



**ST. MARY'S UNIVERSITY COLLEGE  
SCHOOL OF GRADUATE STUDIES**

**PRACTICES AND CHALLENGES OF TRAINING POLICY  
IMPLEMENTATION AT EQUATORIAL BUSSINESS GROUP  
(EBG)**

**By**

**YABETSE TEFERA**

**JUNE, 2014  
ADDIS ABABA, ETHIOPIA**

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**A THESIS SUBMITTED TO ST.MARY'S UNIVERSITY COLLEGE,  
SCHOOL OF GRADUATE STUDIES IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF  
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CONCENTRATION)**

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## **DEDICATION**

*To my late father Tefera Tanga.  
His words of inspiration and encouragement  
In pursuit of excellence, still linger on.*

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Firstly, I thank the Almighty God for making it possible for me to undertake this research work.

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## **ABSTRACT**

*In today's active environment the demand for professional and highly skillful workforce are necessary for every organization to perform well in this environment. The employees need to be trained and the development of an employee to be highly skilled is essential. To survive and grow organizations must be persistently keep up to date through effective training programs. The purpose of this study to find out how the training policy being implemented and what kind of challenges the organization faced on the road of implementation. The study adopted the survey research method. Both qualitative and quantitative techniques were applied; the quantitative technique involved a questionnaire survey of Equatorial Business Group (EBG) officials. A questionnaire will distribute among the employees from different departments. A total of 70 questionnaires will distribute among the organization and 53 of them have been returned by the respondents. The completed questionnaire will form the foundation of this research. Whilst the qualitative technique involved an interview with Assistant Human Resource Manager and senior human resource department officer at EBG head office. The study exposed that Equatorial EBG has a training policy. It further revealed that the policy is sufficient in content and the awareness of the training policy among the EBG officials was high. It was also discovered that the current training practices, processes, procedures and implementation at EBG were not at variance with the provisions of the policy and best practices of training but that the budgetary allocation for training was the key challenge in implementing the training policy at EBG.*

**Key words:** Training Program, Training Policy, Implementation Challenge

## **LIST OF ACRONYMS**

EBG:	Equatorial Business Group
HRD:	Human Resource Development
HRM:	Human Resource Management
HR:	Human Resource
T&D:	Training and Development

## TABLE OF CONTENTS

Acknowledgements .....	V
Abstract .....	VI
List of Acronyms .....	VII
Table of Contents .....	VIII
List of Tables .....	XI
List of Figures .....	XII
<b>CHAPTER ONE: INTRODUCTION</b>	
1.1 Background of the Study .....	1
1.2 Statement of the Problem.....	3
1.3 Research Questions .....	3
1.4 Objectives of the Study .....	3
1.4.1 General Objective .....	3
1.4.2 Specific Objectives .....	3
1.5 Significance of the Study .....	4
1.6 Scope of the Study .....	4
1.7 Limitation of the Study .....	4
1.8 Organization of the Study .....	4



## **CHAPTER TWO: LITERATURE REVIEW**

2.1 Theoretical Framework.....	5
2.1.1 Training Investments and Productivity.....	6
2.2 The Training Cycle .....	7
2.2.1 Training Investments and Productivity.....	7
2.3 Training Needs Assessment (TNA).....	8
2.3.1 TNAs at Individual Level .....	8
2.3.2 TNAs at Occupational Level .....	8
2.3.3 TNAs at Organizational Level.....	9
2.4 Designing the training program .....	8
2.4.1 Determining Training Methods .....	10
2.4.2 Selection of Trainers .....	12
2.4.3 Selection of Trainees .....	12
2.5 Delivering the training program.....	13
2.6 Evaluation of Training .....	14
2.7 Challenges of Training Policy Implementation.....	14

**CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY**

3.1 Research Design..... 15

3.2 Target Population..... 15

3.3 Sources of Data ..... 15

3.4 Method of Data Collection ..... 16

3.5 Sampling and Sampling Method..... 16

3.6 Data Analysis Methods ..... 16

3.7 Ethical Considerations ..... 16

**CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION**

4.1 Demographic Variables of the Respondents ..... 17

4.2 Data Analysis and Interpretation ..... 19

**CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

5.1 Summary of Findings..... 31

5.2 Conclusion ..... 32

5.3 Recommendations ..... 32

REFERENCES ..... 35

Appendices: I Survey Questionnaire ..... 39

II Interview Guide for HR Department Officers ..... 45

## LIST OF TABELS

Table 4.1: Demographic Characteristics of the Respondents	17
Table 4.2: Frequency and Percentage Distribution of TNA Issues	19
Table 4.3: Frequency and Percentage Distribution of Techniques Applied to Conduct TNA	20
Table 4.4: Frequency and Percentage Distribution of Respondents on the Reasons for Not Conducting TNA	21
Table 4.5: Staff training policy awareness	23
Table 4.6: Employees training practice	24
Table 4.7: View of Employees about Objective of the Training program	26
Table 4.8: Willingness of manager to send Employees for training program	27
Table 4.9: EBG Managers communication with the employees	28

## LIST OF FIGURES

Figure 1: Training Cycle .....	7
Figure 2: Criteria used in selecting staff for training.....	22
Figure 3: Training program Budget allocation at EBG .....	26
Figure 4: Training challenges faced by respondents at EBG .....	29

# **CHAPTER ONE**

## **INTRODUCTION**

This chapter deals with the background of the study, definition of terms, statement of the problem, objectives of the study, significance of the study, scope of the study, limitations of the study, and organization of the study. The details are presented as follows.

### **1.1 Background to the Study**

Training, as one of Human Resource core functions, has become very important to the achievement of modern organizations. It plays a main role in development and strengthening competencies – the core sets of knowledge and expertise that give them an edge over their competitors' organization and in this way has become part of the backbone of strategy implementation. It has become very significant in worldwide in order to prepare workers for new jobs. Training is necessary to improve employees' skills and make public of their hidden ability in the area in which they work. By training employees, the efficiency of a company can be increased and company growth in many areas can be realized. The world is changing rapidly in everyday life. In order to be able to catch up the paces, making the best use of the personnel's abilities became of tremendous significance in their businesses. That is why the case study organization; Equatorial Business Group (EBG) Human Resource department carefully considers and implement training policy in the organization.

Starting from the establishment; April 1993; EBG implements different Staff Training and Development Policies. EBG committed to the support staff development for its entire staff. The key purpose is to facilitate personal and professional development enabling individuals and groups to achieve their full potential at work. The organization operational success is based largely on the contribution, commitment and achievements of individual members of its staff, working individually and in teams or groups.

The company training program includes any activity, which contributes to the enhancement of their knowledge, skills, competence, and working practices. Staff development is thus a key contributor to the success of individuals and ultimately to the success of the organization as a whole.

Equatorial Business Group (EBG) Private Limited Company was very successful organization in Ethiopia with import and distribution of electrical and electronic goods and services. Today the organization engaged in four businesses that have strategic significance to the country's development. The company's paid up capital is Birr 60 million and its undistributed profit has reached more than Birr 71 million thus making its total equity about Birr 131 million. EBG has over 350 professional, semi-professional and support workforces to guarantee the provision of quality sales and after sales service focusing on customer requirements. EBG has 280 employees at Head office and the office located about 10kms south of the center of Addis Ababa on Debrezeit road.

In these organization the importance and value of staff training has long been recognized. Consider the popular and often repeated quotation, "Give a person a fish and you feed him for a day. Teach a person to fish and you feed him for a lifetime." (McClelland 2002) This understandable and far-sighted saying was from a famous ancient Chinese thinker and philosopher Confucius. This saying has explained clearly how important it is to train an employee to conquer his/her work than just give him/her a job of income.

EBG engaged in four businesses; Automotive, Energy, Supplying Medical Equipment and Telecom- IT Business. . A company paid up capital is Birr 60 million and its undistributed profit has reached more than Birr 71 million thus making its total equity about Birr 131 million. In order to effectively engage in the Ethiopian market, EBG has Branches in five strategically /marketwise/ located parts of the Country, namely Hawassa, Bahir Dar, Dire Dawa, & Jimma. And the research is conducted on its head office in Addis Ababa.

In addition, organization staff training program needs may be identified in a variety of ways, e.g. by skills audit, by feedback and by staff performance appraisal. EBG training policy said that all staff has at least one annual performance review a year with their Head of Department or line supervisor.

The intention of this research is to asses EBG's employee training policy and the challenges that the organization faces when implementation.

