Employees Training and Development Practices: The case of Pharmaceutical Fund and Supply Agency

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A Thesis submitted to

The Department of Business Administration

Presented in Partial Fulfillment of the Requirements for Master of Business Administration

St.Mary's University

Addis Ababa, Ethiopia

May 2016

ST.MARY'S UNIVERSITY

School of Graduate Studies

MBA Program

This is to certify that the thesis prepared by Yikeber Gebeyaw, entitled: Employee Training and Development Practice in employees training and development practices: In case of pharmaceutical fund and supply agency and submitted in partial fulfillment of the requirements of Master of Business Administration.

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Declaration

I, the under signed, declare that this thesis is my original work, has not been presented for other degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

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Abstract

The purpose of this paper was to assess the practice of training and development at pharmaceutical fund and supply agency. For this purpose, a sample of 208 non-managerial staffs and 10 managerial staff respondents were drawn through simple random sampling technique. Self administer questionnaire, Interview and document analysis were used to gather data. Data obtained through questionnaire has been analyzed with descriptive statistics (frequency and percentage). Moreover; the data obtained using interview and from document review have been analyzed through identifying patterns and themes drawn from the participants own responses;

The finding of the study revealed that the agency's weakness in training and development practice such as with respect to - the selection criteria, training methods, training period's adequacy, training content program and training policy. However, before-training evaluation has not been given much emphasis by the agency, since it is a means to assess the cost-benefit of the human resource training and development program to the agency as most of the time evaluations are implemented after training and development program was conducted, but management development that they have taken so far is very highly relevant in improving their current job performance in the agency. Nevertheless the document reviewing finding indicated that there was no training and development section or unit with qualified staffs, and financial resources to facilitate the training and development functions. Thus, the agency should carry on its strengths and should alleviate its weaknesses by applying clear and scientific principles regarding human resource training and development. Frequency distribution was used to see the individual result of the study. Relevant literatures were also studied about topics related to this study. Recommendation and conclusion form the last part of this paper.

Keywords: Training, development, managers, non-managers, training need assessment, training evaluation and methods of training and development

Acknowledgements

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Abbreviations and Acronyms

ECSC	Ethiopian civil service college
EPHARM	Ethiopian pharmaceutical manufacturer
HCMIS	Health commodity management information system
HRD	Human resource development
IPLS	Integrated pharmaceuticals logistics system
LMICs	Low and middle income countries
PFSA	Pharmaceuticals fund and supply agency
PHARMID	Pharmaceutical importer and distributor
PLMP	Pharmaceuticals logistics master plan
PSCM	Pharmaceutical supply chain management

CHAPTER ONE

Introduction

1.1 Background of the study

Training refers to a planned effort by a company to facilitate employees 'learning of job related competencies. These competencies include knowledge, skills, or behaviors that are critical for successful job performance. The goal of training is for employees to master the knowledge, skill, and behaviors emphasized in training programs and to apply them to their day-to-day activities. For an organization to gain a competitive advantage, its training has to involve more than just basic skill development. That is, to use training to gain a competitive advantage, an organization should view training broadly as a way to create intellectual capital. Intellectual capital includes basic skills (skills needed to perform one's job), advanced skills (such as how to use technology to share information with other employees), an understanding of the customer or manufacturing system, and self-motivated creativity. Training is especially essential in industries with rapidly changing technologies (Weretaw, 2012).

(Fugate et al., 2004) has encouraged organizations to assist employees to develop their careers through activities that are beneficial for both employees and the organization. Recent literature points out variety of activities that are provided by organizations to assist in career development, this includes challenging work assignments, new learning opportunities.

Traditionally, training and development was not viewed as an activity that could help companies create "value" and successfully deal with competitive challenges. Today, that view has changed. Companies that use innovative training and development practices are likely to report better financial performance than their competitors that do not. Training and development also helps a company to meet competitive challenges. Current recessionary economic times have resulted in cuts in training and development budgets. However, companies need to continue to rely on efficient and effective training practices to help employees strengthen or increase their skills in order to improve or make new products, generate new and innovative ideas, and provide high quality customer service. Also, development activities and career management are needed to prepare employees for managerial and leadership positions and to attract, motivate, and retain talented employees at all levels and in all jobs. Training, development, and career management are no longer in the category of "nice to do"—they are a "must do" in order for companies to

gain a competitive advantage and meet employees' expectations. Training and development can be defined as a planned learning experience designed to bring about stable change in an individual's knowledge, attitudes, or skills (Noe, 2011). According to (Subha, 2011), training and development is any effort to improve the existing or prospect employee performance by increasing an employee's ability to perform through learning, usually by changing the employee's attitude or increasing his or her skills and knowledge. Besides to this concept, training and management development activities are presently getting increased concentration in the manufacturing and scholastic communities.

Training and development gives employees an opportunity for personal growth within the company and helps provide the company with the knowledge and skills it needs to gain a competitive advantage. Using training delivery methods that provide employees with the flexibility to manage their personal learning while balancing other work and nonwork responsibilities, such as online learning, helps build employee commitment to the company.

(Wilson and Hash, 2003) stated that training is one of the strategies for employees to gain appropriate knowledge and skills needed to meet the environmental challenges. Employee training represents a significant expenditure for most organizations to compete with the existing environment.

Employee training not only provides benefits to the individual, but also to the business, helping your company to continue running effectively. However, once you have run initial job training, such as with a new employee, there is also a need for any further training investment. Training, and especially ongoing training, is a key area for debate in many boardrooms. However, there are a number of reasons to suggest that initial training should only be the first step of a longer-term process. Regular training is well worth the investment because building up the skills within the business will effectively improve company's growth. According to (Vemic, 2007), training should not be undertaken for its own sake. It must be based on the objectives of a given organization.

Improvement in performance such as productivity, quality and services are the training outcomes provided that the job is strategically aligned to the organization's needs. (Gold, 2001) stresses that, the areas where training may be used in the enhancement of job specific skills, the correction of deficiencies in job performance and development may be provided to employees with abilities the organization might need in the future. However, higher degree of training

increases employee satisfaction and loyalty towards the firm and decreases the chances of employee terminations and lay-offs (Choo and Bowley, 2007).

A business should never stand still and so nor should the development of staffs, who are the key asset in driving business forward. Regular staff training is essential in helping the ongoing skill development. This can often be a worry to business managers though, due to its ongoing cost to the business. However, if looking past, there are a number of important reasons why ongoing staff training can be beneficial to the business and should therefore be made a priority. With a quality training plan in place, there will also see the return on investment within financial value. (Bell,et al., 2003).

(Wetland, 2003) asserts that training and development of employees is increasingly recognized as an important aspect of best human resource management practices. Training and development are commonly considered to be different forms of human capital invested for individual and organizational improvement. Organizations invest a large amount of its capital for training purposes and the development of its employees. It is worthy of probing whether the training is advantageous for the trainees, and to what degree can the process of training be enhanced. (Stephen et al., 2007) study shows the link between training associated with employee's productivity which further leads toward employee and customer satisfaction. Improvement in performance such as productivity, quality and services are the training outcomes provided that the job is strategically aligned to the organization's needs.

Today every organization's top priority is to manage the human resources. The level of the productivity and the efficiency of employees should be increased to take maximum output.

Many strategies have been implementing to develop productivity of employees, such as job and organization design, job responsibility, public relation, staffing, motivation, reward, training and development. Among these factors, training and development is the most significant factor to obtain maximum output of human resources.

There is momentous discussion between scholars and professionals that training and development program has effective impact on objectives of employee and organizations.

Some of the scholars suggest that training opportunities increase in high employee turnover whereas the other claimed that training is an instrument which is beneficial for employee retention (Colarelli & Montei 1996; Becker 1993). Irrespective of all discussion, most of writers

agree that employee training is a complicated human resource practice that can expressively influence on the accomplishment of the organizations.

Furthermore, organizations are struggling to get success in the world wide economy, trying to differentiate on the basis of abilities, information, and enthusiasm of their workforce. Reference to a current report prepared by American Society for Training and Development, organizations are spending more than $126 billion yearly on employee training and development (Paradise, 2007).

The training and development can be used to improve or develop the job related performances such as knowledge, skills and attitudes of the employees. When we consider the development of the human resource of the management, today it is in a very competitive position.

Every organization must try to achieve a highest output from its human resources. Strategic human resource management is the latest trend of development of an organization. Therefore many organizations invest huge amount of money on strategic human resource management.

Training is one of the major tasks of the human resource management and it is used to change or moderate the behavior and the level of motivation aiming the positive contribution for the performance and productivity.

Thus, the purpose of this study is to assess the experience of Pharmaceuticals Fund and Supply Agency with regard to employee training and development with a view to understand the practices and problems being faced.

1.2 Back ground of the organization

The study was conducted at PFSA head office which is located in the historical city of Addis Ababa , Addis Ketema Sub city Administration (specifically in front of St,Paulo's Millennium Medical College Hospital, and Ethiopian Public Health Institute), occupying an area of 8.5 hectare. The provision of complete health care necessitates the availability of safe, effective and affordable drugs and related supplies of the required quality, in adequate quantity at all times. Despite this fact, in the past, the pharmaceutical supply Chain management system of the country had several problems including non availability, unaffordability, poor storage and stock management and irrational use of medicines. To solve these problems in public health facilities, Pharmaceutical Fund and Supply Agency (PFSA) was established in 2007 by Proclamation number 553/2007 based on the pharmaceutical logistics master plan (PLMP). The Agency is mandated to avail affordable and quality pharmaceuticals sustainably to all public health

facilities and ensure their rational use. Even though, the mandate is for all public health facility, also it serves the private health institution.

Mission; To supply need based and quality pharmaceutical to public at affordable price in sustainable manner by implementation principles of revolving drug fund and directly deliver to health through building relevant capacity of health facilities while insuring rational drug used.

Strategic goal; The overall strategic goal of PFSA is to ensure availability of pharmaceuticals at all level of the public sector health care delivery system through an integrated supply chain.

Main objective;

I. Supply of quality assured essential pharmaceutical at affordable price in sustainable manner to the public via public health institutions.

II. A complementary role in the developmental efforts' for health service expansion and strengthening by ensuring enhanced and sustainable supply of pharmaceutical.

III. An enhancing role in the accumulation of the drug fund and its revolving and cost recovery process.

Values and beliefs of core process are; Customer first; appropriate respect and quality services to customers /stake holders, Leaning &growth; continuous self improvement, Commitment; Chosen about the betterment of agency, Value driven; efficient resource utilization due, Trust; smooth and constructive relationship between employees, Team work; subornation of individual's activity through similar perception of mission and vision of FSA. Transparency and openness; there will be no discrimination and injustice behind the curtain.

The responsibilities mandated to PFSA by the proclamation requires a substantial change and so as to execute its mandate in the area of pharmaceuticals supply in an efficient and effective manner, the agency uses integrated pharmaceuticals logistics system (IPLS), patient oriented pharmacy services, drug and therapeutic committee services (DTC), and implements health commodity management information system (HCMIS).

PFSA is established to provide pharmaceutical and related service to customers. The core process focused on the critical path that leads the agency in providing the products and services that will lead to achievement of its goals. The core processes should answer what to the customer to how the services delivered. Core process is most often found within the customer life cycle in an organization from the interaction a consumer has to the last interaction in the relationship. This life cycle spans from the time of request to delivery of pharmaceuticals and/or related

service. In the case PFSA the customer life cycle is represented as follows: it starts from forecasting and ends with deliver the products and services.

1.3 Statement of the problem

Given the important role that intangible assets and human capital play in a company's competitiveness, managers are beginning to see a more important role for training and development as a means to support a company's business strategy, that is, its plans for meeting broad goals such as profitability, market share, and quality. Managers expect training and development professionals to design and develop learning activities that will help the company successfully implement its strategy and reach business goals (Hameed & Waheed, 2011). Furthermore, the benefits of implementing employee training have been widely recognized by many companies.

In general, employee training enhances a company's performance by changing the knowledge, skills and attitude, of employees through training and development. (Tomlinson, 2002) asserts that, it is critical that organizations keep the leading edge by having their employees well trained in the latest technologies. While considering a training process it is essential to explore who is taking part in trainings, style and design of training and all about the main objectivity of the trainings being achieved or not, (Choo and Bowley., 2007). (Stephen et al., 2007) focus on the outcome of capital invested on training processes that further raise the efficiency of the employees and the organization. Employees may stay with an organization which promotes career opportunities, through learning and the ability to apply their newly learned skills (Cataldo et al., 2000; Jiang et al., 2000). As studies conducted in developed countries directly on the employee training and development employees training has impact on the organization survival (Subha, 2011), (Iivento & Rapasingha , 2000) & (Tshukudu, 2009). But, mainly these and other studies focus on companies operating within well organized employee training and development endeavors in developed countries human resource management system.

The implementation of training and development practices in developing countries including Ethiopian employee have different problems. The problems are related to requirements to be fulfilled for the implementation of training and development programs. The common problems included lack of training policy, absence of training units, insufficient training budget, overlooking the role of training in achieving organizational objectives, absence of guidelines for training need assessment and impact evaluation (Olowu and Adamolekun, 1999); Due to such

common different problems on employee training and development practice of companies, it is difficult to generalize the findings of such studies for Ethiopia.

In a study of pharmaceuticals supplying industry, performance consideration and improvement of Ethiopian Pharmaceutical Fund and Supply Agency delivers large coverage of the public health facilities health commodities demand in the country with numerous constraints. The most frequent constraint is related to the lack of diversified and up-to-date training programs for the improvement of competitiveness together with an insufficient use of the existing training facilities. This indicates that only endowed in resources such as livestock's and population is not enough unless the industry is embedded in a well trained employee.

