ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES

EMPLOYEE TRAINING   AND DEVELOPEMENET   PRACTICE IN ORYX INTERNATIONAL PLC

BY:

NATNAEL ASEFA

JUN, 2014

ADDIS ABABA, ETHIOPIA

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ADVISOR: GOITOM ABRAHAM. (Ass. Prof)

A THESIS SUBMITTED TO ST.MARY'S UNIVERSITY, SCHOOL OF GRADUATESTUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREEOF MASTER OF BUSINESS ADMINISTRATION (HRMCONCENTRATION)

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DECLARATION

I, the undersigned, declare that this thesis is my original work, prepared under theguidanceof Assistance Professor Goitom Abraham. All sources of materials used for thesearehavingbeen duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institutionFor the purpose of earninganydegree.

Natnael   Asefa   _____
            Name   Signature& Date

ENDORSEMENT

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

_____   _____
        Advisor   Signature& Date

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ACKNOWLDGMENTS

ACRONYMS

- ➤ OJT : On-the-Job Training
- ➤ HR : Human Resource
- ➤ T and D: Training and Development
- ➤ PLC: Private Limited Company
- ➤ TNA: Training Need Assessment

ABSTRACT

Training and development are required for employees to enable the company achieve itsgoal. The training and development function plays a further enhanced role and holds more importance as it deals with knowledge of workers.The training and development function holds a key responsibility by helping employees to upgrade their performance on a continuous basis.The study, therefore, sought to determine the training and development practice in ORYX International Plc. as a case study.The methodologies used to undertake the study were both primary and secondary Data collections. Census method was applied to collect primary information. Thus all the employees were involved. Accordingly, the data gathered were analyzed using descriptive statistics.Primarily the researcher used interview and questionnaireaugmented by different literatures found in the organization to collect primary data.The back bone of this study is alsothe secondary data comprised ofcomprehensive literature review and documentary sources. The result shows that ORYX training and development program effectiveness is not evaluated sufficiently and the T&D plan and policy of the organization are not clearly stated. On the job training was mostly used by the company. The training impact assessment & training need assessment are not being applied properly. Results are strongly based on the literature review. Thus, the organization should keep up with their strengths and should alleviate their weaknesses by applying clear and scientific principles regarding human resource training and development. The paper ends by offering useful suggestions to the management involved in the operations of the organization.

Key Words: Training and development

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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Human resources, are the most valuable assets of any organization, with the machines, materials and even the money, nothing is, done without labor. Human resource management is a strategic management of an organization's people with the setting of environment. It is, considered as the most valuable assets that contribute to the achievement of the organization's goals and objectives. The main or core focus of human resource management is people. It is, related with gathering, maintaining, improving and motivating the people in the right environment. It helps to consider ethical issues for the mutual procedure in case fairness, respect, transparency, and such. It ensures a congenial environment to have the right person in the right place. Human resource management considers the strategic fitness about the individuals and teams approach to develop the organizational effectiveness. Human resource is one of the most important resources than any other resource for the achievement of organizations objectives to be competent in the dynamic environment and to overcome various threats retaining quality human resource, which is very essential for the company. Human resource is part of the strategic planning process (Nair, 2004:66).

Training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately on a given task or job. It can take place in a number of ways, on the job or off the job; in the organization or outside organization (Abiodun, 1999). Staff training and development is a work activity that can make a very significant contribution to the overall effectiveness and profitability of an organization. He therefore, provides a systematic approach to training which encases the main elements of training.

The effectiveness and success of an organization therefore lies on the people who form and work within the organization. It follows therefore that the employees in an

organization to be able to perform their duties and make meaningful contributions to the success of the organizational goals need to acquire the relevant skills and knowledge (Adeniyi, 1995).

According to Cole (2002:330), training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. 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 the planned and systematic modification of behavior through learning events, activities and programs, which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively (Gordon 1992:235).

According to *Tazebachew* (2011) mentioned that Training department should give great attention when the training plan and policies are first developed and designed so that it will help to duly follow the training processes and employee should aware or know what it look likes in order to understand the intention of employees and to create self confidence among employees . *Less concern is, given for employee development and this created dissatisfaction among employees (Dessalgn, 2010)*

ORYX international private limited company, which has been found in by Ethiopian shareholders, is one of the private owned companies, which is contributing for economic development in the country. The business activity of the company includes; main business of the company during its establishment was production and sales of synthetic leather. Since then, additional business lines were, made operational. Currently, the activities of the company include manufacture and sales of furniture, synthetic leather, and steel roof sheet, etc. The company has more than hundred employees. (Strategic plan of the Oryx International PLC, 2011). The concern of this study is to examine the experience of Oryx international private limited company on employee training and development with a view to understanding the practices and problems being faced.

1.2 Organizational facts

ORYX international private limited company (ORYX) has been found in 2005 with an investment capital of 8 million birr by three Ethiopian shareholders. The main business of the company during its establishment was production and sales of synthetic leather. Since then, additional business lines were, made operational. Currently, the activities of the company include manufacturing and selling of furniture, synthetic leather, and steel roof sheet etc.

The furniture factory is located in a separate building for production and storage. The synthetic leather factory has a properly designed facility for production, offices and store. The steel roof sheet manufacturing facilities are, not originally intended for the respective purposes.

At present, the company's organizational structure comprises for the following: Woodwork department; synthetic leather department, Steel roof sheet production department, departments of procurement and business communication, sales and business development department (for furniture unit only), finance, and property administration department and Human resource administration department. Commercial branch are a separate trading unit.

Currently, there are 56 permanent and 61 temporary workers in the company. Out of the permanent employee, 12 are highly skilled and 44 of them are semi-skilled. All the other temporary workers are unskilled.

Before July 2006, this organization was part of Nile Company Groups PLC with one management. Then the management has decided to separate the companies into three different companies and ORYX international PLC becomes one stand-alone company by itself and has its own management. This decision was, made because of the following concrete reasons:

➢ To manage their budgets separately;
➢ To work in different sectors; and
➢ To know the accurate profitability of the three organizations and manage them properly.

Through the persistent efforts of the company shareholders, management and employees of the company have had attended a status as one of the vibrant business companies in the country. It has established goodwill between its major client and the society as a whole. Moreover, some of its business activities make the company pioneer in the country. Before last year net profit of this company was birr, 1,120,807and expected to increase its net profit by 30%.

1.3 Statement of the Problem

The success of an organization depends largely on the quantity and quality of its human resources. No organization can be successful in the end without having the right number, the right kind of people with required qualifications and capabilities, doing the right jobs at the right time. Human Resource Management, training and development is the field, which is concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. Employees with upgraded skills, working to their full potential and equipped to deal with the changing demands of the workplace; employees with higher morale, career satisfaction, creativity, and motivation; increased productivity and responsiveness in meeting departmental objectives by changing the knowledge, skills and attitude, of employees through training and development. Bolton (1995:15) mentioned that development occurs when a gain in experience is, effectively combined with the conceptual understanding that can illuminate it, giving increased confidence both to act and to perceive how such action relates to its context. As the Monopa and Saiydain (1999:172) mentioned that, the central ideas of training activities focuses on improving employees and managers performance on the current job she/he holds. They further said that it is an activity that is designed to help workers to acquire and apply knowledge, skill; ability and attitude in their work place Training is the method used to give new or present employees the skills they need to perform their jobs Dessler (2005:270). It is very difficult for an employee to perform well at the job place without any pre-training (Garavan, 1997).

Another researcher said that Training is important for the employees development and the employee development encourage self- fulfilling skills and abilities of employee, decreased operational costs, limits organizational liabilities and changing goals & objectives (Nickels,2009).

The researcher found out through one of the Human Resource officer who works in the ORYX International Plc. That there is employee training and development problem such as: trainings conducted is not based on needs assessment ,no impact assessment exercise, trainings is not prepared based on the needs of the employees , no clearly stated training and development policy and manual. In addition to this, most of the time fresh or newly transferred employees are forced to undertake their jobs without proper training and development programs. As a result, it had created a gap between the job requirement and the actual performance of employees that affect the overall performance of the organizations. Because of these and other reason, the researcher of this study was motivated to conduct the research on employee training and development practices so as to prove or disprove the information obtained informally.

1.4 Research Questions

The study seeks answer to the following basic questions:

➢ Are there polices that guide the training and development activities of the company?
➢ How are training / development activities organized in the company
➢ To what extent employees are satisfied with the training and development programs organized by the company?

1.5 Objective of the study

1.5.1 General Objective of the study

The general objective of this study is to assess the employee training and development practice in ORYX international PLC

1.5.2 Specific objective of the study

Specifically the objectives of the study include the following:

- To explore the training and development practices, polices, processes in Oryx international plc.
- Identify the training and development activities in the organizations that are necessary to do their jobs;
- To determine the overall employees satisfaction with the training and development program that they have received.

1.6 Operational definition of terms

Training: is depending on the enhancing of knowledge, skill and attitude of an employee for improving his performance on the job.

Development: is focuses on up grading employee ability and attitude for future career and organizational growth.