## **1.2 Statement of the Problem**

Even though Equatorial Business Group has a training policy, it appears their implementation has not been properly carried out. Some of EBG staff members are not aware of the training policy and therefore do not have adequate knowledge of the training policy practices in the organization. The process of selecting staff for training does not follow other method rather than performance appraisal. Inadequate financial resources have and continue to affect the budgetary allocations for training programs. These challenges have therefore provoked a study on Practices and Challenges of training policy implementation at EBG.

## **1.3 Research Questions**

Research questions give a direction to a study. Therefore, in order to give a focus to the study, the following research questions were selected with the view to provide solution were posed:

- I. How does the company select employees for training?
- II. Are EBG employees aware of the training policy practice in the organization?
- III. How is the training policy being implemented?
- IV. What are the challenges EBG faces in implementing its training policy?

## **1.4 Objectives of the Study**

This research has the following general and specific objectives:

### **1.4.1 General Objective**

The main objective of this study was established on Training Policy practice and Challenges of Training Policy Implementation at EBG.

### **1.4.2 Specific objectives**

The following were the Specific objectives of the research:

- I. To find out how the company select employees for training
- II. Analyze the knowledge and level of training policy awareness among EBG officers
- III. Investigating how the training policy is being implemented and,
- IV. Determining the challenges faced by EBG in implementing its training policy

## **1.5 Significance of the Study**

This study provides possible suggestions for EBG on their employee training policy and practice. In addition, it helps the researcher to acquire knowledge and practical experience, and also as a partial fulfillment for masters degree in business administration (concentration HRM). Furthermore, it would serve as a source document and as a stepping stone for those researchers who want to make further study on the area afterwards.

## **1.6 Scope of the study**

The aim of this study is to examine the training practices at EBG and to suggest ways of enhancing the development of human resources of EBG for efficient and effective service delivery.

## **1.7 Limitation of the Study**

The study has faced few limitations. Time constraint was among the major ones. Thus, a sample of only 70 employees out of 350 has been taken. As a result, the sample size is not expected to give complete picture of EBG. The other limitation was unwillingness to give adequate information for the researcher. It is a well-known fact that most of Ethiopian private organizations does not want to give organizational information and profile for other external parties or for ‘Strangers’ like myself.

## **1.8 Organization of the Study**

The research paper has organized into five chapters. Chapter one includes introduction; brief background of the study, statement of the problem, objective of the study, significant of the study, scope of the study, limitation of the study and organization of the study . Chapter two reviews related literature on the benefits of well functioning training practice, implementation of training practices and challenges of training policy. Chapter three presents methodology adopted in the study. The fourth chapter focuses on the results and discussions of the study and finally chapter five entails the summary, conclusion and recommendations drawn based on the results of the study.



## CHAPTER TWO

### LITERATURE REVIEW

This chapter deals with a review of relevant literature on the following topics: Theoretical Framework, Definition of Training, Training Investments and Productivity, Training Policy Needs, How can select Trainees, Training Policy Methods, Systematic Approach to Training, Organization Training Policies, Implementing & Evaluation of Training and the Challenges that the organization face when implement training Policy. The details are as follows;

#### 2.1 Theoretical Framework

Training is an educational process. People can learn new information, re-learn and reinforce existing knowledge and skills, and most importantly have time to think and consider what new options can help them improve their effectiveness and performance at work.

According Cole (2002:330), in his book Personnel and Human Resource Management, training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of training is the job or task for example, the need to have efficiency and safety in the operation of particular machines or equipment, or the need for an effective sales force to mention but a few.

Laing (2009) defines training as an indicator to enhance superior skills, knowledge, capabilities and outlook of the employees that results in effective performance of the workers. However, he adds one thing more that it (training) extends the production of the organization.

*“Training is basically a learning experience, which seeks a relatively permanent change in an individual's skills, knowledge, attitudes or social behavior”.* De Cenzo and Robbins (1996). This implies that, there is the need to improving employee's skills and knowledge so as he or she becomes well-organized to execute on both existing and upcoming tasks. Sometimes this training is shared with a senior employee in the organization. Nevertheless, the high quality of this initial training can have a considerable influence on the employee's efficiency, effectiveness and mind-set toward the job (Byars and Rue, 2004).

Training can be used as a proactive means for developing skills and expertise to prevent problems from arising and can also be an effective tool in addressing any skills or performance gaps among staff. In general, trainings involve presentation and learning of content as a means for enhancing skill development and improving workplace behaviors.

As Rothwell and Kazanas explain, “. . . *Training intended to equip learners for dealing with an uncertain future is based on past performance problems; past data about organizations, jobs, and individuals; and past competencies.*” In short, the training needs assessment process typically ignores the future (Rothwell and Kazanas, 1994, p. 307). Brinkerhoff and Gill (1994) contend that most organizations never assess whether the money spent on employee training and development has actually advanced the organization's overall productivity or improved individual performance.

### **2.1.1 Training Investments and Productivity**

Many scholars agree that organizations that train their employees consistently have better outcomes than those that do not. When business environments change quickly and abruptly, it is typically the companies with the best trained employees that adapt and adjust most efficiently. Glance, Hogg, and Huberman (1997) determined these statements to be accurate in their study that looked at training and turnover from the perspective of evolving organizations.

The researchers affirmed that training encourages “spontaneous cooperation” in many large companies. Even in fast moving and ever evolving industries, the cooperation that can be achieved through training could lessen the need for complicated company policies. From a reciprocity perspective, one can ascertain that this “spontaneous cooperation” which results from training is due to the training participant’s sense of debt to the company.

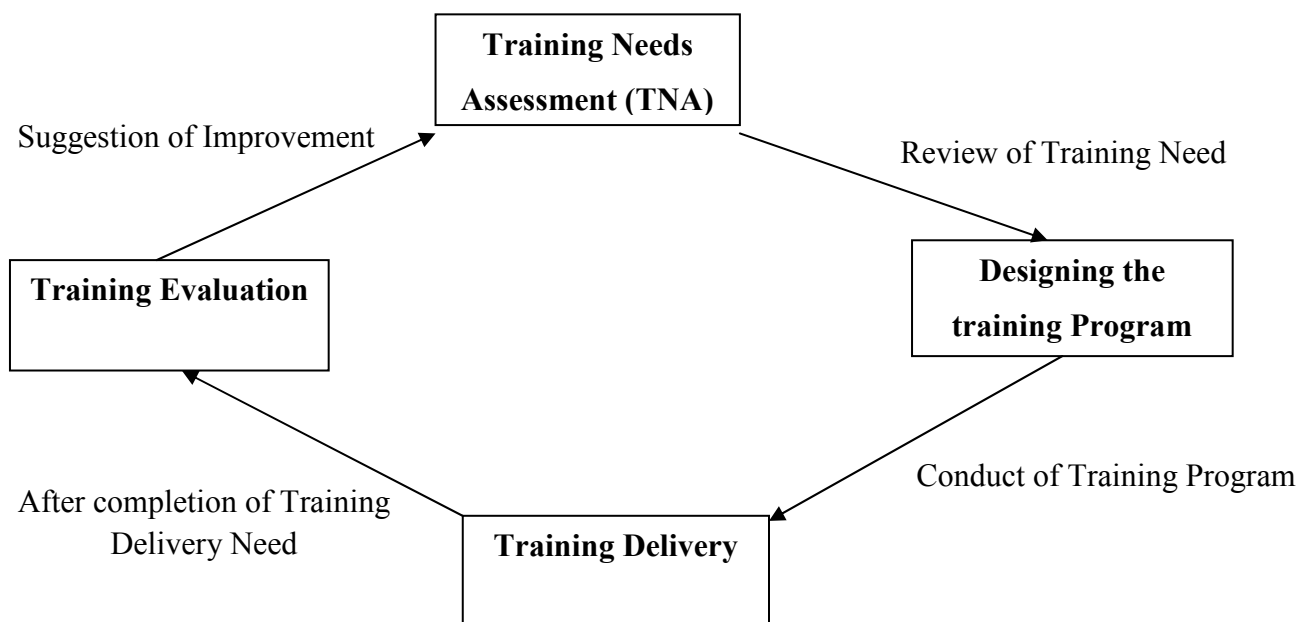
As the study found, organizational training can offer these employees an opportunity they may have not been able to achieve elsewhere. This translates to the employee feeling a sense of debt to the company and desiring to “spontaneously cooperate” as a means of repaying the reward that they received.

