

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

**ASSESSMENT OF TRAINING PRACTICES:
THE CASE OF NATIONAL LOTTERY
ADMINISTRATION**

**BY:
DESALEGN KASSAYE WOLDEMARIAM**

**JANUARY 2017
ADDIS ABABA, ETHIOPIA**

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A THESIS

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**JANUARY 2017
ADDIS ABABA, ETHIOPIA**

ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATES STUDIES
FACULTY OF BUSINESS

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BY:
DESALEGN KASSAYE

APPROVED BY BOARD OF EXAMINERS

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DECLARATION

I, the undersigned, declare that this research thesis is my original work, prepared under the guidance of Dr.Zemenu Aynadis (Ass.professor) at St. Mary's University. 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 any degree.

Full Name

Signature & Date

ENDORSEMENT

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

Advisor

St. Mary's University, Addis Ababa

Signature & Date

January, 2017

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Appendix I .Question prepared for non management employees of NLA.

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ACRONYMS

Abbreviation

Terminology

BPR

Business Processing Reengineering

HR

Human Resource

HRD

Human Resource Development

HRM

Human Resource Management

NLA

National Lottery Administration

ABSTRACT

Training is required for employees to enable the organization achieve its goal. The training function plays a further enhancing role and holds more importance as it deals with knowledge of workers. To raise the competence level of workers by providing relevant knowledge and skills, NLA provide training for its employees at various times. However, improper selecting staff, trying outdated training methods, not aware of the training policy to employees, lack of close supervision and follow up are some of the major problems that National lottery administration facing. The purpose of this study was to contribute a valuable and comprehensive training program for the lottery administration as well as it used to guide management of the administration in improve training procedure, need assessment, training design, implementation and evaluation of trainings. The data gathered both primary and secondary were analyzed using descriptive statistics. The result shows that national lottery administration training program has a quality problem and the training and development plan and policy of the organization are not known by all employees. The type of training used by the administration was on-the-job and off-the-job training. The training impact assessment and training need assessment are not being applied properly. Also trainee's behavior change was not evaluated. The administration should develop well appropriate training policy which is known by all employees and it includes internationally accepted training process models. The paper ends by offering useful suggestions to the management involved in the operations of the organization. Finally, we identify research gaps and offer directions for future research.

Key words: Trainig,NLA;Ethiopia

CHAPTER ONE

1. INTRODUCTION

This chapter provides a background to the study. It highlights the practice of training and development in the ever-changing world of business making, be it in private or public institution. As organizations strive to compete in the global economy, differentiation on the basis of the skills, knowledge, and motivation of their workforce takes on increasing importance. The introductory chapter presents background, the problem statement, research questions, objectives of the study, significance of the study, limitation of the study, definition of the study, definition of key terms, scope of the study, and organization of the study.

1.1 Background of Study

The beginning of training could be traced to the Stone Age when people started transferring knowledge through signs and deeds to others. Vocationally training started during the Industrial Revolution when apprentices were provided direct instructions in the operation of machines. Training and development is increasingly recognized, now, as a most important organizational activity. Rapid technological changes require newer skills and knowledge in many areas. Training has to be continuously offered to keep employees updated and effective (Abiodun, 1999).

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

According to (Natnael, 2014) training development should be given great attention, when the training plan and policies are first developed and designed so that it will help to duly follow the training processes. According to (Frank, 2009) development in the context of human resource management is a broad ongoing multi-faceted set of activities (training activities among them) to bring someone or an organization up to another threshold of performance, often to perform some job or new role in the future.

Human resources are the most valuable assets of any organization. With the machines, materials, and even the money, nothing is done without labor. Human resources management is a strategic

management of an organization's goals and objectives. It is related with gathering, maintaining, improving and motivating the workforce in the right environment. It helps to consider ethical issues for the mutual procedure such as fairness, respect, transparency. Human resource is one of the most important resources that any other resources for the achievement of organizations objectives to be competent in the dynamic environment and to overcome various threats retaining quality human resource, which is very essential for the company. Human resource is part of the strategic planning process.

1.2 Statement of the Problem

The success of an organization in achieving its objective and fulfilling its mission is highly dependent up on its employees. Employees are the key and vital assets of an organization. Effective training and development programs are important for the success of the organizations.

Training and development make employee capable in improving their performance through updating knowledge, skills, or attitudes. Hence, training and development is important to develop the employee and make them suitable to the job. It is one of the most important potential motivators which can lead to both short term and long term benefit for individuals and organizations (Minwagaw , 2015). Training is a short term mechanism and which focus on the day to day activities performed whereas development is a long term, and mainly depends on knowledge base to the future. National lottery administration has been providing different trainings to employees year by year. However, training implementation and its process as well as quality were not to the expected level. Improper selecting staff, trying outdated training methods, not aware of the training policy to employees, lack of close supervision and follow up is some of the major problems that pilot study conforms in National lottery administration.

These problems later on lead the organizations to lack of optimum man-task relationship, resistance of employees in taking future assignments, decrease in productivity, increase in operational error, increase in employee turnover and absenteeism, and decrease in employee morale and confidence (Dejene, 2010). Thus, the purpose of this study is to assess the current status of training program of National lottery administration in order to find out a workable training strategy which insures the desired organizational excellence.

1.3 Research Questions

This research was conducted to assess the training and development practice in National lottery administration. In order to fulfill the objectives, the study is guided by the following research questions:

1. How are the trainers and trainees selected?
2. What are the methods frequently used by the organization in conducting training program?
3. What are the major problems in the process of training practice in the organization?
4. Is the training program of the administration supported by a training policy?
5. How and when evaluation of training made in a way that enhanced the worth of the programs?

1.4 Objectives of the Study

This research work has the following general and specific objectives.

1.4.1 General objectives

The main objective is to study assessment of training practices undertaken in the National lottery administration. Based on the general objective, the study intends to achieve the following specific objectives.

1.4.2 Specific Objectives

Based on the general objective the followings are specific objectives to study assessment of training practices undertaken in the National lottery administration..

1. Examining the trainers and trainees selection criteria;
2. To assess what training methods used in the administration;
3. To explore the main problems of training process practices in the organization;
4. To explore training policy practices of the administration.
5. Investigate the administration practice on evaluation of training programs;

1.5 Significance of the Study

The result of this study is believed to contribute towards developing a valuable and comprehensive training program for the lottery administration. It also help National Lottery Administration to have clear information about how much the training and development programs benefits the organization and employees and which areas of programs need correction and also what kind of mechanisms used to get the most out of the program and employees. The results obtained can be used to guide

management of the administration in improve training procedure, conduct need assessment, training design, implementation of training and evaluation of trainings. Moreover, the study will serve a stepping stone for those who are interested to conduct advanced research works in the field under consideration.

1.6 Scope of the Study

The scope of this study will be limited to assess the practice of training in National lottery administration from 2003E.C onwards after the implementation of BPR, though human resource program are equally important; this research focus on only the training part. The sample populations are employees in National lottery administration who are working on a permanent basis in Addis Ababa office. In addition, the paper is limited to the data obtained from the interview and questionnaires.

Due to time and financial resources constraints this study is limited to assessment of training practice only in three branches and one head in Addis Ababa city.

1.7 Organization of the study

This paper is organized in to five chapters. The first chapter comprises introduction, statement of the problem, research question, and objectives of the study, significance of the study, scope and limitation of the study. The second chapter consists of related literature review on the subject. The third chapter is about Research design and methodology of the research. It comprises sub –topics such as research design population and sampling technique, the types of the data and tools/instruments and data collection, procedures of data collection methods, data analysis. Chapter four is devoted to analysis, presentation and interpretation of the data obtained from different sources with respect to the research questions. The final and the fifth chapter deliver the summary, conclusion, recommendation based on the findings of the study to the organization and concerned parties.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 Overview of training and development

The objectives of training differ according to the employees belonging to different levels of organizations. The basic objective of training, however, is to establish a match between employee and his job. This training is designed to improve knowledge, skills, and attitude and, thus, equip the individual to be more effective in his present job or prepare him for a future assignment. However, individual's growth should not be taken as an end. From the point of view of an organization, individual growth is a means of organizational effectiveness (Saiyadain, 2004).

People develop through their lifespan, achieving greater degrees of complexity, even transformation. They are, therefore, continuously engaging in learning processes as they seek balance between changing self and changing environment (Beardwell and Holden, 1994).

According to (Dessler, 2005, p.270) training is the methods used to give new or present employees the skills they need to perform their jobs. Training constitutes a basic concept in human resource development. It is concerned with developing a particular skill to a desired standard by instruction and practice. Training is a highly useful tool that can bring an employee into a position where they can do their job correctly, effectively, and conscientiously. Training is the act of increasing the knowledge and skill of an employee for doing a particular job.

According to (Wayne, 2010, p.275) training consist of planned programs designed to improve performance at the individual, group, and/or organizational levels.

According to (Armstrong, 1999, p.507) training defined as; "Training is the systematic modification of behavior through learning which occurs as a result of education, instruction, development and planned experience". It means that training is able to change attitude, knowledge or skill of employees by learning experience. Training means investing in people to enable them to perform better and to empower them to make the best use of their natural ability.

Sometimes there is confusion between the terms "Education", "Training" and "Development" because there is a degree of inter-relationship. This relationship can be best understood by considering education as dealing with the imparting of knowledge whereas training is directed

towards changing of behavior and attitude and development is a systematic effort affecting individuals' knowledge or skills for purposes of personal growth or future jobs and/or roles.

Employee training is commonly used as a means to increase performance. Gap between employee performance levels and standards for that performance are commonly addressed with training. This training comes in a variety of forms and, of course, at a cost (Armstrong, 1999).

