

**ASSESSMENT OF EMPLOYEES' SATISFACTION ON THE
HUMAN RESOURCE DEVELOPMENT PRACTICES:**

A CASE STUDY OF ETHIOPIAN ELECTRIC UTILITY

*A THESIS SUBMITTED TO ST. MARY'S UNIVERSITY IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE MASTER OF BUSINESS ADMINISTRATION*

**By
BENYAM BITEW**

**ADVISOR
DR. WORKU MEKONNEN**

**ST. MARY'S UNIVERSITY
MASTERS OF BUSINESS ADMINISTRATION
MBA-PROGRAM**

June 2016

ST. MARY'S UNIVERSITY
MASTER OF BUSINESS ADMINISTRATION
MBA-PROGRAM

***A THESIS SUBMITTED TO THE MASTERS OF BUSINESS ADMINISTRATION OF
SAINT MARY'S UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE MASTER OF BUSINESS ADMINISTRATION***

By
BENYAM BITEW
SGS /0528/2007A

ADVISOR
DOCTOR WORKU MEKONNEN

June 2016

ST. MARY'S UNIVERSITY
MASTERS OF BUSINESS ADMINISTRATION
MBA- PROGRAM

ASSESSMENT OF EMPLOYEES' SATISFACTION ON THE
HUMAN RESOURCE DEVELOPMENT PRACTICES:

A CASE STUDY OF ETHIOPIAN ELECTRIC UTILITY
(EEU)

By
Benyam Bitew
SGS/ 0528/2007A

Approved by the Board of Examiners:

_____	_____	_____
Advisor	Signature	Date
_____	_____	_____
Examiner	Signature	Date
_____	_____	_____
Examiner	Signature	Date

Declaration

I hereby declare that this project is my original work has not been presented for a masters in any other university and all sources of materials used for the project has been duly acknowledged.

Declared by

BENYAM BITEW MENGISTU

**Student
ID. No
SGS/0528/2007A**

Signature

**JUNE,
2016**
Date

Confirmation by Advisor

DR. WORKU MEKONNEN

Advisor

Signature

JUNE, 2016
Date

Acknowledgements

I am highly indebted to all people who helped me to successfully finalize this case study. I am particularly thankful to Ato Mesfin who is staff member of EEU, for his unfailing support and guidance during data collection period. He helped me in distributing and collecting the questionnaires. I am also thankful for my advisor DOCTOR WORKU MEKONNEN.

My last but not the last thanks' is for the almighty God. God helped me in all walk of my life.

BENYAM BITEW

Table of Contents

Topic	Page No
<i>List of Acronym</i>	<i>I</i>
<i>List of Tables</i>	<i>II</i>
<i>List of Charts</i>	<i>III</i>
<i>List of Annexes</i>	<i>IV</i>
<i>Abstract</i>	<i>V</i>
1. INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem and Research Questions	2
1.3 Objective of the Study	4
2. Research Methodology.....	5
2.1 Research Design	5
2.2 Population and Sample	5
2.3 Data Collection and Instrument	6
2.4 Data Analysis	6
1.5 Significance of the Study	7
1.6 Limitation of the study	7
1.7 Scope of the Study	8
1.8. Organization of the Study	8
2. REVIEW OF RELATED LITERATURE	9
2.1 Introduction	9
2.2 Theoretical Frame Work	10
2.3 Definitions and Concepts of Human resource development	11
2.4 Purpose of Human resource development Human resource development System.....	13
2.4.1 Functions of Human resource development System	15
2.4.2 Balanced Approach for Human resource development System	16
2.5 Components of Human resource development	17
2.5.1 Individual Learning & Development	18

2.5.2 Training ----- 21

2.5.3 Management Development ----- 24

2.5.4 Organizational Learning	28
2.6 Factor that Affect Employee Satisfaction	31
3. ORGANIZATIONAL BACKGROUND	34
3.1 Establishment & Historical Development of Ethiopian electric Utility	34
3.2 The fifty years Performance of Ethiopian electric Utility	35
3.3 Ethiopian electric Utility's Vision, Mission and Goals	38
3.4 Training and Development Procedures	39
3.4.1 In-Service Training Procedures	39
3.4.2 Education Procedures	41
4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION	42
4.1 Demographic Information of Respondents	42
4.2 Employee Satisfaction with Major Aspects of Human resource development	45
4.2.1 Employee Satisfaction with Ethiopian electric Utility's Commitment to Human resource development	45
4.2.1.1 Employee Satisfaction with Ethiopian electric Utility's Commitment to Employees Training	45
4.2.1.2 Employee Satisfaction with Ethiopian electric Utility's Commitment to Education	48
4.2.2 Employee Satisfaction with Appropriateness of Human resource development Practices	50

4.2.3 Employee Satisfaction with opportunities for Human resource development -----	52
4.2.3.1 Employee Satisfaction with the Fairness in Training Opportunities -----	52
4.2.3.2 Employee Satisfaction with promotion opportunities -----	54
4.2.4 Employee Satisfaction with work place Learning -----	55
4.2.4.1 Employee Satisfaction with the Learning from their Job -----	55
4.2.4.2 Employee Satisfaction with possibilities to Learn from co-workers -----	57
4.2.5 Employee Satisfaction with Management’s Supervision and Guidance -----	59
4.2.5.1 Employee Satisfaction with the Coaching practices -----	59
4.2.5.2 Employee Satisfaction with Mentoring practices -----	62
4.2.5.3 Employee Satisfaction with Performance Counseling-----	64

4.3 Employee Satisfaction with Human resource development Climate-----	
65	
4.3.1 Spirit of Cooperation among Employees -----	65
4.3.2 Competition and Participation -----	
67	
4.3.3 Employee Satisfaction with the Overall Human resource development Climate -----	69
5. CONCLUSION AND RECOMMENDATIONS -----	
73	
5.1 Conclusions -----	
73	
5.2 Recommendations -----	77

List of Acronyms

HR – Human Resource

HRM- Human Resource Management

HRD – Human Resource Development

T& D – Training and Development

ES- Employees' Satisfaction

EEU- Ethiopian Electric Utility

List of Tables

	Page
Table 2.1: Levels and Methods of Training in Public Service providing organizations -----	24
Table 2.2: Summary of HRD Techniques -----	27
Table 2.3: Summary of Criteria used to Review to HRD practices -----	31
Table 4.1: Summary of the number and percentage of respondent by age and sex -----	42
Table 4.2: Summary of employees' attitude towards EEU's commitment to Employee Training -----	46
Table 4.3: Descriptive Statistics of items that measure employees' attitude towards EEU's commitment for Employees Training -----	47
Table 4.4: Employees' satisfaction with the appropriateness of the skills enhanced -----	50
Table 4.5: Descriptive Statistics of items that measure satisfaction with the appropriateness of the skills enhanced -----	51
Table 4.6: <i>Correlations between variables: High priority for providing appropriate training and the corporation's training and development programs improve my chances for promotion</i> -----	51
Table 4.7: Respondents' satisfaction with the fairness in training opportunities -----	53
Table 4.8: Descriptive Statistics of items that measure Respondents' satisfaction with the fairness in training and development opportunities -----	53
Table 4.9: Summary of employees' satisfaction with the opportunities to learn from their job ----	56
Table 4.10: Descriptive Statistics of items that measure Respondents' satisfaction with the their job -----	56
Table 4.11: Employees' Satisfaction with Possibilities to Learning from Co-Workers -----	

58

Table 4.12: Descriptive Statistics of items that measure Respondents' satisfaction with the Possibilities to Learning from Co-Workers -----
59

Table 4.13: Employees' Satisfaction with coaching practices -----
60

Table 4.14: Descriptive Statistics of items that measure Respondents' satisfaction with the Coaching practices -----
60

Table 4.15: *Correlations between variables 'my manager provides me with the appropriate amount of guidance' and 'In my organization the dissemination of information relevant to work is excellent'---*
61

Table 4.16: Descriptive Statistics of items that measure Respondents' satisfaction with the Mentoring practices -----
63

Table 4.17: Summary of employees' attitude towards the sprit of Cooperation -----
66

Table 4.18: Descriptive Statistics of items that measure Respondents' satisfaction with employees' cooperation -----
66

Table 4.19: summary of respondents' attitude towards competition and participation -----
67

Table 4.20: Descriptive Statistics of items that measure Respondents' satisfaction with employees' cooperation -----
68

Table 4.21: Descriptive Statistics of items that measure Respondents' overall attitude towards the corporation -----
70

Table 4.22: Summary of interview Results -----
71

List of Figures

	Page
Figure 2.1: Theoretical Frame work ----- 10	
Figure 2.2: From past separate spheres to the present integrated HRD ----- 11	
Figure 2.3: Balanced Approach for HRD ----- 16	
Figure 2.4: Components of HRD ----- 17	
Figure 2.5: Training Process -----	23
Figure 3.1: EEU's Electric Generation for the last 50 years -----	36
Figure 3.2: Customers No in EEU over the past 50 years -----	37
Figure 3.4: No of Employees in EEU over the past 50 years -----	37
Figure 4.1: Service of the respondents in the Corporation and on their Current job ----- 43	
Figure 4.2: Educational profile of the respondents ----- 44	
Figure 4.3: Provision of Training for the last one year ----- 46	
Figure 4.4: Summary of employees' perception towards the Corporation's training facility----- 48	
Figure 4.5: Summary of employees' response for the Corporation's supports to improve their Educational level ----- 49	
Figure 4.6: Respondents' satisfaction with promotion opportunities ----- 54	

**Figure 4.7: Employees' perception towards dissemination of work related information -----
61**

**Figure 4.8: Summary of employees' response regarding Mentoring practices -----
63**

**Figure 4.9: Summary of employees' satisfaction with performance counseling -----
64**

Figure 4.10: Summary of respondents' attitude towards the overall HRD climate of the corporation ----- 69

List of Annexes

	<u>PAGE</u>
Annex 1: Questionnaire	
-----	i
Annex 2: Interview Questions	
-----	vi
Annex 3: Organizational chart	
-----	viii

Abstract

Human Resource Development (HRD) is a planned and systematic approach to development of employees for both organizations' and employees' benefit. Emphasis on HRD results into several positive individual and organizational outcomes. HRD needs investment in training, development and education programs. Developing an effective HRD system is a difficult task since it needs to align both company and employees need. Employees' satisfaction with HRD practices are among the most important criteria to consider when assessing the human resource development practices. Thus, this research is designed to assess employees' satisfaction with HRD practices in Ethiopian Electric Utility (EEU). The main objective of the study is to identify the level of employees' satisfaction with: the Corporations commitment to HRD, appropriateness of HRD practices, opportunities for growth and development, management's guidance and encouragements and other dimensions of HRD practices. The research is designed as a case study. Both secondary and primary data were used in the research. A survey questionnaire with five point Likert scale is a main tool for gathering primary data about employees' satisfaction with human resource development practices of the corporation. 62 participants in the Head office and one Region of Addis Ababa district were participated in filling the questionnaires. An interview was also made with officials of training and development team of the Corporation. The findings of the study indicated that respondents perceived the HRD practices of the corporation as unfairly focused on some work units only. Respondents also indicated their dissatisfaction with the promotional opportunities and the knowledge to gain from the work they do for the Corporation. Moreover, majority of respondents indicated that they don't think that the Corporation is the best place to develop themselves.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Human Resource Development (HRD) is an organized learning experience aimed at matching the organizational need for human resource with the individual need for career growth and development. It is a system and process involving organized series of learning activities designed to produce behavioral changes in human resource in such a way that they acquire desired level of competence for present or future role. At firms' level; training and education are the main areas of human resource development practices. Emphasis on human resource development result in several positive individual and organizational outcomes such as higher performance, high quality individual and organization problem solving, enhancing career plans and employability, sustainable competitive advantage, higher organizational commitment and enhancing organizational retention. To accomplish this undertaking, organizations will need to invest resources to enhance employees' knowledge, skills and competencies.(source EEU library)

However, ineffective HRD practice can bring many problems such as reduced employees' enthusiastic to learn and apply new skills, decreased employee productivity, low moral, and higher employee turnover (Edgar, 2005). Developing an effective HRD practice is a difficult task since it demands to look into the needs of the employees and ensure that the practices are aligned with both company and employees need. (Edgar, 2005). Therefore, problems in human

resource development system arise when the training and development practices fail to accommodate employees' needs. So if an organization wants to enhance employees' satisfaction and retain its' employees; it should concern with improving the skills, knowledge, attitudes and behavior of employees in organizational settings for the benefit of both employees and the organization.

According to Ford and Noe (1987), as cited by Cheng and C.K. (1998), for HRD system to be effective and resulted in employee satisfaction eventually retention, it must be perceived positively by employees. Employees' satisfaction pertaining to provision of training and development, opportunities for growth and development within the organization and management's supervision and guidance are very important for successful HRD practices (Wan,2007). Simply providing training and development programs is not the key to better performance and employees' satisfaction. (Wan, 2007). Organizations need to look into the needs of the employees' and ensure that HRD practices are aligned with both company and individual goals.

It has been suggested that the level of employees' satisfaction with the HRD practices are among the most important criteria to consider when assessing the HRD practices. (Wan,2007). Employees' satisfaction with the organization HRD practices can be expected only when the practices incorporate employees' needs. Therefore, in assessing and improving the existing practices, the level of employees' satisfaction with the practices is worth to consider. Ethiopian Electric Utility (EEU.) has Human Resource Training and Development department which is responsible for managing the corporation's HRD practices and administering its training and development institution. Moreover, the Corporation also sends abroad some of its selected staffs, particularly, technical staffs for short term training. However, much of the corporation's HRD practices focused only in very limited areas. In general, this project tries to assess employees' satisfaction with HRD practices in Ethiopian Electric Utility (EEU.)

