

**ST. MARY'S UNIVERSITY COLLEGE
BUSINESS FACULTY
DEPARTMENT OF MANAGEMENT**

**EMPLOYEES TRAINING AND DEVELOPMENT PRACTICE OF
OROMIA AGRICULTURAL RESEARCH INSTITUTE**

**BY
KASSAHUN MENGIGSO**

**MAY, 2010
SMUC
ADDIS ABABA**

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**A SENIOR ESSAY SUBMITTED
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FACULTY OF BUSINESS
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LIST OF ABBREVIATION AND ACRONYMS

OARI :-	Oromia Agricultural Research Institute
HRD :-	Human Resource Development
EMI :-	Ethiopian Management Institute
T and D :-	Training and Development
SMART:-	Specific, Measurable, Achievable Realistic Time bounded
EARI:-	Ethiopian Agricultural Research Institute
ELRI:-	Ethiopian Livestock Research Institute
OCSC:-	Oromia Civil Service Commission
OPSC:-	Oromia Public Service College
JICA:-	Japan International Cooperation Agency
PARIMA:-	Pastoral Risk Management
MERSABET:-	Kenya Professional Training Institute

CHAPTER ONE

INTRODUCTION

1. 1. Background of the study

Now a day's, organizations operate in a complex and changing environment that greatly enhances and influences their growth and expansion. To cope up with this changing environment and technological advancement, organizations need to develop and train their employees. In addition, the survival of any organization depends on the quality of human resources of the Organization. An organization can also use training to try to overcome deficiencies in employees. Often effective training can produce productivity gains that offset the cost of training. Training is especially important in industries with rapidly changing technologies (Chatterjee, 1995).

Training is a learning process whereby people acquire the necessary skills and knowledge to aid in the achievement of goals. Because learning process is tied to a variety of organizational purposes, training provides employees with specific, identifiable knowledge and skills for use on their present job whereas, development can be thought of as bringing about capacities that go beyond those required by the current job; it represents efforts to improve manager's ability to handle variety of assignments. It is no longer a question of whether we want to develop our human resources or whether we should develop our human resources, it is a matter of survival for our society that we develop human resources. Skills and knowledge can easily become obsolete in same way as machines or technology. So if an organization is to survive these must be constantly kept up to date. (Scarpello and Ledvinka, 1988).

The human resource or personnel department is responsible to undertake the function of upgrading skills and knowledge of the employees and this is done through training, educating and developing. EMI (Ethiopian Management Institute), Training and Development (unpublished training material), Addis Ababa. The three terms are almost the same. They are only different aspects of the same idea. Training includes those activities that serve to improve an individual performance on a currently held job or one related to it. It focus on (formal or informal, group or individual) short-term learning experience designed to import or improve the skills, knowledge and job performance of employees. Training activities are supplemented with more traditional education and training courses by human resource department, universities and private trainers. Training program can be given in the institutions. (Scarpello and Ledvinka, 1988), Glueck, William

F., Personnel: A Diagnostic Approach, (Texas: Business Publications Inc., 1978). Since the need for training and development is of no question, organizations have to conduct it effectively and efficiently. OARI has its own training and development centers.

General and its employees in particular. More over the Institute also sends abroad some of its staffs particularly senior researchers and management staff for the training and development program provided by different universities and Institutions. However having own training center and sending employees abroad do not guarantee that employee's performance is improved through increase in productivity, reducing cost of operational error Scarpello and Ledvinka, 1988. The important issue is whether or not the need is assessed, an objective is established, appropriate methods and media are selected, the program is well implemented and close evaluation and follow up is carried both during and after the program. In general, this study tries to assess the practice of employee training and development in Oromia Agricultural Research Institute (OARI).

Profile of Oromia Agricultural Research Institute (OARI)

The Oromia Agricultural Research Institute was established in July 7/2001 by proclamation 44/2001 and began operation in August 1/2001. The Institute has established to carry out Generating; developing and adapting agricultural technologies, that is Crop research, Livestock research, Natural resource research Agricultural Mechanization technology research and Socio economics and extension researches to improve the living standard of the population.

Following the proclamation the Oromia Agricultural Research Institute has responsibilities with the following.

- To sustained food securities, To manage and administer Agricultural research centers.
- To Build up a research capacity and establish a system that will make agricultural research efficient; effective and concurrent with the development needs of the region

Objectives of OARI

Generate; develop and adapt agricultural technologies and, improve the living standard of the population in the region,

- Build up a research capacity and establish a system that will make agricultural research efficient; effective and concurrent with the development needs of the region

- Create suitable working condition for the workers.

The vision, mission and goals of the Oromia Agricultural Research Institute has emanated from the overall vision of the government which is "to see a country, wherein democracy and good governance are prevailed upon the mutual consent and involvement of its people, and wherein poverty reduced and income of the citizens reach to a middle economic level".

- **Vision**

The vision of Oromia Agricultural Research Institute aspires to be an institute of excellence in agricultural research and technology transfer and see improved living standards of the people in oromia on sustainable basis.

- **Mission:-**

Oromia Agriculture Research Institute contributes to the increase of Agricultural and pastoral production and productivity, alleviation of poverty and improvement of the overall living standard of the farming and pastoral community of oromia on sustainable bases while restoring and maintaining the natural resource base of the region by adapting, generating, multiplying, and disseminating appropriate technologies.

Director General and Deputy Director General of the Institute who are responsible for the day to day research activities of the Institute; short term and long term training programs are with a Human Resource division head responsible for the Research and other programs. Technical, operational and management development training programs each supervised by division heads.

OARI to achieve its objectives it involves with 20 directorate and departments at head office and 13 agricultural research centers in the region.

1.2 Statement of the Problem

Recruiting, selecting, orienting and then placing employees in jobs do not ensure success. In most cases, there may be gap between employee knowledge and skill and what the job demands. The gap must be filled through training programs. Hence, personnel training and retraining is one of the major way that work organizations attempt to maintain the competency levels of their human resources and increase their adaptability to changing organizational demands (Scarpello and Ledvika, 1998). The connection between economic survival and productivity has become obvious in the last decade, with the result that increased

productivity has become a strategic goal for many firms. The rapid changes in production systems and method have significant impact on production skill requirement (Werther and Davis, 1996).

Thus, employees face the need to constantly upgrade their skills and develop an attitude that permits them to adopt change. The delivery of efficient and effective training is required to enhance the productivity of employees and improve their performance. However, the problem in training and development is that people usually like the training and learn the material taught, but the performance do not always reflect the extent of training delivered and supposedly learned.

Generally, absence of well established training and development policy, lack of adequate budget, inadequate needs assessment, inappropriate training and development objectives, trying outdated training and development methods, lack of close supervision and follow up are some of the major problems that most organizations in the region (Ethiopian Management Institute). And the Institute has facing these problems that in turn lead the organizations to lack of optimum man-task relationship, resistances of employees in taking future assignments, decrease in productivity, increase in operational error, increase in employee turnover and absenteeism and decrease in employee morale and confidence. This study takes in to consideration of these problems and analyzed the overall situation in OARI with respects to human resource training and development.

1.3 Research Questions

1. What does the training and development program of OARI look like?
2. How does OARI screen and select employees for different training and development opportunities?
3. What methods used of conducting training and development?
4. What are the major training and development program problems in the Institute?

1.4 Objectives of the study

1.4.1 General Objective:

The General objective of the study is to investigate the training and development practices of OARI

1.4.2 Specific Objectives are

- To obtain the general information about the training and development program of the Institute look like
- To investigate the way OARI screen and select employees for different training and development opportunities
- To identify the methods used for conducting the training and development.
- To identify the major training and development program problems in the Institute
- To identify principal weaknesses/strengths of training and development of the Institute

1.5 Significance of the Study

Importance of this study is that it provides possible suggestions for the weaknesses of the training and development support process of the Institute. And this will help the Institute in modification of the way it conducts the training and development activities. In addition, it helps the researcher to acquire knowledge and practical experience.

1.6 Scope of the study

Oromia Agricultural research Institute has 13 agricultural research centers in the region. Due to time and resource limitations, it is difficult to cover all the research centers in the Institute. Therefore, the study was conducted on 80 samples of the head office employees on the previous two years Training and Development programs employed in the Institute

1.7 The Research Design and Methodology.

1.7.1 Research Design

To gather preliminary data and to shed light the existence of the problem to the topic, and to suggest possible solution this study used descriptive research design, this research is commonly used and the basic reason for carrying out descriptive research is to identify the cause of some thing that is happening (DJS).

1.7.2 Population and Sampling Technique

☛ Population

For this study the source population was the current management and non management staff members of OARI at head office (Addis Ababa). As observed the list of employees from human resource department indicated that there are 295 employees currently working in the Institute at head office. From thus, 80 staff sample members are taken to obtain reliable information to the topic.

☛ Sample Unit

Appropriate sample unit for questionnaire administration was determined by using proportionate stratified random sampling technique to give equal weights for each stratum (directorate and departments) 27% of the populations were used in OARI.

Table 1.1 Sample Determination from each stratum

No	Stratums	Employees available	Samples taken from the stratum
1	Director General	8	2
2	Deputy Directorate General for Research	5	1
3	Deputy Directorate General for Administration & Finance	57	15
4	Livestock Research Directorate	32	9
5	Agri. Mechanization Research Directorate	25	7
6	Crop Research Directorate	42	11
7	Natural Resource Research Directorate	19	5
8	Socio economics & extension	24	7
9	Bio metrics & Information	20	5
10	Public relation	17	5
11	Audit	18	5
12	Plan, Program & Evaluation	28	8
	Total	295	80

Sample Size

The total sample size from each department was determined, appropriate respondents from the management and the non management staffs were selected by using simple random sampling technique.