Policy: General guidelines that focus organizational actions

Management: usually and frequently direct the work of two or more employees.

Non-management: Perform everyday jobs of a functional / technical nature in the area of subject

1.7 Significance of the study

Firstly, this study provides possible suggestions for employee training and development practice of the organization.

Secondly, the study helps the researcher to acquire knowledge and practical experience.

Thirdly, it is believed that the study will be providing core information for other researchers, who are interested to undertake further study on related topic.

1.8 Scope /Delimitation of the study

This study focuses on training practices of the organization. However, if considered all the employees since their number is manageable to analyze the data collected. Respondent comprise concerned managerial and non-managerial staff of the organization. To determine the overall level of employees satisfaction with the training and development program that they have received

1.9. Limitation of the Study

The time that cover in the study, was from January 2005 for consecutive eight years. Some limitation, the study was focused on the training and development aspect of the organization. Absence of documented data and lack of reliable records and reports on organization activities limited the research investigation

1.10 Ethical issue (Confidentiality)

The researcher assured that this study is done by permission from the organization for academic purpose only. All the sources consulted have been acknowledged. Thus, effort have been made to avoid plagiarism as much as possible

1.11 Organization of the study

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

The second chapter consists of related literature review on the subject. The third chapter is about Research Design and methodology. It comprises sub-topics such as, research design, population and sampling techniques, the types of data and tools/instruments and data collection, procedures of data collection methods, data analysis. Chapter four is devoted to analysis, presentation and interpretation of the data obtained from different sources. The fifth chapter delivers the summary, conclusion and the recommendations based on the findings of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Overview of training   and development

Different writer defined the term training and development in different ways. However, the concept remains similar. Trainingphysically, socially, intellectually and mentally is very essential in facilitating not only the level of productivity but also the development of personnel in any organization. Therefore, training can be put in a contact relevant to school administrators. However, knowledge is the ability, the skill, the understanding, the information, which every individual requires acquiring in order to be able to function effectively and perform efficiently. Decenzo and Robbins (1999:227), states training is present day oriented; its focus is on individuals' current jobs, enhancing those specific skills and abilities to immediately perform their jobs. Then again, states development is a long-term activity, which focuses on future jobs requirements in the organizations. Support this idea Saiyadain (P.237) Training and Development is increasinglyrecognized, now, as most important organizational activity. Rapid technological changes require newer skills and knowledge in many areas. Training has to be continuously offered to keep employees updated and effective.

On the other hand Adams and Griffin (1987:35), indicated as training is the acquisition of knowledge and skills, often manual for particular job, while development as improvement and growth of individual's faculties, attitudes insights and traits. It is a short term and its effectiveness is measured by performance appraisals, cost benefit analysis, passing test or certification. Development on the other hand, focuses on understanding information, concepts and context; develop judgment, and long term in duration could only be inferred from a comparison of an individual's behavior prior to the experiences of specific kinds of task. Manpower Services Commission's (1981:62) Glossary of Training Terms which defines training as: a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its

purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organization.

Training: - improving the knowledge, skills and attitudes of employees for the short-term, particular to a specific job or task – e.g. Employee orientation, Skills & technical training, Coaching and Counseling Whereas Education is defined as activities which aim at developing the knowledge, skills, moral values and understanding required in all aspects of life rather than a knowledge and skill relating to only a limited field of activity. The purpose of education is to provide the conditions essential to young people and adults to develop an understanding of the traditions and ideas influencing the society in which they live and to enable them to make a contribution to it (Manpower Services Commission, 1981:17).

Also stated an education is considerably broader in scope than training and this is perhaps illustrated by the considerably longer definitions above. It also has a less immediate and less specific application than training and is often perceived as being delivered in educational institutions. Education is regarded as encompassing knowledge, skills and attitudes (Bloom , 1956). Development is: the growth or realization of a person's ability, through conscious or unconscious learning.

Development programs usually include elements of planned study and experience, and are frequently, supported by a coaching or counseling facility. In other way, stated Manpower Services Commission (1981:15) learning may be defined as a relatively permanent change of knowledge, attitude or behavior occurring because of formal education or training, or because of informal experiences. Isiaka (2011) sees the word development in relation to the process of helping managerial employees who perform non-routine jobs to improve their management, administrative and decision-making abilities and competence.

According to for Dessler (2005:270) training is the method used to give new or present employees the skills they need to perform their jobs. Foot and Hook (2005:228), defined, training as a planned process to modify attitudes, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose is to develop the ability of the individual and

satisfy the current and future needs of the organization. Likewise, Monopa and Saiydain (1999:172) mention that, the central ideas of training activities focuses on improving employees and managers performance on the current job she/he holds. They further said that it is an activity that is designed to help workers to acquire and apply knowledge, skill, ability and attitude in their work places. *Training can be defined as the systematic development of the attitude, knowledge, skill and behavior pattern required by an individual to perform adequately given task or job where as development is not primarily skill oriented. Instead, it provides the general knowledge and attitudes, which will be helpful to employers in higher positions. Development provides knowledge about business environment, management principles and techniques, human relations, specific industry analysis and the like is useful forbetter management of a company (Subha, 2011).*

According to Armstrong (1996:11), expressing an understanding of training emphasizes that training should be developed and operated within an organization by appreciating learning theories and approaches if the training is to be well understood. According to Cole (2002:330), in his volume, training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. 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 the planned and systematic modification of behavior through learning events, activities and programs, which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively (Gordon 1992:235).

Finally also according to ShashiKapur (p.188) Employee development has always treated as most important function of personnel development for performing the functions of the organization, It has to be ensured that people recruited are properly trainedto acquire skills, knowledge, and attitudes. They are to be developed to prepare for higher responsibilities, through coaching, counseling and on the job experience.

2.2 Purpose of Employee Training and Development

Reasons for emphasizing the growth and development of personnel includecreating a pool of readily available and adequate replacements for personnel who may leave or move up in the organizationenhancing the company's ability to adopt and use

advances in technology because of a sufficiently knowledgeable staff. Building a more efficient, effective and highly motivated team, which enhances the company's competitive position and improves employee morale.   Ensuring adequate human resources for expansion into new program Research has shown specific benefits that a small business receives from training and developing its workers, including:

➢ Increased productivity.

➢ Reduced employee turnover.

➢ Increased efficiency resulting in financial gains.

➢ Decreased need for supervision.

In addition, state Chatterjee, (1995) purposes of training are:

➢ It establishes a sound relationship between the worker and his/her job

➢ It upgrades skills and prevents obsolescence

➢ It upgrades skills and prevents obsolescence.

➢ It develops healthy, constructive attitudes

➢ It increases productivity.

➢ prepares employees for future assignments

➢ It minimizes operational errors

➢ It enhances employee confidence and morale

➢ It brings down employee turnover and absenteeism

2.3 Objectives of Training and Development

Werther and Davis (1996) Stated that Training and development objectives must be specific, measurable and time-targeted. The main objectives of staff training and development are to improve the qualities of the trainee, Formulation, of objectives for different needs and ways of achieving it. The training objective is very important because it determines the designed and content of the training programs. Contents of the training remain the same no matter the type of training involved. It is to increase personnel efficiency, professional growth, and smooth and more effective organization's operations, (Olaniyan and   Lucas, 2008)**.** An objecti*ve* is a specific outcome that the training or the development program is intended to achieve (Scarpello and Ledvinka, 1988). In most cases, training and development objectives are set for the trainees. These objectives define the performance that the trainee should be able to exhibit after training. Human resource development experts put

forward that objectives should be stated explicitly and answer the following questions (Scarpello and Ledvinka, 1988):

1. What should the trainees be able to do after training?

2. Under what conditions should the trainee be able to perform the trained behavior?

3. How well should the trainee perform the trained behavior?

2.4 Benefits of training and development

According to Cole (2002) the purpose of training is mainly to improve knowledge and skills, and to change attitudes or behavior. It is one of the most important potential motivators which can lead to many possible benefits for both individuals and the organization. Changing technology requires that employees possess the knowledge, skills and abilities needed to cope with new processes and production techniques), training can achieve:

1) High morale - employees who receive training have increased confidence and motivation.

2) Lower cost of production training eliminates risks because trained personnel are able to make better and economic use of material and equipment there by reducing and avoiding waste.

3) Lower turnover training brings a sense of security at the workplace which 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) Give a feeling of personal satisfaction and achievement, and broaden opportunities for career progression; and

7) Help to improve the availability and quality of employee

Therefore, training can improve the relationship between the employees and their immediate supervisor. It also helps in understanding and implementing organizational policies.

2.5 Consequences in the absence of training and development

According to Neitzel, (2006): stated that the following are stateabsence of training and development can contribute:

❖ Constraints on business development
❖ Higher labor turnover;
❖ Increased overtime working;
❖ Higher rates of pay, overtime premiums and supplements;
❖ Higher recruitment costs, including advertising, time and incentives;
❖ Greater pressure and stress on staffs;
❖ Pressure on job-evaluation schemes, grading structures, payment system Career structure;
❖ Higher training costs;
❖ Additional retention costs in the form of flexible working time, job sharing, part time working, shift working.