1.2 Statement of the Problem and Research Questions

In developing countries most organizations tend to give less emphasis for employees' needs in HRD programs. (Wan, 2007). Inadequate need assessment, outdated training and development methods, limited educational opportunities, unequal access to training opportunities, insufficient opportunity to learn skills/knowledge that will improve employees chance of promotion, inadequate opportunities for career growth and poor supervisors guidance for employees' development are some of the areas which results dissatisfaction with HRD practices. (Wan, 2007). These problems later on lead the organizations to lack of optimal man-task relationship, resistances of employees in taking future assignments, decrease in productivity, increase in operational error, decrease in employee morale and commitment and increase in employee turnover.

According to preliminary survey conducted by the researcher, employee turnover is one of the problems that Ethiopian Electric Utility (EEU) has facing. Among other factors employees' dissatisfaction with HRD practices is one factor which could result in employee turnover. According to one of the HR department personnel of EEU, comparing with other governmental owned organizations like ETC; EEU has highest employee turn-over especially in non-technical staffs. According to the person, much of the Corporation's HRD practices focused in very limited areas like generation construction, generation operation and distribution work units.

Based on the data collected from the employees of Ethiopian Electric Utility, the study tried to analyze the extent to which employees' satisfied with different dimensions of HRD practices in the Corporation

To this end, the research tried to answer the following research question:

- How do employees' feel about the Corporation commitment in providing training and educational opportunities?
- What are the major issues in HRD practices which affect employees' satisfaction in the corporation?

- How do employees see the opportunities for growth and development within the Corporation?
- What is the level of employees' satisfaction with the guidance, encouragement and support provided by their manager/supervisor for employee development?
- What is the level of employees' satisfaction with the skills and knowledge enhanced by the corporation's human resource development programs?

1.3 Objective of the Study

The main objectives of this study were to assess employees' satisfaction with HRD practices of Ethiopian Electric Utility. Specifically, the research was undertaken to:

- Support provided to improve their education level
 - Access to job-related training opportunities
 - Possibility of learning from their job and colleagues
 - Opportunity to work with up-to-date technologies
 - Opportunity to learn skills that will improve chance for promotion
 - Manager assistance in identifying employees' training and development needs
 - Managers/supervisors support and encouragement for professional development

1.5 Significance of the Study

The result of this project will be significance in various respects. First, the study will draw some conclusions and identify employees' complaint areas in human resource development practices of the Corporation. Thus, it will give signal to the human resource management of the corporation to take remedial action. Second, it will help as a source of reference and a stepping stone for those researchers who want to make further study on the area afterwards.

1.6 Limitation of the Study

There were external variables that deter the smooth implementation of the project in addition to the limitations of the research design itself. For instance, lack of access to the right secondary data in the Corporation and poor cooperation of respondents in filling the questionnaires limit the outcome of the research. Moreover, lack of relevant and up to date literatures was the major constraint during the study.

1.7 Scope of the Study

Most of studies conducted on current literatures of HRD shows that scope of HRD is characterized by a view that HRD is too amorphous. The amorphous nature of HRD makes very difficult to clearly determine the scope and boundaries for HRD. Therefore, given the time and financial constraint, in the study the scope of HRD is limited with individual learning and development, training, management development, and organizational learning concept.

The research was conducted only in one Region of Addis Ababa district and the Head office of Ethiopian Electric Utility. The information for this research is limited to the employees' perception towards HRD practices of the Corporation. Employees working in generation construction, generation operation and distribution system work units were not included in this research.

1.8 Organization of the Study

The rest of the paper is organized as follows: chapter two reviews the theoretical and empirical literatures on human resource development. Chapter three deal with the establishment and historical development of Ethiopian electric utility. Chapter four presents the secondary and primary data analysis. Finally, chapter five will contain the summary, conclusion and recommendations.

3. Research Methodology

3.1 Research Design

The purpose of this research was to evaluate employees' satisfaction with human resource development practices of Ethiopian Electric Utility. The research is designed as a case study. I preferred Case study approach since it is best method to explore in depth a program, event, activity, process or one or more individuals. Furthermore, Case study approach can provide very engaging and rich explorations of a program or application as it develops in a real-world setting.

3.2 Population and Sample

For the study the population was permanent management and non management staffs who were working in the Head Office and Addis Ababa District offices of Ethiopian Electric Power Corporation. The preliminary survey undertaken by the researcher indicates that there were 10,000 total staff members as of April 01, 2015. Among these, 200 were at the head office and the remaining in Southern, Northern, Western and Eastern Regions of the Addis Ababa District. The study was focused on one randomly selected Region of Addis Ababa District and the Head office of the Corporation.

A total of 62 questionnaires (6.5% of the total population) were distributed to gather pertinent information with regard to employees' level satisfaction. Among these questionnaires, only 48 were fully and correctly completed and returned with the return rate of 77.42% which is acceptable. The participants were selected using convenience sampling method that is based on the willingness of the respondents to complete the questionnaire.

3.3 Data Collection and Instruments

The study was based on both secondary and primary data sources. It was begun by secondary data analysis through the detailed review of related literature. To this end; books, articles, journals,

magazines, bulletins and the Corporation's training and development policy documents were reviewed.

Primary information about the level of employees' satisfaction with human resource development practices of the corporation was obtained through questionnaire survey. The questionnaire comprises three sections. Section I contains demographical questions about the respondents including sex, age, years of work experience, length of service with the corporation and educational level. Section II items incorporate; perceptual responses pertaining to provision of training and development, growth and development opportunities, workplace learning issues and management's supervision and guidance. For section II, a five point Likert scale. And section III items incorporate open ended questions which require respondents to give their explanation.

Moreover, data on current human resource development policy of the Corporation from management point were gathered using structured interview format. For this end, interviews with Executive officer of Human Resource and Head of Training and Development team were conducted.

3.4 Data Analysis

The data analysis of the study is done in a way that its objectives demand. Demographic characteristics are summarized using frequencies and percentages for all variables including: age, sex, work experience, years on the current job/position and educational level. In employees' satisfaction analysis; the data gathered through questionnaires were analyzed and presented in the form of charts, diagrams and tables using SPSS software.

The results of the interview questions were integrated to the responses of employees through questionnaires and were analyzed accordingly.

CAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Increasingly, more importance is being given to “people” in organizations. This is mainly because organizations are realizing that human assets are the most important of all assets. This emphasis can also be partly attributed to the new emerging values of humanism and humanization. Moreover, with the increased emphasis on creativity, and autonomy, which people are increasingly acquiring and enjoying in the society, the expectations of people are fast changing. People cannot be taken for granted any more.

Organizations seek to optimize their workforce through comprehensive development programs not only to achieve organizational goals, *but also most importantly, to satisfy and retain their workforce*. To accomplish this undertaking company will need to invest resources to ensure that employees have the information, skills and competences they need to work effectively and meet employees need for growth and development. Although development of human resource has been in existence in some form or the other since the beginning of civilization, a planned and systematic approach to Human Resource Development (HRD) in the corporate sector emerged in the late half of the 20th century (Gupta, 2001).

This chapter will serve as the foundation for the development of the study. Therefore, the primary purpose of this chapter is to give the theoretical understanding in assessing employees’ satisfaction with regard to an organization human resource development practices. More specifically, review of up-to-date related literatures regarding: definitions of HRD, purposes of HRD, components of HRD and factors affecting Employees’ Satisfaction (ES) will be presented.

2.3 Definitions and Concepts of Human Resource 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) page 325, 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's definition 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.

According to Harrison (2000) page,256 as cited in Michael 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 which 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.

As described by Harris (2008),page 258 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: (1). HRD includes the areas of: training and development, promotion and professional growth and organization development. (2). HRD improve employees' both job performance and personal growth and (3). HRD is process improving personal growth within the organization.

From the definitions that we have seen so far we can understand that the driving force of HRD is built on the assumption that employees cannot be treated as commodities to be hired and discarded depending on short-range whims of the organization. They are to be nurtured and developed with their unlimited potential for both employees and organizations benefits. More importantly, good people can fix the poor policies, procedure, and rules, but it is never the other way round.

Evidences from most HRD theorists and practitioners including Rao as cited in Gupta (2001), recognized HRD in the organization context is a process by which the employees of an organization are helped, in a continuous and planned way to:

- Acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles;
- Develop their general capabilities as individuals and discover and exploit their own inner potentials for their own and/or organizational development purposes; and
- Develop an organizational culture in which supervisor-subordinate relationships, teamwork and collaboration among sub-units are strong and contribute to the professional well being, motivation and pride of employees.

From the study conducted on current literatures of HRD shows that scope and nature of HRD is characterized by a view that HRD is too *amorphous* a concept. The amorphous nature of HRD makes very difficult to clearly determine the scope of HRD. Yet, if HRD has a role to play in helping organizations develop, then there is a need for HRD professionals in an organization to

accept that HRD itself is a continuously evolving, adaptive concept; and they need to embrace change and ambiguity in order to help individuals, groups and organizations (David 2001).

2.4 Purposes of Human Resource Development System

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 and 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.

- To develop the capabilities of each employee in relation to his or her expected future role(s).
- To develop the dyadic relationship between each employee and his or her supervisor.

- To develop the team spirit and functioning in every organizational unit (department, group, etc.)
- To develop collaboration among different units of the organization.
- To develop the organization's overall health and self-renewing capabilities which, in turn, increase the enabling capabilities of individuals, dyads, teams, and the entire organization.

Evidences from Gupta (2001) show that in order to achieve the above mentioned objectives of HRD system, human resource management functions need to work in coordinated and integrated manner.

.1 Functions of Human Resource Development System

According to Harris (2008), human resource development system has the following six major functions:

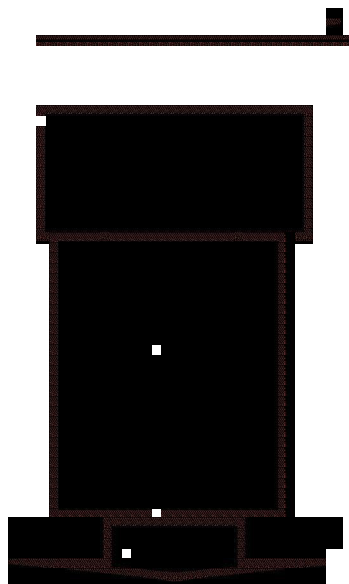
- 1) Analyzing the Role:** One of the main aspects of HRM is to analyze the role in terms of responsibilities or key functions/ performance areas of the role, and the competencies required to perform the role effectively.
- 2) Matching the Role and the Person:** Once the organization is clear about the dimensions of the roles or the jobs, it tries to get the best people for these jobs. After people are recruited they are put in different places. Placement is useful for giving varied experiences to people being recruited. Another aspect of matching role and person is

reflected in potential appraisal, finding out who has potential to match the requirement of the job. Obviously, the next step is promotion of people by placing them in appropriate roles for which the organization is searching people.

- 3) **Developing the Persons in the Role:** Individuals develop not only through training, but in fact more through effective supervision, by helping them to understand their strengths so that they can leverage them for better performance. Similarly, they are helped to find out in what they have to be more effective in their jobs. In this regard performance coaching or counseling and mentoring are very important.
- 4) **Developing the Role for the Person:** Developing the role makes the role worth doing for the person. Very little attention has been given to role, although job rotation is being practiced in most of the organizations, and some organizations have also tried out job enrichment based on Herzberg's concept of motivators.
- 5) **Developing Equitability:** Satisfaction level of employees depends to a great extent on their perceived justice being done to them without any discretion, as reflected in practices like management of compensation, rewards and various amenities. People have high performance and develop competencies only if these are rewarded by the organization. Reward does not mean financial reward only; many rewards may be non-financial also. Equitability can also be developed by standardizing administrative procedures, so that people do not have any feelings that decisions are subjective
- 6) **Developing Self-renewing Capability:** An organization should be concerned not only with its growth, but also with its health. It needs to diagnose its problems from time-to-time and take steps to develop new competencies to cope with the various problems and challenges it would be facing. This can be done through action research that is concerned with development of competencies through effective teams to diagnose the problems and initiate the process of collaborative work to deal with such problems.

Balanced Approach for Human Resource Development System

According to researches conducted in USA on the effect of HRD programmes on employee engagement and performance, as cited by Harris (2008), the impact of training-based HRD programmes found significantly less than Relational and Experience- based HRD programmes. As result, a balanced approach for HRD has emerged recently in the field of HRD. A balanced approach is required to maximize the impact of development on engagement and performance.



2.5 Components of Human Resource Development

In the following subsequent sections, based on the above shown Thomson and Mabey' model for HRD, each components will be presented and discussed accordingly.

2.5.1 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 model also 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.

2.5.2 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 (Michale M.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 (Michale M.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 (Michale M.Harris, 2008).

Michale M. Harris' explanation for Self-directed learning is based on the principle that people learn and retain more if they find things out for themselves. But 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. Learns also need support from their manager and the organization with the provision of *coaching, mentoring and learning facilities, including e-learning*.

Workplace learning: One of the ways that employees can learn within an organization is the learning around the workplace. Learning can takes place in the workplace, as explained by Michale M.Harris (2008), this takes three forms:

1. *The workshop as a site for learning.* In this case, learning and working are spatially separated with some form of structured learning activity occurring off or near the job. This may be in a company training centre or a 'training island' on the shop floor where the production process is reproduced for trainees.
2. *The workplace as a learning environment.* In this approach, the workplace itself becomes an environment for learning. Various on-the-job training activities take place, which are structured to different degrees.
3. *Learning and working are inextricably mixed.* In this case, learning is informal. It becomes an everyday part of the job and is built into routine tasks. Workers develop skills, knowledge and understanding through dealing with the challenges posed by the work. This can be described as

continuous learning. As Michale M.Harris put it: 'Learning is not something that requires time out from being engaged in productive activity; learning is the heart of productive activity.'