2.2 Purpose of Employees Training and Development

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

2.3 Objectives of Training and Development

The basic objective of training is to establish a match between employee and the job. This training is designed to improve knowledge, skills, and attitude and, thus, equip the individual to be more effective in his present job or prepare him for a future assignment. However, individual's growth should not be taken as an end. From the point of view of an organization, individual growth is a means to organizational effectiveness. The primary concern of an organization is to exist to persist. The viability depends on the efficiency that an organization achieves in meeting its goals and, thus retains its market share. The objective of training can be induction, updating, preparing for future assignment as well as competency development. Armstrong (1999) states that the fundamental aim of training is to help organizations achieve their purpose by adding to their key resources i.e. the people they employ. Investing in training means that employees be able to perform better and empower themselves to make use of their natural abilities. The main objectives of training are to (Armstrong, 1999, p.507-508).

- develop competencies of employees to improve their performance.
- help people to grow within the organization in order that as far as possible, its future human resources can be met from within.
- 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 (Armstrong, 1999, p.507-508).

2.4 Distinction between Training and Development

The use of terms training and development in today's employment setting is far more appropriate than 'training' alone. Although literature is mostly used training and development interchangeably, the two terms have differences. Although training is used in conjunction with development, the terms are not synonymous. Training can be defined as the systematic development of the attitude, knowledge, skills and behavior pattern required by an individual to perform adequately given task or job where as development is not primarily skill oriented. Instead, it provides the general knowledge and attitudes, which will be helpful to employers in higher positions (Armstrong, 2006).

Training involves the application of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. Development is concerned with ensuring that a person's ability and potential are grown and realized through the provision of learning experiences or through self-directed (self-managed) learning. It is an unfolding process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required. Development takes the form of learning activities that prepare people to exercise wider or increased responsibilities. In development programs there is an emphasis on self-directed learning, personal development planning (together with learning contracts) and planned learning from experience. Efforts towards development often depend on personal drive and ambition. Development activities such as those supplied by management development programs are generally voluntary in nature. Development provides knowledge about business environment, management principles and techniques, human relations, specific industry analysis and the like is useful for better management of a company (Armstrong, 2006).

Table 2.1: Distinction between training and development

Training	Development
<ul style="list-style-type: none"> ✓ Training means learning skills and knowledge for doing a particular job. It increases job skills. ✓ The term training generally used to denote imparting specific skills among operative employees. ✓ Training is concerned with maintaining and improving current job performance. Thus, it has a short perspective and training is job centered in nature. ✓ The role of trainer or supervisor is very important in training 	<ul style="list-style-type: none"> ✓ Development means the growth of an employee in all aspect. It shapes attitude. ✓ Development is associated with the overall growth of management ✓ Management development seeks to develop competence and skills for future performance. Thus, it has a long term perspective. ✓ Development is career oriented in nature and self-development

Source: Armstrong (2006) - Training vs. Development

Table 2.2 Difference between Training and Development

Training	Development
Training is skills focused	Development is creating learning abilities
Training is presumed to have a formal education	Development is not education dependent
Training needs depend upon lack or deficiency in skills	Development depends on personal drive and ambition
Trainings are generally need based	Development is voluntary
Training is a narrower concept focused on job related skills	Development is a broader concept focused on personality development
Training may not include development	Development includes training wherever necessary
Training is aimed at improving job related efficiency and performance	Development aims at overall personal effectiveness including job efficiencies

Source: <http://www.hrware.com/general-hr/training-development/>

2.5 Benefits of Training and Development

Training of employees and managers are absolutely essential in this changing environment. It is an important activity of HRD which helps in improving the competency of employees. Training gives a lot of benefits to the employees such as improvement in efficiency and effectiveness, development of self confidence and assists everyone in self management. The stability and progress of the organization always depends on the training imparted to the employees. Training becomes mandatory under each and every step of expansion and diversification. Only training can improve the quality and reduce the wastages to the minimum. Training and development is also very essential to adapt according to changing environment. Training and development has numerous benefits namely:

- i. Increased job satisfaction and morale among employees
 - ii. Increased employee motivation
 - iii. Increased efficiencies in processes, resulting in financial gain
 - iv. Increased capacity to adopt new technologies and methods
 - v. Increased innovation in strategies and products
 - vi. Reduced employee turnover
 - vii. Enhanced company image, e.g., conducting ethics training and
 - viii. Risk management, e.g., training about sexual harassment, diversity training
- (McNamara, 2008).

2.6 Characteristics of Effective Training Practice

- Top management is committed to training and development; training is part of the corporate culture.
- Training is tied to business strategy and objectives and is linked to bottom line results.
- A comprehensive, systematic approach to training exists; training and retraining are done at all levels on a continuous, ongoing basis.
- There is a commitment to invest the necessary resources, to provide sufficient time and money for training (Boella, 1996, p.119-120).

For a company to design an effective training program, the following principles should be known and understood:

1. Training can only be successful if it is recognized that learning is a voluntary process that individuals must be keen to learn and consequently they must be properly motivated.
2. People learn at different rates and particularly in the case of adults, often start from different levels of knowledge and skill with different motives and attitude.
3. Learning is hindered by feelings of nervousness, fear, inferiority, and by lack of confidence.
4. Instruction must be given in short frequent sessions rather than a few long periods.
5. Trainees must participate
6. Training must make full use of appropriate and varied techniques and of all the senses, not just one, such as the sense of hearing.
7. Trainees need clear targets and progress to be checked frequently.
8. Confidence has to be built up by praise, not broken down by reprimand. Learning must be rewarding.
9. Skills & Knowledge are acquired in stages marked by periods of progress, "standstill" and even a degeneration of the skill or knowledge so far acquired. Instructors must know of this phenomenon ("the learning curve"), as it can be a cause of disappointment and frustration for many trainees (Boella, 1996, p.119-120).

2.7 Training and Development Process

Training programs consist of five steps. The first, or needs analysis steps, identifies the specific, measurable knowledge and performance skills needed, assesses the prospective trainees skills, and develops specific, measurable knowledge and performance objectives based on any deficiencies. In the second step, instructional design, you decide on, compile, and produce the training program content, including workbooks, exercises, and activities. There may be a third, validation step, in which the bugs are worked out of the training program by presenting it to a small representative audience. The fourth step is to implement the program, by actually training the targeted employee group. Fifth is an evaluation step, in which management assesses the program's successes or failures (Brown, 2002).

2.7.1 Analyzing Training Needs

The first step in creating effective training programs is to determine what training employees need. A training need exists when an individual lacks the knowledge or skills required for the execution of an assigned task satisfactorily. Training Needs Assessment is the process of gathering data to determine what training employees needs have so that training can be developed to improve the effectiveness of employees and thereby help the organization meet its business objectives. There are four reasons why training needs assessment should be done before training programs are developed: (a) to identify specific problem areas in the organization so that the highest priority organizational problems requiring training solutions are addressed; (b) to obtain management support by making certain that the training directly contributes to the bottom line, that the training improves employee job performance; (c) to develop data for evaluation of the success of the training program, when the training has been completed; and (d) to determine the costs and benefits of training, because there are costs to leaving a training need unmet as well as benefits from improved job performance (Brown, 2002).

One outcome of doing a training-needs assessment is identification of gaps between the skills that employees have and the skills required for effective job performance. Another outcome is identification of performance problems that are not training needs, because job performance is a function of both job knowledge, skills, and work motivation (i.e., not every job performance problem has a training solution). The purpose of a training needs identification exercise, therefore is to identify the gap between required and the actual competencies so as to determine the kinds of training that would help bridge the gap (Asare-Bediako, 2002). There may be organizational practices or incentives that contribute to a lack of employee motivation, a problem that training cannot solve.

2.7.2 Methods of identifying training needs

McGhee and Thayer (1961) have proposed a model of training needs identification. It consists of three components.

A. Organizational Analysis

It involves a comprehensive analysis of organizational structure, objectives, cultures, processes of decision-making, future objectives, and so on. The analysis would help identify deficiencies and mechanisms that would be needed to make adjustments in those deficiencies. This analysis begins with an understanding of short-term and long-term goals of the

organizations, as a whole, and for each department specifically. This would help to identify what capacities are needed to fulfill these goals.

B. Task Analysis

Task analysis is a detailed study of the job to determine what specific skills job requires. Job descriptions and job specifications are helpful here. They list the job's specific duties and skills and thus provide the basic reference point in determining the training required. You can also uncover training needs by reviewing performance standards, performing the job, and questioning current job holders and their supervisor. Some employers supplement the job description and specification with a task analysis record form. This consolidates information regarding required tasks and skills in a form that's especially helpful for determining training requirements. For almost all jobs there are some standards, though in some cases these standards may be more concrete than others. But with all jobs an expectation is attached. The task analysis helps in looking at these expectations closely to see if the employees have the necessary skills to fulfill these expectations.

Task Analysis: Assessing New Employees' Training Needs

Particularly with lower-level workers, it's common to higher inexperienced personnel and train them. Your aim here is to give these new employees the skills and knowledge they need to do the job. You use task analysis to determine the new employees' training needs.

Performance Analysis: Assessing Current Employees' Training Needs

For current employees, performance analysis is the process of verifying that there is a performance deficiency and determining if such deficiency should be corrected through training or through some other means (like transferring the employee). There are several methods you can use to identify a current employee's training needs. These include supervisor, peer, and self performance review; job-related performance data (including productivity, absenteeism and tardiness, accidents, short-term sickness, grievances, waste, late deliveries, product quality, downtime, repairs, equipment utilization, and customer complaints); observation by supervisors or other specialists; interviews with the employee or his or her supervisor; tests of things like job knowledge, skills, and attendance; attitude surveys; individual employee daily diaries; and assessment centers (Dessler, 2005, p.273).

C. Man Analysis

It determines which employees need training by examining how well employees are carrying out the tasks that make up their jobs. The focus is on individual (employee), his skills, abilities, knowledge, and attitude. Of the three, this is a more complex component because of difficulties in assessing human contribution. Generally such indicators as production data, meeting deadlines, quality of performance, personal data such as work behavior, absenteeism, late-coming, provide input for man analysis. Data on these indicators can be collected through records, observations, meeting with employee and other who work with him. However, as mentioned earlier, it is one of the difficult areas because of complexity of human nature and the interlinkages of human performance with other aspects of work.

