SAINT MARY`S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

EMPLOYEES TRAINING PRACTICES IN PHARMACETICALS FUND AND SUPPLY AGENCY.

BY

HAILEMICHAEL MOLLA BELAY

ID NO: SGS7/0288/2006B

JANUARY, 2016

ADDIS ABABA, ETHIOPIA

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A THESIS SUBMITTED TO ST. MARY`S UNIVERSITY, SCHOOL OF GRADUATE STUDIES IN PARTIAL FUFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION.

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ACKNOWLEDGEMENTS

ACRONYMS

HRD-Human Resource Development

KSA-Knowledge, Skill and Abilities

PFSA –Pharmaceuticals Fund and Supply Agency

ROI- Return on Investment

SMART- Specific, Measurable, Achievable, Relevant and Time Bound

TNA- Training Needs Assessment

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ABSTRACT

The main purpose of this study was to assess the current practices of training programs conducted by Pharmaceuticals Fund and Supply Agency. To conduct this study a descriptive survey method was employed. The data were collected through questionnaires. The data were collected from sample of 217 male and female from the total population of 500 by using simple random sampling method. The major findings were the practices of conducting training need assessment prior to training were found non-existent, the involvement of client organizations and employees in setting training objectives and content selection had been neglect. Majority of the training programs offered were short term off-the-job trainings and no emphasis has been given to on-the- job training methods. The system of evaluation by which the effectiveness of training programs was not assessed focused mainly on training evaluation during and after training using training evaluation formats and questionnaires. Besides, inadequate budget, lack of management support, and absence of client organization participation in over all training provisions were seen as source of the major constraints in the training endeavors.

It can be concluded that training investments by Pharmaceuticals Fund and Supply Agency did not produce or achieve the intended goals because of poorly designed and implemented training programs which were not linked to performance problems. Pharmaceuticals Fund and Supply Agency did not facilitate the participation of stakeholders in setting objectives and content selection. Thus in light of the above problems the following recommendations were forwarded. Needs assessment has to be carried out systematically; Pharmaceuticals Fund and Supply Agency should develop training directives which include guides for needs assessment, selection criteria, and other issues. Participating stakeholders has to be encouraged in setting objectives and content selection for training endeavors. Evaluation has to be practiced all the way through the training programs using various assessment techniques.

Key word: Training

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Nowadays, organizations operate in a complex and changing environment that greatly enhances and influences their growth. To cope up with this changing environment and technological advancement, organizations need to develop and train their employees. In addition, the survival of any organization depends on the quality of human resources of the company. An organization can also use training to try to overcome deficiencies in employees. Often effective training can produce productivity gains that offset the cost of training. (Weretaw, 2012).

Training and development can be defined as a planned learning experience designed to bring about permanent change in an individual's knowledge, attitudes and skills (Noe, 2011).

Subha (2011) stated that training and development is any attempt to improve current or future employee performance by increasing an employee's ability to perform through learning and also usually by changing the employee's attitude or increasing his or her skills and knowledge. Wilson and Hash (2003) stated that training is one of the most important strategies for organizations to help employees gain proper knowledge and skills needed to meet the environmental challenges. Employee training represents a significant expenditure for most organizations to compete with the existing environment.

Training is often viewed tactically rather than strategically. But organizational leaders are often not clear about what they want from training and therefore fail to connect training with the overall organizational goals and strategy (Neitzel, 2006).

Training should not be regarded as a luxury to be undertaken when time and budgets allow. The management should recognize that the training function has valuable intelligence to employees' core skills.

The training unit, in a successful program, should understand the organizations strategic direction and then it can design and implement a creative way of moving people in that direction (Isiaka, 2011).

Training prepares employees for the new and specific jobs and it is often non-managerial employees oriented while development is managerial oriented and essential for future assignments. Global competition has made training and development a viable tool for all kinds of organizations (Ahmad & Din, 2009).

According to Ahmad and Din (2009), employee training and development are based on the premise that staff skills need to be improved for organizations to grow. New entrants into organizations have various skills, but not all are relevant to organizational needs. Therefore, training and development are required for employees to enable them work towards taking the organization to its expected destination.

According to Vemic (2007), studied training should not be undertaken for its own sake. It must be geared to the objectives of the particular organization. It is essential to know what the present skills, the agreed objectives and what training is required to meet the objectives.

Training also lead the employee to the right mix of knowledge, skills and attitudes, help a job holder to perform tasks successfully (Kumpikaite, 2008). Often effective training can produce productivity gains that offset the cost of training. Training is especially important in industries with rapidly changing technologies.

According to Tomas (2011), employees training and development in the service render particularly in less developed countries economy like Ethiopia is the need of the time undoubtedly. Hence, the study focuses on one of Ethiopian service rendering, pharmaceuticals fund and supply, for which employee training and development for this sector has become essential to achieve the national health objectives.

Thus, the intention of this study is to examine the experience of Pharmaceuticals Fund and Supply Agency on employee training and development with a view to understanding the practices and problems being faced.

1.2. Back Ground of the Organization

The study was conducted at PFSA Central Office which is located at the historical city of Addis Ababa , Addis Ketema Sub city Administration (specifically in front of St.Paulo's) hospital, occupying an area of 8.5 hectare. The provision of complete health care necessitates the availability of safe, effective and affordable drugs and related supplies of the required quality, in adequate quantity at all times. Despite this fact, in the past, the pharmaceuticals supply Chain management system of the country had several problems including non-availability, un affordability, poor storage and stock management and irrational use of medicines. To solve these problems in public health facilities, Pharmaceutical Fund and Supply Agency (PFSA) was established in 2007 by Proclamation No. 553/2007 based on the Pharmaceuticals Logistics Master Plan (PLMP). The Agency is mandated to avail affordable and quality pharmaceuticals sustainably to all public health facilities and ensure their rational use .Even though, the mandate is for all public health facility, and it serves the private health institution.

1.3 STATEMENT OF THE PROBLEM

Organizational effectiveness largely depends on the ability to acquire effective and efficient use of the existing work forces. This is because human resource is a strategic asset for the success of the organization. This can be achieved through appropriate training and development programs that can respond to the changing environment.

Training programs have to be designed carefully if the intended goals are to be achieved and evaluated. In designing the training program, issues like analysis of training needs, training content, selection of trainers and trainees, the training facilities and environment and training methods should be given serious attention for the learning process to be effective and successful. Evaluation of the training program also needs to be carried out to obtain feedback for further improvement in designing training programs. From the past 3 years up to now has witnessed several attempts by pharmaceuticals fund and supply agency improve the human resource capacity of their employees to overcome the skill, knowledge and attitude gaps of the organization.

But from my own continues intensive physical observation from 2012-2015 of three years in Central Office of PFSA, different problems are existing regarding to training and development practices. To strength and know this issues further, the researcher found written document about the organization training experience. But it does not exist the written document about the training activities.

On the other hand, to know the employees awareness about training, the researcher distributed some questionnaires. From the respondents response the following problems are existing. These are:-, training and development activities lacks participation, lack of need assessment, absence of training evaluation after the end of the training, lack of appropriate training methodological approach, absence of appropriate and fair selection of trainee and trainer and absence of human resource information system.

The absence of the above basic elements of training and development is dictated to high turnover of experienced and professional employees, lack of interpersonal trust, lack of work quality, ineffective and inefficient achievement of organizational goal, inability of adapt and imitate the technology. Thus the researcher wants to check these existing problems and so as to give recommendation by investigating deeply.

Generally, the researcher has observed the above gaps that need to be studied in detail. Therefore, the purpose of the study is to investigate the training and development practices of the organization in order to identify the major problems and forward suggestions to reduce the problems that Pharmaceuticals Fund and Supply Agency is facing at present.

1.4 RESEARCH QOESTIONS

From the above problems, researcher puts the following basic research questions:

1. How is training assessment carried out in Pharmaceuticals Fund and Supply Agency?
2. How does Pharmaceuticals Fund and Supply Agency select employees for training?
3. What training methods are used to conduct training and development?
4. How is training effectiveness evaluated?
5. What are the problems in the training and development practices in the organization?

1.5 OBJECTIVE OF THE STUDY

The main objective of this study is to assess the employee training and development practices of the pharmaceuticals fund and supply agency in general.

To be more specific and in addressing the research questions, the specific of the study is to:

1. To assess how training need assessment is carried out at pharmaceuticals fund and supply agency;
2. To identify the selection criteria of employees for training and development program;
3. To assess the methods used for conducting the training and development;
4. To assess how training evaluation was carried out; and
5. To identify the training and development practices problems of the organization.

1.6   OPRERATIONAL DEFINITIONS OF TERMS

- Training- Imparting skills required for performing a particular job successfully.
- Development- The growth of employees in all aspects so that they will handle higher level positions

1.7 SIGNIFICANCE OF THE STUDY

The purpose of the research is to conduct a descriptive study on the perception of employees on training and development practices at Pharmaceuticals Fund and Supply Agency.

The significance of this study can be explained from three perspectives.

-Primarily, it will contribute to the organization in designing effective training and development program and enhancing awareness of the management in the area.

- Secondly, it may have a contribution to the literature and serve as a reference for students and other people, who are interested to conduct study in the area,

- Thirdly it will obviously enhance the researcher's confidence to independently conduct research work.

1.8 SCOPE AND LIMITATION OF THE STUDY

The scope of the research is limited to the assessment of employee training and development programs offered by Pharmaceuticals Fund and Supply Agency at the Head Office. Hence, it is intended to assess employee training and development activities focusing on the Head Office Staff. This happened due to time and financial constraints to include those working in different branches. However, it is believed that the Head Office Staff responses will represent the branches as well. Pharmaceuticals fund and supply agency is a big organization which has 17 branches in different areas. To distribute and collect the necessary questionnaires, the geographical location of branches is dispersed and takes a lot of cost and time. Therefore, the study focused on at Head Office level.

In terms of number of respondents, the researcher took 217 employees as representative data from 500 employees at Head Office because it won`t be manageable to take more than 217 representative sample size. Thus, nearly 50% of the population has been considered for the study.

In terms of data collection tools, different researchers may use different data collection tools to come up with the findings result more clearly. The researcher however used questionnaire collect the required information from the respondents it is assumed that the data collected through the distribution of questionnaires will suffice to safely conclude about the training and development practices of the Agency.

In terms of data analysis methods used, the researcher used descriptive type of a statistical method since it is important to describe facts. This numbers and percentage were used to analyze the data collected.

The variables used are also delimited to training methods employed, training content, training implementation, and training evaluation. Thus, these are the main focus areas of the study.

1.9 ORGANIZATION OF THE RESEARCH

This paper is organized into 5 chapters. The first chapter presents the introduction part, which includes the background of the study, back ground of the organization, statement of the problem, research questions, and objectives of the study, significance of the study, definitions of terms, and scope of the study.

The second chapter consists of the related literature review. The third chapter discuss the research design and methodology of the study. Chapter four is devoted to analysis and interpretation of the data obtained from different sources. The fifth chapter delivers the summary, conclusions and the recommendations forwarded based on the findings of the study.

2.1. Introduction

This chapter deals with the general concepts and principles of employee training programs. The review raises basic (core) issues in training like training need assessment, setting training program objectives, determining contents of training programs, selecting appropriate, trainers and trainees, conducting training programs , evaluating training program and problems of training and development program.

2.2. Definition and Importance of Training and development

Organization as a system uses different types of resources, including material and human resources. Among these resources, human resources are the engine that helps the organization to meet its goal. The survival of any organization depends on the quality of human resource it possesses. In order to cope up with the fast changes in requirement of skill and knowledge, the need for systematic training is now felt in almost all organizations. Camp,(1986) expressed that in today's fast growing world, people's education is no longer adequate to carry out their jobs because jobs are growing faster than the people who hold them.

The goal of employee training is to increase the capabilities and potential of employees in carrying out their duties. Effective training program contribute significantly to the improvement of organizations' competitiveness, productivity, sustainability and the quality of product/ service to customers; reduce the need for close supervision, increased moral and adaptability to new methods Cowling and Mailer (1998)

Hence training programs have a lot of importance for employees as well as for the organization if it carried out in a planned and systematic way. Harris and DeSimon (1994), stated that in order to meet the current and future needs, the organization should begin training and development activities when an employee connects the organization and continues throughout his/her career's whether he/she is an executive or not. Training is the act of increasing the knowledge and skill of an employee for doing a particular job.

Training is a short term educational process and utilizing a systematic and organizational procedure by which employees learn technical knowledge and skill for a definite purpose.