2.5.3 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), state 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 will emerge during normal day-to-day activities. *Coaching as part of the normal process of management consists of* (Michael 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;
- Controlled delegation – ensuring that individuals not only know what is expected of them but also understand what they need to know and be able to do to complete the task satisfactorily; this gives managers an opportunity to provide guidance at the outset – guidance at a later stage may be seen as interference;
- 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 will be 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 or 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.

2.5.4 Mentoring

Mentoring is the process of using specially selected and trained individuals to provide guidance, pragmatic advice and continuing support, which will help 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 Michale M.Harris (2008), Mentors provide employees with:

- Advice in drawing up self-development programmes;
- General help with learning programmes;
- 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;
- Information on ‘the way things are done around here’ – the corporate culture and its manifestations in the shape of core values and organizational behavior (management style);
- Help in tackling projects – not by doing it for them, but by pointing them in the right direction: helping people to help themselves;

- A parental figure with whom individuals can discuss their aspirations and concerns and who will lend a sympathetic ear to their problems.

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.

2.5.6 Training

Training is the use of systematic and planned instruction activities to promote learning. The approach can be summarized in the phrase ‘learner-based training’. It involves the use of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. It is described as one of several responses an organization can undertake to promote learning.

As Reynolds (2004) points out, training has a complementary role to play in accelerating learning: ‘It should be reserved for situations that justify a more directed, expert-led approach rather than viewing it as a comprehensive and all-pervasive people development solution.’ He also commented that the conventional training model has a tendency to ‘emphasize subject-specific knowledge, rather than trying to build core learning abilities’.

Training can bring tangible benefits to both the organization and the employees. As elaborated by Chatterjee (1995), the major purposes of training are:

- It establishes a sound relationship between the worker and his/her job.
- It upgrades skills and prevents obsolescence.
- To keep pace with changing technology training.

It develops healthy, constructive attitudes.

- Influencing employee attitudes to achieve support for organizational activities and to obtain better cooperation and greater loyalty.
- It prepares employees for future assignments.
- It increases productivity.
- To promote efficient and cost-effective ways of performing jobs
- It minimizes operational errors.
- Unnecessary repetition, wastage and spoilage of materials are brought down.
- With better knowledge and skills, the employee approaches his/her job with greater confidence and sureness. It also improves the morale of the employees.
- It improves employees satisfaction with their job.
- Training is a powerful tool that breeds in the employee a sense of pride as well as of belonging.
- Moreover, training can improve the relationship between the employees and their immediate supervisor.

2.5.2.1 Training Process

Training should be systematic in that it is specifically designed, planned and implemented to meet defined needs. It should be provided by people who know how to train, and the impact of training is carefully evaluated. Training process consists of a simple five-stage model, as illustrated below (Michale M.Harris, 2008)

As cited in Theresia D. and severine k.(2008), training for employees in public service management office is grouped into seven levels. These levels include induction, basic, specialized, extended, special groups, leadership & development programs and counter-part trainings. The grouping is designed in order to cut across levels of staff in the office. The following table describes these training levels:

Table 2.1: Levels and Methods of Training in public service providing organizations

Levels of Training	Description	Training Methods
Induction training	Training for newly employed staff, to familiarize them with the strategic goals and functions of their organization and responsibility.	On the job Job instruction
Basic training	It takes place within an officer's first year on the job to enhance their skills in performing their duties effectively.	On the job Apprenticeship, internships, job rotation, supervisory assistance & mentoring
Specialized training	It is specialized training which reflects the Training Needs Assessment (TNA) on specified number of employees.	Off-the job Formal course
Extended training	Training given to enable officers to handle extra tasks or higher level jobs. It is more emphasized on experienced employees.	Off-the-job Formal course, role playing, simulation, study tours
Training for special groups	Training organized for women and disabled. This is to emphasize equal opportunities for all employees.	On the job Job instruction Supervisory assistance Off –the job, formal course
Leadership and development programs	Training for experienced staff, aimed at enhancing the officer's employability over the long term.	Off-the-job Formal course Field trips
Counterpart training	It is provided by foreign experts to their local counterparts. This is done to sustain the services provided by these experts.	On the job Apprenticeship Job instruction Off-the-job

Source: Theresia D. and severine k.(2008)

2.5.3 Management Development

Management development is concerned with improving managers' performance in their present roles and preparing them for greater responsibilities in the future. It has been described by Mumford and Gold (2004) as 'an attempt to improve managerial effectiveness through a

learning process'. In other words, Glueck (1978) defined management development as the process by which managers gain the experience, skills, and attitudes to become or remain successful leader in their enterprises. Among other things, making the organization a better environment to work is the responsibility of a manager. To effectively discharge this and other managerial responsibilities organizations must provide an opportunity for managers to improve their knowledge and skills through management development program. Management development contributes to organizations success by helping the organization to grow the managers it requires to meet its present and future needs. It improves managers' performance, gives them development opportunities, and provides for management succession. According to Michael Armstrong (2006), with an effective management development programmes: development processes may be *anticipatory* (so that managers can contribute to long-term objectives), *reactive* (intended to resolve or preempt performance difficulties) or *motivational* (geared to individual career aspirations).

As pointed out by Michael Armstrong (2006), the particular aims of management development are to:

- Ensure that managers understand what is expected of them; agreeing with them objectives against which their performance will be measured and the level of competence required in their roles;
- Improve the performance of managers in their present roles as a means of preparing them for greater responsibilities;
- Identify managers with potential, encouraging them to prepare and implement personal development plans and ensuring that they receive the required development, training and experience;
- Provide for management succession, creating a system to keep this under review.

Management Development Process: As discussed by Michael Armstrong (2006), the three essential management development activities are:

- Analysis of present and future management needs;

- Assessment of existing and potential skills and effectiveness of managers against those needs;
- Developing strategies and plans to meet those needs.

A systematic approach to management development is necessary because the increasingly onerous demands made on line managers mean that they require a wider range of developed skills than ever before. Tamkin *et al* (2003) suggest that managers need the ability to:

- *Empower and Develop People* – understand and practice the process of delivering through the capability of others;
- *Manage People and Performance* – managers increasingly need to maintain morale whilst also maximizing performance;
- *Work across boundaries, engaging with others, working as a member of a team, thinking differently about problems and their solutions;*
- *Develop relationships and a focus on the customer, building partnerships with both internal and external customers;*
- *Balance technical and generic skills* – the technical aspects of management and the management of human relationships.

Management Development Elements: It has been suggested by Mumford (1993) that three elements have to be combined to produce an effective management development system:

- *Self-Development* – a recognition that individuals can learn and that the initiative for development often rests with the individual;
- *Organization-Derived Development* – the development of the systems of formal development which belongs to personnel and management development specialists;
- *Boss-Derived Development* – those actions undertaken by a senior manager with others, most frequently around real problems at work.

Table 2.2: Summary of Human Resource Development Techniques

Management Development Description	
Techniques	
1. On-the-job	
<input type="checkbox"/> Coaching	<i>The coach or counselor sets mutually agreed upon goals, suggests how to achieve these goals, periodically reviews the trainee's progress and suggests changes required in behavior and performance.</i>
<input type="checkbox"/> Under study	<i>An understudy is a person selected and being trained as the heir apparent to assume at a future time the full duties and responsibilities of the position presently held by his superior.</i>
<input type="checkbox"/> Position Rotation	<i>It involves movement or transfer of executives from one position or job to another on some planned basis.</i>
<input type="checkbox"/> Project Assignment	<i>A number of trainee executives are put together to work on a project directly related to their functional area.</i>
<input type="checkbox"/> Committees Assignment	<i>Through discussion in committee meetings trainees get acquainted with different viewpoints and alternative methods.</i>
<input type="checkbox"/> Multiple Management	<i>With more than one assignment trainees learn decision making skills. Specially used in developing junior board members.</i>
<input type="checkbox"/> Selected Readings	<i>With this approach managers have become close touch with the latest developments in the field.</i>
2. Off the job	
<input type="checkbox"/> Lectures	<i>These are formally organized talks by an instructor on specific topics.</i>
<input type="checkbox"/> Case studies	<i>Real or hypothetical business problem or situation demanding solution is presented in writing to the trainees.</i>

-
- In basket exercise The trainee is provided with a basket or tray of papers and files related to his functional area. And he is expected to carefully study these and make his own recommendation on the problem.
 - Sensitivity training This method is also called T-Group training and laboratory training. The purpose is to increase self awareness, develop inter-personal competence and sharpen teamwork skills

Source: C.B. Gupta (2001)

2.5.4 Organizational Learning

Organizational learning theory examines how in an organization context individual and team learning can be translated into an organizational resource and is therefore linked to processes of knowledge management. Organizational learning is concerned with the development of new knowledge or insights that have the potential to influence behavior (Mabey and Salaman, 1995). It takes place within the wide institutional context of inter-organizational relationships (Geppert, 1996), and 'refers broadly to an organization's acquisition of understanding, know-how, techniques and practices of any kind and by any means' (Argyris and Schon, 1996).

Organizational learning has been defined by Marsick (1994) as a process of 'coordinated systems change, with mechanisms built in for individuals and groups to access, build and use organizational memory, structure and culture to develop long term organizational capacity'. It is emphasized by Harrison (2000) that organizational learning is not simply the sum of the learning of individuals and groups across the organization. She comments that: 'Many studies (see for example Argyris and Schon, 1996) have confirmed that without effective processes and systems linking individual and organizational learning, the one has no necessary counterpart with the other'.

Organizational learning theory is concerned with how learning takes place in organizations. It focuses on collective learning but takes into account the proposition made by Argyris (1992), as referred by Michael Armstrong (2006), that organizations do not perform the actions that produce the learning; it is individual members of the organization who behave in ways that lead to it,

although organizations can create conditions which facilitate such learning. Most organizational learning theories recognize that the way in which this takes place is affected by the context of the organization and its culture.

The concept of a learning organization, which is often associated with that of organizational learning, has been defined by Scarborough and Carter (2000) as one ‘that is able to discover what is effective by reframing its own experiences and learning from that process’. The notion of the learning organization is sometimes confused with the concept of organizational learning.

2.5.4.1 Outcomes of Organizational Learning

Organizational learning outcomes contribute to the development of a firm’s resource based capability. This is in accordance with one of the basic principles of human resource management, namely that it is necessary to invest in people in order to develop the intellectual capital required by the organization and thus increase its stock of knowledge and skills. As stated by Ehrenberg and Smith (1994), human capital theory indicates that: ‘The knowledge and skills a worker has – which comes from education and training, including the training that experience brings – generate productive capital’.

Pettigrew and Whipp (1991) believe that the focus of organizational learning should be on developing ‘organizational capability’. This means paying attention to the intricate and often unnoticed or hidden learning that takes place and influences what occurs within the organization. ‘Hidden learning’ is acquired and developed in the normal course of work by people acting as individuals and, importantly, in groups or ‘communities of practice’ (Wenger and Snyder, 2000).

2.5.4.2 Developing Learning Culture

A learning culture is one that promotes HRD because it is recognized by top management, line managers and employees generally as an essential organizational process to which they are committed and in which they engage continuously.

Reynolds (2004) describes a learning culture as a ‘growth medium’ that will ‘encourage employees to commit to a range of positive discretionary behaviors, including learning’ and

which has the following characteristics: empowerment not supervision, self-managed learning not instruction, long-term capacity building not short-term fixes. It will encourage discretionary learning, which Sloman (2003) believes takes place when individuals actively seek to acquire the knowledge and skills that promote the organization's objectives.

It is suggested by Reynolds (2004) that to create a learning culture it is necessary to develop organizational practices that raise employees' satisfaction and commitment and 'give employees a sense of purpose in the workplace, grant employees opportunities to act upon their commitment, and offer practical support to learning'. He proposes the following steps:

1. Develop and share the vision – belief in a desired and emerging future.
2. Empower employees – provide 'supported autonomy'; freedom for employees to manage their work within certain boundaries (policies and expected behaviors) but with support available as required.
3. Adopt a facilitative style of management in which responsibility for decision making is ceded as far as possible to employees.
4. Provide employees with a supportive learning environment where learning capabilities can be discovered and applied, e.g. peer networks, supportive policies and systems, protected time for learning.
5. Use coaching techniques to draw out the talents of others by encouraging employees to identify options and seek their own solutions to problems.
6. Guide employees through their work challenges and provide them with time, resources and, crucially, feedback.
7. Recognize the importance of managers acting as role models: 'The new way of thinking and behaving may be so different that you must see what it looks like before you can imagine yourself doing it. You must see the new behavior and attitudes in others with whom you can identify'.
8. Encourage networks – communities of practice.
9. Align systems to vision – get rid of bureaucratic systems that produce problems rather than facilitate work.

2.6 Factors that Affect Employee Satisfaction

Satisfaction is an important goal for organizations to reach as it has been shown that profitability, productivity, employee retention, and customer satisfaction are linked to Employee Satisfaction (ES). Satisfied, motivated employees will create higher customer satisfaction and in turn positively influence organizational performance. Past research that focused on ES (Becker and Gerhart, 1996; Becker and Huselid, 1998; Wright and Boswell, 2002), as referred by Hooi Lai Wan (2007), established the link between human resource development and organizational performance. Other behavioral theories too suggest that the impact of human development management practices on performance is mediated by ES, commitment and well-being (Hooi Lai Wan, 2007).

