ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

ASSESSMENT OF TRAINING AND DEVELOPMENT PRACTICES: THE CASE OF METAL INDUSTRY DEVELOPMENT INSTITUTE

BY;

MINWAGAW DEMISSIE

JUNE, 2015

ADDIS ABABA, ETHIOPIA

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APPROVED BY BOARD OF EXAMINERS

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ABBREVIATIONS

MIDI : Metal Industry Development Institute

GDP : Gross Domestic Product

UNDP : United Nations Development Program

Wt. : Weight

Fr. : Frequency

HRM : Human Resource Management

T &D : Training and Development

HRD : Human Resource Development

TNA : Training Need Analysis

TOT : Training of Trainers

ASTD : American Society for Training and Development

OD : Organizational Development

TOR : Terms of Reference

R & D : Research and Development

COC : Certificate of Competency

GTP : Growth and Transformation Plan

TQM : Total Quality Management

EMI : Ethiopian Management Institute

SWOT : Strength, Weakness, Opportunity, and Threat

ISIC :United Nation's International Standard Industrial Classification

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ABSTRACT

Metal Industry Development Institute is established with Ethiopian government, in the aim of capacitating the metal and engineering industries of the nation through; technical training, project management training, production planning training, environmental protection training, product design training, product development, spare parts and components production, laboratory service,...etc. To provide its service effectively to the industries, the institute provides numerous skill developmental trainings to the industries employees and its own employees. This research paper assessed the training and development practices which the institute offers to its own employees. A sample of 62 employees were selected from four core directorate and HR department, and 59 questionnaires which enclosed multiple closed ended questions were distributed and all collected. From the sample employees, 3 of them cannot be contacted due to abroad training. Interview was also conducted with HR head and 4-lead engineers. A 'purposeful sampling technique' been applied because trainings are mostly sponsored for employees under the specified directorates. The research specifically found out relevant point to training practices like; training link with the institute's objective, training processes used by the institute, trainees selection, and trainer selection. The data obtained through questionnaire and interview were presented and analyzed using simple descriptive analysis such as frequency and percentage. According to the data collected the findings shows that; trainings sponsored do not have tight link with the objective of the institute, there is no well documented training manual, internationally accepted training steps (TNA, Design, Development, Implementation, Evaluation)have not been applied, trainees are not selected based on the training policy of the institute, profiles of employees also does not considered for selection. Based on the findings, the researcher recommended, the institute to carefully revise its training practices for the success of training and organizational objectives.

Key terms: *training, metal and engineering industry, Employees, Performance, skill*

DECLARATION

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

_____ _____

Name Date and Signature

ENDORSEMENT

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

_____ _____

Advisor Date and Signature

Shoa Jemal, Asst. Prof.

CHAPTER ONE
INTRODUCTION

1.1. Introduction

This chapter is an introductory part of the whole study. It presents the background of the study, statement of the problem, research questions, objectives of the study, significance of the study, limitation of the study, definition of key terms, scope of the study and organization of the study.

1.2. Background of The Study

The key function of Human Resource Management (HRM) is to ensure a business has the right number of employees with the skills and qualifications required to meet current and future needs. Employees are normally the largest cost to a business, so it is essential that the HRM function measures productivity, absenteeism and employee turnover to monitor the effectiveness and efficiency of human resources.

A business also needs to be flexible in order to meet the demands of the changing and competitive environments in which it trades. Therefore, the HRM function must ensure that the workforce is able to adapt to these changes effectively. Investment on continuous training and development programs creates an opportunity to adapt the changes easily.

Employees are the most valuable asset of every company as they can make or break a company’s reputation and can adversely affect profitability. Employees often are responsible for the great bulk of necessary work to be done as well as customer satisfaction and the quality of products and services. Without proper training and development, employees both new and current do not receive the information and develop the skill sets necessary for accomplishing their tasks at their maximum potential. Specifically, the aim of training and development is just to equip employees of one's organization with the necessary skill, knowledge, and attitude to perform their jobs which they currently practices. But in long run, the training and development programs have advantages on; getting committed employees to their job, can retain skilled workers, motivation of employees, job satisfaction of employees,

performance improvement of the employee & the organization, and as lump sum to achieve the objectives and goals of an organization.

Employees who undergo proper training tend to keep their jobs longer than those who do not, meaning they will become more committed to their job. There are many definitions of organizational commitment in different literatures. Organizational commitment is multidimensional, involving employees' loyalty to the organization and their willingness to achieve its goals, maintain its values and nurture its membership (Bateman & Strasser, 1984, p. 95).

In this century, as the technology is changing rapidly which in turn generates new knowledge, and makes obsolete the other one, training and development is required from time to time. Changes in technology, especially information technology, generate knowledge spreading up at tremendous speed, as well as its quick obsolesce. "In the period between 1900 and 1950, the amount of human knowledge doubled, and since then it has doubled every 5 to 8 years. Knowledge is becoming obsolete so quickly that all of us need do double our knowledge every 2 to 3 years in order to keep up with the changes (J. Vemic, 2007)".

Modern business requires more and more knowledge and skills that are still inadequately present in the formal school education, i.e. the gap between business requirements and the knowledge acquired at school is growing. In a more and more global, complex and turbulent environment, knowledge is the only reliable source of competitive advantage. Traditional factors of manufacturing as the soil, labor and capital did not disappear, but their significance is not primary anymore. "Knowledge is viewed as the key of realization of a competitive advantage. Thus, employee education and training are becoming an optimal answer to complex business challenges, and the management of human resources is taking central role in modern management (J. Vemic, 2007)".

In Ethiopia, the mass production of graduates from universities and colleges is not a tailored made to the industries, even if there has been some developments to create university-industry linkage which creates an opportunity for the students a practical job know how before their graduation. Therefore, providing training program for fresh newly recruited graduates to make them a fit to the job assigned, and for experienced employees to update their skill, is a must.

Metal Industry Development Institute, which is established in the aim of capacitating metal and engineering industries to increase their productivity & make significant impact on the GDP of Ethiopia as a whole, has more than 160 employees. The institute is organized with four core directorates and four support directorates.

Metal Industry Development Institute provides training and development programs for the metal industry's employees, and to its own employees. The metal industry development institute is an umbrella of all metal industries and partially for other industries also like; sugar, power, textile, chemical,...etc. The objective of the institute is guiding the metal industries in production planning, human resource management, environment protection, market research and development, product research and development, and other aspects when required. To achieve its objective, the institute is trying to equip its employees with proper skill and knowledge required. However, those training and development programs are not effective for different reasons, meaning the institute is not achieving its objectives. MIDI's 2007 E.C first quarter performance shows that the institutes performance in providing technical support for machinery maintenance was below 10%, in providing capacity building trainings for metal industry's employees was below 43.6%, and design and developing of 10 products was less than 15%. The institute's TOR states that, "Despite the fact that the institute is expected to support the metal industries through providing competitive services such as training, consultancy, Product design and development (R&D), testing service, marketing and information services to the sub-sector; MIDI does not satisfy the demand as needed since its establishment in 2010. The low performance of the institute is mainly due to lack of capacity in terms of facility & ***technical skill***". This research paper assessed the training activities that the institute is practicing and the causes for ineffectiveness of the trainings.

1.3. Statement of The Problem

No organization can get a candidate who exactly matches with the job and the organization requirements. Hence, training and development is important to develop the employee and make him suitable to the job. The main purpose of training and development is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations.

Metal Industry Development Institute (MIDI), since it is required expertise to deliver best service to the metal and engineering industries; outstanding skills, knowledge, and attitudes are vital. The institute provides technical and managerial trainings continuously for its employees at home and abroad. In 2007 E.C first half budget year (Hamle 2007- Tahisas 2007), the institute provided 7 different trainings for a total of 230 employees at home, and 11 different trainings for 12 employees at foreign partners training centers. The institute has provided foreign trainings for 15 employees in the 2nd half budget year of 2007, but there is no compiled data for trainings sponsored at home for similar period. This implies the institute has invested and is investing lots of money on training programs.

However, impact of those trainings in achieving the organizational objectives of the institute is not significant for different reasons. Standardized training and development processes (Analysis, Design, Development, Implementation, and Evaluation) were not applicable for trainings conducted by the institute, the right candidate was not selected for the right training, most trainings were not customized to metal and engineering industry's needs, implies the trainings did not add value. The institute has formal trainee selection policies and committee, but the committee has limited authority and the policies have not been applied properly. Thus this study attempted to examine training and development practices of Metal Industry Development Institute.

1.4. Research Questions

This research was conducted to assess the training and development practices in Metal Industry Development Institute. The research also tried to provide possible solutions to the following research questions.

- ✓ To examine whether the trainings offered realized the institute's objectives or not?
- ✓ Does the institute apply internationally accepted training and development steps (TNA, Development, Design, Implementation, and Evaluation)?
- ✓ How effective are training and development programs in improving employees performance?
- ✓ What criteria are considered in selecting trainees and trainers?

1.5. Objectives of The Study

This research work has the following general and specific objectives.

1.5.1. General Objective

The general objective of the study was to assess the training and development practices conducted by MIDI for its own employees at its head office.

