SAINT MARY'S UNIVERSITY

DEPARTMENT OF MASTERS OF BUSINESS ADMINISTRATION

HUMAN RESOURCE DEVELOPMENT PRACTICES:ENHANCING EMPLOYEES' SATISFACTION: A CASE STUDY OF SAINT PAUL'S HOSPITAL MILLENNIUM MEDICAL COLLEGE, ADDIS ABABA

A RESEARCH PAPER TO BE SUBMITTED TO SCHOOL OF GRADUATE STUDIES, ST MARY'S UNIVERSITY IN PARTIAL FULFILLMENT FOR THE REQUIREMENTS MASTERS OF ARTS IN BUSINESS ADMINISTRATION

BY: BIRHAN WALE

ADVISOR: TAYE AMOGNE (PHD)

JUNE, 2022

ADDIS ABABA, ETHIOPIA

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DECLARATION

I declare that this MBA in Business Administration thesis is my original work, and has never been presented for the award of any degree in this or any other university and all sources of materials used for the thesis have been duly acknowledged.

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ENDORSEMENT

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

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TAYE AMOGNE (PHD)

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Abstract

Human Resource Development (HRD) is a planned and systematic approach to professional growth which benefits both individuals and businesses. A focus on HRD generates a lot of favorable individual and organizational results. HRD requires investment in programs for training, development, and education. Creating an efficient HRD system is a complex endeavor since it must meet the needs of both the organization and the employees. Employee satisfaction with HRD procedures is one of the most essential characteristics to examine when evaluating HRD activities. As a result, the purpose of this study is to analyze employees' satisfaction with HRD procedures at St. Paul's hospital millennium medical college (SPHMMC). The study's major goal is to determine employee satisfaction with the Organization's commitment to HRD, the appropriateness of HRD procedures, chances for growth and development, management's advice and support, and other aspects of HRD practices. The study is structured as a case study. The study made use of both secondary and primary data. A survey questionnaire using a five-point Likert scale is a fundamental instrument for obtaining primary data regarding employees' satisfaction with the Organization's human resource development activities. The surveys were filled out by total of 333 staffs at St. Paul's hospital compound. An interview was also conducted with continuous professional improvement and development/CPID head. According to the study's findings, respondents evaluated the Organization's HRD policies as being unjustly focused on certain work units solely. Respondents also expressed unhappiness with the promotional chances and information gained from their job with the organization. Furthermore, the majority of respondents said that they do not believe the organization is the greatest location for them to grow. To overcome those problems, giving employees a sense of purpose in the workplace, granting employee's opportunities to act on their commitment, and providing practical support to learning are critical to increasing employee satisfaction and commitment.

1 CHAPTER ONE
1.1 *INTRODUCTION*

1.2 *Background of the Study*

Human Resource Development (HRD) is a structured learning opportunity that aims to align the organizational demand for human resources with the individual desire for career advancement. It is a strategy and technique that consists of a structured series of learning actions meant to induce cognitive effects on human resources so that they achieve the appropriate levels of expertise for their present or prospective position. Training and education are the primary elements of human resource development activities at the company level. Emphasis on human capital development outcome shown both individual and organizational outcomes like enhanced efficiency, top quality personnel as well as organization problem solving, boosting professional goals and employ ability, sustained competitive advantage, greater commitment to the organization and enhancing organizational loyalty. To accomplish this undertaking, organizations will need to invest resources to enhance employees' knowledge, skills and competencies. Organizations will also have to spend resources to enhance workers' knowledge, skills, and competences in order to do this task.

However, inefficient HRD practices may lead to a variety of issues, including diminished worker enthusiasm to acquire and use new abilities, decreased employee performance, low employee morale, and greater employee loss (Fiona Edgar, 2005). Creating a successful HRD practice is a complex endeavor as it involves investigating personnel requirements and ensuring that actions are consistent for both organizational and personnel needs. (Fiona Edgar, 2005) As a result, difficulties occur in the human resource development system when training and development procedures fail to meet the demands of personnel. So, if an organization wishes to improve employee happiness and retention, it should focus on increasing employees' abilities, knowledge, attitudes, and conduct in organizational contexts for the advantage including both employees and the organization.

According to Ford and Noe (1987), as referenced by Eddie W.L Cheng and Danny C.K. (1998), for an HRD program to be efficient & lead to staff motivation, it should be highly regarded by workers. Workers' pleasure with the training provided and development, possibilities for growth and development within the business, as well as management oversight and assistance, are all

critical for effective HRD practices. Hooi Lai Wan (2007) Offering training and development opportunities alone will not result in positive outcomes and staff satisfaction. (Hooi Lai Wan, 2007). Organizations must consider their employees' needs and ensure that HRD practices in accordance including both employee and organizational objectives.

It has been recommended that one of the most essential variables to examine when evaluating HRD procedures is the element of employee satisfaction with the HRD activities. Hooi Lai Wan (2007) Job satisfaction with the company's HRD procedures may be predicted only if the activities take into account the demands of the workers. As a result, while analyzing and improving existing procedures, the level of employee satisfaction with the activities should be taken into account. St. Paul's hospital millennium medical college (SPHMMC) has continuous performance improvement and development/CPID department which is responsible for managing the Organization's HRD practices and administering its training and development activities. Furthermore, the organization also has sent oversea some of its chosen staff members, especially, doctors for a brief and long term training. Nevertheless, most of the Organization's HRD practices concentrated on a few key areas. In general, this research seeks to analyze St. Paul's hospital millennium medical college (SPHMMC).