As to the sample size determination, from among different methods, the one which has developed by Carvalho(1984), as cited by Zelalem(2005) was used.

Table1.2 Sample Size Determination

Population size	Sample Size		
	Low	Medium	High
51 – 90	5	13	20
91 – 150	8	20	32
151 – 280	13	32	50
281 – 500	20	50	80
501 – 1200	32	80	125
1201 – 3200	50	125	200
3021 – 10000	80	200	315
10001 – 35000	125	315	500
35001 - 15000	200	500	800

(Source: Zelalem, Issues and Challenges of Rural Water Scheme, 2005)

As indicated above the population size of the study is 295 which ranges between 281-500 according to Carvalho's sample size determination indicated in table 1.1. Thus, taking in to account a small population size variance and the cost of taking samples and time consuming for large sample size, medium sample size was applied in accordance with the given population size. Therefore, the sample size selected for the study under consideration was 80.

☛ Sampling Technique / Procedure of Sampling

For this study probability sampling approach is used to select the directorate and support process (Departments), particularly stratified random sampling was used to select respondents from the stratum. After being stratified, simple random sample were employed.

1.7.3 Types of Data used

The data to be used for the study was collected from both primary and secondary sources.

The primary data is collected through questionnaires filled by Management and non Management staff of the Institute and structured interview was prepared to interview human resource department division head.

The secondary data was collected from relevant documents, of the Institute reports, Personnel records. When necessary, material is downloaded from most referred web sites.

1.7.4 Instruments of Data Collection

Data for the study was collected from respondents with the aid of structured

- A) Questioner and
- B) Interviews.

The questionnaire was used as an appropriate quantitative tool for collecting the data related to the topic Structured Interview also employed. This tool was used to gather data from Human Resource Division Head of the Institute. The information obtained was crosschecked with those from respondents.

1.7.5 Methods of data analysis

The data gathered through both primary and secondary methods and summarized using descriptive statistics such as tables, frequency distributions and percentages to give a condensed picture of the data.

1.8 Limitation of the study

The paper is limited to the specific organization which is found in Addis Ababa city. It covers training and development, method and the problems associated with the employees. Due to limitation of time and resources, the report may not cover all training and development program. In addition because of inaccessibility of the required data from the Institute it may not cover explicitly all research centers. The other limitation of this project is that the findings are based on sample and thus the sample may not be representative of the total population.

1.9 Organization of the Study

The study is organized in to four chapters. Accordingly, the first chapter deals with the introduction part of the study; the second chapter discusses the details of related literature of the study; the third chapter focuses on data presentation and analysis and finally in chapter four conclusions are drawn based on analysis and possible recommendations are forwarded by the researcher based on investigation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Definitions of Human Resource Development

Human Resource Development (HRD) is planned, continuous effort by management to improve employee competency levels and organizational performance through training, education, and development programs (Mondy and Noe, 1990). Training program is directed toward helping employees effectively perform their jobs after training, while developmental program helps the individual handle future responsibilities, with little concern for current job duties (Werther and Davis, 1996). It is a program focused on leadership competency and organizational issues. Education, on the other hand, is learning experiences that improve overall competence in a specific direction (Scarpello and Ledvinka, 1988). The term education mainly is associated with university or college programmes in a particular field of study. Either in public or private organizations "non managers are much more likely to be trained in the technical skills required for their current jobs, whereas managers frequently receive assistance in developing the skills required in future jobs-particularly conceptual and human relations skills" (Stoner et.al., 1996). In the subsequent pages emphasis will be given to the discussion of employee training and management development programs.

2.2. Why Training and Development?

2.2.1. Employee Training

Recruiting, selecting, orienting and then placing employees in jobs do not ensure success. In most cases, there may be gap between employee knowledge and skill and what the job demand. The gap must be filled through training programs. Hence, personnel training and retraining is one of the major way that work organizations attempt to maintain the competency levels of their human resources and increase their adaptability to changing organizational demands (Scarpello and Ledvinka, 1988).

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

- It establishes a sound relationship between the worker and his/her job (Optimum man-task relationship.)
- It upgrades skills and prevents obsolescence.

To keep pace with changing technology training becomes mandatory for employees in order to update them, teach them newer skills and increase their efficiency.

- It develops healthy, constructive attitudes.

Training programs are aimed at moulding employee attitudes to achieve support for Organizational activities and to obtain better cooperation and greater loyalty.

- It prepares employees for future assignments.

One of the objectives of training is to provide an employee an opportunity to climb up the promotional ladder or to move on to assignments which will help upward mobility.

- It increases productivity.

The most efficient and cost-effective ways of performing jobs are taught to the employees which naturally leads to enhanced productivity.

- It minimizes operational errors.

Unnecessary repetition, wastage and spoilage of materials are brought down; deficiencies in methods of doing work are ironed out in training thereby also reducing the hazard of accidents. Consequently, a safer and better work environment is created.

- It enhances employee confidence and morale.

With better knowledge and skills, the employee approaches his/her job with greater confidence and sureness. It also improves the morale of the employees.

- It brings down employee turnover and absenteeism.

Training is a powerful tool that breeds in the employee a sense of pride as well as of belonging. Both these contribute in a major way to checking and reducing turnover as well as absenteeism.

Moreover, training can improve the relationship between the employees and their immediate supervisor. It also helps in understanding and implementing organizational policies.

2.2.2. Management Development

Management development is designed to improve the overall effectiveness of managers in their present positions and to prepare them for greater responsibility when they are promoted (Stoner, et.al., 1996). In other words, Glueck (1978) defined management development as the process by which managers gain the experience, skills, and attitudes to become or remain successful leader in their enterprises. Among other things, making the organization a better environment to work is the responsibility of a manager. To effectively discharge this and other managerial responsibilities organizations must provide an opportunity for managers to improve their knowledge and skills through management development program.

Effective management development program helps managers at all levels to learn to perform their jobs better. Moreover, among the many good reasons for conducting development program the following are the major ones:

- To stimulate a more creative and innovative approach to problem solving and decision making and provides the manager with the latest information on theory and practice of management.
- To broaden the manager's vision and understanding in preparation for additional responsibility.
- To give the managers the opportunity to discuss ideas and problems with other people. It very often gives people the opportunity to check out their thinking with other managers and to compare the ways in which they define and solve problems.
- To teach managers how to determine the consequences of various specific managerial actions and behaviors (leadership, planning, controlling).
- To reduce or prevent managerial obsolescence. Obsolescence can occur unless managers are kept up with the changing methods of doing their managerial jobs.(EMI)

2.3. The Human Resource Development Process

In today's changing environment, employees at all levels need additional training and opportunity to managers to develop their management thinking. In this respect, organizations are required to be engaged in continuous employees training and management development programs.

As shown in Figure 2.1. (Mondy and Noe, 1990) below, the steps in the human resource development process are:

1. Identifying training and development needs
2. Establishing training and development objectives.
3. Selecting training and development methods and media.
4. Implementing the actual training and development program.
5. Conducting evaluation and follow-up.

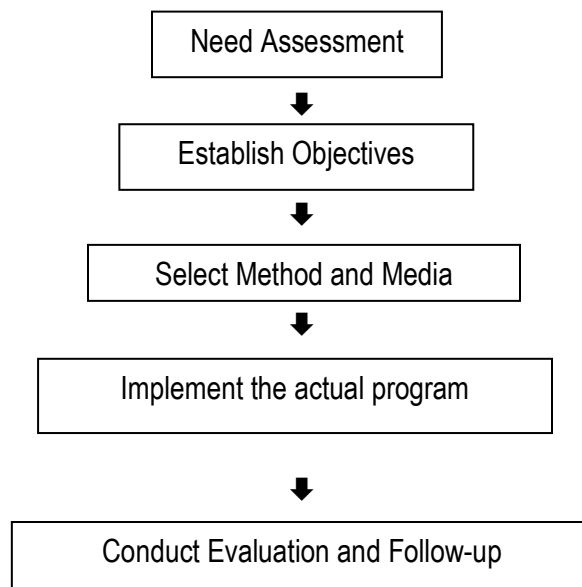


Figure2.1.Steps in the human resource development process (modified)

2.3.1. Need Assessment

The first step in human resource development process is to identify training and management development needs. Since training and development is a need-oriented effort, determining the level, type and duration

of the training and development is of prime importance at this stage of the process. If human resource development need analysis is incorrect at this stage:

- Then the later development activity will be inappropriate
- Organization could end up in wasting time, resource and also de motivating staff.
- Employees will develop negative attitudes towards future program.

The dominant framework for identifying organization's human resource development needs has been McGehee and Thayer's three-category need analysis approach (Scarpello and Ledvinka, 1988),

i) Organizational analysis

ii) Task (job) analysis

iii) Person analysis

i. Organizational Analysis

Organizational analysis is the process of identifying job-related knowledge and skills that are needed to support the organization's short-range and long-range goals (Scarpello and Ledvinka, 1988). This implies that organization's strategic goals and plans must carefully be examined in line with the human resource planning.

In this approach, information related to organizational structure, size, growth, objectives and other factors is gathered to effectively determine where and how training and development programs should be conducted. In other words, according to Chatterjee, (1995), essentially, there are three requirements:

1. Are there an adequate number of people to fulfill organizational objectives?
2. Are these people equipped with the necessary skills and knowledge and is the general level of their performance up to the required standard?
3. Does the prevailing organizational climate provide a wholesome environment for the fulfillment of tasks and objectives?

