ST MARY UNIVERSITY, SCHOOL OF GRADUATE STUDIES

PRACTICE AND CHALLENGES OF HUMAN RESOURCES TRANING AND DEVELOPMENT AT ETHIOIPA ELECTRIC UTILLITY ADISS ABEBA

BY

KIFLOM HAILU

ID. NO. SGS/0293/2008A

JUNE, 2017

ADDIS ABABA, ETHIOPIA

PRACTICE AND CHALLENGES OF HUMAN RESOURCES TRANING AND DEVELOPMENT AT ETHIOIPA ELECTRIC UTILLITY ADISS ABEBA

BY: - KIFLOM HAILU

A THESIS SUBMITTED TO ST.MARY'S UNIVERSTIY COLLEGE SCHOOL OF GRADUATE STUDIES IN PARTIAL FULFLILMENT OF THE REQUIREMNTS FOR THE DEGREE OF MASTER OF BUSINESS ADMINSTERATION (GENERAL-MBA)

JUNE, 2017

ADDIS ABEBA, ETHIOIPIA

ST.MARY'S UNIVERSTIY COLLEGE

SCHOOL OF GRADUATE STUDIES

FACULITY OF BUSINESS

PRACTICE AND CHALLENGES OF HUMAN RESOURCES TRANING AND DEVELOPMENT AT ETHIOIPA ELECTRIC UTILLITY ADISS ABEBA

BY: - KIFLOM HAILU

APPROVED BY BOARD OF EXAMINERS

_____   _____

Dean, Graduate studies   Signature

_____   _____

Advisor   Signature

_____   _____

External Examiner   Signature

_____   _____

Internal Examiner   Signature

Table of Contents   Page No

ACKNOWLEDGEMENTS

LIST OF ABBREVIATIONS

EEPCO   Ethiopian Electric Power Corporation

EEU   Ethiopian Electric Utility

BA   Bachelor of Art Degree

HRD   Human Resource Development

HRM   Human Resource Management

HRTD   Human resource training and Development

NADIE   Need Assessment Design, Implement &Evaluation

SPSS   Statistical Package for social Science

TD   Training and Development

TDP   Training and Development Process

T&D   Training and Development

Tables of Contents

List of Figures

ABSTRACT

Training and development is a steering instrument in maintaining the organizational efficiency and productivity takes a key aspect in motivating the employees to act in the best interest of organizations. The purpose of this study was to assess the challenges and practices of human resource training and development at Ethiopian Electric Utility. In this study, descriptive research design was employed as it focused on identifying present conditions and finding facts. For this purpose, a sample of 140 trainees and 4 trainers were selected through a combination of simple random and stratified sampling techniques. Self-administrative questionnaires, interview and document analysis were used to gather data. Data obtained through questionnaire were analyzed with descriptive statics (mean and frequency) to analyze practice and challenges of human resources training and development at Ethiopian electric utility. The findings of the study indicated the absence of the systematic needs assessment practices, no HRTD plan incorporated in strategic plans, no clear and transparent training and development criteria for selecting trainees and trainers. Training and development opportunities had been offered to individuals depending on their personal relationships, the practice of preparing and implementing TDPs had been constrained by low attention of top level management, lack of adequate budget, selection of inappropriate trainees and trainers, allocation of insufficient time. Based on the findings, the following conclusion was drawn; due to lack of systematic training and development needs assessment capacity and potentials of individuals had not been built for better future performance, appropriate individuals were neglected from the selection for the TDPs. Based on the conclusions, the following are recommended: appropriate attention to be given to; training and development needs assessment, arranging of induction/orientation programs, applying on-the-job methods, creating systematic monitoring and evaluating practices of TDP, arranging awareness creation programs and formulating clear and transparent TDP directives, and giving more emphasis on professional development rather than other activities in the offices.

Keywords: Training and development, training opportunities, *monitoring and evaluating*, Performance

CHAPTER ONE

INTRODUCTION

This chapter includes background of the study, statement of the problem, research questions, objectives of the study, significances of the study, delimitation of the study, limitations of the study, and organization of the study.

1.1 Background of the Study

Organizations are established to achieve preset objectives by effectively utilizing various human and non-human resources. Among these, human resources are considered as the most valuable assets or capital of an organization. They are fundamental resources in earning the competitive advantage of an organization in achieving objectives. Hence, human resources management is needed to ensure optimum productivity and continuous existence in organizations (Armstrong, 2005).

Although organizational objectives are met through human resources, some organizations may give due emphasis for developing the capabilities of their employees through training and development programs. According to Manpower Services Commission's (1981:62) in (Wilson, 2001), human resource training refers to a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organization. Similarly, human resource development refers to a title that represents the latest evolutionary stage in the long tradition of training, educating and developing people for the purpose of contributing towards the achievement of individual, organizational and societal objectives (Wilson, 2001).

Human Resource and training are crucial activities that organizations should give emphasis to improve the skill and capability of their employees. Although the terms training and development are linked, they address slightly different needs. Training focuses on learning the necessary skills and acquiring the knowledge required to perform a job. Development focuses on the preparation needed for future jobs. It should be considered as an investment in the work force since its benefits are long term (Buhler, 2002:143).

Human Resource can be seen to be as important for corporate success as the handling of any other management activities. Human resource are the people on the organization employees who carry out various jobs, tasks and functions in exchange for wages, salaries and other rewards (Davies,2002). The efficient use of human resources results in increased productivity of all the important resources the human resources are the most invaluable that substantially influence the performance of any organization. In this turbulent and dynamic environment, people usually face challenges in a way to accomplishing their duties and responsibilities. A key component of human resource development is performance improvement through the process of objectively measuring how well an organization is meeting its stated goals and objectives. HRD involves the provision of valuable experiences in the work place in order that the individual's desire for learning and growth can be achieved. A competing perspective of HRD is that it is primary about helping individuals and groups learn through formal training or some other planned strategy (French, 1990).

Regarding the benefits of training and development for organization, Anderson (2000:22) states the following:

Training and development is best seen as employee capacity can enhance organizational commitment, team effort, customer relations, etc. However, on the pure individual level without encouraging upon an organizational impact, innate skills can be realized through training.

The complexity of variables which constitute the training and development (T&D) environment provides a rewarding and challenging sphere of work. Successful T&D interventions depends on ensuring that there is a 'best fit' between the needs of the individual, the organization and those responsible for the delivery of the programmer. Given the immense complexity of management, it is easy to take any T&D intervention and find faults and criticize. This is an essential part of the process by which the tools and techniques used are developed to ever improve their effectiveness. Critics should note that while it is easy to find fault, attempting to improve the way in which we manage is a worthy quest and is better than not developing managers at all (Wilson, 2001).

Therefore, introducing appropriate training and development practices and assessing their appropriateness from time to time to identify and overcome challenges is, therefore, important to make the training and development programs effective and value addition to the fulfillment of organizational objectives.

1.2 Background of the Organization

Electric power was introduced to Ethiopian in the late 19ᵗʰ century, during the era of Minilik. The first generator was said given to Minilik around the year 1898 to light the palace. In addition to the use of generators, Minilik got constructed the first hydro power plant on Akaki River in the Year 1912 in order to supply power to small factories that had been limited to small factories and the palace was extended to public places and major roads in the vicinity of the palace.

However, the effort of the government to extend the power supply to the public was hindered by the Italian invasion of Ethiopia in the Years 1936. During this temporary occupation, the Italian company called Coneil overtook the generation and destitution electric power. The company installed generators at different places and extended the power supply to the major towns. After the Italian were driven out from Ethiopia in Year 1941, an organization called enemy property Administration was established and took over along with other activities the generation and distribution of power to the public (EEPCO. Training needs assessment study: unpublished)

Ethiopian Electric Utility (EEU) is the main division under Ethiopian Electric Power Corporation (EEPCO). As of current human resource data, about 341 employees including management level are working in EEU.

EEPCO has its own in-company training institution. In-company training is an activity tailor made for the adjustment of the employee's performance to meet the specific needs of a company. This can be done by using internal experts or by hiring an external trainer like a trainer from a TVET institution. In-company training activities are carried out with two different approaches. One is planned formal training, mainly for a new comer or job upgrading: the other informal on the job training. This has to be done as soon as a skill gap is realized. The responsible person for that is the supervisor or team leader.

1.3 Statement of the Problems

Training and development process has a strategic linkage with all human resource functions such as recruitment and selection, placement, performance management, reward and compensation, succession planning. For example, if there is not appropriate performance management system both at individual and company levels, it is very difficult to identify competency gaps. Hence, it was a problem to identify the necessary set of skills, knowledge and attitude to train and develop employees and management during need assessment. The same is true

for succession planning, if there is not clearly defined succession plan, it was a problem to discover which capacity building programs were necessary for which position or for the successor.

When it comes to EEU, it has its own HR plan named as "staff plan". The staff plan performs various activities of HRM functions. However, it has its own limitations. According to EEPCO's (2006 E.C) unpublished training assessment study, the limitations are mentioned as follows:

The methodology used to prepare HR plan is not scientific. Because it does not use forecasting techniques like ratio-trend analysis, work study technique, Delphi technique and flow models. Rather it mainly uses managerial judgment technique. In addition, there is no control and evaluation of HR program.

There has been no HR succession plan at all in the corporation.

The corporation has been implementing different change initiatives in the various aspects of HRM functions. If we take performance evaluation as an example, its schemes are available in the corporation. However, it has not been implemented properly.

The approaches for performance appraisal applied in the corporation are mainly behavioral/qualitative. It is for individual employee's performance evaluation. Nevertheless, organizational and work unit performances measurements use both quantitative and qualitative approaches.

- Among the elements of high performance work system, training and development systems are not available. In addition, there is no employee participation in the variety of corporate and work unit undertakings.

According to EEPCO's training assessment study (2006): concerning training and development, the following programs are not implemented in the corporation.

- There is no training by results in the corporation, but every employee has been entitled to get training without understand his/her performance or results.

- There is "*Performance Training and development action Procedure*" for the corporation. However, it has not been implemented as per the policy.

The EEPCO's study identified some limitations on the training and development practice of EEU. This includes lack of clear training and development model, lack of a manpower projection from EEPCO beyond the time covered by its strategic plan and absence of a corporate policy regarding the optimal mix of professional personnel holding different academic qualifications (Msc, Bsc/BA, Diploma and other certificate level trainings).

The aim of this research is, therefore, to assess and evaluate the practice and challenges of human resource training and development in Ethiopian Electric Utility (EEU) head offices as well as its training institution.

1.4 Research Question

The following basic research questions have guided and are answered in this study:

1. How does EEU identify training and development needs of trainees?
2. How does EEU design training and development programs?
3. How adequate are the methods of training and development adopted by EEU training and development institution?
4. What major factors affect the implementation of training and development programs of the institution?
5. What mechanisms are employed to evaluate training and development program?
6. What is the degree of relevance of the training and development programs of the institution as perceived by trainees?

1.5 Research objective

1.5.1 General objective

The general objective of this study is to assess the practice and challenges of training and development at Ethiopian Electric Utility.

1.5.2 Specific objectives

The specific objectives of this research are:

- To identify how training and development need assessment is conducted,
- To assess how training and development programs are design,
- To explore the process of selecting trainees, trainers and methods used to deliver the training program,
- To investigate major factors affecting the implementation of training and development programs of the institution,
- To examine mechanisms used in evaluation of training and development programs and
- To identify the major problems that hinders the achievement of training institution.

1.6   Significance of the Study

The output of this research is believed to have the following benefits. First, it provides an insight about the performance of the existing of training and development system in the EEU. Depending on the feedbacks provided, the organization may consider upgrading it or designing a new one. Second, it was given an opportunity for human resource managers of EEU to rethink about the training and development practices in the organization. Third, employees may benefit from taking a well analyzed and designed training and development programs that enhance their knowledge, skills, abilities, and attitudes. Finally, it was initiate others interested researchers to carry out more extensive studies in the area.

1.7   Scope of the Study

In the general terms, this study was try to identify how the training and development are offered in the case of EEU training institution located in Kotebe, Yeka district. Conceptually, training and development is delimited to the research was apply both quantitative and qualitative approaches to enhance the findings of the study. In addition, the training and development practices of period was be investigated.

A total of 140 trainees and 4 trainers which includes employees both from technical and administrative sections, as well as employees in the training institution were included in the study. The study was touch upon how the institution leverages its employees' capacity. In doing so, the researcher was try to see the training and development within the institution by considering the collective agreement of the institution and the working procedures in the institution's Human Resource Department.

The time frame that the study was expected to be completed was by June of 2017. Through inclusive data collected from randomly selected employees both from permanent and temporary workers of the institution, the study tries to assess the up to date of training and development the institution applies.

Moreover, the researcher try to set clear & precise inquires. In doing so, problems within the concerned topic were investigated. Besides, the researcher is going to exhaustively use his effort and time to acquire enough, genuine & relevant data.

1.8   Limitation of the Study

Because of the limited time and resources, only questionnaire and interview were used to get responses. According to this response the researcher tries to work hard for the validity of the research.

As EEU runs to achieve the Growth Transformation Programs, uncontrollable field works may keep my study of the research from full time. But I try to work my best when I have free times even on the field work.

1.9   Organization of the study

The paper work organized in five chapters. That is introduction, review of related literature, methodology, result analysis and discussions as well as summary, conclusion and recommendation.

CHAPTER TWO

REVIEW OF THE LITERATURE

This chapter includes the concept of human resource training and development, components of human resource training and development, the benefits of human resource training and development, the process of HR training and development programs, HR training and development needs assessment, formulation of training and development objectives, designing training development programs, implementing of training and development programs (selecting appropriate training and development methods, electing the contents of training programs, selecting appropriate facilities and selecting the appropriate trainers and trainees and selecting appropriate time and environment), evaluating training and development programs and problems of human resource training and development.

2.1   Conceptual Framework of the Study

Training and development activities allow organizations to adapt, compete, excel, innovate, produce, be safe, improve service, and reach goals (Salas et al., 2012). However, not all training and development practices are effective in achieving organizational objectives (Pineda, 2010).In order to be effective, it is advisable to adopt a systematic approach that benefits both employers and employees (Armstrong, 2006). To this end, the popular NADIE model (Need Assessment, Design, Implement, and Evaluate) is central to organizations TD practices that involve phases of TD process.