2.6. Effective training and development

According to Balogun (2011) Effective training will indicate not only finding out whether the training was well done but also asking what it achieved and whether it was worthwhile for the organization to be sponsoring it. Noe (2011) mention that the following training practice to be effective

❖ Ensure that the management commits itself to allocate major resources and adequate time to training. This is what high-performing organizations do;
❖ Ensure that training contributes to competitive strategies of the firm. Different strategiesneed different employee skills for implementation. Let training help employees' at all levels acquire the needed skills;
❖ Ensure that a comprehensive and systematic approach to training exists, and training and Retraining are done at all levels on a continuous and ongoing basis;
❖ Make learning one of the fundamental values of the company. Let thisPhilosophies percolate down to all employees in the organization;
❖ Ensure that there is proper linkage among organizational, operational and individual Training needs;
❖ Create a system to evaluate the effectiveness of training.

2.7   Training and development process

According to Armstrong (2006), the following are the most commonly used steps of the human resources development process.

1. Identifying training and development need assessment
2. Establishing training and development objective
3. Selection of training and development method and media
4. Selection of trainers and trainees
5. Implementing the actual training and development program
6. Conducting evolution and follow up

Effective training practices involve the use of an instructional systems design process. The instructional systems design process begins by conducting a needs assessment. Before you choose a training method, it is important to determine whether training is necessary.

2.7.1 Training and development Needs Assessment

The first step in training and development process is to identify training and development needs. Refers to the process used to determine if training is necessary. Because needs assessment is the first step in the instructional design process if it ispoorlyconducted,training will not achieve the outcomes or financial benefits the company expects. Training and Development is a need-oriented effort, determining the level, type and duration of the training, development is of prime importance at this stage of the process.

Armstrong (1996:17) training needs analysis should cover problems to be solved, as well as future demands based on whether the organization must acquire new skills or knowledge or must improve existing competencies.Different author recommend different techniques of assessing training needs. Some of the techniques include:

- Supervisory recommendations.

- Interviews

- Observation

- Questionnaires

- Focus group discussions and

- Performance appraisals. Of the above-mentioned techniques, questionnaire, interview and evaluation of documents are the most commonly used methods. The dominant framework for identifying organization's employee training needs has been threeCategory needs analysis approach (Mathis and Jacksion). The first step in training needs assessment is analyzing what training is needed.

A. Organizational analysis

B. Task (job) characteristics

C. Individual analysis

A Organizational Analysis

Organizational analysis is the process of identifying job-related knowledge and skills that are needed to support the organization's short-range and long-range goals (Scarpello and Ledvinka, 1988) an organization can be effective if it pays attention to clearly identify its weaknesses and strengths. Consequently, trainings must be seen as a tool that enforces the strong sides and reduces the weak points of the organization. Training needs can be Diagnose through analyzing organizational outcomes. A part of HR planning is the identification of the knowledge, skill, and ability that will beneeded in the future as both job and the organizational change, (Mathis and Jackson, 270). Tracey (1984:59) states that training needs assessment must take into account enterprise forecasts of the environment in which the business will be operating in the future from political, economic, social, demographic and technological perspectives. Organizational analysis involves a comprehensive analysis of organizational structure, objectives, culture, and process of decision making, future objectives and so on. It looks training needs in light of the organization's strategy, recourse available for training and managements support for training and development activities and answers questions like what, when, where, why, who and how about the way the organization is functioning now and is expected to function in the future. Organizational analysis can be undertaken using a variety or sources of information.

Finally organizational analysis Involves determining: the appropriateness of training, given the business strategy resources available for training support by managers and peers for training.

B Task /job analysis/

He second way of diagnosing training needs is to analyze the job involved and the tasks performed in those jobs. Identifying the important tasks and knowledge, skill, and behaviors that need to be emphasized in training for employees to complete their tasks. Task analysis should only be undertaken after you have determined from the organizational analysis that the company wants to devote time and money for trainingthis approach refers to the determination of skill and knowledge the job requires. Examines Tasks performed and the knowledge, skills, attitudes and other behavioral aspects required to determine what employees must do to perform successfully however, the job analysis must include (Scarpello and Ledvinka, 1984):

- A detailed examination of each task component of the job.
- The performance standard of the job.
- The method and knowledge the employee must use in performing the job task
- The way employee learns the method and acquires the needed knowledge. Specter (2000:153) states that it includes analysis of different factors and types of job as well as. Identification of knowledge, skills and attitudes needed to perform the jobs.

Therefore, Task analysis should only be undertaken after you have determined from the organizational analysis that the company wants to devote time and money for training.

C. Individual Analysis.

The third means of diagnosing training needs focuses on individual and how they perform their jobs. The most common approach for making these individual analyses is to use performance appraisal data. Another way of assessing individual training needs is to survey both managerial and non-managerial employees about what training is needed (Mathis and Jackson, p.271). In a similar way, individual needs assessment can be readily identified by analyzing the physical and mental characteristics, background, education and training, experience, knowledge, skills, motivation, past and current performance of employees (Tracey, 1984:61). Another way training and development need analysis approach is person analysis. Here theConcentration is on the individual employee. It is used to analyze the substantive

knowledge and skill possessed by the employee (Scarpello and Ledvinka, 1988). This approach deals with two basic questions. These are:

- Who needs to be trained?

The researcher Conclude that what kind of training is needed?determining whether performance deficiencies result from a lack of knowledge, skill, or ability (a training issue) or from a motivational or work design problem identifying who needs training determining employees' readiness for train.

2.7.2. Establishing training and development objective

Once training needs have been identified using appropriate analyses, then training objective can be established by gap analysis, which indicates the distance between where an organization is with its employee capabilities and where it needs to be. Threetypes of training objectives can be set.

A Knowledge: impart cognitive information and details to trainees

B.Skill: develop behavior changes in how jobs and various task requirements are performed.

 C. Attitude: create interest in and awareness of the important of training((Mathis and Jackson, 271). Tracy (1984:120) states that determining objective involves precisely what the employee should learn and stating the desired outcome and convey to all concerned what the training program is designed to do. Determining clear and realistic objective is a key in designing training program because all other step in the development of training programs is based. Thus, objectives determine the approach to training, the facilities, equipment, material, content, method and personal requirement and the criteria for measuring the success and effectiveness of the training programs. These objectives define the performance that the trainee should be able to exhibit after training (Scarpello and Ledvinka, 1988). Training objective should however be attainable and measurable. Previously the training objectives are determined, then a program contents has to be planned to achieve the objectives in helpful way. Watson, (1979:119) on his part recommends that the training program content should contain the following:

1. Identifying the topic areas that should be covered to reach the stated objectives.

2. Specify key points and specific concepts and thinking process that should be learned.

3. Determining the emphasis that should be given to each topic and the specifics within each topic.

4. Sequencing the topics so that they fit together in a logical progression and build on one another to form a systematic whole.

5. Establishing a learning pace that is stimulating and impact full.

Tracey (1994:226) suggests two basic sources: job data (job analysis reports, and performance objective work cards) and documents (organization and function manual), policy manuals, technical manuals (etc.).

2.7.3. Selection of trainers, trainees and Methods of Training and Development

Training methods are the means, which enable to change the designed program in to practice. Variety of training methods are available and used by training agencies and organizations (Saiyadain; 1995: 223). As Foot and Hook (2005:211) explained, once a decision has been made about the training is to take place, it is also important to decide on the most appropriate training method (technique) to use. According, to John Stredwich (380-381)many of the styles and techniques to bedescribed and also De Cauza et al (1996:70) explained that the most popular training and development method used by organizations can be classified as either on-the-job or off-the-job.

A. On- the- job training

OJT refers to new or inexperienced employees learning through observing peers or managers performing the job and trying to imitate their behavior. OJT includes:

- Apprenticeships
- Self-directed learning programs
- OJT can be useful for:
- Training newly hired employees
- Upgrading experienced employees' skills when new technology is introduced
- Cross-training employees within a department or work unit
- Orienting transferred or promoted employees to their new jobs

On-the-job training is conducted on the actual job to develop the skills of managerial and non-managerial employees (Monday, 2009). (Bratton and Gold, 1999) On-the–job training method takes on actual job. Implementing a structured OJT program involves five basic steps: (1) analyzing the tasks and skills to be learned; (2) selecting, training, and supervising trainers; (3) preparing training materials; (4) conducting an OJT program; and (5) evaluating the program and making any necessary improvements or modifications. Harris and De Simone (1994:133) expressed it as the most common form of training involving training at the trainees regular work situation. On-the–job training can use a number of techniques.

- has no problems in transfer of learning

- Easy to assess improvement and progress and resolve encountering problems

- Employees gain confidence and become increasingly productive

- Quick feedback can be provided at the spot. Similarly,

- Less preparation of facilities at the job;

- Less interference with production/service;

- Quick feedback can be provided on the spot, and

- Easy to assess improvement and progress and resolve encountering problems.