The researchers found that because of the transferability of skills that general training offers, employees devoted greater effort and energy to general training. Barrett and O’Connell found that the outcome of training depends on the effort that the participants put into it. The greater the sense of debt incurred with the training program, the more of a return on the investment that organizations will secure from the employee.

## 2.2 Training Cycle

The Training Cycle is the means by which the organization ensure that the training results in what the organization wanting – whether it’s simply to show how the firm value and respect staff to create lasting and effective change in the organization.

*Figure 1: Training Cycle*



*Source: Palmer, Richard: Training with the Midas touch: Developing Your Organization's Greatest Asset, London: Kogan Page ,2002,p.148*

Planning is the first step of the training cycle. At the planning stage, the steps are divided into two: Training Needs Assessment (TNA) and Training Planning. The researcher try to explain for the purpose of these research only TNA.

## **2.3 Training Needs Assessment (TNA)**

TNA is a process of collecting data that allows the organization to identify and compare its actual level of performance with the desired level of performance. (Bernardin, 2003:168; Cole, 1997:279). Hence, it is after the assessment of the information gathered that the trainer can then start thinking about:

- ⊕ Objectives/goal: what do we hope to achieve?
- ⊕ Content: what needs to be covered in the training?
- ⊕ Facilitator/ Trainer: who can help conduct the training?
- ⊕ Methodology: how should the training is conducted?
- ⊕ Time frame: how long should the training be?
- ⊕ Resources: how much it will cost? (In terms of money, time and materials)
- ⊕ Trainees: who is suitable to receive the training?

TNA is the basis on which almost all other training elements are designed and implemented. In line with this idea, Rothwell and Kazanas (1998:60) suggested that the needs assessment plans should setup objectives, identify the target audience, select sampling procedures, decide on appropriate data collection methods, specify instruments, choose method of data analysis and describe how decision will be made based on data. Despite the importance of TNA, many organizations don't conduct it. Some of the reasons might because of wrong assumption that TNA is difficult, absent of awareness and costly process (Harris and DeSimone, 1994: 92).

Training needs has been three category needs analysis approach (Miller & Osinski, 1996). They are:

### **2.3.1 TNAs at Individual Level**

Thus at the individual level analysis are assessed to determine the gaps between the required performance of the employee and his/her actual performance. Here the concentration is on the individual employee. It is used to analyze the substantive knowledge and skill possessed

by the employee (Miller & Osinski, 1996). This approach deals with three basic questions. These are:

- ⊕ Who needs to be trained?
- ⊕ What kind of training is needed?
- ⊕ What skills does the employee have?

### **2.3.2 TNAs at Occupational Level**

The second way to diagnose training need is through analysis of the tasks performed in the organization. Task analysis involves the thorough reviewing of the job description and specifications to identify the activities performed in a particular job and the knowledge, skill and attitudes needed to perform them (Brown, 2002:573). Similarly Specter (2000:153) states that it includes analysis of different factors and types of job as well as identification of knowledge, skills and attitudes needed to perform the jobs.

### **2.3.3 TNAs at Organizational Level**

Another TNA approach is organizational level. This level aims at relating the training needs to the organizational systems, problems, diagnoses, objectives, and performance improvement program. Training needed is identifiable at this level through the performance appraisal system. This provides the key channel for feeding back organizational needs as perceived by individuals. It is the general weakness which is highlighted where training is most needed in the organizations. TNA at this level involves mainly management (diagnostic) surveys for analyzing the future threats and opportunities for organization (Goldsmith, Irwin, L., 1993, p.69-77).

## **2.4 Designing the training program**

Once Training Needs have been identified, you need to prepare for training delivery, post-training support and training evaluation. Formulate specific learning outcomes, decide on a course title and compose a brief overview. Comprehensive yet easy to understand handouts can be produced, along with an appropriate PowerPoint presentation. Additional materials to support learning activities e.g. music, games and puzzles can be identified. In designing

training programs, there are many questions that need to be answered. Among others, the following are listed:

- ⊕ What are the objectives of the training program?
- ⊕ What should be the content of the training?
- ⊕ What should be the duration of the training program?
- ⊕ Where should the training take place?
- ⊕ What training methods and techniques will be used to deliver the training program?
- ⊕ Who should provide the training?
- ⊕ Who are the trainees?
- ⊕ How should the evaluation be conducted (EMI. 2005:20)

### **2.4.1 Determining Training Methods**

There are two wide kinds of training available to businesses: on-the-job and off-the-job techniques. Personal circumstances and the "who," "what" and "why" of your training program decide which technique to use.

#### **A) On-the-job Training**

This method of training is delivered to employees while they execute their regular jobs. In this way, they do not lose time while they are learning. After a plan is developed for what should be taught, employees should be informed of the details. A timetable should be established with periodic evaluations to inform employees about their progress. On-the-job techniques consist of orientations, job instruction training, apprenticeships, internships and assistantships, job rotation and coaching. On-the-job training techniques comprise:

**Job instruction:** Programs which would consist of a general survey of the company, personal introductions to the individuals with whom the trainee will work and some instructions about the job. In the general, the trainee receives some introductory knowledge about the task to be learned. The trainer then present a step by step evaluation and demonstration of how to do the job. Notice that repetition, reviews, active participation and easily transferable encounters are built into this kind of training.

**Job spinning:** includes moving an employee through a series of jobs so he or she gains insight experience of jobs that are associated with different jobs. It is usually used in training for supervisory positions. This Variety of encounter is developed to provide the student on over all view of the organization and the interrelation ships of its aspect to be effective, a student should be able to have a flexible job spinning program. The employee learns a little about everything. This method is helpful for small organizations as employees are expected to be multitasking.

## **B) Off-the Job Training**

Most of these techniques can be used by small organizations although; some maybe too costly. Some organizations use verbal presentations while others have published presentations. Many small organizations convey these topics in one-on-one orientations. Regardless of what technique is used, it is important that the newcomer comprehend his or her new place of employment. Off-the-job techniques consist of lectures, special study, films, television conferences or discussions, case studies, role playing, simulation and programmed instruction.

**Lectures:** present training material verbally and are used when the goal is to present a great deal of material to many people. It is more economical to lecture a team than to train people individually. Lecturing is one-way of interaction and as such may not be the most beneficial way to train. Also, it is hard to be sure that the entire audience understands a topic on the same level; by targeting the average attendee you may under train some and lose others. Despite these drawbacks, lecturing is the most cost-effective way of reaching large audiences.

**Role playing and simulator:** are techniques of training that attempt to bring realistic decision making situations to the trainee. Likely problems and alternative solutions are presented for discussion. Experienced employees can describe real life encounters, and can help in and comprehend from creating the solutions to these simulations. This technique is affordable and is used in marketing and management training.

**Audiovisual:** techniques such as television, videotapes and films are the most beneficial indicates of providing real life conditions and situations in a short time. One advantage is that

the demonstration is the same no issue how many times it's played. This is not true with lessons, which can change as the speaker is modified or can be influenced by outside constraints. The significant flaw with the audiovisual technique is that it does not allow for questions and interactions with the speaker, nor does it allow for changes in the presentation for different audiences.

***Programmed learning:*** computer-aided training and interactive video all have one thing in common: they allow the student to comprehend at his or her own pace. Also, they allow material already discovered to be bypassed in favor of material with which a trainee is having difficulty. After the introductory period, the instructor need not be present, and the trainee can comprehend as his or her time allows. These techniques sound excellent, but may be beyond the sources of some small organizations.

#### **2.4.2 Selection of Trainers**

As Tracey, (1984:344) states trainers provide guidance and assistance for trainees and trainees receive the designed content of instruction with active participation. To be efficient and effective, the training program must be provided with trainers who have been carefully screened and selected for their suitability. In the same token, it is advisable to select the correct trainees to be able to achieve the best training program results. Truelove (2000:119). Taking the role of a trainer in to consideration, setting clear and well defined selection criteria of appropriate person who is capable to carry out the responsible is not arguable.

A good trainer should be equipped with both knowledge of the subject matter and art of interpersonal skills, conscious of several essential elements, including a controlled environment, good planning, and the use of various training methods, good communication skills, and trainee participation. Tracey, (1995:239).

#### **2.4.3 Selection of Trainees**

Once you have decided what training is necessary and where it is needed, the next decision is who should be trained? For a most organizations, this question is important. On other side choosing the exact employee for the exact training program that will be effective training for



organization and for employee also. It is therefore important to properly choose who will be qualified.