After assessing the constraints of TDP through monitoring and evaluation, organizational objectives and strategies, the TDP would be redesigned again (see one directional arrows in Fig, 2.1). Thus, the analysis of this study has been discussed based on the conceptual framework shown below.
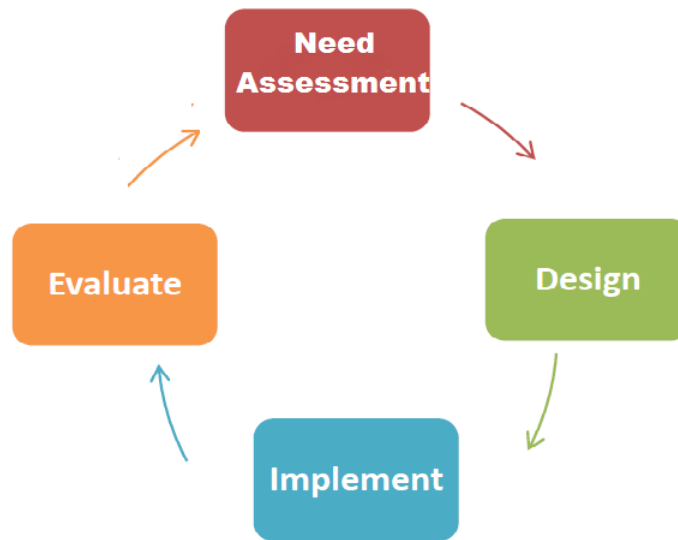
2.2   The Concept of Human Resource Training and Development

The study of HRD indicates that views on what constitutes HRD vary considerably. Traditionally, various terms were used such as training, development and education. The more contemporary terms are Human Resource Development (HRD) and Human Capital Development. According to Mondy and Noe (1990), human resource development is: "planned and continuous process of helping employees to become better at their tasks, knowledge and experiences through training, education and development programs."

From Mondy and Noe'sdefinition, we can understand that HRD is planned and continuous effort of organizations to enhance employees' task performance, knowledge and experiences. Therefore, HRD is primarily designed to benefit both organizations and employees through improving employees' task performance and supporting employees' knowledge and experience development. The other concept that we infer from the definition is that HRD is done through three methods: training, education and other development programs.

As described byHarris (2008), HRD is "organized learning activities arranged within an organization in order to improve performance and/or personal growth for the purpose of improving the job, the individual, and/or the organization." Evidence from this definition shows the following three main points:

a. HRD includes the areas of training and development, promotion and professional growth and organization development.

b. HRD improve employees' both job performance and personal growth and

c. HRD is process improving personal growth within the organization.

2.2.1 Human Resource Development

According to Harrison (2000) as cited in Armstrong (2006), human resource development "involves introducing, directing and guiding processes in such a way that all individuals and teams are equipped with the skills, knowledge and competences they require to undertake current and future tasks required by an organization*."*

Harrison's definition shows that HRD requires an effective leadership for introducing, directing and guiding individuals and teams. This implies that for an effectiveness of HRD process the role of employees' immediate supervisors is indispensable. It is also clear that HRD is a process that encompasses all individuals and teams for improving the skills, knowledge and competences. In addition to this, the definition implicated that HRD is primarily designed to satisfy current and future tasks requirement of an organization.

2.2.2 The relationship between Training and Development

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

TABLE 2.1 THE DISTINCTION BETWEEN TRAINING AND DEVELOPMENT

Training	Development
• Training means learning skills and knowledge for doing a particular job. It increases job skills.	• Development means the growth of an employee in all aspects. It shapes attitudes.

Training	Development
• The term training generally used to denote imparting specific skills among operative employees.	• Development is associated with the overall growth of management.
• Training is concerned with maintaining and improving current job performance. Thus, it has a short-term perspective and training is job centered in nature.	• Management development seeks to develop competence and skills for future performance. Thus, it has a long-term perspective.
• The role of trainer or supervisor is very important in training	• Development is career oriented in nature and self-development.

Source: Armstrong (2006) - Training vs. Development

2.3 Components of Human Resource Training and Development

Thomson and Mabey (1994), as cited by Armstrong (2006), presented the components of HRD using the following.

2.3.1 Individual Learning and Development

The concept of human resource development should necessarily cover the individual development to facilitate and enhance teams and organization developments. As the above modelalso clearly shows, the major focus of HRD is on individuals. In this sub section, the main components of individual learning and development i.e. self-directed learning, coaching and mentoring techniques will be discussed.

2.3.1.1 Self-Directed Learning

Self-directed or self-managed learning involves encouraging individuals to take responsibility for their own learning needs, either to improve performance in their present job or to develop their potential and satisfy their career aspirations (Harris, 2008). It can be based on a process of recording achievement and action planning that involves individuals reviewing what they have learnt, what they have achieved, what their goals are, how they are going to achieve those goals and what new learning they need to acquire (Harris, 2008). The learning program can be 'self-paced' in the sense that learners can decide for themselves up to a point the rate at which they work and are encouraged to measure their own progress and adjust the program accordingly (Harris, 2008).

Harris's explanation for self-directed learning is based on the principle that people learn and retain more if they find things out for themselves. However, they still need to be given guidance on what to look for and help in finding it. Therefore, in self-directed learning, learners have to be encouraged to define; with whatever help they may require, and what they need to know to perform their job effectively. Furthermore, learners need to be provided with guidance on where they can get the material or information that will help them to learn and how to make good use of it. Learners also need support from their manager and the organization with the provision of coaching, mentoring and learning facilities, including e-learning.

2.3.1.2   Coaching

The Industrial Society (1999) as cited in Haslinda and Abdullah (2009), defines coaching as: "The art of facilitating the enhanced performance, learning and development of others." It takes the form of a personal (usually one-to-one) on-the-job approach to helping people develop their skills and levels of competence. As Armstrong (2006) referred Hirsh and Carter (2002), states that coaching is aimed at the rapid improvement of skills, behavior and performance, usually for the present job. A structured and purposeful dialogue is at the heart of coaching. The coach uses feedback and brings an objective perspective.

The need for coaching may arise from formal or informal performance reviews but opportunities for coaching emerges during normal day-to-day activities. *Coaching as part of the normal process of management consists of* (Armstrong, 2006):

- Making people aware of how well they are performing by, for example, asking them questions to establish the extent to which they have thought through what they are doing;
- Using whatever situations may arise as opportunities to promote learning;
- Encouraging people to look at higher-level problems and how they would tackle them.

Coaching is the most effective when the coach understands that his or her role is to help people to learn and individuals are motivated to learn. Employees should be aware that their present level of knowledge, skill or their behavior needs to be improved if they are going to perform their work satisfactorily. Individuals should be given guidance on what they should be learning and feedback on how they are doing and, because learning is an active not a passive process, they should be actively involved with their coach who should be constructive, building on strengths and experience.

2.3.1.3 Mentoring

Mentoring is the process of using specially selected and trained individuals to provide guidance, pragmatic advice and continuing support, which helps the person or persons allocated to them to learn and develop. It has been defined by Clutterbuck (2004) as: "Off-line help from one person to another in making significant transitions in knowledge, work or thinking." Hirsh and Carter (2002) suggest that mentors prepare individuals to perform better in the future and groom them for higher and greater things, i.e. career advancement.

From the above two definitions, we can understand that mentoring can be viewed as a method of helping people to learn, as distinct from coaching, which is a relatively directive means of increasing people's competence. It involves learning on the job, which must always be the best way of acquiring the particular skills and knowledge the job holder needs. Mentoring also complements formal training by providing those who benefit from it with individual guidance from experienced managers who are 'wise in the ways of the organization'.

As explained by Harris (2008), mentors provide employees with:

- Advice in drawing up self-development programs;
- General help with learning programs;
- Guidance on how to acquire the necessary knowledge and skills to do a new job;
- Advice on dealing with any administrative, technical or people problems individuals meet, especially in the early stages of their careers;

There are no standard mentoring procedures, although it is essential to select mentors who are likely to adopt the right non-directive but supportive help to the person or persons they are dealing with. They must then be carefully briefed and trained in their role.

2.4   The Benefits of Training and Development

Training and development have many advantages to employees and the organization if itis carried out in a planned and systematic way (Werther and Davis, 1989).

2.4.1 The Benefits of training and development for organization

Training and development are indispensable components of strategic human resources management (Armstrong, 2006). Training has distinct role for the achievement of organizational goal by incorporating the interests of the organization and the workforce (Storey, 2002 cited in

Thang, 2010). Nowadays, training is the most important factor in the business world because it increases the efficiency and the effectiveness of both employees and the organization (Aguinis and Kraiger, 2009). Though employees' performances depend on various factors, training is the most important ones (Armstrong, 2006). Training helps employees to acquaint with knowledge and skills needed for their present job (Fitzgerald, 1992) because few people come to the job with complete knowledge and experience necessary to perform their assigned job.

In order to cope with the rapid rate of change, organizations are increasingly challenged with developing meaningful training programs for their employees as a way to compete and succeed in today's volatile environment (Drost et al, 2002). Pfeffer (2000) argues that training can be a source of competitive advantage by providing innovations and opportunities to learn new technologies and improve employee skills, knowledge and firm performance.

2.4.2   The benefits of training and development for employees

Some authors express the advantage of training and development for employees. They say employees are trained how to apply their knowledge to practical aspects of the job, to improve productivity and quality, to help an organization fulfill its future personnel needs (Megginson, 1987; Mamoria and Pareek, 1980). Moreover, Holt (1993) stated that, trainingand development develops realistic job expectation for new employees. It improves employment sustainability. This shows when there is turnover in break periods the new employees lack self-confidence and suffer from anxiety about their job. Besides, training and development have benefits for the individual employee. In this regard Werther*et al,* (1985) mentioned the following benefits of training and developmentfor the employees: helps the individual towards better decision making and effective problem solving skills, foster a sense of recognition, achievement, growth, responsibility and desire for advancement, aid in encouraging and achieving self-development and self-confidence, etc.

Training and development in general has so many advantages for an organization as well as the individual and is an important tool for effective HRM. Therefore, educational organizations must give due attention for continues training and development of employees. It is also believed that through training and development the organization can solve the problem of employee's obsolescence and make them up-to-date, motivated and committed. At the present and future changing and competitive environment training and development of HR makes organizations successful competitors and give them strength for survival.

2.5 The Process of Human Resource Training and Development

The process of HRTD must be systematic and directed towards the accomplishment o some organizational objectives, such as efficient production method, improved quality of products or services and reducing operational costs. Systematic training is likely to make organization efficient and progressive (Rue and Byars, 1992).In the systematic approach to training first the job is analyzed and defined. Then, the employees being considered for training are studied whether they satisfy the required standard. Next, training should be given and an appropriate record has to be kept. After that, the performance achieved must be measured and an attempt should be made to evaluate the cost of training compared with the benefits gained by the improved performance of employees (Graham, 1984:167; Armstrong and Dawson, 1985, Schemerhorn, 1993; Getahun, 1990).

2.5.1 Training and Development policy

Policy is a general statement by senior management on how it wishes certain situations to be dealt with (Truelove, 1996). The importance of having a set down policy statement is that it helps to maintain a consistency of different training and development approach throughout the organization and ensures that the senior management's philosophy put in to effect. All organizations may have policed with regard to the training and development functions. However, not all have these in a written form, and some of those which have do not widely publish them even within the organization (Truelove, 1996).

According to Kenney(1979), Warren (1999), and Gammon (1979), as cited by Wondmeheh (2011), organizations have very different polices for gaining the maximum benefit from training while in contrast there are still many organizations where the systematic approach is unknown and management do not accept responsibility of training. The majority of organizations lie somewhere between these extremes with training which is variable in quality, limited scope and to a greater or lesser extent (Trace, 1984).

2.5.2 Human resource training and development needs assessment

This is the process of identifying the training needs of an organization and the first step in the systematic training and development program. All training activities should be related to the specific needs of the organization and also of the individual employees. The training should start only after careful assessment of the training needs, failing which training process is misdirected and positive benefits are not available. The effectiveness of a training and development process can be judged only with the help of training needs identified in advance. For the identification of

training needs, the gap between the existing level of knowledge, skills, performance and aptitudes of employees and the required levels of knowledge, skills performance and aptitudes should be clearly specified. The problem areas that can be resolved through training process should also be clearly identified (Armstrong, 2006).

The first step in creating effective training and development programs is to determine what training employees need. 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. According to Brown (2002), there are four reasons why training and development needs assessment should be done before training programs are designed.

- To identify specific problem areas in the organization so that the highest priority organizational problems requiring training solutions are addressed;

- To obtain management support and commitment by making certain that the training directly contributes to the bottom line, that the training improves employee job performance;

One outcome of doing a training-needs assessment is identification of gaps between the skills, knowledge and attitude that employees have and the skills, knowledge and attitude 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 skills and work motivation i.e., not every job performance problem has a training solution. There may be organizational practices or incentives that contribute to a lack of employee motivation, a problem that training cannot solve (Brown, 2002).

2.5.3 Formation of training and development objectives

Establishing and formulating T&D objectives is one of the most important parts in training process. Training should be measured in terms of the objectives set which is specific, clear, measurable, time targeted and tangible. Objectives give the training and the trainee specific goals and steps that can be used to evaluate their success (Subba, 1990)

Training and development objectives are one of the most important parts in the training process. Having sound objective could help training and development practice by providing the right direction which is going to be implemented. According to (Lien,2007), the traditional approach to devising training plans focuses on the need to determine clear aims and objectives which are relevant to the learners concerned and enable the performance gab to be bridged. Training objectives should be specific, clear, measurable and tangible as far as possible (Truelove, 1996. Often, these objectives should express what individuals would be expected to be able to do

when they return to their work place. It is also argued that it is difficult to evaluate and assess the overall effectiveness of training without knowing what it is trying to achieve (Stone, 2000). As long as training objectives are measurable, clear, agreed at all organization levels and reflect organizational and individuals‟ needs and objectives, evaluation criteria would be clear and agreed as well Buhler, (2002).

