ST. MARY'S UNIVERSITY COLLEGE
FACULTY OF BUSINESS
DEPARTMENT OF MANAGEMENT

THE ASSESSMENT OF TRAINING PRACTICE
(THE CASE OF AL-SAM PLC)

BY MANAYESH TEWODROS

JUNE 22, 2010

SMUC

ADDIS ABABA

THE ASSESSMENT OF TRAINING PRACTICE
(THE CASE OF   AL-SAM COMPANY)

A SENIOR ESSAY SUBMITTED
TO THE DEPARTMENT OF MANAGEMENT
FACULTY OF BUSINESS

ST. MARY'S UNIVERSITY COLLEGE

IN PARTIAL FULFILLMENT OF THE REQUIREMENT
FOR THE DEGREE OF BACHELOR OF ARTS IN
MANAGEMENT

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Approved By the Committee of Examiners

Advisor

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Chairperson,   Signature

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Internal Examiner   Signature

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External Examiner   Signature

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                                                            Signature

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Training is one of the activities performed in an organization to achieve the objective of the organization and it is carried out by human resource management department. It is also one of the most important for employee's performance, and it helps to apply modern technology in the organization.

Humana resource management department based on the company policy and criteria they are preparing training and development program using a systematic approach. The approach may include to get standards of employees performance are established in the organization, to avoid backward equipment or materials , to improve productivity and quality of work, to create better interpersonal relationships, reduction of turnover and develop the knowledge and skills of the organization employees (Tim Hannagan 1998 P.320-321**).**

There is a difference between the training and development program. "Training is short-term process utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skills for a definite purpose . . . Development is a long-term educational process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose" (C.B Mamoria and S.V Gankar 1980 p. 278).

Training is a process of learning a sequence of programmed behavior. It is application of knowledge. It gives people an awareness of the rules and procedures to guide their behavior. It attempts to improve their performance on the current job or prepare them for an intended job.

Development is a related process. It covers not only those activities which improve job performance but also those which bring about growth of the personality; help individuals in the progress towards maturity and actualization of their potential capacities so that they become not only good employees but better men and women (C.B Mamoira . and S.V Gankar 1980 P.277).

In AL-SAM organization there is a problem in giving training for the trainees. According to (Tim Hannagan 1998 p.320) "because of training can be very wasteful if it is not carefully planned and supervised like training may be given which is not necessary, the concerned employee's may not be selected based on proper criteria. The most common mistakes are: training did not give for concerned employees; if it not need assessment, does not improves employee's performance."

From the above case if there is training program in an organization, it is help to achieve a certain organizational goal.

1.2 Statement of the Problem

Now a day in a business world technology changing rapidly based on training and development program. Organizations must have aware of these using technology to increase productivity, competitor from the outsider, have technological advancement, high market share, attractive customers by providing quality products, can help organization to have qualified employees who have skill, knowledge, and ability to perform their tasks effectively and efficiently, in general they can be successful in activity their organization goal and objective. This improves the overall performance of the company(Tim Hannagan 1998 p.320).

Human resource managers are responsible for training and development to give for employees. Managers must give more attention when training is needed? The application must be selection criteria and evaluated criteria are used carefully. This helps manager to be able to separate who need training? And who need development program? in the organization. Because, shortage of training skill and knowledge affect the over all performance of the organization.

Certainly, training and development can help to know the changing technology. However, AL-SAM PLC has a problem of using the right procedure of training and development program. The problems were training to provided to employees were not given to concerned bodies, selection criteria and evaluated criteria were not used in the company. Because of this employees were not satisfied by the program and also the organization incurs cost for many incidental expenses. Therefore, since there is dissatisfaction of employees by the training program, I try to assess the training and development practices in AL-SAM Company.

1.3 Research Questions

Based on the above problems, the researcher develops the following basic research questions:-

1. How the organization carryout the need for the training program within the company?

2. What criteria are used to select trainees in different training programme?

3. What evaluation criteria are used to measure effectiveness of training?

1.4 Objectives of the Study

1.4.1. General Objective

The main objective of this study is to make assessment about the training practices in AL-SAM Company.

1.4.2 Specific Objective

➤ To identify the need for the training program used in the company.

➤ To identify the criteria used in selecting trainees for training programme.

➤ To identify the method used to evaluate the effectiveness of employees performance after training .

1.5 Significance of the Study

The researcher is believed that:

- It may give a clue for further detail study on the need of the training for a company.

- It may contribute suggestions and comments for training and development program makers.

- This study may lead to formulate company human resource policy.

1.6 Scope (Delimitation) of the Study

AL-Sam company has five branches of working area including foreign country. These are:- Kality branch, Karakore branch, Merkato branch, Teklehaymanot branch and Kenya (Nairobi). But lack of sufficient time the researcher focused on head office of the company in Addis Ababa Teklehaymanot branch human resource department, supply and stock department, sales department and accounting department. The researcher focuses on in all those departments of 70 employees. But the company human resource administration training and development service are centralized for every branches of the company.

1.7 Limitation of the Study

Generally speaking resource in its true sense is scarce and as a result not possible to make a research activity 100% complete. Therefore, while the researcher conducting the research, the following factors limited to make the research outcome complete.

1. To get reference in the company, there was shortage of material especially on the areas and the topic understudy.
2. Time constraint was a major limiting factor that the researcher herself in a worker in a private company.
3. Shortage of finance was limiting factor that the researcher paid for different secretarial services.

1.8 Research Design and Methodology

1.8.1 Research Design

In this paper the descriptive method has been used with an assumption that help to describe and for the achievement of the research question particular study of the training and development practice of the organization under study.

1.8.2 Population and Sampling Technique

The population of the study consists of the four departments of the company. That is, the human resource department, supply and stock department, sales department and accounting department. In all those departments there are 100 employees worked in the head office of AL-SAM PLC. The study has taken 70 employees which is 70% of the total population as a sample. The sampling technique in the study has used a probability sampling technique. The study used simple random sampling technique, because this technique gives an equal chance to all employees worked in the organization being selected.