1.5.2. Specific Objectives

The specific objectives of the research include:

- Examine the link between trainings offered and the institute's objective.
- Examine steps of the training and development used by the institute and to what extent the steps comply with the internationally accepted training and development steps.
- Identify the effect of training and development programs on the performance of employees, and the organization as a whole.
- Examining the trainee and trainers selection criteria.

1.6. Significance of The Study

A survey of existing literature shows, no research has been done in MIDI on similar topic. Therefore, based on the findings of the study;

- The results obtained can be used to guide management of the institute in improve training procedures, need assessment, training design, resource development, implementation of trainings, evaluation of trainings.
- The employees could be sponsored the right training, if remedies are taken on gaps explored with this study.
- Metal and engineering industries also can get better service, when the gaps become resolved.
- Moreover, the research can used as an input for further study.

1.7. Scope of The Study

The research has been conducted at Metal Industry Development Institute's head office, Addis Ababa. The institute has four core directorates (Product design and development directorate, Engineering service directorate, Metals engineering Technology directorate, and Marketing directorate), & four support directorates (Corporate communication directorate, Finance and supplies directorate, Reform and human resource directorate, and Planning and information directorate). From these directorates, the four core directorates, and reform and human resource directorate were selected for the study. The selection was due to the fact that, frequent training and development programs are arranged for those directorate's employees. All employees are considered from the core directorates for the analysis, except directors and secretaries which have participated on trainings rarely. Besides, 6 employees from HR department are selected since they have a role on trainee selection, trainer selection, training type selection and on other aspects. Employees from reform department have not been considered since they have minimal contribution on the training practices.

The institute is sponsoring three types training for its employees.

1. Training by MIDI's own capacity
2. Trainings outsourced from local service providers
3. Trainings outsourced to Foreign Service provider partners.

But 'trainings by MIDI's own capacity' has been assessed. The time scope of the research is starting from 2010 onwards, as the institute was established in this specified year. So, the training practices starting from 2010 to 2015 has been examined.

1.8. Definition of Key Terms

Following are operational definitions of some of the most commonly used terms in this study.

Tailor-made trainings: - trainings adapted particularly to do something (MIDI's TOR document, 2015).

Basic Metal Industry: industries which deal with production of metal from ore, scrap and conversion of billet, slabs etc. into primary metal products (ISIC, Rev. 3.1).

Engineering Industry: industries convert primary metal products into secondary products (ISIC, Rev. 3.1).

Human Resource (HR): people in working environment gifted with the right ability, skills and attitudes (Bratton and Gold, 2007).

Human Resource Management (HRM): body of knowledge that encompass staffing, rewarding, employee development, employee maintenance, and employee relations (Bratton and Gold, 2007).

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

Development: an activity focused upon the activities that the organization employing the individual, or that the individual is part of, may partake in the future, and almost impossible to evaluate (EMI TOT manual).

1.9. Limitation of The Study

Due to time, and financial capacity, the researcher was forced to gather data from only four core directorates, and human resource department of the institute. Even if employees have been sponsored on three types of trainings which are stated on 'scope of the study' above, only one type is considered due to geographical, financial, and time limitation.

1.10. Organization of The Paper

This research paper has five chapters. The first chapter consists of background of the study, statement of the problem, significance, limitation, organization of the study, definitions of key terms. In the second chapter, related literatures discussed with the theoretical overview of training activities. The third chapter discusses the design and methodology of the research. Research approach and design, sources of the data, data gathering tools, sample size and sampling techniques, and data analysis method are presented in the third chapter. The fourth chapter analyzes and interprets the data gathered with respect to the research questions. The final and fifth chapter summarizes the findings from the research, conclusions as per the findings provided, and relevant recommendations noted to the institute and other concerned parties.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1. Introduction

In this section of the research work, major training and development practice issues as presented by various scholars was reviewed.

2.2. Human Resource Development (HRD)

The term 'Human Resource Development' has been defined by different scholars in different ways but with common sense.

> *Human Resource Development in a broad organization context can be defined as a process in which the employees of an organization are continuously helped in a planned way to: (a) acquire or sharpen capabilities required to perform various tasks and functions associated with their present or future expected roles; (b) develop their own capabilities as individuals so that they are able to discover and exploit their own inner potential for their own or organizational development purposes; and (c) develop an organizational culture where superior-subordinate relationships; team work and collaboration among different sub-units are strong and contribute to the organizational health, dynamism and pride of employees (T. Venkateswara Rao, 1986).*

This definition is talking mainly of training and professional development, which means the two key activities of human resource management are vital.

Swanson and Holten (2001) defined HRD as " *a process for developing and unleashing human experience through organization development and personal training and development for the purpose of improving performance*."

Mclean and Mclean (2001) defined HRD as " *Human resource development is any process or activity that, either initially or over the long term, has the potential to develop the adults' work-based knowledge, expertise, productivity, and satisfaction, whether for personal or group/team gain, or for the benefit of an organization, community, nation or ultimately the whole community*."

M. J. Arul (1989) defined HRD as " *HRD is a set of inter-related activities, by which human potentialities are assessed, selectively upgraded and appropriately deployed for achievement of envisioned goals that foster human dignity*."

The American Society for Training and Development (ASTD) defines HRD as "*HRD is the integrated use of training and development, organizational development, and career development to improve individual, group and organizational effectiveness.*"

In all definitions, training and development is identified as an important element of HRD. ASTD identified 3 elements of HRD namely;

- **Training and development**: Garavan, Costine, and Heraty (1995) identified that training and development (T&D) include three main activities; 1) training, 2) education, and 3) development. Ethiopian Management Institute's TOT training manual defines these three terms as below. **Training**: Training has been defined as "The systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job (Michael Armstrong, 1997)". **Education**: an activity focused upon, the jobs that an individual may potentially holds in the future, and evaluated against those jobs. **Development**: an activity focused upon the activities that the organization employing the individual, or that the individual is part of, may partake in the future, and almost impossible to evaluate.
- **Organizational development**: Organizational development (OD) involves activities to increase an organization's performance. Cummings & Worley, (2001) defined OD as "Organization Development (OD) concerns system wide planned change, uses behavioral science knowledge, targets human and social processes of organizations, and intends to build the capacity to adapt and renew organizations".
- Career development: Career development focuses on individuals' progression in organizations. It explains how individuals manage their careers within organizations and how organizations structure the career progression of their members. This is the view point of career development from the organizational development perspective, (Ethiopian Management Institute TOT manual, p20).

The objective of this study is not to assess all human resource development elements. But the research assesses training practices only.

2.3. Training Defined

Training has been defined as "The systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job (Michael Armstrong, 1997)". Training has also been defined in the Glossary of Training Terms (Manpower Services Commission, U.K.) as "a planned process to modify attitude, knowledge or skill behaviour 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 current and future manpower needs of the organization". It clearly implies that the role of training is to improve the overall performance of the organization.

Mcgrawhill online learning center also defined training as "a planned effort by a company to facilitate employees' learning of job-related competencies".

2.4. Drivers for Training

The American Society of Training and Development (ASTD) describes basically the following drivers for training.

Globalization: Every business must be prepared to deal with the global economy.

The Need for Leadership and Coaching: The aging of the workforce and globalization mean that companies will need to identify, train, and develop employees with managerial and leadership talent. Executive, administrative, and managerial occupations will experience the greatest turnover due to death or retirement. This will result in a significant loss of senior level human resources.

Increased Value Placed on Knowledge: Today, more and more companies are interested in developing intellectual capital as a way to gain an advantage over competitors. As a result, companies are trying to attract, develop, and retain knowledge workers. Knowledge workers are employees who contribute to the company not through manual labour, but through what they know about customers or a specialized body of knowledge.

Talent Management (Attraction, Retention, and Maintenance): As the economy grows, a much larger number of new workers will be needed, but those new workers lacks basic skills. On the other hand skilled and talented workers should be retained and maintained for a competitive advantage.

Customer Service and Quality Emphasis: Due to increased availability of knowledge and competition, consumers are very knowledgeable and expect excellent service and quality products. To fulfill the needs of customers, training like TQM, ISO and others are required.

Technology: the use of sophisticated in business makes an organization more competitive. Technology is also rapidly changing making the other obsolete. To keep in touch with the new technology, training has to be in place.

2.5. Types of Training

ASTD identified that, there are a number of different types of training that organizations can use to engage an employee. These types are usually used in all steps in a training process (orientation, in-house, mentorship, and external training). The training utilized depends on different criteria; the amount of resources available for training, the type of company, and the priority the company places on training are some of them.

2.5.1 Employee Orientation

The first step in training is an employee orientation. Employee orientation is the process used for welcoming a new employee into the organization. The importance of employee orientation is two-fold. First, the goal is for employees to gain an understanding of the company policies and learn how their specific job fits into the big picture. Orientations of employees have many advantages, according to ASTD. Reducing start-up costs, anxiety, employee turnover, save time for the supervisor and coworkers, to set expectations and attitudes are some advantages.

2.5.2 In-House Training

In-house training programs are learning opportunities developed by the organization in which they are used. This is usually the second step in the training process and often is ongoing. In-house training programs can be training related to a specific job, such as how to use a particular kind of software (Saylor training manual, p248).

2.5.3 Mentoring

Mentoring is the process by which a less-experienced person is guided and motivated by a more-experienced person to develop, typically in a professional environment (George & Neale, 2006; Wilson, 2001).