However, studies by Marsden and Richardson (1994) as cited in Hooi Lai Wan (2007), revealed that the impact of human capital management practices on ES is rather limited, as evidenced by the way in which new performance related pay schemes have been introduced in many organizations in recent years. Similarly, others studies shows that the impact of HRD itself may be contingent on other factors, such as the age, skill and educational composition of the workforce, or on employees' individual dispositions and orientations to work, or on existing institutional arrangements (Hooi Lai Wan, 2007)

What actually constitutes ES and what factors affect it? A comprehensive review of related literature revealed numerous definitions and factors that affect ES. Though there are variations in the definitions of ES, all agreed that it is a multidimensional concept. Locke (1976) defined ES as “. . . a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience”. Similarly, Dawis and Lofquist (1984) defined ES as the result of the worker’s appraisal of the degree in which the work environment fulfils the individual’s needs.

Theorists and practitioners seem to accept the assumption that nearly everybody seeks satisfaction in his or her work, if a person becomes engaged in work that matches his occupational choices, he is likely to experience job satisfaction. Locke (1976) noted three “schools” of thought about causes of ES: physical-economic (physical working conditions), social (supervision and cohesive work groups), and nature of work (mentally challenging tasks, opportunities for mobility within organization, working for supervisors who actively assist their subordinates to address job-related problems and work-related variables).

Research by Goldfarb Consultants (1999) on the private and public sectors in Canada revealed similar results. The study showed that the top five most important factors that influenced ES have more to do with interpersonal relationships (quality of decision makers, communication and relations between managers and employees), atmosphere at the workplace (work ethic, level of innovation and physical environment) and sense of personal achievement (personal growth opportunities and level and range of responsibility) than it has to do with attributes that can be measured (amount of time off, benefits, work hours and salary).

As far as the effect of HRD policies on ES is concerned; limited literature on this shows a positive correlation. According to Lee (2000), organizations that invest in HRD are more likely to increase ES. In addition, Chen et al. (2004) found that opportunities for mobility within organization and career development programs positively influence ES, professional development and productivity.

CHAPTER THREE

ORGANIZATIONAL BACKGROUND

This chapter is primarily focus on providing background information about historical development and training and development procedures of Ethiopian Electric Utility (EEU).

3.1 Establishment and Historical Development of Ethiopian Electric Utility

EEU was introduced to Ethiopian in the late 19th century, during the regime 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 1922 in order to supply power to small factories that had been established in Addis Ababa. Consequently, the power supply that had been limited to small factories and the palace was extended to public places and major roads in the vicinity of the palace.

After the Italians were driven out from Ethiopian in the 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. In the year 1948, an organization that had been vested with the power to administer the enemy property was evolved to an organization called Shewa Electric Power. The new organization Shewa although with limited capacity, managed to increase the power supply not only in Shewa but also other administrative regions. In light of its function, its name was changed to “Ethiopian Electric Light and Power” in the year 1955. Soon after its establishment, the supervision and management of the organization was vested in the Board of Directors appointed by the government. After eight months of its establishment, the Ethiopian Electric light and power was transformed to the “Ethiopian Electric Light and Power Authority”. The newly established Authority was to engage in the business of production, transmitting, distributing and selling of electric energy to the public of Ethiopia and carry on any other lawful business incidental or appropriate hereto which is calculated directly or indirectly to promote the interest of the authority or to enhance the value of its properties.

In light of the socio economic development of the country the authority continued to increase the scope of its operation in order to accommodate new changes. After being in operation for about 50 years in this manner, major changes in the objective and structural set up of the organization took place relative to the changes in the socio-economic condition of the country. In this regard, one of the major changes in the economic sector was the transformation of the centralized command economy to the free market driven economy in the year 1987. In order to accommodate the new changes in the environment, the Ethiopian Electric light and power Authority was transformed to the Ethiopian Electric Power Corporation by reorganizing its functions on the basis of the principles of commercialization and decentralization.

Accordingly, the Ethiopian Electric Power Corporation as public enterprise was established for indefinite duration by regulation No. 18/1997, and conferred with the powers and duties of the previous Ethiopian Electric Light and Power Authority. The purpose of the corporation is to engage in the business of production, transmitting, distributing and selling electrical energy in accordance with economic and social development policies and priorities of the government and to carry on any other related activities that would enable it achieve its purpose. At the time of

establishment, the authorized capital of the Corporation was 6.1 billion Birr of which 2.67 billion Birr was paid up in cash and kind.

Currently, the annual electricity production capacity of the corporation is about 3112 GWH and the number of customers is about 1.1 million. Although the corporation has been increasing the number of customers by more than 15% annually, this does not mean that the corporation has met the demand for electric power. Hence, the corporation is required to think and work strategically to meet the power supply need of the socio-economic development of the country.

.2 The fifty years performance on Energy Generation, Customers Number and Employees Number in EEU

When we look at the growth trend on energy generation, during 1970s certain decline had been registered. This may be due to climate condition and political instability during that period. Other than this special case, the rate of production has been increasing. The following graph shows EEU's electric generation for the last fifty years:

As we see from the above graph, electric generation capacity was 35 Gwh in 1956 and increases significantly and reached to the amount 2890 GWh by the end of year 2006.

EEU customers are categorized under three groups namely Domestic, Commercial and Industrial tariff groups. Most of the customers are found under domestic tariff group. The customer number at the end of 1950s was around 22 thousands. Then increase up to the end of 1970s. A certain decline had been shown at the end of 1980s. After wards the customer number increased at an increasing rate. As has been shown in the graph below, the total number of customers is around 1.1 million by the end of year 2006.

On the other hand, the number of employees in EEU can be shown using the following diagram:

Figure 3.3: Number of Employees in EEU over the past Fifty years



Source: EEPKO's 50th golden jubilee special issue, 2006.

3.3. Ethiopian Electric Utility's Vision, Mission and Goals

EEU's Vision:

To be a center of excellence in providing quality electric service at every one's door and being competitive export industry.

EEU's Mission:

To provide adequate and quality electricity generation, transmission, distribution and sales services, through continuous improvement of utility management practices responsive to the

socio-economic development and environmental protection need of the public.

EEU's Goals:

In order to provide quality service delivery, EEU, has formulated clear goals which would enable it to satisfy the customers need and plays its role on the power market. The Corporation has put six the following strategic corporate goals:

Goal 1: To bring institutional change by implementing the capacity building program.

Goal 2: TO increase the generation capacity to ensure adequate and reliable power supply by implementing the generation program.

Goal 3: To have reliable transmission network to transmit the power produced from power plants to consumers by implementing the power transmission program.

Goal 4: To ensure quality and reliable power distribution to consumers by implementing the power distribution program.

Goal 5: To increase the electricity supply coverage and access by implementing customer service program and the Universal Electricity Access Program.

Goal 6: To enhance the financial capacity of the corporation by executing all scheduled projects within specified budget and time.

.4 Training and Development Procedures

.1 In-Service Training Procedures

As stated in the Corporation's procedure for In-Service training and development, the following procedures are applicable to all staffs of the Corporation and work units that are involved in training activity:

General Training Policy: Training will be focused on current and future Corporations needs. Staff and their managers will drive training programs. A comprehensive training need analysis will undertaken before any training begins. All training programs will be evaluated practically. The training policy within the organization will be regularly reviewed to make sure it is in line with the company's overall objectives.

Identification of training needs:

1. The training demand may be initiated by the corporation's nominated body or by the human resource training and development team by studying internal and external performance indicator and by considering future demands. Assessment will utilize information gathered from, but not limited to, the following:

On-going review of performance appraisal system results,

Emerging trends,

Implementation of new programs, technologies or regulations, or

Opinion survey of employees and supervisors

2. The manpower planning will produce standard skill, knowledge and attitude profile through conducting task analysis on the job description. And set course objectives for the standard skill-knowledge profile.
3. The training demand initiated by the trainee shall be considered if the training program is useful and if it can coincide with the corporation's human resource demand. Employees may be required to attend job-related training that meets an identified organizational needs

4. The Corporation's work units shall prepare their training need based on:

Performance appraisal,

New work method requirements,

New technology and

Customer satisfaction survey

Preparation of Instructors and facilities:

The training and development team will develop or revise the detail course contents and instructional materials in collaboration with other concerned bodies.

The course development shall be commented by concerned professionals in the Corporation, may be outside the corporation and by the department staff.

The training and development team shall evaluate the capacity of the corporation's Institute terms of the training facilities and instructors against the specific training program. Local facilities/institutes outside the corporation will be used if the corporation can not accommodate the program.

Selection of trainees:

The training and development team shall prioritize the work units according to their need of improvement and their sensitivity in terms of contribution to the achievement of the Corporation's goals.

The training division shall identify and take list of the potential trainees according to their priority of needs.

Evaluation and Certification

The trainees shall be examined during, in the end of the training period and after some period of time through organized evaluation system. It may:

- Observing the trainees on the training period
- Examining the work the trainees have done
- Asking the trainees questions and listening to their answer.

.2 Education Procedures

As stated in the Corporation's policy and procedure manual regarding education, the following procedures are applicable to all permanent employees of the corporation:

The corporation provides educational benefit assistance to employees in line with human resource planning and on a staff's request to learn during spare times.

Reimbursement of cost shall be effected upon satisfactory course completion and passing grade.

A staff who needs to improve his/her academic education up to 10 level for which education fee is fully covered by the corporation.

A staff who wants to continue his/her education above 10 grade to a higher level education that is directly related to the job he/she currently assigned and based on the strategic plan of the corporation, for which 75% of education fee is covered by the corporation.

The corporation shall not provide educational assistance to a staff who requests to attend during normal working hours.

The corporation may provide educational assistance to a staff with full coverage of costs for post graduate program depending on the demand and supply of the skill as appropriate.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Based on the data gathered through questionnaire and interviews, this chapter will focus on presenting, analyzing and interpreting the data.

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 includes: 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

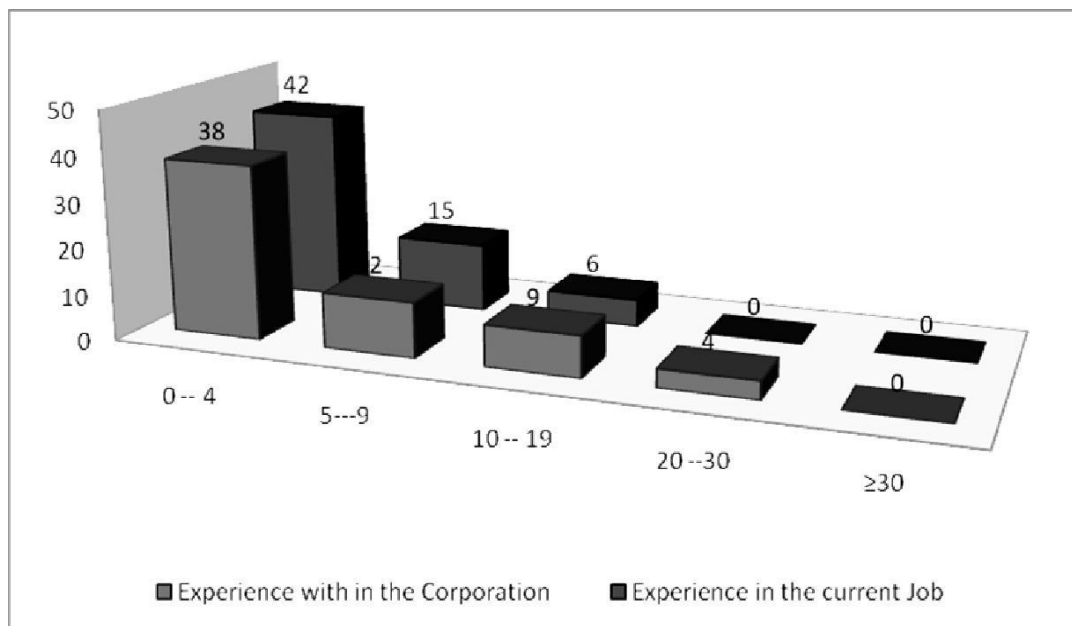
Age	Gender				Total
	Male		Female		
	Count	%	Count	%	
	2	4.167	1	2.08	6.25% (3)
25-34	11	22.92	9	18.75	41.67% (20)
35-44	9	18.75	10	20.83	39.58% (19)
45-54	3	6.25	1	2.08	8.33% (4)
55 and above	2	4.167	0	0	4.167% (2)
Total	27	56.25%	21	43.75%	48 (100%)

About 56.25% of the respondents were male and the remaining 43.75% of the respondents were female. Regarding the age of the participants, the largest group (41.67%) was in 25-34 years age group. The second largest group (39.58 %) indicated their age were in the 35-44 age group where as 8.33% and 6.25% indicate their age were in the 45-54 and under 25 age groups

respectively. On the other hand, 2 experienced individuals (4.167%) are reported above 55 years of age

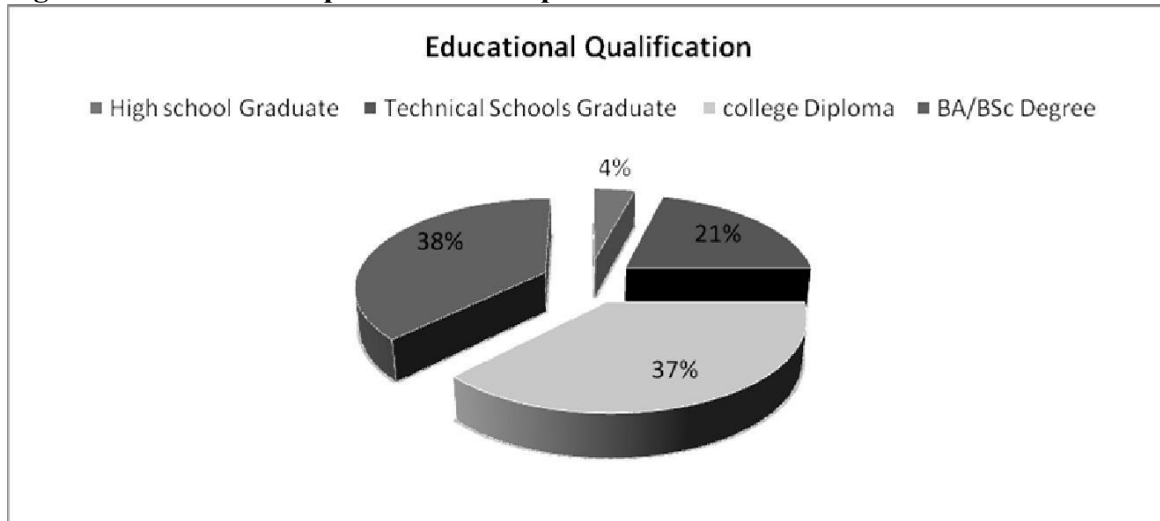
category. From this it is possible to infer that the workforce composition of the respondent are young and thus may require a strong HRD programs.