2.5.4   Designing training and development programs

According to Armstrong (2006), each training needs to be designed individually, and the design will continually evolve as anew learning needs emerge, or when feedback indicates that changes are required. It is essential to consider carefully the objectives of the training program.

Therefore, these writers want to show organizations need to have training and development program. Organizations should include their training program in to their short term, midterm and long term plan in line with the organization's strategic plan to train and develop their trainers systematically and continuously to make them more competent to respond the dynamic environment in achieving organizational goals.

2.5.5 Implementation of training and development programs

A careful use of training and development methods can be a very cost-effective investment the sense of using the appropriate method for the needs of the individual employee and the organization. However, many authors have mentioned that organizations often use inappropriate methods, which can be both costly and time wasting and bring very little improvement in the performance of the employee (Dessler, 2005). In general, training programs can be divided into on-the-job and off-the-job methods. These categories of training methods are briefly discussed below.

2.5.4.1 on-the- job training methods

On-the-job training is training that takes place while employees are actually working. It means that skills can be gained while trainees are carrying out their jobs. This is the most commonly an approach that permits employee to learn job tasks by actually performing them. This benefits both employees and the organization. Employees learn in the real work environment and gain experience dealing with the tasks and challenges that they will meet during a normal working day. The organization benefits by ensuring that the training is specific to the job. It also does not have to meet the additional costs of providing off-the-job training or losing working time (Dessler, 2005).

The advantage of this method is that it is easy, simple, quick and economical. It can be used conveniently in the case of simple jobs at the lower levels, where special training facilities, instructors and longer period training are not required for training purpose. In the contrast, the disadvantage of this training method is not scientific. It fails to give systematic training to workers. This type of training is by co-workers who are not trained properly. Even the atmosphere in the factory is not friendly for training purpose. Thus, so called economical and quick method of training may prove to be very costly to the management in the long run. There are several methods of providing on-the-job training rotation (Bernatek, 2010). The following three commonly used methods are briefly described here.

O **Coaching**– an experienced member of staff helps trainees learn skills and processes through providing instructions and demonstrations.

O **Mentoring**– each trainee is allocated to an established member of staff who acts as a guide and helper. A mentor usually offers more personal support than a coach, although the terms 'mentor' and 'coach' are often used interchangeably.

2.5.4.2 Off-the-job training and development methods

Off-the-job training is conducted in a location specifically designated for training. It may be near the workplace or away from work, at a special training center or a resort conducting the training away from the workplace minimize distractions and allows trainees to devote their full attention to the material being taught. However, off-the-job training programs may not provide as much transfer of training to the actual job as do on-the-job programs. The following are some of off the job training methods that are commonly used in organizations (Vemic,2007&Bernatek, 2010).

The following are the most commonly used:

- Special lectures and discussions
- Conference and seminar
- Case study
- Role playing and Management games.
-

2.5.5 Evaluating Training and Development Program

Evaluating training and development program is not a one-time process. It is an ongoing throughout the entire stages of training program. Evaluation is a process of obtaining information

and using it to make judgment and decisions. Evaluation of the training program is performed during the assessment, design and implementation. It included trimming participant reaction to the training program, how much participants learned and how well the participants transfer the training back to the job. The information gathered from the training evaluation is then included the next cycle of training need assessment. Silberman 1990, also states that one can design his/her active training program to provide for obtaining feedback and evaluation data on an ongoing basis so that he/she can make adjustments earlier one time.

The implementation of training and development serves as transformation process. Untrained employees are transformed in to capable workers and present workers may be developed to assume new responsibilities. To verify the program's success, personnel managers increasingly demand that training and development activities be evaluated systematically. Lack of evaluation may be the most series problem in most training and development efforts.

2.5.5.1 Purpose of evaluation of training and development programs

The combination of the four focus of HRD (Individuals, Dyades (employee-boss), Team, and Organization) with four agents of HRD (Employee, Immediate boss, HR department, and Organizations) gives the HRD systems (Michael Armstrong, 2006). According to him, the fundamental purpose of HRD system is to enhance resource capability in accordance with the belief that the human capital of an organization is a major source of competitive advantage. It is therefore about ensuring that the right quality people are available to meet present and future needs. This is achieved by producing a coherent and comprehensive framework for developing people. Furthermore, Armstrong has mentioned specific purpose of HRD as: to develop intellectual capital and promote organizational, team and individual learning *by creating a learning culture* – an environment in which employees are encouraged to learn and develop and in which knowledge is managed systematically.

Most theorists suggest that the general purpose of HRD system is to develop the individual employee by providing training and development activities, thus enhancing personal development, work processes and organizational performance to achieve organizational effectiveness. Indeed, the central role of HRD was to benefit individuals, groups and organizations. However, development and change have to be embedded within an individual before progressing into teams

and organizations. Armstrong stressed that change in an organization always involves changing the individual and is first focused on individual development.

In addition to the view of Armstrong, C.B. Gupta (2001) has mentioned the following as the main purpose of HRD systems:

- To develop the capabilities of each employee as an individual.
- To develop the capabilities of each individual in relation to his or her present role and
- To develop the capabilities of each employee in relation to his or her expected future role(s).

2.5.5.2 Selecting Criteria for training evaluation

After deciding the suitable method and techniques, as well as contents of the training program, selecting the appropriate participants of the training program comes worth and valuable. In training programs trainers and trainees are the important components of training program. As Tracey, (1984:344) states trainers provide guidance and assistance for trainees and trainees receive the designed content of instruction with active participation. To be efficient and effective, the training program must be provided with trainers who have been carefully screened and selected for their suitability. In the same token, it is advisable to select the correct trainees to be able to achieve the best training program results. Truelove (2000:239). Taking the role of a trainer in to consideration, setting clear and well defined selection criteria of appropriate person who is capable to carry out the responsible is not arguable. A good trainer should be equipped with both knowledge of the subject matter and art of interpersonal skills, conscious of several essential elements, including a controlled environment, good planning, and the use of various training methods, good communication skills, and trainee participation. Tracey, (1984:345).

Regarding the criteria of selecting trainers, Chaddock (1979:3-10) lists the necessary points as organizational knowledge, professional knowledge, personal qualifications, education and training, skills and abilities. Tracey (1998:346) on his part argues that competence of trainer performance is a function of subject matter expertise, pedagogical knowledge and skills, communication skills, and personal traits and qualities. On the question of sources for good trainers, Tracey, (1984:348) indicates that from the company's trained personnel, operative and technical employees, line supervisors and managers, staff training specialists and outside experts are the main sources of instructional staff. Selecting an outside source for training has advantages and disadvantages. The biggest advantage is that these organizations are well versed in training

techniques, which is often not the case in- house personnel. The disadvantage of using outside training specialists is their limited knowledge of the company's product or service or customer needs. These trainers have a more general knowledge of customer satisfaction and needs and therefore this knowledge helps them update themselves to the real situation quickly prior to training the employees. The other disadvantage of using outside trainers is the relatively high cost compared to in-house training, although the higher cost may be offset by the increased effectiveness of the training. Likewise, in selecting the appropriate trainees, attention should be given to the responsibility and level of trainees, educational background, work experience, openness to new ideas and perceived need for self-improvement (Watson, 1979:117). Similarly, as Tracey, (1984:406) states selecting trainees needs to be based on certain factors. The main criteria should be:

- Worker's responsibilities and his/her position in the organization,

- Qualification and related requirements (language, technical skill etc.,)

- Ability to transfer the knowledge and skills required, and Applicability of the skills/knowledge in his/her organization.

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

2.5.5.3 Approaches to evaluation of training and development programs

Evaluation is the final phase of the training and development program. It is a means to verify the success of the program, i.e. whether employees in the program do the jobs for which they have been trained. As Balogun (2011) noted, the concept of evaluation is most commonly interpreted in determining the effectiveness of a program in relation to its objectives. Human resource development is an investment in people. The major reason for investment in training and development program is that to help employees to perform better in the achievement of organizational objectives. Hence, evaluation is a means to assess the cost/benefit of the program to the organization. However, Balogun (2011) noted, evaluation is like brushing your teeth after every meal everyone advocates it but few actually do it. Evaluation can be done for various purposes. It may be done:

- To increase effectiveness of the program while it is going on;
- To increase the effectiveness of the program to be held next time;

In evaluating the worth of specific programs, sets of measurement criteria should be identified.

2.5.5.4 Stages of training and development program evaluation

It is important to evaluate training in order to assess its effectiveness in producing the learning output was planned and to indicate where improvements or changes are required to make the training even more effective (Armstrong; 2001). Hence, the evaluation of training and development should be an in built activity that starts from the beginning.

These are: - i. *Formative evaluation ii. Process evaluation* and iii. *Summative evaluation*

2.6 Problems of HR Training and Development

HRTD activities in organizations can be influenced by different factors. HRTD efforts are subject to certain common mistakes and problems. Most of the problems are resulted from inadequate planning and lack of coordination of efforts. According to (Mathis and Jackson, 1997) the common problems in HRTD are inadequate needs analysis, trying outdated programs or training methods, abdicating responsibility for development to staff, trying to substitute training for selection, lack of training among those who lead the development activities, using "courses as the road to development", encapsulated development attitude of managers, availability of resources and financial problems.

The attitude of managers is one of the crucial factors in HRTD. Mabey, Graham and Storey in Melaku (2004), states that "management tends to regard training as an operative expense rather than investment. Top level management makes decisions regarding the allocation of resources for training and development programs. Besides, support from top-level management is crucial in integrating training and development activities in the strategic plan. "In general if top-level management have no willingness and does not provide the necessary support it would be difficult to expect positive outcomes from training and development programs or to initiate a program. The other constraint to training and development is the availability of resources. HRTD is an expensive activity that requires expenditure of resources in terms of money, materials and facilities, times and personnel. Organizations that have considerable shortages in either of their resources face problems to conduct HRTD programs. It is one of the problems that affect HRTD. In the case of Ethiopia, it is caused mainly by budgetary constraints (Getachew, 1998).

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter deals with the research design, sampling and sample size, data collection tools and data analysis and interpretation.

3.1 Research Approach

The researcher use admixed research approach that combines both quantitative and qualitative research methods. Quantitative research refers to the scientific process of collecting numerical data and analyzing them statistically. On the other hand, qualitative data involves non-numerical data and are analyzed qualitatively. Thus, mixed research approach is used to refer to the combination of both quantitative and qualitative research approaches of data collection and analysis in a single study. This approach could neutralize or cancel the bias of any single research approach (Creswell, 2009); it instead increases the quality of the study by combining the strengths of the two approaches and by eliminating their weaknesses.

3.2 Research Design

The principal objective of this study is to assess the practice and challenges of training and development at Ethiopian Electric Utility. To achieve this objective, descriptive research design was employed. This design is appropriate because it enhances the researcher to assess the existing practices and problems of training and development at EEU.

Depending on the way in which researchers ask their research questions and present their purpose, the research design could be classified into three groups, namely exploratory, descriptive and explanatory studies.

Based on the study of three research designs and the purpose of this research, the descriptive study is the most suitable for the topic.

3.3 Population and Sample of the Study

As it is costly to include all employees that have a stake in the training and development program of EEU, this section presents the total population of the study and the sampling strategy.

3.3.1 The Population of the Study

Population is the list of elements from which the sample may be drawn (John, 2007). A sample is drawn to overcome the constraints of covering the entire population with the intent of generalizing the findings to the entire population.

The population of the study is trainees, trainers, program coordinator and executive directors of EEU. As of October 2016 HR record, EEU has341 employees of which 20 of them are assigned as trainers of the organization's technical and soft skill training needs.

3.3.2 Sampling Design

Sample design deals with study population, sample frame, sample size and sampling technique. Sampling is a technique of selecting a suitable sample for the purpose determining parameters of the whole population.

3.3.3 Sample Size Determination

Kumar (2007) and Sharma (2000) reported that in descriptive study 10-20% of accessible population is suggested to be used for sample. Based on this assumption, 34 to 68 participants can be taken as samples for this study.

On the other hand, based on the sample size determination calculation suggested by Yamane (1967), the sample size is 184. Yamane (1967:886) provides a simplified formula to calculate sample sizes at 95% confidence level and P = .05

Where:

$$n=N/ (1+N (e2))$$

n = Sample size

N = Population size

E = Level of precision or acceptable sampling error (0.05)

Sample Size=341/ (1+341(.05)2)

= 341/1.8525

= <u>184</u>

The researcher therefore considered two of the assumptions and used 140 samples.

3.3.4 Sampling Techniques

The researcher was keenly engross on getting relevant data concerning the human resources development practices of EEU. Since obtaining a representative sample was a critical issue in order to draw valid inferences about the population.

Trainees were selected using simple random sampling techniques. Stratified sampling was employed because stratified sampling allows the researcher to obtain a greater representativeness; it reduces the probable sampling error to ensure that all groups in a population were adequately represented in the sample, by randomly choosing subject each stratum. This is because the researcher believes it minimizes biasness. It also contains 140 trainees (50%) from 280 trainees are the training institution whereas the rest 4 human resource (12%) from 41 human resource are the head office.

3.4 Sources and Types of Data

The sources of data for this research are both primary and secondary sources. Primary data was collected from trainers, trainees, administrative staffs and coordinators of the program through questionnaires and interviews.

Secondary data was gathered from relevant books, thesis and electronic data from confirmed sources. Documents such as reputable journal articles, annual reports, policies, training manuals, organizational broaches, publications and website information were used as secondary data sources for the study.

3.5 Data Gathering Tools

The data collection tools include questionnaire, interview, and document analysis. Therefore, the survey were conducted through distributing questionnaires to managerial and non-

managerial and clerical staffs of the two offices, headquarter and training institution. Unstructured interview was conducted with one executive director of the training institution to point out how the practice and challenges of training and devolvement procedures look like in EEU.

3.5.1 Questionnaire

Data was obtained through personally administered questionnaires that was prepared based on literature review to address the research questions. The reason why self-administered questionnaire was used helped out as a prompt and relatively low cost strategy for obtaining information in the context that was likely to establish a good rapport with respondents and easier to answer for the respondents. The questionnaires were distributed after the expected participants have been selected and informed about the purpose of the research by researcher.