Johnson (1967) suggests that clues for training needs can also come from a number of written sources. He lists 17 sources for identifying training needs. Some of them are highlighted below

1. Articles. Articles published in journals or magazines often indicate individual company's experiences with personnel utilizations and the ways organizations improve productivity. Such individual experiences could be a good source of learning from the experiences of others.

2. Books. Knowledge in training and development is increasing at a faster speed today than before. Many books are published every year on training and they provide useful sources in learning newer techniques developed in identifying training needs.

3. Case studies. In an attempt to find solutions to specific problems people often show gaps in understanding. These can become useful themes for training.

4. Complaints. All organization receives complaints. An analysis of these complaints may help identify areas needing training.

5. Crisis. Crisis situations in organizations provide useful data for preparing people to not only face such situations but learn to avoid them in future.

6. Factual data. Factual information on such aspects as absenteeism, wastage, turnover, machine breakdown, sales, and the like also open avenues to identify what can possibly be done to improve upon them.

7. Grievances. Formal grievances are important sources to identify training needs.

8. Reports. Often reports submitted by many departments provide useful clues on what is lacking or what should be reinforced.

9. Rumors and grapevine. Taken seriously, they provide useful feed-back on the total activity of an organization and may often identify gaps in various areas of organizational functioning.

10. Suggestions. A number of organizations are very particular about suggestions and take them very seriously. Since suggestions have a base in experience they provide useful clues for training needs (Saiyadain, 2004).

Specifically the need for training arises because of following reasons:

1. Environmental changes

Mechanization, computerization, and automation have resulted in many changes that require trained staff possessing enough skills. The organization should train the employees to enrich them with the latest technology and knowledge.

2. Organizational complexity

With modern inventions, technological up gradation, and diversification most of the organizations have become very complex. This has aggravated the problems of coordination. So, in order to cope up with the complexities, training has become mandatory.

3. Human relations

Every management has to maintain very good human relations, and this has made training as one of the basic conditions to deal with human problems.

4. To match employee specifications with the job requirements and organizational needs

An employee's specification may not exactly suit to the requirements of the job and the organization, irrespective of past experience and skills. There is always a gap between an employee's present specifications and the organization's requirements. For filling this gap training is required.

5. Change in the job assignment

Training is also necessary when the existing employee is promoted to the higher level or transferred to another department. Training is also required to equip the old employees with new techniques and technologies. Once you have determined where training is needed, concentrate on the content of the program. Analyze the characteristics of the job based on its description, the written narrative of what the employee actually does. Training based on job descriptions should go into detail about how the job is performed on a task-by-task basis. Actually doing the job enables you to get a better feel for what is done. Individual employees can be evaluated by comparing their current skill levels or performance to the organization's performance standards or anticipated needs (Saiyadain, 2004).

2.7.3 Training Goals

The goals of the training program should relate directly to the needs determined by the assessment process outlined above. Course objectives should clearly state what behavior or skill will be changed as a result of the training and should relate to the mission and strategic plan of the company. Goals should include milestones to help take the employee from where he or she is today to where the firm wants him or her in the future. Setting goal helps to evaluate the training program and also to motivate employees. Allowing employees to participate in setting goals increases the probability of success.

Mager states that useful objectives describe:

- The performance the learners (trainees) should be able to do
- The conditions under which they must do it
- The criteria (how well they must do it) used in judging its success.

The objectives of training differ according to the employees belonging to different levels of organization. The basic objective of training, however, is to establish a match between employee and his job. This training is designed to improve knowledge, skills, and attitude and, thus, equip the individual to be more effective in his present job or prepare him for a future assignment. However, individual's growth should not be taken as an end. From the point of view of an organization, individual growth is a means to organizational effectiveness. The primary concern of an organization is to exist to persist. The viability depends on the efficiency that an organization achieves in meeting its goals and, thus retains its market share. The objective of training can be summarized as: Induction, updating and Preparing for future assignments (Mager, 1997).

2.7.4 Selection of Trainers and Trainees

Once you have decided what training is necessary and where it is needed, the next decision is who should be trained? For a most businesses, this question is crucial. Training an employee is expensive, especially when he or she leaves your firm for a better job. It is therefore important to carefully select who will be trained. Training programs should be designed to consider the ability of the employee to learn the material and to use it effectively, and to make the most efficient use of resources possible. It is also important that employees be motivated by the training experience. Selecting the right trainees is important to the success of the program. Likewise, a trainer must be selected (Mager, 1997).

Trainers

Selecting a trainer can be a fairly easy process when an organization has a large, multifaceted training staff with the competencies and subject matter expertise to train in high demand areas.

Training competency involves the knowledge and various skills needed to design and implement training program. Effective trainers must be able to communicate their knowledge clearly, use various instructional techniques, has good interpersonal skills and have the ability to motivate others to learn.

Subject matter expertise refers to the mastery of the subject matter. Individuals who lack the ability to design and implement effective training programs may rely too heavily on a single method of instruction that may be inappropriate to the subject matter. Some organization elects to design their own train-the-trainer program, which can be desirable when there is a constant demand for skilled or technical trainers or when employees want to emphasize some training technique (Mager, 1997).

Institute for Human Service, in its “Trainer Competencies” manual-Rev.2/02, state what best trainer should fulfill. These are listed below;

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

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

- Curriculum development
- Experimental learning
- Group facilitation and management
- Mentoring other trainers
- Team training

Effective trainers are often thought to be both expressive and organized. An expressive trainer is one who shows appropriate vocal intonations and is generally fluent, whereas an inexpressive trainer is one who conveys the text in a monotone and hesitant voice. An organized trainer provides

clarifying and elaborative content that makes the lecture easy to follow, whereas a less organized trainer requires the trainees to impose their own structure on a lecture.

Trainees

Identification of the right trainees- on the basis of age, experience, expectation, interest, learning capacity, and other criteria would be very essential. There should be a correct procedure to select the employees for training programs, so that the person who really needs the training can be select. Otherwise if the trained and well skillful employees selected for the same training which has no contribution to their improvement, it will cost money and time (Mager, 1997).

2.7.5 Training Methods

A variety of training methods are available and used by training agencies and organizations. The choice of a method or a mix of methods is a function of a number of considerations.

1. The purpose of training is an important consideration in the choice of methodology. Knowledge can be provided by traditional methods of training like lecture and discussions. Skills and attitudes have to be developed by experiential methods or training like in-basket, T-group, etc
2. The nature of contents often determines the nature of methodology. A concept can be clarified through a lecture while the operation of machine may best be demonstrated.
3. The level of trainees in the hierarchy of the organization also determines the nature of methodology. In fact, techniques like in-basket; management games, etc are designed for managerial levels and hence cannot be effective at workers level.

Finally, all organizations have to be concerned with cost factors. Cost considerations have to be taken into account while deciding on methods of training. However, cost consideration should not override the quality consideration (Saiyadain, 2004).

Once you've decided to train employee and have identified their training needs and goals, you have to design the training program. In any case, there are various methods companies use to actually deliver the training. The most popular types of training available to businesses: on-the-job training and off-the-job training. Individual circumstances and the "who," "what" and "why" of your training program determine which method to use (Saiyadain, 2004).

On-the-job training is delivered to employees while they perform their regular jobs. In this way, they do not lose time while they are learning. After a plan is developed for what should be taught,

employees should be informed of the details. A timetable should be established with periodic evaluations to inform employees about their progress. On-the-job techniques include orientations, job instruction training, apprenticeships, internships and assistantships, job rotation and coaching.

Advantages of On-the-Job Training:

- It is directly in the context of job
- It is often informal
- It is most effective because it is learning by experience
- It is least expensive
- Trainees are highly motivated
- It is free from artificial classroom situations

Disadvantages of On-the-Job Training:

- Trainer may not be experienced enough to train
- It is not systematically organized
- Poorly conducted programs may create safety hazards (Saiyadain, 2004).

On-the-Job Training Methods (OJT)

1. **Job Rotation:** In this method, usually employees are put on different jobs turn by turn where they learn all sorts of jobs of various departments. It provides exposure to variety of tasks and broad bases the understanding of the trainees .The objective is to give a comprehensive awareness about the jobs of different departments. Advantage – employee gets to know how his own and other departments also function. Interdepartmental coordination can be improved, instills team spirit. Disadvantage – It may become too much for an employee to learn. It is not focused on employees own job responsibilities. Employees basic talents may remain under utilized.
2. **Job Coaching/understudy:** An experienced employee can give a verbal presentation to explain the nitty-gritty's of the job.

Job Instruction: Many jobs consist of a logical sequence of steps and are best taught step-by-step. This step-by-step process is called job instruction training (JIT). To begin, list all necessary steps in the job, each in its proper sequence. Alongside each step also list a corresponding “key point” (if any). The steps show what is to be done, and the points show how it's to be done and why. It may consist an instruction or directions to perform a particular task or a function. It may be in the form of orders or steps to perform a task.

3. **Apprenticeships:** is a structured process by which people become skilled workers through a combination of classroom instruction and on-the-job training. It is widely used to train individuals for many occupations .Generally fresh graduates are put under the experienced employee to learn the functions of job. They usually involve several related groups of skills that allow the apprentice to practice a particular trade, and they take place over a long period of time in which the apprentice works for, and with, the senior skilled worker. Apprenticeships are especially appropriate for jobs requiring production skills.
4. **Internships and Assistantships:** An intern or an assistant are recruited to perform a specific time-bound jobs or projects during their education. It may consist a part of their educational courses. They are usually a combination of classroom and on-the-job training.
5. **Programmed learning,** computer-aided instruction and interactive video all have one thing in common: they allow the trainee to learn at his or her own pace. Also, they allow material already learned to be bypassed in favor of material with which a trainee is having difficulty. After the introductory period, the instructor need not be present, and the trainee can learn as his or her time allows. These methods sound good, but may be beyond the resources of some small businesses (Saiyadain, 2004).

Off-the-job techniques are used away from work places while employees are not working actually. It include lectures, special study, films, television conferences or discussions, case studies, role playing, simulation, programmed instruction and laboratory training. Most of these techniques can be used by small businesses although, some may be too costly.