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

- Low productivity

- The errors made by the trainees while they learn

- This may create customer inconveniencies,

- reduced quality of service/products

OJT includes:

Under-study:- This is good for succession planning. This allows for smooth transition of work when one officer leaves a schedule or organization.

Job-rotation: - It is necessary for all workers to move from one schedule to the other within the same organization, to allow for competence on all spheres of work.

Self-development/Self-assessment:-Self-development means a personal desire to improve through an individual's attempt to embark on study and practical explosive that are independentof an organization's role and contribution.Self-assessment personal identification of strengths, opportunities, weaknesses, challenges and an attempt to improve and build on current.

Coaching: - this relates to formal training on the job. A worker becomes experienced on the job over time due to modification of job behaviors at the point of training or acquisition of skills.

Induction/orientation: - This is carried out for new entrants on the job to make them familiar with the total corporate requirements like norms, ethics, values, rules and regulations.

Apprenticeship: - A method of training where an unskilled person understudies a skilled person. (Olaniyan and Lucas. 2008)

B. Off –the- job training method

The employee is sent to another location outside the organization to learn a skill or acquire important knowledge or behave differently.   Off the job training has the advantage that it allows people to get away from work and concentrate more thoroughly on the training itself. Here the most commonly employed methods are workshop, lecture, case studies, role playing, programmed learning, simulation, discussion group (Armstrong, 2005:899).

Demonstration teaching by example: - whereby the skilled worker performs the job and the unskilled closely observes so as to understand the job.

Vestibule; - this is done through industrial attachment for the purpose of skills and technology transfer. It is therefore achieved through placement of an individual within another area of relevant work or organization. The effect is the acquisition of practical and specialized skills.

Formal Training:- A practical and theoretical teaching process which could be done within or outside an organization. When training is carried out inside an organization, it is called an in-house training. Off-house training is carried out in professionalized training areas like: Universities, Polytechnics and Professional Institutes. (Olaniyan and Lucas. 2008**)**

Job instruction: - Trainer must be trained, have a clear plan and build up an effective and encouraging relationship with the training. Applies principally to basic jobs,such as assembly or hairdressing or some retail counter work.

Computerized training: - This allows the trainee to work through the programme at their own pace with immediate feedback. It can cover simple skills such as learning about spreadsheets to highly complex processes such as pilot simulations. It is particularly effective for the essential basics of language learning.

Planned sequence of experience job rotation: - Often operated within a department to ensure the employees to know the entire department's work, the training needs to be well-planned and co-ordinate, with mutual support given to each other by the employees within the department. There must also be clear learning objectives.

Lectures and demonstrations: - Lectures to large numbers will need an inspired speaker and an attentive, motivated audience. That is why it mostly fails! It is theoretically efficient in passing on information but research shows that only 20% or less sticks. Visual aids are important and follow-up/practice is essential for this activity to be of any value. Demonstrations can be more effective if small groups are involved, if questions are allowed and the opportunities to repeat difficult sequences are allowed.

Role-play:- One of the most attractive forms of training where individuals adopt a role set out for them and acts out the scenario as a group. In so acting, they remember much of what they have done; it can be highly relevant and practical to the subject of the training and is generally great fun. The difficulties arise if the end result of the role-play is not as planned or if any of the 'actors' do not take the activity seriously enough. A further version of role-reversal, which can be used, say, with appraisal training where the manager and the appraise change roles; can be highly effective in helping with inter-personal skills.

Group discussion: - Success emerges from the way a discussion is handled, to ensure it is led well, keeps to the point, involves a wide number of participants and is effectively summarized

Video: - A straight video, well produced, can be a useful vehicle for imparting knowledge and demonstrating skills but it needs to be reinforced through questions or practice.

Distance learning:- By using specially prepared materials which involve the trainee listening to tapes, carrying out exercises and responding to questions, the trainee can work at their own pace and learn the subject in a systematic way. The only major disadvantage, if the materials are well prepared, is the isolation of the trainee where a high degree of self-motivation is required.

Project work or case study: - If the project/case study chosen is stimulating and realistic, the trainee(s) will learn in-depth the subject in question and will increase their investigative and creative skills. It can also be utilized for discussion and advocacy skills can be developed.

Later than deciding the appropriate methods and techniques, with contents, than selecting the appropriate participant of the training program is important. Tracey (1998:346) indicated trainer performance is a function of subject matter expertise, pedagogical knowledge and skills, communication skills, and personal traits and qualities. Additionally Watson, (1979:117) states Selecting the appropriate trainees, attention should be given to the responsibility and level of trainees, educational background, work experience, openness to new ideas and perceived need for self-improvement). The effectiveness of training programs, Training environment also the most valuable, location, setting, and layout of training rooms should receive proper attention

2.7.4. Delivering the Training and development Program

This is the stage of putting the training program in to practice in accordance with the design. Once traininghasbeen designed than the actual delivery of can begin. The training is pilot –tested or conduced on a trial basis to ensure that the training meets the needs identified and that the design is appropriate (Mathis and Jackson, 278). Delivery style is a very important part of Training and Development (Braga, 1995). Employees are very conscious about the delivery style (Armstrong, 2000). If someone is not delivering the training in an impressive style and he is not capturing the attention of the audience it is means he is wasting the time (Griffin 2000). It is very necessary for a trainer to engage its audience during the training session (seamen 2005). Delivery style means so much in the Training and Development. He has to make appropriate decision in arranging the physical environments and seating conditions to make the trainees feel comfort and concentrate on learning (Harris and DeSimon, 1994:159). The trainer should make sure that the training environment is free from physical destructor like noise and there should be conducive ventilation, temperature, and good lighting to deliver the training program.

2.7. 5. Training and development Evaluation

Balogun (2011) well- known, evaluation is like brushing your teeth after every meal everyone advocates it but few actually do it. Evaluation can be done for various purposes. It may   be done:

To increase effectiveness of the program while it is going on;

To increase the effectiveness of the program to be held next time;

To help participants to get feedback for their improvement and efficiency;

To find out to what extent the objectives are achieved.

According to Kirkpatrick (2000:135), there are three main reasons for evaluating training programs:

❖ To evaluate how to improve future programs,

❖ To determine whether a program should be continued or dropped, and

❖ To justify, the existence of the training departments.

Also According to Gary Dessler (2005) in evaluating the work of a training program, organizations set measurement criteria such as reaction, learning, job behavior, organizational impact and results. The most popular is that of D. Kirkpatrick also support this evaluating program.

1. Reaction:-evaluate trainees' reaction to the program did participants like the program? Did they think it worthwhile?

2. Learning:-test the trainees to determine whether they learned the principles, supposed to learn.

3. Job behavior:- this is concerned with measuring the extent to which the participant has applied his/her learning back on the job.

4. Organizational impact:-this evolution attempts to measure whether the training has helped improve organizational performance .this can be cheeked through improvement in service delivery, productivity or cost reduction

5. Result:-here the evolution aims to measure the overall benefits of the organization from the training in the form of achievement, survival or growth

2.8 Empirical Literature

Empirical finding are one of the important components of literature review in the research study of any type. This type of literature contribute a   lot to the effectiveness of the investigation under study by revealing the gap what the researcher wants to find out and how the researcher undertake the study which helps the researcher by providing insight about what and how assume the investigation he /she stands for. In general, organizations should manage their work force effectively and efficiently and they should also give greater attention for the training and learning of employees to meet the goal of the organization and to achieve the best result. Here under the researcher reviews some important issues which are directly related to the investigation understudy.

Tazebachew (2011) was conducted a study to determine the impact of training on worker performance in public sector organization using federal democratic republic of Ethiopia Ministry of health. The objective of the study was to investigate the actual training practice and its effect in improving the performance of employee's by collecting data through interview and questionnaire augmented by different literatures found in the organization. The researcher key finding indicated that employees training positively and significantly correlate and influence employees work effectiveness, efficiency and commitment collectively employee performance. These results are also supported by Hwang (2003). Hwang suggests that it is top who view future to build competencies must develop ways to develop employees and he further discusses his strategies to training to increasing competencies and organizational members can develop the required know how and expertise. Likewise, Khan et al (2011) conduct a research study on similar issue, impact of training and development on organization performance. The focus of the study was to understand of training the effect of training and development, on the job training, training design and delivery style on organizational performance. The back bone of this study is the secondary data comprised of comprehensive literature review. Results show that training and development, on the job training, training design and delivery style have significant

effect on organizational performance and all these have positively affect the organizational performance i.e. It increases the overall organizational performance.