1.8.3 Types of Data Collected

In order to get sufficient and relevant information about the study, the study used was both primary and secondary data.

1.8.4 Methods of Data Collection

The researcher was used questionnaires and interview to collect primary data. Questionnaires were distributed to employees and interview was conducted with the management bodies including human resource management personnel, supply and stock manager, sales manager and accounting manager of AL-SAM PLC head office. Secondary data was collected from different sources like books.

1.9.5 Method of Data Analysis

The data that obtained through questionnaire was analyzed quantitatively, percentages and frequency tables were employed and the data that obtained through interview was analyzed qualitatively. This is help to conclude how many employees response the question quantitatively and qualitatively.

1.10 Organization of the Study

This paper is organized in four chapters. General introduction is given in the first chapter It contain background of the study, statement of the problem, research questions, objectives of the study significance of the study, scope of the study, definition of terms, research design and methodology. The relevant literature in the field is disused in the second chapter. The third chapter contains analyses and finding of the study. Finally, Summary, conclusions and recommendations are going to be presented in the fourth chapter of the study.

CHAPTER TWO
REVIEW OF RELATED LITRATURE

2.1 Meaning and Concepts of Training

Many companies are providing training to workers who are new to the workforce. To become a leading-edge company, a firm will need to be more concerned with the types of programs they use to improve workplace learning and performance, not simply how much money they spend on training. A retransformation of a firms training efforts and other practices and systems that support training may be needed. For example, successful firms align their training with high performance work practices (example self-directed work teams, access to business information), innovative compensation practices (profit sharing, group-based pay), and programs, training information system). Every organization need to have well trained and experienced workers to perform activates that have to be done. Even if the current or potential job occupant can meet requirement, still training is important. It is necessary to raise the skill level and increase the adaptability of employees. Inadequate job performance or a reduction in productivity or some undesirable out put can be over come through different types of training when the jobs become more complex the importance of employee's skill should be increased in a rapidly changing society (Bernardin 2003 p.164**).**

Human resource development is one of the main functions of human resource management (HRM). It is essential for the development of professionalism in any organizations work force public or private. Human resource development has and impact of human resources management ensures that the organization is repeatedly stuffed with highly skilled and knowledgeable personnel that provide excellent service to the society in general, and target groups in particular.

It contributes to the realization of the strategic goals of the organization by enhancing the capability and efficiency of the employees with the advancement in technology and change in bother internal and external environment. Big organization all over the world spend millions of dollars every year to train and develop their employees. Because of the important role that training plays in improving productivity quality and competitiveness. Why do many companies and many other believe that investment in training can help them gain a competitive advantage (Raymond A.Noe, and John R. Hollennbeck 1993 p164).

Training Can

> Increase employee's knowledge of foreign competitors and culture, which is critical for success in foreign markets.
> Help ensure that employee's have the basic skills to work with new technology, such as robots and computers assisted manufacturing processes.
> Help employees understand how to work efficiently in teams to contribute to product and service quality.
> Ensure that the company's culture emphasizes innovation. Creativity and learning.
> Ensure employment security by providing new ways for employment to contribute to the company when their jobs change, their interests change or their skills become obsolete.
> Prepare employees to accept and work more effectively with each other (Chatterjee 1978 P.249)

Before going into the depth of various components of training programme, differentiate between related concepts like training and human resource development.

The training helps an individual to learn how to carryout satisfactorily, the work required of him in his present job. It also prepares an individual for future job.

The difference in the two terms lies in the fact that the training provides the knowledge and skill required to carryout a specific job. It is practical in nature and relevant to his job.

Training and Human Resources Development

Training and human resources management development are interrelated. They are dependent upon each other. Training is one of the important methods of human resources development. Human resources are developed on the job through systematic informal training programme in adult education and through membership in various political, social religious and cultural groups (Singh 1995 P.11).

According to (Aswathappa 2003 P.174) Training and development refer to the imparting of specific skills, abilities and knowledge to an employee. A formal definition of training and development is: Training refers to the process of imparting specific skills to employee. Development refers to those learning opportunities designed to help employees grow. Development is not primarily skills-oriented.

Training is defined as any attempt to improve employee performance on a currently held job or one related to it. This usually means changes in specific knowledge, skills, attitudes, or behaviors. Development refers to learning opportunities designed to help employees grow. Such opportunities do not have to be limited to improving employees' performance on their current jobs (Bernardin 2003 P.164)

"Training is short-term process utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skills for a definite purpose . . . Development is a long-term educational process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose" (C.B Mamoria and S.V Gankar 1980 P 278).

Training is a short-term learning process, which is application specific intended for improving skill or knowledge which has immediate application to the benefit of the individual as well as the organization". Developmnt is the process of transition of an employee from a lower level of ability, skill and knowledge to that of higher level. This transition is influenced by education, training, work experience and environment. This will improve value of individual employee in terms of his self-development, career growth and contribution to the organization   (N.G Nair and Latha Nair 1999 p136-137)

Training is a process of learning a sequence of programmed behavior. It is application of knowledge. It gives people an awareness of the rules and procedures to guide their behavior. It attempts to improve their performance on the current job or prepare them for an intended job (Bhatia S.K. G.R Krishna and P.G. Aquinas 2004 P.192).

2.2 The Objective of Training

The objectives of training differ according to the employees belonging to different levels of organizations. The basic objective of training, however, is to establish a match between employee and his job. This training is designed to improve knowledge skills and attitude and, thus provide the individual to be more effective in his present job or prepare him for a future assignment. However, individual's growth should not be taken as an end. From the point of view of an organization, individual growth is a means to organizational effectiveness using by instruments of training objectives like; when, where, who how. The primary concern of an organization is to exist to persist. The viability depends on the efficiency that an organization achieves in meeting its goals and, thus retains its market share. The Objective of training can be summarized as follows.

