



St. Mary's ቅድስት ማርያም
University ዩኒቨርሲቲ
committed to excellence

ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES

AN ASSESSMENT OF THE PRACTICES AND
CHALLENGES OF TRAINING AND DEVELOPMENT IN
KOLFE KERANIO SUB CITY

BY
EDEN TESFAYE

June, 2018
Addis Ababa

AN ASSESSMENT OF THE PRACTICES AND
CHALLENGES OF TRAINING AND DEVELOPMENT IN
KOLFE KERANIO SUB CITY

BY

EDEN TESFAYE

(ID NO SGS/0155/2007B)

A THESIS SUBMITTED TO ST. MARY'S UNIVERSITY,
SCHOOL OF GRADUATE STUDIES IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTERS OF BUSINESS ADMINISTRATION

June, 2018

Addis Ababa

ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**AN ASSESSMENT OF THE PRACTICES AND
CHALLENGES OF TRAINING AND DEVELOPMENT IN
KOLFE KERANIO SUB CITY**

BY
EDEN TESFAYE

APPROVED BY BOARD OF EXAMINER

----- Dean, Graduate Studies	----- Signature	----- Date
----- Advisor	----- Signature	----- Date
----- External Examiner	----- Signature	----- Date
----- Internal Examiner	----- Signature	----- Date

DECLARATION

I, Eden Tesfaye, hereby declare that this Master Thesis titled “Assessment of practices and challenges of training and development in Kolfe Keranio Sub City.” is an original work. I have accepted out the present study independently with the guidance and support of the research advisor, Goitom Abrham (Asst. Professor). Any other research or academic bases used here in this study have been correctly accepted. Furthermore, this study has not been submitted for the honor of any Degree or Diploma Program in this or any other institution.

Eden Tesfaye _____

Signature

Date

TABLE OF CONTENTS

Title	Page
TABLE OF CONTENTS.....	I
ACKNOWLEDGEMENTS.....	III
ABBRIATIONS/ ACRONYMS.....	IV
LIST OF TABLES.....	V
ABSTRACT.....	VI
CHAPTER ONE.....	6
INTRODUCTION.....	12
1.1 Background of the Study.....	12
1.2 Statement of the Problem.....	13
1.3 Research Questions.....	14
1.4 Objectives of the Study.....	14
1.5 Definition of Key Terms.....	14
1.6 Significance of the Study.....	15
1.7 Delimitation of the Study.....	15
1.8 Organization of the Study Report.....	15
CHAPTER TWO.....	17
REVIEW OF RELATED LITERATURE.....	17
2.1 THEORETICAL LITERATURE REVIEW.....	17
2.1.1 OVERVIEW OF TRAINING AND DEVELOPMENT.....	17
2.1.2 Benefits of Training and Development.....	18
2.1.3 Process in Training and Development.....	19
2.1.4 Training and Development Methods.....	24
2.1.5 Formal Training Courses and Development Programmes.....	26
2.1.6 Improvement in Employees' Performance.....	27
2.1.7 Challenges of Training and Development.....	28
2.2 Empirical Evidence on Training and Development.....	29

CHAPTER THREE	31
RESEARCH METHODOLOGY	31
3.1 Research Approach and Design	31
3.2 Population and Sampling Techniques	32
3.3 Source of Data and Tools of Data Collection	34
3.4 Assurance of Validity and Reliability of Measures	34
3.5 Data Analysis Methods	35
3.6 Ethical Considerations	36
CHAPTER FOUR	37
DATA PRESENTATION AND ANALYSIS	37
4.1 Response Rate.....	37
4.2 Demographic Characteristics of Respondents	38
4.3 Analysis of Data Pertaining to the Study	39
4.3.7 Evaluation and Follow up	48
4.4.2 General Discussion	50
CHAPTER FIVE	53
SUMMARY, CONCLUSIONS AND	53
RECOMMENDATIONS	53
5.1 Summary of Major Findings	53
5.2 Conclusions.....	55
5.3 Recommendations.....	56
References.....	57
Appendix A: Questionnaire Developed for employees	
Appendix B: Interview questions developed for office heads	

ACKNOWLEDGEMENTS

First and foremost, I am indebted to the Almighty God for giving me power to do this paper.

Second, my gratitude is extended to my advisor Goitom Abrham (Asst.Professor) whose valuable comments and advice guided the entire study to reach its current state. Thanks for being understanding and supportive. Next, a special thanks goes to all respondents and Kolfe Keranio Sub City staff and management members who scarified their valuable time to provide me with the viral information needed to complete the study.

At last but not least I would like to thank all my family and friends for their affection and the support they provided me.

Eden Tesfaye

ABBREVIATIONS/ ACRONYMS

T&D	Training and Development
CIPD	Chartered Institute of Personnel and Development
HRD	Human Resource Development
HR	Human Resource
HRM	Human Resource Management
NCBP	National Capacity Building Program
TNA	Training Need Assessment

LIST OF TABLES

Table 3.1 Number of Employees and Sample Taken from Each Department.....	22
Table 3.2 Reliability Table.....	24
Table 4.1 Response Rate.....	26
Table 4.2 Background Characteristics of the Study Participants	27
Table 4.3. Frequency of Conducting Formal Need Assessment in the Organization.....	29
Table 4.4 Need Assessment Methods Used	30
Table 4.5 Objectives of T&D in the Organization.....	31
Table 4.6. TNA Indicators in Kolfe Keranio Sub City.....	32
Table 4.7 Conditions Under Which T&D is Provided.....	33
Table 4.8 Employees Perception on the Outcome of T&D.....	34
Table 4.9 T&D Delivery Methods.....	35
Table 4.10 Training and Development Methods Used by the Organizations.....	36
Table 4.11 Respondents View on the Frequency Conduction of T&D Progressive Evaluation...	37
Table 4.12 Evaluation Tools and Techniques.....	38

ABSTRACT

This study aims to explore the practice and challenges of encountered during the process of training and development in Kolfe Keranio sub city. It is an exploration of all the issues concerning T&D practices in terms of how the T&D process is conducted whether T&D program aligned with organization strategy and goals. Lastly it aims in identifying the challenges the organization during the process of T&D. The research adopted a both qualitative (in-depth interview with 7 managers) and quantitative (questioner for 305 employees). The employees are selected using probability sampling. Primary source of the research was from interview and questionnaire while secondary source of the research was documents archives and reports. The study revealed that in Kolfe Keranio sub city TNA are conducted frequently through questionnaire. T&D are mostly given with the objective of orienting new employees. Trainings and developments are delivered off-the- job within the organization. T&D are frequently evaluated only after the T&D are delivered mostly by distributing questionnaire. There is an alignment of T&D practice with organization strategy and goals. As T&D programs are concerned in building and upgrading the capacity of the employees in order to achieve organization strategy and goals. Lack of professional staffs in giving T&D, inadequate study and the need of passing different offices for approval for giving training. The researcher recommended that it is crucial for Kolfe Kernio Sub city different methods in TNA and in evaluation. Also it is recommended that Kolfe Keranio sub city should conduct studies in its T&D practice and challenges in order to make its T&D practice more effective.

Key Words: Training, Development, Employment Development, Employment Performance.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Organizational resources are divided into two parts namely tangible and intangible resources. Human resources are among the intangible resources since they are less visible and more difficult for competitors to understand, purchase, imitate, or substitute for competitors and the only source of sustainable competitive advantage (Hitt, 2007).

Beattie (2002), claimed that people are the basic source of differentiation and sustainable competitive advantage to business institution achieving the goals and objectives of the organization. Different studies have been made in different countries worldwide in order to assess practice and challenges Training and development in different organizations.

According to research conducted in different organizations of Islamabad, capital of Pakistan the finding indicates that training and development has significant effect on the organizational performance and the advantage is not only for employees but the ultimate benefit is for the organization itself. Study on UBL (United Banks Limited) of Peshawar region Pakistan indicate that T&D is important for organizational to get skilled and capable employees for better performance. It also provides opportunities to the employees to make better career life and get better position in the organization.

As CIPD (2006), the public sector in Africa has been impeded by different challenges to modernize services to diversified needs of the public. Wachira (2012), identified critical challenges hindering HRD in the continent like: paying attention for professional development locating sufficient budget, aligning HRD to strategic priorities, promoting learning culture.

Coming to Ethiopia, the government recognizes that good sector policies depend on building HR capacity if it is to be implemented successfully at proposed time. In 2001, the country launched a broad National Capacity Building Program (NCBP) which is an extremely wide ranging and encouraging program which needs commitment from all public sectors to upgrade employees' potential (Adebabay& Perkins, 2010).

Local studies made on T&D and employees performance on five administrative of Bole sub city revealed that training and development activities of have a positive out puts and outcomes. However, it needs to improve the systematic identification of training need and skill deficit of employees monitor and evaluate with objective tools or criteria so as the program help to maximize the impact of training and development activities in the administrative office. From the finding on study made in EMOH (Ethiopian Ministry of Health) Tzebachew (2012), indicate that even if, there is training in public organizations, the process involved in training are not duly following because of the costs associated with it and lack of coordination in some division of the organization.

Kolfe Keranio Sub City has made different efforts to make the practice of Training and Development by making need assessments. But there are no studies made on the area to assess of the practices and determine the challenges. The main purpose of the study is, therefore Assessing the practices and challenges of training and development in Kolfe Keranio Sub City. Thus the purpose of this study is to fulfill the existing research gap.

1.2 Statement of the Problem

Addis Ababa city is divided in to 10 sub cities. From these 10 sub cities the research focus on Kolfe Keranio Sub City. In Kolfe Keranio Sub City there are 15 woredas. At Sub City and Woreda level there are different offices with different responsibilities.