According to Saylor training manual, after the employee has completed orientation and in-house training, companies see the value in offering mentoring opportunities as the next step in training. Sometimes a mentor may be assigned during in-house training. A mentor is a trusted, experienced advisor who has direct investment in the development of an employee. A mentor may be a supervisor, but often a mentor is a colleague who has the experience and personality to help guide someone through processes. While mentoring may occur informally, a mentorship program can help ensure the new employee not only feels welcomed but is paired up with someone who already knows the ropes and can help guide the new employee through any on-the-job challenges.

To work effectively, a mentoring program should become part of the company culture; in other words, new mentors should receive in-house training to be a mentor. Mentors are selected based on experience, willingness, and personality.

2.5.4 External Training

External training includes any type of training that is not performed in-house. This is usually the last step in training, and it can be ongoing. It can include sending an employee to a seminar to help further develop leadership skills or helping pay tuition for an employee who wants to take a marketing class (Saylors training manual, p250).

2.6. Purpose of Training

Training is a means to ensure that government officials have the knowledge and right skills to be able to do their work effectively and competently. Training may be needed when there is a gap between the desired performance, and the current performance, and the reason for that gap is lack of skill or knowledge. Training may only be able to resolve part of the problem. Thus we need to analyze the problem and find out whether training will be able to resolve it.

The gap between business requirements and the knowledge acquired at school is growing in recent years. To make employees the best fit for any activity of an organization, tailored

made trainings schemes are required. Training programs have many long and short term benefits to the employees and to the organization as well.

Different writers see the purpose of training and collectively from two perspectives; *improving employee performance, and organizational performance. Some authors add a third purpose, that is societal benefit.*

"The purpose of training programs is to improve employee capabilities and organizational capabilities. When the organization invests in improving the knowledge and skills of its employees, the investment is returned in the form of more productive and effective employees. Training programs may be focused on individual performance or team performance. The creation and implementation of training programs should be based on training needs identified by a training needs analysis so that the time and money invested in training is linked to the mission or core business of the organization (Watad & Ospina, 1999)".

For individuals, potential short-term benefits of successful training activities include being able to perform current tasks well, acquiring new knowledge and skills to use on the job immediately, increasing motivation and stimulation, commanding a higher salary, and enjoying other incentives such as greater promotion opportunities (Buckley and Caple, 1990; Sibthorpe, 1994; Cascio, 1994).

Potential short-term organizational benefits that derive from employees' learning of new skills include improved employee performance, greater productivity, lower turnover, less absenteeism, and greater client satisfaction (Lynch and Black, 1996; Hale and Westgaard, 1995; Buckley and Caple, 1990).

Several long-term organizational benefits can be realized through an effective training system. One is the achievement of organizational objectives, which in turn enables the organization to be more competitive. In a world of growing global competition, this benefit is becoming increasingly more important (Hale and Westgaard, 1995). An investment on training requires huge capital, special follow up, and delivery techniques. If not it would be a waste of money, time, and other inputs.

2.7. Basic Steps in Training and Development Process

The systematic training and development approach which is a step by step approach to complete the cycle is shown below.

Fig-2.1: Systematic Training Model

Source: Adapted from Bratton 2008:329

2.7.1 Organizational Objective

Understanding the organization's objectives and how objectives met by range of jobs that exist in the organization is the first step to do training programs.

2.7.2 Training Need Analysis

It is the step of finding out what people or employees need to learn to accomplish their current job. This stage can be done by; analyzing the knowledge, skills and attitude/behavior that each job requires, and by assessing the degree of competence of job-holders to meet those requirements. It is important to note that, despite many reasons to conduct training, training may sometimes not be the only solution to a problem.

Training Need Analysis (TNA) has defined by different scholars differently, but with similar context. The process of assessing and finding the gap between the standard competence required in a job and the existing competence in terms of vital knowledge, skill and attitude in the job holder may be called as the identification of the areas of deficiencies and the resultant inventory of gaps in the job holder in terms of knowledge, skill and attitude may be said as his training need (A.K.Sah, 1992).

Training need exist when there is a gap between what is required of a person to perform their duties completely and what they actually know that enables them to do so. A training need analysis is the method of determining, if a training need exists and if it does, what training is required to fill the gap (Gary Kroehnert, 1995). The difference between actual and required human performance at work forms the basis of the need (A.H. Anderson, 2000).

According to Lee and Roadman, a needs assessment is the systematic process of determining goals, identifying discrepancies between actual and desired conditions, and establishing priorities for action (Lee & Owens, 2000, p. 5). DeSimon and Harris (1998) state that a "need can either be a current deficiency, such as a poor employee performance, or a new challenge that demands a change in the way the organization operates" (p.18). They also report that an assessment is a way to collect information that can be used to decide what type of development will be perceived as relevant and useful. This in turn enables a conversation to take place that questions the type of skills and knowledge required to be more effective. Organizational gaps will be identified and considered, if the problem can be solved by training. The assessment is part of a planning process focusing on identifying and solving performance problems.

Needs assessment is the first step in the instructional design process and as such is an important process for performance improvement practitioners (Rossett, 1987), especially for those for whom training is a primary function.

Needs assessment is not just for training, however; performance improvement practitioners identify and prioritize all types of performance gaps by conducting a needs assessment (Kaufman, 1994; Rothwell & Kazanas, 2004). This leads to a needs analysis to determine the

cause of the performance problem and the appropriate solution that will close the gap in performance, regardless of whether the solution is training (Kaufman, 1994).

Even though performance improvement practitioners generally accept needs assessment and analysis as important first steps to solving performance problems (Rossett, 1997; Fulop, Loop-Bartick, & Rossett, 1997), they do not always conduct needs assessments prior to implementing performance improvement solutions. Sometimes organizational needs or constraints prevent the use of a needs assessment or dictate the assessment method used in each situation. Generally, the practitioner chooses his or her preferred method of conducting a needs assessment (Bemis, Belenk & Soder, 1983).

Training Need Analysis has advantages and disadvantages. Different authors write on this issue. Swanson takes performance analysis as synonymous to TNA. Swanson (1994) does not suggest using a full performance analysis and documentation of expertise for every performance issue reasoning that this would be a large investment of time, especially in a changing work environment. He suggests using parts of the organization, job, and individual analyses processes to identify organizational performance requirements and then documentation of expertise to focus on the tasks that can quickly close the gap on those requirements.

On the other hand, Clarke (2003) recognizes an advantage to the performance analysis model in that it identifies the criteria to meet organizational level performance needs via individual level and process level performance.

TNA is generally conducted by following the 5-steps below;

- Identify performance gap: is identification of performance gap between actual and the required. This analysis can be done at three level of analysis namely; organizational analysis, job analysis, and individual analysis.
- Justify training: is justification of whether training can fill the gap or not.
- Set training outline: is the step of outlining 'training title, target participants, training objective, target behavior, and system of implementation'.
- Analyze target population: is identifying the teaching methods by analyzing the target participant.
- Analyze cost: is analysis of the required budget from training design to evaluation.

- Summarize proposal: all the data gathered is to be summarized in to a training proposal.

2.7.3 Setting Aims of Training

This is the step of specifying what trainees should be able to do as a result of training. Clearly stated training aims will identify what the employees to do, to do better, or to stop doing.

2.7.4 Training Design

Based on the program outline formulated in TNA, details of the training courses to be designed in this phase. The design has impact on efficiency and effectiveness of the training program. The program should be designed in such a way that the objectives would be achieved most efficiently. According to ASTD, the training design phase generally has 5 steps as stated below;

- Setting learning objectives: describing state right after the training on the three areas of competency; knowledge, skill, and attitude.
- Organizing learning objective: is structuring of the learning objectives.
- Design motivation: is the step of designing encouragements for participants.
- Developing lesson plans: the training topics identified are researched and the training program content is determined. This content is then translated into a variety of products.
- Summarizing training design.

According to Irene Becker (2006), the **Design** phase is the systematic process of research, planning, identifying and specifying the complete design of the course objectives, lesson planning, topic content, training methodology, media, learner exercises, courseware content, and assessment criteria. Typically detailed prototypes are developed at this time, and the look, feel, design and content are determined, and this stage is critical for the effectiveness of the training program.

2.7.5 Resources Development

Irene Becker, (2006), describes this phase as "The Development phase is the actual production and assembly of the materials that were developed in the design phase. At this

point it is important to include whoever is responsible for which elements, time schedules, and deadlines. In this phase, all audio, video, and courseware materials are collected, prepared, created and ready to be tested."

During this stage, the training topics identified during the first two steps are researched and the training program content is determined. This content is then translated into a variety of products. It is important to remember that it is not only important to come up with the content that addresses the true learning needs, but it is also just as important to put thoughtful consideration into how the information will be presented (B. Lynn Lehman, 2007).

The determination of what to develop is critical. In order to deliver designed program, several resources or materials would need to be developed like; learner's guide or manual, learner's workbook, supporting resources, presentation resources, and facilitator's guide. The resources to be developed are based on course objective, course structure, target participant, time duration, cost, etc. In general the following tasks should be accomplished in this stage;

- List activities that will help the target audience learn the task.
- Select the delivery method most appropriate to the learning group.
- Develop and produce program materials, aids and instructional courseware.
- Combine the courseware into a smoothly transitioning presentation.
- Validate the material and presentation to ensure it meets all goals and objectives.
- Develop trainer guides, learner guides, job aids and participant resources as necessary.
- Prepare coaches and mentors who will be assisting with the training.
- Book venue, accommodations and travel arrangements.
- Schedule participants.