3.5.2 Interview

In addition to collecting data through questionnaires; qualitative data collection technique, involving one-to-one interviews with selected respondents was also conducted. Semi structured, interview was held to obtain data for further clarity and credibility of the research with key personnel of the institution who was selected based on purposive sampling.

Executive director of the institution and two training coordinators and supervisors were interviewed. Before the interview, the researcher has briefly explained the purpose of the interview to the participants and information provided.

3.5.3 Document Analysis

With this data gathering tools, relevant documents such training and development policies, procedures and manuals were reviewed and gathered from training and development to address the efficiency and effectiveness of T&D. This data gathering tools was also used to enrich the data obtained through questionnaire and interviews and to capture information that cannot be obtained through questionnaire and interview methods.

3.6 Methods of Data Analysis

The collected data was analyzed using descriptive statistics using SPSS. The basic data processing procedures such as editing, coding and classifications and thereby making it ready for analysis through percentage frequencies, tabulation and descriptive statistics. Results of the interview questions were integrated in interpretation of the questionnaires replies and analyzed

accordingly.

3.7 Data and Collection Methods

The research relied on primary source of data. Data was collected through questionnaires and interviews from managers and non-manager employees. Structured and semi-structured interviews were conducted with human resources manager. Adequate steps were taken to ensure validity and reliability of the instrument. For its validity, content-related validity was determined and for its reliability, alternate-form reliability was established.

3.8 Ethical Considerations

We should give a top priority for participant's well-being whenever we make research on people. The research question should be second on our priority. This means that if we choose to harm participants on the interest of our research, the harm will further affect our research (Mack N. Woodsong, MacQueen, Guest, & Namey, (2005).

Confidentiality – the respondents have been assured that they will not be confused and that their response will remain confidential. The information they provided is confidential and used for academic purpose only.

Organizational approval – the researcher gets approval and obtains a written recommendation letters from St. Mary's University and Ethiopia Electric Utility. The letters explain the idea and purpose of the research.

Informed consent – Cover page of the questionnaire explains the purpose of the study and informed that the respondents have the right to accept or refuse to participate in the research activities.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

Objective of this research is to examine the practices and challenges of training and development in Ethiopian Electric Utility. To collect relevant data, a total of 140 questionnaires were distributed to the respondents out of which 120 (85.71%) were filled out properly and returned in time.

This chapter shows results and discussion of the collected data. It consists of two sections. The first section treats the characteristics of respondents in terms of sex, age, educational qualification, position and work experience. The second section discusses the main part of the study, the analysis and interpretation of data that were collected through questionnaire and interview.

4.1 Demographic Information of the Respondents

The first part of the questionnaire consists of the demographic information of the participants. This part of the questionnaire requested a limited amount of information related to personal and professional characteristics of respondents. Accordingly, the following variables about the respondents were summarized and described in table 4.1 and figure 4.1 and 4.2. These variables include: number of years the worker worked with the organization, number of years worked on the current job, age, sex, and the highest educational level achieved.

TABLE 4.1 SUMMARY OF RESPONDENT PROFILE BY AGE AND GENDER

	Gender				
	Male		Female		
Age	No	%	No	%	Total
Under 25	5	83.33333	1	16.66667	4.28%(6)
25-34	46	82.14286	10	17.85714	40% (56)
35-44	30	96.77419	1	3.225806	22.14%(31)
45-54	11	64.70588	6	35.29412	12.14% (17)
55 and above	8	80	2	20	7.14%(10)
Total	120	83.33333	20	16.66667	140 (100%)

About 85.7 % of the respondents were male and the remaining 14.28 % of the respondents were female. Regarding the age of the participants, the largest group (35 %) was in 25-34 years' age group. The second largest group (20%) indicated their age were in the 35-44 age group where as 12.14 % and 4.28 % indicate their age were in the 45-54 and under 25 age groups respectively. On the other hand, 10individuals (7.14%) are reported above 55 years of age category. From this it is possible to infer that the workforce composition of the respondent is young and thus may require a strong HRD programs.
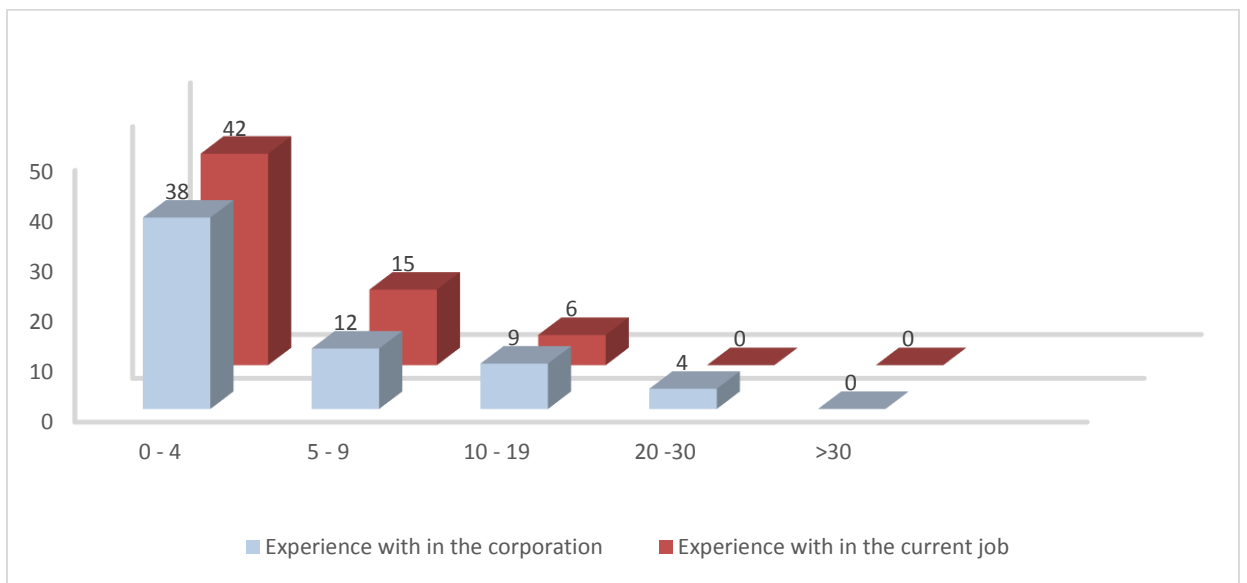
Figure 4.1 Service of the respondents in the Corporation and on their

The above figure indicates that the majority (n=38, 79%) of the respondents indicated that they have been working in the Corporation between 0 and 4. However, 12 (25%) and 9 (18.75%) of respondents indicated tenure with the Corporation of between 5 and 9 years and 10-19 years respectively. On the other hand, only 10 (8.33%) individuals indicated that they had been working in the corporation between 20 to 30 years and no one indicated that they have worked for more than 30 years. About years worked in the current job, the largest group (n=105, 87.5%) reported job tenure of 0 – 4 years. Nearly one- third of all respondents (n=37, 31.25%) indicated that they had been in their current job for 5 to 9 years. The above figure shows that the majority of the respondents have been working in EEU for more than five years.

Figure 4.2: Educational profile of the respondents
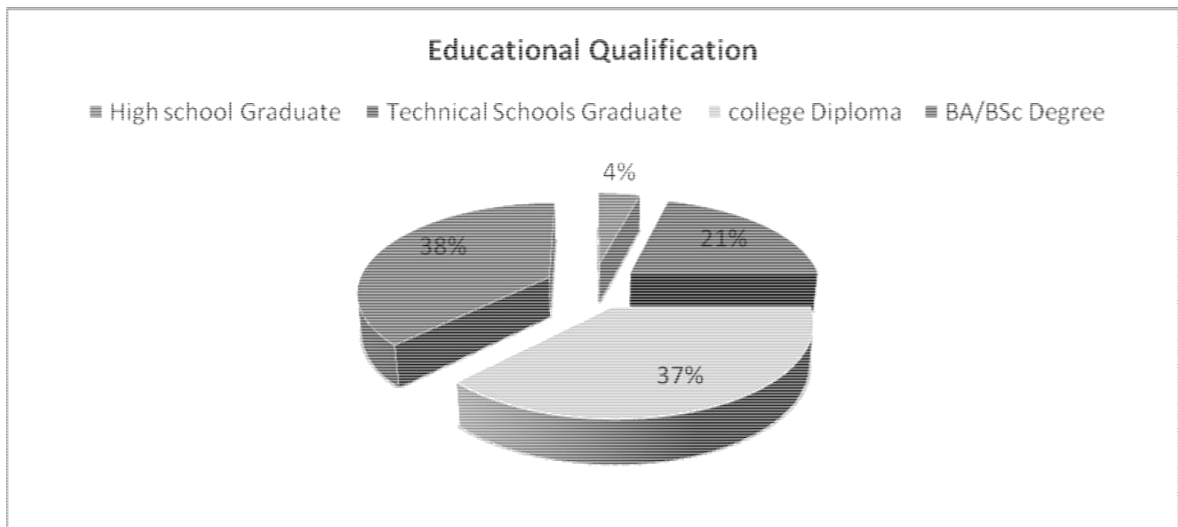
On the basis of educational qualification, the majority of the respondents are first degree holders (n=46, 38%) where as 37% and 21% of the respondents are college diploma holders and technical schools graduate respectively. Only 4 individuals are identified to have high school graduate and no respondent had the degree of masters or PhD.

Given the fact that the majority of the workforces are young (see Table 4.1) with college diploma or BA/BSc Degree (see Figure 4.2), it is not doubtful that employees give high concern for their education and career development. This create burden on the EEU in satisfying employees' such demand and also give an option for EEU in enhancing employees' satisfaction through designing an effective HRD system that allow employees to be developed in their education and career. Therefore, to satisfy and retain employees', EEU must induce employees that the corporation is the best place to develop their education and career.

4.2 Employees' Satisfaction with Major Aspects of HRD Practices

In this section, employees' level of satisfaction regarding: EEU's commitment in providing training and education opportunities, appropriateness of the training programs, employees' development opportunities within the corporation, and supervisors/managers guidance and encouragements for employee development will be reviewed.

Responses were measured on five point Likert scale with 1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; and 5 = Strongly Agree. To make easy interpretation, the following ranges of values are assigned to each scale: 1.50 or less = Strongly Disagree; 1.51-2.50 = Disagree; 2.51-3.49 = Neutral; 3.50 – 4.49 = Agree; and 4.50 and greater = Strongly Agree.

Source: Drivers of Hotel Employee Motivation, Satisfaction and Engagement in Riyadh, the Kingdom of Saudi Arabia; Abdulaziz Alqusayer

30

4.2.1 Employees' Satisfaction with EEU Commitment to HRD

As far as HRD polices with regard to the provision of training and development is concerned, it is imperative that companies provide the training or skill building needed to improve job performance; as improve job performance no doubt would translate to higher productivity and perhaps company's profits. In this, training needs analysis may be necessary to provide appropriate trainings. As everybody seeks satisfaction in his or her work being able to perform effectively and efficiently is likely to enhance meaningfulness of work. Improved job performance is a factor that relate positively with employees' satisfaction.

Human resource development is the process of helping employees become better at their tasks, knowledge and experience. There are many things that go into this, but training and education are the main methods at company level. In this sub section, employees' satisfaction with the corporation's commitment for Training and Education is going to be discussed.

4.2.1.1 Employees' Satisfaction with EEU's Commitment to Employees Training

To understand employees' level of satisfaction regarding EEU's commitment to employees training; at first employees were asked whether they have been given training for the last one year or not and two statements to indicate their agreement with the statements; the statements and their responses are summarized in figure 4.3 and table 4.2 below.

Figure 4.3: Provision of Training for the last one year
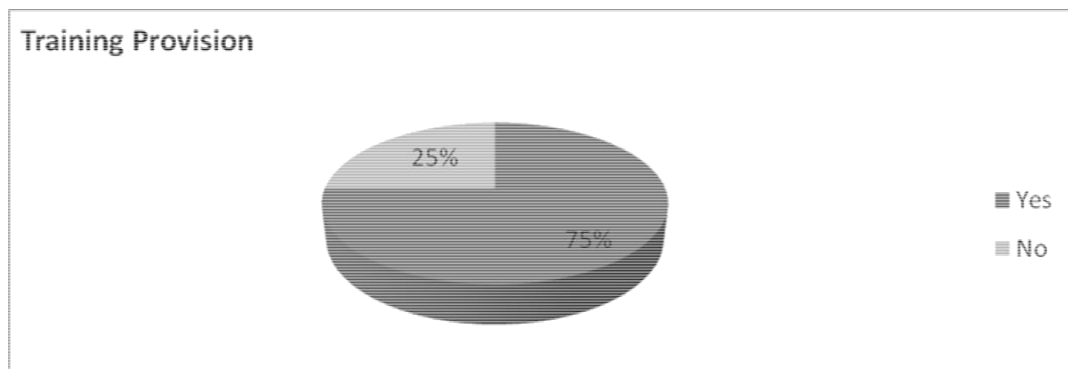
As we can notice from the above figure, three- fourth (n=90, 75%) of the respondent were not given any training and the remaining one-fourth (n=30, 25%) had taken training with in the last one years. According to the interview conducted with the head of training and development team, it is one of EEU's policies to provide a minimum of 10-hour skills upgrading or refreshing training per person and per year. Thus, it is possible to say that the corporation's training provision is by far below from its own training and development policy.

Table 4.2: Summary of employees' attitude towards EEU's commitment to employee Training

	The corporation does a good job of providing the training I need to improve my job performance		My organization has active programs to upgrade employees' skills	
	Frequency	%	Frequency	%
Strongly Agree	5	4.17	5	4.17
Agree	17	14.17	5	4.17
Neutral	20	16.67	17	14.18
Disagree	45	37.5	48	40
Strongly Disagree	33	27.5	45	37.5
Total	120	100	120	100

Sours: - (survey result, 2017)

Table 4.3: Descriptive Statistics of items that measure employees 'attitude towards EEU's commitment for Employees Training

	N	Minimum	Maximum	Mean	Std.Deviation
EEU does good job of providing training to improve my job performance	120	1	5	2.33	1.13
My organization has active programs to upgrade employees' skills	120	1	5	1.19	1.04

As illustrated in Table 4.2; about 37.5% of the respondents disagree with the statement 'the corporation does a good job of providing training I need to improve my job performance' and at the same time 27 % of the respondents strongly disagree with the statement. Yet, only 4.7% and 14.17% of the respondents replied that they strongly agree and agree with the above statement respectively. Whereas 16.67% (n=20) of the respondent became indifferent with the statement. Furthermore, as indicated in table 4.3,a mean value of 2.33 (SD=1.13)indicates an average response of disagreement among the respondents for the variable.