These different offices have their own mission and vision but their main target is delivering high customer satisfaction, solving social and economic problems and serving the residents with their full capacity. In order to work effectively and efficiently the sub city is involved in preparing and providing its own training and development program and works in building employees' capacity.

Just like other sub cities, Kolfe Keranio creates different job opportunities for new graduated students. These recruited graduate students need to be trained before assigning to their positions. According to informal interviews with the employees of the sub city trainings given by the sub city is the same throughout the year. Need assessments are not made most of the time. Trainings and Developments given in the organization are not mostly based on the interest of the employees or based on the assessments made. Through the informal interview the employees also explained because of the repetitiveness of the trainings they have low interest in participating in the routine trainings. Accordingly, this study is intended to assess how the organization training practice looks

like and what are the main challenges that are affecting Training and Development in the Organization.

1.3 Research Questions

The research answers the following specific research questions

- How does the organization manage its T & D process?
- How aligned are the T & D programme with the organizational goals and strategies?
- What are the challenges encountered by the organization in its training and development practices?

1.4 Objectives of the Study

The General Objective of the study was Assessing the Practice and Challenges of the Training and Development in Kolfe Keranio Sub City. Specifically, the objectives include the following:

- To assess how the organization manages its T & D process,
- To assess the alignment of T & D programme with organizational goals and strategies and
- To identify the challenges that influence T & D program of the organization.

1.5 Definition of Key Terms

Training- is the type of activity which is planned, systemic and it results in enhanced level of skill, knowledge and competency that is necessary to perform work effectively (Gordon 1992).

Development- is a broad ongoing multi faced set of activities (training activity among them) aimed at bringing someone or an organization up to another threshold of performance, often to perform some job or a new role in the future (Mc Namara 2008).

Employee Development: It is a system for assessing employees to develop with in their current jobs or advances to fulfill their goals for the future.

Employee performance: is defined as the outcome or contribution of employees to make them attain goals (Herbert, et al 2000) while performance may be used to define what an organization has accomplished with respect to the process, results, relevance and success. Afshan (2012) defined performance as the achievement of specific tasks measured against predetermined or

identified standards of accuracy, completeness, cost and speed. Employee performance can be manifested in improvement in production, easiness in using the new technology, highly motivated workers.

1.6 Significance of the Study

The finding of the research will benefit the organization by giving an insight for future training and developments programs planning initiatives. The finding of the study can also help the organization identifying the challenges and outcomes of training and development programs in the organization.

The study also intends to benefit managers, employees and other researchers. Managers can use the finding and reconsider their current practices and re-design successful training and development programs. Other researchers may also use the research findings as standing point for further studies. And finally the researcher will benefit from the research in the way that it initiates for other studies.

1.7 Delimitation of the Study

KolfeKeranio Sub City is located in the western suburb of the city near the Gefersa Reservior. It borders with the distinct of Gullele, Addis Ketema, Lideta and Nifas Silk-Lafto. It covers a total area of 61.25 km² (23.65sq mi). By the survey made in 2011G.C the total population of the sub city was 546,219. The scope of the study is delimited to Kolfe Keranio Sub City Head Office. The different woredas were not included due to time and other resource constraints. Moreover, the instruments of data collection were delimited to questionnaire, interview and document analysis. It is assumed that information collected through the employment of these tries will suffice to come up with the necessary generalization and meet the purpose of the study.

Necessary data for this study was collected from both primary and secondary sources. The primary data was collected using questioner and interviews. Structured questioner for staffs and questioners were prepared for office heads.

1.8 Organization of the Study Report

The study contains five chapters: Chapter one that is the Introduction provides an overview of the background to the study, statement of the problem, the research objectives, basic research questions, the significance and delimitation of the study.

Chapter two: that is literature review section presents conceptually overview about training and development, training and development needs assessment, training and development design, methods of delivering/implementation of training development, training and development practices evaluation, etc.

Chapter three: presents the methodology of the study. It discusses the research design, population and sampling techniques used, data source and data collection and data analysis. Methods employed, reliability and validity of data collection and tries used ethical consideration.

Chapter four: deals with data presentation and analysis.

Chapter five: presents summary, conclusion and recommendation of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 THEORETICAL LITERATURE REVIEW

2.1.1 OVERVIEW OF TRAINING AND DEVELOPMENT

Training and development falls under HRD function which has been argued to be an important function of HRM (Weil & Woodall 2005).

As one of the major functions within HRM, training has for long been recognized and thus attracted great research attention by academic writers (see e.g. Gordon 1992, Beardwell, Holden & Claydon 2004). This has yielded into a variety of definitions of training.

For example, Gordon (1992, 235) defines training as the planned and systematic modification of behavior through learning events, activities and programs which result in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively.

Different authors have defined the term training using their own words though they have used different wordings, all definition convey the same meaning. Some of the definitions by some of the writers are:

According to Mathis and Jackson (2008), training is the process whereby people acquire capabilities to perform jobs. The focus of training is the job or task for example, the need to have efficiency and safety in the operation of particular machines or equipment, or the need for an effective sales force to mention but a few.

Training is a systematic process of altering the behavior, knowledge, and or motivation of employees in a direction to increase organizational goal achievements (Glueck, 1982). Chandan (1995) also defined training as a short term process of utilizing systematic and organized procedures by which non-managerial personnel learn technical knowledge and skill fora definite purpose.

Training is systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job. (Michel Armstrong, 2001).

According to the Edwin B. Flippo, “Training is the act of increasing knowledge and skills of an employee for doing a particular job. The term ‘training’ indicates the process involved in improving the aptitudes, skills and abilities of the employees to perform specific jobs. Training helps in updating old talents and developing new ones. ‘Successful candidates placed on the jobs need training to perform their duties effectively’.

Development is a broad ongoing multi-faceted set of activities (training activities among them) aimed at bringing someone or an organization up to another threshold of performance, often to perform some job or a new role in the future (McNamara 2008).

Training and Development are planned learning experiences which teach employees how to perform current and future jobs more effectively. Sims (2002) emphasizes that training focuses on present jobs while development prepares employees for possible future jobs. Basically, the objective of training and development is to contribute to the organization's overall goal.

2.1.2 Benefits of Training and Development

Training and development play an important role in the effectiveness of organizations and to the experiences of people in work. Training has implications for productivity, health and safety at work and personal development. All organizations employing people need to train and develop their staff.

Sims (1990) tries to list some of the benefits of training and development

- Training and development is beneficial not just for the organization itself but also to the individual employees
- Leads to improved profitability and/or more positive attitudes toward profit orientation
- improves the job knowledge and skills at all levels of the organization
- Improves the morale of the workforce and helps the employees identify with organizational goals.
- Benefits individual employees through helping them make better decisions and effective problem solving
- Assisting in encouraging and achieving self-development and self-confidence.

- Helping an employee a person handle stress, tension, frustration, and conflict, increasing job satisfaction and recognition and moving the person toward personal goals while improving interaction skills.

According to Yoder (1970) Training and development in today's employment setting is far more appropriate than training alone since human resources can exert their full potentials only when the learning process goes for beyond the simple routine.

There are so many benefits associated with training. Cole (2001) summarizes these benefits as below:

- 1) High morale – employees who receive training have increased confidence and motivations;
- 2) Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;
- 3) Lower turnover – training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism is avoided;
- 4) Change management – training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;
- 5) Provide recognition, enhanced responsibility and the possibility of increased pay and promotion;
- 6) Help to improve the availability and quality of staff.

Staff training and development is a work activity that can make a very significant contribution to the overall effectiveness and profitability of an organization (Adeniyi, 1995).

2.1.3 Process in Training and Development

Designing a training and development program involves a sequence of steps that can be grouped into four phases: needs assessment, design, implementation and evaluation.

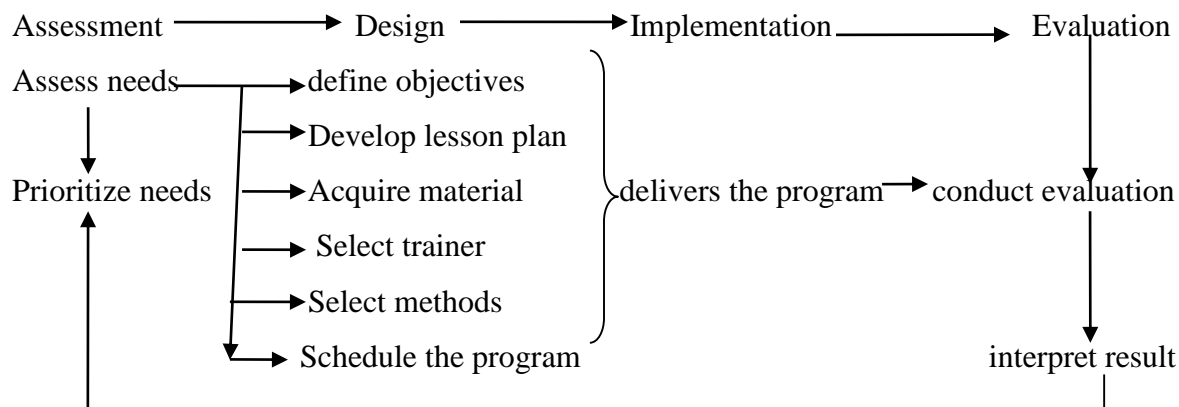


Figure 2.1. Training and Development process model, Randy L. Desimon (2011).

2.1.3.1 Need Assessment

Training and development can help in supporting company's competitiveness by increasing the company's value through contributing to its intangible assets. However, in designing effective training and development programs and activities, the first step in the instructional design process is the most crucial process in which it has to be properly and correctly conducted. Indeed, improperly and incorrect training needs assessments can lead to disastrous effects.