Figure 4.1: Service of the respondents in the Corporation and on their Current job



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 4 (8.33%) individuals indicated that they had been working in the corporation between 20 to 30 years and no one indicated that the had worked for more than 30 years. About years worked in the current job, the largest group (n=42, 87.5%) reported job tenure of 0 – 4 years. Nearly one- third of all respondents (n=15, 31.25%) indicated that they had been in their current job for 5 to 9 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=18, 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.

4.2.1 Employees' Satisfaction with EEU's Commitment to HRD

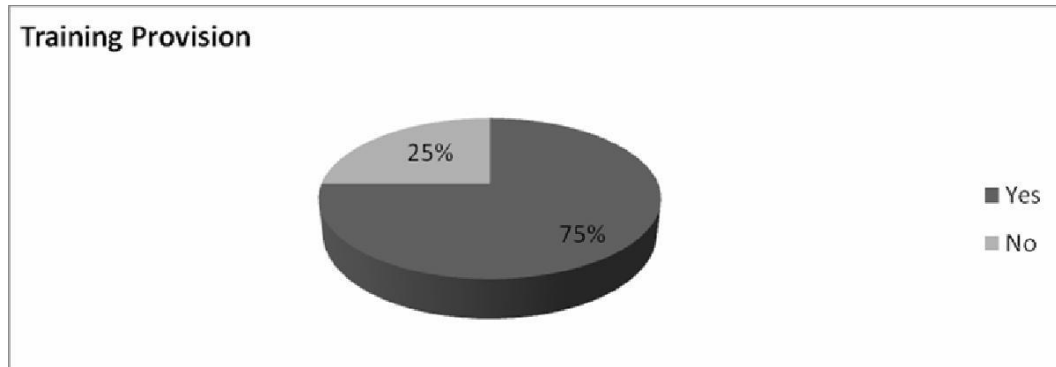
As far as HRD polices with regard to the provision of training and development is concerned, it is imperative that companies provide the training or skill building needed to improve job performance; as improve job performance no doubt would translate to higher productivity and perhaps company's profits. 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 lots of 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 will 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=36, 75%) of the respondent were not given any training and the remaining one-fourth (n=12, 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 programsto upgrade employees’ skills.	
	Count	%	Count	%
STRONGLY AGREE	2	4.17	2	4.17
AGREE	7	14.58	2	4.17
NEUTRAL	8	16.67	7	14.58
DISAGREE	18	37.5	19	39.58
STRONGLY DISAGREE	13	27.08	18	37.5

TOTAL	48	100	48	100
-------	----	-----	----	-----

Table 4.3: Descriptive Statistics of items that measure employees' attitude towards

EEU's commitment for Employees Training

	48	1	5	2.33	1.13
My organization has active programs to upgrade employees' skills.	48	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. Where EEU as 16.67% (n=8) of the respondent became indifferent with the statement. Furthermore, a mean value of 2.33 (see table 4.3) indicates an average response of disagreement among the respondents for the variable.

Similarly, majority of the respondents (39.58 %) 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 value of respondents also signifies that respondents were 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:

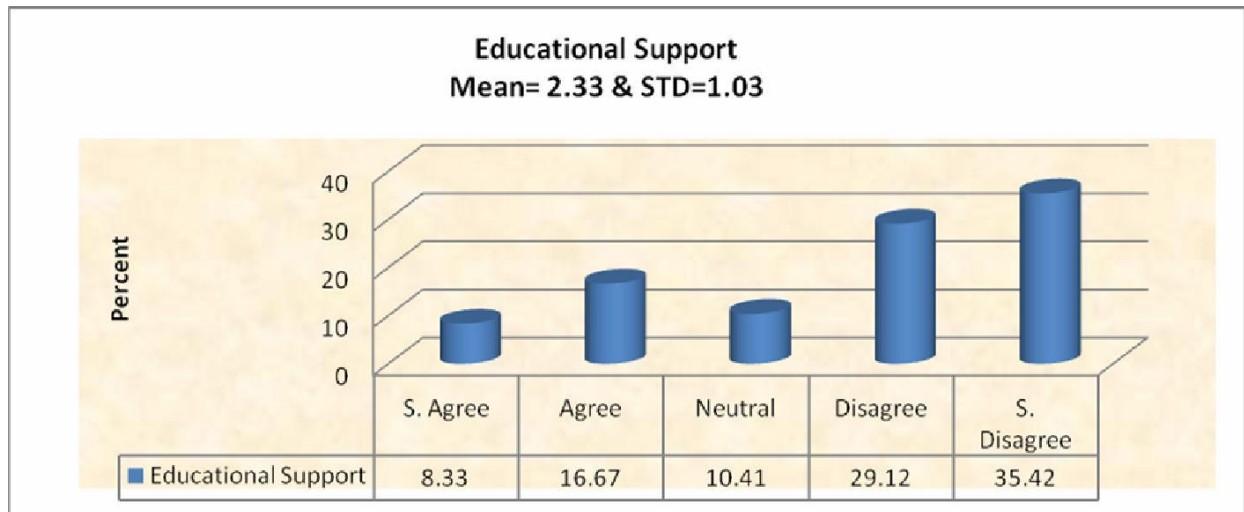
Majority of the respondents 32% (n=15) agree with the statement 'Corporation has good internal facility for training' whereas only 14% of the respondents strongly disagree with the statement. This shows that employees' negative perception towards the corporation's commitment for training is not fully explained by poor internal facility of the corporation.

According to 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



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.

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 skilled 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.	
	Count	%	Count	%
STRONGLY AGREE	4	8.33	2	4.17
AGREE	4	8.33	9	18.75
NEUTRAL	5	10.42	6	12.5
DISAGREE	19	39.58	14	29.17
STRONGLY DISAGREE	16	33.33	17	35.42
TOTAL	48	100	48	100

Table 4.5: Descriptive Statistics of items that measure satisfaction with the appropriateness of the skills enhanced

	48	1	5	2.16	1.26
High priority for providing appropriate training	48	1	5	2.27	1.25

Table 4.6: Correlations between variables: High priority for providing appropriate training and the corporation’s training and development programs improve my chances for promotion

			High priority is given to providing appropriate training.	The corporation's training and development programs improve my chances for promotion
Spearman's rho	High priority is given to providing appropriate training	Correlation Coefficient	1.000	.487(**)
		Sig. (2-tailed)	.	.009
		N	48	48
	The corporation's training and development programs improve my chances for promotion	Correlation Coefficient	.487(**)	1.000
		Sig. (2-tailed)	.009	.
		N	48	48

** Correlation is significant at the 0.01 level (2-tailed).

As the above tables show, the majority of the respondent (39.58%, n=19) 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=17) of the respondent strongly disagree that sufficient priority is not given to providing appropriate training in EEU at the same time 29.17 % of the respondent 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.

A Spearman's Correlation coefficient between the two variables i.e. high priority for providing appropriate training and the corporation's training and development programs improve my chances for promotion, is 0.487 (see table 4.6). It implies a significant correlation between the two variables. This indicates that those who disagree or strongly disagree on the first variable also did the same on the second one. In general, it is possible to conclude that since mass of the respondents associate training with its little contribution for promotion, they dissatisfied with the appropriateness of the skills enhanced in the training programs.

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 4.7: Respondents' satisfaction with the fairness in training opportunities

	<i>Training programs focus only in some work units of the corporation.</i>		<i>Equal access to job-related training opportunities</i>	
	Count	%	Count	%
STRONGLY AGREE	21	43.75	6	12.5
AGREE	12	25	7	14.58
NEUTRAL	8	16.67	11	22.92
DISAGREE	7	14.58	14	29.12
STRONGLY DISAGREE	0	0	10	20.83
TOTAL	48	100	48	100

Table 4.8: Descriptive Statistics of items that measure Respondents' satisfaction with the fairness in training and development opportunities

	Count	Mean	Std. Deviation	Minimum	Maximum
Training programs focus only in some work units of the corporation.	48	1	5	3.97	1.10
Equal access to job-related training	48	1	5	2.57	1.23

As for respondents' satisfaction with the access for training opportunities the majority (43.75%, n=21) of the respondents strongly agree that EEU's training practices only focus on some work unities, on the contrary 14.58% of respondents reply negatively 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.

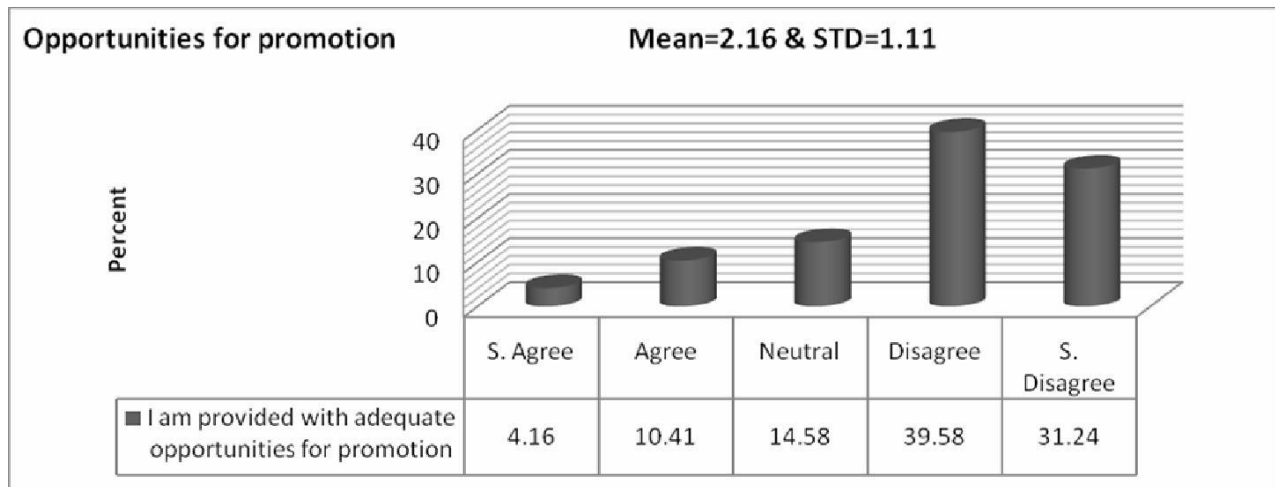
Concerning employees' satisfaction with equal access to job related training opportunities, the mean value of respondents' response is 2.57 with standard deviation of 1.23. This indicates that still employees' level of satisfaction is less than the average regarding the equal access for training opportunities. 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.

4.2.3.2 Employees' Satisfaction with Promotion Opportunities

Opportunities for career growth would help reduce the negative impact of the ongoing war for talent. Moreover, it enable 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 enhance employees' commitment to the organization; a factor which affects employees 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:

Figure 4.6: Respondents' satisfaction with promotion opportunities



As the above figure illustrate, it is only 14.57% of the respondents replied negatively (strongly agree or agree) with the statement ‘I am provided with adequate opportunities for promotion in EEU’. From the remaining respondents 70.82% respond positively (disagree and strongly disagree) and 14.58% of them are neutral with the promotional opportunities. On the whole 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.

4.2.4 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.

4.2.4.1 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), show 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 4.9: 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.	
	Count	%	Count	%	Count	%
STRONGLY AGREE	9	18.75	12	25	1	2.08
AGREE	15	31.25	4	8.33	7	14.58
NEUTRAL	5	10.42	19	39.58	15	31.25
DISAGREE	14	29.12	6	12.5	7	14.58
STRONGLY DISAGREE	5	10.42	7	14.58	18	37.5
TOTAL	48	100	48	100	48	100

Table 4.10: Descriptive Statistics of items that measure Respondents’ satisfaction with the their job

	Count	Mean	Std. Deviation	Minimum	Maximum
	48	3.18	1.03	1	5
Stimulating and challenging job	48	3.17	1.34	1	5
Knowledge to gain from the work	48	1.93	0.99	1	5

As the above tables clearly demonstrate majority (50%, n=24, 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 & 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 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 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 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.

4.2.4.2 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=15) 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; it 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 4.11: 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.