Similarly, majority of the respondents (40%) disagree with the idea that the corporation has active programs to upgrade employees' skills while 37.5% of the respondents strongly disagree with the idea. 1.19 mean (SD=1.04) value of respondents also signifies that respondents strongly disagree with the idea. From these, we can infer that most the

respondents are not satisfied with the Corporations' commitment in providing training and support employees need to do their job effectively. As everybody seeks satisfaction in his or her work being able to perform effectively and efficiently, it is likely to deter employees' satisfaction with their job.

Under those circumstances where organizations either do not have good ability for providing training such as good facilities or do not effectively utilize its ability; employees can develop negative perception towards the corporation's commitment for employee training. To see employees' perception towards the corporations' facility for training, employees' were asked to rate their degree of agreement with the statement 'the corporation has good internal facility for training', and their response is summarized in figure 4.4 below:

Figure 4.4: Summary of employees' perception towards the Corporation is training facility

Majority of the respondents 32% (n=38) agree with the statement 'Corporation has good internal facility for training' whereas only 14% of the respondents strongly disagree with the statement. This shows that employees' negative perception towards the corporation's commitment for training is not fully explained by poor internal facility of the corporation. This is because the corporation has a very poor strategy in strengthening the knowledge and experience of its works by creating training and capacity building packages. Almost half of the corporation's experts don't even have basic safety training and awareness.

According to the interview conducted with head of the corporation's Training and Development team; in identifying training needs, EEU uses organizational analysis where the need for a training program is identified by taking in to consideration of the corporation's short range and long range goals. Hence, skills and ability that can contribute to the achievement of organizational objectives are determined. Additionally, task/job analysis is used to determine the skills and knowledge that jobs demand. According to the head, personal analysis is not being used in determining training and development needs, even though most

literatures recommend as it is a main tool for integrating the corporation's and employees' need for training.

4.2.1.2 Employees' Satisfaction with EEU's Commitment to Employee Education

One way that organizations can show their commitment for HRD is through providing support to improve educational level of employees. Education is activities which aim at developing the knowledge, skills, moral values and understanding required in all aspects of life. Respondents were asked to indicate their degree of agreement with the statement 'the Corporation does a good job of supporting employees to improve their Educational level' and their response is summarized in figure 4.5 below:

Figure 4.5: Summary of employees' response for the Corporation's supports to improve their Educational level

Educational Support
Mean= 2.33 & STD=1.03

	S. Agree	Agree	Neutral	Disagree	S. Disagree
Educational Support	8.33	16.67	10.41	29.12	35.42
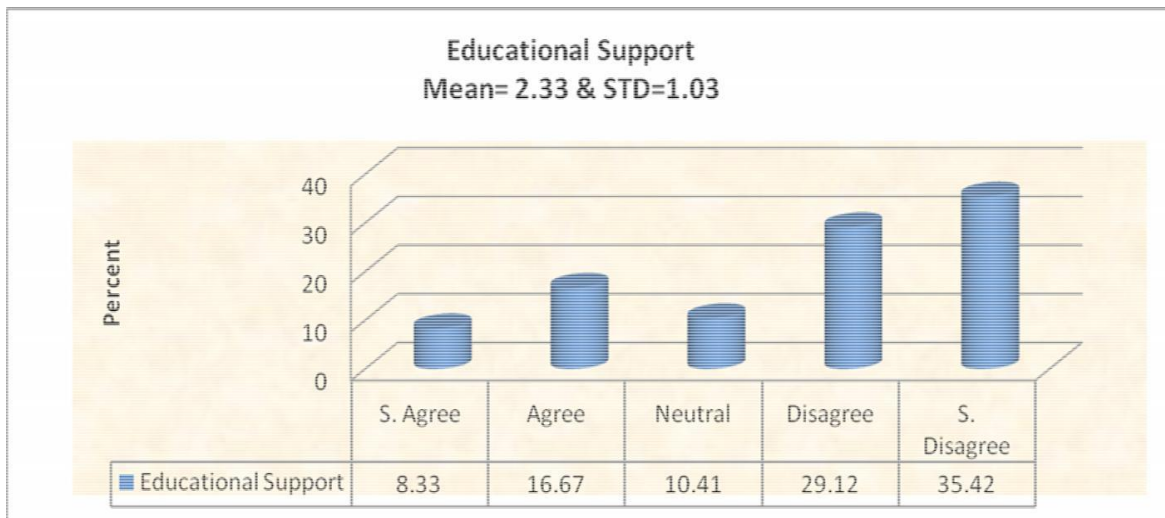
As it is possible to observe from the above figure, majority (35.42%) of the respondents strongly argue that the corporation is not committed for improving educational level of the employees and at the same time, 29.12% of them disagree with the idea. On the other hand, it is only 16.67 % and 8.33% of the respondents agree and strongly agree with the statement respectively. A mean value of 2.33 (STD= 1.03) be a sign of respondents' dissatisfaction with the education supports provided by EEU. Out of the total EEU workers in the targeted area, only 15% have upgraded their education and skill through training and educational packages.

In general, majority of the respondents are not satisfied with the Corporations commitment neither in providing training to do their job effectively nor supports to enhance their educational levels. When employees have negative perception towards the corporation's commitment for HRD, as one might expect it makes employee to feel that the

corporation is not concerning for their development. For this reason, some employees may think that the organization is not the best place to develop them.

4.2.2 Employees' Satisfaction with Appropriateness of the Skills Enhanced

As it is presented in the literature review, HRD is not all about providing training and development; rather it requires identifying employees need for development and growth and tries to integrate into HRD practices and programs. Usually employees consider training and development practice as appropriate when it can contribute to enhance their job effectiveness (related with their job) or/and improve their chance for promotion.

To determine employees' level of satisfaction with the appropriateness of the skills enhanced, employees' were given two statements to indicate their level of agreements. The statements and employees' degree of agreement is summarized in tables 4.4 and 4.5 below:

Table 4.4: Employees' satisfaction with the appropriateness of the skills enhanced

	The corporation's training and development programs improve my chance for promotion.		High priority is given to providing appropriate training	
	Frequency	%	Frequency	%
Strongly Agree	10	8.33	5	4.17
Agree	10	8.33	23	18.75
Neutral	13	10.42	15	12.5
Disagree	47	39.58	35	29.17
Strongly Disagree	40	33.33	42	35.42
TOTAL	120	100	120	100

Sours: - (survey result, 2017)

Table 4.5: Descriptive statistics of items that measure satisfaction with the Appropriateness of the skills enhance

	N	Minimum	Maximum	Mean	Std. Deviation
Improve chance for promotion	1120	1	5	2.16	1.26
High priority for providing appropriate training	1120	1	5	2.27	1.25

As the above tables show, the majority of the respondent (39.58%, n=47) disagree with the statement 'The corporation's training and development programs improves my chance for promotion'. A mean value of 2.16 (see table 4.5) also indicates employees' dissatisfaction with the contribution of training programs to their promotion.

On the other hand, 35.42% (n=43) of the respondent strongly disagree with the statement 'sufficient priority is given to providing appropriate training in EEU'; at the same time 29.17 % of the respondents respond as they disagree with the idea. Furthermore, a mean value of 2.27 (table 4.5) shows that majority respondents are dissatisfied with the appropriateness of training they have been given. In general, it is possible to conclude that since mass of the respondents associate training with its little contribution for promotion, they are dissatisfied with the appropriateness of the skills enhanced in the training programs. Most of the training provided in EEU is financial management, policy aspects, organizational structural training etc.

4.2.3 Employees' Satisfaction with Opportunities for HRD

4.2.3.1 Employees' Satisfaction with the Fairness in Training Opportunities

It is natural that employees would like to have equal access to job-related training opportunities that would help them improve on their skills and enhance their development and growth. Denying employees of this would likely demoralize employees who would like to go for training. Beside, employees would view this as unfair company's practices. With limited access to job-related training, employees may not be armed with the necessary skills to do a good job. Probably, frustration may set in affecting the morale and productivity of employees.

Table 4.6: Respondents' satisfaction with the fairness in training opportunities

	Training programs focus only in some work units of the corporation.		Equal access to job-related training opportunities	
	Frequency	%	Frequency	%
Strongly agree	53	43.75	15	12.5
Agree	30	25	17	14.58
Neutral	20	16.67	28	22.92
Disagree	17	14.58	35	29.12
Strongly Disagree	0	0	25	20.83
TOTAL	120	100	120	100

Sours: - (survey result, 2017)

Table 4.7: Descriptive Statistics of items that measure Respondents' satisfaction with the Fairness in training and development opportunities

Focus of training in EEU	N	Min.	Max.	Mean	Std. Deviation
Training programs focus only in some work units	120	1	5	3.97	1.1
Equal access to job-related training	120	1	5	2.57	1.23

As for respondents' satisfaction with the access for training opportunities, the majority (43.75%, n=53) of the respondents strongly agree that EEU's training practices only focus on some work unities; on the contrary, 14.58% of respondents didn't agree with the statement. What is more explain the respondents' satisfaction; a mean value of 3.97 (see table 4.8) indicates most of the respondents understand that training opportunities are limited only in some work units in the corporation. From this, it is possible to conclude that the corporation is not giving fair treatment in providing training to all its work units. This may create a feeling in employees as less worthy than other employees who are given high emphasis in the corporations training programs.

Concerning employees' satisfaction with equal access to job related training opportunities, the mean value of respondents' response is 2.57 with standard deviation of 1.23. This indicates that still employees' level of satisfaction is less than the average regarding the equal access for training opportunities. From this, one can conclude that in the eyes of respondents the corporation is not doing justice in creating equal access to job related training programs for all employees.

4.2.2.1 Employees' Satisfaction with Promotion Opportunities

Opportunities for career growth would help reduce the negative impact of the ongoing war for talent. Moreover, it enables employees plan for the future and to be better equipped with the right skills to remain competitive. Providing employees with internal job opportunities is a means of demonstrating that they can realize their career goals inside rather than outside of the company. As mentioned in the literature review part, opportunities for mobility within organization are one of the determinants of employees' satisfaction. Besides, it enhances employees' commitment to the organization; a factor which affects employee's satisfaction. Thus, in addition to company nomination, employees have to be given the opportunity to apply and move to new positions as vacancies occur.

As for satisfaction with the promotional opportunities provided in the corporation, respondents were asked to express their level of agreement with the statement that says 'I am provided with adequate opportunities for promotion' and their response is summarized in figure 4.6 below:

Figure4.6: Respondents' satisfaction with promotion opportunities
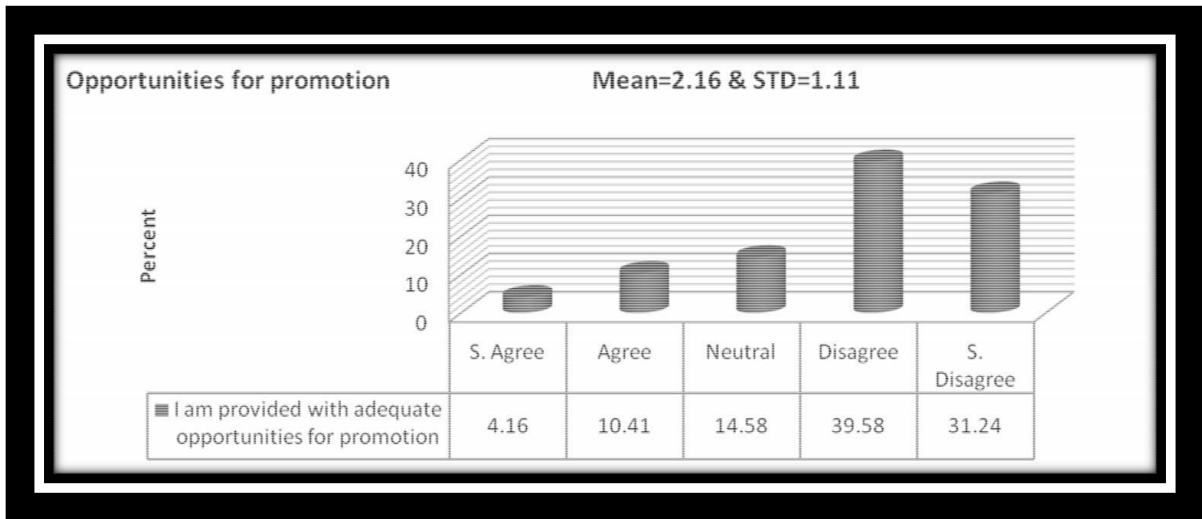
As the above figure illustrates, it is only 14.57% of the respondents replied positively (strongly agree or agree) with the statement 'I am provided with adequate opportunities for promotion in EEU'. From the remaining respondents 70.82% respond negatively (disagree and strongly disagree) and 14.58% of them are neutral with the promotional opportunities. Mean value of 2.16 (see figure 4.6) signifies that respondents' reaction for the variable is in the range of disagreement. From this one can recognize that respondents' judge as they have limited internal job opportunities to realize their career goals inside the corporation. Consequently, this reduces employees' satisfaction and employees' commitment to the corporation.

4.2.3 Employees' Satisfaction with Work Place Learning

In addition to the formal training and development programs of organizations, one of the ways that employees can learn within an organization is the workplace learning. It may be through doing challenging and stimulating jobs or/ and from colleagues. In this sub section, employees' level of satisfaction with work place learning will be presented.

4.2.3.1 Employees' Satisfaction with the Learning from their Job

Workers develop skills, knowledge and understanding through dealing with the challenges posed by the work. This can be described as continuous learning. Working in intellectually stimulating and challenging job and opportunity to work with up-to-date technologies allow employees to develop while they are doing their job.

The following table (table 4.9), shows the respondents' degree of agreement with the statements designed to understand their corresponding level of satisfaction with the challenges posed by the work, knowledge to gain from the work they do for the corporation and opportunities to work with up-to-date technologies.