Bees (1994) state that assessing training needs is playing a very important role in identifying individuals who need to be trained, designing the program that relates to the needs of both individuals and the organization, allocating the required time, determining the program objectives and the required skills and determining the required resources for implementing the program.

In Simple statement, needs assessment is a process that attempts to estimate deficiencies. The interesting thing about this definition is that the following variations are also good, brief descriptions of the term.

- Needs assessment is a *method* used to estimate *deficiencies*.
- Needs assessment is any *effort* that attempts to determine need.
- Needs assessment is an *activity* that gages *gaps and insufficiencies*.

According to Nadler (1990), training needs should not only be assessed at the first step, since the T&D process is affected by a variety of environmental factors that could affect the whole T&D outcomes and results.

Beardwell and Holden (1994) contend that individual and group needs, which are supposed to fit with the entire organization's needs and objectives, are very important dimensions in determining T&D needs. Also, training needs should fit the organization's culture as well as the organization's corporate strategy; thus, T&D will help to achieve the organization's corporate objectives. To do this, the training manager must analyze as much information as possible about the following:

- Organization and its goals and objectives.
- Jobs and related tasks that need to be learned.
- Competencies and skills that are need to perform the job.
- Individuals who are to be trained.

The assessment begins with a "need" which can be identified in several ways but is generally described as a gap between what is currently in place and what is needed, now and in the future.

Gaps can include discrepancies/differences between:

- What the organization expects to happen and what actually happens.
- Current and desired job performance.
- Existing and desired competencies and skills.

A need assessment can also be used to assist with:

- Competencies and performance of work teams.
- Problem solving or productivity issues.
- The need to prepare for and respond to future changes in the organization or job duties.

To determine T&D needs and objectives there are three dimensions for the assessment process: organizational needs, task needs and individual needs (Goldstein, 1993; Armstrong, 2003; Stone, 2002).

Organizational analysis looks at the effectiveness of the organization and determines where training is needed and under what conditions it will be conducted.

Task analysis provides data about a job or a group of jobs and the knowledge, skills, attitudes and abilities needed to achieve optimum performance.

Individual analysis analyzes how well the individual employee is doing the job and determines which employees need training and what kind. Individual needs analysis according to Stone (2002) and Latham and Wexley (1991) examines employees' performance and compares it with the established Standards, in order to determine the training needs for each employee.

Prioritizing Needs

Assuming that a needs analysis multiple needs, management and human resource will have to prioritize these needs. As in any organizational function, limited resources are usually available for the human resource development effort.

2.1.3.2 Design Training and Development Programs

Training Objectives

Establishing and formulating T&D objectives is one of the most important parts in the training process. According to Marchington and Wilkinson (2000, p189), "the traditional approach to devising training plans focuses on the need to determine clear aims and objectives which are relevant to the learners concerned and enable the performance gap to be bridged".

Training objectives should be specific, clear, measurable and tangible, as far as possible (Stone, 2002; Redshaw, 2000; Burrow and Berardinelli, 2003).

Selecting the Trainer

Once the organization has made a decision to design its own training program, or has purchased a program that it will run, a trainer must be selected. Selecting a trainer can be a fairly easy process when an organization has a large, multifaceted training staff with the competencies and subject-matter expertise to train in high demand areas.

Preparing a Lesson Plan

To translate program objectives into an executable training session, the development of a lesson plan is recommended.

Select Methods

To have positive results from training and development program, organizational commitment to training must tie in closely with appropriate effective training methods and training delivery mechanisms (Acton and Golden, 2003).

The choice between training and development methods and techniques depends on different issues that need to be considered when deciding the appropriateness of any training and development method or approach: training and development content; the results or objectives to be achieved; training and development needs; the number of trainees; trainees' background; trainees' level of understanding; trainees' education level; trainees' training needs; trainees' ages; trainees' preferred learning styles; the available equipment; the time and the budget allocated to the training and development program.

2.1.3.3 Implementing Training and Development

Implementing training and development programs is the vehicle of the training and development process. Training and development programs should be according to the programme design. Qualified trainers who have the abilities to deal with different people and situations are necessary for a successful implementation process (Hughey and Mussnug, 1997; Hale, 2003; Bees, 1994).

2.1.3.4 Evaluating Training and Development

The Manpower Services Commission (1981) defines training evaluation as "the assessment of a total value of the training system, training course or programme in social as well as financial terms. The term is also, used in general judgmental sense of the continuous monitoring of a programme, or of training function as a whole".

Hence, training evaluation helps to collect all the descriptive and judgmental information required to make effective training decisions. Evaluation should be viewed as part of an effective training process and a base to improve organizational decision-making about human performance improvement, (Burrow and Berardinelli, 2003).

Armstrong (2003) asserts that training and development programmes should be monitored continuously to ensure that they are proceeding according to the plan and within the agreed budget. In order to check the managerial results, training should be evaluated after each event.

For an effective evaluation process, Burrow and Berardinelli (2003) suggest many things need to be taken into account.

2.1.4 Training and Development Methods

Nadler, (1984) noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization so as to be able to meet organization's current and future objectives.

There are broadly two different methods that organizations may choose from for training and developing skills of its employees.

These are on-the- job training given to organizational employees while conducting their regular work at the same working venues and off-the-job training involves taking employees away from their usual work environments and therefore all concentration is left out to the training. Examples of the on-the-job training include but are not limited to job rotations and transfers, coaching and/or mentoring.

On the other hand, off-the-job training examples include conferences, Role playing, and many more as explained below in detail. Armstrong (1995) argues that on-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. Different organizations are motivated to take on different training methods for a number of reasons for example; (1) depending on the organization's strategy, goals and resources available, (2) depending on the needs identified at the time, and (2) the target group to be trained which may include among others individual workers, groups, teams, department or the entire organization.

- Job Rotation and Transfers

Job rotation and transfers (McCourt & Eldridge 2003, 356) as a way of developing employee skills within organization involves movements of employees from one official responsibility to another for example taking on higher rank position within the organization, and one branch of the organization to another.

For transfers for example, it could involve movement of employees from one country to another. These rotations and transfers facilitate employees acquire knowledge of the different operations within the organization together with the differences existing in different countries where the organization operates. The knowledge acquired by the selected employees for this method is beneficial to the organization as it may increase the competitive advantage of the organization.

- Coaching and/or Mentoring

This involves having the more experienced employees coach the less experienced employees (Devanna, Fombrun & Tichy 1984; McCourt & Eldridge 2003, 256; Torrington et al. 2005, 394 - 395). It is argued that mentoring offers a wide range of advantages for development of the responsibility and relationship building (Torrington et al. 2005, 394 – 395).

The practice is often applied to newly recruited graduates in the organization by being attached to mentor who might be their immediate managers or another senior manager. This however does not imply that older employees are excluded from this training and development method but it is mainly emphasized for the newly employed persons within the organization.

- Orientation

This is yet another training and development method. This involves getting new employees familiarized and trained on the new job within an organization.

During this process, they are exposed to different undertakings for example the nature of their new work, how to take on their identified tasks and responsibilities and what is generally expected of the employees by the organization. They are further given a general overview of the organizational working environment including for example working systems, technology, and office layout, briefed about the existing organizational culture, health and safety issues, working conditions, processes and procedures.

- Conferences

As training and development method involves presentations by more than one person to a wide audience. It is more cost effective as a group of employees are trained on a particular topic all at the same time in large audiences. This method is however disadvantageous because it is not easy to ensure that all individual trainees understand the topic at hand as a whole; not all trainees follow

at the same pace during the training sessions; focus may go to particular trainees who may seem to understand faster than others and thus leading to under training other individuals.

- Role playing

Involves training and development techniques that attempt to capture and bring forth decision making situations to the employee being trained. In other words, the method allows employees to act out work scenarios. It involves the presentation of problems and solutions for example in an organization setting for discussion.

Trainees are provided with some information related to the description of the roles, concerns, objectives, responsibilities, emotions, and many more. Following is provision of a general description of the situation and the problem they face.

The trainees are thereafter required to act out their roles. This method is more effective when carried out under stress-free or alternatively minimal-stress environments so as to facilitate easier learning. It is a very effective training method for a wide range of employees for example those in sales or customer service area, management and support employees.

2.1.5 Formal Training Courses and Development Programmes

These are a number of methods which may be used to develop the skills required within an organization. These courses and programmes are usually a set of defined and known programmes where the contents, durations and all the details about the training are clear to both the organization and the personnel to be trained. Unlike informal trainings and programmes, formal training and programmes can be planned earlier and also plan for their evaluation. Employees may undertake these courses and programmes while completely off work for a certain duration of time or alternatively be present for work on a part-time basis. These programmes can be held within the organization (in-house) or off the job.

Off the job is argued to be more effective since employees are away from work place and their concentration is fully at training. Depending on the knowledge needed, organization's structure and policies, the trainers too may be coming within the corporation or outside the organization.

2.1.6 Improvement in Employees' Performance

The performances of public sector organizations rely on the performance of their employees.

Employees performance is the degree to which they accomplish job requirements.

All the employees of an organization are working as a team, where employees work in accordance with their skills and competencies and in coordination with one another to accomplish organizational objectives (Muhammad, 2009).

Therefore, employee performance is an important building block of an organization and factors which lay the foundation for high performance must be analyzed by the organizations. Since every organization cannot progress by one or two individual's effort, it is collective effort of all the members of the organization. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization (Mwita, 2000).

Better performance of a public sector organization simply means the capability of the organization to achieve desired results or output more efficiently and effectively. Performance is related to measurable accomplishment or results that primarily address community needs and problems. Poor performance of employees in the public sector organizations is due to factors such as the quality of supervision and the lack of training and development of employees (Muhammad, 2009).