Capacity building (training) is the development of the ability of individuals and organizations or organizational units to perform functions effectively, efficiently and sustainably (Kaplan, 2000). The current approach to capacity building for pharmaceutical supply chain management views conducting workshops as a "magic bullet" for any challenge. If there is a gap in performance, the suggested fix would be training. Yet, individual skills are only part of the complex mix of elements that constitute capacity to perform certain functions effectively and consistently over time. Individual health workers, no matter how skilled, are unlikely to deliver essential medicines or services effectively without adequate supplies and equipment, proper motivation and management support, and a good relationship with the community served. Trainings and development are required for all of these areas to ensure performance goals are achieved.

Competent, well-trained health workers are essential for delivering health services, and effective pharmaceutical supply chain management (PSCM) is essential to ensure products are available at service delivery points. Significant resources move through supply chains in developing countries; more than $10 billion in donor-financed health commodities are expected to flow to low- and middle-income countries (LMICs) annually (MIT-Zaragoza, 2008).

Training has been documented as the main intervention to improve pharmaceutical management skills in developing countries (McCarthy, 2006). However, there is abundant evidence that training alone is often insufficiently effective to change practice (Grimshaw, 2004). And where traditional training methods produce positive results, the change has been reported as transient and unsustainable (Laing R, 2001).

But, the researcher's knowledge, research studies exclusively on employee training and development practice in the pharmaceuticals supplying chain areas are insufficient in less

developed countries and in Ethiopia it is a less emphasized area of research. But the concept and proper application of employee training in Ethiopia is an indispensable phenomenon as the technology and the environment is continually changing.

Having these empirical evidences, the research was conducted in the pharmaceutical sector of Ethiopia to see how look likes the training and development practices.

1.4 Research questions

To achieve the intended objective as well as the research problem stated above, the following questions were designed.

1. How does training need assessment activities look like in the agency?
2. What are the training methods employed to carry out training and development?
3. Are training and developments given for employees appropriate to do their jobs in the agency?
4. Which steps of training and developments evaluation are employed in the agency?
5. What are the set of measurement criteria used to evaluate training and developments in the agency?
6. To what extent employees are satisfied with the training and development practices of the agency?

1.5 Objectives of the study

1.5.1 General objective

The main objective of this study was to assess the employees training and development practices of the pharmaceutical fund and supply agency.

1.5.2 The specific objectives

1. To identify the training need assessment activities in the agency.
2. To describe the training methods used to carry out training and development.
3. To determine the appropriateness of training and developments given for employees to do their jobs in the agency.
4. To identify which steps of training and developments evaluation are employed in the agency.
5. To describe the set of measurement criteria used to evaluate training and developments in the agency.

6. To discuss the overall employees satisfaction with the training and development program that they have received.

1.6 Operational definition of terms

Development- The growth of employees in all aspects so that they will handle higher level positions

Managers-Individuals regulate or direct the work of two or more employees.

Non-managers- People who perform tasks of a functional / technical nature in the area of specialty.

Others level mean the level of employees' educations in pharmaceuticals fund and supply agency which are under diploma level.

PFSA (pharmaceuticals fund and supply) -is government organization that works procuring and distributing a pharmaceuticals and medical equipment for governmental and selective private health sectors.

Pharmaceutical means any substance or mixture of substances used in the diagnosis, treatment, mitigation or prevention of a disease in man or animal. This shall include narcotic drugs and psychotropic substances, pesticides, animal food additives, poisons, blood and blood products, vaccine, sera, radioactive pharmaceuticals, cosmetics and sanitary items, medical instruments and medical supplies.

Top management office means the management offices that include director general, Operation Deputy General and Fund and human resource Deputy General.

Training- Imparting skills required for performing a particular job successfully.

Work units means the directorates, service units including with the departments that have their own duties in the organizational structure of pharmaceutical fund and supply agency.

1.7 Significance of the study

The purpose of conducting this descriptive study on the practices of employees training and development in pharmaceutical fund and supply agency:

It will contribute to the organization to design effective training and development program and enhancing awareness of the management in the area in what way the agency can go in training and development activities. Organization will use as a reference material assuming a training and development programs. In addition to that the organization will gain the valuable comment to the past way of training and development practices and modifying its status on the scientific way.

This study will also give an advantage for the other researcher as a reference for further study to improve the training and development practices and the findings will give the basis for researcher to conduct other researches.

1.8 Scope and limitation of the study

1.8.1 Scope of the study

The scope of this thesis is limited to the practice of employee training in Pharmaceuticals Fund and Supply Agency at the Head Office. Hence, it is intended to assess employee training and development practices. The sample respondents comprise only managerial and non-managerial staffs of the agency who are working on a permanent basis.

In terms of number of respondents, 218 employees were taken as representative data from 476 employees at head office because it would not be manageable to take more than 218 representative sample sizes. Thus, nearly 50% of the population has been considered for the study.

The variables used are also delimited to training methods employed, training need assessment, training implementation, training evaluation, and employees' satisfaction on training and development to study the problem.

1.8.2 Limitation of the study

Absence of documented data and lack of cooperativeness, not as per the objective of the study, of the agency was among the limitations faced.

Time and financial constraints are other limitations to include the whole working branches.

Even though it is believed that the head office staff responses would represent the whole branches as training and development is coordinated and implemented by head office, it might not totally represent the whole agency employees.

Pharmaceuticals fund and supply agency is a big organization which has 17 branches in different areas to distribute and collect questionnaires from the whole branches, the geographical location of branches is dispersed and takes a lot of cost and time. Thus, the study focused on at Head Office level.

However questionnaire was used to collect the required information from the respondents. The assumption that the data collected through the distribution of questionnaires would be adequate

to safely conclude about the training and development practices of the Agency by using simple descriptive statistics.

1.9 Organization of the study report

The study is presented in five chapters. The first chapter highlights the background of the study; the statement of the problem, objectives, and scope, significant of the study and definition of key terms. Chapter two presents the review of related literatures while chapter three deals with research design and methodology. Chapter four treats major findings and finally in chapter five summary, conclusion and recommendations are drawn based on the results of the study.

CHAPTER TWO

Review of related literature

This chapter treats different training and development practices, philosophies, polices, training and development objectives, advantages of training, training techniques, training and development programs and procedures of training and development practices.

2.1Training and development views

According to (Armstrong, 1999), there are three broad approaches of employee training. Some adopt a lassie-faire approach believing that employees will find out what to do for themselves or through others. Secondly, organizations may invest in training in good times, but in bad times training budgets will be the first to be cut. Thirdly, organizations that adopt a positive training philosophy do so because they are convinced that they live in a world where competitive advantage is achieved by having higher quality people than the opposite. This goal cannot be achieved if managers do not invest in developing the skills and competencies of their employees. It is important for employees to realize that organizations are showing an enhancement of their skills. This is the positive approach designating training as a continuous and an ongoing process within the organization**.**

2.2 The Meanings of training and development

Human Resource Development is defined here in simple terms as management of people in organizations. Studies of HRD indicated 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 and Human Capital Development. According to (Desimone et al, 2002), 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 Desimone 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 (Desimone, 2002) as cited in (Kibebe Tilahun, 2011), 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 (Michale M.Harris, 2006), 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."

Training and development is a function of human resource management concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. Training and development can also be described as an educational process which involves the sharpening of skills, concepts, changing of attitude and gaining more knowledge to enhance the performance of employees. According to (Khan, 2012), training involves providing the employees the knowledge and skills required a given job to perform the present and the future work of the organization to make the company competitive in the market it engaged on.

Recruitment and selection managing growth in workforce variety and increasing the representation of women and minorities is a critical HRM strategy of recruitment and selection for most organizations (Thomas and Ely 1996). Human resource managers usually tend to bring people into the organization and promote employees who have ideals similar to the decision makers. Therefore, recruitment and selection should avoid what (Schneider, 1987) called attraction-selection-attrition cycle in order to build up several cultures in the business. Human resource professionals and line managers who recruit and interview job seekers in a multicultural workforce need to be aware of the ways in which the interviewers' beliefs, attitudes, and stereotypes impacts interview activities.

Training and development high quality variety awareness training is one HR function that improves the effective integration of diverse group members. Awareness training builds a common understanding of the value of diversity, assisting in building social cohesion so that it improves individual and organizational result. (Rynes and Rosen, 1995) found in their study that most of trainees, who took diversity training, left the training with positive diversity attitudes, while only small of trainees actually entered with good attitudes.

2.3 Training and development variation

Even though different literatures are used training and development change overly it has its own difference in concept (Armstrong, 2006). These differences are stated below.

Training	Development
➢ Training is learning for doing a particular job by increases job skills. ➢ The term training usually used to stand for conveying detailed skills among functioning human resources. ➢ Training is anxious consistency of job performance. ➢ Training is job centered in character. ➢ The responsibility of trainer is very vital in training.	➢ Development means the learning in all features to shape attitude. ➢ Development is allied with the growth of management. ➢ Development focuses to develop future performance competence. ➢ Development is centered in character ➢ It long run personal development

2.4 Why training and development is needed?

2.4.1 Non-management employees training

An organization is only as effective as the people working in it. It is a fact that the provision of quality goods and services by any organization depends on the quality of its workforce. (Cole, 1993) defined training as any learning activity which is directed towards the acquisition of specific knowledge and skills for the purposes of an occupation or task while (Cascio, 1992) referred to performance as an employee's accomplishment of assigned tasks. Cascio posited further that pre-determined standards should be set against which actual performances are

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measured and that without any rule of measurement, it will be difficult to assess performance. In other words before claims can be made that people are under-performing then there must be some performance expectations. The relationships between training and job performance have been well established in literature. (Abay, 2008) reported that significant relationship was found between the employees training and their resultant performance in accomplishing different tasks. It was found that those employees who have taken trainings were more capable in performing different task & vice versa. Training has direct relationship with the employees' performance. Similar findings were reported by (Elnegal and Imran , 2013), (Jagero and Komba, 2012), (Saeed and Asghar , 2012), (Singh and Mohanty, 2012), and (Tennant et al, 2002). However, (Jagero and Komba, 2012) posited that while training is a factor in job performance, it is the combination of factors such as working environment, employee skills and knowledge, motivation and rewards, communication flow and organizational culture that significantly improve employees' performance. (Thomas, 1997) argued that employee training equip employees with skills that enable them to become more efficient and productive workers. Furthermore, employees who are well-trained often have higher motivation and morale because they feel that the company has invested in their ability and development. This also results in lower turnover rates. (Devins, et al., 2012) found that trained employees often work better as teams because everyone is aware of the expectations and can achieve them together smoothly. Trained employees are also more confident in their performance and decision-making skills. In addition, employees who receive regular training are more likely to accept change and come up with new ideas. Employees who learn new skills through training make good candidates for promotions because they have shown their ability to learn, retain and use information.

(Moses, 2000) observed that companies can no longer guarantee employees promotions to the top, it is important that training and development help employees with career planning and skills development. Some organization fear that career planning will communicate to employees that their jobs are at risk, but it can be framed differently to communicated that they are willing to invest in helping employees reach their potential.

Companies can also help ease employees' minds by making career planning a standard part of their employee development process of downsizing or restructuring. When a company communicates to their employees that they are marketable outside the organization, yet still

invests in their training and development, it makes a strong statement to workers that they are values, and many are compelled to offer a high level of commitment.

2.4.2 Management development

Development places highlighting on the growth of personal it relate to get a very large range of skills through planned activities and experiences. (Thomson et al., 1997) carried out a large scale survey of management development practice in the UK. Companies reported a move away from 'sheep dip' training and also spread their training input across all levels of management. Although they wished to see management development as a longer-term activity, it was still tactical and short-term in implementation, largely focused on current job requirements. However, over half the organizations supported managers taking further qualifications. The trend to more context specific training such as coaching, mentoring and project working has been widely discussed (Horne and Stedman Jones, 2001). However (Mabey and Thomson, 2000) indicate that formal training is still very important of large organizations use more formal than informal management learning and informal also more than both formal and informal. (Carter ,2001) in a review of the use of executive coaching shows that coaching approach is very popular with large businesses and very pretty to many managers. However, extending its use to wider populations of managers is limited by its cost and the restricted supply of high quality coaches.

To effectively discharge managerial responsibilities organizations must endow with a prospect for managers to get better their knowledge and skills through management development program. Successful management development program facilitates managers at all levels to learn to carry out their jobs improved.

Furthermore, among the many good quality motives for carrying out development program the following are most important (Hameed & Waheed, 2011):

   a. To instruct managers how to conclude the outcome of a range of definite managerial; proceedings and behaviors To improve the manager's visualization and sympathetic for extra liability;

   b. To excite a more resourceful and pioneering approach to decision making;

   c. To offer the managers the chance to deal ideas with others;

   d. To reduce managerial out datedness that can take place if managers are not kept up with the varying methods of responsibilities.

2.5 Training and development process

Now that it is understood how training is evolving in companies and has been introduced to the concept of business strategy and how training can support a business strategy, being ready to study the process of strategic training and development. A s listed in the steps below strategic training and development process includes strategic initiatives, training activities, and evaluation. In this esteem, companies are requisite to be occupied in uninterrupted human resources training and management development programs. (Miller & Osinski's, 1996) and (Noe 2011) below, the steps in the human resource training and development process are:

1. Training need assessment

2. Training and development of objectives setting

3. Decide on training and development method/s

4. Delivering training and development

5. Evaluating training and development

2.5.1Training need assessment

Effective training and development program should be conducted systematically. The training need assessment is the building block of a training program. In supplementing this idea, (Clark, 2000) suggested that this phase is a basis for giving answers to questions like who must be trained. What must be trained? When should be training occurs? Where the training will take place and how should the training be provided? Training and development can help in supporting company's competitiveness by increasing the company's value through contributing to its intangible assets. To explain briefly, need assessment: needs assessment is a method used to estimate deficiencies, any effort that attempts to determine need and effort that gages gabs and insufficiencies. However, in designing effective training and development programs and activities, the first step in the instructional design process is the most crucial process in which it has to be properly and correctly conducted. Indeed, improperly and incorrect training needs assessments can lead to disastrous effects. Training needs are those aspects in which employee is lacking attitude, aptitude, knowledge and skills. Training must be provided not only for doing the present job but also for acquiring the desirable extra skill or knowledge for filling higher jobs (Davis, 2002). Training needs can be identified through identifying the organizational needs based on: - organizational strengths and weakness in different areas like accidents, excessive scrap, and frequent breakage of machinery, departmental strength and weakness including

special problem of the department or a common problem of a group of employees and individual strengths and weakness in the areas of job determining organizational training needs are the diagnostic phases of setting training objectives.