Different authors defined the term training in different ways. However, the concept remains similar. Foot and Hook (2005), described training as a planned process to modify attitudes, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose is to develop the ability of the individual and satisfy the current and future needs of the organization.

Similarly, Monopa and Saiydain (1999), stated that, the central ideas of training activities focuses on improving employees and managers performance on the current job she/he holds. They further said that it is an activity that is designed to help workers to acquire and apply knowledge, skill, ability and attitude in their work place. According to Dessler (2005), training is the method used to give new or present employees the skills they need to perform their jobs.

Byar and Rue (2006), defined as training is a learning process that involves the acquisition of knowledge, skills and abilities (KSA) necessary to successfully perform a job.

Cascio (1986), on the other hand, described training as a planned program undertaken to improve employee knowledge, skill, and social behavior so that, the performance of the organization improves considerably. Griffin (2000), argued that training usually refers to teaching operational or technical employee how to do the job for which they are hired. Hence, from the above definitions, it is possible to say that, all scholars agree on the point that training provides employees with specific, identifiable knowledge and skills for use on their present jobs.

Sometimes the word training is synonymous with development. But both training and development have similarities and differences.

Regarding the similarity and differences of training and development, Decenzo and Robbins (1999), stated that both are similar in the methods used to affect learning, improve employees and organizational competencies to cope up with the changing environment. However, they are different in their time frame i.e. training is more present day oriented; its focus is on individuals' current jobs, enhancing those specific skills and abilities to immediately perform their jobs. On the other hand, development is a long term activity which focuses on future jobs requirements in the organizations.

Adams and Griffin (1987), indicated the distinction between training and development as training is the acquisition of knowledge and skills, often manual for particular job, while development as improvement and growth of individual's faculties, attitudes insights and traits.

Mathis and Jackson (1997), explained that development is different from training in that it is often the result of experience and the maturity that comes with it and focuses on less tangible aspects of performance such as attitudes and values whereas, training focuses on learning specific behavior and actions, demonstrate techniques and processes. It is a short term and its effectiveness is measured by performance appraisals, cost benefit analysis, passing test or certification.

Development on the other hand, focuses on understanding information, concepts and context; develop judgment, and long term in duration.

To sum up the above-mentioned ideas, training provides employees with specific, identifiable knowledge and skills for use on their present jobs whereas development being broad in scope focuses on less tangible aspects of performance useful for both present and future jobs.

Although provision of training and development opportunities to new and experienced employees are time consuming and expensive, organizations should find these costs to be a sound investment in human resources. In support of this idea Harris and DeSimon (1994), stated that those programs that are designed to develop in an organization should be integrated to long term plans and strategies of the organization.

Training program should be designed based on principles. That means general principles have to be taken in to consideration while designing training programs. Tracy (1984), listed out the following principles of designing training programs:

1. Training requires the full commitment and support of top management, supervisory personnel   and collective bargaining unit.

2. Training programs and activities must focus on problems that can be solved by training – remediation of deficiencies in knowledge, skill and attitude; not on management problems, performance deficiency attributable to in appropriate performance standards, inadequate supervision, dissatisfaction with working conditions, etc.

3. Training programs must meet both organization and employee's needs, and they must encompass all types and levels of employees and cut cross all divisions and unit of the organization.

4. The pattern and arrangement of training opportunities must compliment and implement the philosophy of the organization.

5. Training programs must be developed through a systematic process. They must be built on a firm foundation of precisely defined job performance requirement.

6. Training programs must employ delivery systems that are selected on the basis of training effectiveness, available technology, cost effectiveness and results.

7. Training programs must be validated to insure effectiveness prior to full scale implementation.

8. Training programs include evaluation and feedback channels and mechanisms to permit refinement, updating and continuing effectiveness

9. Training programs must provide ample opportunities for trainees to apply and practice newly acquired skills and knowledge.

Pigors and Myers (1981), mentioned that a well-designed training program alone cannot produce the required result if the trainers are poorly qualified and did not follow the training programs appropriately. According to these writers, the principles which can be used to training programs are summarized as follows:

1. The trainee must want to learn and has motivation to enhance performance or the need to learn a new skill must be high.

2. Some rewards at the end of learning process help to dig out employees' motivation.

3. Learning result need to be corrected by the trainer to explain in what extent learning has occurred.

4. Feedback is best accomplished through learning by doing than by listing.

5. The material to be learned should follow logical sequence and immediate feedback for correction may be made at each level.

Graham and Bennett (1998), identified training as having dual functions. On the one hand, training benefits the organization by enabling it to make use of its human resource whose ability and competence to perform organizational tasks is improved. On the other hand, training gives employees a feeling of mastery over their work and of recognition by management which in turn increases their job satisfaction.

In support of this idea, the Ethiopian management institute EMI (2001:7) lists the following as general benefits from training;

1. Achievement of improved job performance and productivity in the work environment;
2. Improvement of product quality and service to customers;
3. Maintenance of sufficient and suitable range of skills, and increasing motivation amongst employees;
4. Development of knowledge, skills and attitudes in work force;
5. increased job satisfaction, values of employees in the labor market, and improving prospects of internal promotion;
6. increasing the commitment of staff by encouraging them to identify themselves with the mission and objectives of the organization, thereby increasing job satisfaction and reducing labor turnover;
7. improving individual, team and corporate performance in terms of higher output, better quality, fewer errors and accidents, faster speed and overall productivity;
8. helping to manage changes by providing people with the knowledge and skills they need to adjust to new situations; and
9. Increased capacity to adopt new technologies and methods.

Though the above mentioned benefits are only a partial listing of the many values that result from training, we may classify them as Caffarella (1987), cited in Picogna (1993), by listing three basic reasons why training occurs;

1. To prepare people to do their jobs effectively and efficiently,
2. To improve performance of people already at work; and
3. To assist the organization as a whole to grow and develop.

To conclude, trainings of a human resource benefits organizations by improving productivity and profitability, reducing cost and wastage, enhanced quality, improving employee orientation, increasing customer's satisfaction and facilitating competitive advantage.

2.3. Training Needs Assessment

Dalziel (1997), described as training need is said to be there when there a gap between the present skill and knowledge of employees and the skill and knowledge required for an effective performance. This gap can prevent staff and organization from performing at a satisfactory level.

The existence of gaps in skills, knowledge and attitudes among employees in organizations is reflected through various types of indicators that serve as sources of information. As Myers, (1981) and Pettman (1985), states some of the major possible sources of information are:

- Inadequate job performance,
- Lack/ shortage of skill,
- Drop in productivity,
- Quality control records,
- Accident reports, and
- Increased customer complaints, etc.

However, the cause of gaps could be a number of factors, and training may not be necessarily the appropriate solution. To this, Nadler and Wiggs (1989), noted that performance gaps, or organizational constraints could occur for a number of reasons.

While some of these constraints or gaps resolved using training, others could be solved through other measures.

Some of the ways of overcoming deficiencies other than training includes: improving pay, motivation, replacing machinery, simplifying procedures, commitment and practice of employees who should be carrying out the work for which they have received training (Cole, 2002; Noe, 2007; Rae, 2003).

Thus conducting training needs assessment is important to sort out problems, which can be solved through training. Different authors suggest different methods of assessing training needs. Some of the techniques include Supervisory recommendations, Interviews, Observation, Questionnaires, Focus group discussions and Performance appraisals. Of these mentioned techniques, questionnaire, interview and evaluation of documents are the most commonly used methods.

Training need assessment 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; Cole, 1997).

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?

Training needs can be categorized as current and future needs. Current or present training needs, results from gaps between standards and performance of an organization. On the other hand future training needs arises as a result of changes that are going on with in or out of the environment that the organization performs.

Training need assessment is the basis on which almost all other training elements are designed and implemented. In line with this idea, Rothwell and Kazanas (1998), 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 training need analysis, many organizations don't conduct it. Some of the reasons might because of wrong assumption that training need assessment is difficult, time consuming and costly process (Harris &DeSimone, 1994).

To summarize, conducting training needs assessment has an important purpose of sorting out those problems that could be solved only through training. Since it serves as the back line of training actions, it has to be conducted in a regular basis.

Training needs are identified and analyzed using three approaches. These are organizational, Task /job and person/ individual analysis (Bernardin 2003; Cowling & Mailer, 1998; Harris & DeSimone, 1994; Mathis & Jackson, 1997: Pont, 1991). Each of these levels is discussed hereunder.

2.3.1 Organizational Analysis

An organization can be effective if it pays attention to clearly identify its weaknesses and strengths. Consequently, trainings must be seen as a tool that enforces the strong sides and reduces the weak points of the organization. Analysis of organization which in turn facilitates the remedial measures to be taken for the weak points identified.

According to Goldstein (1974), organizational analysis involves examination of the short and long term goals of organization, as well as the trends that are likely to affect these goals. In addition, it includes among others, analysis of goals, recourses, climates and constraints in the organization (Mullins, 1996).

When identifying organizational needs, it is essential to take account of the national and organizational contexts with in which organizations are functioning. Some of these factors, as mentioned by Dalziel (1997), are the following:

1. The effects of legislations and national economic policies on the organizations markets and policies;
2. The pace of technological development and job change;
3. The establishment and use of detailed and nationally agreed competencies and national qualifications in an increasing range of occupational, professional and management areas;
4. The often rapidly changing patterns of government intervention in the control, encouragement, provision and funding and the various "initiatives" launched by the government departments.

Tracey (1984), stated that training needs assessment must take into account enterprise forecasts of the environment in which the business will be operating in the future from political, economic, social, demographic and technological perspectives.

Organizational analysis involves a comprehensive analysis of organizational structure, objectives, culture, and process of decision making, future objectives and so on.

It looks training needs in light of the organization's strategy, recourse available for training and managements support for training and development activities and answers questions like what, when, where, why, who and how about the way the organization is functioning now and is expected to function in the future.

Human resource data can show points like department or areas with high turnover, high absenteeism, low performance or other deficiencies. Specific source of information for organizational level needs analysis may include grievances, accident records, observations, exit interviews, customer complaints, waste or scrap quality control data, etc (Cowling & Mailer, 1998).

According to Tracey (1984), the result of organizational need assessment can be used to:-
- Relate training needs to the goals and objectives of the organizations.
- Link organizational needs to individual employee training and development needs.
- Identify external forces affecting the organization, such as employee life styles and value systems, government regulations and economic realities.
- Analyze the reasons for high turnover and grievance rates, labor- management confrontations and reject rates.

To conclude, organizational training needs analysis contribute an important role for the reminder of the training process. Organizational need analysis is an examination of the entire organizational activities. It has the capacity to identify and direct where training programs should be emphasized. It also plays vital role to identify the knowledge, skills and abilities that will be needed by employees in the future.

2.3.2 Task /Job Analysis/

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).
Specter (2000), stated 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.

Job (task) analysis is important because as Rothwell and Kazanas (1998), mentioned, it identifies what people do-or should do and there by provide information for selecting, appraising, compensating, training and disciplining employees. To perform the task analysis, it is necessary to know the job requirements of the organization.

Job description and job specification provide information on the performance expected and skills necessary for employee to accomplish the required work. By comparing the requirements and jobs with the knowledge, skills and abilities of employees, training needs can be identified.

Regarding the steps in conducting task need analysis, Wexley and Lathan (1991), defined some five steps. According to these writers, the five steps are:

1. Obtaining a copy of the company's job description.
2. Identify the task included in performing the job for which the training program is being designed.
3. Identify the knowledge, skills, and abilities needed for performing these tasks
4. Develop course objectives and
5. Design the training program.

Generally, since task is the employee's work activity in a specific job, task analysis should be undertaken only after the organizational analysis has determined that the company wants to devote time and money for training (Neo, 2008).

2.3.3 Individual Analysis.

The above two analysis provide a picture of the task and the organizational setting. One critical consideration is the behavior required of the individual who will be in the training program. The determination of the learning environment and instructional media is directly dependent on the particular types of behavior necessary to perform the task (Goldstain, 1974). In a similar way, individual needs assessment can be readily identified by analyzing the physical and mental characteristics, background, education and training, experience, knowledge, skills, motivation, past and current performance of employees (Tracey, 1984).

Neo (2008), stated from the pressure points, including performance problems change in job, or use of new technology. A major pressure point for training is poor or substandard performance. This poor or substandard performance can be indicated by customer complaints, low performance rations, or on the job incidents such as accidents and unsafe behavior. Another potential indicator of the need for training is if the job changes such that the current level of performance needs to be improved or employees must be able to complete new tasks.