The aim of training is to maximize employees learning of new skill, knowledge, attitudes and behaviors to cope with the demand of dynamic environments. These principles of employee training contribute to the overall organizational development which is a significant reason for organizations to encourage and promote this important human resource management functions (Hartel,2007). It goes without saying therefore that the training of employees is an issue that has to be faced by every organization.

Training and development are necessary to overcome deficiencies in the employee's work performance. Lack of necessary skills competencies and qualities to perform a job would result into poor performance. In order to improve performance, employees must know how to do their jobs. They must have necessary skills and competencies required to do their jobs.

These skills may include, technical, human, and conceptual to enable them to operate instruments, tools and machines, and to understand and communicate with other employees and have the ability to see the relationship between different parts of an organization and its environment. For improvement in the employee's performance training and development are needed. Human resources capital has the greatest competitive advantage and can help to accomplish organizational objectives efficiently and effectively (Muhammad, 2009).

2.1.7 Challenges of Training and Development

Training and Development faced many problems. The most common problems and challenges confronting T&D activities and programs were: poor TNA process, absence of clear T&D policies; sending inappropriate persons to the training program; lack of on-the-job training; lack of motivation among employees to attend T&D programs; lack of long term plans for developing human resource in the organization; lack of professional in the T&D department. However, the high cost involved in T&D programs, the discrepancy between the provided T&D and job skills, the lack of linking T&D with the overall organizations plans and senior managers' doubt about the importance of T&D were also problems of T&D in the organization (Altrawneh, 2005).

T&D challenges often negatively affect efficiency in service provision in any organization. The core challenges constraining effective employees training are: -

- Lack of Staff Training Policy

It is difficult for trainees to understand the way that department works without proper training programmes being set up in the place Jacobs (2003). This implies that work organization without suitable training policy and programmes cannot run human resource training and development programmes successfully.

- Inadequate Budgetary Allocation to Employees Training

It is difficult for an organization to train enough employees if they do not set aside enough funds for staffs training to enhance efficiency in service delivery. Adequate funds for staff training to enhance efficiency in service deliver. Adequate funds should be allocated by the organization for facilitating training programmes. Organization should increase their current financial allocation for training in order to build the quality of its human resource.

- Loopholes in Electing Trainees and Irregular Training (undefined time for training)

Lack of formal structure of selecting the trainees in the organization give way to corruption. The regularized formal need assessment of the employees in order to identify every employee need in terms of skills and knowledge. Departmental strength and weakness of every department and be able to address the gaps in time. Systematic training system is often preferable because it is participatory and often address the skill gaps of employees (cole,1996).

2.2 Empirical Evidence on Training and Development

Organizations that provide training for up to two days are roughly 13 percentage points more likely to continue operating successfully than those organizations providing no training. Training n excess of two days show better result. These findings together with those of Lee. (2009) and Georgia and Pitelis (2012), amongst others provide the support for the linkage between HRM practices, including training and development and an organizational performance.

The lack of training and development by employers in United States employees when they stated that statics suggested that only 16% of United States employees have never received any training from their employers. Now organizations are being to realize the important role that training and development plays in enhancing performance and increasing productivity and ultimately stay in competition.

They reiterated that as the result of this realization, General Electric, Texas Instrument and federal express have all made substantial investments in training. They now invest between 3% and 5% of their payroll in training. (Neo,2000).

Firms must design the training program with clear goals and objectives while keeping in mind the particular needs of both individual and the firm. Training program is the simulant that workers require to improve their performance and capabilities, which consequently increase organizational productivity. Training has a positive impact on employees' performance (Amir and Amen,2013).

According to different studies training and development has direct influence in performance and productivity of employees. Arthur (2003) developed analysis of 1152 sample size from 165 resources and revealed that in distinction with no training or pre training conditions, training had commonly had positive result on job related performance.

In explaining organizational benefit of training and development Wanger (2000) described in his study that American Society for Training and Development found an association between financing in employee development program and higher revenue from stock market.

American Society for Training and Development more over originated that company who apply average of \$1,575 each employ on learning got 24% growth in gross profit and 218% increase in revenue each employee instead of those who spend fewer on employees training and development.

Generally, in today competitive world whether small or large corporate businesses employees training and development plays a major role in their success and continuity in the market or in satisfying their customers need.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Approach and Design

3.1.1 Research Approach

In order to get adequate data, the researcher applied mixed approach which is both qualitative and quantitative methods. Quantitative data was used in order to collect data through questionnaire and in the process of analyzation. According to Scott W. and Deirdre D (2009) the primary advantage of applying quantitative method is that large sample, statistical validity, accurately reflects the population. So, if a large, accurate sample that will generalize to the larger population is desired; quantitative research would be preferred.

Qualitative method was used to analyze the information obtained through interview and do comment analysis. In order to get a very detailed and specific answers, it is appropriate to use qualitative method.

3.1.2 Research Design

The aim of the study is to describe the employee's Training and Development Practices and Challenges in Kolfe Keranio Sub City. Therefore, based on the nature of the study descriptive type of research design with mixed approach (qualitative and quantitative) was applied. The descriptive type of research helps to portray accurately the characteristic of a particular individual, situation or group (Creswell,2009). So in this study the descriptive research design was used in order to describe the employees training and development practice and the challenges encountered in planning and implementing training and development programme. According to Yogesh, (2006), descriptive type of research helps to: fact finding, examine the relation between traits and characteristics, identify present conditions and point present needs and to study immediate status of a phenomena. Therefore, descriptive design will help to describe the actual practice of Training and Development process.

3.2 Population and Sampling Techniques

3.2.1 Target Population

From the total Sub Cities that are found in Addis Ababa which are 10, the research was focus on Kolfe Keranio Sub City. The target population was employees serving at the Head Office of the Sub City. As the study intends to include all the employees that are working in the Sub City the questioner was distributed to each department so that it participate all the employees.

3.2.2 Sample Size and Sample Size Determination

To get relevant data the researcher used probability sampling. According Mark S. Philip L. and Adrian T. (2009) using probability sampling technique it is possible to answer research questions and to achieve objectives that require you to estimate statically the characteristic of the population from the sample. From probability sampling both simple random and stratified sampling techniques were applied. The sample size was stratified based on the department and the respondents were selected randomly using lottery method from each department. The total number of employees in the Kolfe Keranio Sub City Head Office is 1293.

Using the formula below the sample size which was determined 305.

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{1293}{1 + 1293(0.05)^2}$$

$$n = 305$$

Where:

n = Sample Size

N = Total Population Size

e = Acceptable Level of Error (that is 5 percent)

Source: Yamane (1967)

Table 3.1 Number of employees and sample taken from each department

No	Departments	No of employees	Sample taken
1	Labor and Social Affair Office	58	14
2	Youth and Sports Office	44	10
3	Women and Children Affair Office	48	11
4	Micro and Small Enterprises Development Office	43	10
5	Cleaning Management Office	38	9
6	Job Creation and Food Security Office	28	7
7	Trade and Industry Development Office	47	11
8	Administration Office	23	5
9	Law and Justice Office	26	6
10	Housing Development Administration Office	45	11
11	Vital Events and Registration Office	52	12
12	Health Office	39	10
13	Finance and Economy Development Office	48	11
14	Public Service and Human Resource Management Office	61	14
15	Social Participation and Development Office	41	10
16	Construction Permits Office	32	7
17	Communication Affair Office	31	7
18	Culture and Tourism Office	28	7
19	Code Enforcement Office	44	10
20	Food Medicine and Health Control Administration Office	49	12
21	Technical and Vocational Office	45	11
22	Land Development Management Office	63	15

23	Environmental Protection Office	48	11
24	Government Houses Administration Office	44	10
25	Education and Training Office	39	9
26	Government Houses Administration Office	43	10
27	Working Area Administration Office	41	10
28	Cabin Affairs Office	40	9
29	City Renew Office	41	10
30	Building License Office	36	9
31	Spokes Person Office	28	7
	Total	1293	305

3.3 Source of Data and Tools of Data Collection

Necessary data for this study was collected from both primary and secondary sources. The primary data was collected using questionnaire and interviews. Structured questionnaire for staffs and interview questions were prepared for the management at the Office Heads. The secondary data was collected from documentary archives and reports.

3.4 Assurance of Validity and Reliability of Measures

3.4.1 Validity of Measures

Validity refers to the extent of accuracy of the results of the study. Validity of the results can either be internal or external. Internal validity refers to the analysis of the accuracy of the results obtained. External validity refers to the analysis of the findings with regards to whether they can be generalized (Ghauri&Grønhaug2005).

The researcher was used expert judgment which was done by contacting Office Heads and other experts to comment on the relevance, wording and clarity of the questions or items in the instrument. Moreover, the comments of the advisor were incorporated to in rich the content validity of the data collected.

3.4.2 Reliability of Measures

Reliability refers to the stability of the measure used to study the relationships between variables (Ghauri & Grönhaug 2005). The questions in the questionnaire were designed taking into consideration the issues related to the problem and goals of the study and theories on the subject.

Cronbach's Alpha Cronbach's alpha is the most common way to assess the reliability of self-report items. Cronbach's alpha measures the degree to which the items in an instrument are related. It has a maximum value of 1.0. Values closer to 1.0 reflect a stronger relationship between the test items. For an instrument with a high alpha, participants who score high on one item on the test would also score high on other items on the test.

Table 3.2 Reliability table

Scale	Number of items	Cronbach's Alpha
Training need assessment	3	0.84
T&D design and objective	4	0.81
Training delivery methods	3	0.83
Evaluation and follow up	2	0.86

Source: own survey 2018

The above Table shows that Cronbach's Alpha test for the questions. From the Table we can understand that the Cronbach alpha test of the scales are closer to 1.0 which indicates good and reliable.