1.3 Statement of the Problem and Research Questions

Organizations seldom find persons who are absolute masters of their specific criteria at the start of employment. Most of the time, there is a mismatch between employees' knowledge, abilities, and attitudes and what the job requires. Human resource development initiatives must fill the void. As a result, people training, development, and education are the primary means by which businesses strive to maintain human resource competency levels and boost react to changing institutional needs. Changes in the manufacturing system and process have a significant influence on the production skill needs. As a result, personnel must continually improve their abilities and cultivate a mentality that allows them to adapt to change. Furthermore, employees are looking for professional and career growth chances. Organizations, in turn, must address employee requirements in training, development, and education programs. To improve both business competitiveness and employee happiness, a good human resource improvement program is essential.

However, in underdeveloped nations, most firms place less attention on the requirements of their employees in HRD initiatives. 2007 (Hooi Lai Wan). Insufficient want evaluation, outmoded training and development techniques, inadequate educational possibilities, poor access to training programs, unsatisfactory chance to learn skills/knowledge that would enhance employees' career potential, insufficient opportunities for career growth, and poor supervisors' guidance for employees' development are just a few of the factors that contribute to employee displeasure with HRD practices. 2007 (Hooi Lai Wan). These issues eventually lead to a lack of appropriate man-task relationships, employee resistance to accepting future assignments, a drop in productivity, an elevate in technical mistake, a fall in employee morale and commitment, and an increase in labour turnover. Employee turnover is one of the issues that St. Paul's Hospital Millennium Medical College (SPHMMC) is dealing with, according to a preliminary survey done by the researcher. Employee discontent with HRD procedures is one cause that might lead to employee turnover, among others. According to one of SPHMMC HR department members, when compared to other governmental owned organizations such as Menelik Hospital, SPHMMC has the largest employee turn-over. As per the individual, most of the Organization's HRD practices were concentrated on extremely specific areas such as clinical service, teaching students and allocation of job functions.

However, little work has been done on the satisfaction of employees among training and development techniques, educational possibilities, chance to learn skills/knowledge that would enhance employees' career potential, opportunities for career growth and supervisors' guidance. As a result, there are plenty of employee turn overs.

 The research attempted to examine the degree to which employees were happy with several dimensions of Performance management in the Organization using data collected from SPHMMC employees.

1.4 Research Questions
  ➢ How do workers perceive the organization's commitment to skills and training chances?
  ➢ What are the primary concerns in HRD practices that influence employee happiness in the place of work?
  ➢ How do workers see the Organization's possibilities for growth and progress?
  ➢ How satisfied are workers with their manager's/direction, supervisor's support, and assistance for career progression?

➢ How satisfied are workers with the knowledge obtained via the Organization's human resource development programs?

1.5 Objective of the Study
1.5.1 General objective
The primary goals of this study were to analyze workers' satisfaction with Saint Paul's hospital millennium medical college HRD procedures.

1.5.2 Specific objectives
The research was conducted out specifically to:

➢ Determine the satisfaction level of employees with the Organization's commitment to providing access to training, learning, and development.

➢ Determine the worker motivation with the applicability of the knowledge and skills gained via human resource development programs.

➢ To identify workers' perceptions of training and development opportunities within the Organization.

➢ To identify workers' perceptions of their managers'/supervisors' assistance in providing direction and motivation for their growth.

➢ To identify how workers perceive workplace learning opportunities in the organization.

1.6 Scope of the Study
The majority of research done on contemporary HRD literatures reveal that the scope of HRD is defined by the belief that HRD is too vague. The fluid nature of HRD makes it impossible to define its scope and bounds. As a result of time and cost constraints, the scope of HRD in the research is confined to personal learning and development, training, management development, and organizational learning concepts.

The study was limited in Saint Paul's hospital Addis Ababa. The material for this study is confined to workers' perceptions of the Organization's HRD procedures. This study included clinical, academicals and administrative staffs.

1.7 Limitation of the Study
In addition to the constraints of the research design, there were exogenous variables that hampered the project's seamless implementation. For example, a lack of access to appropriate secondary data inside the Organization, as well as inadequate participation from participants in completing out questionnaires and because of covid-19 has severely limited the research's conclusion. Furthermore, the investigation was hampered by a paucity of useful and up-to-date

data.

1.8   Significance of the Study

This project's outcome will be significant in a variety of ways. To begin, the research will make some findings and find worker complaint concerns in the Organization's human resource development methods. As a result, it will alert the organization's human resource management to take corrective action. Two, it will serve as a guide and stepping stone for future scholars who wish to do more research in the field. Third, it allows the researcher to get in-depth understanding of modern human resource development practice.

1.9   Organization of the Study

The remainder of the study is structured as follows: chapter two examines the theoretical and empirical literatures on human resource development. Chapter 3 focuses on the creation and historical growth of the Saint Paul's hospital millennium medical college. The fourth chapter discusses secondary and primary data analysis. Lastly, in Chapter 5, there will be a summary, conclusion, and suggestions.