Chatterjee (1995) further pointed out the approaches that can be used to arrive at meaningful conclusions to each of the above queries. Some of these are:

- Observing employees
- Asking supervisors about employees
- Examining the problems of employees
- Performance assessment and attitude surveys
- Assessment of the organization's public image
- Looking at rules, procedures and systems

Interpretation of the information collected from the above approaches would provide guidelines and clues to the training need.

ii. Task Analysis

This approach refers to the determination of skill and knowledge, the job requires. In collecting job information as input into training decisions, however, the job analysis must include (Scarpello and Ledvinka, 1984):

- A detailed examination of each task component of the job.
- The performance standard of the job.
- The method and knowledge the employee must use in performing the job task
- The way employee learns the method and acquires the needed knowledge.

Thus, job analysis is a means by which facts relating to the job are obtained. It includes a job description and a job specification. If a human resource development program mounted for a specific job is to be successful, there is a need for a clear definition of what the job entails and of the qualities needed for its performance. Furthermore, if information relating to the nature of a specific job was collected prior to the organization of all development programs, then the programs would have much greater relevance to the needs of the job and would also enable to produce staffs that were much better prepared for their responsibilities.

iii. Person Analysis

Another training and development need analysis approach is person analysis. Here the concentration is on the individual employee. It is used to analyze the substantive knowledge and skill possessed by the employee (Scarpello and Ledvinka, 1988). This approach deals with two basic questions. These are:

- Who needs to be trained?
- What kind of training is needed?

Information about the person's job behavior can be obtained by:

1. Directly observing job performance
2. Reviewing supervisory evaluations of performance
3. Using diagnostic tests, such as written ability tests and work samples
4. Comparing the behaviors of well-performing employees with those of poorly performing employees
5. Discussing with employees their individual job performance and factors that may inhibit that performance (Bass and Vaughan, 1966):

Once actual employee's performance is identified to be below standard, the next step is to determine the kind of training or development needed to equip the employee with specific knowledge and skill required for better performance. Generally, training and development can improve the individual's performance only when:

1. The employee does not have the knowledge and skill to do the job.
2. The low performance is not due to lack of practice
3. The low performance is not due to other causes (Laird, 1983).

Finally, since training and development costs money, organization must ensure maximum return in terms of organization current and further performance.

2.3.2. Training and Development Objectives

Once training and development needs are clearly identified, the next process is to establish objectives. An objective is a specific outcome that the training or the development program is intended to achieve (Scarpello and Ledvinka, 1988). In most cases, training and development objectives are set for the trainees. These objectives define the performance that the trainee should be able to exhibit after training (Scarpello and Ledvinka, 1988).

Human resource development experts suggest that objectives should be stated explicitly and answer the following questions (Scarpello and Ledvinka, 1988):

1. What should the trainees be able to do after training?
2. Under what conditions should the trainee be able to perform the trained behavior?
3. How well should the trainee perform the trained behavior?

Training and development objectives must be specific, measurable and time-targeted (Werther and Davis, 1996). Objectives with such characteristics serve a number of purposes. According to Scarpello and Ledvinka (1988), they assist in developing the criteria to be used in evaluating the training or development outcome. Objective and the evaluation criteria also help in choosing relevant instructional method, media, and material.

2.3.3. Instructional Method and Media

The instructional method and media depend on the program content. The content in turn is shaped by training or development need identification and established objectives. The objective here may be to teach specific skill, provide needed knowledge, or try to influence attitudes (Werther and Davis, 1996). The content, method, and media must match the job requirement of the organization and the learning style of the participant.

Training and development are more effective when learning is based on principles. Learning Principles are guidelines to the ways in which people learn most effectively (Werther and Davis, 1996).

The learning principles and their merits are described as follows:

Participation: Learning usually is quicker and longer-lasting when the learner participates actively. Participation improves motivation and apparently engages more senses that reinforce the learning process. As a result of participation, people learn more quickly and retain that learning longer. For example, most people never forget how to ride a bicycle because they actively participated in the learning process.

Repetition: Repetition apparently etches a pattern into one's memory. Studying for an examination, for example, involves the repetition of key ideas so that they can be recalled during a test. Similarly, most people learn the alphabet and the multiplication tables by means of repetition.

Relevance: Learning is helped when the material to be learned is meaningful. For example, trainers usually explain the overall purpose of a job to trainees before explaining specific tasks. This allows the owner to see the relevance of each task and of following the correct procedures.

Transference: The more closely the demand of the training program matches the demand of the job, the faster a person learns to master the job. For example, pilots usually are trained in flight simulators because the simulators very closely resemble the cockpit and flight characteristics of the plane. The close match between the simulator and the plane allows the trainee to quickly transfer the learning in the simulator to actual flight conditions.

Feedback: Feedback gives learners information on their progress. With feedback, motivated learners can adjust their behavior to achieve the quickest possible learning curve; without it, they cannot gauge their progress and may become discouraged. Test grades are feedback on the study habits of test takers (Werther and Davis, 1996).

In selecting instructional methods and media, trade-off exists. That is, no single method or media is always best; the best method or media depends on (Werther and Davis, 1996):

- Cost-effectiveness
- Desired program content
- Learning principles
- Appropriateness of the facilities
- Trainee preferences and capabilities

- Trainer preferences and capabilities

The significance of the above trade-offs depends on the situation. For example, a chalk-board lecture method may be the best technique to communicate academic content in the most cost-effective manner in a large classroom.

There are many different methods for developing managerial abilities and providing opportunities for non-managers to acquire job-related skills. Some of the major methods that can be employed for managers and non-managers are discussed below.

A. Information Presentation Method

The aim of information presentation method is to teach fact, skill, attitude, or concept without requiring trainees to practice the material taught or to experience how the material taught translates into behavior (Campbell et. al., 1970). The three major methods that fall into this category are (1) lecture, (2) conference, and (3) programmed instruction.

1. Lecture

The lecture method is applied in both training and development. In a lecture, the material to be taught is presented by a subject-matter expert to a group of recipients. It is the most widely accepted method and also economical because a large number of people can be trained using one instructor. However, participants do not share each other experiences and hence the learning is confined to what the lecturer has to say (Chatterjee, 1995). This method can be backed by a number of media such as slide, overhead projector, videotape, closed-circuit television, motion picture, etc.

2. Conference

A conference is a group meeting conducted according to an organized plan in which the members seek to develop knowledge and understanding by obtaining a considerable amount of oral participation (Ahuja, 1988). The objectives of the conference method are:

- To share idea and experience and pool information among participants
- To solve problem common to a group
- To get acceptance of new idea and policy
- To increase tolerance and understanding (EMI).

3. Programmed Instruction

Programmed instruction is a highly structured, individualized learning method that:

- 1) Specifies what is to be learned
- 2) Breaks down the learning topic into small step
- 3) Requires the learner to respond to each step of the learning process
- 4) Tests the learner's knowledge at the completion of each learning step
- 5) Gives the learner feedback of whether a correct or incorrect response was given
- 6) Tests the knowledge or skill acquired at the completion of training(Campbell et.al., 1970)

This method is used to teach a variety of technical and non-technical subjects. For example it has been used to teach managers the principles of motivation (Scarpello and Ledvinka, 1988).

Programmed instruction as an individualized learning method has several advantages.

It:

- Requires the trainee's active involvement and provides immediate feedback to the trainee.
- Permits the trainee to learn without being influenced by other, and at a time that is
Convenient
- Minimizes or eliminates the need for an instructor (Scarpello and Ledvinka, 1988).

B. Simulation Method

Simulation method present trainees with an artificial representation of an organizational, group, or personal situation and require them to react as though the situation were real (Campbell et.al., 1970). Some of the methods that are included in this category are (1) case study, (2) role-playing, (3) in-basket exercises, and (4) management games.

1. The Case Study Method

In the case method, the trainee is given a well-developed description of a situation, instructed to identify the problem, analyze the situation, and devise a solution for the identified problem (Scarpello and Ledvinka, 1988). When cases are similar to work-related situations, trainees can develop decision-making and problems-solving skills, as well as increase their abilities in judgment.

2. Role Playing

It is a method, which involves the spontaneous acting of realistic situation by two or more participants. The participants are provided the role script or "write up their own role plays, which can make them totally relevant, and realistic (Scarpello and Ledvinka, 1988). In the role play method issue and problem that emerged during the enactment are examined, so that both the role players and the observers understand the underlying principles that were demonstrated and their organizational implications (Chatterjee,1995). Moreover, the following are some of the major advantages of role playing:

1. Practice in trying out new behaviors.
2. Immediate feedback from other participants and the instructor
3. A high degree of transfer of learning to future job behavior (Scarpello and Ledvinka, 1988).

3. In basket Exercise

In-basket method is mainly used to develop decision making ability. It is a method in which participant act out the role of a manager in an organization. Then after, he/she is given various materials, such as reports, memos, letters, and other documents, which contain important and routine matters. As a manager, the participant is required to examine the materials in the in-basket and take action. In the in-basket exercise the participant is "analyzed and critiqued on the number of decisions made in the time period allotted, the quality of decisions, and the priorities chosen for making them (Glueck, 1978).

4. Management Games

This method is used to develop the decision-making skill of managers or to transmit information about how a real organization operates. The game allows two competing management groups to make decisions about product/service, people, technology and other variables. The decisions taken are computed to

determine each group's performance. This simulation exercise is used to help the participants understand "the integration of several interacting decisions, the ability to experiment with decisions, the provision of feedback experiences on decisions, and the requirement that decisions be made with inadequate data, which usually simulated reality" (Glueck, 1978).