It is better for the organizations to give their employees on the job training because it is cost effective and time saving (Taylor .2004).It is good for organization to give their employees on the job training so that their employees learnt in a practical way (Baum.2007). And Sultan (2012) on their study on Training practice of telecommunication sector in Pakistan were examined to determine their impact on employee performance. Based on a combination of literature review and questionnaire surveys, this paper explores that for any organization to succeed in achieving the objectives of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity. It has been observed that most organization meet their needs for training in an adhac and haphazard way while others set about identifying their training needs, then design training activities in a rational manner and finally assess the results of training. The study concludes that if organizations invest in right type of employee training it can enhance employee performance as well as competencies and skills, in addition , innovation, market competition, organizational structuring and most importantly it plays a key role to enhance employee performance. Training generates benefits for the employee as well as the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Benedicta et al 2010) . a researcher on judicial service of Ghana were mainly concerned with offering learning and development opportunities for staff and improvement of knowledge and skills at all levels in the organization (Kennedy 2009). These imply that organizational performance is the result of employee's performance.

CHAPTER THREE

RESEARCH DESIGN AND METHODOIOGY

3.1 Research Design:

The primary aim of this study is to describe the employee training and development practice. To achieve this objective, descriptive type of research design with a mixed approach was employed. The descriptive type of research design helps to portray accurately the characteristics of a particular individual, situation or a group. So that, in this study the descriptive research design was employed to describe the employee training and development practice. The mixed research method is considered to be very efficient in answering research questions compared to the quantitative and qualitative approach when used in isolation. Therefore, by using a mixed approach it is able to capitalize the strength of quantitative and qualitative approach and remove any biases that exist in any single research method.

3.2. Population and Sampling Technique

There are 117 employees in ORYX international Plc. The research included all employees because it will help the research to be reliable and accurate. It also avoids bias. Thus census method was employed since the number of the population is manageable.

3.3 Sources of Data and Data Collection Tools

The necessary data for this study were collected from both primary and secondary sources. The primary data was collected through questionnaire and interviews with management and non-management staff. Structured interview was prepared and conducted with human resource department managers of the case company.

Primary datasources: Primary Data sources are first –hand information collected through methods such as interviewing and questionnaires.Primary data are a data originated by the researcher for the specific purpose of addressing the research problem.

Questionnaire:a questionnaire is a document in which a list of questions for a formal social enquiry. Data gathered through questionnaires is simple and clear to analyses and it allows for tabulation of responses and quantitatively analyzes certain factors. There are two types of questionnaires: the open ended questionnaires where the respondents are free to give detailed answers or opinions, and the closed –ended where the respondents are given alternative and asked to choose the appropriate one. In the second category respondents are not free to give unwanted details. This study used both open ended and closed ended questionnaire. Close ended questionnaire in a 5 point likert scales was used to collect data from all respondents. The Questionnaire has 5 rating scales rating from 1-strongly disagree to 5-strongly agree.. The questionnaire was structured in such a way that it includes all relevant parts of and information to clearly acquaint the respondents.

Interview: An interview is a good way to gather information that otherwise could be hard to get through other method. The purpose of interview is to explore the ideas of the interviewees about phenomenon of interest. In order to obtain sufficient information the researcher were used personal interview with HR manager of the case company.

Secondary sources of data: secondary data as sources which have been collected and compiled for another purpose. It consist of readily available documents and already compiled statistical statements and reports whose data may be used by researchers for their studies. The secondary data was collected from relevant documents, organization reports, published and unpublished sources related to the study. The secondary data sources were used to complement the primary data.

3.3.1 Procedure of Data Collection

The researcher developed a questionnaire depending on the research questions and pilot tested it. Depending on the employees feedback the questions were modified and also made ready for approval by the advisor. After the approval, the researcher distributed the questionnaires and collected the data personally. Finally, the researcher analyzed and interpreted the data using descriptive method. Interview checklist was also developed and interview sessions arranged with the management personnel. The information obtained was categorized by item and qualitatively analyzed.

3.3.2   Data Analysis Method

In order to ensure logical completeness and consistency of responses, data editing was carried out each day by the researcher. Identified mistakes and data gaps were rectified as soon as possible. Once editing was done with, data was analyzed qualitatively and quantitatively. The qualitative data from interviews and secondary documents were analyzed using content analysis and logical analysis techniques.

Quantitative data analysis was the frequency distribution and percentages, which were used to determine the proportion of respondents choosing the various responses. This was done for each group of items relating to the research questions. The proportions showed the diverse views of employees on the various sub-issues.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPERTATION

This chapter presents analysis and interpretation of the data collection tools used. It is classified in to two sections. Section one discusses the demographic profile of the respondents. Section two also discusses the data pertaining to the study. The details are presented under, accordingly.

Table 4.1: **The status of questionnaires distributed and returned**

Item	Management staff		Non management staff	
	Frequency	Percentage	Frequency	Percentage
Distributed Questionnaire	15	100%	102	100
Filled and Returned Questionnaire	13	86.70%	90	87.4
Non-returned Questionnaire	2	13.3	13	12.6

Source: Questionnaire, Own survey 2014

To collect the primary data, structured questionnaires were designed and distributed to all the management and non-management staff as mentioned in the methodology part of the research. As shown in the table 4.1, under the management staff category, 15 questionnaires were distributed and only 13(86.70%) questionnaires were filled and collected properly. Under the non management category, 102 questionnaires were distributed and 90 (87.4%) questionnaires were filled and collected properly. Under both categories, the response rates of the questionnaires were more than 85%. This is representing the target population and can obtain the required information to answer the research problem.

Table 4.2   Respondents according to sex and age

Description of employees	Non-management staff		Management staff	
Sex	Number	Percent	number	Percent
Male	51	56.7	9	69.2
Female	39	43.3	4	30.8
Total	90	100	13	100
Age range	Number	Percent	number	Percent
18-25	24	26.7	1	7.7
26--33	27	30	5	38.5
34---41	20	22.2	6	46.2
42--49	16	17.8	1	7.7
Above 50	3	3.3	0	0
Total	90	100	13	100

Source: Questionnaire, Own survey, 2014

As shown in the table 4.2, from the total number of management staff respondents who have filled and returned the questionnaires, 69.2% of them are male whereas 30.8% are females. The age range of the respondents shows that 1 (7.7%) fall under age group of between18-25, 5 (38.5%) lie in the age group between26-33 years, 6 (46.2%) fall under the age group of 34-41 ,1 (7.7%) the remaining belongs to theage group   between 42-49 years.On the other hand, from the total number of non-management staff respondents who have returned the questionnaires duly filled about, 56.7% employees are male and the rest 43.3% are females . With regard to age, majority of the employees are 34-41 years old. Therefore there is an important potential that, majority of which is young, employee also could be an asset to contribute towards better result.

Table 4.3 marital status, educational status and experience of respondents

Description of employees	Non-management staff		Management staff	
marital status	number	Percent	number	Percent
Single	30	33.3	5	38.5
Married	58	64.4	7	53.8
Divorced	2	2	1	7.6
Total	90	100	13	100
Educational background	number	Percent	number	Percent
High school complete	52	57.8	0	0
Diploma	13	14.4	4	30.8
First Degree	25	27.8	9	69.2
Total	90	100	13	100
years of service in the ORYX	number	Percent	number	Percent
1-3	22	24.4	number	Percent
4—6	50	55.6	4	30.77%
7-9	10	11.1	5	38.46%
10 years and above	8	8.9	0	0
Total	90	100	13	100

Source: Questionnaire, Own survey, 2014

Regarding the education level of respondent, 69.23% of the management staff has bachelordegrees while the remaining 30.76% holds diploma. On the other hand 14.4% of the non- management staff are bachelors' degree holder while the remaining 57.8% holds diploma.These indicate that, Oryx has better composition of professional management staff for further development and to formulate of an effective T and D program. As regards marital *status* most of the management staff, i.e., 53.8%, are married, about 38.5% are single and about 7.6% are divorced. On the other hand non-management staffs 64.4% are married and about 33.3% are Single. In the rest 2.2% are divorced. When we see the work experience of management staff, the study found

that, 30% of the respondents have 1-3 year experience related to management work. About 38% of them have worked for 4-6year, in management position. Moreover, 23.1% have a work experience of 7-9 years. In another way when we see the experience of non- management staff and the study found that, 55.6% of the respondent has experience for 4-6years. 24.4% of non- management staff has experience of 1-3years. The rest 11.1% have experience of 7-9years, which includes the least but not least of 8.9% of employees worked above 10 years. The result indicated that most of the employees worked for a long time it will help the company to compete with others regarding effectiveness and efficiency for a long period.

Table 4.4 Training needs assessments practice

Statement	Response	management -staff		Non- Management staff	
		No	%	No	%
The organization conduct's training need assessment	Stronglyagree	2	(15.4	2	22.2
	Agree	2	(15.4	12	13.3
	Neutral	0	0	30	33.3
	disagree	5	38.6	26	28.9
	Stronglydisagre e	4	30.8	20	22.2
	total	13	100	90	100

Source: Questionnaire, Own survey, 2014

A total number of 46(51.1%) of the non-management group respondents feel that the organization does not conduct training need assessment, whereas 14 (35.5%) of respondent confirm that training need assessment is conducted. On the other hand 30 (33.3 %%) said that they do not know whether or not a need assessment is made.

Themajority of the management respondents, that is, 9 (69.4%) expressed their disagreement with the statement. On the other hand, 4 (30, 8%) confirmed that the training needs assessment is conducted by the organization.