Determining organizational training needs to perform different activities which are essential for the process of training and development programs. On this phase, selecting the trainers, trainees, appropriate training environments, preparing lesson plan and selecting methods considered as a prerequisite to conduct the training and development program effectively as briefly below (Kenny, 1979).

Needs assessment typically involves organizational analysis, person analysis, and task analysis. An organizational analysis considers the context in which training will occur. That is, organizational analysis involves determining the appropriateness of training, given the company's business strategy, its resources available for training, and support by managers and peers for training activities (Miller & Osinski, 1996).

> *Training and development needs may be defined in terms of a simple equation: Training and development need=desired performance - actual performance (McClelland, 2002).*

The governing skeleton for identifying organization's employee training needs has been three model needs analysis approach (Sleezer, 1993; Miller & Osinski, 1996).

   A. Organizational analysis

   B. Task (job) analysis

   C. Person analysis

A. Organizational assessment: This type of assessment analyzes the effectiveness of the organization as a whole and identifies any discrepancies. It is used to uncover the competencies, knowledge and skills that are needed by the company to bridge any gaps. Organizational assessments also take into account external factors such as the economy, environmental policies, technological advances and changing workforce demographics. These assessments determine where training is needed, how it will be conducted and when (Sleezer, 1993; Miller & Osinski, 1996). Organizational assessments answer two critical development planning questions:

- Where in the organization is training required?
- Will the training be effective if implemented (fill the gaps)?

B. Task assessment: The task assessment gathers information about a particular job function or occupational group. This analysis identifies the key tasks, competencies and skills required to perform the job at the most efficient level. Using job descriptions, skill analyses and job inventory questionnaires these assessments are used to discover specific training needs. This type of analysis is particularly useful if an organization is moving in a new direction or undergoing restructuring. Again, the assessment is used to determine if there are any gaps between existing competencies and those needed for improved performance (Sleezer, 1993; Miller & Osinski, 1996). Task assessments answer the following planning question:

- What skills and/or behaviors must be acquired in this job function?

C. Person assessment: The individual assessment focuses on a particular employee to discover how well they are performing. This type of assessment determines the individual's existing skills and competencies, their learning style and capacity for new work. The individual analysis identifies who within the organization requires training and what kind of training is needed. 360 degree evaluations are useful as individual assessments as they identify the employee's strengths and areas for improvement in regards to competencies, skills and behaviors. The individual assessment forms the basis for the creation of a customized training and development plan for the employee (Sleezer, 1993; Miller & Osinski, 1996). These assessments answer the following key development questions:

- Does the employee have the necessary skills?
- What training is required for the employee to acquire the necessary skills?

2.5.2 Establish training and development objectives

The training needs assessments (organizational, task & individual) will identify any gaps in your current training initiatives and employee skill sets. These gaps should be analyzed and prioritized and turned into the organization's training objectives. The ultimate goal is to bridge the gap between current and desired performance through the development of a training program. At the employee level, the training should match the areas of improvement discovered through 360 degree evaluations.

Employees learn best when they understand the objective of the training program. The objective refers to the purpose and expected outcome of training activities. There may be objectives for each training session as well as overall objectives for the program. Recall the discussion of goal

setting theory earlier in the chapter. Because objectives can serve as goals, trainees need to understand, accept, and be committed to achieving the training objectives for learning to occur. Training objectives based on the training needs analysis help employees understand why they need training and what they need to learn. Objectives are also useful for identifying the types of training outcomes that should be measured to evaluate a training program's effectiveness. A training objective has three components (Belmont, Lake, 1997) ;(John Wiley and Sons, 1987);

1. A statement of what the employee is expected to do (performance or outcome).

2. A statement of the quality or level of performance that is acceptable (criterion).

3. A statement of the conditions under which the trainee is expected to perform the desired outcome (conditions)

Having indicated the required performance standard, it is important for the trainer to make sure that the individual trainee is made aware from the onset of these standards and how their individual capabilities can be developed to achieve the required performance standards/objectives.

2.5.3 Methods of training and development

On-the-job training (OJT) refers to new or inexperienced employees learning in the work setting and during work by observing peers or managers performing the job and trying to imitate their behavior. OJT is one of the oldest and most used types of informal training (DeRouin, Parrish, and Salas, 2005). It is considered informal because it does not necessarily occur as part of a training program and because managers, peers, or mentors serve as trainers. If OJT is too informal, learning will not occur. OJT can be useful for training newly hired employees, upgrading experienced employees' skills when new technology is introduced, cross-training employees within a department or work unit, and orienting transferred or promoted employees to their new jobs. OJT takes various forms, including apprenticeships and self-directed learning programs. (Both are discussed later in this section.) OJT has several advantages over other training methods (DeRouin, Parrish, and Salas, 2005). It can be customized to the experiences and abilities of trainees. Training is immediately applicable to the job because OJT occurs on the job using actual tools and equipment. As a result, trainees are highly motivated to learn. Both trainees and trainers are at the job site and continue to work while training occurs. This means that companies save the costs related to bringing trainees to a central location, hiring trainers, and renting training facilities. OJT can be offered at any time, and trainers will be available

because they are peers or managers. Finally, OJT uses actual job tasks and occurs at work. As a result, skills learned in OJT more easily transfer to the job (DeRouin, Parrish, and Salas, 2005). According to (DeRouin, Parrish, and Salas, 2005) On-the-job training methods, the most common ones are briefly discussed below.

1. Coaching:

Coaching is a one-to-one training. It helps in quickly identifying the weak areas and tries to focus on them. It also offers the benefit of transferring theory learning to practice. The biggest problem is that it perpetrates the existing practices and styles. In India most of the scooter mechanics are trained only through this method.

2. Mentoring:

The focus in this training is on the development of attitude. It is used for managerial employees. Mentoring is always done by a senior inside person. It is also one-to- one interaction, like coaching.

3. Job Rotation:

It is the process of training employees by rotating them through a series of related jobs. Rotation not only makes a person well acquainted with different jobs, but it also alleviates boredom and allows to develop rapport with a number of people. Rotation must be logical.

4. Job Instructional Technique (JIT):

It is a Step by step (structured) on the job training method in which a suitable trainer (a) prepares a trainee with an overview of the job, its purpose, and the results desired, (b) demonstrates the task or the skill to the trainee, (c) allows the trainee to show the demonstration on his or her own, and (d) follows up to provide feedback and help. The trainees are presented the learning material in written or by learning machines through a series called 'frames'. This method is a valuable tool for all educators (teachers and trainers). It helps us:

     a. To deliver step-by-step instruction

     b. To know when the learner has learned

     c. To be due diligent (in many work-place environments)

5. Apprenticeship:

Apprenticeship is a system of training a new generation of practitioners of a skill. This method of training is in vogue in those trades, crafts and technical fields in which a long period is required

for gaining proficiency. The trainees serve as apprentices to experts for long periods. They have to work in direct association with and also under the direct supervision of their masters. The object of such training is to make the trainees all-round craftsmen. It is an expensive method of training. Also, there is no guarantee that the trained worker will continue to work in the same organization after securing training. The apprentices are paid remuneration according the apprenticeship agreements.

6. Understudy:

In this method, a superior gives training to a subordinate as his understudy like an assistant to a manager or director (in a film). The subordinate learns through experience and observation by participating in handling day to day problems. Basic purpose is to prepare subordinate for assuming the full responsibilities and duties.

B. Off-the-Job Training Methods:

Off-the-job training methods are conducted in separate from the job environment, study material is supplied, there is full concentration on learning rather than performing, and there is freedom of expression (Monday, et al., 2009). These can be course work at local colleges or other training establishments like that of the Ethiopian Management Institute which have been specially equipped and staffed for both managerial and vocational training. On the other hand, Regions that wants to develop the skill of their accountants and lawyers are sent to the Ethiopian Civil Service College (ECSC) for short-term off-the-job training. With a view to increase the capacities of their leaders, organizations send them to colleges or universities or get them enrolled in seminars, workshops, conferences and other programs conducted by training institutions. There are different types of off-the job training methods. The most common ones are briefly discussed below.

1. Lectures and Conferences:

Lectures and conferences are the traditional and direct method of instruction. Every training programme starts with lecture and conference. It's a verbal presentation for a large audience. However, the lectures have to be motivating and creating interest among trainees. The speaker must have considerable depth in the subject. In the colleges and universities, lectures and seminars are the most common methods used for training.

2. Vestibule Training:

Vestibule Training is a term for near-the-job training, as it offers access to something new (learning). In vestibule training, the workers are trained in a prototype environment on specific jobs in a special part of the plant. An attempt is made to create working condition similar to the actual workshop conditions. After training workers in such condition, the trained workers may be put on similar jobs in the actual workshop. This enables the workers to secure training in the best methods to work and to get rid of initial nervousness. Duration ranges from few days to few weeks. It prevents trainees to commit costly mistakes on the actual machines.

3. Simulation Exercises:

Simulation is any artificial environment exactly similar to the actual situation. There are four basic simulation techniques used for imparting training: management games, case study, role playing, and in-basket training.

4. Sensitivity Training:

Sensitivity training is also known as laboratory or T-group training. This training is about making people understand about themselves and others reasonably, which is done by developing in them social sensitivity and behavioral flexibility. It is ability of an individual to sense what others feel and think from their own point of view.

5. Transactional Analysis:

It provides trainees with a realistic and useful method for analyzing and understanding the behavior of others. In every social interaction, there is a motivation provided by one person and a reaction to that motivation given by another person. This motivation reaction relationship between two persons is known as a transaction.

2.5.3 Implementing training and development program

After need and objectives have been determined a program designed and trainees and trainers have been selected, the program is conducted or implemented. A perfectly conceived training program can fail if management cannot convince the participants of its merits, participants must believe that the program has value and will help their personal and professional goals (Glueck, 1982). In delivering the training and development contents the responsibility of implementing the program largely depends on the trainer. The trainer has to make appropriate decisions in arraigning the training environments and seating condition to make trainees comfortable and concentrate on learning (Harris, 1994). The training and development program should be

according to the program design. Qualified trainers who have the abilities to deal with different people and situations are necessary for successful implementation process. Program implementation involves: Deciding the location and organizing training and other facilities, scheduling the training program, conducting the program and monitoring the progress of the trainers.

2.5.4 Evaluation of training and development

Evaluation is the final phase of the training and development program. It is a means to verify the success of the program, i.e. whether employees in the program do the jobs for which they have been trained. As (Saharan, 2011) highlighted, most organizations are taking feedback from employees for training effectiveness to maximize its benefits. In the ceaseless drive for a competitive edge, companies subscribe to the belief that smarter, better trained workers increase chances for success. The study expounds the perspective of employees having different qualification and experiences towards objectives behind imparting training in organizations.

(Iyer, Pardiwalla & Bathia, 2009) briefly explore the various methods of training evaluation to understand the need for training evaluation with emphasis on the Kirkpatrick"s model. Scholars concluded that although there are different methods to evaluate training, still training evaluation is the weakest and most under developed aspect of training. Although evaluation is still a grey area, every organization has to move to evaluate return on investment and behavior to evaluate its training program in order to justify the investment made in training as well as to improve the training process.

An evaluation of a training program can help an organization meet different goals during the life of training program. Evaluation of training program has two basic rules aims assessing training effectiveness, and using it as a training aid. As noted (Bramley and Newby, 1984), there are four main purposes of evaluation:

  i.   Feedback: Linking learning outcomes to objectives and providing a form of quality control;

  ii. Control: Making links from training to organizational activities and to consider cost effectiveness;

  iii. Research: Determining the relationship among learning, training and transfer of training to the job;

  iv. Intervention: The outcome of the evaluation influence the context in which it occurs;

(Kirkpatrick, 1977) divided the evaluation model into four parts: reaction; learning; behavior and results. Reaction would evaluate how participants feel about the program they attended. The learning would evaluate the extent to which the trainees learned the information and skills, the behavior would evaluate the extent to which their job behavior had changed as a result of attending the training. The results would evaluate the extent to which the results have been affected by the training program.

The main strength of the Kirkpatrick evaluation approach is the focus on behavioral outcomes of the learners involved in the training (Mann & Robertson, 1996). In evaluating the worth of specific programs, sets of measurement criteria identified are:

Reaction level:

Program evaluation involves two general approaches formative evaluation also known as internal and summative evaluation also known as external evaluation. Likewise reaction evaluation is a type of formative evaluation when the results are used for program modification and the redesign of contents, course material and presentations (Antheil & Casper, 1986; Robinson & Robinson, 1989). Reaction can also be summative in nature. In such cases, the goal of reaction evaluation is to determine the value, effectiveness or efficiency of a training program (Smith & Brandenburg, 1991) and to make decisions concerning program continuation, termination, expansion, modification or adoption (Worthen & Sanders, 1987). Summative evaluation provides program decision makers and potentials customers with judgments about a program's worth or merit (Worthen, Sanders & Fitzpatrick, 1997).The main purpose of reaction evaluation is to enhance the quality of training programs, which in turn leads to improved performance by measuring the participant's reactions to training program. This should be measured immediately after the program. Level one evaluation should not just include reactions towards the overall program; it should also include measurement of participants' reactions or altitudes towards specific components of the program such as, the topics, contents, methodology, instructor etc. The example of evaluations tools and methods suggested by scholars are typically happy sheets, feedback forms based on subjective reaction to the training experiences, Verbal reaction which can be noted and analyzed, Post training surveys or questionnaires, online evaluation or grading by delegates, subsequent verbal or written reports given back by delegates to managers back to their jobs etc.