Advantages of Off-the-Job Training:

- Trainers are usually experienced enough to train
- It is systematically organized
- Efficiently created programs may add lot of value

Disadvantages of Off-the-Job Training:

- It is not directly in the context of job
- It is often formal
- It is not based on experience
- It is least expensive
- Trainees may not be highly motivated (Saiyadain, 2004).

Off-the-Job Training Methods

1. **Lectures:** It is a verbal lecture presentation by an instructor to a large audience. As the name indicates it refers to a presentation by the trainer on ideas, concepts, theories, and issues. The method focuses on transmission of knowledge. It entails maximum active role by the trainer and little overt activity by the participants. This method is very useful when concepts, theories, instructions, and procedures have to be imparted. It is economical, as a large of people can be trained at one time saving cost in terms of man hour and money. Advantage – It can be used for large groups. Cost per trainee is low. Disadvantages – Low popularity. It is not learning by practice. It is One-way communication. No authentic feedback mechanism. Likely to boredom.
2. **Audio-Visual:** Such methods are television, videotapes and films are the most effective means of providing real world conditions and situations in a short time. Advantages – is that the presentation is the same no matter how many times it's played. Disadvantages – One-way communication, no feedback mechanism, no flexibility for different audience.
3. **Simulated training:** Simulated Training (occasionally called **vestibule training**) is a method in which trainees learn on the actual or simulated equipment they will use on the job, but are actually trained off the job. Simulated training may take place in a separate room with the same equipment the trainees will use on the job. However, it often involves the use of equipment simulators. Some of the examples which fall under this category are role playing, case method, management games, etc. **Role playing** is one method where action is involved. Learning takes place when individuals try to improve their job performance by actually doing something about the day-to-day job problems. A hypothetical or real situation is created where each person plays his or somebody else's role. **Case method** is another type where an actual situation is written for discussion. Each participants of the training programme is asked to read it and then discuss and analyze the situation. The purpose of the method is not to find one solution but many dealing with the situation, each of which is equally plausible given all the facts that are available in the case. This method provides the trainees practice in problem-solving and decision-making. Another type of training method under this category is **management games** which use simulation of a business situation for learning. Here the trainees are divided into teams belonging to the management of competing organizations. After the simulation, operating and policy decisions are taken, and processed. Thereafter, the implications are fed back. These games

are played in many rounds. There is yet another simulation method called in-basket method which is a simulation of manager's in-trays consisting of reports, mail or any type of item that comes to his in-tray. In the learning situation, the learner is required to read the item, analyze the problem and determine a course of action much in the same way as he would do in his work situation. This method is cost effective and is used in marketing and management training.

4. **Case Studies:** It is a written description of an actual situation and trainer is supposed to analyze and give his conclusions in writing. The cases are generally based on actual organizational situations. It is an ideal method to promote decision-making abilities within the constraints of limited data.
5. **Sensitivity Trainings:** This is more from the point of view of behavioral assessment, under different circumstances how an individual will behave himself and towards others. There is no preplanned agenda and it is instant. Advantages – increased ability to empathize, listening skills, openness, tolerance, and conflict resolution skills. Disadvantage – Participants may resort to their old habits after the training.
6. **Programmed Instructions:** Provided in the form of blocks either in book or a teaching machine using questions and Feedbacks without the intervention of trainer. Advantages – Self paced, trainees can progress at their own speed, strong motivation for repeat learning, material is structured and self-contained. Disadvantages – Scope for learning is less; cost of books, manuals or machinery is expensive.
7. **Computer Aided Instructions:** It is extension of Programmed Instructions method, by using computers. Advantages – Provides accountabilities, modifiable to technological innovations, flexible to time. Disadvantages – High cost
8. **Laboratory training** is conducted for groups by skilled trainers. It usually is conducted at a neutral site and is used by upper- and middle management trainees to develop a spirit of teamwork and an increased ability to deal with management and peers. It can be costly and usually is offered by larger small businesses (Saiyadain, 2004).

Some companies use verbal presentations while others have written presentations. Many small businesses convey these topics in one-on-one orientations. No matter what method is used, it is important that the newcomer understand his or her new place of employment.

2.7.6 Evaluation of Training

Evaluation is one of the most important but often the most neglected or least adequately carried out parts of the training process. Training should be evaluated several times during the process. Employees should be evaluated by comparing their newly acquired skills with the skills defined by the goals of the training program. Many training programs fall short of their expectations simply because the administrator failed to evaluate its progress until it was too late. To evaluate training, you must systematically document the outcomes of the training in terms of how trainees actually behave back on their jobs and the relevance of that behavior to the objectives of the organization. To assess the utility or value of training, we seek answers to question such as the following:

1. Have trainees achieved a specific level of skill, knowledge, or performance?
2. Did change occur?
3. Is the change due to training?
4. Is change positively related to the achievement of organizational goal?
5. Will similar changes occur with new participants in the same training program?

Ideally, training should not be one time activity. Continual reinforcement of lessons learnt in training program is essential. Many companies send employees to courses, but then allow the knowledge to slip away. New knowledge can be reinforced in several ways. Some companies use on-the-job evaluation or tests in simulated work environments. Many measure behavior and attitude changes. However, the true test of training effectiveness is results. By establishing a linkage between training and results, companies can show the impact on customer satisfaction and also identify gaps in training. In evaluating training programs, it is possible to measure change in terms of four levels of rigor:

- **Reaction.** How do the participants feel about the training program? This can be conducted during or right after the program. It is to evaluate participants' impressions, feelings, satisfaction levels, etc.
- **Learning.** To what extent have the trainees learned what was taught? This can be identified by comparing before and after the training.
- **Behavior.** What on-the-job changes in behavior have occurred because of attendance at the training program? This can be evaluated at their workplace.
- **Results.** To what extent has training produced cost-related behavioral outcomes?(Cascio, 2004).

The most common approaches used to determine the effectiveness of training programs are:

- Pre-post approaches: performance of employees measured prior to training and if required training is provided. After completion of training, the performance is measured and compared with performance before training. If evaluation is positive, productivity is increased and shows training are effective.
- Post training performance: the participant's performance is measured after attending training program to determine if behavioral changes have been made.
- Pre-post training performance with control group: two groups are formed and evaluated on actual performance. Members of the control group work on the jobs but do not undergo instructions but the experimental groups. At the conclusions of training, the two groups are reevaluated. If the training is effective, the experimental group's performance will have improved, and its performance will be substantially better than that of the control group.

Armstrong (2003) asserts that training programs should be monitored continuously to ensure that they are proceeding according to the plan and within the agreed budget. In order to check the managerial results, training should be evaluated after each event.

Methods of Evaluation

- Questionnaires (Feedback forms) or 'happiness sheets' are a common way of eliciting trainee responses to courses and programmes.
- Test or examinations are common on formal courses which provide a certificate, e.g. diploma in word processing skills, although end-of-course test can be provided after short courses to check the progress of trainees.
- Projects are initially seen as learning methods but they can also provide valuable information to instructors.
- Structured exercises and case studies are opportunities to apply learned skills and techniques under the observation of tutors and evaluators.
- Tutor reports. It is important to have the opinions of those who deliver the training. This gives a valuable assessment from a different perspective.
- Observation of courses and training by those devising training strategies in the training department is very useful and information from these observations can be compared with trainee responses.
- Participation and discussion during training needs people who are adept at interpreting responses as this can be highly subjective (Beardwell and Holden, 1994).

2.8 Training Policy

A policy is a set of principles. A policy provides the principles and system on which the manual(s) can be built. A policy reflects philosophy and values and fundamental aims. A training policy tends to be established and agreed at a higher executive or managerial level. A training policy deals with relatively fixed overriding principles and strategy and systems. As such, an effective modern training and development (or learning and development) policy is an increasingly important part of any organization's visibility and image in the eyes of its customers, staff, potential new employees, and the market as a whole.

Increasingly training policies and manuals can be made available online, via an intranet or similar, which enables easier and faster updating and communication of changes. But this is a principle which should initially be agreed at the training policy stage.

The purpose of training Policy is to lay down guidelines for the Company and encourage a learning culture providing learning and developmental opportunities to its employees. It also aims in achieving the following objectives:

- abide by the national training policy
- facilitate Learning Culture in the company
- value addition to the business
- enhancement of Knowledge & Skills of an employee
- develop framework for development of training strategies & its implementation process
- employees are properly trained in the skills they need to carry out their present jobs at a standard acceptable to the organization and its customers;
- employees are provided with the skills they may need for changes in the way jobs are carried out;
- as far as possible, employees are encouraged to develop their skills and talents to enable them to progress within the organization and reach their full potential (Beardwell and Holden, 1994).

The Company's training & development policy has been developed in line with the Company's overall vision and strategy, it reflects a belief in the need to develop all permanent and temporary employees, whether employed on a full-time or part-time basis. It is based on the following principles:

- The Company thinks of its workforce as an asset as well as a cost, and believes that it should invest in that asset.
- The Company believes that all its employees have the potential to grow, both in their work role and personally, and it shall endeavor to provide opportunities for growth and personal development.
- The Company considers it appropriate to base such training and development opportunities on the requirements of the business, and decisions about investment in staff training and development will be made accordingly.
- The Company believes that responsibility for training and development should be shared between the Company and its employees.
- The Company will ensure that appropriate procedures are in place to plan, deliver and evaluate training and development activity.
- The Company wants to empower its staff members to take some ownership of their own development, with support from their managers and the Company as a whole.
- The Company believes that its line managers have a key role to play in people development.
- The Company will work within recognized good practice guidelines, to ensure that both the quality and quantity of training and development is relevant and 'fit for purpose'.
- The Company will regularly review its overall level of investment in staff training and development to ensure that adequate and appropriate resources are provided.
- The Company plans its training and development activities in line with industry standards, and maintains relationships with relevant bodies (Beardwell and Holden, 1994).

