree.

_____

Name   **Signature**

St. Mary's University, Addis Ababa   **November, 2015**

ENDORSEMENT

This thesis has been submitted to St. Mary's University, School of Business for examination with my approval as a university advisor.

_____   _____

Advisor   **Signature**

St. Mary's University, Addis Ababa   **November, 2015**