Learning level:

Evaluation at this level wants to differentiate between what they already knew prior to training and what they actually learned during the training program (Jeng & Hsu, nd.). In other words it can be said that learning evaluation is the measurement of the increase in the knowledge or intellectual capability from before to after the learning experience. Learning outcome can include changes in knowledge, skills or attitudes. Some training events will emphasize knowledge, some will emphasize skills, some will emphasize attitudes and some will emphasize multiple learning outcomes. The Evaluation should focus on measuring what was covered in the training events i.e. learning objectives. So this level's questions will have a pre test before practicum and a post test after practicum. Tools and methods which can be used in evaluating learning level are assessment or tests before and after the training, interviews or observations can be used before or after, although this is time consuming and can be inconsistent.

Behavior level:

Behavior evaluation is the extent to which the trainees applied the learning and changed their behavior, and this can be immediately and several months after the training, depending on the situation. This level evaluation wants to measure the transfer that has occurred in the learner's job behavior/ job performance due to the training program. This performance testing is to indicate the learner's skill to apply what he has learned in the classroom. It involves testing the participants' capabilities to perform learned skills while on the job, rather than in the classroom. Change in the job behavior is difficult to measure because people change in different ways at different times and also it is difficult to quantify and interpret than reaction and learning evaluation (Eseryel, 2002). Observation and interview overtime are required to assess change, relevance of change and sustainability of change in behavior of participants. The opinion of the trainees in the form of self assessment, 360 degree feedback is useful means to evaluate training.

Result level:

Result level evaluation is the effect on the business or environment resulting from the improved performance of the trainee. Level four outcomes are not limited return on training investment (ROI) (Bhargava, 2010). It can also include others major results that contribute to the well functioning of an organization, it includes any outcome that the most people would agree is "good for the business" outcomes are either changes in financial outcomes (such as positive ROI

or increased profits) or changes in the variables that should have a reliability direct effect on financial outcome at the same point of the future.

2.5.4.1 Training and development evaluation process

A. Before Training: It is a short assessment and administered at the very start of the user training or even before the user training. The goal of the before training is to assess what level the users are at as a group, as well as individually. The trainers can prepare for the training accordingly and identify who needs more attention and help, and which users could potentially be helping fellow users. During the start of training, applicants generally perceive it as a waste of resources because at most of the times candidates are unaware of the objectives and learning outcomes of the program. After awareness, they will be asked to give their attitudes on the methods used and whether those methods suitable to the candidates' inclinations and learning style (Ahmad & Din, 2009).

B. During Training: It is the period at which training is started. This stage commonly consists of short tests at frequent intervals (Balogun, 2011).

C. After training: Evaluating training is the last stage of training cycle and unquestionably it is the most important part to ensure present and future effectiveness of training program. The manager emphasized on the certainty of post training evaluation and said that primarily this is based around paper based testing, but it is very important to continuous assessment based on colleague performance and one-to-one assessments (Balogun, 2011).

3. Factors Influencing Training & Development practices

Training & development refers to any activities at all through which managers and workers improve their work-related skills and knowledge. These activities may occur in short burst or be over a longer period of time. They may be linked to a qualification or not (Kitching & Blackburn, 2002). In order to examine different aspects of training & development activities in SMEs, a cumulative training intensity index which consists of eight training & development related variables; formal and informal training, team based work, job rotation, educational assistance, performance based pay, quality circles, total quality management practices, and learning by doing, was calculated.

Here, it is examined those factors which influence the intensity of training & development practices in manufacturing. Potential explanatory factors fall into two broad categories

background variables and organizational variables. Background factors include; age and size of the firm, nature of control, change in employment, and business sector. Organizational factors consist of two variables; organizational support for training & development and attitude of owner/manager for training provision.

There are six main factors of training and development provisions within business organizations.

1. Age of the firm

Age of the firm is said to be an influential factor for training & development intensity of a business firm. Research findings reveal that young firms tend to invest more in training and development than their older counter parts (Kitching and Blackburn, 2002) concluded that higher training index scores are associated with larger and younger firm as well as those in the business and professional services sector.

2. Firm size

The most consistent finding in business organizations research is that the larger the organization, the more likely it is to engage in training (Cambridge Small Business Research Center, 1992; Marshall et al., 1995). Large firms may benefit from scale effects in the usage of training practices, even when training unit or manager is absent. This suggests that firm size also has a direct effect on the usage of training practices.

Furthermore, most training practices require considerable development costs (Klaas et al., 2000). This results in a cost advantage for larger firms, which is strengthened by the limited supply of financial resources of many small firms. Consequently, larger firms would benefit more from departments and/or employees that have specific knowledge and expertise on the implementation of such training practices. Larger firms are, therefore, more likely to have a separate training unit or person responsible for training than smaller ones. This relationship is confirmed by previous studies (Hornsby and Kuratko, 1990). In turn, the presence of such a department or manager will have a positive impact on the application of training practices.

3. Nature of control

Nature of control affects the training intensity of a business. A business unit may be

controlled and managed either by the owner manager or paid manager. Some argues that paid managers tend more to invest in training & development activities while others argue that the owner manager is more likely to invest more in training & development. The influence of ownership has been noted by various researchers. (Martin and Staines, 1994) have identified that owners and partners place more emphasis on technical rather than managerial skills, whereas non-owner managers reversed the relative importance of these two factors. This may be because non-owner managers are interested in career progression. It may also be the case that owner-managers feel threatened if their subordinates develop their managerial competence. (Cromie et al., 1995) have identified that family firms were less dedicated on formal management training than non-family firms.

Training and development is unlikely to be provided as it is feared that, it will make the manager more attractive in the labor market (Storey and Westhead, 1996). This sentiment is shared by (Loan Clarke et al., 1999), who found that small firms without a family member in the management team invested more time and money in management training and development. They believe that family-run organizations may feel threatened by nonfamily managers improving their competence. Similar views are held by (Smith and Whittaker, 1998) in relation to workforce training, where human resource development is said to be reactive rather than involving an ongoing, long-term commitment.

4. Growth in employees

Growth in employees makes a significant influence on the application of training and development practices in a firm in several ways. First of all, if the number of employees increases, so does the need to decentralize and communicate between employees and departments. This, in turn, requires a high level of standardization, specialization and formalization (Daft, 1998; Nooteboom, 1993). In addition, an increase of the number of employees results in an increasing demand for training practices. However, (Kitching & Blackburn, 2002) state that the evidence on the relationship between training provision and employment change offers a very mixed picture.

5. Business sector

Business sector seems to make an influence on training & development intensity of a business unit. Some argue that firms in service sector may tend to apply more training & development practices than in other sectors. (Kitching and Blackburn, 2002) argue that firms in business

professional service sector apply more training & development practices than in others. (Wong et al., 1997) have suggested that different industrial sectors have different training requirements. In relation to management training, they propose that service sector may place greater emphasis on training management to maintain customer relationships.

6. Organizational support

Organizational support for training is said to be an influential factor for training practices. This can be measured as a cumulative index which takes into account the presence or absence of a separate unit or person responsible for training, training plan, budget for training, training policies, and training manuals, hand books etc. If the firm does not provide support for or undertake a commitment to employee training, a firm may focus little attention on training activities. We may thus expect a strong correlation to exist between the degree of organizational support for training and training practices (Abdullah, 2009).

7. Attitude of the owner/ manager

The importance of owner/ manager attitudes towards training in business organization has been discussed extensively elsewhere (Matlay, 1997, 1998, 1999). (Magjuka, 1988) concludes that managerial beliefs are strongly and positively associated with the pattern and frequency of training in a firm. The influence of the owner-manager is a key feature impacting upon training and development in the small firm. (Ross, 1993) and (Kerr and McDougall, 1999) maintain, that the tendency or motivation to engage in human resource development is dependent on the attitude of the senior manager(s), as they determine the culture and strategic direction for the organization. Research indicates that in the majority of firms employing less than 50 people, the owner-manager takes sole responsibility for the management of human resources (Hornsby and Kuratko, 1990; MacMahon and Murphy, 1999). The implications of this are that effective human resource management depends on the skills, attitudes and experience of one individual (MacMahon and Murphy, 1999). The owner manager therefore exerts a considerable influence on the likelihood and nature of firms' human resources development (Hill and Stewart, 2000).

4. Effective training and development practice

Effective training will indicate not only finding out whether the training will be well done but also asking what it achieved and whether it will be valuable for the organization to be supporting it. In the most comprehensive study to date comparing the effectiveness of various organizational development interventions to date, Guzzo, Jette, and Katzell revealed that training

interventions lead to stronger and more consistent gains in productivity than most other organizational development processes, including: performance feedback, management by objectives, work redesign, supervisory methods, and decision-making strategies (Guzzo, Jette, & Katzell, 1985). In fact, the only method that has been shown to have a stronger impact on performance is goal-setting (Locke & Latham, 2002). However, not all training is created equal. The extent to which training can influence learning, behavior change, performance, and profitability depends largely on how it has been designed and delivered. The following features have been directly associated with improved employee and organizational effectiveness:

Start with training needs assessment: This is a systematic process to determine who needs to be trained, what they need training on (i.e., what tasks need to be improved), and how the training process will be supported and aligned with strategic objectives (Surface, 2012).

Identify and communicate purpose, objectives, and outcome: These are identified based on the results of the training needs assessment and must be communicated to trainees in a clear and easy-to-understand way. When communication includes a message on how the training will be applied and what the expected outcomes are, motivation to learn increases (Noe, 2008).

Relevant content: To be effective, training must include content that is directly linked to trainee job experiences (Noe & Colquitt, 2002). This makes intuitive sense, but when ignored it can reduce the impact of training on performance to zero. Just think about the training sessions you've attended that have been unrelated to your daily work-life.

Active demonstration: Trainers need to actively demonstrate the specific skills and processes included in the training. Conducting live demonstrations provides trainees with a model of desired behavior and results in greater learning and transfer of training, regardless of the topic (Noe & Colquitt, 2002). For example, if the training is on interpersonal communications the trainer might demonstrate active listening skills through a role-play with a willing participant.

Opportunities for practice: Effective training programs include multiple opportunities for trainees to practice the skills they've learned during class-time. By building application exercises into the training workshops themselves, provide trainees with a safe place to try new skills, where they can make mistakes and not worry about consequences (Noe & Colquitt, 2002).

Regular feedback during training: Trainers also need to give feedback to employees while they are practicing their new skills. Feedback should be given both during practice and after

exercises have been completed (Noe & Colquitt, 2002). It should also be directly related to how the trainee performed the task and never be focused on personal characteristics.

Post-training environment: After training it is important that employees are given opportunities to perform the skills they've learned. If the post-training environment does not support this, research has shown that training will have little to no impact on trainee performance and organizational utility; that is, little or no return on investment (Arthur et al., 2003).

5. Consequences in the absence of training and development

Absence of conducting employee training and development can contribute to constraints on business development due to higher labor turnover; increased overtime working; higher rates of pay, overtime premiums and supplements; higher recruitment costs, including advertising, time and incentives; greater pressure and stress on staffs; pressure on job-evaluation schemes, grading structures, payment system and career structure; higher training costs; and additional retention costs in the form of flexible working time, job sharing, part time working, shift working (Neitzel, 2006).

6. The major challenges of training and development practices

A range of challenges are faced by organizations and human resource development professionals in managing and implementing effective human resource training and development, particularly in the climate of globalization, and the new technological revolution begins with the importance of human capital in human resource development practice, their education and technical training, and also their communication and language skills. Human resources' learning and motivation are also described as important features of effective human resource development practices. However, their deficiencies in supporting the effectiveness of human resource training and development pose a challenge to the development, management and implementation of effective human resource training and development in organizations. Furthermore, the workforce's changing demographics are also seen to have an impact on human resource development practices, alongside the organization's human resource strategies and investments in human resource training and development.

The central factor in human resource development is the human resources or the human capital in an organization. They are viewed as the driving force for the success of organizations because of their skills, competencies, knowledge and experience (Becker, 1975); (Schmidt & Lines,

2002); (Harrison & Kessels, 2004). Moreover, it has been suggested that for organizations to compete successfully in a global economy, it is important to hire sufficiently educated and skilled employees and provide them with lifelong learning (Chalofsky & Reinhart, 1988); (Nadler & Nadler, 1989). However, these are some of the problems faced by employers and organizations and seen as a hindrance to the effective management, training and development of human resources in a global economy (Roberts & McDonald, 1995; Fernald et al, 1999; Shim, 2001; Lloyd, 2002; Budhwar et al, 2002; Bates et al, 2002). In the specific context of human resource development professionals, the literature has indicated that there is a shortage of human resource development professionals who are skilled and experienced systems thinkers (Bing et al, 2003), and who have the ability to manage the vast and specialized function of human resource development across organizations (Garavan, et al, 2002). For instance, it was reported by (Budhwar et al, 2002) that the lack of human resource development professionals in Oman is a major obstacle to the nation's human resource training and development efforts. That argued that problems also arise due to a lack of experience and understanding of human resource training and development on the part of managers. Indeed, some writers have claimed that human resource development professionals do have an important role, as they possess expertise in learning and in developing others to become experts (Chermack et al, 2003).

Thus the challenges in training and development practices are technical, economical, socio-political and environmental aspects depending on the organization capacity and capabilities.

CHAPTER THREE

Research Design and Methodology

3.1 Research design

The main objective of this study was assessing the practice and problems of training and development given by the selected institution. This research employed both quantitative and qualitative design because using mixed research method could neutralize the bias of any single quantitative data (Creswell, 2009). Particularly, descriptive survey design was employed since it is appropriate method which enhances the research to assess the existing practices and problems of training and development at pharmaceutical fund and supply agency head office. Thus, the selected method was appropriate for this study.