The training policy committed to ensuring that all staff and volunteers have access to learning, development and training opportunities which enable them to be suitably knowledgeable and skilled to carry out their role within the organization, and to develop their talents in any ways that fit with the organization's development to meet its strategic objectives. The organization is committed to ensuring equality of learning opportunity, hence no employee or volunteer will be excluded from learning on the grounds of gender (including gender reassignment), age, marital status, disability, racial grounds (race, colour, nationality – including citizenship - ethnic or national origin), sexual orientation, religion or belief, responsibility for dependants, trade union membership or employment status. Part time and fixed term employees will have equal access to learning and development opportunities appropriate to their post, and volunteers will be given access to relevant training.

Training policies vary greatly because (rightly) they tend to be very specific for the organization. That said, broadly a good training and development policy will cover the following such aspects.

Learning/training and development policy structure contain

- **Introduction/definitions/scope** (purpose and reach of policy)
- **Cultural/philosophical** (values, vision, ethos, guiding principles, etc)
- **Legal** (health and safety, discrimination, etc)
- **People** (where people stand in organizational priorities, input, care, compassion, etc)
- **Methods** (of T&D, career development, succession, recruitment and selection)
- **Systems/tools** (for T&D - training manuals, media, knowledge and information management, responsibilities, etc)
- **Process/operations** (how T&D relates to operations)
- **Financial** (planning, budgets, prioritization, etc)
- **Responsibility/authority** (how T&D is managed, enabling voluntary and extra T&D)
- **Social responsibility** (ethics, environment, sustainability, diversity, etc)
- **Review and measurement** (of T&D, accreditation, qualifications, independent audit, etc)
- **Scale, geographical and timing factors** (can be appended and flexible - relevant to the policy and situation) ...etc

A dedicated Training and Development cell shall be created at the Corporate Office under the guidance of head HR. The head of HR shall also be the responsible for administering the activities of the Training Institute(s) of the Company. Similarly for all activities relating to Training and Development for the field office staff, the Manager-HR shall be the nodal officer to coordinate the activities between the T&D cell and the corporate office.

Depending on the training plan & actual expenditure, the training budget shall clearly be apportioned under the following components:

- (a) Capital Cost
- (b) Training Cost
- (c) Administrative Cost (Beardwell and Holden, 1994).

It is the endeavor of the Company to provide effective and need based training to its employees. Therefore the Company shall conduct TNA exercise at least **once in five (5) years** to identify the training needs. This exercise may be conducted through the appointment of an in-house team or

external consultants as deemed necessary. Budgetary provisions for the same should be apportioned in the training budget.

The objectives of TNA shall be to:

- Systematically identify developmental needs of employees
- Integrate employees needs with the organizational needs

Training needs of employees shall be classified into following three categories:

(a) Technical Training Needs: Focus on the technical/functional skills or the trade knowledge of the employees so as to facilitate their day to day operational decision making. It is assumed that such training needs, if not fulfilled, shall adversely affect the performance of employee.

(b) Non technical Training Needs: Focus on the development of non-technical skills & knowledge an employee in the areas of Human Resources, Accounting, and Procurement etc

(c) Behavioral Training Needs: Focus on the development of behavioral, managerial and inter personnel skills of the employees.

The Company shall publish its training calendar at the start of each financial year. This calendar shall be prepared by the Training and Development Department and published on Company's website. The employees shall be communicated of the same through appropriate channels.

At the end of each training, the Company shall obtain the feedback from all participants with respect to the faculty, training content, delivery, infrastructure and its relevancy to evaluate its effectiveness. Feedback form shall be given to each participant at the end of every training programme. It shall be the responsibility of the T&D cell to maintain records of the feedback collected (Beardwell and Holden, 1994).

2.9 Empirical Literature

Empirical literature are one of the important components of the literature contribute a lot to the effectiveness of the investigation under study by revealing the gap what the researcher wants to find out and how the researcher under take the study which helps the researcher by providing insight about what and how assume the investigation he/she stand for. Training positively and significantly correlated and influence employees work effectiveness, efficiency and comment collectively employee performance. These results are also supported by (Hwang, 2003). Hwang suggests that it is top who view future to build competencies must develop ways to develop employees and further discuss his strategies to training increasing competencies and original member can develop the required know how and expertise. Likewise khant el al (2011) conducted a research study on

organization performance. The back bone of this study is data comprised of comprehensive literature review results show the training and development on the job training, training design and development style have significant effect of organization performance and all these have positively affect the organizational performance i.e is increase the overall organizational performance.

It is better for organization to give their employees on the job training, because it is cost effective and time saving (Taylor, 2004). It is good for organization to give their employees on the job training so that their employees learn in practical way (Bauan, 2007). And sultan (2012) on their study on training practice of telecommunication sector in Pakistan were examined to determine their impact on employees performance based on combination of literature review and questionnaire surveys. This paper explores that for any organization to successes in achieving the objective of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity. It has been observed that most organization meet their needs for training needs, the design training activities in rational member and finally assess the result of training. The study concludes that if organizations invest in right type of employee training can enhance employee performance as well as competencies and skill, in addition innovation market computation; organizational structure and most importantly is plays key role to enhance employee performance. Training generates benefit for the employees as well as the organization by positively influencing in employee performance through development of employee knowledge, skills, ability, competencies and behavior (Benedicta el al, 2010). A researcher on judicial service of Gana were mainly concerned with offering learning and development opportunities or staff and improvement of knowledge and skill levels in the organization (kennedy, 2009). These employees that organizational performance is the result of employees performance.

CHAPTER THREE

3. RESEARCH METHODOLOGY

The purpose of this section was to provide a description of the study area, research design, population and sampling techniques, types of data and instruments of data collection, procedures of data collection, and methods of data analysis, Ethical consideration and the area in which study is carried out.

3.1 Research Design

The researcher used descriptive type of method which is concerned with the present situation and attempts to determine the status of the phenomena under investigation. Since this study have intended to critical assess the organization's training and development practice, it follow both quantitative and qualitative approaches. Quantitative data is usually gathered using questionnaires from non management staff while qualitative data is gathered using semi structured interview with the training division staffs and directors of the administration (Kothari, 2004, p.31).

3.2 Sampling Procedure

3.2.1 Sampling Technique

Twumasi (2001) mentions two types of sampling techniques used in various research studies. These are probability and non-probability sampling. He points out that in probability sampling each and every unit within the population is given equal chance of being selected. The sampling technique is used as representative and allows this research to make accurate estimates of the thought and behavior of the large population (Seymour, 1976). A sample is a segment of the population selected to represent the population as a whole. The sampling frame will be employees in National lottery administration.

Simple random and purposive sampling technique was used in order to select samples from the existing management and non management employees of administration. Purposive sampling is the most appropriate sampling techniques for this study, since the research questions and objectives require selecting particular respondents who consider to be informed and who had the required information needed to answer the research questions. According to (Coopler, 2004) purposive sampling occurs when a researcher selects sample members to conform to some criterion.

Based on the homogeneity among branches, the researcher select three branches (Kera, piazza, and Leghar) and one head office which are found in Addis Ababa city. The head office was select because it is a pace where experienced employees are staffed and more managerial activities are done with knowledgeable human force. In addition the population under study characterized by;

- All employees of the branch are almost similar in their educational level.
- They share similar working culture (working time).
- There is similar organizational structure among all branches that dictate the same job description and work position.

3.2.2 Sample Size

The population in the organization is 810 permanent and 124 contract employees. The researcher believes that, those permanent employees are more experienced than contract workers in the organization. In addition, they are more experienced by undertaking different kind of training programs.

Fraenkel and Wallen (1993) refer to a “sample” in a research study as any group from which information is obtained. Jankowicz (1995) defines sampling as the deliberate choice of a number of people; the sample provides data from which to draw conclusions about some larger group, the population, whom these people represent. Therefore, not all the members of the study population studied. Also it is considered economically feasible to use part of the population. This enables the research to be conducted within the limited time frame. Based on simple random sampling technique, the researchers select the number of sample respondents and reached a total number of 81 respondents using the following formula, created by (Yemane, 1967, p. 886).

Fig 3.1

$$n = \frac{N}{1 + N (e)^2}$$

Where, n=Sample Size N=Total Population Size and e = Level of precision (Sampling error) which is, ± 10.

How Calculate

$$N= 810 , e = 10\% = 0.1$$

$$n = \frac{810}{1+810 (0.1)^2} = 81$$

The researcher believes that the selected respondents can best represent the population because of the following reasons:

- There are similar characteristics among the branches employees of the organization
- The qualitative nature of the study that is intended to be gathered in depth data through interview demands a small number of people.

3.3 Instrument of data collection

The sources of data collection for this research have been used both primary and secondary data sources. The primary sources of data have been collected through observation, semi structured and questionnaire. On the other hand the secondary data obtained from related literature, books, journals, semester published magazine, web address. The secondary data source was used to complement the primary data.

3.4 Data Analysis

The primary data that was collected through questionnaire have been analyzed by using descriptive statistics such as frequency, percent and cumulative percentages, and have been presented by using tables and graphs depending on the nature of the data. But the primary data that was collected through interview have been analyzed by narrative the responses.

3.5 Ethical Consideration

In this study, ethical issue was taken in to consideration. The respondents were assured that the response they give as used with complete confidentiality of the research and the participants were informed about the purpose of the questionnaire by the researcher. The researcher also look individual responsibility for the conduct of the research by adhering to the time schedule agreed up on with supervisor and management. The researcher was open and honest when communicating with the respondents.

CHAPTER FOUR

4. DATA ANALYSIS AND INTERPRETATION

This chapter is divided into two main sections, each with its subsection. The first section is considered with demographic characteristics of the respondents whereas the second section focuses on analysis and interpretation of data.

4.1 Background of the Organization

The study was conducted to assess the Training and Development with emphasis on training cycles in the National lottery administration which is the only lottery administration in Ethiopia. The National Lottery Administration was established as the first autonomous & legal state lottery by Proclamation number 183 in 1961. The Administration began its operation by issuing conventional lottery named Regular lottery on September 8, 1961 G.C (on Ethiopian New Year "Enqutatash") which was drawn after staying four months in the market. The Administration has played an important role for more than 54 years in Ethiopia's socio-economic development:- by paying to the prize winners which reaches 43.4% of the total income on the average; by paying commission for itinerant lottery vendors & agents which reaches 17% of the total income ;by covering its own operational expenses (printing, advertisement, salary etc) which reaches 17.8% of the total income; by transferring the profit for the well being of the people through Government expenditure which can remain 21.8 % of the total income.