According to Armstrong (1996:17) training needs assessment should cover problems to be solved, as well as future demands based on whether the organization must acquire new skills or knowledge or must improve existing competencies .Emphasis that both majority of the non-management and management staff confirmed that need assessment is not sufficiently   conduct training need assessment to diagnosis a problem that is usually expressed as a discrepancy between actual performances and desired acceptable performance.

Table 4.5: Training impact assessments

Statement	Response	management -staff		Non-Management staff	
		No	%	No	%
Oryx conduct's the training impact assessment on the job.	Strongly agree	1	7.7	6	6.7
	Agree	2	15.4	12	13.3
	Neutral	1	7.7	31	34.4
	disagree	6	46.2	22	24.4
	Strongly disagree	3	23.12	19	21.1
	total	13	100	90	100

Source: Questionnaire, Own survey, 2014

In the opinion of 58.8% of non-management staff respondents confirmed that the organization does not conduct training impact assessment on the job. On the other hand 20% of the respondents agree on conducted impact assessment.

The majority ofmanagement staff respondents (23.1%) believe that thereis impactassessment program. On the other are 69.3% of the respondents feel that training impact assessment is not made by the organization. HR manager also were asked if there is a practice of training impact assessment. He said, no, because of shortage of finance.

This implies most of the respondents believe that the organization does not carry out impact assessment efficiently. Impact assessment usually helps to identify the

strengths, weakness and judge the success and failure of the training program and to decide on improvements to be made in the future.

Table 4.6: Training and development evaluation criteria's.

Statement	Number and percentage				
	Strongly agree	Agree	Neutral	disagree	Strongly disagree
My organization is good in providing development program such as coaching, job rotation, action learning, delegation etc.	3 (23.1)	5 (38.5)	1 (7.7)	3 (23.1)	1 (7.7)

Source: Questionnaire, Own survey, 2014

The respondents were asked concerning the practice of development programs such as coaching, job rotation, action learning, and delegation. As table 4.6 above clearly shows, 61.7% that agree the organization is good in providing employee development programs. 30.85% of the respondents also disagree.These seen that Oryx used vital tool for organizational effectiveness and give a chance to employees to participate in various management development activities.

Table 4.7: Designing T&D programs.

Statement	Number and percentage				
	Strongly agree	Agree	Neutral	disagree	Strongly disagree
As an employee, I was involved in the designing and development of training programs in Oryx.	1 0 (11.1)	20 (22.2)	0 (0)	40 (44.4)	20 (22.2)

Source: Questionnaire, Own survey, 2014

Table 4.7 above has show that the designing and development of training programs they are non- management staff of the respondent which about 66.6% are disagreeing with the statement. The other one is 33.4% agrees with the idea. It is very necessary

for the organization to design the training very carefully (Armstrong, 2000). The design of the training should be according to the needs of the employees (Ginsberg, 1997). Those organizations, which develop a good training design according to the need of the employees as well as to the organization, always get good results (Partlow, 1996; Tihanyi., 2000; Boudreau, 2001). It seems that Training design plays a very vital role in the employee as well as organizational performance. A bad training design is nothing but the loss of time and money (Tsaurand Lin, 2004).

Lastly, the researcher can confirm from response of the respondents that no chance of involvement in training were given for employees to participate in various development and designing programs

Table 4.8: Need analysis techniques

Statement	Number and percentage				
	Strongly agree	Agree	Neutral	disagree	Strongly disagree
A. Oryx employee development techniques is mostly applied on Organization analysis	1 (7.7)	6 (46. 2)	3 (23.4)	2 (13.4)	1 (7.7)
B. Oryx employee development techniques is mostly applied on analysis Task job	2 (13.4)	3 (23. 1)	1 (7.7)	2 (13.4)	5 (38.5)
C. Oryx employee development techniques is mostly applied on Person analysis	1 (7.7)	3 (23. 1)	1 (7.7)	5 (38.5)	3 (23.1)

Source: Questionnaire, Own survey, 2014

As it can be seen fromthe table4.8 item A above, 7.7% of the respondents strongly agree that organizational analysis is conducted by the organization. About 46.2 % of the respondents expressed their of agreement. On the other hand 36.5%believes that

there is no organizational analysis conducted by the organization. However, the remaining 23.4% of the respondent neither, agree or disagree.

On the other part from the management staff of the respondent 21.1% confirm to the statement that the organization is involved on Task (job analysis.). Others of the respondent which about 58.8%believe that there are no practices on Task (job analysis.)

Item C shows above that, most of the respondent which is about 61.6% said that there is no Person analysis by organization. On the other hand 30.8% believes that used at all. individual needs assessment can be readily identified by analyzing the physical and mental characteristics, background, education, training, experience, knowledge, skills, motivation, past and current performance of employees (Tracey, 1984:61).

According to the respondent the researcher conclude Oryx as a more exercised organizational analysis approach and more or less give job analysis but a giving less emphasis for person analysis.

Table 4.9: Responses about the training satisfaction

Statement	Number and percentage				
	Strongly agree	Agree	neutral	Dis agree	Strongly dis agree
I am satisfied with the training program of Oryx international plc.	5 (5.55)	13 (14.4)	20 (22..2)	42 (46.7)	10 (11.1)

Source: Questionnaire, Own survey, 2014

The result of the responses obtained from the above table 4.9 show that respondents were asked whether they are satisfied with the training program of Oryx international plc. Majority, of respondent52 (57.8%) feel that they are not satisfied with the training program given by the organization. on the other hand 18(19.9%) of the respondent believes that they are satisfied with the training program given by the organization. The other respondent,20 (22.2%) of respondent are neutral.

As shown on the result, employees taking training are insufficient. That means the organization needs to work further to raise employee training satisfaction.

Table 4.10: Training participate

Statement	Number and percentage				
	Strongly agree	Agree	Neutral	disagree	Strongly disagree
Since I joined Oryx international plc. I did not participate in any form of training and development including induction	0 (0)	0 (0)	0 (0)	52 (57.8)	38 (42.2)

Source: Questionnaire, Own survey, 2014

As it can be indicated in table, 4.10 above, respondents were that asked since they joined whether Oryx they participate in any form of training and development or not. On this regard, 38 (42.2) the respondents strongly disagreed on the issue. On the other hand, the same number of respondents stated in the above table, 52 (57.8) of employee disagree with the statement.However, the researcher concluded that the organization provide training and development for further development

Table 4.11: Personal development.

Statement	Number and percentage				
	Strongly agree	Agree	Neutral	disagree	Strongly disagree
I have been sponsored for further studies or education or personal development Program	3 (3.3)	7 (7.8)	16(17.8)	38 (42.2)	26 (28.9)

Source: Questionnaire, Own survey, 2014

According to the results indicated in the above table 4.11, the majority i.e.64 (71.1%) employees answered they disagree. The other groups which account about 11% or seven Respondents answered that they agree with the statement. 16 (17.8) of the respondent neither, agree nor disagree. From this response it is concluded that the organization does not support for further development to raise skills, knowledge and ability

Table 4.12: Requests of training feedback

Statement	Number and percentage				
	Strongly agree	Agree	Neutral	disagree	Strongly disagree
Oryx international plc. request's feedback from trainees before and after training	8 (8.9)	12 (13.3)	25 (27.8)	36 (40)	9 (10)

Source: Questionnaire, Own survey, 2014

The other objectives that the researcher wanted to point out of the respondent were if Oryx international plc request's feedback from trainees before and after training. The opinion of 20 (22.2%) of the management staff respondents are initiated by the request of the organization. on the other hand about 45(50%) said that there is not request after the training by the organization. of the respondent said that not request's feedback from trainees before and after training initiated by the organization. The other employee 25(27.8) of respondent are neutral. This indicates that most of the respondents believe that the organization does not ask or evaluate before and after training for the improvement of training program.

Table 4.13: Policies and procedure of T&D

Statement	Number and percentage				
	Strongly agree	Agree	Neutral	disagree	Strongly disagree
Oryx have a written employee training and development policy	22 (24.5	8 (8.9)	17 (18.9)	8 (8.9)	3 5(38.9)

Source: Questionnaire, Own survey, 2014

The next issue was about if Oryx have a written employee training and development policy. The majority of respondent, 43 (47.8%) believes that they do not support to the statement. On the other hand some 30 (33.4) of the respondent believes that accord their agreement with the statement. 17 (18.9%) of the respondent neither agree nor disagree. Moreover, as the HR manager stated that there is but we are not using the written document, the T&D dep't under the HR is now recognizing the current situation because the written document does not recognize the current situation or it is not up to date.However, result show the organization not has written training and development or the organization not informed about the policy. So that the organization needs to work further to raise awareness of its existence of training and development policy and procedures.