2.3.4. Implementing the Human Resource Development Program

Human resource development program should aim at enabling organizations to achieve their objectives. Hence, the program should be set up after having clear-cut objectives in mind. In every program decisions have to be made as who should be trained, who are the instructors, where and when the program is to be conducted and what are the material requirements. Moreover, according to Chatterjee (1995), providing answers to questions like what skills are going to be taught, what kind of employee development is sought, what long or short term objectives are proposed will determine the design and details of the programs. Since human resource development program decisions are based on cost considerations, the management must believe that the program will:

- increase the skill and knowledge of employees and hence, they will perform better towards organizational success.
- motivate employees to learn and attain their personal goals.
- provide feedback to improve the program.

2.3.5. 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 Ahuja (1988) noted, the concept of evaluation is most commonly interpreted in determining the effectiveness of a program in relation to its objectives. Human resource development is an investment in people. The major reason why management investment in training and development program is that to help employee to perform better in the achievement of organizational objectives. Hence, evaluation is a means to assess the cost/benefit of the program to the organization. However, as Milkovich and Boudreau (1991) noted, evaluation is like brushing your teeth after every meal everyone advocates it but few actually do it. Evaluation can be done for various purposes. It may be done:

- To increase effectiveness of the program while it is going on.
- To increase the effectiveness of the program to be held next time.
- To help participants to get feedback for their improvement and efficiency.
- To find out to what extent the objectives are achieved (Ahuja, 1988).

In evaluating the worth of specific programs, sets of measurement criteria should be identified. These, according to writers in the area, are:

1. Reaction

What did the participant think about the program? Participants react to the learning experience by forming opinion and attitude about the instructor, the methodology, participation in the learning session and how well he liked the program.

2. Learning

Did the participant learn what was intended? Learning evaluation requires the measurement of what participant has learned as a result of his/her training i.e. the new knowledge and skill he/she has acquired or the change in attitude.

3. Job behaviors

Did the learning transfer to the job? Job behavior evaluation is concerned with measuring the extent to which participant has applied his/her learning back on the job.

4. Organizational impact

Has the training helped organizational performance? This evaluation attempts to measure the effect of change in the job behavior of the trained employees on the functioning of the organization and the behavior of other employee. The changes may be ascertained in such terms as improvements in service delivery, productivity or reduction in costs.

5. Ultimate Value

Has the training affected the ultimate well-being of the organization? Here evaluation aims to measure how the organization as a whole has benefited from the training in terms of goal achievement, survival or growth. To measure the effect of human resource development program using the criteria mentioned above requires using data gathering method such as questionnaire, interview and observation. Other measures like management audit, survey, analysis of record and performance data, expert opinion, test and the like can be used to collect evaluation information (EMI).

In sum, human resource development to be useful to both the organization and the employee the management concerned should:

- Properly assess needs
- Formulate clear objectives
- Design program to meet the needs and to attain objectives
- Conduct cost/benefit evaluation

If the training and development shaped the employees in such a way as to fit the job requirements, then it can be concluded that organizations have achieved their objectives and in turn they have also justified the investment made in human resource.

2.4. Types of Human Resource Development Programs

2.4.1. Employee Training Programs

Training is one of the most important tools available to organizations. Management can make use of training programs to enable the organizations achieve their objectives. This is possible by developing the skills and competencies of their employees. There are different types of training programs. The most common ones are briefly discussed below.

2.4.1.1. On-the-job Training

On-the-job training is conducted on the job, to develop the skills of non managerial employees. The employee is placed into the real work situation and shown the job and the tricks of the trade by experienced worker or the supervisor (Glueck, 1978). According to Werther and Davis (1996), on-the-job training includes several steps.

First, The trainee receives an overview of the job, its purpose, and its desired outcomes, with an emphasis on the relevance of the training.

Then, The trainer demonstrates the job to give the employee a model to copy.

Next, The employee is allowed to imitate the trainer's example. Demonstrations by the trainer and practice by the trainee are repeated until the job is mastered.

Finally, The employee performs the job without supervision.

2.4.1.2. Off-the-Job Training

Off-the-job training program takes place outside the employee work environment. 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.

2.4.2. Management Development Programs

The realization of organizational objectives depends to a greater extent on the quality of leadership provided by administrators/managers. To this effect, organizations need to improve supervisory, managerial, and executive skills so that they may lead and motivate employees for the betterment of their organizations. There are many types of development programs for managers/administrators. The most common types are briefly discussed below.

1. Formal Training

Formal training courses of managers can be conducted in classroom using instructors from within the organization or by experts from other institutions. The classroom instruction may be coupled with field

assignments. Subjects that are going to be covered may include decision-making, financial management, setting objectives and priorities, motivation techniques, performance appraisal, communication, holding meetings and other managerial topics. Field assignments may consist of controlled exercises in simulated situations or actual work with colleagues who act as coaches, often called monitoring (Holt, 1993).

2. Off-the-job Formal Training

In this program, managers/administrators are removed from their work situation for concentrated programs. 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. The Ethiopian Management Institute is a professional organization serving many organizations with development courses and seminars.

3. Job Rotation

This involves rotating trainees for one job to other related jobs to broaden their managerial experience. Besides, giving an opportunity to acquire new managerial skills, rotation enables the organization when resignation, retirement, death, transfer or vacations occur. Advocates of job rotation assets that this approach:

- Broadens the manager's back ground,
- Accelerates the promotion of highly competent individuals,
- Introduces more new ideas into the organization, and
- Increases the effectiveness of the organization (Glueck, 1978).

4. Development Position

In this management development program, organization assigns less experienced administrator to work temporarily as an assistant to more experienced administrator. This learning program involves the implication that experienced administrator will create a condition whereby the assistant acquire knowledge and skill needed for effective performance of the world of managing. It is also a means through which organizations develop employees' managerial skills to provide a pool of competent administrators to meet future needs.

CHAPTER THREE

DATA PRESENTATION, ANALYSIS AND INTRPRETATION

3.1. Human Resources Development Practices of OARI

3.1.1. Documentary Analysis

To cope with the rapidly changing technologies, that results in new techniques of doing an activity and to facilitate the achievement of the Institutes objectives, the existing and newly recruited staffs need to be refreshed, updated and introduced (Scarpello and Ledvinka, 1988), to the standard of Agricultural research handling and providing efficient and effective research services. This depends on the capacity building of both the management and non management staffs through training with new knowledge and practices. In OARI, the human resource department is responsible in facilitating the human resource development program.

The in house training like workshops, seminars and short term trainings are organized periodically by the Institute using its own senior staff as resource personnel. The external training including of local and abroad training is also given to selected staffs to up date their skills and knowledge.

As the sample training and development activities of OARI for the previous two years presented in Appendix A and Appendix B indicates both in house and abroad trainings programs are given to employees. The target group or trainees consists of different individuals with different work status from each department of the Institute. This shows that the training and development activities encompass all staff with different positions. As we can see from Appendix A, different types of in house training like rural capacity building project, Livestock production, Crop production, Bee keeping , records management, office management training and others were given in OARI- Venue to trainees with different positions for the previous two years. In the same manner as show in Appendix B, abroad training with different training titles such as plant breeding, Plant pathology, Agronomy, internal auditing and the like were given by different abroad sponsoring institutions like Austria, South Africa, Japan, Nezerland and others. Most of the time, the target group or trainees for abroad trainings, as we can see from the annexed table, are senior researchers and management group since the number of trainees to be participated in abroad training are limited or restricted by the sponsoring institutions

3.1.2. Responses of Respondents about HRD practices of OARI

Recruiting, selecting, orienting and then placing employees in jobs do not ensure success. In most cases, there may be gap between employee knowledge and skill, and what the job demand. The gap must be filled through training programs. Hence, personnel training and retraining is one of the major way that organizations attempt to maintain the competency levels of their human resources and increase their adaptability to changing organizational demands (Scarpello and LedVinka, 1988).

As presented under the methodology part of the study well designed questionnaires were prepared and then distributed to the sampled management staff and non management staff. Accordingly, 43 questionnaires have been distributed of which 20 were for the management staffs and the remaining 60 were distributed to non management staffs to identify the HRD practices of the Institute which will help the researcher to draw conclusions regarding the study and then to forward some possible suggestions for any significant problems identified. Thus, under this section the responses for the questionnaires by both the management and the non management group are summarized and narrated in tables and then analyzed. (Refer to the attached questionnaires” Appendix C and D).

To assess the practice of training program in OARI, a well designed questionnaire was prepared and distributed to 20 management staffs and 60 non management staff of the Institute was distributed. From these 18 (90%) and 58 (96.7%) were kind enough to fill the questionnaires properly and return them on time. The rest 2 (10%) and 2 (3.3%) respectively were failed to complete and return the questionnaire. Of the 58 returned questionnaire, 3 were incomplete and not considered for the analysis that follows. The data acquired from the completed and returned questionnaires is summarized and narrated here under.