3.2 Population of the study

The description of participants should identify the number source and characteristics of the sample. It should also define the population from the sample is being selected. Thus the major sources of primary information for the study are managerial and non-managerial staffs of the organization. So as to perform this study, the first step was getting the total number of target population. There are 476 total populations i.e. 458 employees and 18 managers found in pharmaceutical fund and supply agency head office as January 2016.

3.3. Sample size and sampling techniques

To get relevant data concerning the human resources development practices of pharmaceutical fund and supply agency head office, there was devotedly engagement. Since obtaining a representative sample was a critical issue in order to draw valid inferences about the population.

Random sampling was applied for generating data because this sampling method was used to consider all work units impartially.

Concerning the determination of the sample size, this study considered some important factors such as the larger the sample size, the more precise the estimation would be the difference in the characteristics of the population.

From among different methods, the one which is developed by (Carvalho, 1984) mentioned by (Kibebe Tilahun Getahun, 2011) was used considering and took on the largest sample size which is guarantee for a good sample representative and more precise result. The sample size of the study has been determined by using international research sample size determination formula. Therefore, the sample size was determined the simplified international research sample size determination formula (Taro Yamane, 1967) as $\quad$ n $=$ $\quad\dfrac{N}{1 + N (e)^2}$

, with the assumption of n is the sample size, N is the total target population from the human resources management department alphabetical lists of all staffs = 476 and e is the level of precision or sampling error 5% at 95% confidence interval ($\pm$1.96) become

$$n = N/ (\ 1 + N (e)^2)$$
$$n = \ 476/[\ 1 + 476 (0.05)^2\ ]$$
$$n = \ 476/[1 + 1.90]$$
$$n = \ 476/\ 2.90 \ \cong 218$$

Thus, to make the data more representative, nearly 50% of the total populations were taken as respondents that were 218 among which 208 non-manager staffs and 10 from manager staffs (work unit coordinators, directors and general directors) were included from each random sampling method.

3.4 Source of data

The sources of data for this research were both primary and secondary sources. Primary data was collected from non-manager staffs and managers of the organization through questionnaires and interviews.

Secondary data was gathered from relevant reports and the agency strategic plan. Documents such as annual reports, policies, training manuals, organizational broachers, publications and website information were used as secondary data sources for the study.

3.5 Data collection tools

3.5.1 Questionnaire, interview and document analysis

Data were obtained through personally administered questionnaires that were prepared based on literature review to address the research questions. The reason why self administered

questionnaire used was it helped as a prompt and relatively low cost strategy for obtaining information in the context that was likely to establish a good rapport with respondents and easier to answer for the respondents. The questionnaires were distributed after the expected participants had been selected and informed about the purpose of the research. The items were subsequently edited. The questionnaires have two parts. section 1,of the questionnaire contains instruction and respondents" personal information, and section two contains statements designed to assess the human resource training and development practices using five point likert scales ranging from „Very highly included ‟(5) through „ Not included‟(1) for managers, and from” Very strongly satisfied”(5) through “not satisfied”(1) for non-manager staffs. Section three, is reserved for respondents to choose the appropriate answer based on their feeling and write on the space provided. The survey questionnaires were administered to 208 non-manager staffs and 10 manager staffs in the organization from the total 218 distributed questionnaires 209 useable questionnaires were returned with the response rate 95.87% rate the rest 9 questionnaires were missed.

In addition to collecting data through questioners; qualitative data collection technique, involving one-to-one interview with selected respondent was conducted. Semi structured, interview was held to obtain data for further clarity and credibility of the research with key personnel of the institution who was selected based on purposive sampling. Human resource and general services directorate director of the organization was interviewed. Before the interview, brief explanation was conducted based on the purpose of the interview to the participant and confidentiality of information that the information he provided.

With this data gathering tools, relevant documents were reviewed and gathered from training and development. This data gathering tools was also used to enrich the data obtained through questionnaire and interviews and to capture information that could not be obtained through questionnaire and interview methods.

3.6 Method of data analysis

The gathered data were analyzed using micro soft excel. Descriptive method was used for data analysis. Descriptive statistics like frequency, percent, mean and tabulation were used to analyze the finding of the study.

3.7 Data collection tools reliability and validity

In this study, validity was taken into consideration. Because the questionnaire is constructed by the researcher, it is designed on the basis of the researcher's needs and advisors comment in relation to the study topic and so brings advantages in the sense that it measures exactly what the researcher intends to measure that shows internal validity was checked computing.

A pilot test was conducted to test and check the reliability of the items of the questionnaire and to make the necessary correction. In measuring reliability of data, the main the criterion should be dependability or truth worthiness of the data (Selcaran, 1992). According to the reviewed questionnaire by pre-tested using Cronbach alpha (Creswell, 2009) reliability measurement scales on a sample of 20 randomly selected non-manager staffs and 3 manager staffs of pharmaceutical fund and supply agency head office and the result was at Alpha value of 0.7 which indicates that the instrument is reliable.

3.8 Procedures of data collection

To get full support in administrating and collecting the instruments of data collection, first contact was made with the general director of pharmaceutical fund and supply agency. Following this, respondents who filled out the questionnaire; non-manager staffs and manager staffs of the institution were indentified. Then, the respondents were informed about the purpose of the study and how to complete the questionnaire. In addition, during the administration of the questionnaire, clarifications for some questions and interpretation were also given to the respondents so as to avoid confusions. Then the questionnaire was distributed to the respondents. Finally the filled out questionnaires were collected and interviews were conducted to human resource and general services directorate director of the organization using interview questions.

3.9 Ethical considerations

The necessary permission to undertake the study was obtained from Pharmaceuticals Fund and Supply Agency (PFSA) management. All participants were informed about the purpose of the study, confidentiality of the information, and the right not to be participated or withdraw at anytime. It was told to the participants, participating in this study will bring improvements in the implementation of the program and being participated in the study will not have any harm and used only for the academic purpose only.

CHAPTER FOUR

Results and Discussions

In this chapter of the research results from data collected in both quantitative and qualitative techniques are presented. This result section present the major finding beginning with the socio-demographic variables .This is followed a presentation of the issues of practices of trainings and development in pharmaceutical fund and supply agency .This chapter has three sections. In the first section of the chapter demographic profile (characteristics) of the respondents are presented. In the second section, quantitative results from close-ended survey items are presented using descriptive statistics techniques. The last section of this chapter used to present qualitative results from individual interview and document analysis are presented in support of the quantitative results. Presentation of findings in each section is according to the order of basic research questions of the thesis.

4.1 General Characteristics of the Study Population

The demographic characteristics include gender, age, and level of education, job level and years of working experience. This aspect of the analysis deals with the personal data of the respondents in the questionnaires given to them. The table 1 shows the details of background information of the respondents.

Table 1: General information of the population and respondents

S.No	sex	Total number of population (N)						Sample size (n)					
		Managers		Non-managers		Total		Managers		Non-managers		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Female	3	16.67%	130	28.38%	133	27.94%	1	10%	67	32.21%	68	31.19%
2	Male	15	83.33%	328	71.62%	343	72.06%	9	90%	141	67.79%	150	68.81%
Total		18	100.0%	458	100.0%	476	100.0%	10	100%	208	100.0%	218	100.0%

Source: Own survey, 2016

As can be shown from the above table 1: the largest portion of pharmaceuticals fund and supply agency total employees (non-manager staffs) at head office is male (71.62%). Parallel to this, the

percentage of males' who are in managerial position was (83.33%). This indicates   that female's empowerment in managerial position and female's number in other positions are very low in this organization. Hence, the female empowerment to managerial position and hiring more females other job positions needs attention since only less than 30% of the staffs in the Agency are females.

Table 2: Questionnaire distributed and returned.

S.No	Respondents category	Questionnaires distributed	Returned questionnaires	Percentage of returned questionnaires
1	Managements	10	7	70.00%
2	Employees	208	202	97.12%
	Total	218	209	95.87%

Source: Own survey, 2016

As shown from the above table 2: 205 (97.12%) questionnaires were collected from 209(100%) employees and 7 (70.00%) questionnaires were collected from 10(100%) questionnaires managers. This result indicates that management bodies' involvement in returning the questionnaires was not as satisfactory as that of the employees.

Table 3: Age and Sex of respondents

S.No	Respondents Sex	Respondents age (year)					Total	
		<25	25-35	36-40	41-54	55	F	%
1	Female	18	28	9	11	1	67	32.06%
2	Male	30	48	19	32	13	142	67.94%
Total	Frequency	48	76	28	43	14	209	_
	Percent	22.97%	36.36%	13.40%	20.57%	6.70%	_	100.00%

Source: Own survey, 2016

As shown from the above table 3: the majority of 67.94 % of the respondents were male and the remaining 32.06% of the respondents were female. Regarding the age of the respondents, the greater part (36.36 %) of respondents exists within the age category of 25-35 years, the second were 22.97% within the age category of <25 years, the third were 20.57% within the age

category of 41-54 years, the fourth 13.40% within the age category of 36-40 years, and fifth were 6.70% within the age category of 55 and above years respectively.

This indicates that majority of the agency employees are male. And also youth and energetic employees were worked at the agency which made the agency to become more competitive advantageous.

Table 4: Respondents profile by experience and educational status.

Experience (year)	Educational status				Total	
	2nd degree & above	1st degree	College diploma	Grade 12 complete	F	%
<3	0	7	2	1	10	4.78%
3-5	0	18	6	0	24	11.48%
6-8	0	52	38	0	90	43.06%
>8	3	55	26	1	85	40.67%
Frequency	3	132	72	2	209	_
Percent	1.44%	63.16%	34.45%	0.96%	_	100.00%

Source: Own survey, 2016

As noted from table 4: the largest groups of respondents (43.06%) have a working experience of 6 to 8 years of on the current job. The second portion (40.67%) of respondents have served in the organization above 8 years and the rest 11.48% and 4.78% have served in the agency between 3 to 5 years and below 3 years respectively. With regard to educational qualification, the majority of the respondents are first degree (63.16%), 34.45% of the respondents is holders of college diploma. Only three persons have masters and above degree holders and 0.96% of the respondents are twelve complete and below.

4.2 Quantitative results from close ended questions

4.2.1 Responses of both management and non-management employees

Table 5: Appropriateness of current position with specialization

Responses	Frequency	Percent	Valid Percent	Cumulative percent
Most likely appropriate	198	94.74%	94.74%	94.74%
appropriate	8	3.83%	3.83%	98.56%
Inappropriate	3	1.44%	1.44%	100.00%
Total	209	100%	100.00%	-

Source: Own survey, 2016

The above table 5 shows that, 94.74 % of the respondents were responded current position and specialization are most likely appropriate, 3.38% of the respondents were replied current position and specialization are inappropriate and the rest 1.44% of respondents were replied appropriate.

It indicates that there is a good quality of placing appropriate employees with appropriate position but there is a need to increase placement of the inappropriate to appropriates by escalating employees training and development.

Table 6: Methods of employees training and development

Methods	Frequency	Percent	Valid Percent	Cumulative percent
On the job	153	73.21%	73.21%	73.21%
Off the job	41	19.62%	19.62%	92.82%
Both	15	7.18%	7.18%	100.00%
Total	209	100.0%	100.00%	-

Source: Own survey, 2016

As indicated in table 6: we can find both methods, on-the-job and off-the-job, of training and development. Most of the respondents (73.21 %) have taken on-the job training which takes place at the work place. 19.62% of the respondents replied that they have taken off- the job

training which is conducted outside the job to develop the skills of manager and non-manager employees.

This includes training which was conducted in their venue, external training which was carried out in training institutions such as pharmaceutical supply chain management institute (PSCM) and health commodities manufacturing firms. Moreover, abroad (like South Africa) training is also given for some senior employees, especially warehouse managers, although priority for abroad training is given for leaders or management groups. To the end, 7.18% of the respondents are replied that they have taken both on-the-job and off-the-job training given by the agency itself and academic institutions. The implication of the data presented in the above table is the emphasis of the agency in providing its employees on the job training more frequently and with less emphasis in both on-the-job and off-the-job training.

Table 7: Training and development evaluation process

Evaluation process	Frequency	Percent	Valid Percent	Cumulative percent
Before training	32	15.31%	15.31%	15.31%
During training	46	22.01%	22.01%	37.32%
After training	131	62.68%	62.68%	100.00%
Total	209	100%	100.00%	-

Source: Own survey, 2016

As stated in the table 2: the total respondents who has been returning the questioners were 209, among these 7 of the respondents are working in the management areas where as the rest of 202 were non-managers working in different departments of PFSA head office. Having this information, questionnaires related to evaluation process distributed to both managers and non-managers and their responses were presented in table 7. Table 7 reveals that the maximum of 62.68% of the participants were replied training and development evaluation is carry out after training where as a minimum of 15.31% of participants replied that evaluation is conducted before-training process. It indicates that less emphasis, before training evaluation, in identifying cost-benefit analysis and increase the effectiveness of the program to be held in the future.

4.2.2 Responses of management staff respondents

Table 8: Existence of periodic management development and training need analysis

Responses	Frequency	Percent	Valid Percent	Cumulative percent
Yes	1	14.29%	14.29%	14.29%
No	5	71.43%	71.43%	85.71%
I don't know	1	14.29%	14.29%	100.00%
Total	7	100%	100.00%	-

Source: Own survey, 2016

As shown in table 8, the highest 71.43% of participants were responded that the agency is not periodically analyze management development need by taking in to consideration of management as a need oriented effort and 14.29% said that we do not know whether the agency is analyzing human resource development need, and the remaining 14.29% responded that the agency is analyzing the development need periodically. This response implies that, the presence of problems in the pharmaceutical fund and supply agency head office with respect to management training and development need assessment periodically in identifying the deficiency of employees' skill and knowledge.