Table 4.14: Response on training method

Statement	Number and percentage				
	Strongly agree	Agree	Neutral	disagree	Strongly disagree
Oryx training method is mostly applied on On-the-job-training.	26 (28.9)	42 (46.7)	10 (11.1)	9 (10)	33 (3.3)
Oryx training method is mostly applied on Off-the-job-training	7 (7.8)	11 (12.2)	20 (22.2)	31 (34.4)	21 (23.3)
The training method is applied both On-the-job and Off-the-job-training	15 (16.7)	3 0(33.3)	6 (6,7)	40 (44.4)	11 (12.2)

Source: Questionnaire, Own survey, 2014

As indicated in table 4.14 above, 75.6% of respondents feel that on the job training is mostly applied. On the other hand off-the-job-training method indicated that, majority of respondents, 57.7% believe it is not exercised.

Finally, as it can see from the table the training method is applied both On-the-job and Off-the-job-training. From these about 56.6% of respondent disagree with the statement.

Moreover the interview were conducted with HR manager of the organization and indicated that most of the time for the non-management staffs we use on the job training and for management staffs we use off the job training and as necessities we use both on the job and off the job training, However the researcher conclude that according to the respondent the organization mostly apply on the job training.

Table 4.15: Response on about on and off the job training

Statement	Number and percentage				
	Strongly agree	Agree	Neutral	disagree	Strongly disagree
My organization is good in providing training program such as, lecturing, case study role playing ,simulation etc.	33 (36.7)	39 (43.3)	9 (10)	7 (7.8)	22 (24.4)

Source: Questionnaire, Own survey, 2014

As indicated in table 4.15 above, Respondents were also asked it Oryx is good in providing training program such as, lecturing, case study role-playing, simulation etc and 80% of respondents as indicated in Table4.10 above, accord with the question.

Delivery style is a very important part of Training and Development (Carlos A. Primo Braga, 1995). Employees are very conscious about the delivery style Michael Armstrong, 2000).So that the researcher concluded that, the organization used training technique.

Table 4.16   Future training need

Statement	Number and percentage				
	Strongly Agree	Agree	Neutral	disagree	Strongly disagree
I am thinking that I need training from Oryx international plc. regarding my work	2 (2.2)	40 (44.4)	15 (16.7)	13 (14.4)	20 (22.2)

Source: Questionnaire, Own survey, 2014

As it can be observed from table 4.16 above respondents were also asked whether they think that they need training to efficiently carry out their job. Hence, as shown in

the table, 46.6% of the respondents feel that they need training. On the other hand 36.6% of the respondent said that they do not need training regarding their. As can be inferred from the responses, if can be contended that majority of the employees are in need of training in order to conduct their job successfully in the future.

Table 4.17: Provision of awareness on T and D program

Statement	Number and percentage				
	Strongly Agree	Agree	Neutral	disagree	Strongly disagree
Oryx give an awareness of any training and development program	19 (21.1)	30 (33.3)	19 (21.1)	13 (14.4)	11 (12.2

As can be indicated in table 4.16 above, responses are obtained from the question whether Oryx give an awareness of any training and development program or not. From the total respondent 54.41% agreed that an awareness of any training and development program is given whereas 26.6% disagree with the idea. However, we can conclude that the organization has provided awareness regarding training and development.

Table 4.18: Technique of TNA

Statement	Number and percentage				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The techniques used to conduct need Assessment is by considering a supervisor's recommendation	20 (22.2)	35 (38.9)	15 (16.7)	12 (13.3)	8 (8.9)
the techniques used to conduct need Assessment is by considering an Interview and Observation	11 (12.2)	9 (10)	15 (16.7)	34 (37.8)	20 (22.2)
the techniques used to conduct need Assessment is by considering a questionnaire and focus group discussion	3 (3.3)	7 (7.8)	16 (17.8)	39 (43.3)	25 (27.8)

Source: Questionnaire, Own survey, 2014

The techniques used to conduct need an assessment is by considering a supervisor's recommendation 61.1% of respondents said that it is only considered by supervisor's recommendation. In addition, the techniques used to conduct need Assessment is by considering an Interview and Observation, 60% of respondent said that they do not agree with the statement. The last similarly show that techniques used to conduct need assessment is by considering a questionnaire and focus group discussion. Among the total respondents, 71.1% disagree with the idea.

According to HR Manager, we evaluate the performance of the training by the immediate supervisors recommendation From this, we can understand that need Assessment technique is only conduct by considering a supervisor's recommendation only which is not inclusive of other techniques.

Table 4.19: Training Content of training

Statement	Number and percentage				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The training contents are arranged sequentially and logically	19 (21.1)	8 (8.9)	27 (30)	30 (33.3)	6 (6.7)
During training there is a direct link between training contents and trainee's competency with educational level	18 (20)	13 (14.4)	19 (21.1)	29 (32.2)	11 (12.2)

Source: Questionnaire, Own survey, 2014

As can be indicated in table 4.19, item A, above, responses obtained for the statement whether the training contents are arranged sequentially and logically majority of respondent disagree by 40%. On the other hand, 30% feel that the organization has training contents are arranged sequentially and logically. The remaining 30% are neutral.

Based on the response obtained in the above table 4.19,item B, majority of the respondents 40(44.4) disagree with the statement saying during training there is a direct link between training contents and trainee's competency with educational level. On the other hand, 31(34.4%) agreed with the statement. The rest 19 (21.1) are neutral.

As to the importance of sequencing the training content, Tracey (1984:235) mentions that it can have a significant impact on the efficiency and effectiveness of the training program. However, it is noted that the above table Oryx training content formulationis not good because the respondent said that training content was not arranged sequentially from simple to complex and training content was not suitable to the trainee level of understanding and Competency with educational level.

Table 4.20: Training facilities and environment

Statement	Number and percentage				
	Strongly agree	Agree	Neutral	disagree	Strongly disagree
The training materials and teaching aids are completed with the appropriate levels of trainees	17 (18.9)	33 (36.7)	16 (17.8)	10 (11.1)	14 (15.6)
The training location is conducive to conduct the training	13 (14.4)	11 (12.2)		18 (20)	29 (32.2)

Source: Own survey, 2014

As it can be observed from table 4.20, item anabove, majority of the respondents 24 (26.7%) disagree by confirmed   training materials and teaching aids are completed with the appropriate levels of trainees. On the other hand, 50 (55.6) percent agree with the statement. About 16 (17.8) percent respondent neither agree nor disagree.

In addition, HR Manager said that As much as possible the company tries to fulfill all the materials needed for the training.Therefore, it is noted that, the organization provide training aid material for good understanding and show selection of the appropriate technique with appropriateness of training aids.

The same table, item B, indicated that about 47 (52.2) percent of the respondent are disagree with the fact that training location is conducive to conduct the training. Whereas, 23 (26.6%) percent the respondent agreed. About 19 (21.1) of percent the respondent they neither agree nor disagree.

From this response, it is concluded the organizations, training location is not attractive**.** The effectiveness of training programs, Training environment also the most valuable, location, setting, and layout of training rooms should receive proper attentio

Table 4.21: Training evaluation practice

Statement	Number and percentage				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Oryx conduct's training evaluation	10 (11.1)	8 (8.8)	23 (25.6)	32 (35.6)	17 (18.9)

Source: Own survey, 2014

From the above table we can conclude the following. As per training evaluation used in Oryx, 49 (54.5%) of the respondents disagree. About 18 (19.9%) and 17(18.9%) agree with training evaluation is used in Oryx. The remaining 23 (25.6%) are neutral.

According to Kirkpatrick (2000:135), there are three main reasons for evaluating training programs: to evaluate how to improve future programs, to determine whether a program should be continued or dropped, and to justify the existence of the training departments. Also Balogun (2011) stated that well- known, evaluation is like brushing your teeth after every meal everyone advocates it but few actually do it. Therefore, we can conclude that, Oryx training evaluation used insufficiently

Table 4.22: Responses on benefits of training

Statement	Number and percentage				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Since I joined Oryx the training was helpful to improve my performance	8 (8.8)	10 (11.1)	23 (25.6)	32 (35.6)	17 (18.9)
The training created the opportunity to identify any potential that I have for further development	17 (18.9)	32 (35.6)	23 (25.6)	10 (11.1)	8 (8.8)

Source: Own survey, 2014

In addition the respondents were asked if the training was helpful to improve their performance. 18 (19.9%) respondent agreed. while 40 (54.5%) respondent disagree. The remaining 23 (25.6%) are neutral.   According to Cascio (1986:224), described training as a planned program undertaken to improve employee knowledge, skill, and social behavior so that, the performance of the organization improves considerably, It can concluded that, employee participating in training without considering current performance and employee is needed.   On the other hand respondent were asked if the training created   the opportunity to identify any potential that they have for further development. Majority of the respondent, 49 (54.5%) agreed. 18 (19.9%) of the respondent disagree with the statement. The other, 23 (25.6%) of the respondent nether agree nor disagree. The result indicated that employee training and development does not add value to their existing knowledge.

DOCUMENTARY REVIEW

From different documents related to this study which is according to term of reference for an HR plan listed as the company's policy is:-

- Create conducting working environment
- Enhance and develop employee efficiency and effectiveness.

As part of enhancing the career development of its employees, the organization has given different training programs in the years 2012 and 2013. In the same year it has also provided ISO 9001:2008 training to some 50 employees (Oryx International plc. Annual Report 2012/2013).