2.7.6 Training Implementation

Irene Becker, (2006), describes this phase as "The Implementation phase is where the developed course is actually put into action, and the final product, developed based on needs and errors discovered while testing with a prototype product, is presented to the target audience."

The actual hard-copy products of this stage are the completed knowledge/skills/attitude assessments, attendance records, and completed participant feedback forms (B. Lynn Lehman, 2007).

Depending on the size of the audience and amount of time and resources allocated to this endeavor, the following considerations should be taken into account the day before or the morning of presentation day.

- Set up and prepare venue.
- The learning environment, i.e. room, is set- up and prepared prior to the arrival of the learners.
- Trainees registration area set when necessary with registration materials, instruction books, etc.
- Hands on equipment, computers, tools, software, etc. are in place at each station or seat. Make sure that if using a learning application, an external link, website or Internet connection that it is live and functioning.
- Conduct training session.

2.7.7 Training Evaluation

Evaluation: is any attempt to obtain information or feedback on the effects of a training program and to assess the value of the training in light of that information (Hamblin, 1996). According to Donald Kirkpatrick (1994), four level of training evaluation approach exist; namely: *reaction, learning, behavior, and results*.

Reaction: The first step to be done in the evaluation is to check participants' reaction. This can be conducted during or right after the program. It is to evaluate participants' impressions, feelings, satisfaction levels, etc. Interview and questionnaire can be used as a tool.

Learning: Second step is to evaluate what extent has participants learned in terms of KSA. This can be identified by comparing before and after the training. Test, questionnaire can be used as a tool.

Behavior: The third step is to evaluate what extent has participants' behavior changed. This can be evaluated at their workplaces. It is to evaluate how much training gave impact on participants' performances in real situations. Self-check, interview, questionnaire, observation can be used as a tool.

Result: The last step is to evaluate what extent has training given impact on workplace as a final output. It should make clear profit to the workplace such as increase of sales, productivity and so forth including intangible benefit. It should be evaluated some time after the training. Data analysis, interview, questionnaire can be used as a tool.

Fig. 2.2 Kirkpatrick's Four Levels of Training Evaluation

Evaluation of training is a critical point in a sense that results of the training should be reviewed and suggestions summarized for future implementation. Different literature noted the importance of training evaluation.

For training initiative to be effective, organization need to examine the extent to which training and HRD system closely connected with the organizational strategy, and more important, the measure to ensure the effectiveness of training and development activities (Haslinda & Mahyidin, 2009, p.240). The evaluation is carefully designed to utilize the four levels of training effectiveness; reaction, learning, behavior and result derived from the program (Hamid Khan, 2002, 49). Organizations are increasingly lay emphasis on the contribution of the training program to organizational strategic goal and based the evaluation of training as the perquisite for investment in training program. Moreover, the effectiveness of training program in terms of its application to job is also given important consideration (Brinkerhoff, 2005).

Organizations are unwilling to invest in training program that has not been sufficiently evaluated in terms of its potential contribution to the organizational strategic goals and mission, and its effectiveness and uses on job to achieve the desired objectives (Noe & Schmitt, 1986).

2.8. Selection of Trainees and Trainers

2.8.1 Trainees

Irrespective of the nature of industry it is the knowledge, skill and attitude of employees which brings a positive change in the working of organization as well as employees. Identification of the right trainees - On the basis of age, experience, expectation, interest, learning capacity, and other criteria would be very essential. Many authors has pointed out how the trainees will affect the effectiveness of the training program.

To be effective, training and management development programs need to take into account that employees are adult learners (Forrest & Peterson, 2006). Knowles's (1990) theory of adult learning or "Andragogy" is based on five ideas: (a) adults need to know why they are learning something, (b) adults need to be self-directed, (c) adults bring more work-related experiences into the learning situation, (d) adults enter into a learning experience with a problem-centered approach to learning, and (e) adults are motivated to learn by both extrinsic and intrinsic motivators. Having a problem-centered approach means that workers will learn better when they can see how learning will help them perform tasks or deal with problems that they confront in their work (Aik & Tway, 2006).

There should be a correct procedure to select the employees for training programs so that the person who really needs the trainings can be select. Otherwise if the trained and well skillful employees were selected for the same training which has no contribution to their improvement, it will cost only money and time (Aik & Tway, 2006).

2.8.2 Trainers

Institute for Human Services, in its "Trainer Competencies" manual - Rev. 2/02, states what best trainer should fulfill. These are listed below;

- Should know Competency-Based In-service Training
- Should know adult learning
- Have to have training delivery skills
- Should consider culture and diversity
- Should be equip with the skill of transfer of learning
- Should be professional and ethical

- Should have specialized practice skills

The manual also indicates other related skill a trainer should equip with;

- Curriculum Development
- Experiential Learning
- Group Facilitation and Management
- Mentoring Other Trainers
- Team Training
- Developing and Using Audio Visual Media and Materials
- Computer and Distance Learning Technology

Different researches express especially two aspects of the trainer's delivery of a lecture that seem to be especially important: the expressiveness of the verbal presentation (Ware & Williams, 1975) and the organization of the textual content of the lecture (van Dijk & Kintsch, 1983). Effective trainers are often thought to be both expressive and organized. An expressive trainer is one who shows appropriate vocal intonations and is generally fluent, whereas an inexpressive trainer is one who conveys the text in a monotone and hesitant voice (Abrami, Dickens, Perry, & Leventhal, 1980; Meier & Feldhusen, 1979; Williams & Ware, 1976). An organized trainer provides clarifying and elaborative content that makes the lecture easy to follow, whereas a less organized trainer requires the trainees to impose their own structure on a lecture (McNamara, Kintsch, Songer, & Kintsch, 1996).

CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

In this chapter the overall research design and methodology is explained. Hence, the type of research design, sample size and sampling techniques, data source, data analysis techniques and data gathering tools have been presented.

3.2. Research Design

According to Saunders et.al (2007) a research design is a general plan of how the research question that has been identified will be answered; it contains clear objectives derived from the research question, specify the sources from which data are to be collected and consider the constraints.

This research is conducted to explore the feeling and personal views of MIDI's employees on the training and development programs that Metal Industry Development Institute is practiced. Therefore, the research is of qualitative type. Burns and Grove (2003:19) describe a qualitative approach as "a systematic subjective approach used to describe life experiences and situations to give them meaning". Parahoo (1997) states that qualitative research focuses on the experiences of people as well as stressing uniqueness of the individual. Holloway and Wheeler (2002) refer to qualitative research as "a form of social enquiry that focuses on the way people interpret and make sense of their experience and the world in which they live". Qualitative approach is used to explore the behavior, perspectives, experiences and feelings of people and emphasis the understanding of these elements.

Besides, this study also employed descriptive research method. In this method, it is possible that the study would be cheap and quick. To illustrate the descriptive type of research, Creswell (1994) states that the descriptive method of research is to gather information about the present existing condition. Kothari (1985) stated descriptive research focuses on explaining the characteristics of a particular individual, group or a situation. Saunders et.al (2007) also say the object of descriptive research is 'to portray an accurate profile of persons, events or situations'.

"Descriptive research is conclusive in nature. This means that descriptive research gathers quantifiable information that can be used for statistical inference on our target audience through data analysis. As a consequence this type of research takes the form of closed-ended questions, which limits its ability to provide unique insights. However, used properly it can help an organization better define and measure the significance of something about a group of respondents and the population they represent (www.wikipedia.com)".

3.3. Source of Data

Source of data for this research work were MIDI's employees at its four core and HR department. Low level employees, lead engineers, training committee, and human resource head were the main focus and source of primary data.

3.4. Data Gathering Tools

Closed ended questionnaire, and interview data gathering methods were applied for this research paper. Closed end questions been rated with Likert scale method. Likert scale is "A psychometric response scale primarily used in questionnaires to obtain participant's preferences or degree of agreement with a statement or set of statements. Likert scales are a non-comparative scaling technique and are uni-dimensional (only measure a single trait) in nature. Respondents are asked to indicate their level of agreement with a given statement by way of an ordinal scale." A 5-point scale ranging from "Strongly Disagree" on one end to "Strongly Agree" the other end is used for this research.

Multiple closed end questions were developed. Those questions are adapted from different scholars works' which have conducted researches on similar topic of this research. Fifty nine (59) questionnaire papers were distributed to the selected employees, which all are returned back to the researcher. An interview conducted with 4 lead engineers and HR head. The employee's log book at HR experts office was observed to check the number of trainings offered for every employee at home and abroad was observed and cross-checked with the numbers on the questionnaire filled by the respondents. Cross-checking of qualitative data with quantitative data is done, just to minimize biasness.

3.5. Sample Size and Sampling Techniques

The research is done by taking some directorates of the institutes which are believed information rich for the data collection with respect to the research objective.