Table 9: Types of management development need analysis

Types of need analysis	Frequency	Percent	Valid Percent	Cumulative percent
Organizational analysis	2	28.57%	28.57%	28.57%
Task(Job) analysis	4	57.14%	57.14%	85.71%
Manager(personal)analysis	1	14.29%	14.29%	100.00%
Total	7	100%	100.00%	-

Source: Own survey, 2016

As far as the theory is concerned, the dominant frame work for identifying organization's human resource development needs has been three category need analysis approach, namely, organization analysis, task (Job) analysis and person analysis (Miller & Osinski's, 2002). As shown in table 9: 28.57 % of the respondents revealed that organization analysis, 57.14% task analysis which is mostly used in identifying management development need analysis and 14.29% of respondents replied that the agency is used person analysis. The response implies that, the

agency is attempting to examine its management staffs to determine the skill and knowledge the job requires before implement the training and development program. However, the organization is providing less emphasis for person analysis.
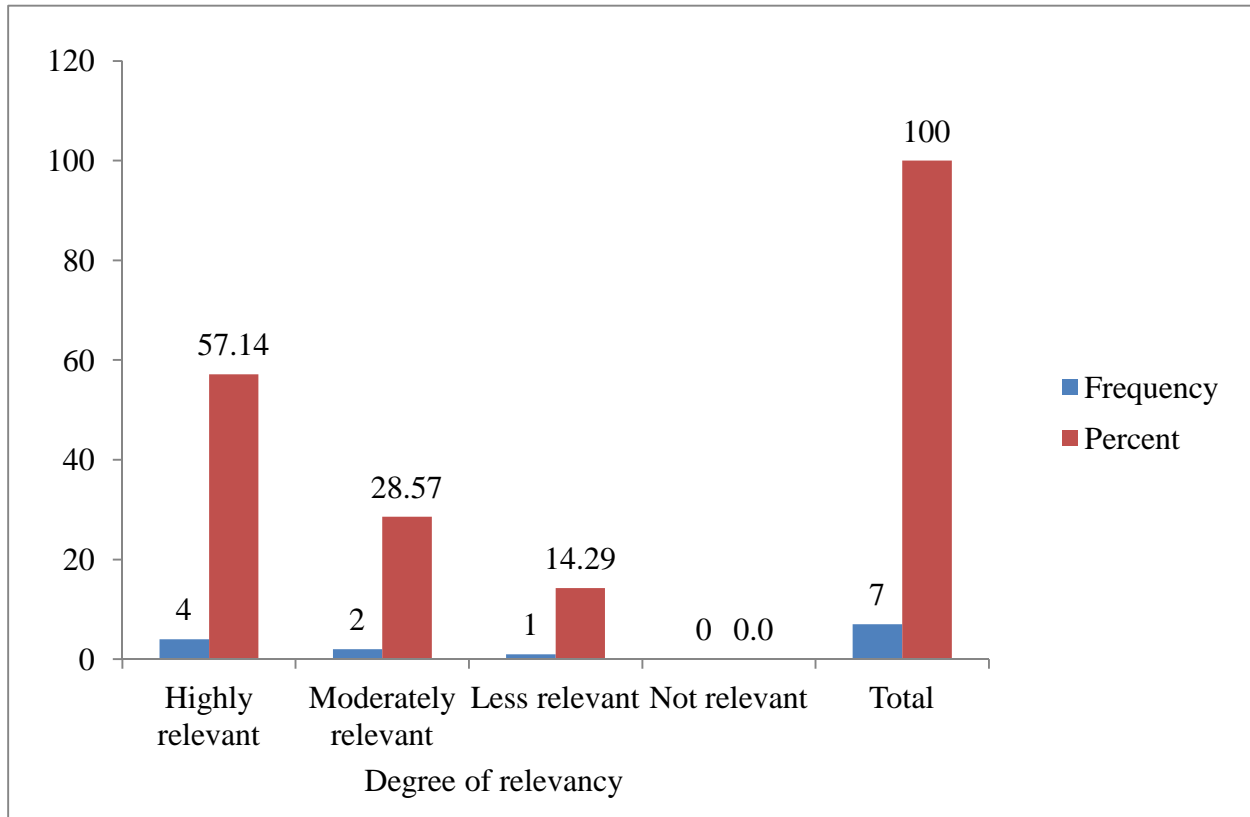
Figure 1: Responses in relation with relevance of management development in   improving current job performance

Source: Own survey, 2016

One of the basic aims of management development program is to improve current job performance of each work units which ultimately improves the productivity of the organization as a whole by updating the skills and knowledge of work unit managers. Beside to this, the above figure 1 shows that 57.14 % of the respondents were responded that management development they took so far was highly relevant in improving their current job performance and 28.57% responded that it was moderately relevant since it contributes to the improvement of their performance. The rest 14.29% and 0% of the respondent responded that less relevant and not relevant respectively. Thus, management development program in the pharmaceutical fund and

supply agency is encouraging in its positive contribution to the job performance of its managers and organization.

Because majority of 85.71% of participants responded that the presence of management development is highly relevant and moderately relevant.

Table 10: Response in relation to whether effectiveness of management development program evaluated or not

Responses	Frequency	Percent	Valid Percent	Cumulative percent
Yes	1	14.29%	14.29%	14.29%
No	5	71.43%	71.43%	85.71%
I don't know	1	14.29%	14.29%	100.00%
Total	7	100%	100.00%	-

Source: Own survey, 2016

Evaluation is the one of the phases of human resource development program. It is a means to validate whether employees in the program do the jobs for which they have been trained. As shown in table 10: 14.29% of the management staff responded that the organization is conducted evaluation to assess the effectiveness of the management development program, the other 71.43% responded as no evaluation takes place and 14.29% responded that they do not know whether or not management development program evaluation is conducted by the agency. The response implies that there are problems in the pharmaceutical fund and supply agency in relation to evaluation of human resource development since 14.29% of the respondents only are clear with the evaluation program and the rest 85.71% are not clear the train and development evaluation program.
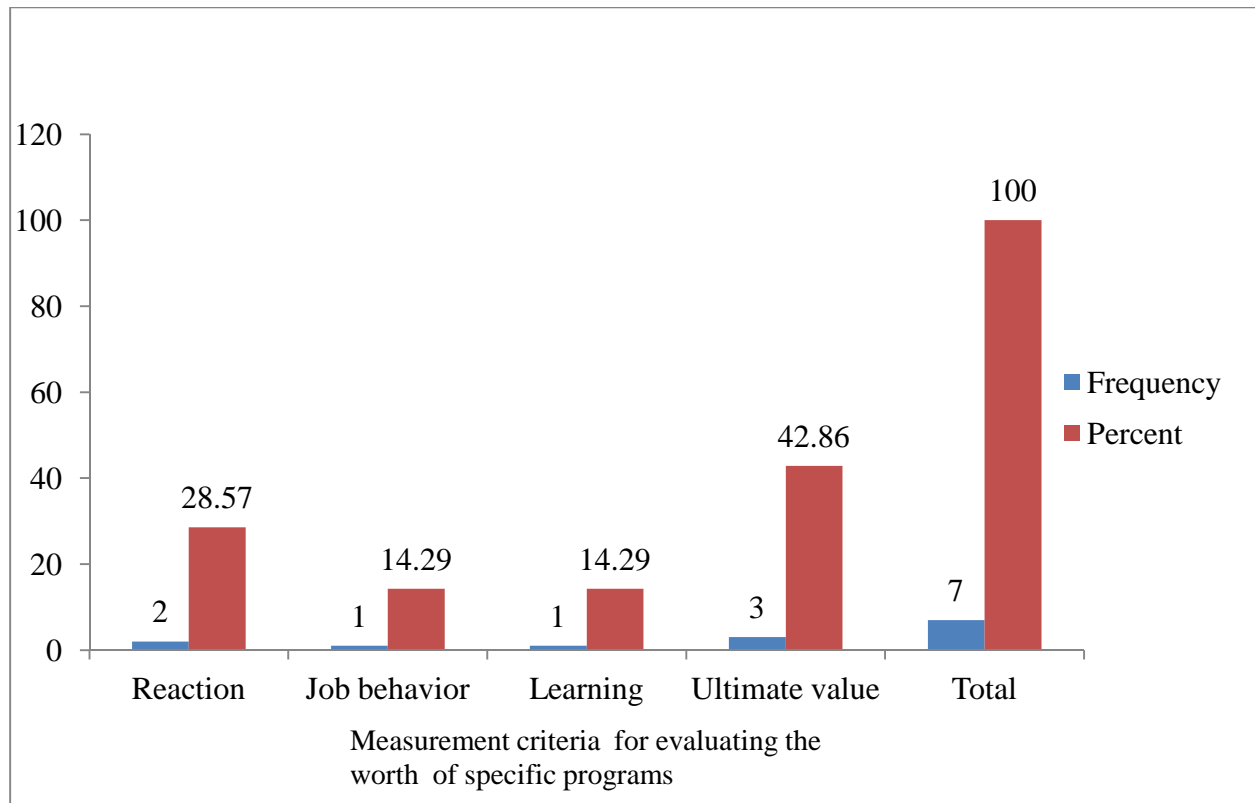
Figure 2: Measurement criteria used in evaluating the worth of management development program

Source: Own survey, 2016

In evaluating the worth of specific human resource development programs measurement criteria should be identified and used with the aim of increasing the effectiveness of the program while it is going on and helping trainees to get feedback for their improvement and efficiency. As indicated in the figure 2 reaction (28.57%) and ultimate value (42.86%) are the two most commonly used measurement criteria as majority of the respondents responded, and job behaviors (14.29%) and learning (14.29%) are also used by the agency to some extent. The analysis reveals that most of the participants react to the learning experience by forming opinion and attitude about the trainer, the methodology (adult learning techniques and/or traditional leaning techniques), participation in the learning session and how well he or she liked the program. Moreover, how the organization is benefited from the training and development in terms of goal achievement, survival or growth (ultimate value) is considered by organization in evaluating the worth of management development program.
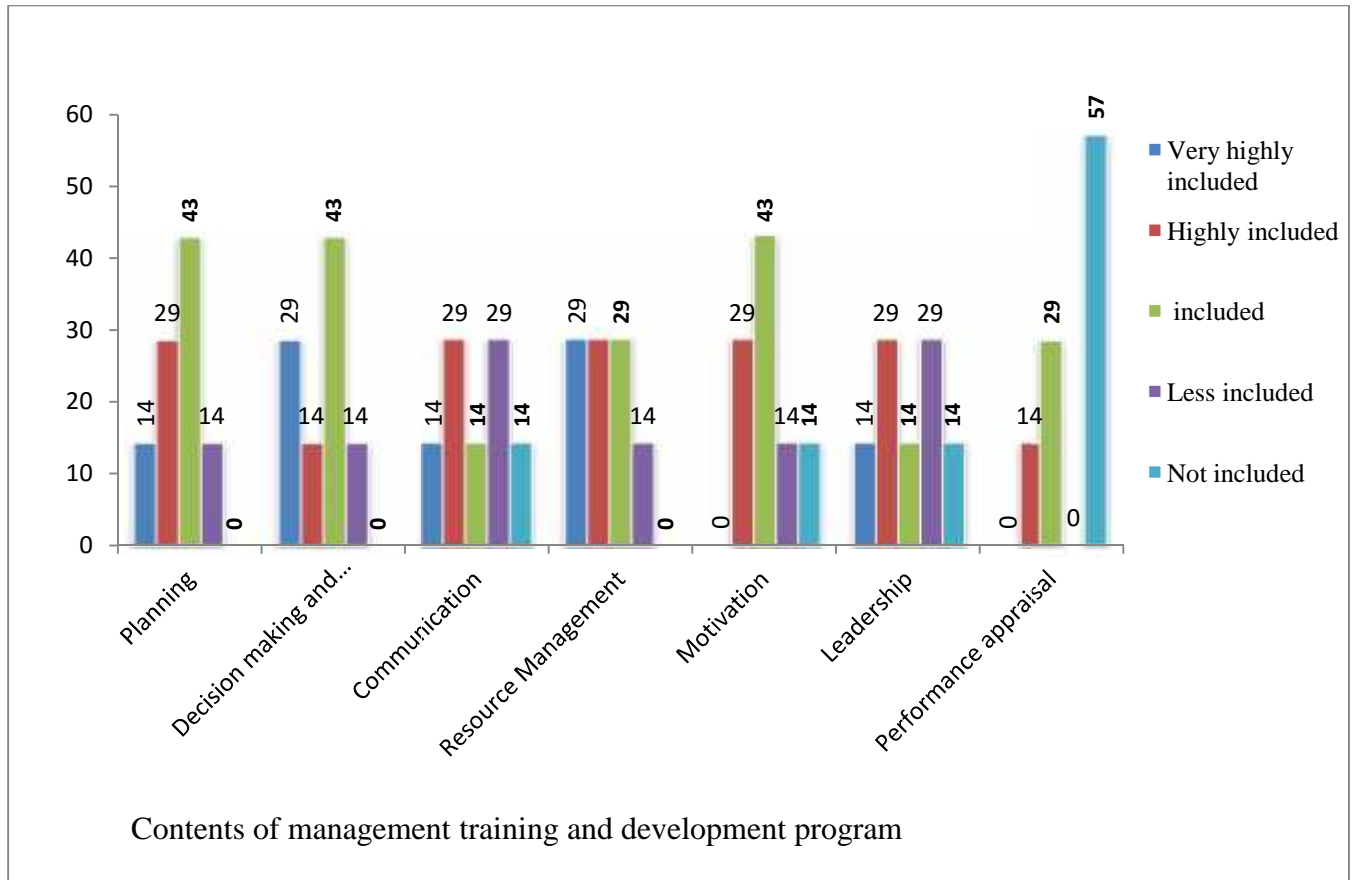
Figure 3: The level of content in management training and development program

Own survey, 2016

Figure 3 shows that the respondents' opinion about the level of content in the management development program

Planning: it indicates the maximum of 43% of the participants were responded included and a minimum of 14 % participants responded that both less included and very highly included, and 29% highly included with the level of content of the management development program.