2 CAPTER TWO
2.1 REVIEW OF RELATED LITERATURE
2.2 Introduction

In companies, "people" are becoming increasingly important. This is mostly due to organizations' realization that people assets are the most valuable of all assets. This emphasis is also influenced by the newly developing principles of humanism and humanization. Furthermore, with a growing focus on creativity and liberty, which individuals are increasingly obtaining and enjoying in society, people's expectations are rapidly shifting. People can no longer be taken for granted.

Organizations strive to optimize their staff through comprehensive development programs in order to not only meet organizational goals, but also to satisfy and retain their workforce. To complete this project, the organization will need to commit resources to make sure that workers have the knowledge, abilities, and competencies they require to operate successfully, as well as to satisfy personnel' needs for growth and development. Although human resource development has existed in some form or another since the dawn of civilization, a planned and systematic approach to HRD in the business sector arose in the latter part of the twentieth century (C.B. Gupta, 2001).

This chapter will lay the groundwork for the rest of the study. As a result, the major goal of this chapter is to provide a theoretical framework for analyzing employees' satisfaction with reference to an organization's human resource development strategies. A review of recent relevant literatures will be offered, specifically: definitions of HRD, purposes of HRD, components of HRD, and variables impacting Employee Satisfaction (ES).

2.3 Definition and Purposes of Human Resource Development System: A Theoretical Review

The combination of the four focus of HRD (Individuals, Dyades (employee-boss), Team, and Organization) with four agents of HRD (Employee, Immediate boss, HR department, and Organizations) gives the HRD systems (Armstrong, 2006). According to him, the primary goal of the HRD system is to improve resource capability in accordance with the view that an organization's human capital is a significant source of competitive advantage. It is so necessary to ensure that the appropriate quality employees are available to satisfy current and future demands. This is accomplished through providing a logical and complete framework for human development. Furthermore, Armstrong stated that the objective of HRD is to generate intellectual

capital and foster organizational, team, and individual learning by establishing a learning culture - an atmosphere in which people are encouraged to learn and grow and information is handled systematically.

According to most theories, the overall objective of the HRD system is to improve the individual employee via training and development activities, hence improving personal development, work processes, and organizational performance in order to attain organizational effectiveness. Indeed, the primary goal of human resource development was to benefit individuals, communities, and organizations. However, before moving on to teams and organizations, development and transformation must be imbedded within a person. Armstrong emphasized that transformation in an organization always entails changing the individual and is first and foremost concerned with personal growth.

In addition to the view of Armstrong, Gupta (2001) has mentioned that developing the capabilities of each employee as an individual in relation to his or her present role and each employee in relation to his or her expected future role(s), relationship between each employee and his or her supervisor, the team spirit and functioning in every organizational unit, collaboration among different units of the organization and developing the organization's overall health and self-renewing capabilities are the main purpose of HRD system which, in turn, increase the enabling capabilities of individuals, dyads, teams, and the entire organization. Evidences from Gupta (2001) show that to fulfill the above-mentioned HRD system objectives, human resource management functions must be coordinated and integrated.

2.3.1 Functions of Human Resource Development System

The original HR wheel from McLagan identified three primary HRD functions: (1) training and development, (2) organization development, and (3) career development. These functions are discussed in greater detail.

1. Training and Development (T&D)

Training and development (T&D) focus on changing or improving the knowledge, skills and attitudes of individuals. Training typically involves Notes 15 providing employees the knowledge and skills needed to do a particular task or job, though attitude change may also be attempted. Developmental activities, in contrast, have a longer-term focus on preparing for future work responsibilities, by also increasing the capacities of employees to perform their current

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jobs. T&D activities begin when a new employee enters into the organization, usually in the form of induction training i.e. employee orientation and skills training. Employee orientation is the process by which new employees learn important organizational values and norms, establish working relationships, and learn as to how to function within their jobs. The HRD staff and the hiring supervisor generally share the responsibility for designing the orientation process, conducting general orientation sessions, and begin the initial skills training. Skills and technical training programs then narrow down in scope to teach the new employee a particular skill or area of knowledge. Once the new employees have become proficient in their jobs, HRD activities should focus more on developmental activities specifically, coaching and counseling. In the coaching process, individuals are encouraged to accept responsibility for their actions, to address any work-related problems, and to achieve and sustain superior levels of performance. Coaching involves treating employees as partners in achieving both personal and organizational goals. Counseling techniques are used to help employees deal with personal problems that may interfere with the achievement of these goals. Counseling programs may address such issues as substance abuse, stress management, smoking cessation, or fitness, nutrition and weight control. HRD professionals are also responsible for coordinating management training and development programs to ensure that managers and supervisors have the knowledge and skills necessary to be effective in their positions. These programs may include supervisory training, job rotation, seminars, or college and university courses.

2. Organization Development

Organization development (OD) is defined as the process of enhancing the effectiveness of an organizational capabilities and the Notes 16 well-being of its members through planned interventions that apply behavioral science concepts. OD emphasizes both macro and micro level organizational changes; macro changes are intended to ultimately improve the effectiveness of the organization, whereas micro changes are directed at individuals, small groups, and teams. For example, many organizations have sought to improve organizational capabilities by introducing employee involvement programs that require fundamental changes in work expectations, reward systems, and reporting procedures. The role of the HRD professionals involved in an OD intervention is to function as a change agent. Facilitating change often requires consulting with and advising line managers on strategies that can be used to effect desired change. The HRD

professional may also become directly involved in carrying out the intervention strategy, such as facilitating a meeting of the employees responsible for planning and implementing the actual change process.