Taking the role of a trainer in to consideration, setting clear and well defined selection criteria of appropriate person who is capable to carry out the responsible is not arguable. A good trainer should be equipped with both knowledge of the subject matter and art of interpersonal skills, conscious of several essential elements, including a controlled environment, good planning, and the use of various training methods, good communication skills, and trainee participation.

In selecting the appropriate trainees, attention should be given to the responsibility and level of trainees, educational background, work experience, openness to new ideas and perceived need for self improvement (Watson, 1979:117).

Regarding the criteria of selecting trainers, Chaddock (1979:3-10) lists the necessary points as organizational knowledge, professional knowledge, personal qualifications, education and training, skills and abilities. Tracey (1995:346) on his part argues that competence of trainer performance is a function of subject matter expertise, pedagogical knowledge and skills, communication skills, and personal traits and qualities.

Training policy should be developed to consider the capability of the employee to comprehend the material and to use it effectively, and to create the most effective use of sources possible. It is also important that employees be motivated by the training encounter. Employee failure in the program is not only damaging to the employee but a waste of money as well. Choosing the right individuals is important to the achievements of the program.

## **2.5 Delivering the training program**

This is the stage of putting the training program in to practice in accordance with the design. Here the trainees interact with the subject matter in order to attain the objectives. In implementing the training, the trainer has to be sure that the training is in line with the objectives set, address the selected target group and fill the gaps identified in knowledge, skills and attitudes and satisfy the trainees.

In delivering the training contents the responsibility of implementing the program largely depends upon the trainer. He has to make appropriate decision in arranging the physical environments and seating conditions to make the trainees feel comfort and concentrate on learning (Harris and DeSimon, 1994:159). The trainer should make sure that the training environment is free from physical destructor like noise and there should be conducive ventilation, temperature, and good lighting to deliver the training program.

## **2.6 Training Evaluation**

Although training evaluation is a very important stage for a successful training program, this activity is the most neglected and problematic. As a result, training has been considered in many organizations as a waste of money and time, a cost which needs to be minimized and is often perceived as an ineffective process.

It is important to know to what extent the training program has been successful. Ideally, elements of evaluation are built into each stage of the training process with the basic questions to consider being: “What do we want to find out?” and, “How feasible is it to find out?” In evaluating the training program, scholars in the field agree that the evaluation compares the actual effect of training against the objectives to determine how far training had achieved its purpose and whether the training was worthwhile (preferably in cost benefit terms). In line with this, Phillips, (2004:53) underlines that the fundamental premise of training evaluation is to collect data directly related to the objectives of training. Premise of training evaluation is to collect data directly related to the objectives of training.

## **2.7 Challenges of Training Policy Implementation**

Organizations and individuals alike face many problems with regard to training planning and implementation. Many times the challenges not came on planning training but the organization face the challenges on implementing stage. Some of them are:

- ⊕ Budgetary Challenges
- ⊕ Lack of suitable employees for trainees
- ⊕ The poor state of facilities at the training academy,
- ⊕ General lack of commitment to training
- ⊕ Insufficient duration and poor timing

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

The methodology of any research is the general activities undertaken to discover an answer for a given problem. Research methodology is concerned with the way(s) by which the researchers gather information to answer his/her research question(s). Along these lines, researchers should be watchful when choosing research methodologies. This chapter, therefore, presents research design, sources data, target population, data collection methods, sample and sampling method, data analysis method, ethical considerations. The details are as follows:

#### **3.1 Research Design**

Qualitative research, quantitative research and a mixture of both was used in conducting this research. The research is designed in obtaining relevant and relatively accurate data in a way which avoided complicated questionnaires and interviews. This study used descriptive research design that is approached by survey method.

#### **3.2 Target Population**

The target populations are mainly the regular staffs and Human resource personnel officers of EBG. A sample of 70 employees both from regular and Supervisory or managerial positions was taken.

#### **3.3 Sources of Data**

Primary and secondary data sources were collected for this study. The primary source of data was collected through questionnaires and interviews. Structured and semi-structured interviews were prepared and an interview was conducted with human resource department personnel of EBG. Secondary data was collected from relevant documents, organization financial reports, books and journals that were related to the study. For quantitative data analysis, annual report for the past five years of the company under study was used.

### **3.4 Method of Data Collection**

Different methods are used to gather data in a social science research. These include questionnaires, interviews, and observational techniques. Twumasi (2001) mentions that the selection of a particular method to collect data must be decided upon in the light of one's problem. He further states that in making this decision, the researcher must keep in mind the type of people he or she is dealing with, the nature of the social situation, the mood of the social environment and the psychology of the people. The primary data for this research is collected using survey questionnaire and interviews. The questionnaire comprised of both close-ended and open-ended items. [Copies of the questionnaires and Interview guide are attached as Appendices I and II.

### **3.5 Sampling and Sampling Method**

As it is mentioned above, the sampling techniques were drawn from different departments of EBG employees both from regular and managerial. The researcher used purposive sampling techniques to have respondents for the study. The technique was preferred because the training policies contact multiple groups of employees.

### **3.6 Data Analysis Methods**

Frequency distribution and percentages were used for the qualitative data analysis. This analysis method was used to determine the proportion of respondents choosing the various responses. This was done for each group of items relating to the research questions. The proportions showed the diversified views of employees on various sub-issues. Tables and graphs were also used to ensure easy understanding of the analyses.

### **3.7 Ethical Considerations**

In this research, both quantitative (questionnaire) and qualitative (interview) methods are used to investigate and analyze the collected evidence. Awareness of ethics issues is important in order to avoid any problems and difficulties in the research process. Any respondent's name was not mentioned in the research from interviews and questionnaires.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

In this chapter the demographic variables of the respondents and analysis of collected data are presented.

#### 4.1 Demographic Variables of the Respondents

The demographic data in the study includes the gender, age, marital status and educational level of the respondents. These have been present here:

*Table 4.1: Demographic Variables of the Respondents*

No.	Item	Characteristics	Count	%
1	Gender	Male	38	72.0 %
		Female	15	28.0%
	<b>Total</b>		<b>53</b>	<b>100.00%</b>
2	Age	18 – 25	12	22.64%
		26 – 35	26	49.06%
		36 – 45	7	13.20%
		46 – 55	5	9.44%
		> 56	3	5.66%
	<b>Total</b>		<b>53</b>	<b>100.00%</b>

3	<b>Educational Background</b>	< Grade12 complete	6	11.32 %
		College diploma	15	28.30 %
		First degree	29	54.71 %
		Second degree	3	5.67 %
		PhD and above	-	-
<b>Total</b>		<b>53</b>	<b>100.00%</b>	
4	<b>Work Experience</b>	< 3 years	29	54.72%
		4 – 6 years	19	35.85%
		7 – 10 years	3	5.67%
		> 10 years	2	3.77%
<b>Total</b>		<b>53</b>	<b>100.00%</b>	

Seventy (70) questionnaires were sent out, and fifty three (53) of them have been returned by the respondents, there are 38 (72.0 %) were males and 15 (28.0%) were females. The ratio of male to female is approximately 2:5. This shows that the male respondents formed the majority. The second question is to get to know about employees' age so that some relationship between age group and trainings can be found. Table 4.1. show that the main age group in EBG department is between 26 to 35. Since automotive, energy, medical equipment and telecom Business stands in a competitive and fast changing environment so young and matured employees from 26 to 35 are mostly chosen to work in this kind of business as they can adjust to new environments quickly and easily. And also the HR department should consider the age groups when conducting a training young worker do not like theory too much but more practical (On- the- job Training) is accepted by them, on the other hand, employees who are above 35 years old can accept both. By considering this aspect, the effectiveness of trainings could be improved.

Table 4.1(on page 18) also shows the educational level of the respondents. It can be observed that 3 (5.67%) had second degrees, 29 (54.71%) of the respondents had first degree, 15 (28.30%) had College diploma, whilst 6 (11.32%) had Grade12 complete and below. Generally, most of the staff had attained considerably high levels of education. The respondents at this level and experience have the potential to understand the training policy easily.

## 4.2 Data Analysis and Interpretation

Tables, charts and descriptive explanations have been employed to illustrate data collected from the field to make the research findings more meaningful. The following analysis shows the responses received from 53 head office staff of the EBG.

### 4.2.1 Issues Regarding TNA

The significance of conducting TNA was discussed in the literature part of this paper. TNA is the starting point for managing the training policy and most important step in designing training programs.