National Lottery Administration has dual objectives. The first objective is operating and administering money lottery and also regulating and controlling all activities that are related to lottery games and gambling. The second objective includes the power of issuing permits to other persons who carry out Tombolla and sport betting, suspend and cancel the permits for sufficient reasons, and collect charges for the permits issued. It has also a power to give permit or restrict the importation of game related items and machines such as:-Playing cards; articles of billiards; articles of Casino and Bingo; video games; other games (disk or coin operated). In addition to offering lottery products, there are other activities like making games, creating jobs for more than 10,000 people, making above 90 agents as well as employment. Currently the administration has 57 Branches and more than 814 employees throughout the country and accountable by proclamation No.256/94 to the Ethiopian Revenue and Customs Authority. Strategic plan of the national lottery administration (2011).

Vision Statement

Our vision is to see a modern and diversified of recreational and attractive lottery activity in the country which, in turn can contribute to the socio-economic development of the public.

Mission Statement

Our mission is to increase the entertainment and satisfaction level of the public from lottery games; to effect prompt payment to prize winners; as well as to generate more revenue by allowing private sector participation in selected game areas and conduct regulatory activities through establishing modernized organizational set up equipped with trained manpower.

Objectives

- To operate and administer money lottery
- To operate & administer tombola & sport betting
- To issue permits to other persons who carry our tombola & sport betting
- To suspend & cancel permits of tombola & sport betting and collect charges for the permits issued.

Core Values

The administration is guided by the values listed here under

- Integrity, Honesty, and Loyalty;
- Efficient customer services;
- Employee Satisfaction;
- Commitment;
- Team Sprit; and
- Social Responsibility;

4.2 Demographic Characteristic of the respondents

This part discusses the demographic characteristics of the respondents. So, the profile of the respondents with regard to gender, age, educational qualification and work experience in NLA.

Table One: Demography of respondents.

Description of employees	Response	Frequency	percent
Gender	Male	49	60.49
	Female	32	39.51
	Total	81	100
Age	Below 25 years	6	7.41
	25-35 years	29	35.80
	36-45 years	31	38.27
	46-55 years	15	18.52
	Above 56 years	0	0
	Total	81	100
Educational Qualification	Below certificate	0	0
	Certificate	0	0
	College diploma	28	34.57
	BA/BSC	50	61.73
	MA/MSC	3	3.70
	Phd	0	0
Total	81	100	
Work Experience in NLA	Below 5 years	18	22.22
	5-9 years	27	33.33
	10-14 years	12	14.82
	15-19 years	10	12.35
	20-24 years	7	8.64
	Above 24 years	7	8.64
	Total	81	100

Source: primary data (2016)

From table one; we can deduce that about 49(60.49%) of the respondents among the target population were male .The rest 32(39.51%) of respondents were female. As a result, it indicates that both genders are included in this research.

With regard to age distribution 29(35.80%) employees in NLA fall under the age of category of 25-35 and 31(38.27%) employees under the category of 36-45. 15(18.52%) employees under the category of 46-55. 6(7.41%) of the respondents under the age of below 25 years. This shows that, the organization has an opportunity to use its young employees.

The educational status of the respondents under study showed that more than half percentage of the respondents was degree holders. It means 61.73% respondents were first degree holder. Furthermore, 28(34.57%) of the respondents were diploma holder. The rest 3(3.7%) of respondents were master degree holder. This indicated that well educated employees are distributed in the organization. Thus, human resource department need to exploit their knowledge and skill by providing different kind of training programs.

Regarding respondents service year in NLA, 18(22.22%) of respondents have been working in NLA less than 5 years whereas 39(48.15%) of respondents served for 5-14years. The rest 24(29.63%) of the respondents served for 15 years and above in NLA. From the above statement we can conclude that, the administration composed of experienced and less experienced employees. So, both of them need continuous and constant training to become competent on their work position.

Table Two: Trainer’s skill and knowledge, delivery techniques and motivation

Item	Responses										Total	
	SDA		DA		N		A		SA			
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
A trainer has a professional training skill and knowledge of the subject matter	10	12.35	9	11.11	12	14.81	43	53.09	7	8.64	81	100
Trainers are well equipped with training delivery techniques	2	2.47	4	4.94	11	13.58	48	59.26	16	19.75	81	100
The trainer motivates you to train	4	4.94	5	6.17	7	8.64	44	54.32	21	25.92	81	100

Source: Primary Data (2016)

As can be seen from table two, 43(53.09%) of the respondents agree that trainers has knowledge and skills on the subject matter. Only 10(12.35%) of the respondents strongly disagree in the trainer training skill and knowledge of the subject matter. And 12(14.81%) of the respondents respond neutral. This implies that, trainers in NLA have sufficient knowledge and skill on training content.

The data on table two also showed, 59.26% respondents agree and 19.75% respondents strongly agree that the trainers are well equipped with training delivery techniques whereas 6(7.41%) of the respondents not agree with the statement. From findings we can conclude that trainers are well equipped with training delivery techniques.

From table two, 44(54.32%) respondents agree that the trainer motivates trainees to train. According to the replies, 21(25.92%) employees strongly agree and 5(6.17%) disagree that the trainer motivates trainees to train. On the other side 4(4.94%) of them strongly disagree. Thus ,we conclude that during training the trainer motivates trainees to train.

The interview session with human resource manager revealed that trainer skills in the subject area and knowledge are sufficient to deliver training programs to employees. And it is important to create positive impact on employee’s current and future job.

Table Three: Selection of trainees based on clearly established criteria

Item	Responses										Total	
	SDA		DA		N		A		SA			
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
I think that trainees are selected based on clear and established trainee selection criterion in the organization.	10	12.35	22	27.16	21	25.92	19	23.46	9	11.11	81	100

Source: Primary Data (2016)

The result at table three indicated that 32(39.51%) of the respondents believes that trainees are not selected based on clear and established trainee selection criteria. On the other hand 28(34.57%) of the respondents fell that the selection criteria in the administration is clear. The remaining 21(25.92%) are neutral stand on the matter. It implies that most of employees dissatisfied with the selection criteria of trainee’s selection in the administration. Generally, it shows that unavailability of clear and established training practice that creates conflict between employees and the administration.

According to the interview responses of human resource manager the administration has clear and established trainee selection criteria. He added that the trainee selection criteria are determined by

the department based on the situation. As we know, the availability of clear and established trainee selection criteria avoids and minimizes grievances among employees of an organization and also helps deliver the right training to the right employees. As a result resource could be used effectively for intended purpose.

Table Four: Employees view on training participation and opinion whether equal participation of opportunity in training offered.

Item	Responses										Total	
	SDA		DA		N		A		SA			
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
Since I joined in National Lottery Administration I didn't participate in any form of training.	30	37.04	34	41.97	8	9.88	9	11.11	0	0	81	100
There is an equal opportunity for all employees to participate in training offered.	3	3.7	33	40.75	21	25.92	20	24.69	4	4.94	81	100
Participation of inappropriate persons in the training program.	3	3.7	19	23.47	49	60.49	7	8.64	3	3.7	81	100

Source: Primary Data (2016)

As indicated in table four above, respondents were asked about whether they received or not any training from the day they join in the administration. Most of the respondents 64 (79.01%) took various kind of training in NLA. This indicates that most of the employees are trained in the organization.

From table four, 3(3.7%) employees respond strongly disagree, 33(40.75%) of the respondents respond disagree, 21(25.92%) of respondents respond neutral. And also 4(4.94) respondents respond strongly agree, 20(24.69%) of the respondents respond agree. From this we see that the administration has a gap in giving equal opportunity to all employees in training offered.

As shown from the table four, 49(60.49%) of the respondents respond neutral, 19(23.47%) respond disagree and 3(3.7%) of them respond strongly disagree. Also on the other side 7(8.64%) of the respondents answered agree and 3(3.7%) respondents answered strongly agree. From this we conclude that, in training program in appropriate persons are participated.

Table Five: On the job and off the job training methods.

Item	Responses										Total	
	SDA		DA		N		A		SA			
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
Most of the time the national lottery administration use on the job training techniques.	6	7.41	14	17.28	13	16.05	39	48.15	9	11.11	81	100
Most of the time the national lottery administration use off the job training techniques.	6	7.41	23	28.39	15	18.52	31	38.27	6	7.41	81	100

Source: primary data (2016)

As depicted in the table five, the majority respondents 48(59.26%) affirmed that on -the job training method were mostly used in the organization. And 20(24.69%) of the respondents assured that on-the job training methods are not used in NLA.

On the other hand, 37(45.68%) affirmed that off -the job training method were mostly used in the organization. And 29(35.80%) of the respondents assured that off-the job training methods are not used in NLA. This implies that NLA uses both on the job and off the job training technique .But relatively it uses on the job than off the job training method.

According to the interview responses of human resource manager that off the job training is implemented but on the job method was extensively implemented by human resource department.

Table Six: Training resources and view on training program organization

Item	Responses										Total	
	SDA		DA		N		A		SA			
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
Enough training resources and materials are available.	16	19.75	29	35.8	23	28.4	10	12.35	3	3.7	81	100
The training program that I attend is well organized.	0	0	7	8.64	14	17.28	47	58.03	13	16.05	81	100

Source: primary data (2016)

From table six, more than half of respondents disagree on availability of training resource and materials. According to the replies, 16(19.75%) employees strongly disagree and 29(35.8%) of them disagree on availability of training resource and materials. On the other side 3(3.7%) of respondent strongly agree and 10(12.35%) of them agree. This result shows that almost there is no enough training resource and materials available. But as per the interview the administration planed enough resource and also budget for training.

Table six also presented, 47(58.03%) of respondents respond agree response, 13(16.05%) of respondents said strongly agree, 14(17.28%) of respondents were neutral, 7(8.64%) of respondents responded as disagree. We concluded the training program given in NLA is well organized.