3. Career Development

Career development is "an ongoing process by which individual's progress through a series of stages, each of which is characterized by a relatively unique set of issues, themes, and tasks." Career developments involve two distinct processes: career planning and career management. Career planning involves activities performed by an individual, often with the assistance of counselors and others, to assess his or her skills and abilities in order to establish a realistic career plan. Career management involves taking the necessary steps to achieve that plan, and generally focuses more on what the organization can do for foster employee career development. There is a strong relationship between career development and T&D activities. Career plans can be implemented, at least in part, through an organization's training programs.

2.4 Components of Human Resource Development

According to Thompson and Mabey (1994) the below listed and described are the components of HRD

2.4.1 Individual Learning and Development

The notion of human resource development must include individual growth in order to promote and enhance team and organizational development. As the above model plainly demonstrates, the primary focus of HRD is on individuals. The key components of individual learning and development, such as self-directed learning, coaching and mentoring strategies, will be explored in this subsection.

2.4.1.1 Self-Directed Learning

Self-directed or self-managed learning encourages individuals to take responsibility for their own learning requirements, either to enhance performance in their current employment or to develop their potential and fulfill their professional goals (Harris, 2008). It can be based on a process of documenting achievement and action planning in which individuals examine what they have learned, what they have accomplished, what their objectives are, how they want to reach those

goals, and what new knowledge they need to acquire (Harris, 2008). The learning program can be 'self-paced,' in the sense that learners can choose the rate at which they work up to a point and are encouraged to assess their own progress and alter the program appropriately (Harris, 2008).

M. Knowles (1975) defines self-direct learning "It's a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes"

"Self-directed learning is a process where individuals take primary charge of planning, continuing and evaluating their learning experiences" (Merriam et al., 2007)

Also Self-directed learning, as defined by Harris is founded on the concept that individuals learn and retain more when they discover things for themselves. However, they still want instruction on what to search for and assistance in locating it. As a result, in self-directed learning, learners must be encouraged to define what they need to know to execute their work effectively, with any assistance they may require. Furthermore, learners must be directed as to where they may obtain the material or information that will assist them in learning and how to make effective use of it. Learners also require assistance from their management and the business in the form of coaching, mentorship, and learning resources, including e-learning.

Workplace learning: Learning in the workplace is one of the ways that people might learn in a company. As noted by Harris (2008), learning can take three forms in the workplace:

> The workshop as a learning environment. Learning and working are physically separated in this situation, with some type of organized learning activity taking place off or near the workplace. This might be at a business training center or on the shop floor on a 'training island,' where the manufacturing process is replicated for trainees.

> The work environment as a learning environment the workplace itself becomes a learning environment under this approach. Various on-the-job training activities take happen, with varying degrees of organization.

> Working and learning are intricately linked. Learning is informal in this scenario. It becomes a regular component of the job and is in organizational into ordinary duties. Workers gain skills, knowledge, and understanding through overcoming work-related problems. This can be stated as ongoing education 'Learning is not something that takes time away from being involved in productive action; learning is the center of productive

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activity,' said Michale M.Harris.

2.4.1.2   Coaching

According to Haslinda and Abdullah (2009), the Industrial Society (1999) defines coaching as "the art of promoting the increased performance, learning, and growth of others." It is a personal (typically one-on-one) on-the-job method to assisting people in developing their skills and levels of competence. According to Armstrong (2006), Hirsh and Carter (2002), coaching is targeted at the quick improvement of skills, behavior, and performance, generally for the current employment. The essence of coaching is a planned and meaningful communication. The coach employs feedback and provides an impartial viewpoint.

Coaching may be required as a result of official or informal performance appraisals, but chances for coaching will come throughout routine day-to-day activity. *Coaching as part of the usual management process consists of (Armstrong, 2006):* Making people aware of how well they are performing by, for example, asking them questions to determine the extent to which they have thought through what they are doing, Controlled delegation – ensuring that individuals not only know what is expected of them but also understand what they need to know and be able to do to complete the task satisfactorily; this provides managers with an opportunity to provide guidance at the outset – guidance at a later stage may be seen as ineffective, Using whatever events happen to encourage learning and encouraging individuals to consider higher-level challenges and how they would approach them.

Coaching is most successful when the coach recognizes that his or her duty is to assist others in learning and when individuals are motivated to learn. Employees should be aware that if they are to execute their jobs properly, their current level of knowledge, ability, or conduct must be improved. Individuals should be guided on what they should be learning and given feedback on how they are doing, and because learning is an active process, not a passive one, they should be actively involved with their coach, who should be constructive and build on their skills and expertise.

2.4.1.3   Mentoring

Mentoring is the practice of utilizing specifically selected and trained personnel to give direction, pragmatic counsel, and ongoing support to the person or people assigned to them in order for them to learn and develop. Clutterbuck (2004) defines it as "on-line assistance from one person to another in making substantial changes in knowledge, work, or thinking." According to Hirsh

and Carter (2002), mentors train people to perform better in the future and groom them for higher and bigger things, such as job growth.

We may deduce from the preceding definitions that mentoring is a technique of assisting individuals to learn, as opposed to coaching, which is a more directive approach of boosting people's competence. It entails on-the-job learning, which is always the greatest approach to acquire the specific skills and information required by the job holder. Mentoring also supplements formal training by offering individual counsel from experienced managers who are "versed in the ways of the company."