3.5 Data Analysis Methods

In this study to analysis the collected data descriptive data analysis method was employed. Data collected through interviews was analyzed by using description of facts.

Those data collected through questionnaire was analyzed using the statistical package for social science (SPSS). The researcher also used descriptive statistical, like frequency and percentage to analysis the data. Descriptive statistics are very important because if we simply presented our raw data it would be harder to visualize what the data was showing therefore the descriptive statistics enable us to present the data in more meaningful way which allows simpler interpretation of the data. Tables are used to present the data. Adequate steps were taken to ensure the validity of the questioner.

3.6 Ethical Considerations

Research ethics deals with how we treat those who participate in our studies and how we handle the data after we collect them (Scott W. and Deirdre D ,2009).

According to Zikmund, (2000) Inevitably, what is morally defensible behavior as researchers will be affected by broader social norms of behavior. A social norm indicates the type of behavior that a person ought to adopt in a particular situation (Robson 2002; Zikmund 2000). The researcher also guarantee that this study will not affect any social norm.

The researcher took ethical consideration in every aspect of the activity in doing the study. The respondents were clarified the purpose of the study and there is no need of writing their names. Furthermore, in the process of interview and distribution of questioner the respondents were guaranteed that the information they provide will be confidential and will be used only for academic purpose only. The researcher also acknowledges all sources.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

Introduction

This section presents the findings from the questionnaire collected from the respondents. It consists the demographic characteristics of the respondents, data concerning TNA, training design and its objective, T&D methods used by the organization, training outcomes and impact on the employees, evaluation and follow up tools and techniques. This chapter also focus on qualitative data analysis which are alignment of T&D with organizational strategy and challenges regarding T&D. The findings are presented in the tables below.

4.1 Response Rate

The response rate of the questionnaire distributed is calculated as shown below.

$$\text{Number of questionnaires distributed} / \text{Number of questionnaires returned} * 100$$

$$305/280*100 = \underline{\underline{92\%}}$$

Table 4.1 Response Rate

Number of questionnaires distributed	Number of questionnaires returned	Response rate
305	280	92%

Source: own survey (2018).

The above table show that the response rate of the questionnaire distributed. The questionnaires distributed are 305 but only 280 are returned. The response rate is 92%. According to Evans (1991), higher response rate (>80%) from a small, random sample is preferable to a low response rate from a large sample.

4.2 Demographic Characteristics of Respondents

This section aims to presents and analyzes the data regarding to the demographic characteristics of the respondents. In the table below demographic data such as sex, age, educational status, year of service and their position in the organization are presented.

Table 4.2 Background characteristics of the study participants (n=280)

Characteristic	Number	Percentage
Sex		
Male	182	65
Female	98	35
Age in years		
20 – 35	189	67.5
36 – 50	89	31.8
51-65	2	0.7
Educational status		
PhD	-	-
Masters	16	5.7
Bachelors	205	73.2
Diploma	48	17.1
Certificate	11	3.9
Number of years of service		
≤ 5	186	66.4
6 – 10	77	27.5
> 10	17	6.1
Position in the organization		
Manager	-	-
Supervisor	20	7.1
Non-manager	260	92.9

Source: own survey (2018).

The table shows that 182(65%) of the respondents were male. The rest 98(35%) are female. From this we can understand majority of the employees are male. Concerning age 189(67.5%) of the respondents are 20-35 age category 189 (31.8%),89(31.8%) are 36-50 and 2(0.7%) are 50-60 this showed us that most of the employees are young age group. Looking at the educational status of the employees 73%,17.1% ,5.7% and 3.9% are with bachelor, diploma masters and certificate respectively. There is no respondent holding PhD. This indicates most of the employees have first degree. We can also see that 186(66.4%),77(27.5%) and 17(6.1%) of the respondents indicated that with service year of ≤ 5 , 6-10 and above 10 years respectively this shows that most of the employees are not highly experienced. The above results showed the diversity of the employees regarding their age and experience could be explained, the younger the employees the lower the experience and educational background. Concerning to respondent's position in the organization 260(92.9%) are non- managerial position and the rest 20(7.1%) of the respondents are at the supervisory level.

4.3 Analysis of Data Pertaining to the Study

In this section the data concerning the study were analyzed using SPSS and presented in frequency and percentage.

4.3.1 Conducting TNA

Conducting need assessment is the first step before preparing and carrying out training and development in the organization. Improper and incorrect training need assessment can lead to disastrous effect.

The researcher found out how frequently T&D assessment are made and the methods used by the organization in the process of conducting need assessment.

Table 4.3. Frequency of conducting formal need assessment in the organization

Valid	Frequency	Percent	Cumulative percent
Never	-	-	
Rarely	-	-	
Sometimes	-	-	
Mostly	95	33.9	33.9
Always	185	66.1	66.1
Total	280	100	100.0

Source: own survey (2018).

From the above table, 33.5% of the respondents said mostly, and the remaining 66.1% by saying always, the respondents agreed that the organization conducts need assessment. From the table we can understand that the organization conduct need assessment on a regular basis. Bees (1994) explained that training need assessment plays very crucial role in identifying individuals who needs to be trained, to design needs relates both to individual and the organization, to allocate the required time, to determine the program objectives and the required skill and resource.

4.3.2. Need Assessment Methods

Table 4.4 Need assessment methods used

Training need assessment methods	N		R		S		M		A	
	No	%	No	%	No	%	No	%	No	%
Questionnaires	-		-		-		64	22.9	216	77.1
Personal face-to-face interviews with employees	264	94.3	16	5.7	-		-		-	
Group interviews with managers and supervisors	280	100.0	-				-		-	
Direct observation	205	73.2	58	20.7	17	6.1	-		-	
Performance appraisal method	280	100.0	-		-				-	

N=Never, R=Rarely, S=Sometimes, M =Mostly, A=Always,

Source: own survey (2018).

The above table shows that 22.9% and 77.1% of the respondents explained that the organization frequently uses questioner as a method of assessing training and development need. 94.3% and 5.7% of the respondents respectively declared that the organization never and rarely used personal face to face interviews with employees. Using direct observation as a method of TNA 73.2%, 20.7% and 6.1% of the participants respectively indicated that the organization never, rarely and sometimes. While all of the respondents agreed that the organization never used group interview with managers and supervisors and performance appraisals as a method of conducting need assessment. From the above response we understand that in the organization the most widely used method of TNA is questioner. According to Nadler in 1990 need assessment should estimates deficiencies and carefully identify the need. The use of variety of need assessment methods will help the organization to identify the gap more effectively.

From the respondents all of the participants declared that the organization conducts need assessment annually. The frequency of conducting need assessment plays a great role for the trainings and developments provided in the organization. Training needs should not only be

assessed at the first step, since the T&D process is affected by various environmental factors that could affect the whole T&D outcome and result (Nadler,1990).

4.3.3 T&D Design and its Objectives

This part of the analysis is concerned about the objective of the organization in giving training and development, indicators used in order to assess training need and conditions under which T &D provided in the organization.

Table 4.5 Objectives of T&D in the Organization

Training and Development objectives	SD		D		NS		A		SA	
	No	%	No	%	No	%	No	%	No	%
Helping employees to perform their current job effectively	17	6.1	80	28.6	98	35.0	63	22.5	22	7.9
Enhancing employees' skills, knowledge and attitudes	15	5.4	74	26.4	98	35.0	73	26.1	20	7.1
Orientation of new employees			4	1.4	61	21.8	119	42.5	96	34.3
Keeping employees informed of technical and procedural changes occurring within the organization	4	1.4	53	18.9	128	45.7	76	27.1	19	6.8

SD=strongly disagree, D=Agree, NS=Not sure, A= Agree, SA= Strongly agree,

Source: own survey (2018).

From the above table 34.7%, 31.8% and 20.3% of the respondents disagree that training and development provided to help employees to perform their current job effectively, enhance employee's skills knowledge and attitudes and keeping employees informed of technical and procedural changes occurring within the organization respectively. 45.7%,35% and 21.8% of the respondents not sure that training and development provided to keep employees informed of technical and procedural changes occurring within the organization, enhancing employees' skills knowledge and attitudes and in order to orientate new employees respectively. While 34.4% of

the respondents strongly agree that training and development provided in the sub city to orientate new employees. To determine T&D needs and objectives there are three dimensions for the assessment process: organizational needs, task needs and individual needs (Goldstein, 1993; Armstrong, 2003; Stone, 2002). From the table we can understand that high priorities are given to orienting new employees while others are given low priority.

Table 4.6. TNA indicators in Kolfe Keranio Sub City

Indicators to assess training needs	TVSE		TSE		TCE		TGE		TVGE	
	No	%	No	%	No	%	No	%	No	%
Lack of knowledge and skill	60	21.4	124	44.3	78	31.7	18	6.4	-	-
Poor performance	43	15.4	112	40.0	74	26.4	51	18.2	-	-
Introduction of new work methods	25	8.9	74	26.4	98	35.0	83	29.6	-	-
Customer dissatisfaction	73	26.1	100	35.7	70	25.0	27	9.6	-	-
Poor service quality	38	13.6	94	33.6	74	26.4	48	17.1	26	9.3
High turnover	113	40.4	128	45.7	39	13.9	-		-	
Frequent employees transfer to other divisions	114	40.7	132	47.1	34	12.1	-		-	

TVSE= to a very small extent, TSE= to a small extent, TCE= to a considerable extent, TGE= to a great extent, TVGE= to a very great extent

Source: own survey (2018)

From the above table High turnover and frequent employees transfer to other divisions representing respectively,40.4%,40.7% and 26.1% were considered as the least important indicators taken in to account when assessing training needs while lack of knowledge and skill 44.3%, poor performance 40.0% and customer dissatisfaction 35.7% were considered to small

extent. However, 31.7% and 35.0% of the respondents indicated that lack of knowledge and skill and introduction of new work methods are taken in to a considerable extent. In other way 29.6%,18.2 and 17.1% of the respondents indicated that Introduction of new work methods, poor performance and poor service quality respectively are taken in to great extent as an indicator of TNA. Also from the table we can see that only 9.3% of the employees indicated that the organization use poor service quality to very great extent as an indicator of TNA. The table shows as that the organization is giving low consideration to lack of knowledge and poor performance an indicator of TNA while it takes poor service quality greatly in to consideration. According to Beardwell and Holden (1994), individual and group needs, which are supposed to fit with the entire organizations needs and objectives, are very important dimensions in determining T&D needs.