3.5.1. Sample Size

The total population of study was employees of MIDI at the four core directorates and HR department. The four directorates have a total of 63 employees, and HR department has 6 employees. Three directors and four secretaries from core directorates not been considered from the total 63 employees. Therefore, the sample size taken was 62, but 3 employees were on abroad training and only 59 questionnaires distributed.

3.5.2. Sampling Technique

The researcher applied a '***selective or purposeful sampling***' technique. Only four core directorates and HR directorate are selected. The researcher believed that the selected groups could maximize the possibilities of obtaining ***optimum data*** for the research objective. Training and development programs delivered by the institute's own capacity, and outsourced to local providers are open for all department employees. But training and development programs outsourced from foreign institutions are more of technical training, and mostly sponsored for employees under the four core directorate (i.e: Product design and development directorate, Engineering service directorate, Metals engineering Technology directorate, and Marketing directorate). Human resource directorate also has a direct involvement on the selection process. So, the five directorates were the focus groups, and selected purposefully.

Schatzman & Strauss (1973) state that selective sampling is a practical necessity that is 'shaped by the time the researcher has available to him, by his framework, by his starting and developing interests, and by any restrictions placed upon his observations by his hosts' (p. 39). According to Patton (1990), the ‘logic and power of purposeful sampling lies in selecting ***information-rich cases*** for study in depth. Sandelowski et al. (1992) states that selective or purposeful sampling 'refers to a decision made prior to beginning a study to sample subjects according to a preconceived, but reasonable initial set of criteria'. Therefore, the sampling technique applied for this research is selective sampling.

The four core directorates have a lump sum of 63 workers, and 6 workers from human resource department have been included. Therefore, a total of 69 workers were considered for the data gathering process. From those samples 3 directors and 4 secretaries were not considered, since they have limited chances for training opportunities. Hence, the sample size was 62 employees.

Table-3.1: Number of sample size from each directorate

S/N	Directorate	Population	Sample size	Not considered
1	Human resource	6	6	
2	Marketing	7	5	Director & secretary
3	Metals engineering Technology	18	16	Director & secretary
4	Engineering service	6	5	Secretary
5	Product design and development	32	30	Director & secretary
Total		**69**	**62**	

3.6. Methods of Data Analysis

Data gathered from employees through questionnaire were checked, refined, organized, tabulated and put in frequency and percentage form using Microsoft excel software. The question or statements are categorized mainly in eight groups: i.e.; effect of training on institute's objective, TNA, training design, resource development, training implementation, evaluation, selection of trainees, and selection of trainers. The qualitative data obtained through interview was also treated in combination with the data secured through questionnaire.

3.7. Ethical Considerations

This research work strictly adheres to the ethical principles with respect to the data used in the work. First, revising the literature of all the ideas and concepts taken from other scholars

are acknowledged. Secondly, the data obtained through questionnaire from employees also remain confidential as stated on the questionnaire. Moreover, the information secured through observation from employees log book was only used for the purpose of the research and the written notes will not pass to the third party at any circumstances.

CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter deals with data presentation, analysis and interpretation. The data obtained through questionnaire and interview was treated in combination. In addition, the institute's training practices has been analyzed in reference with the best international trainings methods.

4.2 Demographic Characteristics of the Respondents

Demographic characteristics of the respondents were presented here, just point out some variables which have direct relation with the training program.

Table-4.1: Respondents Demography

S/N	Variables	Responses	Frequency	Percentage
1	Gender	Male	43	0.73
		Female	16	0.27
		Total	59	1.00
2	Age	18-20	0	0
		21-30	16	0.27
		31-40	28	0.47
		41-50	7	0.12
		>50	8	0.14
		Total	59	1.00
3	Year of service in MIDI	<1	11	0.19
		1 to 2	24	0.41
		2 to 4	13	0.22
		greater 4	11	0.19
		Total	59	1.00
4	Level of education	Certificate	18	0.31
		Diploma	4	0.07

		Degree	32	0.54
		Masters	5	0.08
		PhD	0	0.00
		Total	59	1.00
5	Position held	Entry level mg.t	5	0.08
		Non mgt.	54	0.92
		Total	59	1.00
6	Number of training offered at MIDI's office	<5	2	0.03
		6 to 10	12	0.20
		11 to 20	23	0.39
		>20	22	0.37
		Total	59	1.00

Source: Survey 2015

From the total respondents, 74% of employees are at the age of 21-40, which shows the institute has a good manpower mix. However, when we see years of service 60% of respondents served below 2 years which is either there should be high employee turnover or the institute is strengthens itself yet. On the other hand 92% of the respondents have an education level from certificate up to first degree, which requires much investment in career development and trainings.

Moreover, the number of trainings offered at home are numerous, 98% of respondents has got a training chance more than 6 times. Therefore, the institute is investing millions of cashes.

4.3 Data Analysis

After collection, screening, and organizing of the data gathered through questionnaire filled by different personnel from MIDI's five directorates, the researcher came across the following finding about training and development practices in the institute. The data collected are tabulated in which it shows the frequency/number of respondents and the percentage from the total 59 sample size.

4.3.1. Training Policy

In this section responses obtained on the general consideration of training practice policies are presented and interpreted.

Table-4.2: MIDI's Training Policy

S/N	Statements	Strongly Disagree		Disagree		Uncertain		Agree		Strongly Agree		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
1	There are clear training practice effectiveness measurement tools	0	0	13	22	41	69.5	5	8.5	0	0.0	59	100
2	There is well-designed and widely shared training policy	12	20.3	23	39	18	30.5	6	10	0	0.0	59	100
3	Essential selection structures, process, tools, and point of view are in place,	0	0	17	29	24	40.7	14	23.7	4	6.8	59	100
Average [assuming all questions have equal wt.]		4.0	6.8	18	30	28	46.9	8.3	14	1.3	2.3	59	100

Source: Own Survey 2015

From Fig. 4.2, training effectiveness measuring tools are not satisfactory. Only 8.5%(5) of the respondent are believed there is training measuring tools. On the other hand 22%(13) of respondents believe the measuring tool is weak, and the rest 69.5%(41) respondents are uncertain whether there is a measuring tool or not. The training policy also lacks some details. On this issue 10%(6) of respondent agree there is well designed and widely shared training policy, and 20.3%(12) and 39%(23) of employees answered strongly disagree and disagree respectively. This shows there is training policy design and sharing gap. The operation managers from the interview assured that, there is a training frame work but due the institute's experience it lacks

detailed description. The roles of managers, facilitators, training committee, and other issues to be included in the training policy frame work are not described in detail. The policy is also not communicated to all employees, only directors, operation managers/lead engineers, training committee, and HR staffs are aware of it.

4.3.2. Training Practices and the Institute's Objective

This part of the study discusses the training activities with respect to the institute's objective. The objective the Metal Industry Development Institute is stated in the introductory part of this research paper. So, depending on the findings from the questionnaire, correlation of training programs with the institute's objective is analyzed.

Table-4.3: Training Practices and Institute's Objective

S/N	Statements	Strongly Disagree		Disagree		Uncertain		Agree		Strongly Agree		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
1	The training plan is consistent with the institute's objectives	14	23.7	23	39.0	21	35.6	1	1.7	0	0	59	100
2	The training programs creates a significant performance change on the organization.	0	0	13	22	37	62.7	9	15.3	0	0	59	100
3	The training program helped to satisfy customer needs and expectations.	0	0	11	18.6	32	54.2	11	18.6	5	8.5	59	100
4	Training programs offered help in bridging the gap	2	3.4	15	25.4	18	30.5	15	25.4	9	15.3	59	100

	between superiors and subordinates												
Average [assuming all questions have equal wt.]		4	6.8	16	26	27	45.8	9	15.3	3.5	6	59	100

Source: Own Survey 2015

From Table-4.3, only 1.7% (1) of the respondents agree, and none of them strongly agree, that training plan is consistent with the institutes objective. On the other hand 23.7%(14), and 39%(23) of respondents strongly disagree and disagree respectively for consistency of the training plan. Responses on performance standards of the institute shows 15.3% (9) of the respondents agree, and none of them strongly agree where as 22%(13) disagree and 62.7%(37) of them are unable to measure the performance changes.

Opinion on customer satisfaction are 18.6%(11) of the respondents agree, and 8.5%(5) strongly agree that training helped in creating customer satisfaction. On customer satisfaction issue 18.6%(11) of respondents disagree, and 54.2%(32) of them are uncertain. Similarly, 25.4%(15) of respondents agree, and 15.3%(9) of respondents strongly disagree, trainings were helpful in bridging the gap between superiors and subordinates. Overall, only 15.3%(9) of respondents agree, and 6%(4) of respondents strongly agree, 26%(16) respondents disagree, and 6.8%(4) of them strongly disagree that the trainings practiced by the institute were helpful in achieving the institute's objective. The rest respondents 45.8%(27) are uncertain. The result shows most of the employees believed the correlation between trainings provided and the objective the institute are weak. This means, the institute has to take remedies on training selection.