Mentors, according to Harris (2008), help employees with:

Assistance in developing self-development programs, General assistance with learning programs, Guidance on how to gain the essential information and skills for a new career, Guidance in dealing with any administrative, technical, or interpersonal issues that employees may encounter, particularly in the early phases of their employment, Knowledge of "how things are done around here", organizational culture and its expressions in the form of fundamental values and organizational behavior (management style), Assist in project completion - not by doing it for them, but by leading them in the proper direction, assisting others to help themselves and a parental figure with whom persons may communicate their hopes and worries and who will listen to their troubles. Harris states that mentors can be helpful to employees with different scenarios as explained above.

There are no standard mentoring practices, but it is critical to identify mentors who are likely to provide appropriate non-directive yet supportive assistance to the individual or people with whom they are working. They must then be thoroughly informed and instructed on their responsibilities.

2.4.2 Training

The use of systematic and planned instruction activities to improve learning is referred to as training. The technique is best described as 'learner-based training.' It entails the use of formal methods to convey information and assist individuals in acquiring the skills required to execute their professions successfully. It is regarded as one of various solutions that a company might take to enhance learning.

According to Reynolds (2004), training has a complementary function in speeding learning: 'It should be reserved for situations that merit a more directed, expert-led approach rather than

regarding it as a complete and all-pervasive people development solution. ' He also stated that the traditional training paradigm 'emphasizes subject-specific information rather than attempting to enhance basic learning capacities.'

Kllatt,Murdick & Schuster defines training "Training is a systematic way of altering behavior to prepare an employee for a job or to improve the employee's performance on the present job, and development is preparing an employee for improving the conceptual, decision-making, and interpersonal skills in complex, in structured situation"

"Fundamental goals of several employee development programs are to deliver the mission of the organization and support workers to learn the culture of the organization "(Gerbman 2000).

Both the company and the personnel may profit from training. According to Chatterjee (1995), the primary goals of training are: It foster a positive link between the worker and his or her job; and • It improves skills and prevents obsolescence, To stay up with evolving technologies, It fosters positive, productive attitudes, To Change employee attitudes in order to get support for organizational initiatives, as well as increased collaboration and loyalty and it trains personnel for future responsibilities.

2.4.2.1   Training Process

Training should be systematic in the sense that it is conceived, planned, and conducted to fulfill particular needs. It should be offered by individuals who understand how to train, and the impact of training should be thoroughly assessed.

According to Theresia D. and Severine K. (2008), staff training at the public service management office is divided into seven stages. Induction, basic, specialized, extended, special groups, leadership & development programs, and counter-part trainings are examples of these levels. The grouping is intended to cut across all levels of personnel in the workplace. These training levels are described in the table below:

Table 2-1 Levels and Methods of Training in public service providing organizations

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

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

2.4.3 Management Development

Management development focuses on enhancing managers' current performance and preparing them for bigger responsibility in the future. Mumford and Gold (2004) define it as "an endeavor

to increase management performance through a learning process." Glueck (1978) described management development as the process through which managers obtain the experience, abilities, and attitudes necessary to become or stay successful leaders in their organizations. A manager's role includes, among other things, making the organization a better place to work. Organizations must offer opportunities for managers to enhance their knowledge and skills through management development programs in order to properly discharge this and other managerial tasks.

Management development adds to an organization's performance by assisting it in developing the managers it needs to satisfy its current and future demands. It boosts managers' performance, offers possibilities for development, and ensures management succession. According to Michael Armstrong (2006), successful management development programs include anticipatory (so that managers can contribute to long-term objectives), reactive (designed to fix or prevent performance concerns), and motivational growth procedures (geared to individual career aspirations).

According to Armstrong (2006), the specific goals of management development are to ensure that managers understand what is expected of them by agreeing on performance targets and the degree of competence necessary in their jobs, To improve managers' performance in their current roles as a means of preparing them for greater responsibilities, To dentify managers with potential, encouraging them to prepare and implement personal development plans and ensuring that they receive the necessary development, training, and experience; and to provide for management succession, creating a system to monitor this.

Management Development Process: According to Michael Armstrong (2006), the three important management development tasks are:

- ► Analyzing current and future management needs;
- ► Evaluating managers' existing and potential abilities and effectiveness in meeting those needs; and
- ► Developing strategies and plans to satisfy those needs.

A systematic approach to management development is required because the more onerous demands placed on line managers necessitate the development of a broader set of abilities than ever before. According to Tamkin et al. (2003), managers must be able to develop and Empower People - comprehend and practice the concept of delivering via the capabilities of others,

Manage People and Performance - Managers must progressively sustain morale while enhancing performance, Cross borders by connecting with others, working as part of a team, and thinking differently about challenges and their solutions, Build relationships and a customer-focused mindset by forming partnerships with both internal and external customers and balance technical and general abilities - technical parts of management and human connection management.

Management Development Elements: Mumford (1993) proposed that three aspects must be united to achieve an effective management development system:

- ► Self-Development – the recognition that individuals can learn and that the initiative for development often rests with the individual;

- ► Organization-Derived Development – the development of formal development systems that belong to personnel and management development specialists; and

- ► Boss-Derived Development – those actions undertaken by a senior manager with others, most frequently around real work problems.