Similarly, analysis at individual level includes, meeting dead line, quality of performance, absenteeism, late coming etc. Information on such indicators is generated using questionnaire, attitude survey, skill test, record of critical incidents etc. (Mathis & Jackson, 1997; Saiydian, 1995 and Kubr &Porkopenko, 1989).

Person analysis is best performed by someone with the opportunity to observe the employee's performance regularly especially the employee's supervisor. Hence the use of performance appraisal data in making this individual analysis is the most common approach to gather information on problems perceived by the individuals involved. Scholars agree that individual need assessment is the easiest task to identify as compared to organization needs.

Tracey(1984), in agreement to this states that individual needs assessments are more specific and can be readily identified by analyzing the physical and mental characteristics, background, education and training, experience, knowledge and skills, motivation, past performance and career orientation of individual employee.

Regarding the steps to be followed in individual need assessment, Wexley and Lathan (1991), suggest that individual needs assessment should involve at least two steps:

 Step 1- is concerned with how well a specific employee is performing his/her job, and

 Step 2 - involves determining the specific skills and knowledge and employee needs to perform the job acceptably.

Organizations should take in to consideration the information obtained from the three sources, analyses and prioritize these needs in order of their urgency and criticality before the decision is made to devote time and money for training endeavors. Failure to conduct any form of training need assessment leave the organization open to criticism or over-use and waste of money spent on unnecessary training.

2.4. Designing the Training Program

Based on the kinds of needs to be addressed, a numbered of training programs can be designed. In designing training programs, there are many questions that need to be answered. Among others, the following are listed:

- o What are the objectives of the training program?
- o What should be the content of the training?
- o What should be the duration of the training program?
- o Where should the training take place?
- o What training methods and techniques will be used to deliver the training program?
- o Who should provide the training?
- o Who are the trainees?
- o How should the evaluation be conducted (EMI. 2005:20). The designing work may be done by specially qualified training professionals.

2.4.1 Formulation of Training Objective

After identifying training needs, the next step is defining training objectives. Training objective should be related to the training needs identified in the need analysis phase.

Clearly stated objectives help to design appropriate training programs and to measure its effectiveness.

Tracy (1984), stated that determining objective involves precisely what the employee should learn and stating the desired outcome and convey to all concerned what the training program is designed to do. Determining clear and realistic objective is a key in designing training program because all other step in the development of training programs is based. Thus objectives determine the approach to training, the facilities, equipment, material, content, method and personal requirement and the criteria for measuring the success and effectiveness of the training programs. Training objective is one of the most important parts of training program.

Clark (2000), said that it is a statement of what the learners will be expected to do once they have completed a specified course of instruction. He further explains that the training objective describes conditions, behaviors (action) and standard of the performance for the training.

Without well-constructed learning objectives, as Kelly (1990), mentions trainers don't know what to train, trainees don't know what they are supposed to learn, and managers don't know why they are paying for training. Training objectives are expected to be 'SMART', that is Specific, Measurable, Achievable, Relevant and Time Bound.

Thus objectives are guides for future action in an organization. They are something towards which an effort is directed. Therefore emphasis should be given to it to determine with care.

In describing the importance of training objectives, Goldestein (1974), stated that the training objectives provide the input for the design of the training program as well as for the measures of success (criteria) that will be used to judge the program's adequacy. In addition, objectives service to define the standards or changes of behavior on the job to be achieved if training is to be regarded as successful, and highlight what the participant will be able to do when he or she goes back to work on completing the course.

According to Otto and Glaser (1970), one has to keep in mind the following questions in developing training objectives.

- Is the objective clear to anyone who reads the statement? Will any one interpret it in approximately the same way?
- Can you measure (test) the objectives at the completion of the course and clearly demonstrate that it has been achieved?
- If you give the objective to another instructor, would he teach the same lesson or would he interpret the objective differently than you intended?

To conclude, the fundamental aim of training is to help the organization to meet its organizational objectives by increasing the value of its major resource, namely, its employees. Armstrong (2001), sets out three specific training objectives:

- To develop the competences of employees and improve their performance.
- To help people grow within the organization in order that, as far as possible, its future needs for human resources can be met from within the organization.
- To reduce the learning time for employees starting in new jobs on appointment, transfer or promotion, and ensure that they become fully competent as quickly and economically as possible.

2.4.2 Determining Training Contents

Once the training objectives are decided, then programs has to be planned to use varieties of techniques in order to achieve the objectives in most effective way (Foot & Hook, 2005). The major question that needs to be answered before the beginning of any training program is "what is to be learned?" Otto and Glaser (1970), stated that in establishing the content of a training program, the scope of the organization's operation, its budget, limitations, and philosophy must be considered. Carr (1992), stated that along with setting training objectives, deciding what knowledge and skills need to be taught is the important task in the development of training design. Hence the content to be prepared should be shaped in such a way that it can fully satisfy the objectives set to fulfill the training gap.

Contents of training programs are very much influenced by the purpose and need for training. In deciding the contents of the training program, knowledge, skill and attitudes that the worker has to gain are the central issue.

As described by Carr (1992), some of the criteria include, the profile of the learner, the duration of the program, and the appropriateness of the content to the gaps identified. Furthermore, to make the contents understandable and retainable they must be systematically grouped, interrelated and sequentially organized (Margaret & Barrington, 1997).

Contents have to follow some logical and acceptable sequences usually from simple to complex or from known to unknown to help participants easily understand and apply them in their day to day activities.

Watson (1979), suggested that by identifying and grouping into topical areas related concepts and techniques, the learning process is made easier because it helps trainees to focus their attention on a specific and limited subject area and allows them to digest closely related ideas at one time.

Besides, training designers may find it helpful to use a checklist as a decision aid on those occasions when they must judge the appropriateness, comprehensiveness and adequacy of the training program contents (Roth well & Kazanas, 1998).

Watson (1979), on his part recommends that the training program content should contain the following:

1. Identifying the topic areas that should be covered to reach the stated objectives.
2. Specify key points and specific concepts and thinking process that should be learned.
3. Determining the emphasis that should be given to each topic and the specifics within each topic.
4. Sequencing the topics so that they fit together in a logical progression and build on one another to form a systematic whole.
5. Establishing a learning pace that is stimulating and impact full.

As to the importance of sequencing the training content, Tracey, (1984) mentions that it can have a significant impact on the efficiency and effectiveness of the training program. With regard to the source of the training content, Tracey (1994), suggests two basic sources: job data (job analysis reports, and performance objective work cards) and documents (organization and function manual), policy manuals, technical manuals etc. The author further elaborates that the documentary source are complementary source of contents, but the primary source of content must be the job data.

The other point regarding the content of the training program is the issue of relevance. Here one can raise the question as criteria, like what must be learned to achieve the objective? What should be included? And what could be included? True love (2000).

To summarize, considerable attention needs to be paid in developing training contents to be taught in order to bridge the performance deficiencies identified by the training need assessment. The most appropriate contents would be those that are close to the actual job to be performed by the employees.

2.4.3 Determining Training Methods

Training methods are the means, which enable to change the designed program in to practice. Variety of training methods are available and used by training agencies and organizations (Saiyadain, 1995). As Foot and Hook (2005), explained, once a decision has been made about the training is to take place, it is also important to decide on the most appropriate training method (technique) to use.

The trainer or organizations can employ a wide verity of training methods. However, the choice made will depend on different criteria (Cowling & Mailer, 1983; Saiyadain, 1995 and Foot & Hook, 2005).

The training methods used must be chosen to be appropriate for the particular training need that has been identified. The type of method chosen is the function of the followings considerations; the purpose of the training: the nature of content: the level of trainees and finally, cost factors. Cost factors must be taken in to account while deciding on method of training (Saiyadain, 1995).

Similarly, Whether and Davis (1993), mentioned that the selection of the appropriate technique depends on cost effectiveness, designed program content, appropriateness of training aids, trainer and trainees' performance and capabilities and learning principles. But depending on the nature of the content and the program more than one method can be applied in a particular training program.

According to many authors, the most widely used training methods include lecture, group discussion; case material, the role- play, demonstration, guided instruction, simulation, (Cowling & Mailer, 1983; Saiyadain, 1995 and Foot & Hook, 2005).

These and other methods can be used to train employs on their job or out of their actual job environment. Each training method has its own advantages and disadvantages.

However, it is important to note that no one method is inherently superior to others, but the different methods are suitable for different sets of circumstances (Marchington & Wilkinson, 2000).

Different authors classified these methods in to two broad categories. The most popular categories used by organizations are on-the-job and off-the job training methods (Bramham, 1994; Decenzo & Robbins, 1999 and Graham & Bennet, 1998).

2.4.3.1   On- The- Job Training Method

On-the–job training method takes on actual job. In this method trainees learn while they are on their actual work situations. It is learning by doing which makes employees appear to be immediately productive. (Decenzo & Robbins, 1999). Harris and DeSimone (1994), expressed it as the most common form of training involving training at the trainees regular work situation.

On-the–job training can use a number of techniques. Mentoring, coaching, job rotation, action learning, delegation, succession planning, management internship and committee assignments are the most widely used techniques that are used to train employees on their actual work situation (Dessler, 2005; Megginson, 1981).

On-the–job training method has a number of advantages. According to Graham (1983), the following are the major advantages.

- Less costly or reduced training cost
- has no problems in transfer of learning
- Easy to assess improvement and progress and resolve encountering problems
- Employees gain confidence and become increasingly productive
- Quick feedback can be provided at the spot.

Similarly, (Broadwell, 1986 and Dessler, 1997) stated the following points as benefits of on-the- job-training:

- It enhances retention of learning on the 'real' job, less preparation of facilities at the job,
- less interference with production/service,
- quick feedback can be provided on the spot, and
- Easy to assess improvement and progress and resolve encountering problems.

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

- Low productivity,
- The errors made by the trainees while they learn,
- It may create customer inconveniencies,
- Reduced quality of service/products and damages to equipment (Harris & DeSimon, 1994; and Decenzo & Robbins, 1999).

2.4.3.2   Off –The- Job Training Method

It is useful when concepts, attitudes, theories and problem solving abilities are to be taught. Schermerhon (1996), discussed that, 'it is a set of activities done outside of the work setting which provide the opportunity to acquire and improve job related skills.'

The employee is sent to another location outside the organization to learn a skill or acquire important knowledge or behave differently.

Off the job training has the advantage that it allows people to get away from work and concentrate more thoroughly on the training itself. Here the most commonly employed methods are workshop, lecture, case studies, role playing, programmed learning, simulation, discussion group (Armstrong, 2005 and Chandan, 1995).

According to Broadwell (1986), Saiydain (1999) and Graham and Benneth (1998), the major benefits of off-the-job training program are:

- Specialists can be used to instruct the employee,
- training can be more concentrated,
- it is more suitable for theoretical instruction,
- it can be less stressful,
- it has a high quality as it is given by a specialist instructor,
- special and simplified equipment can be used,
- It is free from the pressure of payment-by results scheme, noise, danger or publicity,
- Trainee doesn't damage valuable equipment or produce spoiled work or scrap.

Regarding the disadvantages of off - the - job training:

- It's dissimilarity to the job setting makes transfer of training more difficult.
- The different learning preferences of individuals or groups cannot always be taken in to account,
- Not all trainers will have similar motivation levels.

In general, there is no one best method to train employees and no method is without its drawbacks. Therefore, in selecting training techniques trainers need to examine the pros and cons of each method, available and analyze what best techniques suits their needs, problems and situations in which the organization operates.

2.4.4 Selection of Trainers and Trainees

After deciding the suitable method and techniques, as well as contents of the training program, selecting the appropriate participants of the training program comes worth and valuable. In training programs trainers and trainees are the important components of training program.

 Tracey (1984), stated 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).

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, (1984).

Regarding the criteria of selecting trainers, Chaddock (1979), lists the necessary points as organizational knowledge, professional knowledge, personal qualifications, education and training, skills and abilities. Tracey (1998), 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.

On the question of sources for good trainers, Tracey (1984), indicates that from the company's trained personnel, operative and technical employees, line supervisors and managers, staff training specialists and outside experts are the main sources of instructional staff. Selecting an outside source for training has advantages and disadvantages.