Table Seven: Relation of training program to the job.

Item	Responses										Total	
	SDA		DA		N		A		SA			
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
I believe the training programs are job related.	8	9.88	19	23.46	13	16.05	38	46.91	3	3.70	81	100

Source: primary data (2016)

As indicated table seven, 27(33.34%) believe that the training program delivered in NLA were not job related. On the other hand, 41(50.61%) of respondents feel that the training programs are job related. The rest, 13(16.05%) of the respondents are neutral. We can conclude that the even if the training programs are job related but the administration has an assignment in preparing training program to check whether the training program has job related or not.

Table Eight: Impact assessment and training need assessment

Item	Responses										Total	
	SDA		DA		N		A		SA			
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
National lottery administration conduct's the training impact assessment on the job.	17	20.99	40	49.38	12	14.81	9	11.11	3	3.71	81	100
I think that my organization properly undertaken training needs assessment before the training program designed and implemented.	20	24.69	29	35.80	6	7.41	24	29.63	2	2.47	81	100

Source: primary data (2016)

The majority of respondents 57(70.37%) believe that there is no impact assessment program in the organization. On the other hand 12(14.81%) of the respondents feel neutral. And only 12(14.82%) of respondents responded that training impact assessment were made by the organization.

From table eight, majority of the respondents, that is, 49(60.49%) expressed their disagreement with the statement. On the other hand, 26(32.1%) confirmed that the training needs assessment is conducted by the organization.

According to the interview responses because of shortage of shortage of finance, there is no training impact assessment made by the organization. This implies that most of the respondents believe that the organization does not carry out impact assessment efficiently.

According to human resource manager interview responses the organization conducts training need analysis before delivery of each training program.

Table Nine: Employees opinion on training evaluation

Item	Responses										Total	
	SDA		DA		N		A		SA			
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
There is a constant and consistent follow up after training which helps employees to improve their performance.	11	13.58	24	29.63	24	29.63	18	22.22	4	4.94	81	100
Appropriate feedback is provided to trainees based on their evaluation results.	18	22.22	31	38.27	8	9.88	23	28.39	1	1.24	81	100
I believe the organization conducts training evaluation before and after training on timely manner.	8	9.88	10	12.35	23	28.39	28	34.57	12	14.81	81	100
Trainee's behavior change evaluated.	30	37.04	44	54.32	7	8.64	0	0	0	0	81	100

Source: primary data (2016)

As table nine showed, 35(43.21%) of the respondents said that there is no constant and consistent follow up after training which helps employees to improve their performance. Other 24(29.63%) of the respondents neither agree nor disagree on the statement. Only 22(27.16%) of the respondents respond that, there is constant and consistent follow up after training which helps employees to improve their performance. From the above respondent's answers we can conclude that, there is no constant and consistent follow up after training which helps employees to improve their performance.

As table nine showed, 49(60.49%) of the respondents said that appropriate feedback is not provided to trainees based on their evaluation results. Other 8(9.88%) of the respondents neither agree nor disagree on the matter. Whereas, 24(29.63%) of the respondents agree that appropriate feedback is provided to trainees based on their evaluation results. From the above respondent's we can conclude that, appropriate feedback is not provided to trainees based on their evaluation results.

As indicated in table nine, 28(34.57%) of respondents agree that the organization conducts training evaluation before and after training on timely manner. Other, 12(14.81%) of the respondents strongly agree on the issue. The remaining 10(12.35%) of respondents disagree that the organization conducts training evaluation before and after training on timely manner and 8(9.88%) of the respondents strongly disagree. We conclude that NLA conduct training evaluation before and after training on timely manner.

According to table nine, 30(37.04%) respondents respond strongly disagree and 44(54.32%) respondents respond disagree. On the other side no one responded for agree and strongly agree responses. These showed trainees behavioral change evaluation have not been practiced at all.

On the interview session time the HR manager respond that the organization conduct training evaluation but because of shortage of budget and skilled man power the evaluation not in a timely manner.

The HR management interview responses that trainees behavioral change evaluation have not been practiced at all.

Table Ten: Written formal training policy and consistent with the administration’s objectives.

Item	Responses										Total	
	SDA		DA		N		A		SA			
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
The organization has well– designed written formal training policy which is known by all.	26	32.1	28	34.56	19	23.46	4	4.94	4	4.94	81	100
The training plan is consistent with the administration’s objectives.	10	12.35	28	34.56	43	53.09	0	0	0	0	81	100

Source: primary data (2016)

According to table ten, 26(32.1%) of respondents respond strongly disagree, 28(34.56%) of respondents respond disagree. On the other hand 4(4.94%) of the respondents agree and 19(23.46%) of the respondents neither agree nor disagree with the statement. Moreover, as the HR manager stated that there is well– designed written formal training policy but not by all employees.

For the question whether the NLA training plan consistent with the administration’s objectives 10(12.35%) and 28(34.56%) of respondents showed their level of agreement as strongly disagree and disagree respectively. And 43(53.09%) of respondents respond neither agree nor disagree in the statement. Then we can conclude that employees are not giving answer whether the NLA training plan is consistent with the administration’s objectives.

Table Eleven: Employees opinion on training method

Item	Training method technique	Responses	
		Fr.	%
What type of employee training methods have you taken so far?	Class room lecture	48	59.26
	Role playing	6	7.41
	Computer based	15	18.52
	Job instruction	3	3.70
	Coaching	5	6.17
	Television conference	0	0
	Job rotation	2	2.47
	Case studies	2	2.47
Total		81	100%

Source: primary data (2016)

As table eleven showed, 48(59.26%) of participants agreed that class room lecture training methods are used. The other respondents i.e 15(18.52%) of respondents agreed that computer based training methods are used. 6(7.41%) of respondents agreed that role playing training methods are used. To conclude that in NLA off the job training is the most commonly used type even if there is rarely used of on job training method.

An interview with human resource manager indicates that most of the time NLA used off the job training method and on the job training for existing staff and induction training for newly hired staff was used.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Having reviewed the relevant literature and analyzed the data collected the final chapter of the research presents the conclusion and possible recommendation.

5.2 Summary of the Major Findings

- The study revealed that the administration have not clear and established trainee selection criteria.
- Trainer's selection was relatively good and the trainers well equipped with required skill and knowledge.
- Method of training in the NLA is off- the job training and on –the job training and from the listed training type lecture method is used.
- Employees have no clear knowledge whether the training plan is consistent with the NLA objectives. That is why 43(53.09%) of respondents respond neutral.
- More than half of the respondents confirm that the training programs are job related.
- More than half of the respondents confirm that national lottery administration have not conducts the training impact assessment on the job.
- The study revealed that more than 60% of respondents respond that the administration has not properly undertaken training needs assessment before the training program designed and implemented.
- The administration has training policy which is not known by all employees. The HR manager also explained with the interview that NLA have training policy but the employees have no enough information about it.
- Respondents 45(55.55%) stated that, enough training resources and materials are not available during training.
- Almost all employees confirmed that trainee's behavior change not evaluated.
- As confirmed by majority of the respondents, the administration conducts training evaluation before and after training.

5.3 Conclusion

Based on the analysis of the research findings it can be concluded that

- The study found that the administration used both on-the-job and off-the- job training methods and mostly used lecture techniques of training methods.
- The research found that training need assessments are not conducted appropriately before the implementation to consider the result in the design process.
- Based on results of the study, it is found that the organization has a written training policy. But, it is not known by all employees.
- The study found out that NLA has little emphasis on training evaluation practice. Hence, it is conclude that the return out of the resource invested on training activities are not properly accounted in light of the administration goal attainment.
- Based on the responses of the training activity of NLA lack of clear training policies and plan, inaccurate training need analyses, lack of conducting training impact assessment, not evaluated trainee's behavior changed and lack of integration of training programs with overall company strategy are the major problem in training process of NLA.

5.4 Limitation of the Study

Due to time and financial limitation, only sample population survey in the research. Lack of up-to-date literature also among the various problems encountered by the researcher during the study.

Moreover, getting journals and books relevant for the study are additional challenging situations.

The researcher utilized two instruments of data collections namely the interview and the questionnaires even if few employees were unwilling to give responses on time.

5.5 Recommendations

- Training policy of NLA should be regularly reviewed to ensure that it is in line with the administration's overall objectives.
- It is recommended that management should look off the job training methods.
- Trainee selection policies and procedures should be applied consistently and identification of employees for training programs should be free from bias.
- Selection trainees should be on the basis of job profiles of trainees and objectives of the administration.
- The administration should allocate adequate budget for employee training programs that can contribute to the individual and overcome organizational performance. Budgetary allocation for training should be increased so that the training program could be successfully implemented.
- Training policy are the expressions of the training philosophy of the administration and training policy provide guidelines for training, and ensures a company's training resources are allocated to predetermined training policy that could guide its implementation.
- The administration should develop well appropriate training policy which is known by all employees and it includes internationally accepted training process models.
- Training need analysis should be given primary importance to determine the real performance gap between what the employee presently do and what the employee should do i.e. between "what is" and "what should be" and what type of training will needed to fill the gap if any. Training needs can be determined by using different techniques rather than merely depending on subjective views of managers / supervisors. The need assessment should be exhaustively completed by training division staff with strong consultation of the director of the administration. Also training need analysis should do with respect to organization, task and man analysis.
- Training impact evaluation technique should be in place for feature improvement.
- It is recommended that NLA should evaluate trainee's behavior changed.

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APPENDICES

ST MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
MASTER OF BUSINESS ADMINISTRATION (MBA) PROGRAM

Questionnaire to be filled by employees in National Lottery Administration


Dear respondents

I would like to express my genuine appreciation and deepest thanks in advance for your generous time and frank as well as quick responses.

This questionnaire has designed to seek information for purely academic purpose. This is to enable the student researcher **Desalegn Kassaye** who is a final year student at St. Mary University School of Graduate studies department of MBA, conducting a thesis on the title; **Assessment of Training practice: The case of National Lottery administration**, for the partial fulfillment of the degree **Master of Business Administration**.