**Table 4.2: Frequency and Percentage Distribution of TNA Issues**

<b>Item</b>	<b>YES</b>	<b>%</b>	<b>NO</b>	<b>%</b>	<b>I Do Not Know</b>	<b>%</b>	<b>Total</b>	<b>%</b>
Did EBG conduct TNA	4	21.05	11	57.89	4	21.05	19	100.00

As displayed in the table above, out of the 53 sample size of this study 19 respondents were HR officer in EBG. And the table conduct only there responds. 11 of them 57.89% have responded that there was no TNA practice conducted by EBG. Similarly 4 of the respondents 21.05 % have responded that they have no idea about the presence of TNA experience by EBG. The remaining 4respondents 21.05% responded that there was training need assessment in EBG. Here it is clear that conducting training program without proper training need assessment causes a great loss economically as training may not be the right solution for the client organizations performance problem and more importantly the training program

may not achieve its objectives. On this issue true love (1998:52) explains that analyzing training needs allows decisions to be made about where investment in training offers the best return to meet current and future needs. It also prevents waste of resources.

#### 4.2.1.1 What technique was applied to conduct TNA

Regarding TNA practice 4 respondents who affirmed the existence of TNA practice HR officers were also asked to reflect their ideas about the technique applied to conduct TNA. The following table summarizes their responses.

**Table 4.3: Frequency and Percentage Distribution of Techniques Applied to Conduct TNA**

<b>No</b>	<b>Item</b>	<b>Frequency</b>	<b>%</b>
I.	Focus group discussion	-	-
II.	Interview	1	25.00
III.	Observation	-	-
IV.	Questionnaire	-	-
V.	By taking immediate supervisor's recommendation	3	75.00
VI.	Other please specify	-	-
	<b>Total</b>	<b>4</b>	<b>100.00%</b>

Accordingly, 3 (75.00%) of the EBG HR officers mentioned that immediate supervisor's recommendation and 1 respondent (25.00%) responded that interview technique was applied to conduct TNA. Organizations may fail to carry out TNA because of different reasons. With regard to this, respondents were asked to reflect their opinion as to why EBG failed to conduct TNA.



As it was mentioned earlier, in response to EBG’s experience in conducting TNA, 11(21.05%) of the respondents replied that EBG didn't conduct it. These respondents who affirmed the non existence of TNA in EBG were asked the possible reasons for it. Accordingly, their response is presented in the table 4.4

**Table 4.4: Frequency and Percentage Distribution of Respondents on the Reasons for Not Conducting TNA**

	<b>Possible response for not conducting TNA in EBG</b>	<b>Frequency</b>	<b>%</b>
I.	Shortage of time	-	
II.	Lack of budget to conduct it	5	45.45
III.	Lack of experts to conduct it	4	36.36
IV.	Less awareness given to it	-	
V.	Absence of knowledge for its importance	1	9.09
VI.	Less know-how for its importance	1	9.09
<b>Total</b>		<b>11</b>	<b>100.00</b>

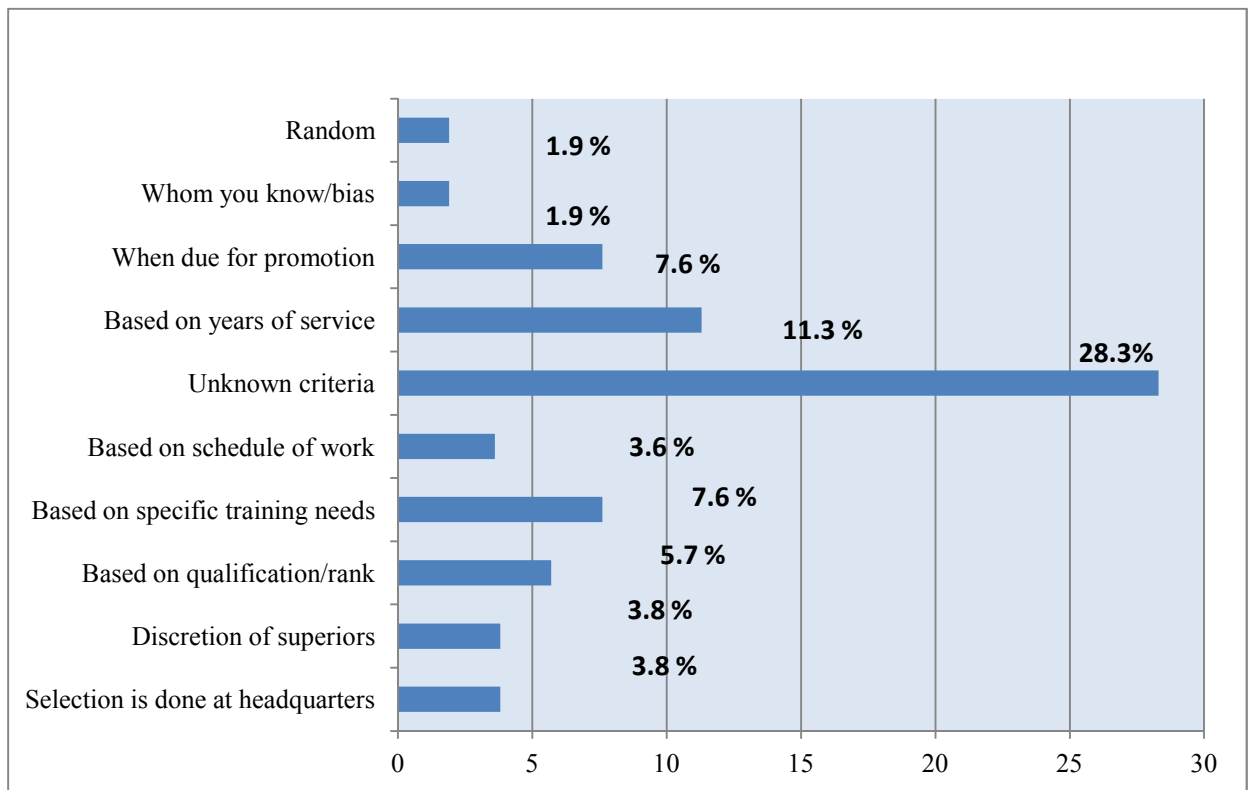
From the above table, 11 respondents who confirmed the non existence of TNA in EBG mentioned the possible response for not conducting TNA in the organization. 5 respondents (45.45%) replied Lack of budget to conduct TNA in EBG, 4 (36.36%) raise Lack of experts to conduct TNA as reasons, 1 (9.09%) of respondents mention Absence of knowledge for its importance as a cause and at last 1(9.09%) of respondents Less know-how for its importance as a problem.

From the above table it can be deduced that EBG failed to conduct TNA either by using its internal experts or external consultants, who have the knowledge, skills and experience to identify TNA primarily because of absence of qualified expert to conduct TNA and the belief TNA was a time consuming effort. On top of that, less attention given by the institute and short of budget were explained as the second level reasons. This finding is consistent with the idea that TNA were not conducted because of the wrong assumption that TNA is difficult, absent of awareness and costly process (Harris and DeSimon, 1994:92).

## 4.2.2 Criteria for Selecting Trainees

In response to the question as to whether performance appraisal is the basic criteria guiding their selection for training, only 13 (24.5%) responded affirmatively. The majority, that is 40 (75.5%) of the respondents indicated that the performance appraisals were not used in selecting staff rather the use of years of service (11.3%), promotion (7.6%) and an unknown criteria (28.3%), in selecting staff for training Figure 2.

**Figure 2: Criteria used in selecting staff for training**



The organization success depends heavily on the performance of employees. Performance appraisals offer a number of advantages for the organization. A periodic performance appraisal allows manager/owner to provide positive feedback as well as identifying areas for improvement. The manager/owner can also lay the groundwork for a developmental plan so employees can improve their skills.

On other side; huge organizations like EBG top level managers cannot get time to engage in an extended conversation with employees. So an advantage of an employee performance

appraisal is that it allows top managers to have a candid one-on-one chat with staff, which can give for top level managers a better idea of what makes them tick as well as the chance to build rapport.

The data for the study showed that, the majority of the respondents **40** (75.5%) had negative perceptions about EBG using the performance appraisals in selecting staff for training. The study revealed that the majority of the respondents expressed dissatisfaction with the selection practices in place at EBG.

The data for the study showed that the situation where employees would be selected for training based on appraisals and training needs identification was non-existent at EBG. The fact that quite a number of respondents called for transparency in the selection of staff for training, one devoid of favoritism means that the management of EBG would have to enhance its efforts at adhering strictly to its selection policy and at large its training procedures.

### **4.2.3 Staff Awareness and Impact of Training Policy**

This discussion relates to level of awareness of training policy among EBG staff.