2.2.1 Induction

Training constitutes a significant step in the induction of the individual into the company's way of life. What is the company's culture? How does structure function? What are role relationships? What are polices and rules of organizations? What are degrees of freedom, or limits of behavior? These have to be inculcated in a new employee so as to help him to adjust to the organization.

2.2.2 Updating

A significant objective of training is to prevent the obsolescence of the employees by updating their skills and knowledge. The jobs that employees have been doing are not static. They change, sometimes, without the necessary awareness. For example, introduction of computers has changed jobs substantially. The industrial technology is also changing fast. The rate of change is fast. To keep pace with the changing technology, organizations adopt mechanization, automation, and electronic data processing. Some of these require skills that may not be available to existing employees. Training becomes necessary to update them, to reach newer skills so that their efficiency does not suffer because of lack of understanding of the new technology.

2.2.3 Preparing for Future Assignments

People are not satisfied if they continue to work in the same position for long. Mobility is a fact of life. One of the objects of training is to provide an employee an opportunity to go up the promotional steps. There are two ways to do this, One, people with potential can be identified and sent to appropriate training programmers to prepare them for future positions. The other could be to train them for the next level and wait for the opportunity to absorb them. So, a technician can be provided training to become an engineer. Whether training is for post-identification or pre-identification, it plays a significant role in the growth of individual employees. Another variation of this could be that an employee is promoted and then sent for training. In all cases, it helps an organization to have trained manpower available as and when needed.

2.2.4 Competency Development

Many organizations are realizing the need of having people who can innovate, think ahead, and provide new directions. This is a new area which is gaining significance because of need to move in different and newer areas of growth. Organizations which have inoperative for long, need to identify certain individuals who are creative and show potential for innovation and send them to special training programmes designed to realize the new competencies. These programmes do not necessarily meet the job related requirements but are designed to encourage certain special talents (Mirza s. saiydain P.238-239).

2.3 Importance of Training

Training programs as was pointed out earlier, help remove performance deficiencies in employees. This is particularly true when- i) the deficiency is caused by a lack of ability rather than lack of motivation to perform, ii) the individuals(s) involved have the aptitude and motivation need to learn to do the job better, and iii) supervisors and peers are supportive of the desired behaviors (Aswathappa 2002 P.177).

According to (Krishna and Aquinas 2004 P.192-193) the importance of training are:

1. Training enables the management to face the pressure of changing environments.

2. Training usually results in the increase of quantity and quality of output.

3. Training leads to job satisfaction and higher morale of the employees.

4. Trained workers need lesser supervision

5. Trained workers enable the enterprise to face competition from rival organization.

6. Training enables employees to develop and rise within the organization and increase their earning capacity.

7. It moulds the employee's attitudes and helps them to achieve better cooperation with the organization.

8. Trained employees make better economic use of materials and equipment resulting in reduction of wastage and spoilage.

9. Training instructs the workers toward better job adjustment and reduces the rate of labor turnover and absenteeism.

10. There is a shortage of trained managers. The organization has to develop the talented employees and maintain an inventory of executive skills to meet the future demands.

11. The performance of company depends upon the quality of its managers. Executive development, therefore, is of paramount importance to have effective and desired managerial talents to meet the organization's demand.

12. Obsolescence of managerial skills is another factor which calls for continuous executive development. A manager must continuously update himself to successfully meet new challenges as they occur.

2.4 Training Need Assessment/ Identification

2.4.1 O.O.M Analysis: (Organizational, Operational and Man Analysis) Identification of training needs is the most important step in designing a training programme. This involves a thorough analysis of entire organization, all operations and all employees. This is necessary to find out the "trouble-spots" so that proper training programme can be designed and prescribed to those it is needed. For example labor productivity may be low due to many reasons such as the following:

- ➢ Defective design
- ➢ Defective machine
- ➢ Defective process
- ➢ Defective materials
- ➢ Defective layout
- ➢ Defective material supplies, etc.

a) Organizational Analysis: In this analysis the goals of organization is studied the organizational culture and philosophy. This will establish a framework on which training needs can be defined.

b) Operational Analysis: Here the focus will be on various jobs in order to determine knowledge, skill and abilities of person who is most suitable to discharge his work. This will clearly indicate training needs as applicable to the job with no reference to employ who is employed for that job.

c) Man Analysis: Here, the analysis focus on the individual who is employed in each job. Here the abilities, skill attitude and knowledge of the person is studied and compared with those of the job discussed in the operations analysis above. This comparison clearly gives rise to the mismatch or gap of abilities, knowledge and skill available with the incumbent with those desired. This will give a good picture of training needs(N.G Nair and Latha Nair P. 146-147).

2.5 Need for major benefits of Training to the Organization are:

2.5.1 Higher Productivity: of Training can help employees to increase their level of performance on their level of performance on their present assignment. Training increases the skill of an employee in the performance of a particular job. Increased performance and productivity Because of training, are most evident on the part of new employees who are not yet fully aware of the most efficient and effective ways of performing their jobs (Bhatia S.K. G.R Krishna and P.G. Aquinas 2004 P.193-194).

2.5.2 Better Organizational climate: An endless chain of positive reactions results from a well planned training program. Increased morale, less supervisory pressures, improved product quality, improve financial incentives internal promotions, etc (Bhatia S.K. G.R Krishna and P.G. Aquinas 2004 P.193-194).

2.5.3 Less Supervision: Training does not eliminate the need for supervision, but it reduces the need for constant supervision (Bhatia S.K. G.R Krishna and P.G. Aquinas 2004 P.193-194).

2.5.4 Prevention of Manpower obsolescence: manpower obsolescence is prevented by training as it fosters the initiative and creativity of employees. An employee is able to adapt himself to technological changes (Bhatia S.K. G.R Krishna and P.G. Aquinas 2004 P.193-194).

2.5.5 Economical Operations: Trained personnel will make economical use of materials and equipment. This will reduce wastage in materials and damage to machinery and equipments (Bhatia S.K. G.R Krishna and P.G. Aquinas 2004 P.193-194).