The biggest advantage is that these organizations are well versed in training techniques, which is often not the case in- house personnel. The disadvantage of using outside training specialists is their limited knowledge of the company's product or service or customer needs. These trainers have a more general knowledge of customer satisfaction and needs and therefore this knowledge helps them update themselves to the real situation quickly prior to training the employees. The other disadvantage of using outside trainers is the relatively high cost compared to in-house training, although the higher cost may be offset by the increased effectiveness of the training.

Likewise, 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).

Tracey (1984), stated selecting trainees needs to be based on certain factors. The main criteria should be:

- Worker's responsibilities and his/her position in the organization,
- Qualification and related requirements (language, technical skill etc.)
- Ability to transfer the knowledge and skills required,
- Applicability of the skills/knowledge in his/her organization.

To conclude, to maximize the overall impact of the training program, the training designer should consider very much on the selection of best instructors (trainers) in addition to appropriate training content, materials, facilities and coordination. Similarly it is also important that employees be motivated by the training experience. Employee failure in the program is not only damaging to the employee but a waste of money as well. Hence, selecting the right trainees is important to the success of the training program.

2.4.5 Training Facilities and Environment

Appropriate training facilities and good training environment are another crucial factor for the effectiveness of training programs. Watson (1979), explained that seating arrangements and layouts of the training rooms as well as the location of the training sites are extremely important aspects of effective training.

Thus for effective training program appropriate training facilities and proper training environment (rooms and seating conditions) should be carefully planned and selected in advance.

With regard to the importance of selecting appropriate facilities and premises, Faller (1976), stated that carefully selected facilities and equipment can aid a good training program in making the course content more easily understood.

Supporting the above mentioned statement, Bell (1997), claims that well-chosen facilities and premise can enhance the effectiveness of training program by:

- Adding variety to the learning process, thereby helping maintain involvement and motivation;
- Benefiting those learners whose learning style responds better to one type of approach than another;
- Provide certain stimuli not available without their use.

It is obvious that training (instructional) aids support the training program to achieve its objectives. These materials can be visual, audio or audiovisual. Audiovisual such as television, videotapes and films are the most effective means of providing real world conditions and situations in short time.

The benefit of using training aids in learning is to enhance the learning process. People learn better by observing, hearing, feeling and practicing. Using visual aids makes issues more vivid for the learner. Since there are a variety of training aids available to trainers, they should decide which training aids are best for the purpose.

Generally, for effective training program, appropriate training environment i.e. the location, setting, and layout of training rooms should receive proper attention. Similarly, the choice of any training method or technique for imparting training depends up on cost, time available, number of persons to be trained, depth of knowledge required, background of trainees and many other factors. As Bell (1977), explains training aids must be relevant to the purpose for which they were created and to the trainee's level of understanding.

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 & DeSimon, 1994). 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.

The trainer has to prepare the trainees by putting them at ease. It is important to find what the trainees already know and to stimulate their interests. This is followed by careful presentation of the training content by stressing on key points. The trainer has also to test the trainees by asking questions and correct errors and finally follow up them by ways of frequent checking and encouraging their learning (Pigors & Myers, 1981).

Finally the trainer is expected to make every possible effort to build a climate characterized by mutual respect and openness, which in turn helps the trainees to seek help when the need arises.

2.6   Training Evaluation

The ultimate purpose of training is to improve the efficiency and effectiveness of the organization. Training evaluation is the process of obtaining feedback on the impact of a training program, and to determine the value of the training based on the feedback. Stern, (1990) defined evaluation as a tool through which we gather information in the form of feedback and get inputs to make certain judgments.

Harris and DeSimon (1994), also stated training evaluation as the systematic gathering of descriptive and judgmental data which is essential to make decision on the effectiveness of training choice, implementation, value and improvement of different training activities.

The above definitions show that training evaluation is an ongoing process which is conducted at all phases of training program that provides valuable and reliable information that helps to identify the strengths and weakness, judge the success and failure of the training program and to decide on improvements to be made in the future.

Although most evaluations are done at the end of training course, the evaluation process actually commences at the planning stage. Describing this, Rae (2003), says that evaluation is the process of 'measuring' this improvement and achievement from the start to the end of the training process.

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

- To evaluate how to improve future programs,
- To determine whether a program should be continued or dropped, and
- To justify the existence of the training departments. Others also stated its purposes as it helps to determine whether a program is accomplished its objectives; identify the strength and weakness of a program; determine the cost-benefit of a program; identify which participants benefited the most or leased from the program; gather data to assist in making future program; determine if the program was appropriate; and establish data base to assist management in decision making (EMI: 1998 and Harris &De Simon, 1994).

Different authors developed various approaches and models for training evaluation. However, the following three approaches are the most popular which are widely used in evaluating the effectiveness of training programs (Decenzo & Robbins, 1988).

1. Test-Retest method: in this approach participants are given a test before they begin the program. After the program is completed, the participants retake the test.
2. Pre-post performance method: in this method each participant is evaluated prior to training and rated on actual job performance. After the training is completed, the participant is reevaluated to know the change observed due to the training process.
3. Experimental-control group method: in this approach two groups are established. The two groups are comparable as to their skills, intelligence and learning abilities and evaluated on actual job performance. According to the approach member of the control group work on the job but don't undergo training. On the other hand, the experimental group is given training. At the end of the training, the two groups are re-evaluated.

If the training really effective, the experimental groups performance will have improved and its performance will be substantially better than that of the control group.

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), underlines that the fundamental premise of training evaluation is to collect data directly related to the objectives of training.

Most popularly, there are four levels and phases of evaluation developed by Kirkpatrick that can be used as a framework. These are reaction, learning, behavior and result evaluation.

Reaction refers getting inputs in terms of material, methods, facilities, content, trainers, duration and relevance of the training program. Mostly it is assessed at the end of the training session through questionnaire.

The second is learning, which refers, to the qualitative and quantitative assessment to gather information regarding what the person learned in the training or what the learners can behaviorally demonstrate in terms of knowledge, skill and attitudes (KSA) required.

The third is behavior; it is concerned with training behaviors on the job. It looks at whether or not the person is doing things he/she was taught.

The last phase is result, which deals with whether or not the training affected what it was intended to do on the overall performances of the organization such as, increasing effectiveness, improving quality of performance and service, and reducing cost (Saiyadain, 1999; Reddy, 1991 and Spector, 2000).

The hierarchical nature of Kirkpatrick's framework suggests as Noe (2008), explained that high level outcomes should not be measured unless positive change occur in lower level outcomes.

The author also explains that the frame work implies that change at higher level e.g. results are more beneficial than change at a lower level e.g. learning. The author further explains that the frame work has been criticized for a number of reasons, both training practitioners and academic researchers have argued that more comprehensive models of training criteria are needed i.e. additional training outcomes are useful for evaluating training programs. These outcomes include attitude, motivation and return on investment (ROI).

It should be noted that undertaking the evaluation process greatly contribute to the overall training successes. Doing this, may help to:

- Determine whether the objective of training was met, and whether they are the right ones;
- Improve current and future training programs;
- Determine unmet needs;
- Provide improved services and product and
- Assess whether the organization has improved because of the trained employees (Phillips, 2004).

In general, training evaluation is not a one shot activity which is performed at the end of the program. It is a continuous and cyclical process which is conducted at each phase throughout the training program. Training program evaluation must be carefully and systematically conducted in a planned way to collect relevant data using appropriate techniques. The collected data should be scientifically analyzed to attribute the achievement of organizational goals to training program as well as to use as feedback that help to improve the program that is going to be done in the future (Cowling & Mailer, 1998).

2.7   Problems Involved in Employee Training in Ethiopia.

Employees are the most valuable resources for an organization. This is so because of their potential creativity in looking for appropriate solutions for organizational performance problems and their ability to create and manage other resources needed to achieve organizational objectives. However, for employees to be able to demonstrate their creativity and potential ability, their knowledge base, skill and attitudes needs to be improved and enhanced through a systematic, coordinated training intervention program.

According to Atkelt (2003), major problems affecting the training effort in the civil service is:

1. Lack of training policy: though there were bits and pieces of training policies here and there in the proclamation of some government offices, these have not been developed in to a coherent and comprehensive national civil service training policy. Absence of guidance, instructions or policy frameworks on training has therefore undermined civil service training activities.

2. Absence of training departments/units: training has been conducted unsystematically and uncoordinated manner. Most government institutions didn't have training units. Even those who have training units also suffer from being under resourced in terms of both financial and qualified personnel.

3. Insufficient budget to execute training programs: the absence of a national training policy has the effect of negatively influencing the amount of funds allocated for training. The aggregate spending on training is very negligible. Worse still, budget allocated to training program is the first item to be cut when the government faces financial crises.

4. Overlooking the role training can play to achieve organizational objectives: over the past decades there has been no clear cut direction in the area of planning, implementing and evaluating of the training program.

5. Absence of guidelines for training need analysis: training program conducted by many institutions were not based on the training needs of participants. A survey conducted in 2001 to study the status of training in the Ethiopian civil service revealed that none of the civil service organizations covered by the survey have ever conducted training need assessment as a necessary means for setting training priorities.

6. Absence of impact evaluation of training. Although evaluation of training program is very fundamental, it is a neglected area in the Ethiopia civil service. Training programs conducted by various government institutions are not focused and their impact on individual development and organization performance is not known due to the absence of the training evaluation exercise.

In addition to the points mentioned above, existing training institutions, which are very limited in number, are weak in terms of their institutional and professional staff capacity to handle the volume of training required for effective human resource development for the Civil Service.

Hence, all the above mentioned problems that the Ethiopian Civil Service faces needs correction and intervention for the building of the needed human resources capacity for the entire civil service.

The situation in Pharmaceuticals Fund and Supply Agency remains the same and all the problems observed at the national level are also problems of the agency.

2.8   CONCEPTUAL FRAMEWORK

This framework highlights the drivers which compel managers to train and develop their employees in this era of competition. Similarly various methods are used to impart necessary skills and knowledge to the employees. For instance, on the job training and off the job training methods are applied to train employees. An employee who gets the necessary skills benefits the organization by contributing towards achieving organizational goals.

Training and development is then evaluated by using various approaches to see whether the employees have changed their behavior and whether they are contributing towards achieving organizational goals. In the long run it will lead to organizational effectiveness.
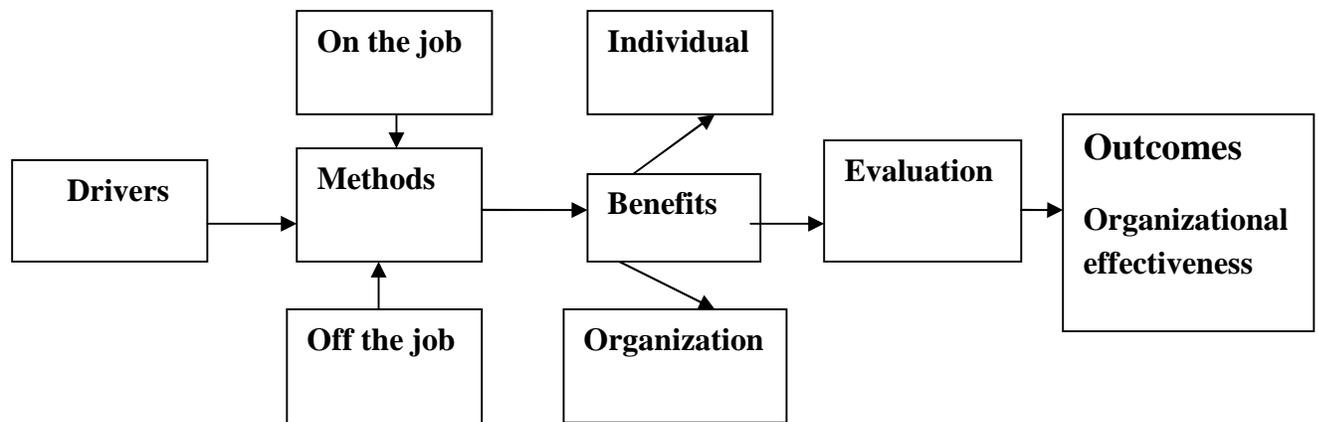
Figure 1: Conceptual Framework of the Study

Source: Developed by the researcher.

<h1 style="text-align:center">CHAPTER THREE</h1>

<h1 style="text-align:center">RESEARCH DESIGN AND METHODOLOGY</h1>

3.1. Introduction

This chapter describes the research methodology used which include the research design, population and sampling design, data types and Sources of data collection instruments used ,data collection procedures and method of data analysis. It also indicates or shows the reliability and validity of the data collection tools used and ethical considerations of the study.