It has been suggested that for organization to compete successfully in a country and changing economy, it is important to contain sufficiently educated and skilled employees. In this context the organization is giving priority to provide the necessary training and development Program to its staff by formulating a HRM policy. This depends on the capacity building of both the management and non management staffs through training with new knowledge and practices. In ORYX, the human resource department is responsible in facilitating the human resource training and development program.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter of the study, the results of data analysis and interpretations were made. According to the analysis, major findings and conclusions are made and recommendations are forwarded.

5.1 Summary of findings

The main objective of this study was to assess employee training and development practices of Oryx. Based on the data analysis results, the researcher has found out the major findings as follows:

➢ Training and development policy of the organization are not clearly stated. The training and development manager of the organization also explained with the interview that Oryx does not have well articulated and compatible training and development policy with the current situation of the organization.

➢ Respondents (58.8%) also stated that effectiveness of training and development program is not evaluated properly.

➢ The organization provides its training and development programs to its employees by considering a supervisor recommendation.

➢ Mostly applying organizational analysis techniques' to conduct the training need assessment.

➢ Employees are not participating in the design of training and development programs. This implies that employees' needs are not considered in the contents of training and development programs.

➢ It is found that the organization mostly applies on the job training and development methods to carry out its programs.

➢ The result of the study indicated that employees are not satisfied with their organizational training and development programs.

5.2 CONCLUSIONS

Based on the analysis results of the study, it is found that the organization has a written training and development policy. But, it is not well articulated and compatible to the current situation of the organization. Due to the fact that training and development programs are not practicing against the policy.

The research found that training and development need assessment are not conducted appropriately before the implementation to consider the results in the design process. Therefore, employees are selected by the immediate supervisors' recommendation without considering the employees needs. Trainings are not designed by consulting the trainees rather it is made by all the high-level managers, but if the consulting involved the trainees, it would make the training effective and successful.

The research also found that the organization does not measure the effectiveness of its training and development programs. It does also conducting the impact assessment of the training and development programs to ensure its programs contributions for both the employees and the organization. However, Effectiveness of training and development program is not evaluate enough that it is unknown how much the employees benefited from the training and it is unknown how much the organization benefited from training the employees.

It is found that the organization mostly applies on the job training methods to carry out its training and development programs. It is also found that employees are not participating in designing training and development programs and their needs are not incorporated in the program. Most of the employees of the organization are not satisfied with the training and development programs of the organization. Trainings are not designed by consulting the trainees rather it is made by all the high-level managers, but if the consulting involved the trainees, it would make the training effective and successful.

Finally, concluding the whole research conducted it is found that Employee training and development programs are highly effective program if they involved need assessment, impact assessment and clear stated manual, blue-collar of training and development as well as increasing skills in employees to increase performance and this further result as organization output and enlargement.

5.3 RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations were forwarded in order to improve training and development practices of Oryx.

➢ The organization should first design appropriate training and development policy and ensures its compatibility with the current situation inorder to implement its programs effectively.

➢ The organization should allocate adequate budget for employee training and development programs that can contribute to the individual and overcome organizational performance.

➢ The organization should conduct training and development need assessment properly before the implementation of programs through appropriate techniques. It should also incorporate the results of need assessment to design training and development programs.

➢ The organization should measure its training and development programs effectiveness and conduct detail impact assessment.

➢ Methods of training and development should be all included.

➢ Several methods should be used for employee development in organization and these include the improvement of current job, job rotation, transfers, self-development and promotion to positions with greater challenge.

➤ Providing a fair treatment to employees and units to participate in the training program helps to avoid dissatisfaction thereby increase motivation and performance in the job. Hence, the company should consider the point for the required results.

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APPENDIX

St. Mary's University
School of Graduate Studies
MBA in HRM

Questions to be filed by all employees.

Dear respondent

I am conducting a study on the employee training and development Practice In ORYX International PLC. This study is purely academic research. Your genuine response is highly valuable to conduct this study and then to arrive at legitimate results. I hereby request you to fill these questionnaires and give me back at the earliest time possible. Any information you present will be kept absolutely confidential and will be only used for academic purpose. I would like to thank you in advance for your effort and precious time to fill the questionnaires.

NatnaelAsefa

(MBA
Candidate)

General instruction

You don't have to write your name.

Mark [ ] signs in the boxes given to indicate your response (s).

Respond to open ended questions by writing your comments on the spaces
Provided.

Questionnaire to be filled by management staff only

1. Gender

A) Male ☐   B) Female ☐

2. Age range

A) 18---25 ☐   B) 26---33 ☐   C) 34—41 ☐   D) 42—49 ☐

E) Above 50 ☐

3. Marital status

A) Single ☐   B) Married ☐   C) Divorced ☐   D) Widowed ☐

4. Educational background

A) High school complete ☐   B) Diploma ☐   C) First Degree ☐

D) Second degree ☐   E) PhD and above ☐

Others please specify ---

5. Work experience in years

A) 1-3 ☐   B) 4--6 ☐   C) 7-9 ☐   D) 10 years and above ☐

The following set of statements describes your general feelings towards training and Development.
Please Tick   "☐"on one answer inside the box.

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
6	The organization conduct's training need assessment					
7	Oryx conduct's the training impact assessment on the job.					
8	Oryx training					

	method is mostly applied on On-the-job-training.				
9	Oryx training method is mostly applied on Off-the-job-training				
10	The training method is applied both On-the-job and Off-the-job-training.				
11	My organization is good in providing development program such as coaching, job rotation, action learning, delegation etc.				

Appendix: B

Questionnaire to be filled by non-management staff only

General information filled by both non- management

1. Gender

A) Male ☐   B) Female ☐

2. Age range

A) 18---25 ☐   B) 26---33 ☐   C) 34—41 ☐   D) 42—49 ☐

E) Above 50 ☐

3. Marital status

A) Single ☐   B) Married ☐   C) Divorced ☐   D) Widowed ☐

4. Educational background

A) High school complete ☐   B) Diploma ☐   C) First Degree ☐

D) Second degree ☐   E) PhD and above ☐

Others please specify --

5. Work experience in years

A) 1-3 ☐   B) 4--6 ☐   C) 7-9 ☐   D) 10 years and above ☐

The following set of statements describes your general feelings towards training and Development.

Please Tick   "☐ "on one answer inside the box.

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
6	Since I joined Oryx international plc. I did not participate in any form of training and development.					
7	I am thinking that I need training from Oryx international plc. regarding my work.					
8	I am satisfied with the training program of Oryx international plc.					
9	Oryx international plc request's feedback from trainees before and after training.					
10	The organization conduct's training need assessment.					
11	The techniques used to conduct need Assessment is byconsidering a supervisor's recommendation.					
12	the techniques used to conduct need Assessment is by considering an Interview and Observation.					
13	the techniques used to conduct need Assessment is by considering a questionnaire and focus group discussion.					
14	Oryx does not formulate clear training objectives for its training program.					
15	During training there is a direct link between training contents and trainee's competency with educational level.					
16	The training contents are arranged sequentially and logically.					
17	Oryx training need analysis is conducted by the will of the employee's training need.					
18	The training materials and teaching aids are completed with the appropriate levels of trainees.					
19	The training location is conducive to conduct the training.					
20	Oryx conduct's training evaluation.					
21	Oryx conduct's the training impact assessment on the job.					
22	Since I joined Oryx the training was helpful					

	to improve my performance .					
23	The training created the opportunity to identify any potential that I have for further development.					
24	I have been sponsored for further studies or personal development Program.					
25	Oryx give an awareness of any training and development program.					
26	The trainer has the ability to use techniques and methodologies**.**					
27	Oryx evaluates the effectiveness of employee's development program.					
28	Oryx have a written employee training and development policy.					
29	My organization is good in providing training program such as, lecturing, case study role playing ,simulation etc.					
30	An Oryx employee development technique ismostly applied on Organizational analysis.					
31	An Oryx employee development technique is mostly applied on analysis Task job.					
32	An Oryx employee development technique is mostly applied on Person analysis.					
33	As an employee, I was involved in the designing and development of training programs in Oryx					

St. Mary's University
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MBA in HRM

Interview checklists

This interview checklist is intended to gather relevant information regarding theemployee training and development Practice In ORYX International PLC.

NatenaelAsefa

(MBA Candidate)

Interview questions

1. Does Oryx have a training policy and manual?

2. Describe briefly the training policy and procedures in Oryx?

3. Have you ever established training and development objectives for the trainees?

4. Does the company allow sufficient funds to carry out training and development programeffectively?

5.Does thecompany provides the required training materials?

6. Does the training have the right trainers who have adequate technical proficiency andSkills for the right trainees?

7. What methods of training and development are used?

8. What are the types of training used?

9. What are the major purposes of training and development that the organization need to attain?

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

11. How do you evaluate the general performance of the training and development practice in regarding of training theories and principles?

12. The organization has the mandate to conduct Training need analysis and development. How did it carried out this task