4.3.3. Training Need Analysis (TNA)

A successful *training needs analysis* will identify those who need training and what kind of training is needed. As result, in this section of the study the data obtained in consideration of TNA practices of the institute been presented and interpreted

Table-4.4: Training Need Analysis Activities

S/N	Statements	Strongly Disagree		Disagree		Uncertain		Agree		Strongly Agree		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
1	Need assessment policies and guidelines are in place	10	17	18	31	26	44.1	5	8.5	0	0.0	59	100
2	Congruence between training needs and the objectives of training is always clear.	8	13.6	16	27	26	44.1	9	15	0	0.0	59	100
3	The right training candidate always been identified.	12	20	19	32	10	16.9	13	22	5	8.5	59	100
4	Specific problem areas has been identified.	15	25	27	46	16	27.1	1	1.7	0	0.0	59	100
5	Costs and benefits of training been identified.	30	51	17	29	12	20.3	0	0	0	0.0	59	100
Average [assuming all questions have equal wt.]		15.0	25	19	33	18	30.5	5.6	9.5	1.0	1.7	59	100

Source: Own survey 2015

Table-4.4, shows the respondents attitude on the activities of training need analysis. The list of statements is elements of training need analysis. The respondent view on the availability of need assessment policies and guidelines is not quite good. Only 8.5%(5) of them agree on the issue. Most of the respondents, 44.1%(26) replied they are not aware of about training need assessment guidelines. The remaining 17%(8), and 31%(18) respondents replied they strongly disagree and disagree on the issue respectively.

Before conducting training, its objective should be clear with training need analysis. But from the tabulated data (Table-4.4), only 15%(9) respondents got briefing on the objective of training. On the other hand, 13.6%(8) and 27%(16) of employees replied, they attend a training without

knowing the objective. That means the need analysis did not describe the training objective briefly. The data collected from the interviewees also shows that need assessment is conducted with unorganized manner, there is no standardized need assessment document. Trainers use their own methods rather than internationally accepted procedures.

Different scholars suggest that, the right trainee is the one who has skill gaps. The gap could be identified with need assessment. For the case of MIDI, as shown from table, 8.5%(5) and 22%(13) of employees strongly agree and agree respectively, the right trainee has been identified. Also the table shows, 19%(12) and 32%(19) of respondents believed that the right trainees have not been identified. Similarly, problem areas have not been assessed. Operation managers or interviewees noted, trainings are conducted with assumption but not with proper assessment of the working sections that have skill gaps. The data, 46%(27) and 25%(15) of respondents disagree and strongly disagree respectively with the problem area identification practices.

The institute does not applied training cost and benefit analysis. As shown from the table, 51%(30) respondents strongly disagree, and 29%(17) respondent disagree with training cost-benefit analysis practices of MIDI. This implies there is big gap on this issue, and MIDI has to take remedies to evaluate its return on investment.

In general on the respondents view, the institute's training need analysis (TNA) practice is not good with average value of 33%(19) disagree and 25%(15) strongly disagree. The total figure is more than half (58%). Therefore, MIDI requires to equip trainers how to conduct training need assessment.

4.3.4. Training Design

In section, the data gathered in regard to training design activities of MIDI has been discussed and interpreted.

Table-4.5: Training Design Activities

S/N	Statements	Strongly Disagree		Disagree		Uncertain		Agree		Strongly Agree		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
1	Content of trainings is prepared according to trainees' job profiles.	0	0	12	20	20	33.9	22	37	5	8.5	59	100
2	Experts are involved in preparing the content for training programs.	3	5.1	13	22	28	47.5	11	19	4	6.8	59	100
3	Good trainee testing methods are in place.	23	39	24	41	12	20.3	0	0	0	0.0	59	100
4	Standardize teaching methods are available.	0	0	14	24	16	27.1	20	34	9	15.3	59	100
Average [assuming all questions have equal wt.]		6.5	11	16	27	19	32.2	13	22	4.5	7.6	59	100

Source: Own survey 2015

According to the data in Table-4.5, a positive result is shown on the consideration of trainees profile for training content preparation. Accordingly, only 20% (12) of respondents disagree on the statement. On the contrary, 37% (22) of respondents agree and 8.5%(5) of respondents strongly agree that profiles of trainees considered for training content preparation. However, the data gathered through interview does not comply with this result. As per the interviewees, the profile consideration is not formal rather the content is prepared just by categorizing employees according to total service years.

The table shows that participation of experts in the training content preparation is tilted to disagree and strongly disagree responses. The data depicts, 22%(13) of respondents disagree and 5.1%(3) respondents strongly disagree. On the other side, 19%(11) of respondents agree and 6.8%(4) respondents strongly agree, experts participated on content preparation.

The other element of training design which is training testing method, has not got positive response. According to the data, 41%(24) of respondents disagree and 39%(23) of responded as strongly disagree. The sum of the scales is 80%(47) responses, which implies almost there is no training testing methods. The response from interview was also similar. The training session is completed with group discussion but there is no individual test methods.

The other training design statement, teaching method design, is relatively good according to the responses. As shown from table-4.5, 34%(20) of respondents replied agree and 15.3%(9) strongly agree, standardized teaching methods have been designed. The sum of the two results is almost half (i.e. 49.3%), implies most employees believe teaching methods are good. On the contrary, only 24%(14) of the respondents disagree on the standards of teaching methods. The data from interview shows, there is well compiled standardized teaching method, but the trainers prepare their own teaching methods by googling every time.

Overall, the result for training design activity of MIDI shows, 38% for strongly disagree and disagree, and 29.6% for strongly agree and agree. This implies there MIDI has gaps on training design activities.

4.3.5. Resource Development

Training resource development is one of the basic activities to conduct better training. The data from employees opinion on resource development activities of MIDI, presented and interpreted as below.

Table-4.6: Training Resource Development Activities

S/N	Statements	Strongly Disagree		Disagree		Uncertain		Agree		Strongly Agree		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
1	Training resources are adequate	6	10	8	14	11	18.6	29	49	5	8.5	59	100
2	There is well designed training	13	22.0	21	36	23	39.0	2	3.4	0	0.0	59	100

	manual.												
3	Refreshments are adequate	0	0	15	25	7	11.9	28	47	9	15.3	59	100
Average [assuming all questions have equal wt.]		6.3	11	15	25	14	23.2	20	33	4.7	7.9	59	100

Source: Own Survey 2015

From Table-4.6, more than half of respondents agree on training resource supply. According to the replies, 49%(29) employees agree and 8.5%(5) of them strongly agree on adequacy of resource supply. On the other side 10%(6) of respondent strongly disagree and 14%(8) them disagree. This result shows that almost training resource supply is adequate. But as per the interviewees, the resource required is not well described on training document, rather it is done with traditional way.

The data on the other element of resource design which is 'training manual', most of employees replied, there is no training manual. As shown in the table, 22%(11) of respondents strongly disagree and 36%(21) of them disagree. On the contrary, only 3.4%(2) of respondents agree on the statement. This implies, training manual is not prepared. The data from HR head interview also shows, there is no well designed training manual, but trainers use their own approach. Most of the time trainers distribute a piece of paper on training session date which have limited information about the training.

Employees also have relatively good opinion on the supply of refreshments. From the table, 47%(28) replied agree and 15.3%(9) strongly agree. This total result account 62.3%(37), which is satisfactory. On the hand 25%(15) of respondents disagree, that require better services. But there is still a gap in organizing the refreshments. According to lead engineers interview data, refreshments vary from training to training, trainers to trainers, trainees to trainees, and facilitator to facilitator. This implies, refreshments are not supplied in designed and organized way.

4.3.6. Training Implementation

After completing the TNA, training design, and training resource developments, applying a high standard training implementation technique could result in achieving training objective and organizational objective. In this section of the study the data gathered on training implementation activities of MIDI has been presented and interpreted.

Table-4.7: Training Implementation Activities

S/N	Statements	Strongly Disagree		Disagree		Uncertain		Agree		Strongly Agree		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
1	A consistent delivery methodology is followed.	11	19	19	32	16	27.1	12	20	1	1.7	59	100
2	Trainee assessment taken place at class	18	30.5	29	49	12	20.3	0	0	0	0.0	59	100
3	Trainees encouraged or motivated to participate	0	0	4	6.8	13	22.0	35	59	7	11.9	59	100
4	Constructive group exercises provided	4	6.8	11	19	18	30.5	20	34	6	10.2	59	100
Average [assuming all questions have equal wt.]		8.3	14	16	27	15	25.0	17	28	3.5	5.9	59	100

Source: Own Survey 2015

From Table-4.7, 1.7%(1) of respondent agree and 20%(12) of respondents agree the training delivery method is consistent. On the hand, 19%(11) of respondents strongly disagree and 32%(19) of them disagree on delivery method consistency. As seen from the data, most employees (51%) believed there is a flaw on the training methodology. The lead engineers or operational managers also believed, the training delivery method depends on the trainers ability, but there is no documented procedures.

Trainee assessment at the session period has not been conducted, meaning there are no assessment techniques. From the table, 49%(29) responded strongly disagree and 30.5%(18) responded disagree. The sum of the results is 79.5%(47), implies MIDI has big gap on trainee assessment technique. Therefore, the institute is required to take some corrective measures on trainers and training implementation processes.

Trainee encouragement for participation at the training implementation session has got good opinion, with 11.9%(6) respondents strongly agree and 59%(35) of them agree. This also depends on the trainers' skill, according to lead engineers' opinion. On the contrary, only 6.8%(4) respondents disagree on the encouragement activity.