Decision making and problem solving: it reveals that maximum of 43% of the participants were responded included and a minimum of 14 % participants responded that both less included and highly included, and 29% very highly included with the level of content of the management development program.

Communication: it shows that maximum of 29% of the participants were responded highly included and less included, and a minimum of 14 % participants responded that all included,

very highly included and not included with the level of content of the management development program.

Resource management: it assures that the highest of 29% participants were replied included, very highly included and highly included respectively, but a minimum of 14% participants' replies that less included with the level of content of management development program.

Motivation: it indicates the maximum of 43% of the participants were responded included and a minimum of 14 % participants responded that both less included and not included, and 29% highly included with the level of content of the management development program.

Leadership: it asserts that the maximum of 29% participants responded that both less included and highly included, but a minimum of 14% participants' replies that very highly included, included and not included with the level of the content of management development program.

Performance appraisal: it denotes that the maximum of 57% participants replied not included and a minimum of 14% participants' replies that highly included and 29% of respondents responded included with the level of the content of management development program.

To generalize, the response related to the level of content to which the given management development are not included as appropriate and desired management training content implies that the pharmaceutical fund and supply agency is not in a good attempt in incorporating the desired and relevant content of the program with a great reminder of improving the less percentage of training and development content in the above figure 3. This later on helps each management group in executing their management functions effectively and efficiently which contributes a lot to the achievement of long run strategic goal and objectives of the pharmaceutical fund and supply agency.

4.2.3 Responses of non-management employees

To assess the practice of non-management staff training and development program in the agency questionnaire was prepared and distributed to 208 non-management staffs of pharmaceutical fund and supply agency head office. Of these, 202 were kind enough to fill and returned the questionnaire and the rest 6 were failed to return the questionnaire distributed to them as shown and summarized by table 2.

Table 11: Responses with regard to whether the employees have taken training or not in their duration of stay in the agency

Responses	Frequency	Percent	Valid Percent	Cumulative percent
Yes	191	94.55%	94.55%	94.55%
No	11	5.45%	5.45%	100.00%
Total	202	100%	100.00%	-

Source: Own survey, 2016

As can be seen from table 11: 94.55% of the respondents have taken some sort of training in one way or another in their stay in the agency. This implies the attempt of the pharmaceutical fund and supply agency in updating the skills and knowledge of the employees, which later on will contribute to the competency levels of trainees and organizational performance of pharmaceutical fund and supply agency.

Table 12: Realization of training/changes on the performance of non-management staffs

Responses	Frequency	Percent	Valid Percent	Cumulative percent
Yes	189	93.56%	93.56%	93.56%
No	13	6.44%	6.44%	100.00%
Total	202	100%	100.00%	-

Source: Own survey, 2016

Table 12: clearly reveals that the training given by the agency to its employees has positive impact on improving their job performance as 93.56% of the respondents replied and the rest 6.44% feel that they do not see any significant positive change on their performance due to the training. It states that the majority of the respondents have positive attitude towards the training program.
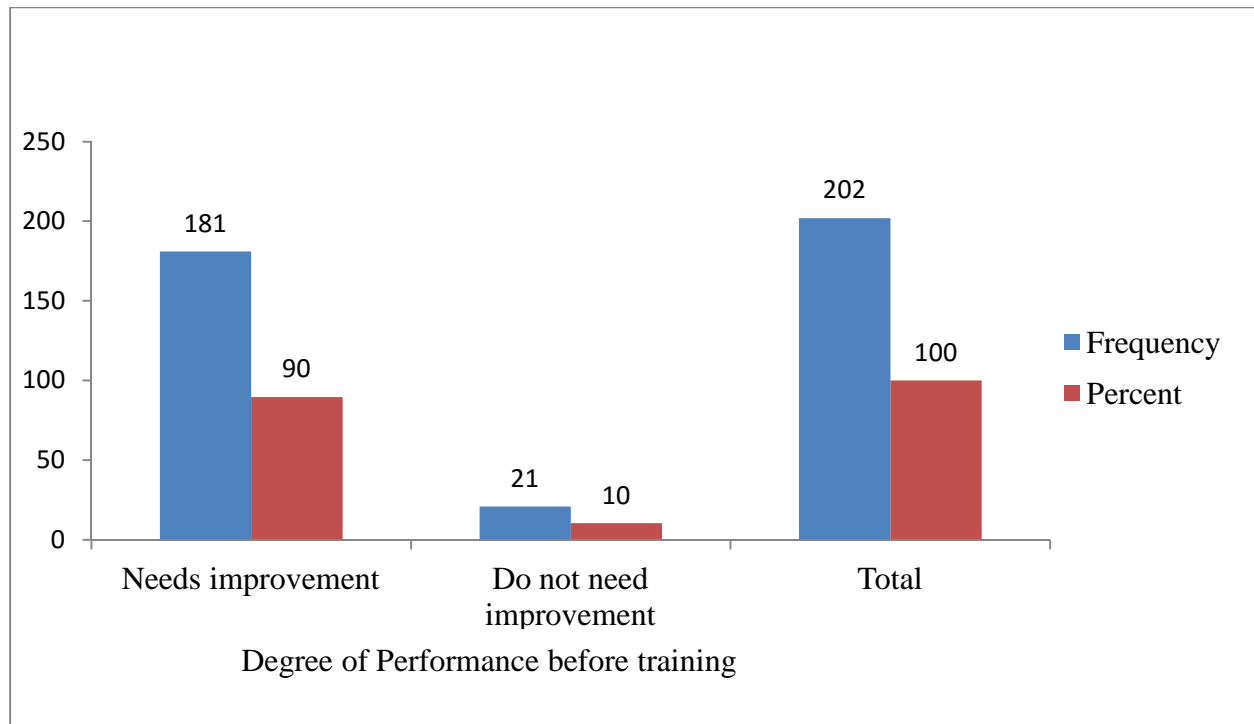
Figure 4: The need of skills, knowledge and performance of employees before taking training like induction training

Source: Own survey, 2016

As figure 4 shows, majority of the respondents (90%) said that their skills, knowledge, attitude and performance needs improvement through training and the rest 10% of the respondents replied that they do not need improvement. This implies that, some employees have taken inappropriate training since they were not change in their performance as well as skill and knowledge after training was given including induction training.

4.2.4 Employees training as a main factor for the agency's performance

As seen from the table 13 below, majority (85.64%) of the non management staffs believe that individual training is the key factor for improving the performance of the organization. In this respect, the agency is required to be engaging in continues employee training in order to take advantage of the improved performance of the trained individuals. However, 14.36% of respondents are replied training is not the main factor.

Table 13: Responses of employees in relation with the need of training as of the main factor for improving the performance of the agency

Responses	Frequency	Percent	Valid Percent	Cumulative percent
Yes	173	85.64%	85.64%	85.64%
No	29	14.36%	14.36%	100.00%
Total	202	100%	100.00%	-

Source: Own survey, 2016

Table 14: Level of trainee's satisfaction on factors which are employees training process in the training program

Variables	Very strongly satisfied		strongly satisfied		satisfied		less satisfied		Not satisfied		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Trainees selection criteria	24	11.9%	36	17.8%	53	26.2%	82	40.6%	7	3.5%	202	100%
Training methods	32	15.8%	56	27.7%	42	20.8%	67	33.2%	5	2.5%	202	100%
Training periods' Adequacy	56	27.7%	42	20.8%	35	17.3%	67	33.2%	2	1.0%	202	100%
Trainer's skills and capabilities	86	42.6%	66	32.7%	21	10.4%	27	13.4%	2	1.0%	202	100%
Training objective	94	46.5%	36	17.8%	11	5.4%	56	27.7%	5	2.5%	202	100%
Appropriate-ness of Training facilities	92	45.5%	65	32.2%	24	11.9%	14	6.9%	7	3.5%	202	100%
Desired program content	55	27.2%	28	13.9%	41	20.3%	77	38.1%	1	0.5%	202	100%
Training evaluation	12	6.0%	56	27.7%	61	30.2%	54	26.7%	19	9.4%	202	100%
Training policy	8	4.0%	26	12.9%	35	17.3%	92	45.5%	41	20.3%	202	100%

Source: Own survey, 2016

Trainees' selection criteria: as indicated from the above table 14 that the majority of 40.6% respondents are less satisfied and a minimum of 3.5% of the respondents are not satisfied.

And the rest 11.9%, 17.8% and 26.2% of the respondents replied very strongly satisfied, strongly satisfied and satisfied respectively with the training methods of the training program of the organization.

Training methods: as noted from the above table 14 that the majority of 33.2% respondents are less satisfied and a minimum of 2.5% of the respondents are not satisfied. And the rest 15.8%, 27.7% and 20.8% of the respondents replied very strongly satisfied, strongly satisfied and satisfied respectively with the training methods of the training program of the organization.

Training period's adequacy: it indicates that the highest of 33.2% respondents are less satisfied and the lowest amount of 1.0% of respondents are not satisfied with availability of sufficient of training period in the organization. The rest 27.7%, 20.8% and 17.3% of the respondents are very strongly satisfied, strongly satisfied and satisfied respectively.

Trainer's capabilities and skills: it reveals that maximum of 42.6% respondents are very strongly satisfied and the minimum of 1% of the respondents are not satisfied with the capability of trainers in the agency. The rest 32.7%, 10.4% and 13.4% of the respondents are strongly satisfied, satisfied and less satisfied respectively.

Desired training program content: it shows that the highest of 38.1% participants are less satisfied and the minimum of 0.5% of participants are not satisfied with the training that has relevant content in the pharmaceutical fund and supply agency. The rest 27.2%, 13.9% and 20.3% of the respondents are very strongly satisfied, strongly satisfied and satisfied respectively.

Training policy: it denotes that the highest of 45.5% the participants are very little satisfied and the lowest amounts of 4% of the respondents are very strongly satisfied with the training policy/guidelines of the pharmaceutical fund and supply agency. The rest 12.9%, 17.3% and 20.3% of the respondents are strongly satisfied, satisfied and not satisfied respectively.

Training objectives: it indicates that the maximum of 46.5% participants are very strongly satisfied and the minimum of 2.5% of the respondents are not satisfied with the objectives of training in the pharmaceutical fund and supply agency. The res 17.8%, 5.4% and 27.7% of the respondents are strongly satisfied, satisfied and less satisfied respectively.

Appropriateness of training facilities: it explicates that the majority of 45.5% participants are very strongly satisfied and the lowest amount of 3.5% of participants are not satisfied with the presences of training facilities of the pharmaceutical fund and supply agency. The rest 32.2%, 11.9% and 6.9% of the respondents are strongly satisfied, satisfied and less satisfied respectively.

Training evaluation: it assures that the maximum of 30.2% the participants are satisfied and the minimum of 6% of participants are very strongly satisfied with the evaluation of training in the pharmaceutical fund and supply agency. The rest 27.7%, 9.4% and 26.7% of the respondents are strongly satisfied, not satisfied and less satisfied respectively.

To sum up , the majority of the respondents of the pharmaceutical fund and supply agency are less satisfied with the selection criteria, training methods, training period's adequacy, training content program and training policy of the agency, which are indications for the organization to improve those elements and satisfied with training evaluation, as well as training objectives, appropriateness of training facilities and trainer's capabilities and skills that indicate there is a good attempt of improvement in the areas. This implies there are problems in the pharmaceutical fund and supply agency regarding the above elements as there is not consistent and close satisfaction among the employees in the agency.

4.3 Qualitative results from interview and document analysis

4.3.1 Interview analysis

To collect more information about employee training and management development practice of the pharmaceutical fund and supply agency both structured and unstructured interview questions were forwarded to the human resource and general services directorate director of the pharmaceutical fund and supply agency. Interviewees' responses to the questions are shown briefly as follows.

Other ways of improving employees' competency level and organization's performance other than training in the pharmaceutical fund and supply agency:

In the agency, management development and employee training program are the paramount ways by which employee competency and productivity can be improved. Sometimes education opportunities are given for employees in local colleges, universities and in the form of scholarships by agency sponsorship.

Allot sufficient funds to carry out training and development programs effectively:

In the agency there is no big problem with regards to the funds needed to implement the training and development program. Adequate fund is budgeted at the beginning of the new fiscal year to carry out effectively training and development programs as training is required for the organization development with the help of partners and other stakeholders.

Provide the required training materials:

As mentioned above, the agency is allocated fund to fulfill any relevant training facilities that are essential for the success of the program. Thus, no significant problems are observed with respects to the facilities as the interviewee replied.

The presence of right trainers who have adequate technical proficiency and skills for the right trainees:

The agency has appropriate trainers for the right trainees, particularly for local training and development program. There are institutions such as pharmaceutical supply chain management academic schools, local and foreign pharmaceutical manufacturers, by inviting the pharmaceutical fund and supply agency staffs with varieties of training and development programs, and other joined organizations that provide the organization with both planned and unplanned trainings to its staffs. Moreover, some senior and skilled internal staffs are used as relevant trainers; especially for pharmaceutical management information systems and pharmaceutical supply chain management related trainings.

The base for selecting right trainees for the right trainings:

For internal training and development programs, the departmental managers and immediate work unit coordinators are responsible to propose appropriate trainees for appropriate training. Right trainees are selected by taking in to consideration their years of service in the government organizations, the previous diplomas base and the nature of jobs they are assigned including the next position to be assigned after training. For abroad short term trainings, top management of the agency is responsible to assign appropriate trainees.

Presence of well-known training and development objectives for the trainees:

As the interviewee said, training and development objectives are established for training and development programs and training objectives are known in advance the agency.

Factors considered in selecting appropriate methods of training and development:

In selecting instructional methods and media a trade-off exists. No single method or medium is always best, the best method or media depends on several factors. In the agency, appropriateness of the facilities for the objectives it is aimed is the basic factors considered in selecting instructional methods and media. For instance, Media like over head projector, LCD, video, and white boards are used to give lecture for trainees. Moreover, desired training program content, trainer preference and capabilities are also considered.