Table 4.7 Conditions under which T&D is provided

When training is provided	N		R		S		M		A	
	No	%	No	%	No	%	No	%	No	%
When employees are newly recruited	-		-		7	2.5	157	56.1	116	41.4
When employees need training on new technologies, equipment's and new working methods	16	5.7	56	20.0	108	38.6	80	28.6	20	7.1
When employees are upgraded to fill new positions	27	9.6	109	38.9	112	40.0	32	11.4	-	
When a departments request it	-		20	7.1	105	37.5	103	36.8	52	18.6
When the employees request it	-		119	42.5	141	50.4	20	7.1	-	

N=Never, R=Rarely, S=Sometimes, M =Mostly, A=Always,

Source: own survey (2018)

The above table indicate that 5.7% and 9.6% of the respondents indicated that training is never provided when employees need training on new technologies equipment and new working methods and when employees are upgrade to fill new positions respectively. While 42.5% and 50.4% and 38.9% and 40.0% of the respondents says that it is rarely and sometimes training is provided when employees request it and when employees are upgrade to fill new positions respectively. Among the respondents 36.8% and 18.6% indicated it is mostly and always that the organization provided training when department request it. While 56.1% mostly and 41.4% always that the respondents indicated training is provided when employees are newly recruited. From the above table we can understand that the organization give a great consideration to give training when employees are newly recruited.

4.3.4 Training Outcomes and Impact on Employees

This part of the analysis is concerned with employee’s perception on the outcome of T&D and T&D methods used by the organization.

Table 4.8 Employees perception on the outcome of T&D.

The training offered has helped me to	SD		D		NS		A		SA	
	No	%	No	%	No	%	No	%	No	%
Learn new ways of doing work	7	11.7	5	8.3	10	16.7	21	35	17	28.3
Enhance and increase my skills and knowledge	15	5.4	74	26.4	98	35.0	73	26.1	20	7.1
Improve my on-the-job performance	7	6.1	64	22.9	87	31.1	91	32.5	21	7.5
Increase my job satisfaction	112	40.0	78	27.9	72	25.7	18	6.4		
Increase my commitment and motivation	114	40.7	77	27.5	71	25.4	18	6.4		

SD=strongly disagree, D=Agree, NS=Not sure, A= Agree, SA= strongly agree,

Source: own survey (2018).

The table shows that 68.2%, 67.9% and 31.8% of the respondents disagree that the training offered by the organization helped them to increase their commitment, increase their job satisfaction and enhance their skill and knowledge respectively. While 35% of the respondents are not sure whether the training provided is helped them in order to increase their knowledge and skill. 63.3%, 40% and 33.2% of the respondents indicated that the trainings offered are helping them to learn new ways of doing work, improve them on the job performance and increase their skill and knowledge respectively.

Table 4.9 T&D delivery methods

Training and Development methods	N		R		S		M		A	
	No	%	No	%	No	%	No	%	No	%
On-the-job training	141	50.4	98	35.0	40	14.3	1	0.4	-	
Off-the-job in the organization	-		-		22	7.9	213	76.1	45	16.1
Off-the-job outside the organization	1	0.4	36	12.9	238	85.0	5	1.8	-	

N=Never, R=Rarely, S=Sometimes, M =Mostly, A=Always

Source: own survey (2018).

The above table shows that 50.4%, 35% and 14.3% of the respondents indicated that it is never, rarely and sometimes the organization used on-the-job as a delivery method of training and development. 92.2% of the respondents indicated most of the time trainings and developments are given off-the job within the organization. While 85% of the respondents argued that sometimes trainings and developments are given off-the job outside the organization. Explained by Acton and Golden, (2003) to have a positive result from training and development programme, organizational commitment to training must tie with appropriate effective training methods and training delivery mechanisms. According to Armstrong (1995) explained that depending to organizational strategy goals and resource available, need identified at the time and target group to be trained

organizations are motivated to take different training methods. Off-the-job is argued to be more effective since employees are away from work place their concentration is fully at training.

4.3.5. Acquiring Assistance from External Trainers

100% of the participants agreed that their organization acquire assistance from external providers during the preparation and/or the implementation of T&D programmes either by asking for external trainers or by sending employees to external training providers.

4.3.6. T&D Methods Used by the Organizations

Table 4.10 Training and Development Methods Used by the Organizations

Training and development methods used by the organization	N		R		S		M		A	
	No	%	No	%	No	%	No	%	No	%
Lectures	-		-		44	15.7	184	65.7	52	18.6
Seminar/Conferences	-		-		11	3.9	198	70.7	71	25.4
Group work(Discussion)	142	50.7	91	32.5	47	16.8	-		-	
Individual Projects	206	73.6	64	22.9	10	3.6	-		-	
Role playing	261	93.2	17	6.1	2	0.7	-		-	
Case studies	268	95.7	12	4.3	-		-		-	
Computer based training	-		22	7.9	158	56.4	98	35.0	2	0.7
Coaching	116	41.4	96	34.3	68	24.3	-		-	
Job rotation	151	53.9	92	32.9	37	13.2	-		-	

N=Never, R=Rarely, S=Sometimes, M =Mostly, A=Always, C= Count

Source: own survey (2018).

The data shows that 70.7% and 25.4% of the respondents indicated that seminar/ conference is mostly and always used in the Sub City as T&D methods respectively. While Group work, Individual projects, Role playing, Case studies and Job rotations are never used with

50.7%,73.6%,93.2,95.7 and 53.9 respectively. Computer based training with 35.0% is mostly used by the organization as training and Development method.

4.3.7 Evaluation and Follow up

This part of the analysis is concerned with the frequency of conducting evaluation in the organization and tools and techniques used by the organization in the process of evaluating T&D.

Table 4.11 Respondents view on the frequency conduction of T&D progressive evaluation

Valid	Frequency	Percent
Never	-	-
Rarely	-	-
Neutral	-	-
Mostly	180	64.3
Always	100	35.7
Total	280	100.0

Source: own survey (2018).

The above table shows that 180(64.35%) of respondents indicated that the organization evaluate Training and development programs mostly whereas 100(35.7%) replies that Training and Development programs always evaluated by the Organization. According Armstrong (2003) asserts that training and development programmes should be monitored continuously to ensure that they are proceeding according to the plan and within the agreed budget. In order to check the managerial results, training should be evaluated after each event.

4.3.8 Evaluation Tools and Techniques

Table 4.12 Evaluation tools and techniques

Evaluation tools and techniques	N		R		S		M		A	
	No	%	No	%	No	%	No	%	No	%
Asking employees to fill a questionnaire at the end of the programme	-		-		1	0.4	194	69.3	85	30.4
Interviewing the trainees at the end of each training programme	262	93.6	17	6.1	1	0.4	-		-	
Testing the trainees before and after the training programs (pre and posttest)	1	0.4	-		249	88.9	28	10.0	2	0.7
Performance appraisal reports	280	100.0	-		-		-		-	

N=Never, R=Rarely, S=Sometimes, M =Mostly, A=Always, C= Count

Source: own survey (2018).

The table shows that 194(69.3%) and 85(30.4%) of the participants indicated that the organization ask employees to fill questioners at the end of the programme as evaluation tool and techniques. While 262(93.6%) and 280(100.0%) explained that interviewing the trainees at the end of each training program and performance appraisal reports are never been used as evaluation techniques. 249(88.9%) of the respondents indicated that testing the trainers before and after the training program is sometimes practiced as evaluating Training and Development tool.

4.4 Qualitative Data Analysis

The main aim of this part is to present and analyze the qualitative data produced from the in-depth interviews. In addition, this chapter aims to present the analysis for other qualitative data resulting from further comments of the questionnaire participants and from the researcher's own observations when collecting the research data.

As discussed in the research methods part, the researcher conducted in-depth face-to-face interviews with 7 office heads. Justifications for interviewing were also provided in the methods chapter of the study. The objectives of the interview were to discover the alignment of Training and development program with the organizations strategy and to identify the challenges faced by the organization in the process of T&D.

4.4.1. Profile of Office Heads

Interview participants were secured by personal contact, which is the best approach to build and establish a strong trust and good rapport with participants. Heads of Offices used reflects those who were at the position of (Public Service and Human Resource Management Head, Women's and Children's Affairs Head, Labor and Social Affairs Head, Communication Affairs Office Head, Culture and Tourism Development Office Head, Food Medicine and Health Control Administration Office Head and Education Office Head). The intention was to interview seven office heads. Once the purposes of the study were explained, managers expressed genuine interest in the subject and were willing to take part in the study.

4.4.2 General Discussion

This part reveals the current status of the organization in line with its current T&D practices with some challenges that may encounter during the practices.

From the interview of these seven office heads all of them agreed that there is a separate department that focuses or concerned with training and development.

Regarding the major purpose of T&D of the organization the office heads explained that the major concern of the organization is by identifying the gaps that the employees have and by giving continuous trainings and development in order to provide good services to the people who lives in

the sub city. As the trainings that are given focuses on improving employee's knowledge and skill and upgrading their performance through training and Development programme. The main concern is employee's performance and the quality of service they provide for the population.