According to the data, most employees believed group exercises are provided well. Table-4.7 shows 10.2%(6) of respondents strongly agree and 34%(20) of respondents agree, good group exercises are provided. Also, 6.8%(4) of respondents strongly disagree and 19%(11) of respondents disagree. As per the facilitators interview, the group exercises is provided depending on the type of trainings. Generally, nearly equal number of respondents (28% & 27%) replied agree and disagree respectively on the training implementation activities of MIDI.

4.3.7. Evaluation

Training evaluation is required; to know whether trainees' expectations are meet, to address KSA levels of trainees, to examine performance and behavioral changes, to take remedies if there has been gaps discovered. Hence, this section of the study provides and interpreted the data collected regarding training evaluation activities of the institute.

Table-4.8: Training Evaluation Activities

S/N	Statements	Strongly Disagree		Disagree		Uncertain		Agree		Strongly Agree		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
1	Standardized training evaluation techniques are applied.	2	3.4	29	49	26	44.1	2	3.4	0	0.0	59	100

2	Trainee's KSA level is measured before and after training.	21	35.6	31	53	7	11.9	0	0	0	0.0	59	100
3	Appropriate feedback is provided to trainees based on their evaluation results.	5	8.5	35	59.3	19	32.2	0	0	0	0.0	59	100
4	Trainees behavior change evaluated.	6	10	12	20	34	57.6	7	12	0	0.0	59	100
Average [assuming all questions have equal wt.]		9	14	26	45.3	22	36.4	2	3.9	0	0.0	59	100

Source: Own Survey 2015

From table-4.8, training evaluation is not practiced by the institute. The application of evaluation technique has got positive value with only 3.4%(2) respondents, 49%(29) of respondents disagree and 3.4%(2) of them strongly disagree.

Trainees KSA level measurement before and after training is also not practiced. As shown in the table 53%(31) of respondents disagree and 35.6%(21) of respondents strongly disagree. This result is 88.6%(52), implies almost there is no KSA level measuring practice. As there is no proper evaluation technique, feedback is also not provided. According to the data, none of the respondents agree, and 67.8%(40) of the respondents disagree. The remaining respondents have doubts whether there is KSA measuring practice or not.

Evaluation trainees behavioral change got a value of 12%(7) agree, 57.6%(34) disagree, and 10%(6) strongly disagree. This shows trainees behavioral change evaluation techniques have not been practiced. Overall, training evaluation activities of the institute is insufficient with an average value of 45.3%(26) respondents disagree and 14%(9) of respondents strongly disagree. From the HR head interview data, overall training process evaluation has been conducted, but the evaluation questions are not worthy to dig out the gaps in the training process. Mostly not more than two or three questions that focused on supplies only provided.

4.3.8. Trainees Selection

This section of the study provides and discussed different variables related to trainees selection process. The weak and strong sides of trainee selection process of the institute have been analyzed depending on the data collected.

Table-4.9: Trainees Selection

S/N	Statement	Strongly Disagree		Disagree		Uncertain		Agree		Strongly Agree		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
1	The institute has clear policies and procedures for trainees selection, and every employees knows it	14	24	16	27	18	30.5	8	14	3	5.1	59	100
2	The trainees are selected based on the policies and procedures of the institute	21	35.6	27	46	9	15.3	2	3.4	0	0.0	59	100
3	Job profile of employees is considered for the selection of trainees for specific training programs.	11	19	23	39	19	32.2	4	6.8	2	3.4	59	100
4	Mostly the right trainees are selected for the right training	24	41	28	47	5	8.5	2	3.4	0	0.0	59	100
5	Those who are sponsored for the training programs take the training seriously.	8	14	17	29	26	44.1	6	10	2	3.4	59	100

6	Employees are sponsored for training programs on the basis of carefully identified developmental needs.	6	10	18	31	28	47.5	5	8.5	2	3.4	59	100
Average [assuming all questions have equal wt.]		14	24	21	36	17	29.7	5	7.6	2	2.5	59	100

Source: Own Survey 2015

Most of the respondents have no positive attitude on the selection of trainees as shown on table-4.9 above. Mostly, selection of trainees are not based the policies and procedures of the institute, profile of employees does not considered for the selection, development needs does not carefully identified, so that the right candidate for right training was not selected. According to data from HR head interview, the institute has training policy as discussed in first section of data analysis above. But most of the time the policy has not been used for trainee selection. The data from respondents also shows that 46%(27) disagree and 35.6%(21) strongly disagree on the proper application of training policy on trainee selection. Since the selection is not based on the guidelines, mostly profiles of trainees does not considered for selection. As show from the table, 39%(23) of respondents disagree and 19%(11) of respondents strongly disagree on trainee profile consideration. Since the first steps have problems, the right training was not selected for the right training. It is shown that, 47%(28) of respondents disagree and 41%(24) of respondents strongly disagree on the selection of the right training.

On average value only 10.1% (7.6% agree and 2.5% strongly agree) respondents have positive attitude for the selection process of trainees. On the other hand 60% (24% strongly disagree and 36% disagree) of respondents replied the trainee selection process has problems.

4.3.9. Trainers Selection

The right trainer is the one who knows adult learning. This section of the study provides and analyzed the data gathered regarding trainer selection practices of the institute.

Table-4.10: Trainers Selection

S/N	Statement	Strongly Disagree		Disagree		Uncertain		Agree		Strongly Agree		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
1	Trainer have a sense of ownership, and can understand the objective of the institute	13	22	27	46	17	28.8	2	3.4	0	0.0	59	100
2	The trainer knows what the institute expects from the training (objective of training)	0	0.0	7	12	23	39.0	28	47	1	1.7	59	100
3	Trainers are well equipped with the skills of adult learning	0	0	4	6.8	16	27.1	35	59.3	4	6.8	59	100
4	Trainers are well equipped with training delivery techniques	0	0	6	10	21	35.6	30	51	2	3.4	59	100
5	Trainers aware themselves before training session about the trainees skills, knowledge, attitudes, and other relevant information to adjust their approaches accordingly	16	27	24	41	17	28.8	2	3.4	0	0.0	59	100
Average [assuming all questions have equal wt.]		6	9.8	14	23	19	31.9	19	33	1	2.4	59	100

Source: Own Survey 2015

According to the data from Table-4.10, trainers are not well aware about the objective of the institute. As seen from the table, 46%(27) of respondents disagree and 22%(13) of respondents strongly disagree on the institute's knowhow of trainers. But trainers understanding on what trainees expect from the training are better. Only 12%(7) of respondents disagree, where as 47%(28) respondents agree on training objective understanding of trainers. Trainers are relatively, well equipped with adult learning and delivery techniques. But the problem as per the interview data is on the training steps. The other gap on trainers according to the data is that there is weakness on familiarization about the KSA level of trainees. According to interview data, this is because gaps on TNA practices of the institute.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

The overriding purpose of this study was to explore the training and development practices used by Metal Industry Development Institute, on the performance of the institute and its employees. To accomplish the objective of this research it became necessary to reach some prerequisite goals. A descriptive research approach was used, and qualitative data were collected through questionnaires with Likert scale method. In addition, some quantitative data were collected through interview of HR head and lead engineers. Related to exploring training and development practice effort, it became necessary to reach at reasoning, through the findings. This chapter reports the summary of findings, conclusions and recommendations that resulted from this study.

5.2. Summary of Findings

The sample size was 62, but 3 employees were on abroad training. Therefore, a total number of 59 questionnaire papers were distributed. The questionnaires were composed of multiple question categorized with different sections; MIDI's training policy, organizational objective of the institute, training need analysis (TNA), training design, resource development, training implementation, training evaluation, trainees selection, and trainers selection. All sample employees responded for the closed ended questions developed with Likert's scale method. The data gathered through interview also treated with the data gathered with questionnaire. The findings retrieved from the data presented in section of the paper.

Regarding the training programs practiced by the institute, the research result shows;

- Training and development programs do not have a tight link with the institute's objective, so that training and development programs create in-significant performance changes.
- Trainings and development programs are awarded randomly, rather than based on employees' profile and trainees selection policy of the institute.

- The trainees sponsored for training have no the chance to apply the skills and knowledge they have perceived.
- Some trainees don't attend the training and development program sponsored seriously, rather they take the advantage for refreshment.
- There was no evaluation of trainings before award to decide whether the training is value adding or not, and to select the right candidate.
- Training and development programs are not tailor-made to the metal and engineering industries needs and the institute could not deliver the required service at optimum level. That is, even if the activities of the institute are more of engineering works, most trainings are non-technical.
- Trainings are routine and non-value adding to the performance improvement of employees and the institute.
- There is no clear training and development processing guidelines.
- The basic training and development steps (i.e.: TNA, Design, Development, Implementation, and Evaluation) is not applied in an organized way.
- Training manuals is not available.
- The Institute has no adequate training and development effectiveness measurement tool.
- The institute has training policy, but mostly not applied on training practices.
- Training experts lack expertise in handling training process design.
- Briefing session, what is expected to be grasped from the training, was not in place.
- The impact of trainings programs on personal performance of employees was relatively good. But the contribution for the objective of the institute is not satisfactory.
- Trainee selection policies and procedures of the institute were not applied consistently.
- Trainers selection was relatively good, except that the trainers were not well-equipped with the required skill and knowledge what the metal and engineering industries want.