	Count	%	Count	%
STRONGLY AGREE	4	8.33	8	17.02
AGREE	10	20.83	16	33.33
NEUTRAL	15	31.25	11	23.4
DISAGREE	14	29.12	8	16.66
STRONGLY DISAGREE	5	10.41	4	8.51

TOTAL	48	100	47	100
-------	----	-----	----	-----

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

	48	1	5	3	1.28
My colleagues are very helpful	48	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 Hooi 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 indicate their degree of agreement with 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 4.13: 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.	
	Count	%	Count	%	Count	%
STRONGLY AGREE	13	27.08	4	8.33	4	8.33
AGREE	13	27.08	10	20.83	24	50
NEUTRAL	9	18.75	13	27.08	7	14.58
DISAGREE	10	20.83	14	29.16	10	20.83
STRONGLY DISAGREE	3	6.25	7	14.58	3	6.25
TOTAL	48	100	48	100	48	100

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

	Count	Min	Max	Mean	SD
Amount of Managers' guidance	48	1	5	3.45	1.3
Managers' availability when needed	48	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=21) 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

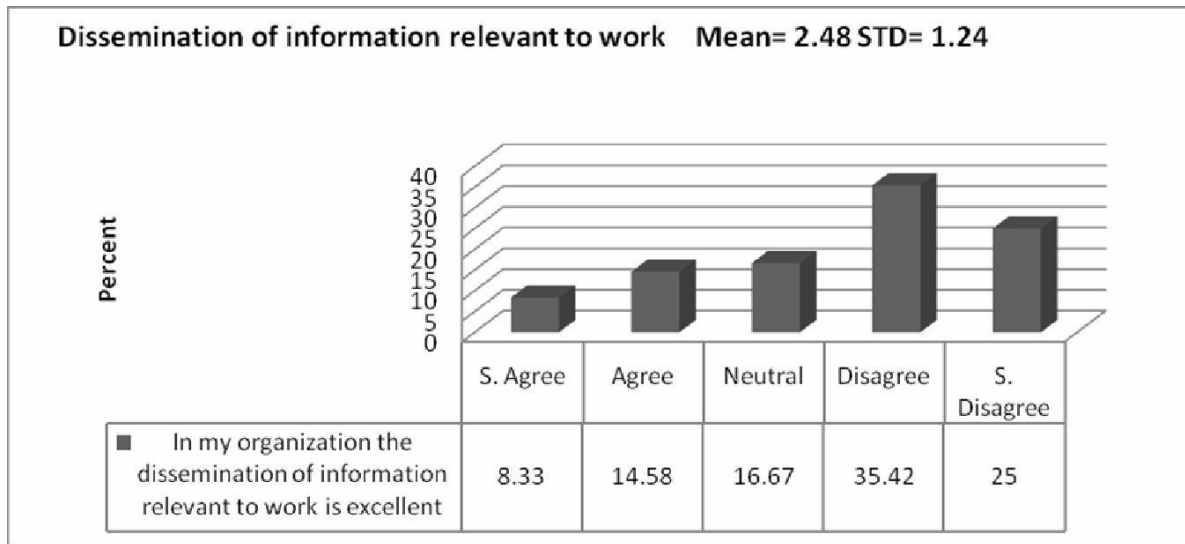


Table 4.15: Correlations between variables 'my manager provides me with the appropriate amount of guidance' and 'In my organization the dissemination of information relevant to work is excellent'

			My manager provides me with the appropriate amount of guidance	In my organization the dissemination of information relevant to work is excellent
Spearman's rho	My manager provides me with the appropriate amount of guidance	Correlation Coefficient	1.000	.746(**)
		Sig. (2-tailed)	.	.000
		N	48	48
	In my organization the dissemination of information relevant to work is excellent	Correlation Coefficient	.746(**)	1.000
		Sig. (2-tailed)	.000	.

		N	48	48
--	--	---	----	----

** Correlation is significant at the 0.01 level (2-tailed).

As far as the dissemination of information relevant to work, 60.42% (Disagree and strongly disagree) of respondents believe that it is not as excellent as they need. Nevertheless 22.91% of respondents reply positively while 16.67% of them are indifferent with the dissemination of information.

To see the correlation between the two variables: provision of appropriate amount of guidance and excellent dissemination of information relevant to work, a Spearman's Correlation coefficient was applied. The result showed a significant correlation exists between the two variables with a correlation coefficient of 0.746. This indicates that those who disagree or strongly disagree on the first variable also did the same on the second one (see table 4.15). In general, it is possible to say that poor dissemination of information relevant to work is the reason that creates respondents' dissatisfaction regarding to the amount of guidance provided by their supervisor.

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:

Figure 4.8: Summary of employees' response regarding Mentoring practices

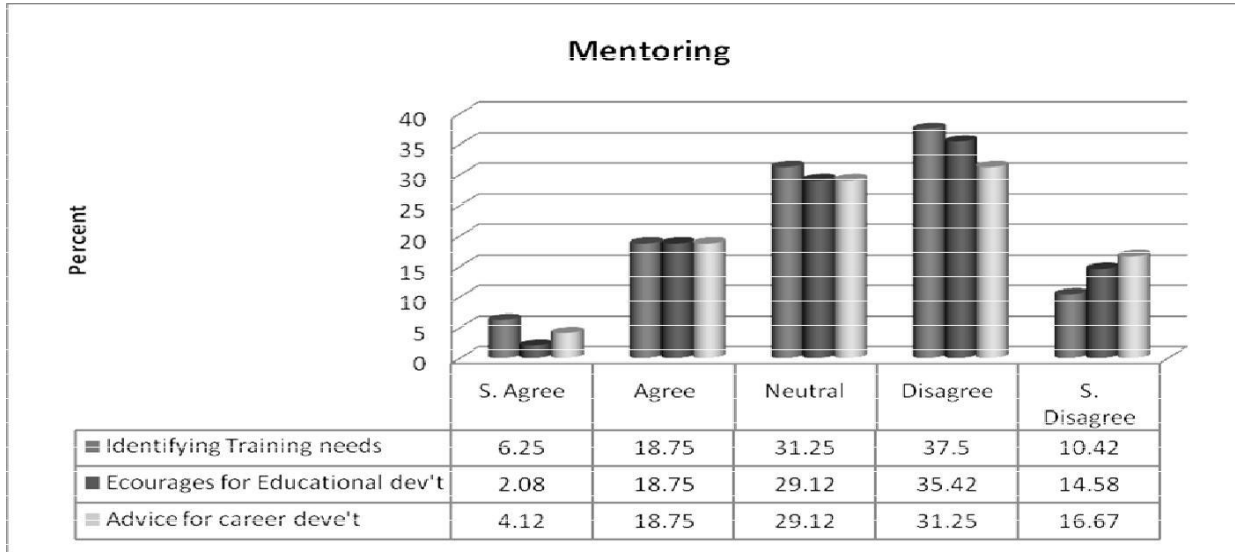


Table 4.16: Descriptive Statistics of items that measure Respondents' satisfaction with the Mentoring practices

	48	1	5	2.67	1.01
Encouragements for Educational deve't	48	1	5	2.01	1.19
Advice for career deve't	48	1	5	2.25	1.10

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

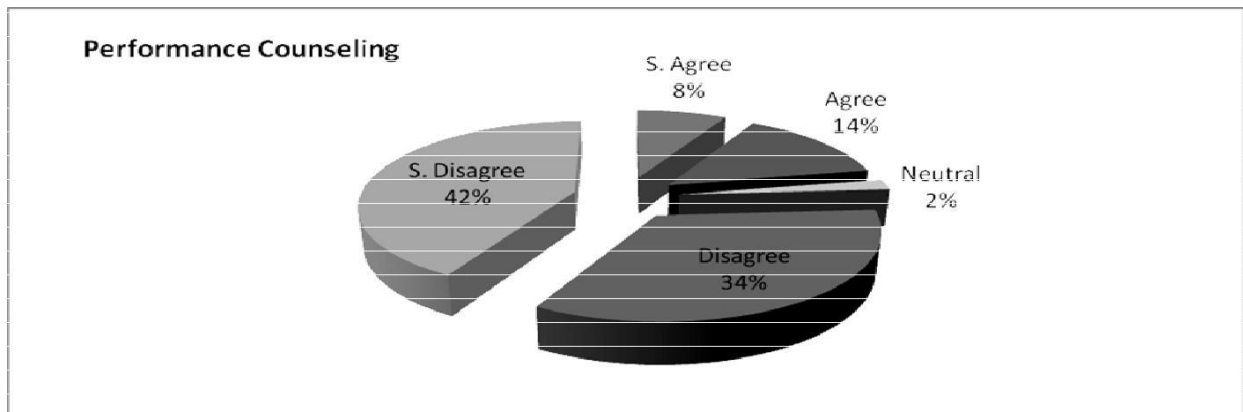
to enhance educational level of employees as their educational level increased. According to interview conducted with head of human resource training and development, it has been long time since the corporation stops sponsoring some master or higher level education (like MBA) except in some electrical 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 respondents

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 also 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.

4.3 Employees’ satisfaction with HRD Climate

The goal of HRD is to improve the performance of organizations by maximizing the efficiency and performance of people. HRD is going to develop knowledge and skills, actions and standards, motivation, attitudes and work environment. Managers, employees and organizational culture all plays a significant role in the development of good HRD climate. Creating good HRD climate aims at maintaining profiles of organizational health, monitoring organizational, conflict management, creation of strong teams and so on, and establishing processes that build a climate to promote enabling capabilities in the organization.

In this section employees’ satisfaction with the HRD climate will be discussed. Specifically, the level of employees’ satisfaction regarding the spirit of cooperation among employees, competition among employees, employees’ participation and finally employees’ satisfaction with the overall climate will be presented.

4.3.1 Spirit of Cooperation among Employees

HRD tries to improve the performance of organizations by maximizing the efficiency and performance of people. For this purpose good spirit of cooperation among employees is indispensable; employees should concerned to the work of other’s too, willing to share knowledge and information for their colleagues and able to work as strong team.

As of the level of employees' satisfaction with the spirit of cooperation among employees; employees were asked to indicate their degree of agreement with three statements: the statements and respondents' response is summarized in tables 4.17 and 4.18 below:

Table 4.17: Summary of employees' attitude towards the spirit of Cooperation

	Inmy organization I find my colleagues little willingto share good in my organization.		Team work is good in my organization.	
	Count	%	Count	%
STRONGLY AGREE	7	14.58	8	16.67
AGREE	4	8.33	14	29.16
NEUTRAL	19	39.58	22	45.83
DISAGREE	10	20.83	4	8.33
STRONGLY DISAGREE	8	16.67	0	0
TOTAL	48	100	48	100

Table 4.18: Descriptive Statistics of items that measure Respondents' satisfaction with employees' cooperation

--	--	--	--	--	--

	48	1	5	2.16	1.24
Colleagues willing to share knowledge and information.	48	1	5	3.54	0.84
Team work is good in my organization.	48	1	5	3.58	1.23

As it is clearly presented in the above tables, majority of the respondents respond positively for the statements describing the existing the spirit among employees. For the statement ‘In my

Organization people show little interest in each other’s work’, majority (39.58%) of the respondents are indifferent while 37.5% of the respondents argue that we show interest in each other’s work. A mean value of 2.16 also indicates as most of the respondent don’t think that people show little interest in each other’ work in the corporation. Regarding the sharing of knowledge and information culture and team work spirit, mass of the respondents perceive the existing culture positively. The mean values of 3.54 and 3.58 respectively, show how strongly the respondents agree with the statements. In general, it is possible to infer that the existing spirit of cooperation among employees is in good situation to enhance employees’ satisfaction.

4.3.2 Competition and Participation

The primary purpose of HRD is to help the organization to increase its “enabling” capabilities. These include development of human resources, development of organizational health, improvement of problem solving capabilities, development of diagnostic ability (so that problems can be located quickly and effectively), and increased employee participation and commitment. Regarding respondents’ reaction with the competition among employees and employees participation in the corporations affair, three statements were given to respondents to indicate their corresponding degree of agreement and the questions and their response is summarized in table 4.19 below:

Table 4.19: summary of respondents’ attitude towards competition and participation

	In my organization there is good competition among employees.		My organization actively collects ideas for improvements from employees		In my organization employees are active in making suggestions about work improvement.	
	Count	%	Count	%	Count	%

STRONGLY AGREE	4	8.33	1	2.08	4	8.33
AGREE	2	4.16	5	10.42	4	8.33
NEUTRAL	10	20.83	5	10.42	8	16.67
DISAGREE	24	50	22	45.83	19	39.58
STRONGLY DISAGREE	7	14.58	15	31.25	13	27.08
TOTAL	48	100	48	100	48	100

Table 4.20: Descriptive Statistics of items that measure Respondents' satisfaction with employees' cooperation

	48	1	5	2.37	1.08
Collect information for improvement	48	1	5	2.06	1.01
Employees are active in making suggestions	48	1	5	2.31	1.20

Half of the respondents disagree with the statement that ‘In my organization there is good competition among employees’ there is good competition among employees in the corporation while 20.83 % of the respondents are indifferent and the mean value is 2.37 with standard deviation of 1.08. As most respondents describe for the questions which demands to give their suggestion for improving HRD practices of the corporation; ‘the corporation’s promotional practice is primarily based on experience and gives very little emphases for employees’ performance’. This may create an environment where no or little competition for performance

among employees.

Concerning the corporation's practices in collecting information from employees for improvement, and employees' participation in making suggestions; 76.25 % and 66.66%, respectively, of the respondents reply negatively with the idea. The mean values of 2.06 and 2.31, respectively, also indicate as mass of respondents disagree with the ideas. This shows that the corporation does not create an environment to fully exploit the potential of its employees since it deny access for employees to give their suggestions for improvement. It is quite clear that such environment limits the corporation's diagnostic ability that would help to locate problems so quickly and effectively.