***Table 4.5: Staff training policy awareness***

<b>Rate</b>	<b>Count</b>	<b>%</b>
Poor	3	5.66%
Average	9	16.98%
Good	2	3.77%
Very good	4	7.54%
Excellent	35	66.03%
<b>Total</b>	<b>53</b>	<b>100.00%</b>

When the respondents were asked about awareness of training policy practice in EBG; and 3 (5.66%) employees said poor, 9(16.98%) employees said Average,2(3.77%) employees said Good and finally 35 (66.03%) employees said Excellent. So when generalized the respondents answers; the 41 (75.36%) respondents answered in the affirmative whilst 12 (22.64%) stated otherwise. The study showed that the majority of the respondents were aware of the training policy and also had appreciable knowledge of it. However, the fact that not all the staffs were aware of the policy leaves much to be desired.

#### 4.2.4 Training policy Implementation

The HR Department has an overall responsibility for implementing and monitoring this policy, which are reviewed annually. Question number ten (10) and eleven (11) aim to find out whether employees have training when hired, if trained, what the training was for? 30 respondents did not have training when hired, 23 other respondents were trained, and the trainings were on the organization general introduction, customer service, computer and software usage, departmental guide etc. Table 4.6 shows the percentage of these respondents.

*Table 4.6: Employees Training Practice*

<b>Responses from Staff of EBG</b>		
<b>Statements</b>	<b>Count</b>	<b>%</b>
Were Trained	23	43.40%
Did not have Training when hired	30	56.60%
<b>Total</b>	<b>53</b>	<b>100.00%</b>

According to the Assistant HR personnel of EBG, it is not possible to organize training for every new employee, because they are hired at different times, it will be cost efficient to organize training for a group of new employees.

However, adequate trainings before the work help employees get used to the environment and work tasks very quickly and avoid the obstacles and possible accidents during work.

Adequate trainings before work lead to the better attitudes towards their work, as a result, better services will be offered to customers. In this case, the company organized a beginner's training only when there are a group of new employees in order to save costs for the department, but trainings before work is more beneficial if possible to be organized.

The human resource department should also understand the importance of staff training, either the trainings are organized before the work starts or afterwards, and to realize the benefits brought by staff training so that they will pay more attention to all the trainings be organized. HR department should be informed about the importance of the trainings and make all efforts in assisting organizing the trainings in order to help employees to improve, to ensure the growth of the business and to achieve better results from staff trainings.

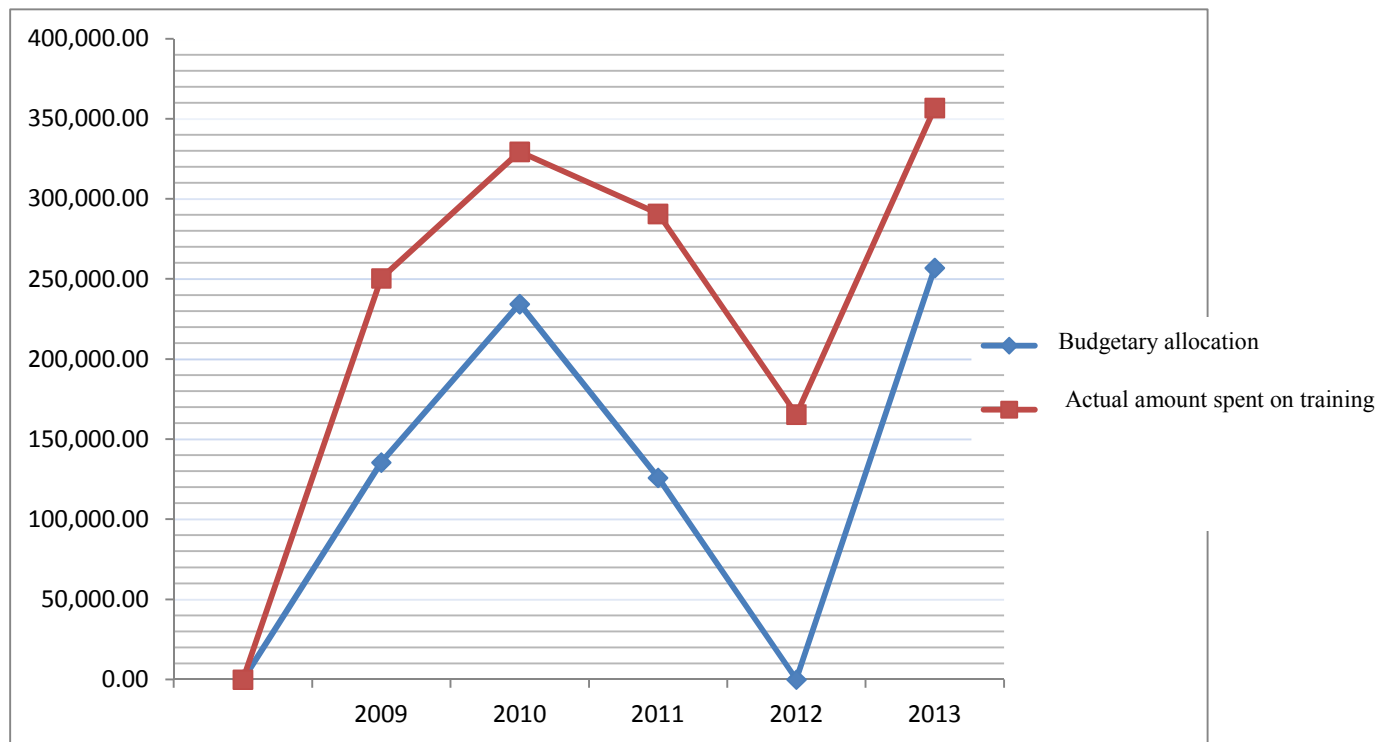
#### **4.2.5 Training policy Implementation Challenges**

Organizations and individuals alike face many problems with regard to training and development. This section concerned with the challenges EBG's face in the implementation of its training policy:

##### **A) Budgetary Challenges**

Consequently, when the human resource training program officer was asked if the budget available for training were adequate, the answer was a big "NO". Fig 2 shows the budgetary allocation for human resource training programs at EBG for the past five years (2009-2013). The figure show that the budgeted allocate for training program totally not agrees with the actual amount spent. However, the actual amount spent on training boost the budgeted amount for all the five years by Birr 99,851 in the year 2013, in year 2012 Birr 165,478(do not have budget allocation for training program in this year). On the budget year 2011, 2010 and 2009 also the actual amount spent on training exceeded the budgeted amount by Birr 164,801, Birr 95,010 and Birr 114,960 respectively. This clearly indicates that budgetary allocation for training had not been adequate over the last half decade and is a key challenge to training activities.

**Figure 3: Training Program Budget Allocation at EBG**



**B) Challenge for Analyzing the Objective of the Training Programs**

One of big challenge that EBG HR department had during implementation the training program; whether employees do understand the importance of the training program and policy.

**Table 4.7: View of Employees about Objective of the Training Program**

Statements	Count	%
Improve performance	14	26.42%
Acquire more skills	21	39.62%
Didn't realize the objective of training	15	28.3%
<b>Total</b>	<b>53</b>	<b>100.00%</b>

Table 4.7( page 26) shows in response to the question what were the objectives of the training 14(26.42%) responded to help improve performance, 21(39.62%) responded to acquire more skills, 3(5.66%) of them write their personal perception about the organization training policy objective but **18 employees (33.96%)** responded still they do not get the objective of training. These numbers are not small when we see from the sample size 53. **18** employees their attitudes towards trainings are not as serious as expected, which affect the outcome of the trainings as well as their self development and improvements.

### **C) Fostering Training in the Workplace**

It has been clearly stated that HR training activities are designed to change an individual's behavior and attitudes towards their job and organization (Yan & McLean, 1998), but HRD practitioners are confronted with problems relating to employees' behavior and attitudes. On Table 4.8 shows that respondents rate on willingness of manager to send employees for training program.

***Table 4.8: Willingness of Manager to Send Employees for Training Program***

<b>Statements</b>	<b>Count</b>	<b>%</b>
Excellent	7	13.21 %
Very good	4	7.55 %
Good	8	15.09 %
Average	11	20.75 %
Poor	23	43.40 %
<b>Total</b>	<b>53</b>	<b>100.00%</b>

As it stated in Table 4.8 when the respondents were asked about the willingness of managers to send an employees for training program ; from the total of respondents 7 (13.21%) employees said Excellent, 4(7.55 %) employees said Very good, 8 (15.09 %) employees said Good and finally **23 (43.40 %)** employees said Poor.