*Table 2-2: **Summary of Human Resource Development Techniques***

Management Development Techniques	Description
1. On-the-job	
Coaching	*The coach or counselor sets mutually agreed upon goals, suggests how to achieve these goals, periodically reviews the trainee's progress and suggests changes required in behavior and Performance.*
Under study	*An understudy is a person selected and being trained as the heir apparent to assume at a future time the full duties and responsibilities of the position presently held by his superior.*
Position Rotation	*It involves movement or transfer of executives from one position or job to another on some planned basis.*
Project Assignment	*A number of trainee executives are put together to work on a project directly related to their functional area.*
Committees	*Through discussion in committee meetings trainees get acquainted*

Assignment	*with different viewpoints and alternative methods.*
Multiple Management	*With more than one assignment trainees learn decision making skills. Specially used in developing junior board members.*
Selected Readings	*With this approach managers have become close touch with the latest developments in the field.*
2. Off the job	
Lectures	*These are formally organized talks by an instructor on specific topics.*
Case studies	*Real or hypothetical business problem or situation demanding solution is presented in writing to the trainees.*
Group discussions	*It is a variant of the lecture method. Under it paper is prepared and presented by one or more trainees on the selected topic.*
Conferences	*Problems of common interest are discussed where the participants pool their ideas and experience to deal with the problems effectively*
Role playing	*Two or more trainees are assigned parts to play before the rest of the class.*
ManagementGames	*Management or business games are designed to be representative of real life situations.*
In basket exercise	*The trainee is provided with a basket or tray of papers and files related to his functional area. And he is expected to carefully studythese and make his own recommendation on the problem.*
Sensitivity training	*This method is also called T-Group training and laboratory training. The purpose is to increase self-awareness, develop inter-personal competence and sharpen teamwork skills*

Source: C.B. Gupta (2001)

2.4.4   Organizational Learning

Organizational learning theory investigates how individual and team learning may be converted into an organizational resource in an organizational environment and is therefore connected to knowledge management procedures. The production of new information or insights that have the potential to impact behavior is the focus of organizational learning (Mabey and Salaman, 1995). It occurs within a broad institutional context of inter-organizational interactions (Geppert, 1996)

and "refers broadly to an organization's acquisition of understanding, know-how, procedures, and practices of any sort and by any means" (Argyris and Schon, 1996).

> Marsick (1994) defines organizational learning as a 'organized systems change, with mechanisms built in enabling individuals and groups to access, construct, and apply organizational memory, structure, and culture to generate long term organizational capacity.' Harrison (2000) emphasizes that organizational learning is more than just the total of individual and group learning across the company. 'Many research (for example, Argyris and Schon, 1996) have proven that without efficient procedures and systems integrating individual and organizational learning, the one has no required counterpart with the other,' she writes.

Organizational learning theory is concerned with the process of learning in organizations. It focuses on collective learning but considers Argyris' (1992) proposition, as referred to by Michael Armstrong (2006), that organizations do not perform the actions that produce learning; it is individual members of the organization who behave in ways that lead to it, though organizations can create conditions that facilitate such learning. Most organizational learning models acknowledge that the setting of the company and its culture influence how this occurs. Scarborough and Carter (2000) describe a learning organization, which is commonly connected with organizational learning, as one "that is able to identify what is productive by reframing its own experiences and learning from that process." The concepts of the learning organization and organizational learning are frequently misconstrued.

2.4.4.1   Outcomes of Organizational Learning

The outputs of organizational learning contribute to the growth of a firm's resource-based capabilities. This is consistent with one of the fundamental concepts of human resource management, which states that investing in people is vital in order to grow the intellectual capital required by the company and so enhance its pool of knowledge and skills. Ehrenberg has said Human capital theory, according to and Smith (1994), states that "the information and skills a worker possesses – which comes from education and training, including the training that experience provides – produce productive capital."

According to Pettigrew and Whipp (1991), the focus of organizational learning should be on

establishing 'organizational competency.' This entails paying attention to the complex, sometimes undetected or hidden learning that occurs and impacts what happens within the business. 'Hidden learning' is gained and developed in the normal course of work by individuals as well as groups or 'communities of practice' (Wenger and Snyder, 2000).

2.4.4.2   Developing Learning Culture

A learning culture fosters HRD because senior management, line managers, and employees in general view it as a fundamental organizational process to which they are dedicated and in which they engage regularly.

A learning culture, according to Reynolds (2004), is a "growth medium" that "encourages employees to commit to a range of positive discretionary behaviors, including learning," and it has the following characteristics: empowerment rather than supervision, self-managed learning rather than instruction, and long-term capacity building rather than short-term fixes. It will foster discretionary learning, which Sloman (2003) says occurs when employees deliberately want to gain information and skills that support the organization's goals.

According to Reynolds (2004), in order to build a learning culture, organizational policies that 'provide workers a feeling of purpose in the workplace, enable them opportunity to act on their commitment, and offer practical support to learning' are required. He suggests that :Create and communicate a vision – faith in a desired and growing future, Empower workers by allowing them to handle their job within specific parameters (rules and anticipated behaviors), but with help accessible as needed, Adopt a facilitative management style in which employees are given as much decision-making power as feasible, Create a helpful learning environment in which workers may discover and use their learning talents, such as peer networks, supporting rules and processes, and protected time for learning, Employ coaching approaches to bring out others' skills by encouraging employees to find possibilities and seek their own solutions to challenges, Guide people through job obstacles by providing time, resources, and, most importantly, feedback, Recognize the value of managers serving as role models: 'The new way of thinking and behaving may be so different that you need to see what it looks like before you can envisage yourself doing it.' You must notice the new conduct and attitudes in those with whom you may identify.' Encourage the formation of networks and communities of practice and align systems

with the vision – remove bureaucratic systems that create issues rather than facilitating work.