3.2. Research Design

 Descriptive research was used to conduct the study because the researcher is interested in describing the existing situation under study. . The study was holding quantitative and qualitative research method in order to address research questions and objectives set. An institutional based cross sectional survey has been conducted to assess employees training and development practices Among the 500 employees of in Central Office of PFSA, 217 respondents were selected using international sample size determination formula. The data were collected personally and analyzed using descriptive statistical as mentioned above and summary of findings, conclusions, and recommendations drawn based on the results

3.3 Population and Sampling Size Determination and Techniques Used

There are about 500 permanent staffs working at central PFSA office in 15 departments. The sample had collected from all departments. The sample size of the study has determined by using research sample size determination formula (yemane, 1967)

Therefore, the sample using this formula $n = \frac{N}{1+N(e)2}$, with the assumption of n is the sample size, N is the population size (500), and e is the level of precision or sampling error 5% at 95% confidence interval (±1.96) become $n = \frac{500}{1+500(0.05)2} = 217$. By using random sampling from the HRM department alphabetical lists of all staffs.

3.4. Source of Data, Data Collection Instruments and Procedures

Data for this study was obtained from primary source. A primary source was used to gain the original data and clear information from the ground.

Primary data were sourced from questionnaires given to the employees and management bodies.

The questionnaire was developed by referring and customized related research works like Australian government department of industry, 2013. The questionnaire has composed of two sections: socio demography and Training and development practices with the total item of 45 and 8 open ended questions. Within the questionnaire, both open ended and likert scale style approaches were used to assess training and development practices. The required data were collected using pretested self-administered questionnaire.

The director human resource and general service directorate of the organization were also informed and request for permission. After getting permission, the Questionnaire was distributed to the respondents. Completeness and quality of data was checked.

3.5 Method of Data Analysis

The researcher was used descriptive method of data analysis. Quantitative data analysis will be done using frequency distribution and percentages. Descriptive statistics has used to describe study participants.

3.6 Assurance of Reliability and Validity of Data Collection Tools

In this study, validity took into consideration. Because the questionnaire is constructed by the researcher, it is designed on the basis of the researcher's needs and advisors comment in relation to the study topic and so brings advantages in the sense that it measures exactly what the researcher intends to measure. Related literature review in the study area and internationally accepted questionnaires developed by different institutions related to this topic was conducted carefully before taking on the research. This enabled theories and the questions in the questionnaire to be identified. Theories and themes were well supported by the findings.

As far as the reliability of these instrument concerned, Cronbach's Alpha test has made by using Cronbach's Alpha testing as it is ,used reality test by social researches.

Fornell and Larcker (1981) suggested that an instrument to be considered adequately reliable the index of reliability (Cronbach's Alpha coefficient) should be greater than the bench mark of =0.7, having saying this, the Cronbach's Alpha coefficient instrument as shown below ranges from 0.78 to 0.95, for this study, the pilot survey taken from 25 respondents.

Table: 3.1. **Reliability Measures by using Cronbach's Alpha tested factors**

Measures	*No of items*	*Cronbach's Coefficient value*
Training policy	6	0.93
Training needs assessments	5	0.82
Training objective	3	0.78
Training content	6	0.84
Trainers selection and competency	5	0.87
Training and development delivery method	6	0.91
Training facility	5	0.85
Training compensation and budget	3	0.86
Training evaluation	6	0.95

Source: own survey, 2015

3.7 Ethical Considerations

The research is carried out by announcing for Pharmaceuticals Fund and Supply Agency management that the result of research is highly confidential and it is only used for the academic purpose only. And also the researcher acknowledges the management and employees of Pharmaceuticals Fund and Supply Agency who were participated in responded the questionnaires.

DATA ANALYSIS AND INTERPRETATION.

4.1. Introduction

This section of the paper focuses on analysis, presentation, and interpretation of data collected from two groups of respondents mentioned in the methodology part of the paper. These are non – management employees and management employees randomly selected from 15 departments.

The data collected through questionnaire were presented, analyzed and interpreted. In addition to the respondents general back ground, core issues of training programs like training need assessment, training policy and objective, training contents, training delivery methods, trainee and trainer selection, training facilities and finally evaluation of training programs were examined. The qualitative data collected were processed by using percentage and expressed in words. In view of that, the following discussions were made to indicate the results.

4.2. General Characteristics of the Study Population

The demographic characteristics include gender, age, and level of education, job level, marital status and years of working experience. These aspect of the analysis deals with the personal data of the respondents in the questionnaires given to them. The table below shows the details of background information of the respondents.

Table 4.1: General Information of the Population and Respondents

No	Sex	Total number of population (N)						Sample size (n)					
		Managements		Non-managements		Total		managements		Non-managements		total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Male	15	83.33	344	73.37	359	71.8	8	100	139	66.51	147	67.74
2	Female	3	16.67	138	28.63	141	28.2	-	-	70	33.49	70	32.26
	Total	18	100	482	100	500	100	8		209	100	217	100

Source: own survey, 2015

As can be shown from the above table 4.1, the largest portion of pharmaceuticals fund and supply agency total employees at Head Office is male (71.8%) and female (28.2%). On the other hand males' numbers in managerial position is (83.33%) and females in managerial position are (16.67%). Results show that females empowerment in managerial position and female's numbers in other positions are very low in this organization. This indicates that treating females to empower in managerial and other job positions does not have given much emphasis.

Table 4.2 Ages and Sex of Respondents

No.	Respondents sex	Respondents age							Total	
		18-25	26-30	31-35	36-40	41-45	46-50	51 & above	F	%
1	Male	29	32	19	20	19	9	11	139	67.15
2	Female	18	16	12	9	8	4	1	68	32.85
Total	frequency	47	48	31	29	27	13	12	207	-
	percent	22.71	23.19	14.96	14.01	13.04	6.28	5.8	-	100

Source: Own survey, 2015

As shown from the above table (4.3), the majority of 67.15 % of the respondents were male and the remaining 32.85% of the respondents were female. Regarding the age of the respondents, the greater part (23.19 %) of respondents exists within the age category of 26-30 years, the second were 22.71% within the age category of 18-25 years, the third were 14.96% within the age category of 31-35 years, the fourth 14.01% within the age category of 36-40 years ,the fifth were 13.04% within the age category of 41-45 years and the remaining 6.28% and 5.8% were found between the age of 46-50 and 51 and above years respectively.

This indicated that majority of the Agency employees is male. And also youth and energetic employees were worked at the Agency.

Table 4.3: Respondents Profile by Experience and Educational Status.

Experience	Educational status						F	%
	2nd degree & above	1st degree	Diploma	Certificate	High complete	Elementary complete		
1-3	-	30	2	-	-	-	32	15.46
4-7	-	45	6	-	-	-	51	24.64
8-11	3	25	14	-	-	-	42	20.29
12-15	-	21	24	1	-	-	46	22.22
16&above	-	9	26	-	-	-	35	16.91
Frequency	3	130	73	1	-	-	207	
Percent	1.45	62.8	35.27	0.48	-	-		100

Source: Own survey, 2015

As can be noted from table 4.4, the largest groups of respondents (24.64%) have working experience of 4 to 7 years of on the current job. The second portion (22.22%) of respondents have served in the organization between 12-15 years ,the third portion (20.29%) of respondents have served in the organization between 8 to 11 years and the rest 16.91% and 15.46% have served in the organization above 16&above years and 1-3 years respectively. With regard to educational qualification, 62.8% of the respondents were 1st degree holders, 35.27% of the respondents were diploma holders and the rest 1.45% and 0.48 % of the respondents were 2nd degree holders and certificate graduate respectively.

Results indicated that many of employees have degree holders; this is an opportunity to achieve the organizational objectives by engaging the capacity.

4.3 Analysis of Data Collected from Respondents

This section of the study explains the descriptive statistics calculated on the basis of the variables included in study questionnaires. The measures of frequency and percentage results obtained from employees and managements.

Table 4.4. Questionnaire Distributed and Returned.

No	Respondents category	Distributed questionnaires	Returned questionnaires	Percentage of returned questionnaires
1	Employees	209	205	98.09
2	Managements	8	2	25.00
	Total	217	207	95.39

Source: own survey, 2015

As shown from the above table 4.2, 205(98.09%) questionnaires were collected from 209(100%) employees and 25% questionnaires were collected from 8(100%) questionnaires. This result indicates that management bodies' involvement in returning the questionnaires was not satisfactory

Table 4.5 Employee Respondents Perception on Policy Issues

Statements	SDA		DA		N		A		SA		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1. The organization has a written training& development policy.	86	41.95	63	30.73	16	7.8	32	15.61	8	3.9	205	100
2 Training& development policy are linked with the organization objective.	40	19.51	63	30.73	55	26.83	47	22.93	0	0	205	100
3 Training& development programmes are aligned with the strategic plan of the organization	40	19.51	63	30.73	78	38.05	24	11.71	0	0	205	100
4 Training& development policy is developed with the participation of employees.	71	34.63	11o	53.66	16	7.8	8	3.9	0	0	205	100
5 The organization has a training& development policy applicable to all employees	63	30.73	94	45.85	40	19.51	8	3.9	0	0	205	100

Source: own survey, 2015

Note: SDA-strongly disagree, DA-Disagree, N-neutral, A – Agree, and SA- Strongly agree

F- Frequency, %-Percentage

As indicated in item 1 of table 4.5, of 41.95% of the respondents strongly disagree, 30.73% of the respondents disagree, 7.8% of the respondents neutral, 15.61% of the respondents agree and 3.9% of the respondents agree with the statement that the organization has a written training and development policy.

As indicated in item 2 of table 4.5, 19.51% of the respondents strongly disagree, 30.73% of the respondents disagree, 26.83% of the respondents neutral, and 22.93% of the respondents agree, with the statement that training& development policy are linked with the organization objective.

As indicated in item 3 of table 4.5, 19.51% of the respondents strongly disagree, 30.73% of the respondents disagree, 38.05% of the respondents neutral, and 11.71% of the respondents agree, with the statement that training& development programmes are aligned with the strategic plan of the organization.

As indicated in item 4 of table 4.5, 34.63% of the respondents strongly disagree, 53.66% of the respondents disagree, 7.8% of the respondents neutral, and 3.9% of the respondents agree, with statement that training& development policy is developed with the participation of employees.

As indicated in item 5 of table 4.5, 30.73% of the respondents strongly disagree, 45.85% of the respondents disagree, 19.51% of the respondents neutral and 3.9% of the respondents agree, with the statement that the organization has a training & development policy applicable to all employees.

As can be shown from the above general views, majority of the respondents replied disagree and strongly disagree about training and development policies.

According to Atkelt (2003), major problems affecting the training effort in the civil service are lacks of training policy; absence of guidance, instructions or policy frameworks on training has therefore undermined civil service training activities. In the absence of training and development policy, organizations may lose the qualified employees, productivity and over all organizational achievements.

Table 4.6 Respondents Views on Training Needs Assessment Practices

Statements	SDA		DA		N		A		SA		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1. Training and development programmes are organized based on training needs assessment results	55	26.83	71	34.63	55	26.83	24	11.71	0	0	205	100
2. Training need is assessed at the organizational level.	40	19.51	94	45.85	39	19.02	32	15.61	0	0	205	100
3. Training need is assessed at the task level.	24	11.71	94	45.85	71	34.63	16	7.8	0	0	205	100
4. Training need is assessed at the individual level.	32	15.61	94	45.85	55	26.83	24	11.71	0	0	205	100
5. The training was flexible enough to meet your needs.	55	26.83	86	41.95	47	22.93	17	8.29	0	0	205	100

Source: own survey, 2015

Note: SDA-strongly disagree, DA-Disagree, N-neutral, A – Agree, and SA- Strongly agree

F- Frequency, %-Percentage

As indicated in item 1 of table 4.6, 26.83% of the respondents strongly disagree, 34.63% of the respondents disagree, 26.83% of the respondents neutral, and 11.71% of the respondents agree, with the statement that training and development programmes are organized based on training needs assessment results.

As indicated in item 2 of table 4.6, 19.51% of the respondents strongly disagree, 45.85% of the respondents disagree, 19.02% of the respondents neutral and 15.61% of the respondents agree, with the statements that training need is assessed at the organizational level.

As indicated in item 3 of table 4.6, 11.71% of the respondents strongly disagree, 45.85% of the respondents disagree, 34.63% of the respondents neutral and 7.8% of the respondents agree, with the statement that training need is assessed at the task level.