Table 4.8: Summary of employees' satisfaction with the opportunities to learn from their job

	I have the opportunity to work with up-to-date technologies		My work is intellectually stimulating and challenging.		There is much knowledge to gain from the work I do for my organization.	
	Frequency	%	Frequency	%	Frequency	%
Strongly Agree	22	18.75	30	25	3	2.08
Agree	38	31.25	10	8.33	17	14.58
Neutral	13	10.42	47	39.58	38	31.25
Disagree	35	29.12	15	12.5	17	14.58
Strongly Disagree	13	10.42	17	14.58	45	37.5
Total	120	100	120	100	120	100

Sours: - (survey result, 2017)

Table 4.9: Descriptive Statistics of items that measure Respondents' satisfaction with their training and capacity building.

	No	Minimum	Maximum	Mean	Std. Deviation
Access to up-to-date technologies	120	1	5	3.18	1.03
Stimulating and challenging job	120	1	5	3.17	1.34
Knowledge to gain from the work	120	1	5	11.93	0.99

As the above tables clearly demonstrate majority (50%, n=60, mean= 3.18) of the respondents are satisfied with the opportunities they have to do with up-to-date technologies in doing their job. As per the interview conducted with the Human Resource Manager and personal observation, most of employees who are working in the Head and Regional offices have access for computer and internet. Hence, this surely can significantly influence the respondents view in the issue.

In the same way, the majority of the respondents (39.58%) are neutral with the statement 'My work is intellectually stimulating and challenging'. A mean value of 3.17 also indicates, as most of the respondents are indifferent with regard to the challenging and stimulating nature of their job.

In contrast, the majority (52.09%) of the respondents do not think that there is much knowledge to gain from the work they do for the corporation. A mean value of 1.93 with standard deviation of 0.98 implicated how much they strongly disagree with the idea. Because of this, obviously employees' job value i.e. employees' attitude towards the usefulness of their job will decrease. If employees perceive that their job is irrelevant for their growth and development, they will not be willing to acquire new skill and be trained for the job. This ultimately reduces employees' motivation for HRD programs and the transferability any newly acquired skills and knowledge. Speaking generally, employees' satisfaction with the usefulness of their job for their development and growth is significantly low.

4.2.4 Employees' Satisfaction with Possibilities to Learn from Co-Workers

No matter how much the organization commitment for HRD, it needs the cooperation and commitment of all employees to be successful. It is natural that no one wants to work with lazy, reluctant and uncooperative co-workers. There is lot of things that employees can gain from their colleagues as long as there is culture of cooperation and knowledge sharing among employees.

One of the basic principles of human resource management is to invest in people in order to develop the intellectual capital required by the organization and thus increase its stock of knowledge and skills. The knowledge and skills a worker has – which comes from education and training, including the training that experience brings – generate opportunities for young and inexperienced employees to learn from their co-workers. Working with colleagues who impress others with their innovative idea, energy and resourcefulness can motivate and make concerned others for their personal development too.

As for employees' satisfaction with the talent and cooperativeness of their co-workers, respondents were provided with two statements to indicate their degree of agreement i.e. 'I have colleagues who impress me with their innovative ideas, energy and resourcefulness' and 'I found my colleagues very helpful when I encounter difficulties with my work'. Most of the respondent (31.25%, n=38) were indifferent about their colleagues' innovativeness and resourcefulness while 29.12 % disagree with the idea. A mean value of 3 (see table 4.12) also revealed, as the respondents' perception towards their colleagues' talent is just indifferent. To be more precise, majority of employees believe that there is little thing to learn from their colleagues. In most cases, such employees' perception developed when their colleagues are in similar with their own education and experience level.

Concerning their colleagues' cooperativeness in providing help to address others work related difficulties; one-fourth of the respondents do not satisfied or disagree with the idea. Half of the respondents satisfied with the helps provided with their co-workers and the remaining (23.4%) of respondents were neutral. The mean value of 3.25 (see table 4.2) is in the range of neutral view which indicates respondents' satisfaction was not significantly affected by the factor being considered. As a whole, colleagues' level of cooperativeness is not on the level to enhance employees' satisfaction.

Table 4.10: Employees' Satisfaction with Possibilities to Learning from Co-Workers

	I have colleagues who impress me with their innovative ideas, energy and resourcefulness.		I found my colleagues very helpful when I encounter difficulties with my work.	
	Frequency	%	Frequency	%
Strongly Agree	10	8.33	21	17.02
Agree	25	20.83	40	33.33
Neutral	38	31.25	28	23.4
Disagree	35	29.12	20	16.66
Strongly Disagree	12	10.41	10	8.51
Total	120	100	119	100

Sours: - (survey result, 2017)

Table 4.12: Descriptive Statistics of items that measure Respondents' satisfaction with the Possibilities to Learning from Co-Workers

	No	Minimum	Maximum	Mean	Std. Deviation
My colleagues impress me with their innovative ideas and resourcefulness	120	1	5	3	1.28
My colleagues are very helpful	120	1	5	3.25	1.21

4.2.5 Employees' Satisfaction with the Management's Supervision and Guidance   .

It is imperative that employees need to have people to whom they could go for help when there are work-related problems and managers available when they need him/her for help. As it is clearly stated by Lai Wan (2007), working with supervisors who actively

assisted their subordinates to address job-related problems as one of the determinants of employees 'satisfaction. Inexperience, new young recruits especially may face difficulties if left on their own. In addition, managers who show concern would probably have a more cooperative and motivated workforce- attributes that may make a difference to the bottom line. In short, managers need to provide assistance to help their subordinates in addressing work-related problems (Coaching) and identifying their training and development needs (Mentoring).

4.2.5.1 Employees' Satisfaction with the Coaching practices

Concerning employees' satisfaction with the coach provided by their supervisors, employees were asked to indicate their degree of agreement to the statements: 'There are people to whom I can go for help when I have work related problems'; 'My manager provides me with the appropriate amount of guidance', and 'My manager is available when I need him/her', and their response is summarized in Table 4.13 below:

Table 4.12: Employees' Satisfaction with coaching practices

	There are people to whom I can go for help when I have work related problems		My manager provides me with the appropriate amount of guidance.		My manager is available when I need him/her.	
	Frequency	%	Frequency	%	Frequency	%
Strongly Agree	33	27.1	10	8.33	10	8.33
Agree	33	27.1	25	20.83	60	50
Neutral	22	18.8	32	27.08	17	14.58
Disagree	25	20.8	35	29.16	25	20.83
Strongly Disagree	7	6.25	17	14.58	8	6.25
Total	120	100	119	100	120	100

Sours: - (survey result, 2017)

Table 4.13: Descriptive Statistics of items that measure Respondents' satisfaction with the Coaching practices

	No	Minimum	Maximum	Mean	Std. Deviation
I have people to go for help	120	1	5	3.45	1.3
Amount of Managers' guidance	120	1	5	2.79	1.18
Managers availability when needed	120	1	5	3.33	1.09

As the above tables illustrate, more than half of the respondents respond positively regarding the availability of people to whom they can go for help when they have work related problems(54.16%, mean= 3.45) and the availability of their manager when they need him/her (58.33%, mean=3.33). However, with regard to the appropriate amount of guidance provided by their manager, around 44% (n=53) of respondents respond negatively and the mean value is just less than an average i.e. 2.79. From this, we can infer that the main dissatisfying factor in coaching practices is inappropriate amount of guidance provided by managers. This could happen when managers either have no enough information, experience, and/or reluctant to coach their subordinates. To check how work related information flows affect the respondents' view with the amount of guidance/coach provided by their supervisors; employees were given a statement to indicate their level of agreement, which is presented in figure 4.7 below:

Figure 4.7: Employees' perception towards dissemination of work related information

Dissemination of information relevant to work   Mean= 2.48 STD= 1.24

	S. Agree	Agree	Neutral	Disagree	S. Disagree
In my organization the dissemination of information relevant to work is excellent	8.33	14.58	16.67	35.42	25
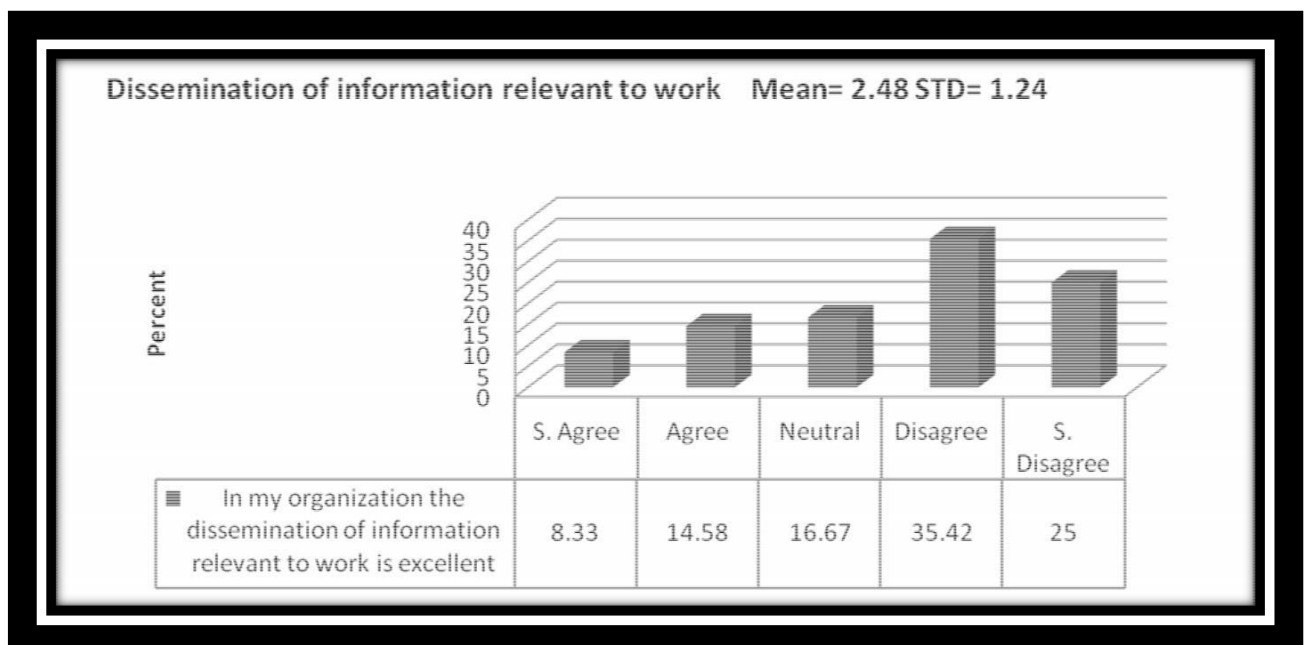
Figure 4.8 Summary of employees' response regarding Mentoring practice
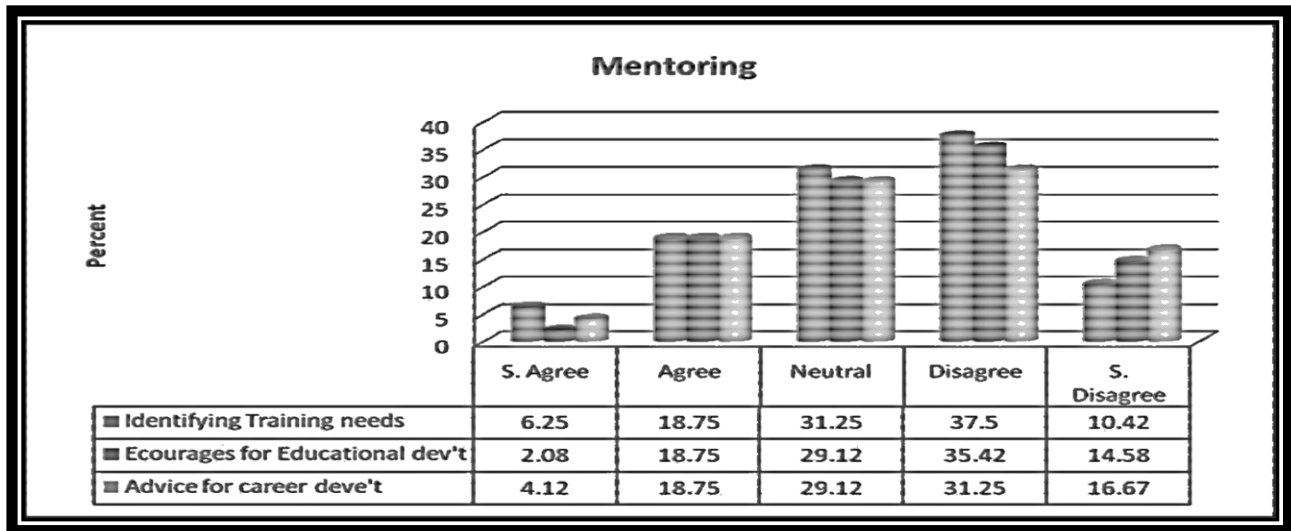
4.2.5.2 Employees' Satisfaction with Mentoring

Mentoring presents tool that organizations can include as part of comprehensive suite of career development. Mentoring helps to ensure that employees have the appropriate resources and guidance to further their careers adequately. Organizations offer mentoring programs as an effective and low cost aid to employee development. Managers should also focus on helping employees progress in their career and encourage their professional development. Managers that support their subordinates' professional development through ongoing feedback about performance are likely to stimulate employees' satisfaction.

Employees were asked to indicate their attitude towards the statements of 'my manager assists me to identify my training needs', 'my manager encourages me to improve my educational level' and 'my supervisor advices me how I can develop my career within the corporation', and their response is summarized in figure 4.8 below:

Table 4.14: Descriptive Statistics of items that measure Respondents' satisfaction with the Mentoring practices

	No.	Minimum	Maximum	Mean	Std. Deviation
identifying Training needs	120	1	5	2.67	1.01
Encouragements for Educational dep't	120	1	5	2.01	1.19
Advice for career dep't	120	1	5	2.25	1.1

As regards to mentoring practices, the level of respondents' satisfaction in descending order is as follows: managers assist in identifying employees' training need

(25%, mean= 2.67), supervisors' advice in developing employees' career with in the corporation (22.87%, mean= 2.25) and managers encouragements to improve educational level of employees' (20.83%, mean= 2.01). In general, majority of the respondents are not satisfied with the guidance, pragmatic advice and continuing support provided to enhance individual developments. Specifically, respondents' dissatisfaction is high regarding the supports and encouragements provided to improve their educational level.