Table3.1 Total Number of questionnaire distributed, returned and unreturned by respondents

Questionnaire	Management staff		Non Management staff	
	Number	%	Number	%
Total distributed	20	100%	60	100
Returned	18	90%	58	96.7
Unreturned	2	10%	2	3.3

Table3.2 General Information of the respondents

Descriptions of Respondents	Responses of Management staff		Responses of Non Management staff	
	Number	%	Number	%
A. Gender				
Male	13	72.2	40	72.7
Female	5	27.8	15	27.3
Total	18	100	55	100
B. Age				
Below 20	0	0	6	10.9
21 to 30	3	16.7	30	54.5
31 to 40	6	33.3	9	16.4
41 to 50	6	33.3	9	16.4
51 to 60	3	16.7	1	1.8
Total	18	100	55	100
C. Educational status				
PhD	5	27.8	0	0
M Sc /MA	6	33.3	3	5.5
B Sc/BA	7	38.9	37	67.3
College diploma	0	0	15	27.2
Total	18	100	55	100
D. Service Years in OARI				
< 3 years	2	11.1	7	12.7
3 to 5 years	3	16.7	15	27.3
6 to 8 years	3	16.7	11	20
> 8 years	10	55.5	22	40
Total	18	100%	55	100%

From table 3.2, we can describe the following facts. About 72.2% of the management staff and 72.7 % of the non management staff respondents are male and the rest 27.8% and 27.3 % respectively are female. In

In addition, most of the management staff respondents age (66.6%) is between 31 years and 50 years which indicated their long period experience in work environment while the majority of the non management staff respondents (54.5%) are belonged to age group that falls between 21 years and 30 years, which implies that they are youngsters.

When we see the level of education of management staff members, 38.9% of the respondents are first degree holders and the majority of non management staff members (67.3%) are first-degree holders, 33.3 % of the management staff and 5.5 the non management staff respondents are second degree holders and the rest 27.8% of the management staff respondents are PH.D degree holders, while the remaining (27.2%) of the non management staff respondents are diploma holders. This assures that the Institutes have a capacity of professional members.

Regarding respondents' service years more than half of (55%) of the management staff respondents and 40% of non management staff respondents have been working for more than 8 years in OARI, from 6 to 8 years (16.7%) of the management staff and (20%) of the non management staff respondents are working in OARI, and from 3 to 5 years (16.7%) of the management staff and (27.3%) of the non management staff respondents are working in the Institute, and the remaining (11.1 % and 12.7%) respectively are serving less than three years. Which indicates both group of the staff members their long period experience in the Institute and that contributes to both the quality and quantity of the information they will provide?

Table 3.3 Responses related to Management Development Policy of OARI

Question	Response	Frequency	%
Does your organization have a written management development policy?	Yes	8	44.4 %
	No	1	5.6 %
	I do not know	9	50 %
	Total	18	100%

As indicated in table 3.3, 50% of the management staff respondents do not know whether OARI has written management policy which implies absence of transparency in the Institute while 44.4% responded that we know about the Institute's management development policy and only 5.6% of the respondents responded that the Institute has no written management development policy. However, every management staff should be clear with their organization's human resource development policy even if the human resource department is responsible to execute the policy.

Table 3.4. Management Development needs analysis

Question	Response	Frequency	%
At what frequency does your organization analyze employees development need	Often	9	50
	Some times	2	11.1
	Rarely	7	38.9
	Total	18	100

As shown in table 3.4, half of the respondents responded that the Institute often analyze management development need by taking in to consideration of management as a need oriented effort and 38.9% said that rarely the Institute analyze the human resource development need, and the remaining 11.1% responded that some times the Institute analyze the development need. The response implies presence of problems in the Institute with respects to HRD need assessment in the Institute.

Table 3.5.Types of management development need analysis

Question	Response	Frequency	%
Which types management development need analysis is/are being used in the Institute	Organization analysis	16	88.9
	Task (job)analysis	16	88.9
	Person analysis	8	44.4

* Multiple responses

As far as the theory is concerned, the dominant frame work for identifying organization's human resource development needs has been McGhee and Thayer's three category need analysis approach, namely, organization analysis, task (Job) analysis and person analysis. In OARI, as per the response of 88.9% the management group reveals both organizations analysis and task analysis are used in identifying management development need analysis and 44.4% said OARI uses person analysis. The response implies that, OARI carefully examine its strategic goals and plans in line with the human resource planning (organization analysis) and it determines the skill and knowledge the job requires before executing the training program. However, it does not indicate the way HRD need analyses is executed/implemented.

Table 3.6 Management training's instruction methods and media

Question	Response	Frequency	%
In management training programs which Instructional and Media method are used	Lecture	15	83.3
	Conference	9	50
	Self study and Programmed instruction	2	11.1
	Case study	7	38.9
	Role playing and behavior modeling	2	11.1
	In basket exercise	1	5.6
	Management games	0	0

* Multiple response

The instructional method and media depend on the program content. The content in turn is shaped by training or development need identification and established objectives. As shown in table 3.6, most of media used for management training in OARI are by using lecture (83.3%) and conference (50%), and the least are programmed instruction, role playing and behavior modeling (11.1%), in basket exercise (5.6%) and management games are not totally used. The implication for the lecture method that is frequently used (lecture method) is that it is the most widely accepted method and also economical because a large number of people can be trained using one instructor.

Table 3.7 Types of management development Program

Question	Response	Frequency	%
Which type of management development programs are exercised in OARI	Formal Training	15	83.3
	Off the Job formal training	7	38.9
	Job rotation	4	22.2
	Development position	1	5.5

* Multiple responses

As table 3.7 depicts, OARI uses to greater extent formal training as the most commonly used types of its management development programs and development position as the least. The formal management training is conducted in classroom using instructor from within the Institute (in house training) or by experts from other institutions.

Table 3.8 The relevance of management development in improving current job performance

Degree of relevance	Frequency	%
High	6	33.3
Medium	11	61.1
Low	1	5.6
Total	18	100

One of the basic aim of management development program to improve current job performance of each departments which ultimately improves the productivity of the organization as a whole by up dating the

skills and knowledge of departmental employees. As the above table shows, 61.1% of the respondents said, the training they took so far is medium relevant in improving their current job performance and 33.3% responded as it is highly relevant since it highly contributes to the improvement of their performance. Thus, management development program in OARI is encouraging in its positive contribution to the job performance of its leaders.

Table 3.9 Effectiveness of management development program

Question	Response	Frequency	%
How often your organization evaluate the effectiveness of management Development program?	High	5	27.8
	Medium	11	61.1
	Low	2	11.1
	Total	18	100

Evaluation is the final phase of human resource development program. It is a means to verify whether employees in the program do the jobs for which they have been trained. As shown in table 3.9, 61.1% of the management staff responded that the Institute conducts evaluation at a moderate rate to assess the effectiveness of the management development program. The other 11.1% rated as low while 27.8% rated as high. The response implies that there are problems in OARI in relation to evaluation of human resource development since not all the management staff members are clear with the evaluation program.

Table3.10 Measurement criteria used in evaluating the management development program

Question	Response	Frequency	%
Your organization evaluate the effectiveness of management Development program rated is medium or above , what measurement criteria are used in evaluating the worth of specific program?	Reaction	12	66.7
	Job behaviors	4	22.2
	organizational impact	5	27.8
	Ultimate value	10	55.6

* Multiple responses

In evaluating the worth of specific human resource development programs sets of 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 above table, reaction and ultimate value are the two most commonly used measurement criteria as majority of the respondents said, and job behaviors and organizational impact are also used by the Institute to some extent. The analysis reveals that most of the participants react to the learning experience by forming opinion and attitude about the instructor (trainer), the methodology, participation in the learning session and

how well he or she liked the program. Moreover, how the Institute has benefited from the training in terms of goal achievement, survival or growth (ultimate value) is considered by OARI in evaluating the worth the management development program. However, the Institute is not as such effective in post evaluation of the program.

Table 3.11 The content of management training program in OARI

Question	Management training program Content	Very Highly included		Highly included		Medium included		Low included		Very low included		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
Which topics have been included in the training programs that you have participated so far?	Planning	5	27.8	8	44.4	4	22.2	0	0	1	5.6	18	100
		3	16.7	9	50	6	33.3	0	0	0	0	18	100
	Decision Making and Problem solving	3	16.7	9	50	6	33.3	0	0	0	0	18	100
	Communication action	2	11.1	8	44.4	4	22.2	3	16.7	1	5.6	18	100
	Resource Management	4	22.2	9	50	3	16.7	1	5.6	1	5.6	18	100
	Leadership	10	55.6	5	27.8	3	16.7	0	0	0	0	18	100
	Performance appraisal	9	50	6	33.3	3	16.7	0	0	0	0	18	100
	Motivation	7	38.9	3	16.7	7	38.9	1	5.6	0	0	18	100

The above table reveals, as majority of the respondents replied, planning, decision making and problem solving, communication and resource management are highly included as appropriate and desired content of the training program. They have taken so far and the other majority of the respondents indicated that leadership, performance appreciable and motivational are very highly included in the training program they have taken. In general, the response related to the extent to which the given management functions are included as appropriate and desired management training content implies, that OARI's effectiveness in incorporating the desired and relevant content of the program. This later on helps each management group in executing their management functions effectively and efficiently which contributes a lot to wards achievement of ultimate value of the Institute.

Table 3.12 Frequency of Training Opportunity

Duration	Frequency	%
Less than 5 days	9	16.4
6 to 10 days	27	49.1
11 to 15 days	12	21.8
Above 15 days	7	12.7
Total	55	100

As indicated in table 3.12 all of the respondents have taken some sort of training in one or another way their stay in OARI. Most of the respondents (49.1%) have taken trainings from 6 to 10 days, 21.8% of respondents are taken 10 to 15 days, 12.7% of the respondents are taken less than 5 days and the remaining 12.7 % respondents are take more than 15 days trainings. This implies the focus of the Institute in updating the skills and knowledge of every employee, which later on contributes to the competency levels of trainees and organizational performance of the Institute.