From the respondents result the researcher notice the EBG managers' have uncooperative behavior towards willingness of send employees for the training program and these is one of the challenge that EBG HRD face when implementing effective training policy. If the managers not send employees for training program that make difficult for training manger to run training smoothly.

#### **D) Managers and Employees Communication**

The managers and employees smooth communication in the workplace it will improve the organization overall workplace culture. Another positive is that managers and employees good solid organizational communication eliminates barriers and resolve problems. Table 4.9 underneath displays the rate of EBG managers' communication with the employees.

***Table 4.9 EBG Managers Communication with the Employees***

Statements	Count	%
Excellent	9	16.98 %
Very good	3	5.66 %
Good	1	1.89 %
Average	13	24.52 %
Poor	27	50.94 %
<b>Total</b>	<b>53</b>	<b>100.00%</b>

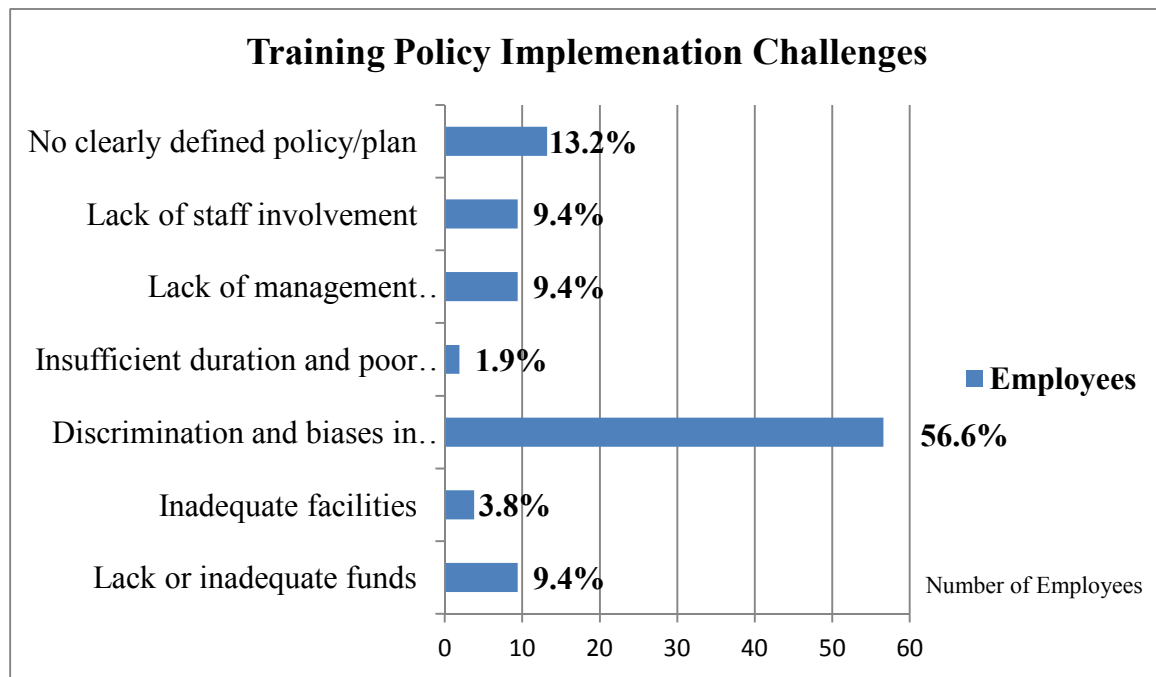
As it shown in Table 4.9 from the total 53 respondents 27(50.94 %) give “poor” rate for the EBG managers and employees communication. Poor managers and employees communication bring out many potential problems; Increased amount of employee turnover, high amounts of call outs, poor customer service skills, diminished productivity , the lack of interest and focus on a given training program.



## E) Other Challenges

EBG employees including HR department officers also mentioned other challenges of training implementation: When respondents were asked the challenges EBG faces in the implementation of its training activities, researcher summarize the various challenges that identified by respondents on Figure 4

*Figure 4: Training Challenges Faced by Respondents at EBG*



## 4.3 Interview Results

Interview was conducted to get depth insight of the training policy of the companies. The results are grouped into three sections as follows:

### Interviewees Background of Information

On these section was about interviewees' background information, their positions, work experience and work tasks. The Assistant HRM has 12 years of human resource work experience, and he is responsible for assisting the HR Director to organize the whole department and to maintain and develop the HR policies, interviewing new employees, help controlling everyday activities in HR and co-operate with other departments etc.

The HR department officer has 9 years working experience. She is responsible for the plans, organization, monitoring and conducting training activities effectively in order to upgrade the performance of their employees to meet the organization's standard. And also assist the Human Resource department in accomplishing organizational and departmental goals and objectives.

### **Interviewees Respond about the Organization Training Implementation Challenges**

The researcher tried to find out from the interview the challenges EBG face in implementing its training policy. The interviewee mentioned the challenges they face as an HR experts. The organization have few training programs out of Addis Ababa in which case the trainees do not quit or run-away as they are forced to stay in the training compound. But at times trainees are likely to return home before the end of training.

EBG provides various training to staff. The HR department gets internal and external trainers to train employees. But challenges came on other side that is trainees are being pinched by other competitors. It is difficult to get employees to stay after getting expensive training. The interviewer gave one example for the researcher that recently two of their employees left after given expensive training. They were competent and skilled, but they couldn't stop them from going because they had a better job opportunity. He added that all their technical workers (Automotive & Energy Business) have been in the company for many years they have been promoted from the bottom but the problem is that other competitor firms usually pinch them. It is one of the challenges for the organization.

### **Interviewees Respond about the Organization Trainee Selection Methods**

The researcher tried to find out how the organization selects employees for training. In the organization's training policy guide it is mentioned that performances appraisal are the first criteria in selection of trainees. After selection, the trainees according to his/her performance appraisal result and then check the willingness of the trainee for the specified training. If training is to be given overseas, the trainee must train the his/her workmates when returned.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter discusses the findings of the study and draws conclusion based on the findings that emerged. Recommendations for improving the training activities and how can face the challenge when implement training policy.

#### 5.1 Summary of Findings

During the discussion, satisfactory answers are found for almost all the questions raised and most of the required information was gathered. So the major findings of this study are summarized and presented as follows.

- ⊕ The researcher further discovered that budgetary allocation for training was the key challenge in implementing the training policy. The study also revealed that the budget for training activities during the period under review decreases.
- ⊕ The outcomes of training are not as expected; because EBG didn't conduct TNA well. It's just written on paper not implemented totally on training policy of the organization on other side some EBG employees are not aware of the importance of training and what they will benefit from staff training so that trainings are regarded as normal courses to participate.
- ⊕ The data for the study showed that, the majority of the respondents have negative perceptions about EBG using the performance appraisals in selecting staff for training.
- ⊕ The study revealed that the majority of the respondents expressed dissatisfaction with the selection practices in place at EBG and complained about discrimination and the improper method in selecting staff for training.
- ⊕ Also the majority of the respondents was aware of the training policy and also had appreciable knowledge of it. However, the fact that not all the staffs were aware of the policy leaves much to be desired.

## **5.2 Conclusions**

Based on the findings presented in the previous section, the following conclusions are drawn.

it was observed that training theories and principle were not respected in the training practice conducted by EBG in the research period. TNA, which is the foundation for proposing, designing and implementing training programs, was neglected.

The study, which was aimed at investigating the human resource training program at EBG, revealed dissatisfaction among the respondents about the criteria for selecting staff for training, and even though respondents were aware of and have appreciable knowledge of the policy, the fact that the training policy has not been formally instituted and implemented shows a lack of commitment on the part of the management of EBG towards developing its human resource. The training policy procedures at EBG can therefore not be described as conforming to standard practices. However, the relevance and effectiveness of the methods used were successful in equipping trainees with the intended skills for work that indeed training can have impact on the productivity of EBG.

The EBG faced some challenges of inadequate budgetary allocations and lack of commitment to training when implementing its training policy.

The management of EBG need to come to realize that the mission,vision and desire to contribute the EBG profitability will only be achieved by being committed to training policies and making strategic investments in the human capital in order to enhance the competency of the staff for efficient, effective and improved customers service delivery.