Given the fact that most of the respondents are either diploma or first-degree holders (see figure 4.1), employees' dissatisfaction can be reason-out with the decreasing support of the corporation to enhance educational level of employees as their educational level increased. According to interview conducted with head of human resource training and development, it has been long time since the corporation stops sponsoring some master or higher-level education (like MBA) except in some electrical engineering or utility management programs. According to the head, usually the corporation does not sponsor social science fields of studies for higher-level studies; including first degree and second degree studies.

4.2.5.3 Employees' Satisfaction with Performance Counseling

No matter employees' perception towards performance evaluation system, one of the factors that can enhance employees' satisfaction is existence of performance counseling. Performance counseling involves assisting the employees to understand his/her own performance, factors contributing to it, contribution of his/her own strength and weaknesses, and assisting employees to identify the extent to which he/she can influence the outcome of his/her work and thereby plan for improving competence and performance.

As of employees' satisfaction with the performance counseling practice, employees were asked to indicate their level of satisfaction for the statement 'The Corporation has good performance counseling practice which helps me to improve my performance' and their response is summarized in figure 4.9 below.

Figure 4.9: Summary of employees' satisfaction with performance counseling
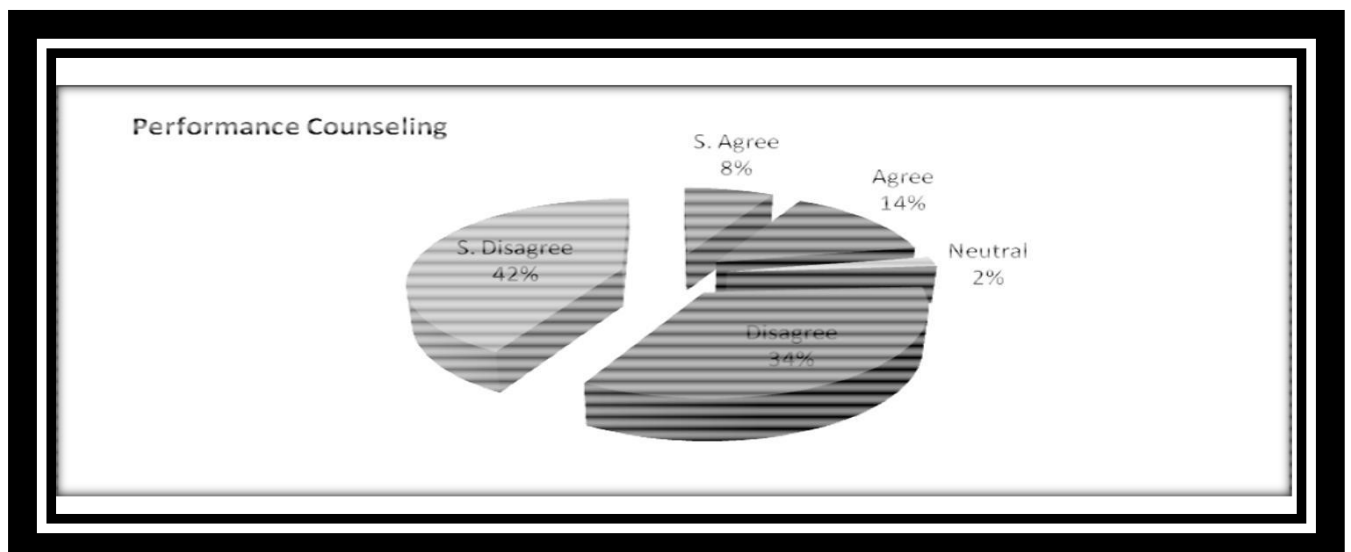
As it is possible to see from the above figure, 42% of respondents strongly disagree with the idea that the corporation has good performance counseling and at the same time 34% of respondent disagree. However, 22% respondents reply positively for the statement 'the Corporation has good performance counseling practice which helps me to improve my performance' and only 2% of them are indifferent with the statement. Thus, it is possible to say three- fourth of the respondents are dissatisfied with the existing performance counseling practices of the corporation. According to the interview conducted with human resource officials; employees have access to the results of performance evaluation and there is procedures for handling employees complain with the result or the evaluation process. However, it is possible to conclude, as there is no real performance counseling and guidance practice so far.

Table 4.21: Summary of Interview Results

HRD Practices	Result
Training Delivery	The emphasis is more classroom training and focus on Closing competency gaps.
Types of Training	Induction training, Basic training and Counterpart Trainings are the major types. But Specialized trainings, Extended trainings, Training for special groups, and Leadership & management trainings are minimal.
Induction Training	Given for new recruits from technical and vocational schools. Training and development team and line departments are Responsible.
Training Plan	Yes. Prepared by training and development team in Discussion with each work units.
Training Schedule	Continuous throughout the year.
Alternatives to Training	Training manual and Coaching. But no job rotation, self-Training and mentor-mentee system.
Identification of Needs	Based on Organization and Task analysis methods.
Training Budget	Based on annual training needs.
Budget for Self Development	No
Training Opportunities	Very much dependent on immediate superior. Not Necessarily equal.
Career Path Guidance	No. employees should try to gauge their own career path Based on the organizational structure.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Based on the data analyzed and interpretation in chapter four of the study, the following Summary, conclusions and recommendations are made.

5.1 Summary

The following are the major Summary of the study:

Respondents are not satisfied with the Corporation's commitment neither in providing training to do their job effectively nor support to enhance their educational levels. (Mean values of 1.76 and 2.33 respectively). Especially, respondents were very discontented with the Corporation's commitment in enhancing employees' education level. As most respondents write in open ended questions, there is minimal support from the Corporation for continuing higher studies unless it is in engineering field. When employees have negative perception towards the corporation's commitment for HRD, as one might expect it makes employees to believe that the Corporation is not concerning for their development. Furthermore, it reduces employees' satisfaction and moral. For this reason, some employees possibly think that the organization is not the best place to develop them.

The majority of respondents agree with the EEU's good internal training facility at its Training and Development Center, although the Center focused in providing technical or engineering trainings only. As most of my respondents were from outside engineering profession, three-fourth of respondents replied as they were not taken any training with in the last one year while the Corporation has minimum hour skill up-grading or refreshing training standards to be given per person per year. It indicates that the Corporation's training provision is by far below even from its own minimum hour standard. In addition to this alternative options for training such as job rotation, self-training and mentor-mentee system are very minimal in the Corporation. According to the interview data analysis, the Corporation is highly committed in providing Induction and Basic skill trainings, but not for extended trainings, Special group trainings and Leadership & Development programs. This make the Corporation's training practices not able to cut across different levels (in experience) of staffs.

It has been shown in the analysis that respondents strongly agree that EEU's training and development programs focus only on some work unities (mean=3.97). This implies that in the view of respondents the Corporation is not giving fair treatment in providing training to all its work units. This can cause a feeling in employees as less worthy than those employees who are been given emphasis in the Corporations training practices.

Pertaining to Performance Counseling, there are no formal performance counseling and guidance practices in EEU. As result, employees are left alone to assist themselves in understanding: their own performance, factors contributing to it, contribution of their own strength and weaknesses and the extent which they can influence the performance. Obviously, this would makes very difficult to identify development needs of subordinates and to draw a systematic plan of action.

According to the results of data presentation and analysis, the major findings of the study are presented as   follows:

1. Regarding personal characteristics of the respondents, it was found that   majority 99 (83.33%) of the respondents were male revealing that he participation of female in these position in the departments/offices was low. Most of the respondents have adequate qualification in relation to the required jobs. However, the existence of diploma graduates in the   offices indicated that there is a need for upgrading them in the future. Majority of the respondents 95 (79%) were in the age range of 1-5 years in their current positions. However, most of them had long-years' experience (greater than 11 years) of total service years in the departments /offices.

2. With regard to the status of training and development needs assessment it was found that mostly the departments/offices didn't conduct TDNA, that there was no systematic needs assessment conducted in most of the offices.

3. Regarding focus of the training and development programs it was found out that majority of the respondents believed that the main focus of the programs was to introduce new methods, procedures, etc. to employees and managers. Majority, of the respondents also asserted that the main focus of the TDPs was to improve the performance of employees and managers. Even though the majority of the respondents agreed on the issue, some claimed that there was no adequate effort done to improve the job performance of employees.

4. With regard to the selection of trainees, trainers and contents it was found out that majority of the respondents agreed on the absence of clear and transparent selection criteria for selecting trainees and trainers. However, training and development opportunities offered to individuals who have good personal relationships with immediate bosses. In most cases the findings also indicated that the appropriate trainers were not selected through competitiveness.

5. Concerning the practices of off-the-job training and development, majority of the respondents confirmed that in-service training and development is rarely used as off-the-job training and development technique. The findings of this study also revealed that attending formal institutes rarely used as off-the-job training and development technique. There is no organized, systematic and adequate effort done to train and develop employees/office workers/ on such technique.

6. With regard to on-the-job training and development techniques employed, it was found that coaching technique was the most often applicable on-the-job training and development method, however, it did not systematically applied as a method but as one of the work relationship. Most of the respondents confirmed that mentoring was one of the applicable on-the-job training and development methods in their respective offices. However, it was mainly depended on the willingness of individuals and determined through their personal relationship.

7. Regarding the constraints to arrange and implement TDP the findings also reveals that among the major constraints/problems in the departments to prepare and implement training and development programs, some of them were: low attention paid by the top level managers towards TDP, lack of commitment of higher officials, absence of training and development needs assessment, absence of clear and transparent long-term TDP guide-lines, lack of proper orientation, lack of proper orientation/induction, absence of monitoring and evaluating TDPs, lack of adequate budget, selection of inappropriate trainees and trainers, allocation of insufficient time, problem of keeping records of all the TDPs and giving priority to other activities were ranked accordingly.

5.2 conclusion

From the above analysis, the researcher has made a conclusion that respondents are not satisfied with the opportunities of learning around their Work Place. Specifically:

The respondents don't think that there is much knowledge to gain from the work they do for the corporation. A mean value of 1.93 with standard deviation of 0.98 implicated how much it strongly disappointed the respondents. Apparently, it reduces employees' job value. From this it is possible to say that respondents are not satisfaction with the usefulness and contribution of their job for career development and growth.

Similarly concerning their colleagues' cooperativeness in providing help to address others work related difficulties; one-fourth of the respondents are not satisfied with the idea. The overall response indicates neutral view of respondents (mean=3.25).

Training and development programs had been organized for the departments/offices lacks systematic training and development needs assessment. So that, what is being done and what should have been done hadn't match and capacity and potentials of individuals had not been built for better future performance.

Moreover, mostly there was no practice of planning training and development programs for educating employees and officials. Any of the departments/offices had not prepared especially long-term training and development plans. Thus the managers and employees were performing their daily tasks with duplication of efforts which leads to wastage of resources. The TDPs delivered had objectives that were set by the TDP coordinators without the participation of the stakeholders and hadn't been presented to trainees in a systematic way. But it didn't realize the reality of the needs and interests of employees in the departments/offices.

There were no systematic, clear and transparent selection criteria to select trainees and trainers. In most cases trainees and trainers were selected through their personal relationship with top-level managers (officials) and training and development coordinators without any competitiveness. Moreover, the TDP opportunities offered to was not as incentive, not based on trainee's interest and not based on appraisal performance of the employees. It is concluded that appropriate individuals were neglected from the selection and inappropriate ones were selected for the TDPs There was also no practice of monitoring and evaluating the training and development programs at different stages and in terms of changes towards work behavior. It is concluded that due to absence of systematic monitoring and evaluation practices.

5.2 Recommendations

1. Training and development programs could meet their intended objectives if and only if they are based on a systematic training and development needs assessment. Therefore, to avoid wastages of human, material, financial and time resources and the duplication of efforts, in the offices, training and development needs assessment has to be carried out in a systematic way. Individuals should identify their needs, different mechanisms of collecting information has to be used by employing organizational, job (task) and person analysis.

2. In order to improve the corporation's commitment for HRD; complete faith and support of top management is essential. Managers at all levels will support HRD efforts only when top management considers employees as the greatest assets of the Corporation. Therefore, first and for most, it is necessary to have awareness creation programs for top

officials, line managers and employees regarding the need and importance of HRD for the Corporation

3. Some of the major constraints to prepare and implement TDPs for employees and officials included in general the low commitment of managers, absence of needs assessment, lack of sufficient budget, absence of clear and transparent criteria for selection of trainees and trainers, absence of set directives or guidelines towards any type of TDP and etc. Therefore, it is recommended that:

- Awareness creation workshop should be organized towards the significance of TDPs for top-level managers and for those who will be appointed before they start their jobs.
- Consensus should be reached through kefle ketema meetings towards long-term training, professional development and on-the-job training and development programs.

REFERENCE

Aguinis O and Kraiger J.(2009), "*Human Capital Development and Organizational Effectiveness: A Focus on the Contemporary Nigerian banking Industry*", Pakistan *Journal of Social* Sciences, Vol. 6 No. 4, pp. 194-199

Anderson (2002). *Training in Practice: Implementation of Plans*, New Delhi: Cambridge University Press

Armstrong, M., 2001. *A handbook of human resource management practice*, 8th ed. London. Kogan page Limited.

Armstrong, M. & Helen M. 2005. *A Handbook of Reward management*, 5th edition KOGAN   PAGE INDIA PVT.LTD

Armstrong, M. and D. Charis, 1985. People in organization. London: Elm publications.

Bahiru Wondmeheh(2011), " *Practice and Problems of Human Resource Training and Development in Ethiopian Civil service College*", Unpublished Maters thesis ,AAU

Balogun, A. (2011). Evaluation of Training, Vol. 2, No. 2, pp. 50-56.

Browen, Judith (2002). Training Needs Assessment*: A Must for Developing an Effective Training Program*. Public Personnel Management. Vol. 31. No.4.