2.5.6 Prevention of Industrial Accidents: proper training can help to prevent industrial accidents. (Bhatia S.K. G.R Krishna and P.G. Aquinas 2004 P.193-194).

2.5.7 Improvement in Quality: Trained employees are less likely make operational mistakes thereby increasing the quality of the company's products (Bhatia S.K. G.R Krishna and P.G. Aquinas 2004 P.193-194).

2.5.8 Greater Loyalty: A common objective of training programme will mould employees; attitudes to achieve support for organizational activities and to obtain better cooperation and greater loyalty. Thus, training helps in building an efficient and loyal workforce (Bhatia S.K. G.R Krishna and P.G. Aquinas 2004 P.193-194).

2.6 Method of Training

Method of training method can be classified in three ways: information presentation techniques, simulation and on-the job training methods.

2.6.1 **Information Presentation Techniques Method:** include lectures, conferences, correspondence courses, videos and systematic observation, programmed instruction, long-range programs of organizational improvement.

2.6.2 **Simulation Methods**: include the case method, role playing, interactive simulations for virtual teams, virtual reality, the in-basket technique, and business games.

2.6.3 **Experiential Method:** The experiential method of training are designed to provide an atmosphere of self-learning through group interaction and dynamic. The purpose is to increase the sensitivity of the participants to their own functions as well as the functions of others in the group. The most common experiential method is called sensitivity training or laboratory training.

2.6.4 **On-the-Job Training Methods**: Almost every employee, from the clerk to company president, gets some " on-the job-training," when he joins a firm (C.B Mamoria and S.V Gankar p.298). And it include on-the-job coaching, job rotation, committee assignments (or junior executive boards), orientation training, and apprenticeships etc.

- Coaching On-the-job coaching is a procedure by which a superior teaches job ledge and skill to a subordinate.
- Job Rotation: The trainee is periodically rotated from job to job so that he acquires a general background of different jobs.
- Committee Assignments: Under this method, a committee is constituted and is assigned a subject to discuss and make recommendations. The committee will make a study of the problem and present its suggestions to the departmental head (Wayne F. Cascio 2001 P.306-307).

2.6.5 **Off the Job Training Methods** According to (C.B Mamoria and S.V Gankar p.301) simply the training is not a part of everyday job activity. The actual location may be in the company class-rooms or in places which are owned by the company or in universities or associations which have no connection with the company.

These methods consist of:
- Lectures, Conferences, case studies, role playing Group Discussions.

2.6.5.1 **Lectures**:- Lectures are regarded as one of the most simple ways of imparting knowledge to the trainees, especially when facts, concepts, or principles, attitudes, and problem-solving abilities are to be taught. Lectures are formal organized talks by the training specialist, the formal superior or other individual specific topics. It can be used for very large groups which are to be trained within a short time, thus reducing the cost per trainee (C.B Mamoria and S.V Gankar p.301).

2.6.5.2 **Conference Method**:- In this method, the participating individuals confer to discuss points of common interest to each other. A conference is basic to most participative group-centered methods of development. It is a formal meeting, conduced in accordance with an organized plan, in which the leader seeks to develop knowledge and understanding by obtaining a considerable amount of oral participation of the trainees (C.B Mamoria and S.V Gankar p.303).

2.6.5.3 **Case Method**:- This method is based upon the belief that managerial competence can best be attained through the study, consideration, and discussion of concrete cases (C.B Mamoria and S.V Gankar p.304).

2.6.5.4. **Role Playing**:- trainees act out a given role as they would in a stage play. Two or more trainees are assigned parts to play before the rest of the class. These parts do not involve any memorization of lines or any practice (C.B Mamoria and S.V Gankar p.305).

2.7 Selection of Training Method

According to (S.K. Bhatia, G.R Krishna and P.G. Aquinas 2004 P.259) The selection of an appropriate method depends upon the following six factors.

1. Nature of problem Area: The choice of a training method depends upon the task to be done or the manner in which people interact with each other, that is., the problem may be either an operational problem or a human relations problem.

2. Level of trainees in the organization's hierarchy: The choice of a training method also depends upon the level of the participants.

3. Method's ability to hold and arouse the interest of trainees during the training Period: A trainer has to consider alternative methods of presenting training material to participants also from the point of view of their ability to stimulate interest and facilitate retention of the matter.

4. Availability of competent trainers: A training method of as effective as the ability of the trainer. He is the most important figure in the entire training programme. Therefore, before venturing into a training programme we have to first find trainer.

5. Availability of finance: Availability of finance is crucial programme effective adequate finance is necessary.

6. Availability of time: Training cannot be done in a hurry. Adequate time is necessary to make the training programme a success.

2.8 Selection Criteria of Training

Well-developed selection criteria can assist in attracting employees with the appropriate qualifications and provide employees involved in the selection process with a uniform and consistent method for assessing applicants. Experience has shown that the most common mistakes occur when:

- The management used to measure an employee's qualifications are too low. In this scenario, most employees will satisfy the requirements.
- The management used to measure an employee's qualifications are too high. This can discourage qualified employee's from the criteria, and encourage employees with appropriate qualifications is to apply.
- Appropriate criteria's are used to assess employees. For example, selection criteria may include a requirement for low and/or high experience when a more accurate measurement would be applied. Having served in employee's role for a long period, at one company does not guarantee they can perform successfully essential duties

Your selection criteria should be developed, prior to initiating the employee process, by:

- Reviewing the specific ability contained in the job description.
- Determining the level of skills necessary to perform essential and desired tasks.
- Selecting criteria that measure employee concentration for the job.
- Testing whether the selection criteria are capable of measurement.
- Avoiding the use of discriminatory like intimacy.The rule of thumb in developing selection criteria of training is that it needs to be fair, objective, measurable, and directly related to the position (Http://en.wikipedia.org /wiki/ Training and Development.com).