As indicated in item 4 of table 4.6 , 15.61% of the respondents strongly disagree, 45.85% of the respondents disagree, 26.83% of the respondents neutral and 11.71% of the respondents agree, with the statement training need is assessed at the individual level.

As indicated in item 5 of table 4.6, 26.83% of the respondents strongly disagree, 41.95% of the respondents disagree, 22.93% of the respondents neutral, 8.29 of the respondents agree, with the statement that the training was flexible enough to meet your needs.

As can be shown from the above statements, majority of the respondents replied disagree and strongly disagree. According to Dalziel (1997), training need is said to be there when there a gap between the present skill and knowledge of employees and the skill and knowledge required for an effective performance. This gap can prevent staff and organization from performing at a satisfactory level. If not need analysis carry out, the organization doesn't know the performance of organization, task and individuals. This may incur costs of the organization.

Table 4.7 Respondents View about Development of Training Objective

Statements	SDA		DA		N		A		SA		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1. The organization has designed training and development objectives.	55	26.83	63	30.73	63	30.73	24	11.71	0	0	205	100
2. The organization clearly explained what was expected from employees	71	34.63	55	26.83	47	22.93	32	15.61	0	0	205	100
3. You are clear about training and development objectives.	78	38.05	55	26.83	40	19.51	32	15.61	0	0	205	100

Source: own survey, 2015

Note: SDA-strongly disagree, DA-Disagree, N-Neutral, A – Agree, and SA- Strongly agree

F- Frequency, %-Percentage

As indicated in item 1 of table 4.7, 26.83% of the respondents strongly disagree, 30.73% of the respondents disagree, 30.73% of the respondents neutral and 11.71% of the respondents agree, with the statement that the organization has designed training and development objectives.

As indicated in item 2 of table 4.7, 34.63% of the respondents strongly disagree, 26.83% of the respondents disagree, 22.93% of the respondents neutral and 15.61% of the respondents agree, with the statement that the organization clearly explained what was expected from employees.

As indicated in item 3 of table 4.7, 38.05% of the respondents strongly disagree, 26.83% of the respondents disagree, 19.51% of the respondents neutral and 15.61 % of the respondents agree, with statement that you are clear about training and development objectives.

As shown from the statements, majority of the respondents replied strongly disagree and disagree; and some of respondents replied neutral and agree respectively about the objectives of training and development.

Tracy (1984), stated that determining objective involves precisely what the employee should learn and stating the desired outcome and convey to all concerned what the training program is designed to do. Determining clear and realistic objective is a key in designing training program because all other step in the development of training programs is based.

Without training objectives; training nothing is done for organization performance. PFSA should be prepared training objective with a participations of employees and managements.

Table 4.8 Respondents Perception on the Contents of Training Programs Organized.

Statements	SDA		DA		N		A		SA		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1. The training program that is attended had a good mix of theory and practice.	24	11.71	86	41.95	63	30.73	32	15.61	-	-	205	
2. The training focused on relevant skills.	32	15.61	47	22.93	110	53.66	16	7.8	-	-	205	100
3. The training prepared employees well for work.	32	15.61	63	30.73	78	38.05	32	15.61	-	-	205	100
4. The training reflected current issues.	40	19.51	40	19.51	109	53.17	16	7.8	-	-	205	100
5. Training has provided adequate opportunity to reflect and plan improvement in your task.	24	11.71	47	22.93	94	45.85	40	19.51	-	-	205	100
6. Training contains all the necessary contents which are required to enable you perform your job effectively..	47	22.93	24	11.71	102	49.76	32	15.61	-	-	205	100

Source: own survey, 2015

Note: SDA-strongly disagree, DA-Disagree, N-Neutral, A – Agree, and SA- Strongly agree

   F- Frequency, %-Percentage

As indicated in item 1 of table 4.8, 11.71% of the respondents strongly disagree, 41.95% of the respondents disagree, 30.73% of the respondents neutral and 15.61% of the respondents agree, with the statement that the training program that is attended had a good mix of theory and practice. With regard to the source of the training content majority of respondents replied disagree.

Accordingly Tracey (1994), suggests two basic sources: job data (job analysis reports, and performance objective work cards) and documents (organization and function manual), policy manuals, technical manuals etc. are included in the training content both theory and practices unless half contents does not changes employees abilities, skills and knowledge.

As indicated in item 2 of table 4.8, 15.61% of the respondents strongly disagree, 22.93% of the respondents disagree, 53.66% of the respondents neutral and 7.8% of the respondents agree, with the statement that the training focused on relevant skills.

Carr (1992), stated that along with setting training objectives, deciding what knowledge and skills need to be taught is the important task in the development of training design. Therefore, PFSA should be strengthening the training focusing on relevant skills given.

As indicated in item 3 of table 4.8, 15.61% of the respondents strongly disagree, 30.73% of the respondents disagree, 38.05% of the respondents neutral and 15.61% of the respondents agree, with statement that the training prepared employees well for work.

Watson (1979), suggested that by identifying and grouping into topical areas related concepts and techniques, the learning process is made easier because it helps trainees to focus their attention on a specific and limited subject area and allows them to digest closely related ideas at one time.

As indicated in item 4 of table 4.8, 19.51% of the respondents strongly disagree, 19.51% of the respondents disagree, 53.17% of the respondents neutral and 7.8% of the respondents agree, with the statement that the training reflected current issues

From this result majority of respondents replied neutral and agree; and some of respondents responded disagree and strongly disagree respectively that the training reflected current issues.

Carr (1992), stated that contents of training programs are very much influenced by the purpose and need for training. In deciding the contents of the training program, knowledge, skill and attitudes that the worker has to gain are the central issue. Therefore, PFSA should evaluate the training content that reflects current issues to achieve organizational development.

As indicated in item 5 of table 4.8, 11.71% of the respondents strongly disagree, 22.93% of the respondents disagree, 45.85% of the respondents neutral and 19.51% of the respondents agree, with the statement that training has provided adequate opportunity to reflect and plan improvement in your task.

From the above result majority of the respondents replied neutral and agree; and some of respondents responded disagree and strongly disagree respectively that training has provided adequate opportunity to reflect and plan improvement in your task.

Watson (1979), stated that contents have to follow some logical and acceptable sequences usually from simple to complex or from known to unknown to help participants easily understand and apply them in their day to day activities.

As indicated in item 6 of table 4.8, 22.93% of the respondents strongly disagree, 11.71% of the respondents disagree, 49.76% of the respondents neutral and 15.61% of the respondents agree, with the statement that training contains all the necessary contents which are required to enable you perform your job effectively..

From this result majority of respondents replied neutral and agree; and some of respondents replied strongly disagree and disagree respectively. True love (2000), stated that the content of the training program is the issue of relevance. Here one can raise the question as criteria, like what must be learned to achieve the objective? What should be included? And what could be included?

Including necessary contents enables employees for better performance so that PFSA design a better content of training to gain a result from training and development unless it may lose its performance to implement effectively.

Table 4.9 Employee Respondents View on Trainers Selection Criteria and Competency.

Statements	SDA		DA		N		A		SA		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1. Trainers' selection criteria were clear for you.	55	26.83	78	38.05	47	22.93	17	8.23	8	3.9	205	100
2. Trainers had good knowledge and experience.	40	19.51	47	22.93	86	41.95	24	11.71	8	3.9	205	100
3. Trainers were effective in their teaching.	55	26.83	55	26.83	63	30.73	32	15.61	0	0	205	100
4. Trainers accept employee's opinion and suggestions in their teaching.	40	19.51	24	11.71	94	45.85	47	22.93	0	0	205	100
5. Trainers improve their way of communicating based on the given opinion and suggestions.	40	19.51	32	15.61	86	41.95	47	22.93	0	0	205	100

Source: own survey, 2015

Note: SDA-strongly disagree, DA-Disagree, N-Neutral, A – Agree, and SA- Strongly agree

F- Frequency, %-Percentage

As indicated in item 1 of table 4.9, 26.83% of the respondents strongly disagree, 38.05% of the respondents disagree, 22.93% of the respondents neutral, 8.23% of the respondents agree and 3.9% of the respondents strongly agree ,with the statement that trainers' selection criteria were clear for you.

Tracey (1984), stated 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. Unclear selection of trainers may ignore qualified persons who have good ability, skill and knowledge; this hinders organizations performance and productivity.

As indicated in item 2 of table 4.9, 19.51%of the respondents strongly disagree, 22.93% of the respondents disagree, 41.95% of the respondents neutral, 11.71% of the respondents agree and 3.9% of the respondents strongly agree, with the statement that trainers had good knowledge and experience.

Tracey (1984), stated 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. These benefit for trainees to perform duties effectively and efficiently. But it lacks this components, trainees does not understand the training content.

As indicated in item 3 of table 4.9, 26.83% of the respondents strongly disagree, 26.83% of the respondents disagree, 30.73% of the respondents neutral and 15.61% of the respondents agree, with the statement that trainers were effective in their teaching.

Tracey (1998), stated that competence of trainer performance is a function of subject matter expertise, pedagogical knowledge and skills, communication skills, and personal traits and qualities. The teaching methodology of trainers encourages audiences to gather more and more knowledge on the subject matter. But the teaching methodology lacks clarity, trainees may not encourages finding more works.

As indicated in item 4 of table 4.9, 19.51% of the respondents strongly disagree, 11.71% of the respondents disagree, 45.85% of the respondents neutral and 22.93% of the respondents agree, with the statement that trainers accept employee's opinion and suggestions in their teaching.

Accordingly Tracey (1984), 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. For better knowledge, participation may consider in the training content.

As indicated in item 5 of table 4.9, 19.51% the respondents strongly disagree, 15.61% of the respondents disagree, 41.95% of the respondents neutral and 22.93% of the respondents agree, with the statement that trainers improve their way of communicating based on the given opinion and suggestions.

To strength trainees skill and ability; good trainers are accepting the opinion, suggestion and exercising to improve their way of delivery method. That is why it uses for enhancement of trainees and organizational performance.

Table 4.10 Employee Respondents Perception on Training and Development Delivery Method Used.

Statements	SDA		DA		N		A		SA		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1. Varied training methods were used by trainers	40	19.51	70	34.15	40	19.51	55	26.83	-	-	205	100
2. Time set for training programs is suitable for learning.	40	19.51	55	26.83	47	22.93	63	30.73	-	-	205	100
3. The organization provided good support for work place training	63	30.73	78	38.05	40	19.51	24	11.71	-	-	205	100
4. The organization provided long term development program.	32	15.61	94	45.85	63	30.73	16	7.8	-	-	205	100
5. The implementation of training &development is effective in your organization.	24	11.71	102	49.76	71	34.63	8	3.9	-	-	205	100
6. You are satisfied on provided training and development approach.	63	30.73	55	26.83	78	38.54	8	3.9	-	-	205	100

Source: own survey, 2015

Note: SDA-strongly disagree, DA-Disagree, N-Neutral, A – Agree, and SA- Strongly agree

F- Frequency, %-Percentage

As indicated in item 1 of table 4.10, 19.51% of the respondents strongly disagree, 34.15% of the respondents disagree, and 19.51% of the respondents neutral and 26.83% of the respondents agree, with the statement that varied training methods were used by trainers.

Variety of training methods are available and used by training agencies and organizations (Saiyadain, 1995). Varied training methods uses for trainees' gap filing. Carried out of need assessments are used to select the training methods.

As indicated in item 2 of table 4.10, 19.51% of the respondents strongly disagree, 26.83% of the respondents disagree, 22.93% of the respondents neutral and 30.73% of the respondents agree, with the statement that time set for training programs is suitable for learning.

From this result majority of the respondents replied agree and neutral; some respondents replied disagree and strongly disagree respectively that time set for training programs is suitable for learning.

Saiyadain (1995), stated that type of method chosen is the function of the followings considerations; the purpose of the training: the nature of content: the level of trainees and finally, cost factors and times. For better understanding of the training content, training time is a one tool for training and development activities.

As indicated in item 3 of table 4.10, 30.73% of the respondents strongly disagree, 38.05% of the respondents disagree, 19.51% of the respondents neutral and 11.71% of the respondents agree, with the statement that the organization provided good support for work place training.

Harris and DeSimone (1994), expressed it as the most common form of training involving at the trainees regular work situation. Especially in technical and recent technology manuals training implementing at the work place to adapt by showing in practices. The advantage is displaying theories in to practices.

As indicated in item 4 of table 4.10, 15.61% of the respondents strongly disagree, 45.85% of the respondents disagree, 30.73% of the respondents neutral and 7.8% of the respondents agree, with the statement that the organization provided long term development program.