Table3.13 Types of Employee training, programs taken by response trainees

Question	Response	Frequency	%
Which type of training program have you taken so far?	On the job	5	9.1
	Off-the-job	47	85.5
	Both	3	5.4
	Total	55	100

*Multiple responses

As indicated in table 3.13, we can find in OARI all types of employee training programs. Most of the respondents (85.5%) have taken off the job training which takes place outside their work environment. These include in house training which is conducted in OARI, external training which is carried out by institutions such as Ethiopian Agriculture Research Institute, Ethiopian live stock research Institute and Ethiopian management institutes (EMI) and other trainings work in Agricultural Universities. Moreover, abroad training is also given for senior researchers and management staff although priority for abroad training is given for senior researchers or management staff, 9.1% of the respondents replied that they have taken on the job training which is conducted on the job to develop the skills of non managerial(technical) employees. To the end, 5.4% of the respondents said they have taken both on the job training program given by the Institute. The implication of the data presented in the above table is the emphasis of the Institute in providing its senior researchers and management staff off the job training more frequently.

Table 3.14 Methods of on the job training programs

Question	Responses	Frequency	%
Which of on the job types of training program have you taken so far?	Job instruction	3	37.5
	Job rotation	1	12.5
	Apprenticeship	1	12.5
	Coaching	3	37.5
	Total	8	100

*Multiple responses

The table 3.14 shows that almost all of the alternatives given with respects to on the job training methods are used by the Institute with varying degrees. Job instruction and coaching methods are most frequently used by the Institute as more than half of the respondents are replied.

Table 3.15 Methods of the job training taken by the trainees

Question	Responses	Frequency	Percentage
Which of off the job types of training program have you taken so far?	Lecture and Video Presentation	29	58
	Vestibule training	2	4
	Case study	13	26
	Simulation	2	4
	Self study and programmed learning	4	8
	Total	50	100

*Multiple responses

As can be observed from the table 3.15 in relation with the methods used by the Institute to give off the job training for the trainees, lecture and video presentation method are the most frequently used method as 58 % of the respondents indicated. Case study method is also used next to this method as 26 % of the respondents replied. Other methods occasionally used to provide on the job training are vestibule training, simulation and self study and programmed learning.

Table3.16 The impact of training on performance of trainees

Statement	Response	Frequency	%
To what extent you realize that training offered by OARI improve your performance?	High	45	81.8
	Medium	10	18.2
	Total	55	100

The above table 3.16 clearly reveals that the training given by the Institute to its employees has positive impact on improving their job performance as 81.8% of the respondents replied and the rest 18.2% feels that they see a moderate positive change on their performance due to the training given for them. Any ways, the majority of the respondents have positive attitude towards the training given by the Institute since it helps them to update their knowledge and skills that results in improvement of their job performance which is a clue for the Institute to give more emphasis to its HRD program.

All of the non management staffs believe that individual training is the key factor for improving the performance of the Institute. This replay helps the Institute in giving more attention to the human resource development program since it has positive impact on the organizational performance of the Institute. In this respect, the Institute is required to be engaging in continues employee training in order to take advantage of the improved performance of the trained individuals.

Table 3.17 The bases on which trainees are nominated for training in OARI

Question	Response	Frequency	%
How do you rate the transparency of OARI in screening employees for training	High	10	18.2
	Low	45	81.8
	Total	55	100

As shown in the table 3.17, most of the respondents (81.8%) do not know about as to How they are selected for the training given by OARI and only 18.2% replied that they know about the bases of selection. This reply implies that most of the employees may feel dissatisfied since that are not clear (transparent) with the bases on which they are nominated for training particularly un selected individuals.

Table3. 18 Degree of trainee's satisfaction about training process conducted in OARI

Training process	Very High		High		Medium		Low		Very Low		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Selection criteria	0	0	2	3.6	14	25.5	19	34.5	20	36.4	55	100
Training Methods	1	1.8	7	12.7	35	63.6	9	16.4	3	5.5	55	100
Training Period's adequacy	0	0	2	3.6	21	38.2	22	40	10	18.2	55	100
Trainer's Capabilities and skills	2	3.6	8	14.6	31	56.4	12	21.8	2	3.6	55	100
Training objective	0	0	6	10.9	29	52.7	16	29.1	4	7.3	55	100
Appropriateness of training facilities	2	3.6	14	25.5	34	61.8	4	7.3	1	1.8	55	100
Desired training program content	0	0	11	20	30	54.6	13	23.6	1	1.8	55	100
Training Evaluation	0	0	2	3.6	20	36.4	25	45.5	8	14.5	55	100
Training policy	0	0	1	1.8	17	30.9	19	34.6	18	32.7	55	100

From the table 3.18, we can describe the following. As per the trainees' selection criteria used in OARI, 36.4% of the respondents feel unsatisfied and 34.5% are low satisfied. This indicates there are problems in the Institute in relation with selection criteria of trainees as majority of the respondents replied.

Regarding the instructional methods and media used to provide training services, almost more than half of the respondents' (63.6%) satisfaction is medium and 12.7% are highly satisfied. This shows us the Institute's concern in using the relevant training methods and media to conduct the training program. However, some respondents are still unsatisfied with respects to the methods used to render training services.

In relation with adequacy of training period, about 40% of the respondents rated their level of satisfaction as low, and 18.2% of them rated as very low. This implies, there are problems in OARI regarding the period or training duration allotted per each training program. Despite this, about 38.2% of the respondents are satisfied for the training period given in OARI more than the average numbers of the respondents (56.4%) are satisfied with the trainers' capabilities and skills which is an indication of the Institute's strength in providing trainer's with adequate technical proficiency and skills.

However, some are very low satisfied (21.8%) which is a clue for the Institute to further search for appropriate trainers. Almost more than half of the respondents are satisfied in relation with training objectives, appropriateness of training facilities and desired program content. Moreover, some respondents are very much satisfied for the same. However, few respondents are unsatisfied, particularly in the appropriateness of training programs and desired training program content which are indications for the Institute to improve on these respects. To the end, their level of satisfaction is rated by 45.5% and 34.6% of the respondents as low regarding training evaluation and training policy practices of the Institute respectively. In the same manner 14.5% and 32.7% of the respondents rated very low for the same respectively. This reply shows areas on which the Institute should give greater care and emphasis.

Interview:- To gather more information about employee training and management development practice of OARI structured interview questions were forwarded to the human resource development division head of the Institute. Accordingly the interviewee's responses to the questions are depicted briefly as follows.

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

As it is clearly indicated in the HRD manual and as per the interviewee replied, the major purposes of HRD program are to have motivated work force, to enhance capacity (both present and future skills), to increase ability and productivity of employees, to establish optimum man task relationship, to prepare employees to take higher assignments, and to upgrade skills and prevent obsolescence. Moreover, to help employees at all levels with respects to their task accomplishment OARI also established management development objectives such as stimulating a more creative and innovative approach to problem solving and decision making. However, no explicitly stated objectives are set for each trainee.

According to (Monday and NUE, 1990), there are five steps that should be followed to conduct T and D program. Namely, need assessment, establish objectives, select appropriate methods and media, implement the actual program, and conduct evaluation and follow up.

In OARI, the need assessment, establish objectives, select appropriate methods and media, and implement the actual program are strictly followed, as per the interviewee's reply although they are not consistently used conduct evaluation and follow up per each HRD program. However; OARI is still reluctant on evaluation and follows up of the T and D program.

To identify T and D need, OARI uses organizational analysis and task analysis. That is, the need for the program is identified through, organizational analysis by taking in to consideration of the Institute's short range and long range goals. And Task/job analysis is used to determine the skills and knowledge the job demands and then identifying task related skills and ability that contributes to the achievement of organizational objectives.

Top management have positive implications towards both local and abroad training with special emphasis given to abroad training although the Institute does not have a complete control over this. That is, it does not know what type of training, why, where and when the need comes in relation with abroad to incorporate in to its short term and long term HRD programs.

OARI has no problems, with regards to the funds needed to execute/implement the HRD program. That means, adequate fund is budgeted at the beginning of the new fiscal year to carry out T and D programs effectively.

As addressed in question number 6, OARI has sufficient funds 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. For instance, the video conference room located at OARI venue is one of the basic facilities available to carry out in house (off the job) HRD programs.

The Institute has appropriate trainers for the right trainees, particularly for local T and D program. There are institutions and other affiliated organizations that provide the Institute with both planned and unplanned trainings to its staffs. Ethiopian Agricultural Research Institute(EARI), Ethiopian Live stock Research Institute(ELRI) of which OARI has a line share provide OARI's staff with operational, technical and managerial trainings as need arises. In addition, affiliated organizations such as Haramaya University, Jimma University, Ambo college of Agriculture, Ministry of Agriculture, Oromia Public Service College and Ethiopian Management Institutions (EMS) also invite the Institute's staff with varieties of T and D programs. Moreover, some senior and skilled internal staffs are used as relevant trainers; especially for research related trainings. To the end, abroad trainers such as JICA, PARIMA, MERSABET and others are potential trainers of the Institute although they are not with the control of the Institute.

For local (in house and external) T and D programs, the departmental management and immediate bosses are responsible to nominate appropriate trainees for appropriate training. That is, right trainees are selected by taking in to consideration of their past and current job performance, (performance evaluation), the number of years of service in the Institute and the nature of jobs they are assigned for. For abroad trainings, Directors/Managers of the Institute are responsible to nominate appropriate trainees.

As the interviewee said, T and D objectives are established for each trainee. That means, the trainees know in advance what is expected from them after taking any from T and D programs given by OARI. However, there is no binding contract between the Institute and trainees for not sticking to the training objectives. That means, trainees are not penalized for not applying what they have learned through training on their job as soon as possible.