Table 2-3 Summary of criteria used to review HRD practices of an organization

	Criteria	Employees perceived strength
1	**Importance give to HRD**	
	Top management's commitment to HRD	
	Focus on employee development throughout	
	Participation in HRD at all levels	
	Every one trained in HRD	
2	**Good HRD system, Department and Staff**	
	Good HRD department	
	Competent personnel involved in HRD	
	Integrated HRD system	
	HRD is synchronized with culture	
	Linkage of HRD with long-term planning	
3	**Supportive Personnel policies**	
	Well defined personnel policies	
	Sound recruitment policies	
	Better compensation and job security	
	Good welfare schemes	
	Good use of personnel data	
3	**Organization Culture**	
	Quest for excellence	
	Culture of openness	
	Credibility and fairness of top management	
	Encouraging experimentation/ risk taking	
	Informality	

	Team sprit	
	Non- bureaucratic organization	
	Emphasis on individual strengths	
	No competition among employees	
	Good climate for HRD	
4	**Training**	
	Emphasis on need-based training	
	Good internal faculty for training	
	Adequate finance for training	
	Good training center	
5	**Other HRD subsystems**	
	Good performance appraisal system	
	Good career planning systems	
	Counseling	
	Role clarity	
6	**General**	
	Young and qualified work force	
	Capable employees	
	Support by the government	

Source: C.B. Gupta (2001)

2.5 Factors that Affect Employee Satisfaction: Empirical Review

Employee Satisfaction is an important goal for organizations to achieve because research has shown that it is linked to profitability, productivity, employee retention, and customer satisfaction (ES). Employees who are satisfied and motivated will increase customer satisfaction, which will positively influence organizational performance. According to Hooi Lai Wan (2007), previous research on ES (Becker and Gerhart, 1996; Becker and Huselid, 1998; Wright and Boswell, 2002) established a link between human resource development and organizational performance. According to other behavioral theories, the impact of human development

management practices on performance is mediated by ES, commitment, and well-being (Hooi Lai Wan, 2007).

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

What exactly is ES, and what factors influence it? A thorough review of related literature revealed numerous definitions and factors influencing ES. Although definitions of ES differ, all agree that it is a multidimensional concept. According to Locke (1976), ES is "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience." Similarly, Dawis and Lofquist (1984) defined ES as the worker's assessment of the extent to which the work environment meets the individual's needs.

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

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

In terms of the effect of HRD policies on ES, the limited literature shows a positive correlation. Organizations that invest in HRD, according to Lee (2000), are more likely to increase ES.

Furthermore, Chen et al. (2004) discovered that opportunities for mobility within organizations and career development programs improve ES, professional development, and productivity

2.6   Human Resource Development: A conceptual review

The study of HRD reveals that opinions on what constitutes HRD differ greatly. Traditionally, phrases such as training, development, and education were utilized. Human Resource Development (HRD) and Human Capital Development are relatively recent terminology. According to Richard Swanson (1990), human resource development is: "a process of developing and unleashing human expertise through training and development and organization development for the purpose of improving performance.

From Richard Swanson's definition we can understand that HRD is a process of creating and releasing human knowledge through training and development as well as organizational growth in order to improve performance. As a result, HRD is primarily intended to benefit both companies and people by increasing employees' task performance and assisting employees in developing their knowledge and experience. The term also implies that HRD is accomplished through three methods: training, education, and other development activities.

According to Jacobs and park (2000) human resource development:

"workplace learning as the process used by individuals when engaged in training programs, education and development courses, or some type of experiential learning activity for the purpose of acquiring the competence necessary to meet current and future work requirements."

Jon M. Werner and Randy L. DeSimone's (2012) definition shows that , human resource development (HRD) can be defined as a set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job demands. Focused most broadly, HRD seeks to develop people's "knowledge, expertise, productivity, and satisfaction, whether for personal or group/team gain, or for the benefit of an organization, community, nation, or, ultimately, the whole of humanity (p. 322)."7 HRD activities should begin when an employee joins an organization and continue throughout his or her career, regardless of whether that employee is an executive or a worker on an assembly line. HRD programs must respond to job changes and integrate the long-term plans and strategies of the organization to ensure the efficient and effective use of resources. In short,

while training and development activities, or "T&D" for short, constitutes a major part of human resource development, activities such as coaching, career development, team building, and organization development also are aspects of human resource development.

As described by Michale M.Harris (2008), HRD is "organized learning activities arranged within an organization in order to improve performance and/or personal growth for the purpose of improving the job, the individual, and/or the organization." Evidence from this definition shows the following three main points: (1). HRD includes the areas of: training and development, promotion and professional growth and organization development. (2). HRD improve employees' both job performance and personal growth and (3). HRD is process improving personal growth within the organization.

According to the definitions we've heard so far, the driving force of HRD is based on the premise that people cannot be considered as commodities to be employed and discarded based on the organization's short-term desires. They must be nourished and developed in order for both people and businesses to prosper. More significantly, excellent people can always improve bad policies, procedures, and rules, but not the other way around.