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2.9   Importance of Training Evaluation

The performance appraisal has been considered as a most significant and indispensable tool for an organization, for the information it provides is highly useful in making decision regarding various personal aspects such as promotions and merit increases. It is easier for managers to see which employees need training or counseling and the personnel evaluation system should address the questions who, what, when, where, how? of performance appraisal (C.B Mamoria and S.V Gankar P.362, P.390).

2.10 Evaluation of Training

Essentially, the evaluation should be made by comparing the result (the benefits) with the objectives of the training program that were set in the assessment phase. The criteria used to evaluate training on the objectives of the program and who sets the criteria management, the trainers, or trainees. For example one study ford that trainees who were asked to develop their own evaluative criteria chose standards that carried from knowledge of the subject to the amount of socializing allowed during training sessions   (John M. ivancevich p.428).

2.11 Criteria for Evaluation

There are three type of criteria for evaluation. training: internal, external and participants reaction.

 2.11.1 Internal criteria are directly associated with the content of the program for example, whether the employee learned the facts or guidelines in the program – example criteria are related more to the ultimate purpose of the program-for example, improving the effectiveness of the employee.

 2.11.2External criteria include job performance training, the degree of learning transferred from training and development sessions to on-the-job situations, and increase in sales volume or decrease in turnover.

 2.11.3 Participants reaction or how the subjects feel about the benefit, of a specific training or development experience, is commonly used as an internal criterion (John M. ivancevich p.428-429).

According to (Aswathappa 2002 p.191-192) evaluation helps determine the results of the training and development programme. In practice, however, organizations either overlook or lack facilities for evaluation. The main objective of evaluation the training programmes is to determine if they are accomplishing specific training objectives, that is, correcting performance deficiencies. A second reason for evaluation is to ensure that any changes in trainee capabilities are due to the training programme and not due to any other condition.

Training programmes should be evaluated to determine their cost effectiveness. Evaluation is useful to explain programme failure, should it occur. Finally, credibility of training is greatly enhanced when it is proved that the organization has benefited tangibly from it.

Criteria for Evaluation

  i) Measures of reaction:- Evaluate the trainee's reaction to the programe. Did he like the programe? Did he think it worthwhile?

  ii) Learning:- Did the trainee learn the principles, skills and facts that the supervisor or the trainer wanted him to learn.

  iii) Behavior change:- Whether the trainees behavior on the job changed because of the training programe.

Organizational results:- what final results have been achieved? Did he learn how to work on machine? What turnover reduced? Are production quotas now being met? And reaction measures assess the degree to which trainees have mastered the concepts, knowledge and skills of the training (C.B Mamoria and S.V Gankar P.310).

2.12 Evaluation of the Training Programme must be based on the following principles

1. Evaluation specialist must be clear about the focus and purposes of evaluation.
2. Evaluation must be continuous.
3. Evaluation must be specific.
4. Evaluation must provide the means and focus for trainers to be able to appraise themselves, their practices, and their products.
5. Evaluation must be based on objective methods and standards.
6. Realistic target dates must be set for each phase of the evaluation process. A sense of urgency must be developed, but deadlines that are unreasonably high will result in poor evaluation (Aswathappa 2002 P.192).

2.13 Improving Effectiveness of Training

The training programmes can be made effective and successful if the following hints are considered:

1. Specific training objectives should be outlined on the basis of the type of performance required to achieve organizational goals and objectives. An audit of personal needs compared with operational requirements will help to determine the specific training needs of individual employees. This evaluation should form a well-defined set of performance standards towards which each trainee should be directed.

2. Attempt should be made to determine if the trainee has the intelligence, maturity, and motivation to successfully complete the training programmes. If deficiencies are noted in these respects, the training may be postponed or cancelled till improvements are visible.

3. The trainee should be helped to see the need for training by making him aware of the personal benefits he can achieve through better performance. He should be helped to discover the rewards and satisfactions that might be available to him through changes in behavior.

4. The training programme should be planned so that it is related to the trainee's previous experiences and background. This background should be used as a foundation for new development and new behavior.

5. Attempts should be made to create organizational conditions that are conductive to a good learning environment. It should be made clear why changes are needed. Any distractions, in the way of training environment, should be removed. The support of the upper levels of management should be obtained before applying training at lower levels.

6. If necessary, a combination of training methods should be selected so that variety is permitted and as many of the senses as possible are utilized.

7. The trainee should be provided with personal assistance when he encounters learning obstacles (C.B Mamoria and S.VGankar p. 311-312).

From the above literature we can say something. Of course, training programme is a key factor that lends to achieve a certain organizational goal. The effectiveness of any organization training program set on the motivation and performance of the employees. The employees should be motivated and obtain regular training.

The importance of training is not debatable. Training by itself increases the quantity and quality of outputs. Also, training leads to job satisfaction and higher morale of the employees. The other point is, the training method has its own impact for successful training-program. The institution should carefully screen the problem area that must be tackled by the training-and the concerned bodies should be identified and included in the training-program. The training method and the availability of finance plan a significant role to achieve a successful training.

CHAPTER THREE

Data Analysis and Interpretation

This chapter deals with a tabular data presentation along with their interpretations. The data were collected through questionnaire distributed to employees and interview conducted with human resource manger and different department heads. As indicated in the paper, a total of 70 employees were involved in the study. However, 68(97.1%) of respondents were completed and returned the questionnaires.