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

In OARI, lecture and video presentation method, the conference method/ the workshop method, simulation method and programmed instruction method are among the basic methods employed for providing training services to both management and non management employees.

In OARI, on the spot training evaluation is conducted to increase the effectiveness of the program while it is going on. Reaction is used as a set of measurement criteria to know about what the participant (trainees) think about the program did. Accordingly, participants react to the learning experience by forming opinion and attitude about the instructor (trainer), the methodology, and participation in the learning session and how well he/she liked the program. Moreover, post training evaluation is also conducted to help trainees to get feed back for their improvement and efficiency, and to find out to what extent the objectives are achieved. However, OARI is not effective in practicing post evaluation of the HRD program.

Both on the job and off the job are most commonly used types of providing HRD programs in OARI. On the job training is given particularly for non managerial employees to develop their skills and knowledge. Off the job training is given both for managers and non- managerial employees of the Institute with a view to increase their capacity outside their work environment.

The interviewee forwarded the following suggestions regarding the HRD program practices of OARI. HRD should be all inclusive. That is, it takes in to consideration of all managerial and non managerial staff, particularly in abroad training. Career based training should be practiced to help individuals plan their future careers within the organization in order to help the Institute achieve its objectives and the employees achieve maximum self development. Structured succession planning should be exercised in the Institute.

CHATER FOUR

SUMMERY, CONCLUSION AND RECOMMENDATION

4.1 Summery

The main objective of this study was to investigate the training and development practices of Oromia Agricultural Research Institute. As a source of data both primary and secondary data were used. The sampling technique employed to collect primary information was simple random sampling. Accordingly, the data gathered were analyzed using descriptive statistics.

The following basic research question were raised

1. What does the training and Development program of the Institute look like?
2. How does the Institute screen and select employees for training and development opportunities?
3. What training methods used for conducting training and development?
4. What are the major training and development program problems in the Institute?

The result of the study is based on the data obtained through the questionnaire distributed to 80 employees of Oromia Agricultural Research Institute, and the interview conducted with the human resource division heads. Thus, the information obtained and analyzed through using descriptive statics such as table, frequency, distribution and percentage, the result of the study is summarized below.

I. Training and Development program of the Institute

The response of the respondent that revealed OARI, Training and Development program has a strength in most of the T and D program processes, especially with respects to adequacy of HRD budgets, HRD methods, trainer's capabilities and skills, appropriateness of training facilities and desired content of the HRD program.. However, OARI is not as such effective enough in relation to HRD program's transparency, on the availability of written management policy, need assessment, objectives, training periods' adequacy, and evaluation of programs are a problems as majority the respondents replied.

II How screen and select employees for training and development opportunities?

For Training and Development opportunities employees are selected based on their academic qualification, length of service, annual performance appraisal, the perception of immediate supervisor and departmental manager and the decision of committee. Whatever bases are used, trainees are not clear with as to which bases are used.

III Training methods used for conducting training and development

In OARI, lecture and video presentation method, the conference method/ the workshop method, simulation method and programmed instruction method are among the basic methods employed for providing training services to both management and non management employees.

IV The major training and development program problems of OARI

Moreover, HRD Policy which is exercised by the human resource department of the Institute. However, most of the respondents to the questionnaire are not the clear with the HRD plan and policy of OARI, with respect to nomination of trainee lack of transparency, with respect to program evaluation cost - effectiveness and learning principles are also a major problems

4.2 Conclusions

The following conclusions are drawn by the researcher focusing on T and D program, screening and selecting method, Training methods, T and D program problems and the strength and weakness of the Institute with respects to the practices of employee training and management development programs.

Some limitation of the study that can affect the conclusion of the study are, the study indicated that because of resource limitation the study is not cover all areas of the program being implemented in the Institute, and sample of respondents may not represent the total population of the study.

OARI has a structured HRD plan and sufficient budget to undertake the plan, as it is clearly indicated in the HRD manual of the Institute and as the interviewee replied, OARI has a written HRD Policy which is exercised by the human resource department of the Institute. However, most of the respondents to the questionnaire replied that the HRD plan and policy of OARI are not clear.

Regarding the HRD need assessment of the Institute, trainees are selected based on their academic qualification, length of service, annual performance appraisal, and with the perception of immediate supervisor and departmental manager and the decision of committees are selected. Whatever bases are used, trainees are not clear with as to which bases are used. In this respect lack of transparency is the major problem of the Institute that majority of the employees are complaining. Training is conducted simply

based on the need senior researcher and management staff and to fulfill the formality of human resource department need not based on the willingness and requisite of employees.

With respects to HRD objectives of the Institute, no specific, measurable and time targeted objectives are practiced that are set and informed to the trainees before embarking form of HRD programs. later this will inhabit the Institute from evaluating the effectiveness of the program, that is, lack of standardized management criteria that assist as a bench mark for evaluating the program.

The instructional method and media used by the Institute to undertake local training and development program are lecture and video presentation method, conference or workshops, case studies as majority of the respondents replied. The bases as to which these methods and media are selected depends on appropriateness, designed program content and trainer's preferences and capabilities. However other factors like cost - effectiveness and learning principles have no places although they are equally important.

Evaluations, particularly post training, have no given much consideration by OARI although it is a means to assess the cost / benefit of the HRD program to the Institute. Most of the time evaluation through reaction is used while T and D program is going on.

Types of HRD programs being implemented in the Institute, and most commonly used by the institute are both off the job and on the job trainings are given for the management and non management staff of the Institute.

For broad trainings priority are is given to senior researchers and management staffs of the Institute

On the basis of the findings and conclusions reached, the following recommendations were forwarded.

4.3 Recommendations

The following recommendations are forwarded to alleviate or at least to minimize the currently encountered problems by the Institute in relation with HRD programs.

- First and for most, the human resources of the Institute should get greatest emphasis from the point of view of top management since they are engines for other related resources such as physical resources, information resources, and financial resources of the Institute. Now a day, we are living in a continuously changing and dynamic environment that directly and/or indirectly affects us. Particularly, Institutions are affected by the rapidly changing information technology. Thus, updating its employee's skills and knowledge to cope with technological advancement and competitive environment is a mandatory work for OARI without which it cannot achieve its pre stated short term and strategic goals.
- The HRD plan and policy of the Institute should be transparent and implemented in line with the HRD need of the Institute.
- SMART HRD objectives should be explicitly stated, set for each trainees communicable to each trainees and at least should answer the following questions

- What should the trainees be able to do after training?
 - Under what conditions should the trainee be able to perform the trained behavior?
 - How well should the trainee perform the trained behavior?
- The HRD need assessment and selection criteria for training and development opportunities of OARI are among most serious issues that majority of the respondents felt unsatisfied. Since T and D is a need oriented effort, determining the level, type and duration of the T and D is of paramount importance at this stage of the HRD process. As HRD division head and majority of the management staff respondents replied, OARI uses organizational analysis and task analysis as a need analysis approach. However, the Institute is not effective in implementing either of the approaches. Thus, an extensive need assessment and an equitable selection criterion should be exercised in the Institute unless the Institute could end up in wasting time, resource, de motivating staff, and employees will develop negative attitudes towards future programs.
 - Post training evaluation should also be exercised in the Institute in order to increase the effectiveness of the program to be held in the next session, to help participants to get feedback for their improvement and efficiency, and to find out to what extent the HRD objectives are achieved
 - Most importantly, HRD should be based on career development which helps the Institute achieve its objectives and the employees achieve maximum self development.
 - To the end, the training period allotted per each training program should be sufficient, the instructional methods and media, selection criteria should be cost effective and depends a learning principle. To motivate and inspire employees to the future Assignment Opportunity for abroad training should also be given for junior non management staff if possible.

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Appendices

Appendices A

Sample in house training and development activities of OARI

S/N	Position of trainers	Training title	Institution
1	Record section Head	Record Management	OARI & OPSC
2	Technical assistant	Bee keeping & Management	OARI
3	Technical Assistance	Fish Management	OARI
4	Technical Assistance	Animal nutrition	OARI
5	Personnel officer	HRM	OARI & OPSC
6	Accountant	Peachtree Accounting	OARI& BOFED
7	Section case performers	Computer Application	OARI & private comp
8	Personnel officer	Computer Application	OARI & private comp
9	Secretary	Office Management	OARI
10	Junior Researcher	Animal production & Range land. manag	OARI
11	Plan performer	Monitoring & Evaluation	OARI
12	Researcher	Information system & Technology	OARI & Adama university
13	Junior Researcher	Agri. Research methodology	OARI
14	Junior Researcher	Method of data collection	OARI
15	Accountant	Gov't tax	OARI & BOFED
16	Managers	Leadership & Development	OARI & EARI
17	Executive secretary	Office management	OARI & private comp
18	All staff	BPR	OARI & EMI
19	Tech. Assistant & junior. Resea	Bee disease	OARI
20	IT, performers	Data base	OARI & EARI
21	IT, Performers	GIS	OARI & EARI
22	Department Heads	BSC	OARI