The response of the managers concerning alignment of Training and Development Policy with organizational strategy, explained that there is an alignment of T&D Program with organization strategy, they explained that there is an alignment of T&D program with organizational strategy. One of the strategic focus of the sub city is building the capacity of the employee's, through training and development programs. They also elaborated that by increasing employee's knowledge and technical skills it intends achieving strategic goals.

For example, with in internal process the strategy the organization planed building employee's capacity and improving training process. The other strategic goal that has been taken by the organization is increasing customer's satisfaction. In the process of increasing customer's satisfaction, the focus area of the organization is building the capacity of employees.

It is believed that the strategic goals of the organization are achieved by developing employees with technical skill and knowledge.

In general, all of the interview participants agreed that the strategic goals of the organization are aligned with its training programme.

The participants of the interview believed that training and development in the sub city is planned. Assessments are made annually and also there is a separate budget for trainings. The offices in the sub city do need assessments annually then they prioritize them. These trainings are given to the sub city and woreda employees. Using the budget that is allocated for Training and development these trainings will be given to the employees according to the time table they prepared.

According to the participant's responses regarding the kinds of trainings and developments that are given to the employees are mostly focuses on the day to day practice of their job for example BPR, BSC, Cascading and Good Governance.

These trainings are given to the sub city and Woreda employees every year because they apply them in their everyday work. Also there are other trainings that intended to upgrade their technical skills, like computer skill. Other trainings are prepared and given by each departments because each of this departments prepare their training need assessment annually, then using the budget

allocated for the training and development they will give trainings and developments to employees in their respective departments.

All of the interviewed groups agreed that they annually conduct need assessments through questionnaire then they give trainings to employees with in that department that works in Woreda and Sub City.

The interviewed participants explained that mostly lecture and seminar/ conference methods were used as training methods. Depending on the type of trainings other methods like computer based trainings will be used as training methods.

All of the interview participants explained mostly, training evaluations are done using questioners, but some of the them explained that they rarely use direct observation as an evaluation method.

The office heads explained that the effect of training on employee's performance is filling their knowledge gap which leads to increasing their performance, learning new skill and doing their job in new way, there is also increasing effectivity.

From the selected interviewed participants all of them agreed that there are challenges in the Training and Development programme. Among the listed challenges:

- In order one office to give training the TOR has to pass through different offices and has to be approved by them. This takes long time and low interest in preparing trainings for employees.
- Lack of professional staffs in giving trainings.
- Most of the time when trainings are prepared they are repetitive or the same every year this creates low interest in employees in taking of this trainings.
- Methodologically most of the trainings are given through lecturing or through seminar. It is rarely that trainings are given like computer skill through practical. In the process of training most of the employees get bored or give less attention in attending these trainings. They are also unable to imply practically on their job what they have trained because they are not trained practically.
- Places that trainings are given also not favorable most of the time. Mostly trainings are given in buildings with only stairs. This create challenges to employees with disability. Also the halls are not wide enough to participate all the employees or the halls might not have ventilators.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Major Findings

According to the findings majority of the respondents, (65%) were male. In terms of age composition taken from the sample (67%) were categorized to the young age group. The vast majority of the participants were first degree and diploma holders. Two-third of the participants had less than five years work experience in the sub city. From the respondent's majority of them which is (93%) are at non managerial position the rest are at supervisory position.

As asserted by majority of the respondents (66%) indicated that formal training need assessments are conducted by the organization. Regarding the need assessment methods, (77%) of respondents explained that questionnaires were the most used method for training need assessment.

With regard to the objective TNA (34%) of the respondents strongly agree that orientation of new employees is the main objective of the organization in preparing T&D programme.

Concerning indicators for TNA the majority of the respondents (30%) the most commonly used indicators for training needs are introduction of new work methods.

Majority of the respondents, (41%) indicate that training is provided under the condition when new employees are recruited.

Most of respondents, which is (28%) perceived that the training offered by the organization helped them to learn new ways of doing work.

From the respondents (16%) of them indicated that the most common T&D delivery method used by the organization is off-the-job in the organization.

According to the majority of the respondents, which is (25%) explained that mostly the organization use seminars/conferences as T& D methods.

Majority of the respondents, (100%) indicated that training and development programmes are evaluated by the organization. With regard to the tools and techniques used for evaluation most of

the respondents (30%) indicated that the most commonly used T&D evaluation tool and technique by the organization is asking employees to fill at the end of the programme. It is also explained by the interviewee groups that trainings and developments are evaluated at the end of each training programmes. The interview participants also explained that after trainings are given mostly the effectiveness of the training is evaluated by distributing questioner to the trainees.

As the interviewees explained that the major trainings and developments used by the organization are BSC, BPR, Cascading and Good Governances are given to all the employees in Sub City and woreda level regardless of their department while other trainings are prepared through departments request when it is believed that there is a gap in a given area.

The interviewee groups indicated that strategically great focus is given to training and development program. The interviewees indicated that training and development programs are concerned about building the capacity of the employees and also increasing customer satisfaction. It is explained that in order to achieve the strategic goals of the organization main focus is given to improve the service quality provided by the sub city.

From the interviewed groups majority of them disagreed that the effect of the training and development is not as they expected. Despite it is not as expected by the study participants there is observed difference in their performance after they got training and development. They explained that most of the time training and development contents are repetitive, non-attractive methods and not participatory the performance of employees' before and after the training does not show a considerable change. All of them explained that they measure employees' performance through their daily work performance.

As explained by the interviewed parties the challenges they are facing in the process of training and development are lack of experienced professional staffs, lack of initiative to share experiences from other competitive organizations, the non-existence of research done on this topic in the past and in the preparation of training are the most important challenges and obstacles that prevent effective T&D activities. The other challenge that hinders the training and development program is the need of passing different offices for getting approval for preparing a training.

5.2 Conclusions

The fact that training and development programs are organized based on training needs imply that most of the training programs organized by the sub city are relevant because they consider the needs of the employees. The practice of training and development in Kolfe Keranio Sub City is that TNA are annually conducted, this helps the organization to identify the need and to fill the gap. The Sub city is giving more emphasis to poor service quality and poor performance as an indicator of TNA. Also trainings are given mostly when employees are newly recruited and by the department's requests. It is indicated that trainings are not given with new technology and updated skills.

The organization is given trainings with the objective of orienting new employees. Most of the time trainings are given off the job within the organization while trainings outside the organization are not frequently given. Trainings are given to the employees through lecturing and seminars by the organization and external training providers. Trainings and developments are evaluated at the end training programme. Also after trainings are given evaluations are made by distributing questioners to the employees.

From the data get from the interview group it is indicated that there is an alignment of Training and Development program with the strategy. The presence of responsible department for T&D in each office will helps to identify the needs and to provide T&D based on the identified needs.

As indicated by the interviewed groups training and development program in the organization is facing different challenges. The presence of beaurocracy in order to get approvals for TORs, the lack of professional staffs in giving trainings and the places and unfavorable training places and the unattractiveness of training and development methods are some of the challenges.

5.3 Recommendations

From the conclusion made above these are the recommendations forwarded

- In the process of need assessment method Kolfe Keranio sub city methods other than questioner like face to face interviews, direct observation and performance appraisal methods should be practiced and indicators like high turnover and customer dissatisfactions are should also take in to consideration. The presence of low service years by employees is also an indicator of high turnover so the sub city should take in to consideration other indicators in the process of assessment.
- Kolfe Keranio Sub City training and development programs must be prepared not only for new employees but also for all employees. Employees has to be informed about the technical procedural changes occurring in the organization.
- The training and development that are given has to focus on increasing the employees' satisfaction and motivation. Employees must be satisfied and motivated to perform effectively. In order to increase employees' satisfaction and motivation the trainings must be presented in more participatory and with more trained personnel's.
- In using delivery forms Sub City must use on the job trainings and trainings outside the organization. Other than lecture and seminars, Kolfe Keranio sub city must use other methods like group works case studies which help employees to work together.
- In the process of evaluation, we would like to recommend, Kolfe Keranio sub city to apply different tools and techniques like interviewing at the end of the training, the use of performance appraisal reports helps to evaluate the effectiveness of training and developments from different angels.
- From the challenges mentioned by the interviewed groups we kindly recommend that more favorable for Kolfe Keranio sub city to focus on creating or hiring trainers or inviting external trainers. To make the training process more interesting the places where trainings given and the methods has to be entertaining and participatory.

References

- Adebabay.A and Perkins, S. J. (2010). *Employee Capacity Building and Performance in Ethiopian Public Services*. Addis Ababa, Ethiopia.
- Acton, T. and Golden, W. (2003), *Training and the knowledge worker: "A Descriptive Study of Training Practices in Irish Soft Ware Companies"*. *Journal of public sector management*. Galway, Ireland. MCB UP Ltd.
- Afshan S. Sobial Kamran A. NasirM. (2012), *impacts of training on employee performance in Pakistan interdisciplinary journal of contemporary research in business vol.14 no. 6*.
- Amir E. (Dr.) and Amen, L. (2013), *The effect training on employees' performance*, *European Journal of Business and Management*. vol.5 no 4. Riyadh, KSA.
- Armstrong M. (2001), *A Handbook of Human Resource Management Practice*, 8th edition, London, UK: Kogan Page.
- Armstrong, M. (2003). *"A Handbook of Personnel Management Practice"*, Ninth Edition, Londo UK: Crest Publishing.
- Bee, F and Bee, R. (1994), *"Human resource management: contemporary perspective"*, London,UK: Pitman Publishing.
- Beardwell, I. and Holden, L. (1994), *"Human Resource Management: A Contemporary Perspective "*, London, UK: FT Prentice Hall.
- Burrow J. and Berardinelli, P. (2003), *"Systematic performance improvement refining the space between learning and results"*. *Journal of Work Place Learning*, Vol. 15, No. North Carolina, USA.
- Chandan (1995). *Management theory and practice*, India New Delhi: Hindusten Offset Printer.
- CIPD, (2005). *Recruitment, retention and Labor turnover survey 2005*. London: CIPD.
- Cole, G.A. 2002. *Personnel and human resource management*, 5th Ed. Continuum London, UK: York Publishers.