Table 1   General Characteristics of Respondents

S. No.	Item	Characteristics of Categories	Frequency	Percentage
1	Sex	Male	28	41.18
		Female	<u>40</u>	<u>58.82</u>
		Total	68	100%
2	Age	20-25	4	5.88
		26-30	11	16.18
		31-35	31	45.58
		36-40	16	23.18
		Above 40	<u>6</u>	<u>8.82</u>
		Total	68	100%
3	Educational Background	Below Grade 12	-	-
		12th Grade Complete	-	-
		Certificate	-	-
		Diploma	21	30.88
		Degree	39	57.35
		Masters and above	<u>8</u>	<u>11.75</u>
		Total	68	100%
4	Work Experience	Below 1 year	3	4.40
		1-3 Years	27	39.70
		Above 3 Years	<u>38</u>	<u>55.88</u>
		Total	68	100%

As indicated the above table, among 68 respondents 40(58.82%) were females and 28(41.17%) were males. This shows us that the participation of females in AL-SAM Company is high and we can say the company encourages the female employees with regard to respondents age, the majority 31(45.58%) and 16(23.18%) are between 31-35 and 36-40 years old respectively. 11(16.18%) and 4(5.88%) are between 26-30 and 20-25 years old respectively and 4(5.88%) of the respondents are above 40 years old. This shows that almost half of respondents are found in the adult age group and their response could be dependable.

Concerning the educational background of the respondents, 39(57.35%) and 21 (30.88%) are degree and diploma graduate respectively. Furthermore, only 8(11.75%) are masters and above. This shows majority of the respondents (57.35%) are degree holders and the company managed by qualified professionals.

Besides, among the respondent 38(55.88%) have above three years work experience, 27(39.7%) have 1-3 years served in the organization and 3(4.4%) have below 1 year work experience. From the above data we can infer that, AL-SAM Company has experienced workers.

Training adopted by the organization

The organization designed a well planned training and development program to increased employees morale; employees are less likely make operational mistakes thereby increasing the quality of the company's products and improved product quality; less supervisory pressures and employee is able to adapt himself to technological changes.

Table 2 Respondents Participation in Training

S. No.	Item	Responses	Frequency	Percentage
I	Did you get any training in ALSAM Company?	Yes	46	67.6
		No	22	32.4
	Total		**68**	**100**
II	How many times did you get training in ALSAM?	One time	17	36.96
		Two times	21	45.65
		Three times	6	13.04
		More than three times	2	4.35
	Total		**46**	**100**

As seen in the table 2 item I, majority of the respondent 46(67.6%) indicated that they got training from the company. However 22(32.4%) did not get training. As it can be infer from the above data, the company has designed different training programe for employees and also there are a lot of employees who demands training. This data shows that the training provided by the company did not reach/coverall the employees who need training.

As indicated in item II of table 2, 21(46%) said that they got a raining two times. Furthermore, 17(37%) responded that they got training one time only. But 6(13%) and 2(4%) participate on training three times and more than three times respectively. Accordingly, the above data reveals that these employees who participated in training were got a training two times a year. From the above data we can say that the company employee was got a chance a training for two times.

Assessment of how organization utilizes the need for the training in the company

Organizations are utilizes necessary to find out the trouble-spots, proper training programme can be designed and prescribed to increase labor productivity.

Table 3   Training Need Assessment

S. No.	Item	Responses	Frequency	Percentage
I	Is the company utilizes need assessment before conducting the training?	Yes	2	3
		No	66	97
	Total		**68**	**100**

As shown in table 3, almost all 66 (97%) of respondents said that there is no need assessment within the company but 2(3%) of the respondent said that there is need assessment in the company. This shows that the company did not utilize the identification of training needs and proper training programme designed to find out the trouble-spots.

Assessment of how employees select for training in the organization

Organizations are used different mechanisms to find out who need training? How to select the trainees? The following table explains how respondents select for the training in the company.

Table 4   Training Selection Criteria

S. No	Item	Responses	Frequency	Percentage
I	What was the criteria's to be selected for a training?	Work experience	15	32.60
		Educational Background	4	8.69
		Nature of problem area	7	15.21
		Interest of the company	20	43.47
	Total		**46**	**100**
		Yes	17	25
II	Is the selection criteria correct?	No	51	75
	Total		**68**	**100**

The other question raised in this study was about the selection criteria practiced in AL-SAM company. As table 4 item I indicates, 20(43.47%) and 15(32.60%) of the respondents said that the selection criteria of training in AL-SM company was based on the interest of the company and work experience respectively. In addition, 7(15.21%) and 4(8.69%) of the respondents said that the selection criteria was based on nature of problem area and educational background respectively. Therefore, from the above data we can say that the company selection criteria for training give more attention for interest of the company (that is, based on friendship) than the problem may be either an operational problem or human relations problem (that is, nature of the problem).

As shown in table 4 item II, majority of the respondent (75%) said that the selection criteria was incorrect but (25%) of the respondent said that the selection criteria was correct. This shows that majority of the respondents did not feel the selection criteria is correct consistent.

Table 5   Training Schedule

S. No.	Item	Responses	Frequency	Percentage
I	How do you evaluate the duration of the training?	Short	28	60.87
		Medium	18	39.13
		Long	-	-
	Total		**46**	**100**

As per table 5, majority of the respondents 28 (61%) said that duration of the training which is provided by the company is short and 18 (39%) expressed that the duration of training is medium, none of them were said the duration of the training is long. This shows that the company did not plan long-term training that makes the company more visionary and grow strategically.

To provide the best training method for a specific institution, the company uses different training methods interchangeably. The following table explains what method of training used in the company.

Table 6 Responds response by the Type of Training

S. No	Item	Responses	Frequency	Percentage
I	Which method of training is used in AL-SAM?	Lecture	25	54.34
		Conference	-	-
		Case method	-	-
		Rol-playing	-	-
		Coaching	-	
		Job rotation	21	45.66
		Committee Assignments	-	-
		Orientation	-	-
	Total		**46**	**100**

As indicated in table 6, 25(54.34%) and 21(45.66%) of the respondents said that the company conducted to lecture and job rotation training respectively. This shows that the company used lecture and job rotation method formally and from the above data we can say that the company did not use other methods of training except lecture and job-rotation (that is, conference, case method, rol-playing, coaching, committee assignments and orientation).