Buhler (2002).*Training and development Hand book: A Guide to Human Resource Development*. New York: McGraw-Hill Book Company

Buhler (2002).*Training and development Hand book: A Guide to Human Resource Development*. New York: McGraw-Hill Book Company

C.B.Gupta (2001). *Human Resource Management*, Sultan Chand and Sons Educational publishers, New Delhi.

Chaddock, Paul H. (1979). "Selection and Development of Training Staff." In Robert L.Craig (ed). Training and Development Handbook. New York: McGraw-Hill Book Company.

CreswellT.W (2009).*Research Design: Qualitative, Quantitative, and Mixed Methods Approach*. (3rd ed.),CosAngeles SAGE Publications. Inf.

Crosby, P. B. (1984). "*Quality Without Tears: The Art of Hassle-free Management*", (Milwaukee, WI.: Quality Press) in Tony, L., Richley, B., &Rezania, D., (2006).

Davis,Ivork (2002).*The Organization of Training*. London: McGraw-Hill Book Company

Denis,H.S and GriffinR.W.(2005),*Human Resource Management(2^{nd}e.d)*, Boston:Hougntun   Mifflin Company.

Dessler, G. (2005). Human Resource Management (9th ed). New Delhi: Saurabh Printers Ltd.

Drost, E. A., Frayne, C. A., Lowe, K. B., &Geringer, J. M., (2002). *Benchmarking Training and Development Practices*: A Multi-Country Comparative Analysis, *Human Resource* Evaluation System for Training Programs: A Case Study using a Four-Phase Approach, Career Development International, 11(4), 334 – 351

French (1990).*Human Resource Management (2nd .ed)*. Boston, HoavhtomMittlin Company

Getachew Minas, 1998. "*Human resource management in the Ethiopian public sector*" in Senait Seyoum and Alemayehu Seyoum (eds.): Human Resource Development in Ethiopia. Proceedings of the Seventh Annual Conference on the Ethiopian Economy. Addis Ababa:AAU Press.

Getahun Hailu, 1990. "*Identification of training needs in industry especially training for productivity*". Proceedings of Seminar on Manpower Development for Industry. Addis Ababa: Addis Ababa University-Ministry of Industry Cooperation Programmer. PP 1-23 (unpublished).

Graham, H. T., 1984.*Human resource management, 4^{th}ed*.Plymouth: McDonald and Evans Ltd.

Hooi Lai Wan (2007), "Human Capital Development Policies: enhancing employees' satisfaction", journal of European industrial training, Vol. 31, pp. 297-322.

Huselid, M. A. (1995). The Impact of Human Resource Management

John P Wilson (2001). *Human Resource Development*. Learning for individuals and organizations. Kogan Page Limited 120 Pentonville Road London N1 9J.

Lien and others (2007).Training Evaluation Based on Cases of TaiwaneseBencha marked High tech Compaine ,*Journal of Human Resource Development,*1912:200-225

Mabey, C and Thomson , G (1994). *Strategic Human Resource Management,* Blackwell Business, Oxford

Mamoria, B. C. and V. Pareek, 1980.*Personnel management. Bombay*: Himalya Publishing House*Management*, 41(1), 67-86

Martocchio, J. J., & Baldwin, T. T. (1997).*The Evolution of Strategic Organizational Training*,In R. G. Ferris (Ed.), *Research in Personnel and Human Resource Management*, 15, 1-46

Mathis, R. L. and J. H. Jackson, 1997.*Human resource management, 8th ed*. Minneapolis: West Publishing Co.

Megginson, L. C., 1981.*Personnel management: A Human Resource Approach.* *Homewood*: Richard D. Irwin, Inc.

Melaku Dires, 2004.*The practice and problems of human resource training and development in some federal ministries in Ethiopia*. A.A.U: MA Thesis (Unpublished

Michael Armstrong (2006).*a Handbook of Human Resource Management Practices*, 10th ed., Cambridge University Press, Great Britain.

Michael Armstrong (2006). *A Handbook of Human Resource Management Practices*, 10th ed., Cambridge University Press, Great Britain.

Michael M. Harris (2008).*Handbook of Research in International Human Resource Management, Lawrence Erlbaum Association*, New York

Noe, R. A., Hollenbeck, J. R., Gerhart, B. and Monday, P. M. (1990). *Human Resource Management: Gaining a Competitive Advantage,* 6thed. (Boston, MA: McGraw-Hill Irwin)

Pfeffer, J. (2000). *Seven Practices of Successful Organizations", in French*, W.L., Bell, C.H. and Zawacki, R.A. (Eds), Organizational Development and Transformation: Managing Effective Change, 5th ed., (Singapore: McGraw-Hill)

Pineda, P., (2010).*Evaluation of Training in Organizations*: A Proposal for an Integrated Model, j*ournal of European Industrial Training*, 34(7), 673 – 693

Practices on Turnover,   *Productivity, and Corporate Financial Performance. Academy of Management Journal*, 38(3), 635-672

Rao,P.Subba (1990). *Personnel on Human Resource* New Delhi New ,Konarck, publisher, pvt,IT

Rue, L. W. and L. L. Byars, 1992.*Management: Skills and Application*, 6th ed. Homewood,Irwin.

Salas, E., Tannenbaum, S.I., Kraiger, K., & Smith-Jentsch, K.A., (2012).*The Science ofScarborough,* H and Carter, C (2002) *Investigating Knowledge Management,* Chartered Institute of Personnel and Development, London

Schermerhorn, J. R., 1993. *Management for producing.* 4th .ed. New York: John Wiley and Sons Inc.*Science in the Public Interest,* 13(2), 74 – 101

Silberman, M., 1990**.**   Active training: A Book of Techniques, Designs, Case Example, and Tips. New York: Lexington Books.

Trace, wiliam R.(1984). Designing Training and Development Systems. New York Amacom

Tracey, W. R., 1984.*Designing training and development systems*. New York: Amacom.

Truelove (1999)"*Administration of training (3rd.ed)*

Truelove, S. (2000).*Hand book of Training & Development*. New Delhi: Efficient Off set Printers.

Turell, M., 2000.*Training analysis*: A guide to recognizing training needs. London: Pitman Press

Vemic,J.(2007).*Employee Training and Development and the Learning Organization*. *Economics and Organization*, Vol. 4, No. 2, pp. 209 – 216.

Watson, C.E. (1979).*Management Development throughout Training*. Massachusetts; Addison-Wesley Publishing Company.

Werther, W. B., 1985.Canadian personnel management and human resources, 2[nd]ed. New York: McGraw-Hills Ryerson Ltd.

Wilson, J. P., (2001).*Human Resources Development*: Learning for Individuals and Organizations, 2nd ed. (UK: Kogan Page Ltd.)

Yamane, Taro. (1967).*Statistics: An Introductory Analysis, 2nd Ed* New York: Harper and Row

Electronic sources http:/WWW.EEPCO.gov.et

Appendix I

<div align="center">

ST. MARY'S UNIVERSITYCOLLEGE

SCHOOL OF GRADUATE STUDIES

GENERAL –MBA PROGRAM

</div>

<u>**Questionnaire to Be Filled by Employees**</u>

Dear Respondent:

I am a Master's Degree student in Business Administration at St. Mary's University College. I am carrying out a study on "Practices and Challenges of Training and Development in Ethiopian Electric Utility Addis Ababa". You are kindly requested to read the questions thoroughly and respond accordingly. The result of this survey will be treated with utmost confidentiality and will be strictly used for academic purpose only.

Thank you in advance for your cooperation. You are not required to write your name on this questionnaire.

KiflomHailu

Orthokiha@gmail.com / 0910531176

<u>**Part I: General Information**</u>

Instruction: Please, put tick mark (√) in the box provided against your choice

1. Gender:　☐Male　　☐ Female
2. Age: ☐ 18-25☐ 26-37　☐ 38-47　　☐ 48-57　　　☐ ≥58
3. Marital status: ☐ Single ☐ Married ☐ Divorced　☐ Widowed
4. Educational background: ☐ Certificate ☐ Diploma ☐ First-degree ☐Second degree

    ☐Terminal degree, ☐other (specify)

_____

5. Service year_____

Part II: Regarding Training and Development Practices & challenges. Please indicate your answer to the following statements by putting "√ "among the options.

A= Always N=Never S = Sometimes

No	Question items			
	HRTD Needs Assessment Practices	A	S	N
1	My office conducted human resource and development needs Assessment since 2008 E.C.			
2	Each individual identifies his/her own training and development needs			
3	The HRTD department identify the training and development needs of individuals and the office			
4	Top level managers /officials determined training and development needs of employees			
5	Training and development needs assessment had been identified through analysis of the plan and objectives of the organization			
6	Training and development needs assessment had been identified through analysis of the task/ job performance deficiency of employees			
7	Conducting survey as a mechanism to gather information in conducting training and development needs assessment			
8	My office considered availability of training facilities to			
	prioritizing needs			
9	My office considered the availability budget in prioritizing needs			
10	My office considered availability of trainers in prioritizing needs			
11	The trainees capability and level of motivation was considered in prioritizing needs			
12	My office considered the appropriateness of training time in prioritizing needs			
13	My office considered the cost effectiveness of the organization in prioritizing needs			

Part III. Objectives and focuses of training and development programs; selection of trainee, trainers, and contents, delivery methods, practices of evaluating effectiveness of training and development programs.

Please, indicate your answer to the following statements by putting "√ "among the options, represented by

SDA= strongly disagree   A= Agree

DA= Disagree   SA= strongly Agree

UD= Undecided

No	Objectives & focuses of Training and development programs	SA	A	UD	DA	SDA
1	My office prepared training and development program plans for its employees and managers since 2008 E.c.					
2	The training and development objectives had been set before preparing and implementing the program.					
3	The objectives of the training and development programs were clearly and precisely indicated the expected outcomes.					
4	The main focus of the training program was to introduce new methods, procedures, etc., to employees and officials.					
5	The main focus of the training program was to improve performance deficiency of employees and officials.					
	Selection of trainees					
6	MY office has clear and transparent training and development selection criteria for selecting individual trainees.					
7	The selection criteria were well communicated to all members of my office.					
8	Training and development opportunities are usually offered as incentives.					
9	Training and development opportunities offered to appropriate individuals by concerning organizational goals.					
10	Training and development opportunities offered to individuals who have good					

		A		D	A	DA
	personal relationship with their immediate boss.					
11	Training and development opportunities offered based on trainees interest					
12	Training and development opportunities offered based on appraisal performance					
	Selection of trainers	A		D	A	DA
13	My office has clear and transparent criteria for selecting trainers.					
14	Trainers were selected based on competitiveness					
15	Trainers were selected on the good will of top level Managers.					
16	Trainers were selected through their personal relationships with the training and development coordinators/managers.					
	Selection of contents					
17	Trainees through their representatives participated in the selection of contents					
18	Training and development program coordinators selected the content of the training programs.					
19	The trainers selected the content of the training programs.					
20	The office selected the content of the training and development programs based on MOE directives					
21	The office selected the content of training and development program based on political situation					
	Training and development Delivery Methods					
22	My office conducted orientation/induction/programs to new employees and existing employees who hold new position towards their job.					
23	Formal orientation programs were arranged to new employees with their immediate supervisors/boss					
24	Classroom lectures were used as method of orientation					
25	Communicating through written directives was used as a method of orientation					
66	In-service program was used as off-the-job techniques					

27	Regular program in higher education used as techniques of training and development by the office					
28	Coaching techniques used as on-the-job program					
29	Mentoring program					
30	Job rotation was used as on-the-job program					
31	Conference method was used as off-the-job techniques					
	Evaluating effectiveness of Human Resource Training & Programs.	A		D	A	DA
32	My office kept records of all training and development programs					
33	My office evaluated the training and development program at the beginning of the program					
34	My office evaluated the training and development program after the end of the training program					
35	my office has a formal assessment format to collect feedbacks from individuals after the program is completed					
36	In my office training and development program evaluated in terms of changes in work behavior					
37	In my office training and development program evaluated to improve achievement of learning objectives					
38	The office had a scheme by which the outcomes or the effects of training and development program is evaluated					

Part IV: Major problems /constraints/ for preparing and implementing Human resource training and development programs.

Indicate your responses by ticking "√" mark in the box, it is possible to choose more than one options

1. What were the major problems/constraints for preparing and implementing TDP?

No	Question items	"√" mark
1	Absence of training and development needs assessment practices.	⬭

2	Absence of transparent and clear short-term TDP guidelines/directives	▭
3	Absence of transparent and clear long-term TDP guidelines/directives	▭
4	Allocation of insufficient time in relation to contents	▭
5	Lack of proper orientation program to new recruits and new position holders	▭
6	Lack of adequate budget	▭
7	Lack of trainers capacity	▭
8	Absence of monitoring and evaluation of training and development programs	▭
9	Lack of commitment of higher officials	▭
10	Giving priority to other activities due to shortage of time	▭
11	Lack of technology	▭
12	Absence of planning and clear training objectives	▭
13	Problems of keeping records of all TDPs	▭
14	Low attention paid by top-level management towards HRTD	▭
15	Absence of training and development courses	▭
16	Selection of inappropriate trainees	▭
17	Selection of inappropriate trainers	▭
18	Delay of calls for training	▭
19	Shortage (Lack) of training facilities	▭

20. If any other, please specify_____
_____

2. What are your recommendations to solve the problems regarding HRTDP practices in your education department/offices/?

_____
_____
_____

Interview questions

The following questions require your genuine responses.

❖ In your institution, what are the selection criteria that used to select trainers?

_____

_____

_____

❖   If your institute evaluates its training and development programs, what methods are usually used?

_____

_____

❖   Do you think that the institute has adequate written training documents (e.g. policy, guidelines, manuals etc.) to successfully manage HRD activities?

_____

_____

_____

❖   Do you think the HRD programs help trainees in their skill upgrading and growth?

_____

_____

_____

❖   Does the institute allocate sufficient time to carry HRD program effectively?

_____

_____

_____

❖   Does the institute frequently provide Human Resource Development program?

_____

_____

❖   Had the institution oriented the trainees well about the importance and goal of the training?

_____

_____

DECLARATION

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

_____

          Name   Signature

St. Mary's University College, Addis Ababa   June, 2017

ENDORSEMENT

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

_____

Advisor   Signature

St. Mary's University College, Addis Ababa   June, 2017