- Creswell, (2003), *"Research Design: Qualitative, Quantitative, and Mix Methods Approaches"*,
Second Edition, California, USA: Sage Publications.
- Gauri, P. Grenhough, K. (2005) *Research Methods in Business Studies*. London, UK: Prentice
Hall.
- Glueck, F. W. (1982). *Personnel: A diagnostic approach*. 3rd ed. Michigan, USA: Business
Publications.
- Goldstein, I.L. (1993) *Training in Organization Need Assessment, Development and Evaluation*
3rd edition, Belmont. CA, US: Thomson Brooks/Cole Publishing Co.
- Gordon, B. (1992). *Are Canadian firms under investing in training? Canadian Business
Economics* 1,1, 25-33.
- Hales, L. D. (1986). *What do managers do a critical review of the evidence*. Surry, UK.
- Hitt,MA. Ireland, RD., Hosksson, RE (2007). *Strategic Management: competitiveness and
globalization*. Masson, US: Thomson south-western publisher.
- Hughey, A. and Mussnug, K. (1997), *"Designing effective employee training programmes"*,
Training for Quality, Vol. 5, No. 2, pp. 52-57.
- Jacobs,R. L., & Jones,M. J. (1997). *Teaching tools, when to use on-the- job training, Security
Management*, Vol. 41, no. 9: pp. 35-41.
- Latham,G.P, Wexley ,K .R. (1991). *Developing and Training Human Resource in Organization*.
Harper Collins, New York: Elsevier Ltd Publisher.
- Manpower Service Commission, (1981), *"Glossary of Training Terms"*, London, UK: HMSO.
- Marchington, M. and Wilkinson, A. (2000), *"People Management and Development"*,
Second Edition, London, UK: Chartered Institute of Personnel and Development.
- McCourt, W. & Derek, E. 2003. *Global Human Resource Management: Managing People in
Developing and Transitional Countries*. Cheltenham, UK: Edward Elgar Publisher.

- McNamara Carter (2008). *Employee Training and Development: Reasons and Benefits*. Accessed 16/03/2009. <http://www.managementhelp.org/index.html>
- Mathis, L. R., and Jackson, H. J. (2008). *Human resource management*. 8 ed. Texas, USA: West Publishing Company.
- Muhammad, J. Umar Faruq (2009). *Strategy for Improving the Public Sector Efficiency in Balochistan*, Volume IV, Number 1. Balochistan, Pakistan.
- Mwita, J.(2000). *Performance Management Model: A system- based approach to public service quality*. *The international journal of public sector management*. MCB UP Ltd.
- Randy, L. Desimone, Jon, M. Werner and David, M. Harris “*Human Resource Development*”, 3rd edition. Fort Worth, TX: Harcourt publisher.
- Stone, R.J (2002), *Human Resource Management* 2nd Edition. Milton, Qld: John Wiley and Sons Australia.
- Scott, W. Deirder, D and Vander, S. (2009) *Research methods for everyday life, blending qualitative and quantitative approaches*. San Fransisco, USA: Jossey-Bass.
- Sims, R. (2002). *Organizational Success through Effective Human Resources Management*. Westport CT: Green Wood Publishing Group.
- Tazebachew, A. (2011) *The impact of training on worker performance in public sector organizations. A case of Ethiopia Ministry of Health A.A*. Addis Ababa, Ethiopia.
- Torrington, D.Hall Taylor,S.(2005). *Human Resource Management Financial Times*. South East Europe, Republic of Macedonia: Practice Hall.
- Wachira, F. N. Gakure R.W. and Orwa, G. (2012). *The Effect of Human Resource Development Professionals expertise” on effectiveness of management development in the civil service of Kenya*. Nairobi, Kenya: International Journal of Business and Social Research.
- Wachira, Y. F. (2012). *HRD Challenges and Responses in Africa*, Paper Presented During the 14th Public Sector Trainers Forum/ Conference in South Africa.

Weil, A. & Woodall, J. 2005. *HRD in France: the corporate perspective*. Journal of European Industrial Training, Vol. 29, No. 7. (July 2005), pp. 529-540, [doi:10.1108/03090590510621036](https://doi.org/10.1108/03090590510621036)

Wenger, E. (2009) *Learning Capability in Social System. EQUAL*. Final Report. Lisbon, Portugal.

Zikmund, W.G (2000) *Business Research Methods (6th edition)*. Fort Worth, TX: Dryden Press.

<https://statics.laerd.com/stastics-guidelines/Descriptive-inferential-stastics.php>.

Appendix

Appendix A: Questionnaire developed for employees

St. Mary University School of Graduate Studies

Dear participant,

I kindly request your assistance in completing a questionnaire which I am using to collect data for my project study. I am working on my thesis Assessment of Training and Development practice and Challenges in Kolfe keranio Sub City. Your assistance in completing this questionnaire is completely voluntary and will be highly appreciated. Please give your most thoughtful and honest answers. The data is completely confidential.

Thank you for your valuable assistance!!

Instruction: Please tick (~) in the box that best reflects your answer for each question

SECTION A

BASIC DEMOGRAPHIC DATA (PLEASE PUT “” IN SIDE THE BOX)

1. Gender: Male [] Female []
2. Age (years)
- < 20 [] 20 – 35 [] 36 – 50 [] 51-65 []
3. Educational status:
- PhD [] Masters [] Bachelors [] Diploma [] Certificate []
4. Service (years) ≤ 5 [] 6 – 10 [] >11 []
5. Position in the organization: Manager [] Supervisor [] non- manager []

Section B : Current Practices of Management Training and Development).

The purpose of this section is to obtain information about how T&D is conducted in your organization.

Part 1: Training needs assessment

1. Does your Organization conduct formal training and development need assessments?

Never Rarely Sometimes Mostly Always

2. If your answer to 1 is (Rarely, Sometimes, Mostly, Always), which of the following methods are used to determine training needs in your organization?

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

Training need assessment methods	1	2	3	4	5
Questionnaires					
Personal face-to-face interviews with employees					
Group interviews with managers and supervisors					
Direct observation					
Performance appraisal methods					

3. How often does your organization conduct training and development needs assessment?

Every half year annually every 2-3 years every 4-5 years 5 years and more

Part 2: T&D design and its objectives

4. Does your organization target the following objectives when conducting training programmes?

1=Strongly disagree 2= Disagree 3= Not sure 4= Agree 5= Strongly agree

Training and development objectives	1	2	3	4	5
Helping employees to perform their current job effectively					
Enhancing employees' skills, knowledge and attitudes					
Orientation of new employees					
Keeping employees informed of technical and procedural changes occurring within the organization					

5. To what extent do you use the following indicators to assess the 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

Indicators to assess training needs	1	2	3	4	5
Lack of knowledge and skill					
Poor performance					
Introduction of new work methods					
Customer dissatisfaction					
Poor service quality					
High turnover					
Frequent employees to other divisions					

6. Please specify when training is provided for employees in your organization?

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

When training is provided	1	2	3	4	5
When employees are newly recruited					
When employees need training on new technologies, equipments and new working methods					
When employees are upgraded to fill new positions					
When a departments request it					
When the employees request it					

7. Do training programmes help to achieve the following employees' outcomes in your organization?

1=Strongly disagree 2= Disagree 3= Not sure 4= Agree 5= Strongly agree

Training outcomes and impact on employees	1	2	3	4	5
Learning new ways of doing work					
Enhancing and increasing my skills and knowledge					
Improving my on-the-job performance					
Increasing my satisfaction					
Increasing my commitment and motivation					

Part 3: Training delivery methods

8. Which of the following methods of training does your organization use?

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

Training and Development methods	1	2	3	4	5
On-the-job training					
Off-the-job within the organization					
Off- the-job outside the organization					

9. Does your organization acquire or gain any sort of assistance from external providers (trainers/training centers) during the preparation or implementation of your training and development programmes?

Yes No

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

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

	Used by your Organization				
Training and development methods or techniques used by the organization	1	2	3	4	5
Lectures					
Seminars/conferences					
Group work(Discussion)					
Individual Projects					
Role Playing					
Case studies					
Computer based training					
Coaching					
Job rotation					

Part 4: Evaluation and follow up

11. Does your Organization evaluate training and development programmes?

Never Rarely Sometimes Mostly Always

12. If your Organization evaluates its training and development programmes, what methods are usually used?

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

Evaluation tools and techniques	1	2	3	4	5
Asking employees to fill a questionnaire at the end of the programme					
Interviewing the trainees at the end of each training programme					
Testing the trainees before and after the training programmes (pre and posttest)					
Performance appraisal reports					

THANK YOU!

Interview questions

1. Is there a separate department or unit in the organization that is responsible for manpower training?
2. What are the major purposes of Training that the organization need to attain?
3. Does Training in Kolfe Keranio Sub City planned and systematic? If your answer is No, why?
4. In presenting the Training and Development:
 - a. What are the kinds of Training and Development used?
 - b. What methods of Training and Development are used?
 - c. How is Training and Development evaluated?
5. Does Training and Development have an effect on worker performance? How do you measure training effect on worker performance?
6. What are the challenges the Organization face in the process of Training and Development program?