From this result majority of respondents replied disagree and strongly disagree; some of respondents replied neutral and agree respectively that the organization provided long term development program.

Long term development benefits for the organization by capacitating employees for future managerial positions. In addition it benefits to employees for future career development. Therefore, organization should consider the development program.

As indicated in item 5 of table 4.10, 11.71% of the respondents strongly disagree, 49.76% of the respondents disagree, 34.63% of the respondents neutral and 3.9% of the respondents agree, with the statement that the implementation of training &development is effective in your organization.

From the above result, majority of respondents replied disagree and strongly disagree; and some respondents replied neutral and agree respectively. Accordingly, Harris and DeSimon (1994), in implementing the training, the trainer has to be sure that the training is in line with them objectives set, address the selected target group and fill the gaps identified in knowledge, skills and attitudes and satisfy the trainees. The Agency should implement effective training and development program at institution level by lining the objectives set to come effective organizational performance.

As indicated in item 6 of table 4.10, 30.73% of the respondents strongly disagree, 26.83% of the respondents disagree, 38.54% of the respondents neutral and 3.9% of the respondents agree, with the statement that you are satisfied on provided training and development approach.

From this result majority of respondents replied strongly disagree and disagree; and some respondents replied neutral and agree respectively. Varied training methods have its own characteristics to select for training .This methods should be selected after need assessment is carried out because to measure the training effectiveness given for trainees.

Table 4.11 Perceptions of Respondents on Training Facilities Used.

Statements	SDA		DA		N		A		SA		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1. Physical environment of the training location were suitable for better learning.	40	19.51	32	15.61	70	34.15	63	30.73	-	-	205	100
2. The training material was easy and accessible for all trainees.	32	15.61	32	15.61	78	38.05	55	26.83	8	3.9	205	100
3. There was health accommodation at training center	40	19.51	47	22.93	71	34.63	47	22.93	-	-	205	100
4. The training hotel service was good for you.	40	19.51	16	7.8	63	30.73	86	41.95	-	-	205	100
5. The training used up-to-date equipment, facilities, and materials.	55	26.83	16	7.8	55	26.83	79	38.54	-	-	205	100

Source: own survey, 2015

Note: SDA-strongly disagree, DA-Disagree, N-Neutral, A – Agree, and SA- Strongly agree

F- Frequency, %-Percentage

As indicated in item 1 of table 4.11, 19.51% of the respondents strongly disagree, 15.61% of the respondents disagree, 34.15% of the respondents neutral and 30.73% 0f the respondents agree, with physical environment of the training location were suitable for better learning.

From this result majority of respondents replied neutral and agree; and some respondents strongly disagree and disagree respectively that Physical environment of the training location were suitable for better learning.

indicated in item 2 of table 4.11, 15.61% of the respondents strongly disagree, 15.61% of the respondents disagree, 38.05% of the respondents neutral, 26.83% of the respondents agree and 3.9% of the respondents strongly agree, with the statement that the training material was easy and accessible for all trainees.

From this result majority of respondents replied neutral and agree; and some of respondents strongly disagree and disagree respectively that the training material was easy and accessible for all trainees.

As indicated in item 3 of table 4.11, 19.51% of the respondents strongly disagree, 22.93% of the respondents disagree, 34.63% of the respondents neutral and 22.93% of the respondents agree, with the statement that there was health accommodation at training center.

From this result majority of respondents replied neutral and agree; and some of respondents disagree and strongly disagree respectively that there was health accommodation at training center.

As indicated item 4 of table 4.11, 19.51% of the respondents strongly disagree, 7.8% of the respondents disagree, 30.73% of the respondents neutral and 41.95% of the respondents agree, with statement that the training hotel service was good for you. From this result majority of respondents replied agree and fairly agree the training hotel service was good for you.

As indicated item 5 of table 4.11, 26.83% of the respondents strongly disagree, 7.8% of the respondents disagree, 26.83% of the respondents neutral and 38.54% of the respondents agree, with the statement that the training used up-to-date equipment, facilities, and materials

Watson (1979), explains that seating arrangements and layouts of the training rooms as well as the location of the training sites are extremely important aspects of effective training.

Thus for effective training program appropriate training facilities and proper training environment (rooms and seating conditions) should be carefully planned and selected in advance. By this context and from the respondents view, PFSA should be continued by strengthen training facilities effectively.

Table 4.12 Respondents Views on Training Budget Adequacy.

Statements	SDA		DA		N		A		SDA		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1. Training and development program is supported by remuneration	40	19.51	24	11.71	110	53.66	32	15.61	-	-	205	100
2. Considerable amount of financial and material resources are invested by the top management to ensure the development of staff.	55	26.83	55	26.83	71	34.63	24	11.71	-	-	205	100
3. Training materials and resources were resource worthy for better learning.	32	15.61	31	15.12	110	53.66	32	15.61	-	-	205	100

Source: own survey, 2015

Note: SDA-strongly disagree, DA-Disagree-Neutral, A – Agree, and SA- Strongly agree

F- Frequency, %-Percentage

As indicated item 1 table 4.12, 19.51% of the respondents strongly disagree, 11.71% of the respondents disagree, 53.66% of the respondents neutral and 15.61% of the respondents agree, with the statement that training and development program is supported by remuneration.

According to Atkelt (2003), insufficient budget to execute training programs, the absence of a national training policy has the effect of negatively influencing the amount of funds allocated for training. The aggregate spending on training is very negligible. Worse still, budget allocated to training program is the first item to be cut when the government faces financial crises.

Training remuneration encourages trainees and refresh by this payment. Therefore, allocating sufficient remuneration is keeping employees moral and interest.

As indicated in item 2 of table 4.12, 26.83% of the respondents strongly disagree, 26.83% of the respondents disagree, 34.63% of the respondents neutral and 11.71% of the respondents agree, with the statement that considerable amount of financial and material resources are invested by the top management to ensure the development of staff.

Even if some trainings are covered by remuneration, considerable amount of financial resources are not invested by the top management to ensure of the development of staff. This hinders trainees' moral and interest. Therefore PFSA should invest sufficient resources for training purpose.

As indicated in item 3 of table 4.12, 15.61% of the respondents strongly disagree, 15.12% o the respondents disagree, 53.66% of the respondents neutral and 15.61% of the respondents agree, with the statement that training materials and resources were resource worthy for better learning.

In majority of respondents replied resources usage of PFSA for better learning is effective. Training materials and resources is facilitating the training program. But training materials and resources does not organize, training effectiveness may reduce.

Table 4.13. Respondents Reaction on Training Evaluation Practices of the Organization.

Statements	SDA		DA		N		A		SA		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1. Training programmes are evaluated as the end of the training completion of each day.	47	22.93	63	30.73	55	26.83	32	15.61	8	3.9	205	100
2. Training programmes are evaluated as the end of the training program.	63	30.73	47	22.93	47	22.93	40	19.51	8	3.9	205	100
3. Training programmes results are evaluated after employees return to their work place.	78	38.05	71	34.63	48	23.41	-	-	8	3.9	205	100
4. You have got encouragement for your work after having training.	47	22.93	24	11.71	94	45.85	32	15.61	8	3.9	205	100
5. Employees were evaluated in a fair test of their skills and knowledge.	71	34.63	63	30.73	55	26.83	8	3.9	8	3.9	205	100
6. The organization evaluates the effectiveness of training program.	79	38.54	63	30.73	55	26.83	-	-	8	3.9	205	100

Source: own survey, 2015

Note: SDA-strongly disagree, DA-Disagree, N-Neutral, A – Agree, and SA- Strongly agree

F- Frequency, %-Percentage.

As indicated in item 1 of table 4.13, 22.93% of the respondents strongly disagree, 30.73% of the respondents disagree, 26.83% of the respondents neutral, 15.61% of the respondents agree and 3.9% of the respondents strongly agree, with the statement that training programmes are evaluated as the end of the training completion of each day.

Harris and DeSimon (1994), stated training evaluation as the systematic gathering of descriptive and judgmental data which is essential to make decision on the effectiveness of training choice, implementation, value and improvement of different training activities. Training evaluation on the progress benefits to correct the existing problem, improving the raised opinions, and continuing better ideas. If not evaluation, we cannot know the progress of training quality.

As indicated in item 2 of table 4.13, 30.73% of the respondents strongly disagree, 22.93% of the respondents disagree, 22.93% of the respondents neutral, 19.51% of the respondents agree and 3.9% of the respondents strongly agree, with the statement that training programmes are evaluated as the end of the training program

Rae (2003), said that evaluation is the process of 'measuring' this improvement and achievement from the start to the end of the training process. Training is evaluated to know cost benefit analysis, quality, quantity and time of training. If not training is evaluated at the end of the program and in the work place, organizations does not know the performance of employees and departments. Therefore, in PFSA there is a problem about training evaluation at the end of the training program.

As indicated in item 3 of table 4.13, 38.05% of the respondents strongly disagree, 34.63% of the respondents disagree, 23.41% of the respondents neutral and 3.9% of the respondents strongly agree, with the statement that training programmes results are evaluated after employees return to their work place

Results which deals with whether or not the training affected what it was intended to do on the overall performances of the organization such as, increasing effectiveness, improving quality of performance and service, and reducing cost (Saiyadain, 1999; Reddy,1991 and Spector, 2000). But in PFSA does not carry out the result evaluation after employees return to their work. This may lose performance of the organization and employees.

As indicated in item 4 of table 4.13, 22.93% of the respondents strongly disagree, 11.71% of the respondents disagree, 45.85% of the respondents neutral, 15.61% of the respondents agree and 3.9% of the respondents strongly agree, with the statement that you have got encouragement for your work after having training. From this result, because of absence of evaluation during training, after training and in work place returned, giving an encouragement is difficult to differentiate well performed employees. But without evaluation, PFSA gives an encouragement for employees.

As indicated in item 5 of table 4.13, 34.63% of the respondents strongly disagree, 30.73% of the respondents disagree, 26.83% of the respondents neutral,3.9% of the respondents agree and 3.9% of the respondents strongly agree, with the statement that employees were evaluated in a fair test of their skills and knowledge. Employees should be evaluated in affair test of their skills and knowledge during evaluation based on standards. But in pharmaceuticals fund and supply agency there is no a fair test or standards to evaluate employees. This may raise grievance, organizational conflict, turn over and so on.

As indicated in item 6 of table 4.13, 38.54% of the respondents strongly disagree, 30.73% of the respondents disagree, 26.83% of the respondents neutral and 3.9% of the respondents strongly agree, with the statement that the organization evaluates the effectiveness of training program.

Stern (1990), stated that the ultimate purpose of training is to improve the efficiency and effectiveness of the organization. Training evaluation is the process of obtaining feedback on the impact of a training program, and to determine the value of the training based on the feedback. But in PFSA there is a problem evaluating the effectiveness of training program.

 Management Employees' Responses

To gather more information about employee training and development practice of the pharmaceutical fund and supply agency open ended questions were forwarded to the management bodies of the organization.
1. Is there training and development policy in your organizations?
All respondents stated that PFSA does not have a training and development policy that is well known by organizations employees and managements.

2. In your organization need assessments is functional to select employees for training and development?

All respondents stated that in PFSA does not carry out need assessment to select employees for a given training.

3. What is the base of your organization to select the training method and trainers?

All respondents the selection of training method and trainers are not clear in the organization. It does not understand the current gaps of the organization performance.

4. In your organization evaluation is functional in the work place after taking training?

All respondents stated that evaluation does not take place after taking training.

5. Are employees satisfied on delivered training and development in your organization? And also what is your visible solution?

All Respondents stated that because of absence evaluation, the organization does not know the satisfaction of the training and development which takes place. The respondents commented solution is clear system design, design clear training policy and fair evaluation system.

6. What was the base of the organization for selecting appropriate trainees for appropriate training?

All the respondents stated that PFSA does not have clear criteria for selecting trainees because lack of transparent training policy.

7. What are the main challenges of training and development practices in your organization?

All the respondents stated that poor leadership, lack of need assessment, lack of transparent, lack of participatory in training issues etc.

8. What are the solutions taking to reduce the challenges that face on training and development in your organization?

All respondents stated that leadership commitment, design transparent policy and need assessment.

<center>**CHAPTER FIVE**</center>

<center>**SUMMARY, CONCLUSION AND RECOMENDATIONS**</center>

This chapter deals with the summary of major findings, conclusion drawn up from the findings and recommendations that are based on the conclusion arrived at.