5.3. Conclusions

The training and development programs practiced by Metal Industry Development Institute were evaluated by data collected through closed ended questionnaires, and interview of one HR head and 4 lead engineers. As per the data from interview and questionnaire, the perception of entry

level managers (HR head & lead engineers) and other respondents on the training and development practices is different. The entry level managers enjoys medium value from training and development programs, where as the rest respondents enjoys low value from the training and development programs sponsored by the institute.

Organizations can no longer afford to provide training and development that has not been evaluated for its contribution to the organization's strategic goals and mission and its effectiveness and use on the job to achieve those goals (Brinkerhoff and Gill, 1994; Human Technology, 1994;). Yet this study confirms that MIDI, did not create a tight link between training objectives and the institute's objective, the effect of training and development is not evaluated.

Respondents' negative perceptions of the effectiveness of training and development offered by the institute are perhaps the most serious of the findings for the institute. As per the data the in-effectiveness of training and development programs are due to; selection of non-customized trainings to the metal and engineering industries, problem in identifying the right trainee and the real performance gap, not following the common training and development process models, and other factors. Effectiveness goes to the heart of what training and development are all about in an organization: giving employees the knowledge and skills they need to perform their jobs effectively (Rothwell and Kazanas, 1994). Hence, the institute is wasting time and money.

Leading training and development practitioners have created several training models describing elements of excellence in training systems, like systematic training model also discussed in this paper's literature review part. Such models of well-functioning training systems are valuable in encouraging systematic thought about what excellence in the practice of training means, especially as they encourage practitioners to examine and evaluate the entire training system in an organization, in addition to evaluating discrete training events and activities. However, metal industry development institute do not have training manual which describes; training models, procedures, policies, and other related aspects.

In general, the values for all the categories of statements are below half percent with 43.9%(26) respondent for sum of (strongly disagree + disagree) and 22.5%(≈13) respondents for sum of (strongly agree + agree). The institute is throwing money to the garbage, if the training practices continue with the current situation. Therefore, the necessary remedies have to be taken on time.

In spite of many weaknesses of the institute on its training practices it has also good strengths according to the interview data;

- ✓ Its commitment on providing numerous trainings is a good strength.
- ✓ Trainers from different departments are certified with training of trainers (TOT).
- ✓ The institute is trying to equip employees through twinning program from foreign metal institutions which has best practices.

5.4. Recommendations

The following recommendations are presented for the institute in general, and for training organizer experts;

5.4.1 Recommendation for Practice

- The capacity of training experts should be updated periodically through training.
- Trainee selection policies and procedures should be applied consistently.
- Training impact evaluation technique should be in place for feature improvement.
- Chances should be created to apply the perceived skills and knowledge from the training.
- Training experts should be well trained how to process training programs, before they start to organize and conduct trainings.
- The institute has to develop well constructed training manual, which includes internationally accepted training process models.
- Selection of trainees should be on the basis of job profiles of trainees and objective of the organization.
- Although it is costly, conducting TNA before training is vital.
- Representative professionals from each department have to be included in the training type selection work.

- Consulting periodically, the metal and engineering industries professionals what they need, can assist what training to be provided for the employees.
- Training should be for real change not for report purpose. Only on specific trainings to the objective of the institute has to be provided.

5.4.2 Recommendation for Further Study

The theoretical literature on models of excellent training systems, built with an underlying premise that elements of excellence described in the models make a difference for practice, cries out for more research of the models to determine their underlying constructs and their practical value for building more effective training systems. The model presented in this study suggests that value is an important criterion for evaluating the strengths and weaknesses of a training and development system and should be further explored. Value or effectiveness was measured in this study subjectively through entry level managers' and low level employees' perceptions. By examining different sources of information (for example, directors, and support directorate employees) and types of information (return on investment figures, increased productivity data, turnover, and absenteeism), future researchers might get a more complete picture of the value of effective training practice.

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Appendix A: Questionnaires to be Completed by MIDI's Employees

St. Mary's University

School of Graduate Studies

MBA Thesis Research on 'Training and Development Practices' at Metal Industry Development Institute (MIDI)

Dear respondents;

I am Master of Business Administration (MBA) graduate student from St. Mary's University, Ethiopia, and currently working on my dissertation research paper.

The main objective of the research is to assess the training and development practices in the institute, and to give recommendation if there exists a gap on the effectiveness of the training programs.

Hence, this questionnaire is designed to collect primary data that help the researcher achieve the purpose of the research. Therefore, the researcher kindly request you to fill this questionnaire carefully, and genuinely. The information and responses gathered will be strictly used for academic purposes only and will be kept as confidential. I would like to thank in advance your kind cooperation in completing this questionnaire.

Part I. General Information about the Respondents

Put a tick (✓) in the box to indicate the information that describes you.

a. Gender Male ☐ Female ☐

b. Age 18-20☐ 21-30☐ 31-40☐ 41-50☐ >51☐

c. Year of Service in MIDI <1☐ 1-2☐ 2-4☐ >4 ☐

d. Level of education Certificate☐ Diploma☐ First Degree☐

Masters Degree☐ PHD☐

e. Position held Entry Management☐ Non Management☐

f. How many training you offered at home <5 ☐ 6-10☐ 11-20☐ >20☐

Part-II. Training Practices [Note: Consider only trainings conducted by MIDI to its employees]

Put (√) the number that best corresponds to your answer.

5 - Strongly Agree
4 - Agree
3 - Uncertain
2 - Disagree
1 - Strongly Disagree

1.1. Training policies

S/N	Statements	Rate/Scale				
		1	2	3	4	5
1	There are clear training practice effectiveness measurement tools					
2	There is well-designed and widely shared training policy					
3	Essential structures, process, tools, and point of view are in place to make the best trainee selection.					

1.2. The Institute's General Objective

S/N	Statements	Rate/Scale				
		1	2	3	4	5

1	The training plan is consistent with the institute's objectives					
2	The training programs creates a significant performance change on the organization.					
3	The training program helped to satisfy customer needs & expectations.					
4	Training programs offered help in bridging the gap between superiors and subordinates.					

1.3. Training Need Assessment (TNA)

S/N	Statements	Rate/Scale				
		1	2	3	4	5
1	Need assessment policies and guidelines are in place					
2	Congruence between training needs and the objectives of training is always clear.					
3	The right training candidate always been identified.					
4	Specific problem areas has been identified.					
5	Costs and benefits of training been identified.					

1.4. Training Design

S/N	Statements	Rate/Scale				
		1	2	3	4	5
1	Content of trainings is prepared according to trainees' job profiles.					
2	Experts are involved in preparing the content for training programs.					
3	Good trainee testing methods are in place.					
4	Standardize teaching methods are available.					

1.5. Resource Development

S/N	Statements	Rate/Scale				
		1	2	3	4	5
1	Training resources are adequate					
2	There is well designed training manual.					
3	Support materials and refreshments are adequate					

1.6. Implementation

S/N	Statements	Rate/Scale				
		1	2	3	4	5
1	A consistent delivery methodology is followed.					
2	Trainee assessment taken place in class					
3	Trainees encouraged or motivated to participate					
4	Constructive group exercises provided					

1.7. Evaluation

S/N	Statements	Rate/Scale				
		1	2	3	4	5
1	The induction training is periodically evaluated and improved.					
2	Trainee’s KSA level is measured before and after training.					
3	Trainees' performance is measured before, during and after a training program.					
4	Appropriate feedback is provided to trainees based on their evaluation results.					
5	Trainees behavior change evaluated.					

1.8. Trainees

S/N	Statements	Rate/Scale				
		1	2	3	4	5
1	The institute has clear policies and procedures for trainees selection, and every employees knows it					
2	The trainees are selected based the policies and procedures of the institute					
3	Job profile of employees is considered for the selection of trainees					
4	Mostly the right trainees are selected for the right training					
5	Those who are sponsored for the training programs take the training seriously.					
6	Employees are sponsored for training programs on the basis of carefully identified developmental needs.					

1.9. Trainers

S/N	Statements	Rate/Scale				
		1	2	3	4	5
1	Trainer have a sense of ownership, and can understand the objective of the institute					
2	The trainer knows what the institute expects from the training (objective of training)					
3	Trainers are well equipped with training delivery techniques					
4	Trainers aware themselves before training session about the trainees KSA, to be prepared accordingly					

Appendix B: Interview Questions

St. Mary's University

School of Graduate Studies

Interview Questions

1. Does the trainings linked with the objective of the institute before sponsored?.
2. Does MIDI has clear training policies and procedures to be followed? If yes, are those policies and procedures applied strictly?
3. To what extent are HR experts capable in handling the training practices?
4. Is training need assessment (TNA) applied before conducting trainings?
5. Does training processes like; design, resource development, implementation, and evaluation applied properly.
6. Is there any performance evaluation after the trainee applied the skill grasped from the training?
7. Is there any trainee selection committee? If yes, does the training committee composed of professional thinkers?
8. Is there any clear policies and procedures for trainee selection, especially for trainings abroad? Do you think the trainee selection is always fair and the right candidate is sponsored for the right training?
9. Does the institute offer well qualified trainers for trainings conducted at home?
10. Does employees representatives participate on the training design, trainee selection, and trainers selection?
11. Are the trainings sponsored carefully selected, and value adding to the employees performance and to the institute?