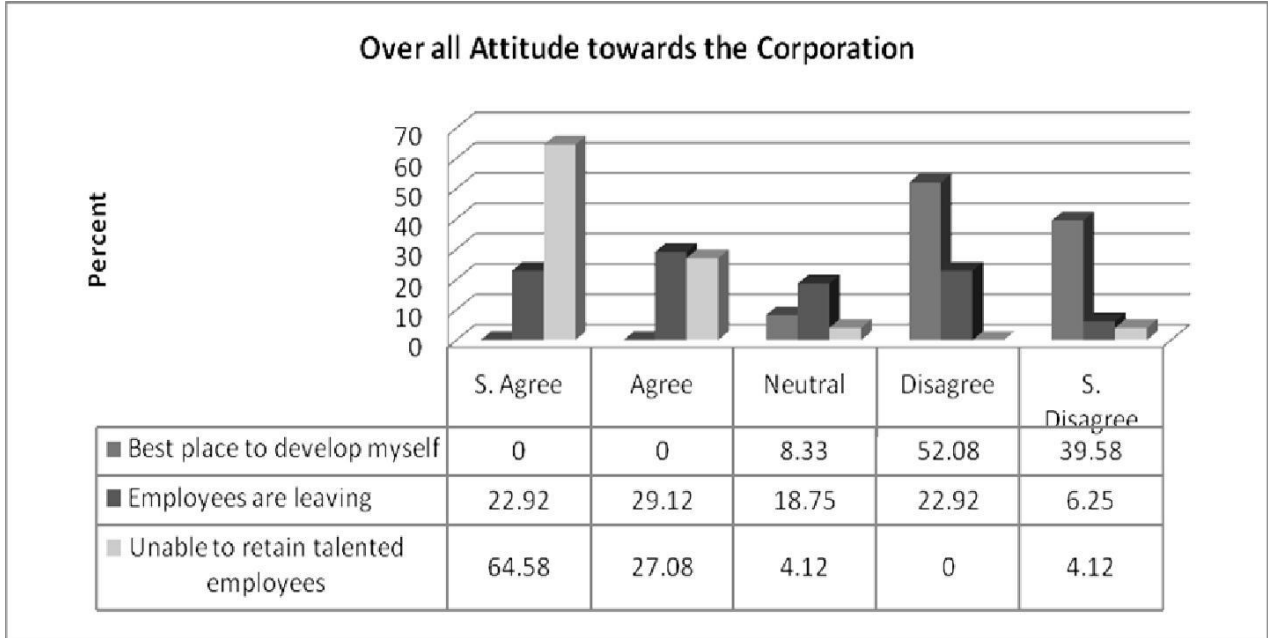
4.3.3 Employees' Satisfaction with overall HRD Climate

To understand the level employees' satisfaction with the overall HRD climate of the corporation, respondents were given three statements (My organization is the best place to develop myself, Employees are leaving the corporation since the corporation is not good place to develop employees' profession and career, and My organization is unable to retain (maintain) experienced and educated employees) to indicate their degree of agreement and their response is summarized in figure 4.10 below.

Except 8.33% of respondents that are indifferent, all other respondents reply either disagree or strongly disagree for the statement 'My organization is the best place to develop myself' and the mean value is 1.68 with standard deviation of 0.62. From this we can infer that most of the respondents feel as they are working in an environment/organization that deters their development. Furthermore, it is possible to assume most of the respondents have low commitment for the corporation which could results most of respondents to be ready to leave the corporation take other options.

Figure 4.10: Summary of respondents' attitude towards the overall HRD climate of the Corporation

Table 4.21: Descriptive Statistics of items that measure Respondents’ overall attitude



towards the corporation

	48	1	5	1.68	0.62
Employees are leaving since the corporation is not good place develop employees	48	1	5	3.39	1.05
Unable to retain talented employees	48	1	5	4.47	0.92

As it is clearly seen in the above figure 4.8 and table 4.20 majority of the respondent agree with the statements ‘Employees are leaving the corporation since the corporation is not good place to develop employees’ and the mean value of their response is 3.39 with standard deviation of 1.05. Majority (52.04%) of respondents reply positively with the statement, 29.17% of the respondents reply negatively and 18.75% of them are indifferent with the idea. Therefore, it is possible to claim that more than half of the respondents believe that some employees are leaving the corporation since the corporation is not good place for most of employees to develop their career.

Furthermore, more than 90% of respondents agree that the corporation is not competitive to retain experienced and educated employees. Specifically, 64.58% and 27.08% of respondents reply as they strongly agree and agree, respectively, with the statement ‘My organization is unable to retain experienced and educated employees’. According to one of the principles of HRD, organizations should invest in people only to develop the intellectual capital required by the organization and thus increase its stock of knowledge and skills. Therefore, an organization that invests in people but not able to retain is not increase its stock of knowledge and skills. With the same logic, EEU is not increasing its stock of knowledge and skills since it is not able to retain its experienced employees. In general, the corporation is not in the right truck to achieve the primary objective of HRD i.e. building enough stock of knowledge and skills since it is not able to retain its employees.

Having analyzed the respondents’ satisfaction with the HRD practices of the EEU, the following discussion will focus on the data collected from the in-depth interviews that was Conducted. An attempt was made to identify HRD practices that enhance employees’ satisfaction and presented in tabulated form for easier reference and understanding:

Table 4.22: 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 very minimal.
Induction Training	Given for new recruits from technical and vocational. 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 Training 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.
Strategic Training	Have not established a strong role in aligning individual Goals with organization strategies.
Outsourcing Training	Minimal. Since many trainings are job-specific that can be provided by the corporation' training institution.
Mentor –Mentee system	No

Job – Rotation/ Multi skilling	Minimal
Management Development Program	No
Promotional Opportunities	Most of the time through appointments.
Encouragement for Self-development such as pursuing Master degree	No
Career Path Guidance	No. employees should try to gauge their own career path based on the organizational structure.
Performance Counseling	No
Sponsorship (for education)	Up to grade 10 100% sponsorship. Sponsorship for higher level studies is limited; only when it is related with the current job of employees.
Developing Knowledge-sharing Culture	No
Organizational Diagnosis	Minimal

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

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

5.1 Conclusions

The following are the major conclusions 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.

The study reviled that the respondents were discontented with the appropriateness of the skill enhanced through the training programs since they recognize training programs as having little contribution to their promotion and personal development within the Corporation (mean=2.27). According to interview data analysis, person analysis is not widely used during training need assessments. Moreover, the Corporation's strategic training plans have not established a strong role in aligning individual goals with organization strategies since it is only based on the need to the Corporation.

As far as employees' level of satisfaction with promotional opportunities provided in the Corporation, a mean value of 2.16 shows that respondents believe as they have limited internal job opportunities to realize their career goals inside the Corporation. Hence, it can reduce employees' satisfaction as well as employees' commitment to the Corporation. Analysis with open ended questions and interview also reviled that much of the Corporation's promotion is through appointments. Therefore, promotion opportunities are poorly related with employees' training record and performance.

In relation to employees' satisfaction with the management's supervision and Guidance; respondents were dissatisfied with the amount of guidance provided by their managers (mean= 2.79). Based on correlation analysis made, it is found that poor dissemination of work relevant information in the Corporation is the reason for their discontent with the amount of guidance provided by their managers.

Mentoring can help managers to ensure that employees have the appropriate resources and guidance to further their development adequately. However, respondents are not

positively reply with the mentoring practices, specifically: assistance in identifying

employees' training needs, encouragements to improve their educational level and

Advices how they can develop their career within the Corporation.

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

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).

The following major findings reviled respondents' negative perception towards the overall HRD climate:

The sharing of knowledge and information culture and team work sprit, majority of the respondents perceives the existing culture positively (mean values of 3.54 and 3.58 respectively). However, most (39.58%) of respondents are indifference with the statement 'In my organization people show little interest in each other's work'.

The corporation's promotional practice is primarily based on experience and gives very little emphases for employees' performance. This creates an environment where no or little competition for performance among employees. With regard to the Corporation's practices in collecting information from employees for improvement and employees' participation in making suggestions; respondents replied negatively (mean values of 2.06 and 2.31, respectively).

The majority of the respondents believe that the corporation is not the best place to develop them (mean=1.06). More importantly, respondents also believe that employees are leaving the Corporation since the Corporation is not good place to develop employees.

5.2 Recommendations

In light of the above conclusions the following recommendations are forwarded:

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. The corporation can become dynamic and grow only when employees' capabilities are continuously acquired, sharpened and retained. Through comprehensive HRD practices the corporation can achieve its goals and satisfy and retain employees. It must be clear that HRD is not the responsibility of Training and Development Department of the Corporation only; it is the responsibility of all managers too.

It is understandable that all work units do not need equal emphasize for EEU's training programs since some work units such as Generation Construction, Generation operation and Distribution System are strategically more important. But it is also necessary to make sure that some work units are not totally forgotten at the same time. Success of the Corporation cannot guarantee without improvement and developments in its all areas work units. Marketing and sales, Finance & supply chain, General Service and Management & Leadership are also work units which can enhance or deter the success of the Corporation. So that It is strongly necessary for the Corporation to prioritize and consider all work units in its training practice.

Beyond meeting the Corporation's HR need, the HRD practices should also focus on

individuals and satisfying their needs for career growth and development. At first place HRD is not all about providing training rather it should aimed at matching the organizational need for HR with the individual needs for career growth and development. Secondly, HRD practices must necessarily focus on individuals since all the strength of Teams and the organization must first embed into individual employees. For this purpose:

Person Analysis during training need assessment is necessary, in view of the fact that it is very important tool for incorporating individual needs into HRD practices.

Education support, especially for higher studies, should not unnecessarily be limited in Electrical Engineering fields. Big organizations like EEU needs high level professionals in diversified professions such as management, marketing, finance and other. It is also important to satisfy and retain talented employees.

Performance counseling is also very essential to support employees in improving their job performance. Furthermore, it helps to identify individual employees training needs.

Most importantly, HRD should be based on career development which helps the Corporation achieve its objectives and the employees achieve maximum self development.

In order to make sure the Corporation's Training Practices are designed to cut across all levels of staffs (new and experienced), it is important that:

The Corporation's training practices should incorporate not only induction, basic and counterpart trainings but also Specialized Trainings (based on Training Needs Assessment), Training for special groups, and Leadership and Development programs.

Particularly, leadership and development programs are necessary to enforce management development within the Corporation.

While individuals should be expected to take a considerable degree of responsibility for managing their own development, they need the help and support of their line managers and the organization. So it is so advisable to have programs to support *self-initiated development of employees*. This could be done through sponsoring external training programs.

Training programs and job performances should strongly connected with promotional opportunities of employees so that employees can clearly witness the contributions of training programs and their performance for personal development. Although promotion based on experience is way of acknowledging employees experience; training records and job performances of candidates should not be disregarded. This helps to enhance employees' value for training and creating competitive environment among employees.

In order to enhance employees' participation and belongingness; it is advisable to design mechanism where employees can forward their suggestions freely like suggestion boxes. *Regular Monitoring* -appropriate mechanisms should be created for continuous review of progress in the implementation of HRD. Necessary changes or improvements should be carried out on the basis of such reviews

In the long run, in order to raise employees' satisfaction and commitment; giving employees a sense of purpose in the workplace, granting employees opportunities to act upon their commitment, and offering practical support to learning are very important. In this regard the following steps are proposed:

Develop and share the vision – Trainings which focused exclusively on organizational mission, value and beliefs will lead to more employees with shared common vision and greater levels of institutional trust among employees. Therefore, the Corporation can win the trust and commitment of employees to the organization.

Empower employees – provide 'supported autonomy'; freedom for employees to manage their work within certain boundaries (policies and expected behaviors) but with support available as required.

Adopt a balanced approach for HRD practices where employees can supported to develop themselves in Training- based, Relation - based and Experience - based (development in role) approach.

Regular Monitoring- Appropriate mechanisms should be created for continuous review of progress in the implementation of HRD. Necessary changes or improvements should be carried out on the basis of such reviews.

Adopt a facilitative style of management in which responsibility for decision making is ceded as far as possible to employees.

Provide employees with a supportive learning environment where learning capabilities can be discovered and applied, e.g. peer networks, supportive policies and systems, protected time for learning.

Use coaching techniques to draw out the talents of others by encouraging employees to identify options and seek their own solutions to problems.

Guide employees through their work challenges and provide them with time, resources and, crucially, feedback.

Recognize the importance of managers acting as role models.

REFERENCES

- Adeyeye J. Olufemi (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.
- Arif Hassan, Junaidan Hashim and Ahmad Zaki (2006), “Human Resource Development Practices as Determinant of HRD Climate and Quality Orientation”, *Journal of European Industrial Training*, Vol. 30 No. 1, pp. 4-18.
- Bruvold and Chay, H.L.(2003),”Creating value for employees: investment in employee development”, *International Journal of Human Resource Management*, Vol. 14 No.6, pp. 981-1000.
- C.B.Gupta (2001), *Human Resource Management*, Sultan Chand and Sons Educational publishers, New Delhi.
- Chen, T.Y. Change, P.L. and Yeh, C.W. (2004), “An investigation of Career development programmes, job satisfaction, professional development and productivity: the case of Taiwan”, *Human Resource Development International*, Vol. 7, No. 4, pp. 441-63.
- Dawis, R. and Lofquist, L. (1984), *A Psychological Theory of Work Adjustment*, University of Minnesota Press, Minneapolis, MN.
- Eddie W.L. Cheng and Danny C.K. Ho (1998), “The Effects of Some Attitudinal and Organizational Factors on Development outcome”, *Journal of Managerial Psychology*, Vol. 13 No. 6, pp. 309-31713(6).
- Fiona Edgar and Alan Geare (2005), “HRM Practices and Employees’ Attitudes: different measures-different results”, *Personnel Review*, Vol. 34 No. 5, pp. 534-569.
- Gary Dessler(2005) *Human Resource Management*, Pearson Education Pet. Ltd, New Delhi.