5.1. Summary

The main propose of this paper is to assess the training and development practices conducted by pharmaceutical fund and supply agency. For this purpose a descriptive method of data analysis was employed. Respondents were selected using random sampling techniques and findings were analyzed using frequency count and percentage.

A total of 207 respondents drawn from non-management and management employees were used as a data source. The data were collected by means of questionnaire. Accordingly, the following are the major findings of the study:

5.1.1. Training Policy Issues

Training and development policy is a guide line carry out the training prgrammes .According to document analysis and 72.68% of employees response PFSA does not have a written training policy well known by employees.

5.1.2 Training Needs Assessment Issue

Training need assessment1las a foundation to propose organize and implement training programs, should conduct in a regular and continuous basis. Yet accordingly 61.46% of respondents response it doesn't conduct TNA. The reasons for not conducting TNA were found that: lack of commitment, lack of attention given by management body. Moreover it was found that due to the absence of TNA, trainees demand for the training was not taken in to account and the trainings conducted didn't address the training gap analysis.

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5.1.3 Issues on Setting Training Objectives.

The process of setting the objectives neglected employees and management cooperation accordingly 57.56% of respondents. Trainees were not participated in training objective setting. On this issue, employees couldn't be certain as to the training objectives were conducive to improve their organizational performance problem.

5.1.4 Issues on Training Content Formulation.

Accordingly 53.66% of respondents the training content was not a good mix of theory and practice suitable to overcome trainee's knowledge, skill and attitude gaps and couldn't contribute to improve organizational performance problems.

5.1.5 Issues on Training Method.

Based on 53.66% of respondents response ,PFSA does not use varied training methods because of absence of training need assessments to determine which types of training method is needed for training .

5.1.6 Issues on Trainer and Trainee Selection.

5.1.6.1 Selection of Trainers

Based on the 64.88% of respondents, the trainer selection criteria do not clear for employees and managements. Trainers' attention to entertain trainee's opinion, their facilitation to trainee's discussion and their ability in relating the training with trainee's real life found to be perceived positively by most respondents. And also trainer's practical experience on the subject matter observed as competent by respondents.

5.1.6.2 Selection of Trainees.

For the selection of trainees, PFSA had not established trainees selection criteria based on majority respondents.

5.1.7 Issue Related to Training Facilities and Environment.

In this regard issues like training hotel service, training inputs and the training location was conducive for effective training provision accordingly the majority respondents.

5.1.8 Compensation and Budget

Training compensation and budget is very necessary to run training and development. But considerable amount of financial resources is not invested by PFSA top managements accordingly 53.66% of respondents.

5.1.9 Training Evaluation.

 Accordingly 72.68% of respondents, it was observed that evaluation was not carried out in both times i.e. while the training was on progress and on completion. Training impact assessment was not exercised at all as a result of less attention given to it, lack of management commitment to conduct it.

5.2 Conclusion.

Based on the findings, training need assessment, which is the foundation for proposing, designing and implementing training programs, was neglected. In pharmaceuticals fund and supply Agency training need assessments is not carried out in the organization, job and individual level. There was no linkage between management and employees in training need analysis and subsequent training phases. In general, TNA, the foundation for all training program phases was not exercised in accordance with the training theories and principles. Because of this the trainings were not responsive to the specific need of the organization. The training design and implementation couldn't be effective and were not able to respond to demands of organizations

Training and development selection criteria are necessary for on organization to select employees. There are no clear selection criteria set in a written document for training and developments in Pharmaceuticals Fund and Supply Agency. Employees themselves do not know how trainees select for training and development.

There are two types of training method; these are on-the job and off-the job training. Pharmaceuticals Fund and Supply Agency PFSA used off-the job training, it doesn't consider the other methods of training to enhance the employees capacity, skills and abilities.

Different training methods are used to build the capacity and knowledge by considering the current situation of the organization and business activities. The training method, which does not focuses varied training method, lacks the benefits that could have been extracted from other methods. Training evaluation was not carried out in both times i.e. while the training was on progress and on completion to examine the cost benefits analysis, quantity, quality and time frame effectiveness. Evaluation also does not carry out in organizational and employees performance. And also training impact assessment was not exercised at all as a result of less attention given to it. In addition, its failure to conduct training evaluation and impact assessment get timely feedback which could have helped it improve its training provisions.

Training and development is one of human resource function that contributes for enhancing skills, abilities and knowledge. But this function challenges many problems for example financial resources, lack of training policy, absence of guidelines for training need analysis, absence of impact evaluation of training. In pharmaceuticals fund and supply agency, these challenges are observed.

5.3 Recommendations.

Based on the findings and conclusions made from this study, the following recommendations can be forwarded:

- 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 training need assessments 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 organization, at the task and an individual level so that they are able to determine their own needs. In doing so, it is recommended that there should be participation of both employees and managements.

- Setting clear and precise objective at the start would help managers to decide whether the trainings are good enough for the attainment of organizational goals and directs the trainers to know what to train and trainees to decide whether the objectives set are related to accomplishment of their tasks. Thus it is recommended that the preparation of training objectives should be done with meaningful participation of all employees and managements.

- Designing what knowledge and skills need to be thought is an important task in the development of training designs. Therefore Pharmaceuticals fund and supply agency should play a great role in participating stake holders in identifying training contents that hold detailed statement of what trainee need to learn based on comparison between the job specification and trainee level of competence. Furthermore, to make the contents understandable and retainable they must be systematically grouped, integrated and sequentially organized and above all they should be well-suited with those of the organizational training needs and the training objectives set, in order to bring the performance deficiencies, identified by training need assessments. .

- The organization should search various financial sources which can contribute to overcome its logistics and facility problems and there by provide quality service to its customers. It should also focus in establishing and maintaining professional partnership with other similar organizations both locally and abroad.

- The quality of training service provision of the organization largely depends up on having qualified and motivated trainers. To this end, it has to develop and ensure a mechanism by means of which it can attract and retain professionals, trainers, consultants and researchers.

- Pharmaceuticals Fund and Supply Agency should establish a training policy by means of which the organization training performance to be guided. This enables the organization to carry out its mandates in a better way.

- The effectiveness of training is examined by implementation of training evaluation methods. Therefore researcher recommends, Pharmaceuticals Fund and Supply Agency should be carried out evaluation of training in progress and at the end.

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Appendix I

Dear madam/sir

My name is **Hailemichael Molla**. I am an MBA student pursuing my studies at St. Mary's university .As a part of requirement for partial fulfillment of my masters programs on conducting research titled "employees training and development practices at pharmaceuticals fund and supply agency." research in our company. Please give your genuine response to the questions given below focusing the **employees training and development practices** in Pharmaceuticals Fund and Supply Agency (PFSA). The information provided by you will be kept highly confidential and will be strictly used for academic purpose only.

Part 1: the following questions are about your demographic information .Please put a ( ) mark in the box that contains information which best represents you.

1. Gender;

   ( ) male   ( ) female

2. Age

   ( ) 18-25   ( ) 26-30   ( ) 31-45

   ( ) 36-40   ( ) 41 -45   ( ) 46 -50

   ( ) 51 and above

3. Education level

   ( ) elementary school complete   ( ) high school complete   ( ) Certificate

   ( ) diploma   ( ) 1st degree/first degree

   ( ) 2nd /master's degree/ and above

4. For how many years have you worked in this organization?

   ( ) 1 – 3   ( ) 4 – 7   ( ) 8 - 11 ( ) 12 - 15   ( ) 16 and above

Part 2: This part of the questionnaire is designed to collect necessary data about the employee training and development practices of the organization. Therefore you are kindly requested to read the following statements and putting ( ) mark in the box that best matches your perception on the statement given.

s.no	Statements	Alternative responses				
		Strongly disagree	disagree	neutral	agree	Strongly agree
	Training policy issues					
1	The organization has a written training and development policy.					
2	Training and development policy are linked with the organization objective.					
3	Training and development programmes are aligned with the strategic plan of the organization.					
4	Training and development policy is developed with the participation of employees.					
5	The organization has a training and development policy applicable to all employees.					
	Training need assessment					
1	Training and development programmes are organized based on training needs assessment results.					
2	Training need is assessed at the organizational level.					
3	Training need is assessed at the task level.					
4	Training need is assessed at the individual level.					
5	The training was flexible enough to meet your needs.					
	Training objective					
1	The organization has designed training and development objectives.					
2	The organization clearly explained what was expected from employees.					
3	You are clear about training and development objectives.					
	Training content					
1	The training program that is attended had a good mix of theory and practice.					
2	The training focused on relevant skills.					
3	The training prepared employees well for work.					
4	The training reflected current issues.					
5	Training has provided adequate opportunity to reflect and plan improvement in your task.					
6	Training contains all the necessary contents which are required to enable you perform your job effectively.					

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	Trainers' selection and competency.					
1	Trainers' selection criteria were clear for you.					
2	Trainers had good knowledge and experience.					
3	Trainers were effective in their teaching.					
4	Trainers accept employee's opinion and suggestions in their teaching.					
5	Trainers improve their way of communicating based on the given opinion and suggestions.					
	Training and development delivery method					
1	Varied training methods were used by trainers.					
2	Time set for training programs is suitable for learning.					
3	The organization provided good support for work place training.					
4	The organization provided long term development program.					
5	The implementation of training and development is effective in your organization.					
6	You are satisfied on provided training and development approach.					
	Training facility					
1	Physical environment of the training location were suitable for better learning.					
2	The training material was easy and accessible for all trainees.					
3	There was health accommodation at training center.					
4	The training hotel service was good for you.					
5	The training used up-to-date equipment, facilities, and materials.					
	Training compensation and budget					
1	Training and development program is supported by remuneration.					
2	Considerable amount of financial and material resources are invested by the top management to ensure the development of staff.					
3	Training materials and resources were resource worthy for better learning					

	Training evaluation					
1	Training programmes are evaluated as the end of the training completion of each day.					
2	Training programmes are evaluated as the end of the training program.					
3	Training programmes results are evaluated after employees return to their work place.					
4	You have got encouragement for your work after having training.					
5	Employees were evaluated in a fair test of their skills and knowledge.					
6	The organization evaluates the effectiveness of training program.					

Appendix II

Dear madam/sir

My name is **Hailemichael Molla**. I am an MBA student pursuing my studies at St. Mary's university .As a part of requirement for partial fulfillment of my masters programs on conducting research titled " employees training and development practices at pharmaceuticals fund and supply agency. Please give your genuine response to the questions given below focusing the employees training and development practices in Pharmaceuticals Fund and Supply Agency (PFSA). The information provided by you will be kept highly confidential and will be strictly used for academic purpose only.

Part 1: The following questions are about your demographic information .Please put a ( ) mark in the box that contains information which best represents you.

5. Gender;

( ) male   ( ) female

6. Age

( ) 18-25   ( ) 26-30   ( ) 31-45

( ) 36-40   ( ) 41 -45   ( ) 46 -50

( ) 51 and above

7. Education level

(   ) elementary school complete   ( ) high school complete   (   )   Certificate

( ) diploma   (   ) 1st degree/first degree

(   ) 2nd /master's degree/ and above

8. For how many years have you worked in this organization?

(   ) 1 – 3   (   ) 4 – 7   ( ) 8 - 11   ( ) 12 - 15   ( ) 16 and above

Part 2: This part of the questionnaire is designed to collect necessary data about the employees training and development practices of the organization. Therefore you are kindly requested to read the following open ended questions and write your perception on the space provided.

1. Is there training and development policy in your organization?   A. yes   B. no

If yes, how to implement this policy in your organization?---
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2. In your organization need assessment is functional to select employees for training and development?   A. Yes / B. no

If you say `yes` How you are assessing training and development needs in your organization?---
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3. What is the base of your organization to select the training method and trainers?

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4. In your organization evaluation is functional in the work place after taking training?

A. Yes   B. No

If you say `yes` how you are evaluated?

----

5. Are employees satisfied on delivered training and development in your organization?

a. yes b. no

If no, what is the cause employees dissatisfied?

And also what is your visible solution?

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6. What is the base of the organization for selecting appropriate trainees for appropriate training?

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7. What are the main challenges of training and development practices in your organization?

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8. What are the solutions taking to reduce the challenges that face on training and development in your organization?

Appendix III

Declaration

I, the undersigned, declare that thesis is my original work, prepared under the guidance of my advisor. 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.

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Name   *Signature*

St. Mary's university, Addis Ababa   **January, 2016**