## **5.3 Recommendations**

There is need to document staff performance overtime for which appropriate training could be recommended. Selection of trainees should be based on performance requirements and not motivational achievement. It should be balanced across age spectrum, disciplines, functions and levels depending on the need. Organizational demands must however be matched with and balance against individual aspirations and preferences. Performance appraisal should be used to identify training needs. Selected trainees must be

motivated to learn. There is a likelihood of attending training and not learning anything. The old adage “you can take a horse to water but cannot force it drink” would be applicable to such training context.

The following recommendations are made based on the findings of the study:

- I. There is the need for the management of EBG to ensure that all staff were made aware of and had adequate knowledge of its training policy. All departments must be used to disseminate the policy to all staff. At least the training policy could be made available to staff at the time of recruitment and emphasized during annual and union meetings.
- II. Training programs largely help an organization to accomplish its goals and objectives. This is possible when training programs are provided to employees by identifying areas where it can make a real contribution to organizational success. Therefore, all concerned bodies have to carry out TNA using the right approach in order to avoid misuse of resources as well as for effective accomplishment of organizational objectives. The practice of conducting training need assessment should encompass the needs of an individual employee so that they are able to determine their own needs.
- III. The management of EBG should as a matter of urgency ensure the total implementation of the training policy to enhance the job skills of the staff for improved performance.
- IV. Budgetary allocations for training should be increased so that training program could be successfully implemented to enhance the capabilities of staff towards improving customer services through an efficient and effective workforce.
- V. A possible disadvantage of performance appraisals is that they use up precious time. The organization HR department officers need to take the time to prepare for the appraisal as well as actually conduct it. It also means downtime for the organization employees, resulting in lost productivity. On other side; to conduct a fair and accurate performance appraisal, the officials need to keep accurate records and documentation throughout the appraisal period. If there not in the habit of making notes when an

event occurs, it can be easy to forget about the incident or record it at a later time the officers memory is not as fresh. As a result, the person who works on that specific task may judge the employees unfairly. So the organization needs to use other training selection methods as an option.

- VI. A systematic training program based on the functional activities and the career progression of each staff could be planned to meet the training needs of staffs. This will ensure that through out the working life of a staff at EBG, their training policy needs will be planned in advance and implemented to enhance their capabilities to provide quality services. The individual training plan of the staff should, however, be reviewed and updated periodically to meet the challenges of the time.
- VII. Help employees to know staff training and understand the importance of it. Human resource department should be explain to the employees about the objectives of the trainings, and what employees will benefit from the training, meanwhile, the employees should be told how they use what they've learned from the trainings in the future. It is recommended that EBG should invite employees from the same industries.
- VIII. Increase the communication between management and employees by getting feedback from employees in order to know what they like and what can be improved in trainings to get better outcomes. And trainers can observe while conducting trainings, some employees would not express themselves even though they do not feel satisfied with the trainings. Moreover, employees from human resource department could attend the trainings themselves to find the problems. To understand each other better will bring better results of trainings.

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## **Appendices: I**

### **St. Mary's University**

#### **MBA (HRM CONCENTRATION) Research on Practices and Challenges of Training Policy Implementation at EBG**

#### **Questionnaires to be completed By Employees**

##### **Dear Respondents**

The aim of this study is to examine the training practices at EBG and find out the challenges of training policy implementation to suggest ways of enhancing the training policy at EBG.

##### **RESEARCH QUESTIONNAIRE**

This questionnaire has been designed to solicit information for purely academic purposes. This is to enable the researcher YABETSE TEFERA a final year student of St. Mary's University, complete his thesis on the topic; PRACTICE AND CHALLENGES OF TRAINING POLICY IMPLEMENTATION AT EQUATORIAL BUSINESS GROUP (EBG), in PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE MASTER'S DEGREE IN BUSINESS ADMINISTRATION (HRM CONCENTRATION)

Please note that:

1. No need of writing your name.
2. Please fill the answer by putting ( ✓ ) mark.
3. Please give more attention and return the completed questionnaire as much as possible.
4. If you need further explanation, you can contact me on through the address shown below.

Mobile: +251911104416 E-mail: [jabetzefera@gmail.com](mailto:jabetzefera@gmail.com)

**Thank you in advance, for your cooperation!**

*NB. All information given would be treated with utmost confidentiality.*

**SECTION A: Basic Demographic Data**

**Please Tick ( ✓ ) Where appropriate**

**1. Gender:** I. Female  II. Male

**2. Age:** I. 18 – 25  II. 26 – 35  III. 36 – 45   
IV. 46 – 55  V. 56 And above

**3. Marital status** I. Single  II. Married  III. Divorced   
IV. Widowed  V. Separated

**4. Current Position:** .....

**5. Educational background:**

I. PhD and above  II. Second degree  III. First degree   
IV. College diploma  V. Grade 12 complete and below

IX. Other (please Specify) .....

**SECTION B: EBG Training Need Assessment(TNA) Practices**

**Please Tick ( ✓ ) Where appropriate**

**6. How long have you been working with EBG:**

I. 1 – 5 years  II. 6 – 10 years   
III. 10 – 15 years  IV. >15 years

7. Did EBG conduct training Need Analysis?

- I. Yes  II. No  III. I have no idea

8. If your answer to question no. 6 is yes, the techniques used to conduct this

Assessment was: (Answers could be more than one)

I. Focus group discussion  II. Interview

III. Observation  IV. Questionnaire

V. By taking immediate supervisor's recommendation

IX. Other (please Specify) .....

9. If your answer to no.6 is No, the reasons for not Conducting TNA

I. Shortage of time

II. Lack of budget to conduct it

III. Lack of experts to conduct it

IV. Less awareness given to it

V. Absence of knowledge for its importance

VII. Less know-how for its importance

VIII. Other (please Specify) .....

### Section C: Issues regarding Selection of trainee

Please Tick ( ✓ ) Where appropriate

10. Do you know whether your job strengths and limitations are documented by your Supervisors for future training program?

- I. Yes     II. No

11. How often is your performance appraised?

- I. Monthly     II. Quarterly     III. Every six months   
IV. Once a year     V. Never     VI. Other(specify).....

12. Do you agree performance appraisals are used in selecting staff for training?

- I. Strongly Disagree     II. Disagree     III. Not Sure   
IV. Agree     V. Strongly Agree

13. If the answer in 13 Strongly Disagree (I) or Disagree (II) , How were the trainee selected? Please state at least (two)

.....  
.....

**SECTION D: Training Policy Implementation at EBG**

**Please Tick ( ✓ ) Where appropriate**

14. How would you rate your understanding of the Human Resource Training Policy at EBG?

I. Excellent  II. Very good  III. Good

IV. Average  V. Poor

15. EBG training policy been communicated to you? I. Yes  II. No

16. What were the objectives of the training?

I. To help improve performance

II. To acquire more skills

III. I didn't realize the objective of training

IV. Other please specify

.....  
.....

17. How would you rate level of awareness of training policy among EBG staff ?

I. Excellent  II. Very good  III. Good

IV. Average  V. Poor

18. How would you rate the EBG managers communication in work place with employees ?

- I. Excellent  II. Very good  III. Good   
IV. Average  V. Poor

19. Did you have training when hired in EBG ?

Yes  No  **If yes, for how long?** \_\_\_\_\_

20. How would you rate the managers' willingness to send an employee for training program?

- I. Excellent  II. Very good  III. Good   
IV. Average  V. Poor

**SECTION E: Challenges of Training Policy at EBG**

**Please Tick ( ✓ ) Where appropriate**

21. What challenge do you face at EBG with regard to Training program?

.....  
.....

22. What do you dislike about the training program at EBG?

.....

24. What training or skills do you need to improve your work?

.....

**Thank you for your cooperation!**



## **Appendices: II**

### **INTERVIEW GUIDE FOR HR DEPARTMENT OFFICERS**

#### **Interview Questions**

1. Can you tell me shortly about your position, your work tasks and work experience in  
EBG?
2. What procedures guide the training of staff at EBG and how is the program  
implemented?
3. Is the training practice related to organizational objectives? How?
4. What is your base for selecting appropriate trainees for appropriate training?
5. Do you think the methods used in the training programs at EBG have achieved the  
desired results?
6. Do you believe training practice increase employees moral and satisfaction just as like  
Promotion and financial encouragement?
7. What challenges does EBG face in implementing its training policy?

Could you please make available to me the following corporate documents?

- ⊕ EBG Staff training policy
- ⊕ Staff appraisal forms
- ⊕ EBG annual report for last Five years.

**Thank you.**

## DECLARATION

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

Shoa Jemal

Name

\_\_\_\_\_  
Signature& Date