Source: - OARI, Human Resource Departmen

Appendices B

Sample Abroad training and development activities of OARI

No	Position of trainee	Training title	Institution
1	Director General	Plant breeding	Washington DC
2	Director of Crop research	Plant Breeding	Washington DC
3	Assi. Researcher of Animal Science	Apiculture	Nizerlands
4	Director of Crop Research	Agronomy	South Africa
5	Asso Researcher of crop	Agronomy	South Africa
6	Assi. Researcher of crop	Agronomy	South Africa
7	Head of Audit and Inspection	Internal Auditing	India
8	Director General	Animal Specious & Resistant varieties	Nezeland
9	Director of livestock	Animal Specious & Resistant varieties	Nezeland
10	Research center Manager	Animal Specious & Resistant varieties	Nezeland
11	Junior Researcher of Animal Science	Animal Specious & Resistant varieties	Nezeland
12	Animal Health team leader	Animal Specious & Resistant varieties	Nezeland
13	Director of Agricultural Mechanization	Agri. Mechanization	China
14	Assi. Researcher of Crop	Plant pathology	Kenya
15	Research center Manager	Plant Pathology	Kenya
16	Deputy Director General	Verti Soil effect and Management	Kenya
17	Horticulture time leader	Crop disease	Austria
18	Animal Health team leader	Tsetse fly	Japan
20	Deputy Director General	Tsetse fly	Japan
21	Research Manager	Tsetse fly	Japan
22	Director of livestock	Tsetse fly	Japan
23	Asso. Researcher of Animal science	Animal Breeding	China
24	Assi. Researcher of Horticulture	Ornamentals crop	Jimma Universities
25	Crop Research Director	Coffee Varieties Improvement	Haromaya University
26	Asso Researcher	Coffee Varieties Improvement	Haromaya University
27	Deputy Director General	Coffee Varieties Improvement	Haromaya University
28	Director General	Leader ship	EMI
29	Deputy Director General	Leader ship	EMI
30	Deputy Director General	Micro Economic Management and Fiscal Issues	Kenya
31	HRD officer	Exposure visits on human resource and administrative practices	India
32	Director, human Resource	Leadership development	EMI
33	Asso. Researcher	Effect of Artificial Fertilizer	Haromaya University
34	Assi. Researcher	Effect of Artificial Fertilizer	Haromaya University

Source Oromia Agricultural Research Institute Human Resource Division

APPENDICS C

ST. MARY'S UNIVERSITY COLLEGE

FACULTY OF BUSINESS

DEPARTMENT OF MANAGEMENT

QUESTIONNAIRE TO BE FILLED BY MANAGEMENT STAFF

Dear Respondents:-

I would like to express my sincere appreciation and deepest thanks in advance for your generous time, and frank and prompt responses.

Objective:

The purpose of the study in general and this questionnaire in particular is to study on "Employee training and Development program in OARI" It is aimed to help OARI in alleviating major problem related to the study. The study is conducted as a partial fulfillment for the requirement of bachelor of Arts Degree in Management.

I want to assure you that this research is only for academic purpose.

General Guideline:

Please put a tick " ✓ "mark for those questions that are followed by choices and write your short and precise answers for those followed by blank spaces (i.e. open ended questions). As an important input for this study your frank response is greatly appreciated.

Your valuable support in responding to the questions raised is of paramount importance to the success of the study. Hence, I ask you in all regard to fill the questionnaire carefully and at your best knowledge. The quality and quantity of information you provide determines the ultimate reliability of the study.

Contact Address

If you have any question or Information, please do not hesitate to contact me and I am available as per your (tele; 09-11-71-54-42 or e-mail; Kassmen@gmail.com .eth

Thank you again!!!

Part I – General information

1. Gender Male Female

2. In which age group you belong to?

<20 41 to 50

21 to 30 51 to 60

31 to 40 61 or above

3. What is your highest and recent educational status?

PhD) certificate

M.sc/MA 12complete

B.sc/ BA below grade 12

Diploma

4 Service years in OARI

Below 3 years 6 to 8 years

3 to 5 years More than 8 years

PART- TWO

5. Does your organization have a written management development policy?

Yes No not know

6. At what frequency does your organization analyze employees development needs?

Very often Often Sometimes Rarely Very Rarely

7. Which of the following technique(s) for identifying your organization's management

development need analysis is /are being used? (Possible to select more than once)

Organizational analysis task (job) analysis Person analysis

8. Please indicate on the following instructional method and media used in management training programs ? (possible to select more than one)

Lecture

Conference

Self study and Programmed learning

Case study method

Role playing and behavior modeling

In basket exercise

Management games

Mention others (if any) _____

9. Which of the following types of management development programs are exercised in OARI?

Formal Training (Possible to select more than one)?

Off- the – Job formal training

Job rotation

Development position

Others (if any) _____

10. To what extent the contents of training you have taken are relevant for your current Job.

Very high Medium Very low High Low

11. How often your organization evaluate the effectiveness of management development programs?

Very high Medium Very low
 High Low

12. If your answer for question No.11. is rated medium or above, what measurement criteria are used in evaluating the worth of a specific program? (Possible to select more than once)

Reaction Organizational impact
 Learning Ultimate value
 Job behavior Others (if any) _____

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

	Very high	High	Medium	Low	Very low
A. Planning	_____	_____	_____	_____	_____
B. Decision making and Problem solving	_____	_____	_____	_____	_____
C. Communication	_____	_____	_____	_____	_____
D. Motivation	_____	_____	_____	_____	_____
E. Resource management	_____	_____	_____	_____	_____
F. Leadership	_____	_____	_____	_____	_____
G. Performance appraisal	_____	_____	_____	_____	_____

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

Strengths

Weaknesses

THANK YOU!!!

APPENDICS D

ST. MARY'S UNIVERSITY COLLEGE

FACULTY OF BUSINESS

DEPARTMENT OF MANAGEMENT

QUESTIONNAIRE TO BE FILLED BY NON-MANAGEMENT STAFF

Dear Respondents:-

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Objective:

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I want to assure you that this research is only for academic purpose.

General Guideline:

Please put a tick " ✓ "mark for those questions that are followed by choices and write your short and precise answers for those followed by blank spaces (i.e. open ended questions). As an important input for this study your frank response is greatly appreciated.

Your valuable support in responding to the questions raised is of paramount importance to the success of the study. Hence, I ask you in all regard to fill the questionnaire carefully and at your best knowledge. The quality and quantity of information you provide determines the ultimate reliability of the study.

Contact Address

If you have any question or Information, please do not hesitate to contact me and I am available as per your (tele; 09-11-71-54-42)

Thank you again!!!

Part I – General Information

1. Sex

Male

Female

2. In which age group you belong to ?

20 n or below

41 to 50

21 to 30

51 to 60

31 to 40

61 or above

3. What is your highest and recent educational status?

PhD

certificate

M.sc/MA

12 grade

B.sc/BA

Below 12

Diploma

4. Service years in OARI

Below 3 years

6 to 8 years

3 to 5 years

More than 8 years

PART- TWO

5. Have you taken any form of training program prepared by OARI?

Yes

No

6. If your answer for Q.5 is yes, for how many days you participated on the training program during the past 2 years?

Less than 5 days

11 to 15 days

6 to 10 days

Above 15 days

7. Which of the following types of employee training program have you taken so far? (Possible to select more than once)

On the job off- the – Job

Any others _____

8. Which of the following on the job types of employee training program have you taken so far? (Possible to select more than once)

Job instruction training

Job rotation

Apprenticeship

Coaching

Mention others (if any) _____

9. Which of the following off the job types of employee training program have you taken so far?(Possible to select more than once)

Lecture and video presentation

Vestibule training

Case study

Simulation

Self study and program learning

Mention others (if any) _____

10. Which of the above method(s) are frequently employed by the Institute?

11. To what extent you realize that training offered by OARI in any form brings about performance improvement ?

Very high High Medium Low Very low

12 . Do you believe that individual training is the critical factors in increasing organizational performance? Yes No

13. Where do you rate the transparency of OARI in screening employees for different training opportunities?

Very high High Medium Low Very low

14. To what extent are you satisfied with respects to the following factors which are parts of employee Training processes? N.B The factors are not mutually exclusive

	Very High	High	Medium	Low	Very low
A. Selection criteria	_____	_____	_____	_____	_____
B. Training methods	_____	_____	_____	_____	_____
C. Training periods' Adequacy	_____	_____	_____	_____	_____
D. Trainer's skills and capabilities	_____	_____	_____	_____	_____
E. Clarity of Training objectives	_____	_____	_____	_____	_____
F. Appropriateness of Training facilitie	_____	_____	_____	_____	_____
G. Desired program content	_____	_____	_____	_____	_____
H. Training evaluation	_____	_____	_____	_____	_____
I. Training policy	_____	_____	_____	_____	_____

15. Do you have any suggestion that you say about training and development program in

OARI vis-à-vis its strengths and weaknesses?

Thank you for your cooperation!!!

Appendices E

INTERVIEW QUESTIONS

WHICH IS GOING TO BE ANSWERED BY

Human Resource Development Division HEAD OF OARI

1. What are ways of improving employee competency level and organization's performance other than training in OARI?
2. What are the purposes of training and development in OARI?
3. What steps/ procedures do you follow in employee training and development program in OARI?
4. Which category of need analysis approach do you use in OARI's training and development need?
5. As to your understanding what is the view of top management towards training and development?
6. Does the Institute allot sufficient funds to carry out training and development program effectively?
7. Does the Institute provide the required training materials?
8. Does the Institute have the right trainers who have adequate technical proficiency and skills for an intended target groups? And who are the potential trainers of the Institute?
9. What is your base for selecting appropriate trainees for a given training?
10. Have you established training and development objectives for the trainees?
11. What are the methods employed for developing management abilities and providing opportunities for employees?
12. How do you evaluate training and development program to verify the success of the program?
13. What are the types of management development programs being used in OARI?
14. What do you suggest for OARI with respects to training and development program?

DECLARATION

I, the undersigned, declare that the senior essay is my original work, prepared under the guidance of Nestanet Beneberu (M.Sc). All sources of the material used for the manuscript have been duly acknowledged.

Name: Kassahun Mengigso

Signature _____

Addis Ababa

June 2010