4.3.2 Document analysis

The data obtained using document analysis were analyzed, interpreted and major findings are summered below:

It was pointed out that pharmaceutical fund and supply agency set training and development objectives that mainly focuses on improving performance of the agency. However, the training and development program of the institution lacks written training policy as depicted out through document analysis.

The study indicated that the training and development program was not based on adequate need assessment. Notice board and leaflet were used as technique for need assessment which is not sufficient and appropriate means of need assessment techniques.

Educational qualification and years of experience of trainees were more acceptable criteria than other criteria to be selected as trainees. In addition, since the budget source of the organization is government, those trainees who want to take training by themselves are highly welcomed by the organization.

Evaluation which is the final phase of the training and development program, involves the collection of information on whether trainees were satisfied with the program, learned the material, and were applying the skills on the job. It was not indicated that pharmaceutical fund and supply agency has been doing training and development evaluation at the end of the program. And no significant effort was found for doing training evaluation after the training program was going on how the evaluation was done and what were the impacts of the training with documented evidence.

As document reviewing finding indicated that there was no training and development section or unit with qualified staffs, and financial resources to facilitate the training and development functions. As a result, training and development was not managed and administered properly.

CHAPTER FIVE

Summary, Conclusion and Recommendations

Based on the data presented and analyzed in chapter four of the study, the following summary, conclusions and recommendations are drawn.

5.1 Summaries

The study has been conducted in pharmaceutical fund and supply agency home office to assess employee training and development practices. The methodologies used to undertake the study were both primary and secondary data collection. Based on this study, the major findings:

· Organization analysis and task analysis are mostly used in identifying employees training and development need.

· Trainees are selected based on their previous academic qualification and years of service by the immediate coordinators and directors.

· The agency is not periodically analyzed management development need by taking in to consideration management as a need oriented effort.

· Ultimate value is mostly used measurement criteria for evaluation of the worth of training and development program in the agency.

· Mostly, methods used by the pharmaceutical fund and supply agency to implement training and development program are on-the-job training methods.

· Most of the time evaluations are implemented after training and development program conducted.

· Most employees are less satisfied with the selection criteria, training methods, training period's adequacy, training content program and training policy of the agency.

· The study reveals that the training given by the agency has positive impact to improve employees' job performance.

· As the study reveals that most employees are found in appropriate position with their specialization.

· As document reviewing finding indicated that there was no training and development section or unit with qualified staffs, and financial resources to facilitate the training and development functions.

5.2 Conclusions

Regarding the training and development need assessment of the agency, organization analysis and task analysis are mostly used in identifying employees need with less emphasis of person analysis. Trainees are selected based on their academic qualification, length of service, the perception of immediate supervisor and director and the decision of committee. That is, lack of transparency in this respect is the major problem of the agency. Besides to this, the agency are not periodically analyze management development need by taking in to consideration management as a need oriented effort.

Mostly, methods used by pharmaceutical fund and supply agency to implement training and development program were on the-job training methods with less attention for off-the-job methods.

There are pharmaceutical supply chain management, local manufacturer institutions like Ethiopian pharmaceutical industry (EPHARM) and other affiliated organizations such as Jima University which provide for pharmaceutical fund and supply agency with various types of local training.

Evaluations, particularly before-training, have not been given much emphasis by the agency, since it is a means to assess the cost-benefit of the human resource training and development program to the agency. Most of the time evaluations are implemented after training and development program conducted.

The management development that they have taken so far is very highly relevant in improving their current job performance.

Most employees are less satisfied with the selection criteria, training methods, training period's adequacy, training content program and training policy of the agency and satisfied with training evaluation, as well as training objectives, appropriateness of training facilities and trainer's capabilities and skills that indicate there is a good attempt of improvement in the areas.

As the study reveals that most employees are found in appropriate position with their specialization. For example forecasting and capacity building directorate director (manger) was graduated in pharmacy and pharmaceutical logistic management, and pharmaceutical procurement directorate director (manager) was graduated in pharmacy, business administration and economic. And also there are employees that they were placed directly from grade twelve like cleaners and guards.

As document reviewing finding indicated that there was no training and development section or unit with qualified staffs, and financial resources to facilitate the training and development functions. As a result, training and development was not managed and administered properly.

5.3 Recommendations

Based on the findings, the following recommendations are forwarded to alleviate or at least to minimize currently encountered problems in the pharmaceutical fund and supply agency with related to employee training and development practices.

Methods of training and development should be all inclusive. That is, it is better to take in to consideration of all managerial and non managerial staffs, particularly in abroad training, because of the presence of less emphasis to non-managerial staffs.

Pharmaceutical fund and supply agency should also use by balancing off-the-job training methods with that of on-the-job methods because the agency may lose the advantage that comes from off the job training methods.

Before-training evaluation should be given much emphasis by the agency, because it is a means to assess the cost/benefit of the human resource training and development program to the agency.

Be engaged in analyzing employees training and development need periodically by taking it in to consideration as one of important factors for the agency as well as for the employees.

Give attention in to incorporating person analysis in employees training and development needs assessment.

Give attention in incorporating proper selection criteria, training methods, training period's adequacy, training content program and training policy.

It is also highly recommended that Ethiopian pharmaceutical fund and supply agency has to work cooperatively with stakeholders of the pharmaceutical areas; primarily with the health facilities, manufacturers, regional health bureaus, federal minister of health and food, medicines and healthcare administration and control authority.

It is better to place employees in appropriate position, since placing inappropriately increases the cost of training and development even though the inappropriate position for specialization is small in the finding.

Even for new employees those who are placed in their specialization they needs training and development because the theories that they were learned in the class are different from the practice in the work place, therefore training should be given.

Even the most well designed training and development system only is worthless unless the organization is committed in ensuring that it is conducted properly and consistently.

To the end, the pharmaceutical fund and supply agency should be embedded in a well trained employee to coup-up with the present technologies and competition besides to gifted resources with much courage and excited.

5.4 Direction for future research

I. It is also better to conduct this study, employee training and development, in a large sample size by including all 17 branches pharmaceutical fund and supply agency with sufficient resources; time, fund and others, since head office staffs only were selected ;

II. Impact of training and development towards employees' performance in the pharmaceutical fund and supply agency;

III. Impact of training and development towards the organizational performance in the pharmaceutical fund and supply agency;

IV. Factors affecting employees training and development practice in the pharmaceutical fund and supply agency.

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Appendices

Appendix-A

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St.Mary's University

School Of Graduate Studies

Master of Business Administration Program

Research questionnaire for non-manager staffs

</div>

This questionnaire is prepared by **Yikeber Gebeyaw**, who is Master of Business Administration student at St.Mary's University. The purpose of this questionnaire is to gather data in order to study employee training and development practice. Please cooperate by filling the questionnaire. Because your frank, genuine, and on time response is essential for the success of my study. Besides, the data gathered by this questionnaire is purely for academic purpose and your response will be secured anonymously. Thus, the researcher kindly requests you to respond each item carefully.

Please note that:

1. No need of writing your name.

2. Please fill the answer accordingly but for close ended question by putting " " mark.

3. Please give attention and return the completed questionnaire.

4. If you need further explanation, you can contact me on through the address shown below.

    Yikeber Gebeyaw

Mobile: +251921283447/943119883

E-mail: yikeber88@gmail.com

Thank you in advance, for your cooperation!

Part –One: General information filled by non-management staffs

Demographic Data

1. Gender:

Male ☐   female ☐

2. In which age group are you?

☐ <25   ☐ 41 to 54

☐ 25 to 35   ☐ 55and above

☐ 36 to 40

3. Marital status: ☐ single   ☐ married   ☐ divorced   ☐ widowed

4. What is your current educational status?

☐ Second degree and above   ☐ College diploma

☐ First degree   ☐ Grade 12 complete and below

5. How many years do you serve in the agency?

☐ Less than 3 years   ☐ 6 to 8 years

☐ 3 to 5 years   ☐ more than 8 years

Part –two

6. List your field/s of specialization in highest educational

status_____

7. By which position are you currently functioning? _____

8. Which of the following types of training methods have you taken so far? (Tick " " as many as applied).

☐ On –the- job   ☐ off- the – job   ☐ both

9. Which of the method(s) in Q.8 are mostly employed by the agency and why?

_____

_____

_____

_____.

10. When training and development evaluation has been conducted in the agency?

(Tick " " as many as applied).

☐ Before training   ☐ During training   ☐ After training

11. How do you see the appropriateness of your current position with your specialization in higher education?

- [ ] Most likely appropriate
- [ ] Appropriate
- [ ] Inappropriate

12. Have you taken any form of training and development prepared by the agency?

- [ ] Yes   - [ ] No

13. If your answer for Q.11 is yes, for how many total days you participated on the training program during the past years? _____

14. Is there any change on your performance after taking training in the organization?

- [ ] Yes   - [ ] No

15. If your answer for question no.14 is yes, please explain. If No, state the limiting factor.

_____

_____.

16. What did your knowledge and performance look like before you have taken training in the agency?

- [ ] Needs improvement   - [ ] Do not need improvement

17. Do you think   training is the critical factor in increasing organizational performance?

- [ ] Yes   - [ ] No

18. If your answer for question no.17 is No, please explain why you say No.

_____

_____.

19. To what extent are you satisfied with respects to the following factors which are parts of employee training processes?

S.No	Variables	Very strongly satisfied	strongly satisfied	satisfied	less satisfied	Not satisfied
1	Trainees Selection criteria					
2	Training methods					
3	Training periods' Adequacy					
4	Trainer's skills and capabilities					
5	Training objective					
6	Appropriateness of Training facilities					
7	Desired program content					
8	Training evaluation					
9	Training policy					

Mention others (if any) _____

_____

20. Do you have any suggestion that you say about training and development program in the organization vis-à-vis its strengths and weaknesses?

strengths_____

_____.

Weaknesses_____

_____

THANK YOU FOR YOUR COOPERATION!

St.Mary's University

School Of Graduate Studies

Master of Business Administration Program

Research questionnaire for managers

This questionnaire is prepared by **Yikeber Gebeyaw**, who is Master of Business Administration student at St.Mary's University. The purpose of this questionnaire is to gather data in order to study employee training and development practice. Please cooperate by filling the questionnaire. Because your frank, genuine, and on time response is essential for the success of my study. Besides, the data gathered by this questionnaire is purely for academic purpose and your response will be secured anonymously. Thus, the researcher kindly requests you to respond each item carefully.

Please note that:

1. No need of writing your name.

2. Please fill the answer accordingly but for close ended question by putting " " mark.

3. Please give attention and return the completed questionnaire.

4. If you need further explanation, you can contact me on through the address shown below.

   Yikeber Gebeyaw

Mobile: +251921283447/943119883

E-mail: yikeber88@gmail.com

Thank you in advance, for your cooperation!

Part –One: General information filled by managerial staffs

Demographic Data

1. Gender:

   Male ☐   female ☐

2. In which age group are you?

   ☐ <25   ☐ 41 to 54

   ☐ 25 to 35   ☐ 55and above

   ☐ 36 to 40

3. Marital status: ☐ ingle   ☐ arried   ☐ rced   ☐ lowed

4. What is your current educational status?

   ☐ Second degree and above   ☐ College diploma

   ☐ First degree   ☐ Grade 12 complete and below

5. How many years do you serve in the agency?

   ☐ Less than 3 years   ☐ 6 to 8 years

   ☐ 3 to 5 years   ☐ more than 8 years

Part –two

6. List your field/s of specialization in highest educational

status_____

7. By which position are you currently functioning? _____

8. Which of the following types of training methods have you taken so far? (Tick " " as many as applied).

   ☐ On –the- job   ☐ off- the – job   ☐ both

9. Which of the method(s) in Q.8 are mostly employed by the agency and why?

_____

_____

_____

_____.

10. When training and development evaluation has been conducted in the agency?

(Tick " " as many as applied).

☐ Before training   ☐ During training   ☐ er training

11. How do you see the appropriateness of your current position with your specialization in higher education?

☐ Most likely appropriate

☐ Appropriate

☐ Inappropriate

12. Does your organization analyze managers development needs periodically?

☐ Yes   ☐ No   ☐ I do not know

13. Which techniques are being mostly used for identifying your organization's management development needs analysis? (Tick " " as many as applied).

☐ Organizational analysis

☐ Task (job) analysis

☐ Manager (person) analysis

14. How did training and development you have taken are relevant for your current job?.

☐ Highly relevant   ☐ Moderately relevant

☐ Less relevant   ☐ ot relevant

15. Does PFSA evaluate the effectiveness of management development program?

☐ Yes   ☐ No   ☐ do not know

16. If your answer for question No.14 is yes, which criteria are used in evaluating the worth of a specific program? (Tick " " as many as applied).

☐ Job characteristics   ☐ Learning

☐ Reaction   ☐ Ultimate value

Others (if any) _____

17. To what extent the following topics have been included in the training programs that you have participated so far?

S.No	Variables	Very highly included	Highly included	Included	Less included	Not included
1	Planning of training					
2	Decision making and Problem solving					
3	Communication					
4	Resource Management					
5	Motivation					
6	Leadership					
7	Performance appraisal					

Mention others (if any)

_____

_____

18. What do you suggest to the organization in relation with management development programs vis-à-vis strength and weakness?

Strengths

_____

_____

Weaknesses

_____

_____

THANK YOU FOR YOUR COOPERATION!

Appendix-C

Interview Questions

Part-Three: Filled by Human Resource and general service directorate director of pharmaceutical fund and supply agency

1. What are ways of improving employee competency level and organization's Performance other than home training in the organization?
2. Does the agency allocate sufficient funds to carry out training and development program effectively?
3. Does the organization provide the required training materials?
4. Does the training have the right trainers who have adequate technical proficiency and skills for the right trainees?
5. What is your base for selecting appropriate trainees for appropriate training?
6. Have you ever established training and development objectives for the trainees?
7. What factors do you consider in selecting instructional methods and media for training and development program?

THANK YOU FOR YOUR COOPERATION!