Table 7 Relatedness of the Training

S. No.	Item	Responses	Frequency	Percentage
I	How do you evaluate the relatedness of the training to your job?	Directly related	6	13.04
		Related	2	4.34
		Averagely related	9	19.57
		Non-related	29	63.05
	Total		**46**	**100**

As per table 7, identifies whether the training provided had relationship to their job or not. In response, the majority 29(63%) said that the training did not have a relation with their job. However 9(19.57%) and 6(13.04%) of the respondent reveals that the training was averagely and directly related respectively. From the above data we can infer that the training provided to the employee by the company is non-related and irrelevant with their job and employees dissatisfied by the training program.

Table 8 Sufficiency of the Training

S. No.	Item	Responses	Frequency	Percentage
I	Was the training sufficient for your job?	Yes	8	17.40
		No	38	82.60
	Total		**46**	**100**
II	How do you evaluate the training participatory?	Highly participatory	5	10.89
		participatory	2	4.34
		Average	4	8.69
		Less participatory	10	21.73
		Non- participatory	25	54.34
	Total		**46**	**100**

As seen in table 8, item I, the majority 38(82.60%) of the respondent indicated that the training was not sufficient; however 8(17.40%) said that the training was sufficient.

As indicated table in 8 item II, majority 25(54.34%) of the respondent said that the training was non-participatory. Whereas, 10(21.73%) and 5(10.89%) of the respondents said that less participatory and high participation respectively. From the above data we can say that the company incur cost for provided training to employees.

Table 9 Impact of the training

S. No.	Item	Responses	Frequency	Percentage
I	What is impact of training on your job?	Maximize production	7	15.21
		Get more market share	-	-
		Speed up the job	29	63.05
		produce quality production	10	21.74
	Total		**46**	**100**
II	The impact of the training on your current performance?	Very high	6	13.04
		High	12	26.09
		Average	28	60.87
	Total		**46**	**100**
III	How do you evaluate the benefit of training to the organization?	Less supervision	2	4.34
		Greater loyalty	9	19.57
		economical operations	6	13.04
		Non- benefit	29	63.05
	Total		**46**	**100**

The other question raised in this study was to know the impact of training in ALSAM Company So, 29(63.05%) and 10(21.74%) of the respondents said that the training in ALSAM Plc had an impact to speed up the job and to produce quality product respectively. 7(15%) of the respondents said that the training had an impact to maximize production. This shows that even though, the training provided by the company was insufficient, the training boost production and speed up employee's job.

As it can seen from table 9 item II, 28(61%) of the respondent said that the training had an average impact on current performance. While, 12(26%) and 6(13%) responded that the training had high and very high impact on current performance of the employee respectively. From the above data we can say that the training is not highly impact for employees current performance.

As indicated table 9 item III, 29(63.05%) of respondents responses that the training was non-benefit to the organization. On the other side, 9(19.57%), 6(13.04%) and 2(4.34%)of respondents responses that the training had an benefit to the organization to greater loyalty, economical operations and less supervision respectively. From the above data we can say that the organization incur cost for many incidental expenses to the training program

Based on the interview made with human resource management department head and different department heads of the company, different questions were raised and answered. The following is analysis mode based on the interviewee response:-

In AL-SAM Company the first mentioned that "maximization of production and acquisition of more market share" is their ultimate objective of their training and development programme. However, the further pointed out that there is no as such need assessment for the training and development program; rather it is decided by general manager who is the owner of the company. Besides, the general manager (owner) is also responsible to select the individual workers who participated in the training and development programme. Finally, the human resource management head said that there is also no practice of evaluation of performance of the trainees to know effectiveness of the training conducted and there is no any idea as a plan to improve the existing training programme.

Chapter Four

4. Summary Conclusion and recommendation

The final chapter of this thesis deals with the summary of the major findings of the-study, conclusions and recommendation.

4.1 SUMMARY

The main purposes of this study were to assess the training practice of AL-SAM Company and there by to forward the possible solutions. To this effect, a descriptive method was employed and the following basic questions were raised.

1. How the organization carryout the need for the training program within the company?
2. What criteria are used to select trainees in different training programmes?
3. What evaluation criteria are used to measure effectiveness of training?

A total of 70 respondents drawn from different departments were used as data sources. The data were collected by means of questionnaires and interview. The collected data were analyzed based on the specific research questions of the study. The following major findings were identified in the study.

➢ The study indicated that maximize production and acquiring more market share were the main objectives of AL-Sam Company training and development programmes.

➢ 46 (67.6%) of respondents responses that they got the training in the company.

➢ 21(45.65%) of respondents replied that they got training two times a year from the company.

- 66(97%) of the respondents responded that the need assessment for the training was not utilized in the company.

- 20(43.47%) of the respondent disclosed that the selection criteria was based on interest of the company (friend ship) and some work experience.

- 51(75%) of the respondent replied that the selection criteria was incorrect.

- 28 (60.87%) replied that the company designed short term training.

- 25(54.34%) of the respondent replied that the company conducted different training methods basically uses lecture method.

- 29(63.05%) of the respondents disclosed that the training provided by the company was non-related with their job.

- 38 (82.60%) of respondents revealed that the training was insufficient.

- 25(54.34%) of the respondents responded that the training was non-participatory.

- 29(63.05%) of the respondents responded that the training, had an impact to speed up their job.

- 28 (60.87%) of the respondents responded that the training increases their performance averagely.

- 29(60.87%) of the respondents responses that the training was not benefited to the organization

- As the interview of human resource management and department head, indicates there were no as such need assessment and selection criteria for the training programme. And there is no evaluation method to check whether the training was effective or not.

4.2 CONCLUSION

The basic objective of training is to establish a match between employees skill, knowledge, ability, improve job performance and his job demand. Moreover, to equip the individual to be more effective in his job or prepare him for future assignment. So, AL-Sam Company pays more attention to maximize production and acquiring more market share through regular training. It is therefore, possible to conclude that, AL-Sam Company should continue to provide training to the employees regularly to achieve the organization goals.