Your valuable input is very important to the research; hence you are kindly requested to fill this questionnaire to achieve the objective of the research. Please know that your response have a direct impact on the quality of the research work. The researcher kindly requests you to answer all the questions. Your responses will be kept highly confidential and used only for this research paper.

Note

1. You don't need to write your name.
2. The student researcher has scheduled to get the filled questionnaires back within 2 days.
3. Please put  inside the box.

Contact address:

For any questions please contact me by email and phone listed below

E-mail: desalegnkassaye@yahoo.com

Phone: +251 911 186945 / 940 636384

Thank you very Much for your cooperation

Part I. General Information

1. Gender

Male Female

2. Age group

Below 25 years	<input type="checkbox"/>	25 – 35 years	<input type="checkbox"/>
36 – 45 years	<input type="checkbox"/>	46 – 55 years	<input type="checkbox"/>
Above 56 years	<input type="checkbox"/>		

3. Educational Qualification

Below certificate	<input type="checkbox"/>	Certificate	<input type="checkbox"/>
College Diploma	<input type="checkbox"/>	BA/BSC	<input type="checkbox"/>
MA/MSc	<input type="checkbox"/>	Phd	<input type="checkbox"/>

4. Work experience in National Lottery Administration

Below 5 years	<input type="checkbox"/>	15 – 19 years	<input type="checkbox"/>
5 – 9 years	<input type="checkbox"/>	20 – 24 years	<input type="checkbox"/>
10 – 14 years	<input type="checkbox"/>	Above 24 years	<input type="checkbox"/>

Part II: Questionnaires on Training practice

S. No	Description	Likert Scale				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	A trainer has a professional training skill and knowledge of the subject matter					
2	Trainers are well equipped with training delivery techniques.					
3	The trainer motivates you to train.					
4	I think that trainees are selected based on clear and established trainee selection criterion in the organization.					
5	Since I joined in National Lottery Administration I didn't participate in any form of training.					
6	There is an equal opportunity for all employees to participate in training offered.					
7	Most of the time the national lottery administration use on the job training techniques.					
8	Most of the time the national lottery administration use off the job training techniques.					
9	Enough training resources and materials are available.					
10	I believe the training programs are job related.					
11	National lottery administration conduct's the training impact assessment on the job.					
12	The training program that I attend is well organized.					
13	I think that my organization properly undertaken training needs assessment before the training program designed and implemented.					

Part II: Questionnaires on Training practice

S. No	Description	Likert Scale				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
14	Participate inappropriate persons in the training program.					
15	There is a constant and consistent follow up after training which helps employees to improve their performance.					
16	The organization has well– designed written formal training policy which is known by all.					
17	The training plan is consistent with the administration’s objectives.					
18	Appropriate feedback is provided to trainees based on their evaluation results.					
19	Trainee’s behavior change evaluated.					
20	I believe the organization conducts training evaluation before and after training on timely manner.					

21. What type of employee training methods have you taken so far? (You can tick more than one)

Class room lecture

Role playing

Computer based training

Job instruction

Coaching

Television conference

Case studies

Others (specify) _____

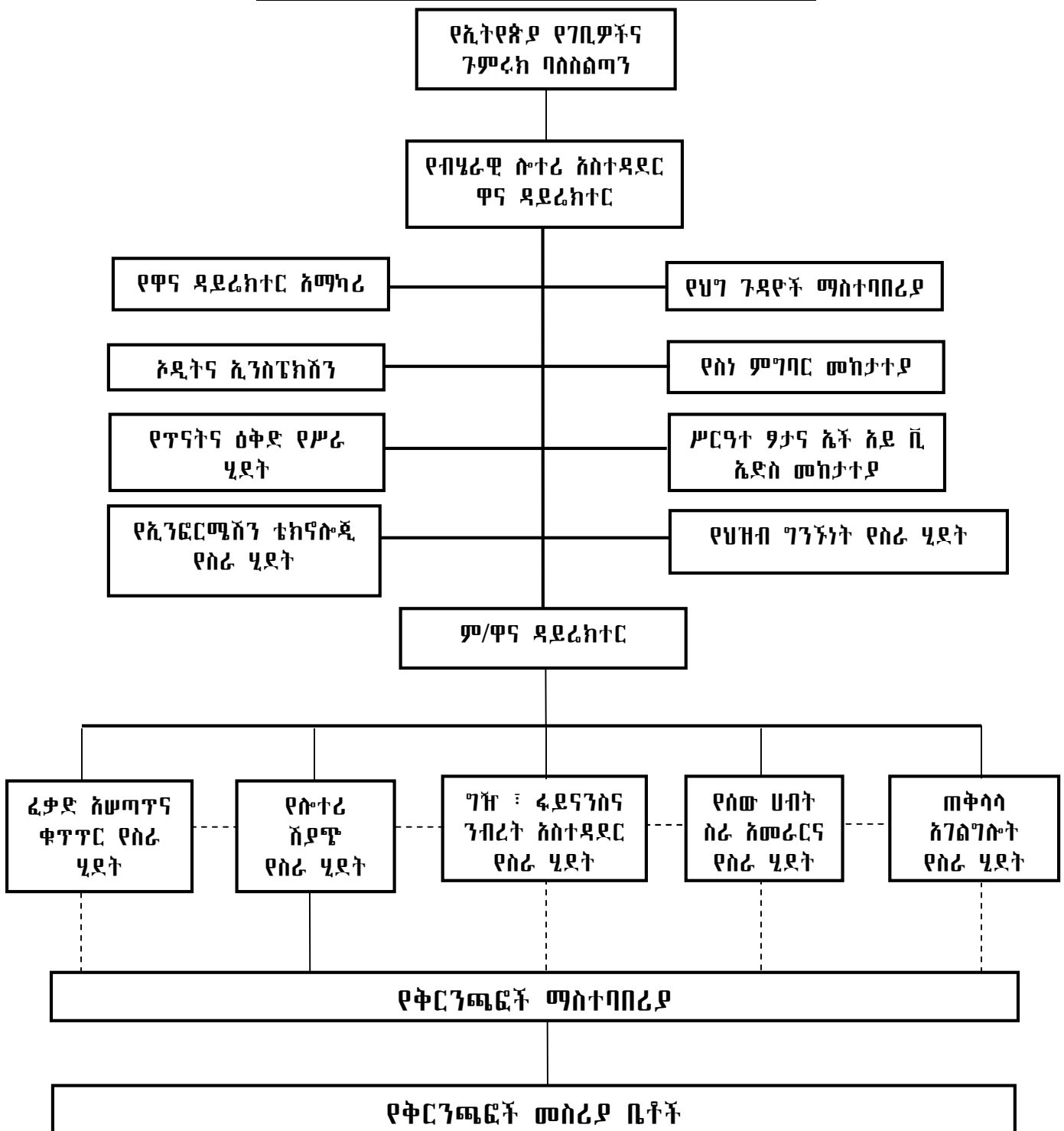
Job rotation

**ST MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
MASTER OF BUSINESS ADMINISTRATION PROGRAM**

Structured type Interview Questions

- What are the major aims / purposes of training programs in the organization?
- Which training program delivery method is applied in your organization? State the reason behind?
- Was there a practice of training impact assessment? If no, what were the major challenges not to conduct?
- Can you tell me the major strength and weakness on training program in your organization?
- Does your organization have training policy, which is known by all employees?
- How do you select trainers either from internal or external? Do you have procedure / selection criteria approved by the national lottery administration? What factors do you use while you are selecting trainers either from internal or external?
- How do you evaluate training programs to verify the success of the program?
- What are the bases of selecting appropriate trainees for the required training program?
- Does the administration allocate reasonable budget (resource) and provide the required training materials?
- Is the administration has benefited from the training Program more than the cost it incurred.
- How the departments conduct training needs analysis? And is there a separate department for handling training and development Program?
- Does the organization evaluate the outcome and impact of the conduct training and development programs? And how it evaluate?
- There is a constant and consistent follow up after training which helps employees to improve their performance.

(Structure of NLA)
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Source: Human Resource Department

List of trainings conducted and number of participants during the year 2007E.C

No	Training type	Year (E.C)	Number of trainees		Trainer organization
			Male	Female	
1	Customer Service and sales	2007	17	16	Chamber of commerce
2	Management skill	2007	40	18	Management institute
3	Customer Service for trader	2007	16	19	Chamber of commerce
4	Customer Service	2007	7	23	Chamber of commerce
5	Guards training	2007	37	1	Police commission
6	Adobe in design	2007		2	Computer Center
7	Web design	2007	2		Computer Center
8	Adobe premium	2007	1		Computer Center
9	Basic computer	2007	4	4	Computer Center
10	Peachtree accounting	2007	3	5	Computer Center
11	Cisco networking	2007	1	1	Computer Center
12	Photo editing	2007	1		Computer Center
13	Performance evaluation scale preparation	2007	1		Management institute
14	Modem accountancy	2007	4	4	Virtual college
15	Internal audit	2007	1	6	Chamber of commerce
			135	99	
	Total		234		

Source: Human Resource Department

List of trainings conducted and number of participants during the year 2008E.C

No	Training type	Year (E.C)	Number of trainees		Trainer organization
			Male	Female	
1	Accountancy	2008	4	4	Virtual college
2	SPSS	2008	1	1	Virtual college
3	Purchaser Management	2008	24	11	Purchaser agency
4	Customer Service	2008	27	47	Chamber of commerce
5	Kaizen	2008	29	12	Kaizen institute
6	Financial Management	2008	0	5	Chamber of commerce
7	Internal Audit	2008	5	5	Management institute
8	Store Management	2008	0	1	Chamber of commerce
9	Driver Technician	2008	5	0	Productive improvement
10	Record Management	2008	1	1	Chamber of commerce
11	Human Resource Management	2008	0	2	Chamber of commerce
12	Guards training	2008	2	0	Police commission
			98	89	
	Total		187		

Source: Human Resource Department

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SCHOOL OF GRADUATE STUDIES

PERSONAL PROFILE

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