- Hooi Lai Wan (2007), “Human Capital Development Policies: enhancing employees’ satisfaction”, *Journal of European Industrial Training*, Vol. 31, pp. 297-322.
- Lee, S.H. (2000), “A managerial perspective of the objectives of HRM practices in Singapore: an exploratory study”, *Singapore Management Review*, Vol. 22 No. 1, pp. 65-85
- Lock, E.A. (1976), “The nature and causes of job satisfaction”, in Dunnette, M. (Ed.), *Handbook of Industrial and Organizational Psychology*, Rand McNally, Chicago, IL, pp. 1297-349.
- Mabey, C and Salaman, G (1995) *Strategic Human Resource Management*, Blackwell Business, Oxford
- Marsden, D. and Richardson, R. (1994), “Performing for pay? The effect of merit pay on motivation in a public service”, *British Journal of Industrial Relations*, Vol. 32, pp. 243-62.
- Marsick, V J (1994) Trends in managerial invention: creating a learning map, *Management Learning*, 21(1) pp 11–33
- 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.
- Mumford, A (1993) How managers can become developers, *Personnel Management*, June, pp 42–45
- Peter Critten(1994), *Investing in People: Towards Corporate Capability*, Butterworth – Heinemann Ltd, London.
- Peter R.Schleger(1985), *Approach to Training and Development*, Addison-Wesley Publishing company. Inc, 3rd ed., Massachusetts.
- Pettigrew, A and Whipp, R (1991) *Managing Change for Competitive Success*, Blackwell, Oxford
- Raymond A. Noe (1986), “Trainees’ Attributes and Attitudes: neglected influence on

training effectiveness”, *Academy of Management Review*, Vol. 11, pp. 736-749.

- Reynolds, J (2004) *Helping People Learn*, CIPD, London
- Scarborough, H and Carter, C (2000) *Investigating Knowledge Management*, Chartered Institute of Personnel and Development, London
- Sloman, M (2003), E-learning: stepping up the learning curve, *Impact*, CIPD, January, pp 16–17.
- Stephen Gibb (2002), *Learning and Development: process, practices and perspectives at work*, university of Strathclyde, MacMillan publisher, United Kingdom.
- Tamkin, P, Yarnall, J and Kerrin, M (2002) *Kirkpatrick and Beyond: A review of training evaluation*, Report 392, Institute of Employment Studies, Brighton.

Annex 1: Questionnaire

SAINT MARRY UNIVERSITY

MASTERS OF BUSINESS ADMINISTRATION (MBA) PROGRAM

QUESTIONNAIRE TO BE FILLED BY STAFFS

Researcher: Benyam Bitew (Contact Address: 09-11-08-21-83)

Research Topic: - Human Resource Development Practices: Enhancing Employees' Satisfaction (Ethiopian Electric Utility)

Dear Respondents:-

I would like to express my sincere appreciation for your generous time and honest and prompt responses.

Objective:

This questionnaire is designed to collect information about the level of employees' satisfaction with the corporations' Human Resource Development practice. The information shall be used as a primary data in my case research which I am conducting as a partial requirement of my study at Saint Marry University for completing my MBA. Therefore, this research is to be evaluated in terms of its contribution to our understanding of the practices of Human Resource Development in contemporary Ethiopia and its contribution to improvements in these practices.

General Instructions

- There is no need of writing your name.
- In all cases where answer options are available please tick (✓) in the appropriate box.
- For questions that demands your opinion, please try to honestly describe as per the questions on the space provided

Confidentiality

I want to assure you that this research is only for academic purpose authorized by the Saint Marry University. No other person will have access to data collected. In any sort of report I might publish, I will not include any information that will make it possible to identify any respondent.

Thank you again!!!

Section I: Participant Information

1. Sex: Male Female

Resource Development of the corporation. Please indicate your level of agreement with the statements so that your answers to these questions will enable the researcher to assess what you think about the practices of human resource development in your corporation.

		Ag re eS tro ng ly	Ag re e	Ne ut ral	Dis agr ee	Di sa gr ee	Str on gly
1	The corporation does a good job of providing the training /skill building I need to improve my job performance.						
2	I am given the training and support I need to do my job effectively.						
3	High priority is given to providing appropriate training.						
4	Good internal facility for training.						
5	My organization has active programs to upgrade employees' knowledge and skills.						
6	The corporation does a good job of supporting employees to improve their Educational level.						
7	The corporation's training and development programs focus only in some work units.						
8	The company does a good job of providing opportunities for development and growth for all employees.						
9	I am given opportunities to improve my skills in the corporation						
10	Employees have equal access to job-related training opportunities.						
11	I have the opportunity to work with up-to-date technologies.						
12	I am provided with adequate opportunities for promotion.						
13	The corporations training and development programs improves my chance for promotion.						
14	There are people to whom I can go for help when I have work related problems.						
15	My manager provides me with the appropriate amount of guidance.						
16	My manager is available when I need him/her.						
17	My manager assists me to identify my training needs.						
18	My manager encourages my professional development.						

19	My manager encourages me to improve my educational level.					
20	My supervisor advises me how I can develop my career within the corporation					
21	I have colleagues who impress me with their innovative ideas, energy and resourcefulness.					
22	My work is intellectually stimulating and challenging.					
		Ag ree Str on gly	Ag ree	Ne utr al	Di sa gr ee	Di sa Str gr on ee gly
23	There are many opportunities and freedom in my work to explore and try out new ideas.					

24 I frequently encounter non-routine and challenging work in my organization.

25 There is much knowledge to gain from the work I do for my organization.

26 I found my colleagues very helpful when I encounter difficulties with my work.

27 In my organization people show little interest in each other's work.

28 I find my colleagues willing to share knowledge and information.

29 Supervisors/ team leaders support employees' effort to learn.

30 In my organization there is good competition among employees.

31 Team work is good in my organization

32 My organization actively collects ideas for improvements from employees

33 In my organization employees are active in making suggestions about work improvement.

34 The Corporation has good performance counseling practices which help me to improve my performance.

35 In my organization the dissemination of

information relevant to work is excellent.

36 My organization is the best place to develop myself.

37 Employees are leaving the corporation since the corporation is not good place to develop employees' profession and career

Part III. Additional Questions

1. In your opinion, do you think that employees are being benefited from human resource development practices of the corporation?

Yes N

2. What is your reason for question No. 2 above?

3. In your opinion, do you think that human resource development opportunities influence employees' job satisfaction in your organization?

Yes N

4. In your opinion, what are the real problems that you observe regarding human resource development practices of the corporation?

5. Would you please suggest if there is anything to be changed with regard to the current human resource development practices of the corporation?

Thank you again for completing the questionnaire!

Annex 2: Interview Questions

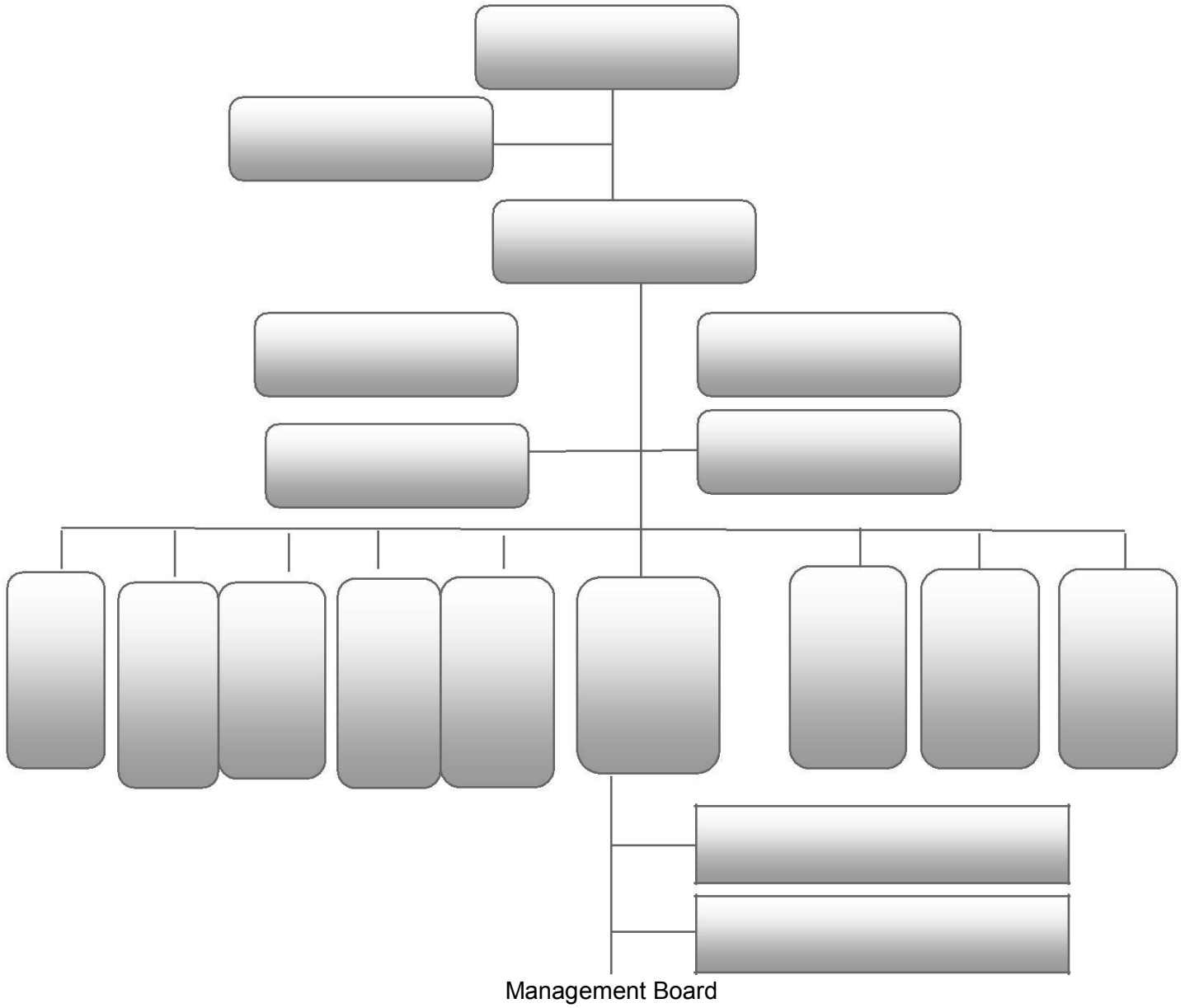
INTERVIEW QUESTIONS WHICH IS GOING TO BE ANSWERED BY TRAINING AD DEVELOPMENT DEPARTMENT HEAD OF EEU

1. What opportunities are employees getting in your organization to develop job-related knowledge and skills?
2. What are ways of improving employee competency level and organization's performance other than training in EEU? How the corporation support employees learning and development?
3. How employees are being benefited from HRD of the corporation?
4. How training and development needs determined in the corporation? How you department try to incorporate employees' interest in training and development programs?
5. What is your base for selecting appropriate trainees for appropriate training?
6. Do you think employees' personally benefited beyond improving their job performance in the training programs? Do you think the corporations training programs are improving employees' employability (market value)?
7. As to your understanding what is the view of top management towards training and development? Do you think the top management gives enough emphasis for employees' development?
8. Does the corporation allot sufficient funds to carry out training program effectively?
9. Do you think that the corporation gives enough emphasis for the development of all employees in the corporation?
10. Does the corporation have the right trainers who have adequate technical proficiency and

skills for the right trainees?

11. Who are the potential trainers of the corporation?
12. What are the methods employed for developing management abilities?
13. How the corporation is doing in improving the leadership abilities managers?
14. Why do you think the corporation educational sponsorship programs are only limited in very few areas? E.g. Why the corporation stop sponsoring employees' in MBA program?
15. How the corporation is doing in improving the sprit of team work?
16. What are the types of management development programs being used in the corporation?
17. What is the role of line managers in human resource development practices of the corporation?
18. How your departments try to integrate human resource functions to support HRD system of the corporation?
19. Do you think the corporation is a good place for growth and development of all employees?
20. To what extent do managers of employees at all levels in the organization have appropriate skills in general managerial principles, communications, group dynamics, and team building?
21. What formal and informal opportunities exist for professional as well as personal growth and development?
22. To what extent are employees trained and coached to attain high performance?
23. What formal and informal opportunities exist for group interactions to improve group processes and group cohesion?
24. How are achievements of individuals, work groups, and those of the entire organization celebrated?
25. What formal and informal opportunities exist for employees to discuss their career goals and progression toward those goals with managers?
26. To what extent is information about career moves and career path available and communicated?

Annex 3: Organizational chart



Internal Audit Team

Corporate Planning
Team

Chief Executive
Officers

Corporate
Communication

Corporate Legal
Affair Team

Corporate Ethics
and Anti-corruption

Gene
ratio
n &
const
ructio

Gener
ation
opera
tion

TS
Constru
ction

TS
operat
ion

Distrib
ution
system

Human
Resource

Sales

Finance
&
supply

chain

Servic
e

n

Organization system Dev.& HR
Planning Team

Corporate HR Administration
Team