Even though, the company was providing training regularly, there were no need assessment and there were no well developed selection criteria to participate on the training programme. In connection to this, the respondents of this study indicated that, to find out the trouble-spots within the company, there is no proper training programme designed and the selection criteria were based on intimacy or friendship of the boss or the interest of the owner. So, from this point we can say that the company is moving in a wrong way.

It is known that training can help employees to increase their level of performance on their present job to achieve higher productivity. How ever, from this study we can simply observe that the training provided by the company was not related to employees' job and there is no impact on their performance In addition, there is no benefit to the organization. It is therefore, possible to conclude that the company is in wrong way on identification of training objectives and needs in designing the training programme.

Evaluation helps to determine the result of the training programme. However, from this study we can conclude that there were no evaluation methods to check whether the training is accomplishing specific training objectives or not.

RECOMMENDATION

On the basis of findings obtained and conclusion arrived at, the following recommendation are forwarded to improve the training practices of AL-SAM Company.

- ➢ Even though, the company had different problems on training process, it should continue to provide training to it's employees regularly to acquire higher productivity and better the quality of the company's products.

- ➢ Identification of training needs is the most important step in designing a training programme. Therefore, to find out the trouble-spots within the company, AL-SAM plc should utilize the need assessment for the training before conducting training programme?

- ➢ In order to initiating the employees, uniform and consistent selection criteria should be developed. The interest of the company is not the only selection criteria. Therefore, AL-Sam Company should put clear selection criteria which are fair, objective, measurable, and directly related to the position.

- ➢ As the finding of this study revealed, it has been observed that the training provided by the Company was not related to the employee job and there is no benefit to the organization. As a result of this, the Company did not get the expected performance of employee. Therefore, the Company should be planed on identification of training objectives who, when, how provide a training and designing training programmes.

- ➢ The training programmes can be made effective and successful if it is regularly evaluated. Therefore, AL-Sam Company should set criteria to evaluate training programme by using instruments like internal criteria, external criteria and participants' reaction.

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Appendix

Annex - A

<p align="center">ST. University College
Faculty of Business
Department of Management</p>

This questioner is prepared by St. Mary's University College Faculty of Business Department of Management to be answered by Al-Sam Plc Employees. The main objective of this questionnaire is to make a research under the title **"Assessment of the Training and Development Practices"**. In order to know the out look or opinion of the company employees on training and development programme collect necessary data and propose ideas to the problems if any.

Your answers are very important to get the true picture of the training and development practices of your company. Therefore, I Kindly request you to be honest and careful in answering each question.

I thank you for co-operation in advance.

- Notice no need name and address
- ✓ put this symbol in front of answer

1. Sex
   - ☐ Male
   - ☐ Female
2. Educational Background
   - ☐ Below Grade 12
   - ☐ 12th Grade
   - ☐ Certificate
   - ☐ Diploma
   - ☐ Degree
   - ☐ Masters and above

3. Work Experience in AL-SAM
   - ☐ Below 1 year
   - ☐ 1-3 Years
   - ☐ Above 3 Years

4. Did you get any training in AL-SAM Company?

☐ Yes
☐ No

5 How many times you get training in AL-SAM?

☐ One time   ☐ Three times
☐ Two times   ☐ More than three times

6. Is the company utilizes need assessment before conducting the training?

☐ Yes
☐ No

7. What was the criteria's to be selected for a training?

☐ Work experience
☐ Educational Background
☐ Nature of problem area
☐ Interest of the company

8. Is the selection criteria correct?

☐ Yes
☐ No

9. How do you evaluate the duration of the training?

☐ Short
☐ Medium
☐ Long

10. Which methods of training is used in AL-SAM?

☐ Lecture   ☐ Coaching
☐ Conference   ☐ Job rotation
☐ Case method   ☐ Committee
☐ Rol-playing   ☐ Assignments
                              ☐ Orientation

11. How do you evaluate the relatedness of the training to your job?

- ☐ Directly related
- ☐ Averagely related
- ☐ Related
- ☐ Non-related

12. Was the training sufficient for your job?

- ☐ Yes
- ☐ No

13. How do you evaluate the training participatory?

- ☐ High participatory
- ☐ participatory
- ☐ Average
- ☐ Less participatory
- ☐ Non- participatory

14. What is impact of training on your job?

- ☐ Maximize production
- ☐ Get more market share
- ☐ Speed up the job
- ☐ produce quality production

15. The impact of the training on your performance?

- ☐ Very high
- ☐ High
- ☐ Average

16 How do you evaluate the benefit of training to the organization?
- ☐ Less supervision
- ☐ Greater loyalty
- ☐ Economical operations
- ☐ Non- benefit

Interview Guide

 (A study on the <u>Assessment Training and Development</u> in the case of Al- Sam plc)

This interview guide is to be answered by Al-Sam Plc Human resource management head and Departments Head. The objective of this questionnaire is to make a research under the title **"Assessment of the Training and Development Practices"**.

Your answers for this interview guide are very important to get the true picture of the training and development practices of your company. Kindly request you to be honest and careful in answering each question.

This Interview guide questions is on **Assessment of Training and Development Practices,** the case of Al-Sam plc.

1. How the organization carryout the need for the training program within the company?

2. Is there need assessment practice before conduction training in AL-Sam Company?

3. What were the criteria to be selected employees for training in AL-Sam Company?

4. Who is responsible to select an employee for training?

5. Did the evaluation of the training conducted after delivery in AL-Sam?

6. What are the issues that require improvement on the existing training programme?

Annex - B

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THE CANDIDATES DECLARATION

I, the undersigned, declare that this senior essay/project is my original work, prepared under the guidance of Netsanet Beneberu. All sources of materials used for the manuscript have been dully acknowledged.

Name Manayesh Tewodros

Signature --------------------

Place of Submission   St. Mary's University College

                                         Department of Management

Date of Submission: 22/06/2010

Advisor's Declaration

This paper has been submitted for examination with my approval as the university college advisor.

Name   Netsanet Beneberu

Signature   -------------------------

Date   22/06/2010