Figure 2:1: From past separate spheres to the present integrated HRD

Source: Stephen Gibb (2002)
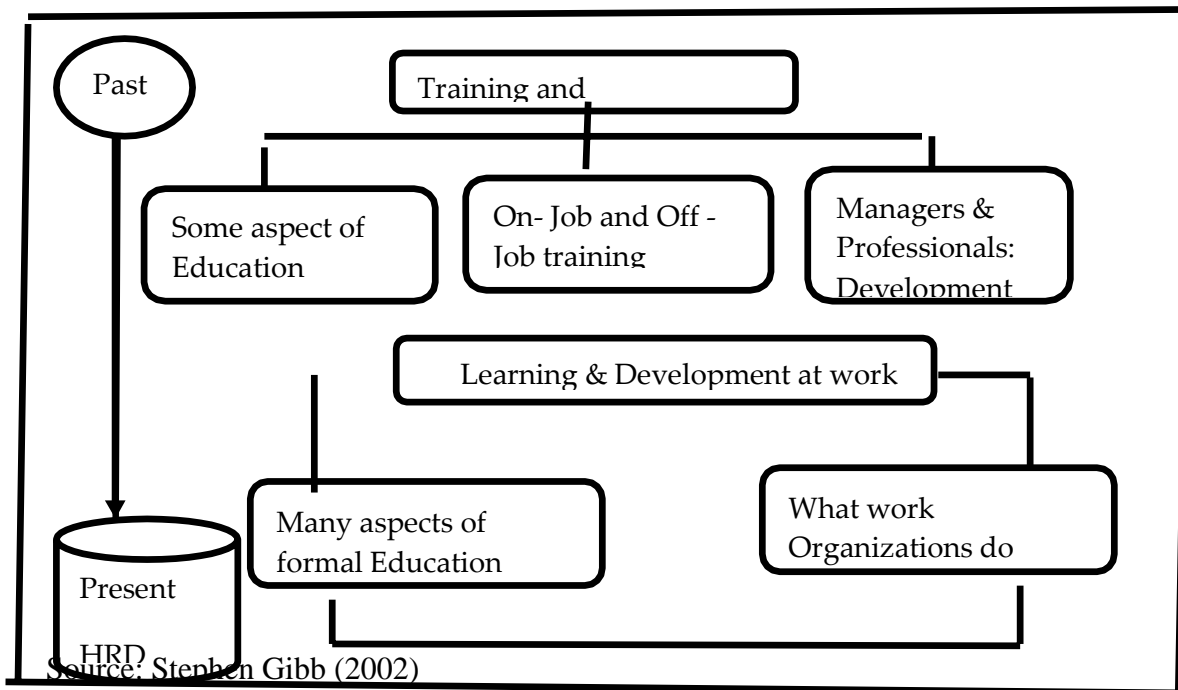
Most HRD theorists and practitioners, including T.V. Rao. Gupta (2001), recognized HRD in the organizational context as a process by which employees of an organization are assisted, in a continuous and planned manner, to:

- ► Acquire or sharpen capabilities required to perform various functions associated with their current or expected future roles;
- ► Develop their general capabilities as individuals and discover and exploit their own inner potentials for their roles;
- ► Create an organizational culture in which strong supervisor-subordinate relationships, cooperation, and collaboration among sub-units contribute to workers' professional well-being, motivation, and pride.

According to a survey of contemporary HRD literature, the scope and nature of HRD is defined by the belief that HRD is an overly vague notion. The fluid nature of HRD makes determining its scope extremely challenging. Yet, if HRD has a role to play in helping organizations develop, then there is a need for HRD professionals in an organization to accept that HRD itself is a continuously evolving, adaptive concept; and they need to embrace change and ambiguity in order to help individuals, groups and organizations (Mankin, David P.2001).

3 CHAPTER THREE

3.1 Research Methodology

3.2 Background of St. Paul's hospital millennium medical college

Saint Paul's hospital was established with the intent to help poor people who could not afford medical expenses. The hospitals first location was where Atobis tera (regional bus terminal) is today. It was inaugurated in July 1947, furnished with 250 beds.

The hospital was first administrated by the ministry of health, but the management of the hospital was later transferred to the Haile Selassie foundation. The foundation assigned high profile people for St. Paul hospital board of directors.in 1968/1969, new hospital buildings were constructed in the Gulele area, its present site. The hospital and the capacity to admit 400 inpatients and 300 out patients. During that time, the hospital staff consisted of nine medical doctors and 18 nurses. A nursing college building was constructed at the back of the main hospital building. According to a ministry of planning, in 1969/70, St. Paul's nursing school was one of the seven institutions in the country giving training in nursing. There was a building on the hospitals premises designed to accommodate staff members.

German evangelical church financed 75 percent of the cost of the buildings construction while the rest of the cost was covered by welfare organizations within the country, such as the national lottery administration, which gave nearly 1 million birr.

According to documents from the Haile Selassie foundation, the emperor himself had given 33,000 sq. plot of land in addition to over 6,000000 birr. Moreover he gave a lot of money that he received as a gift on his 75th birthday. After serving the nation only as a hospital for 60 years, St. Paul's opened a medical college during the Ethiopian millennium celebrations in 2007.so, the ministry of health named it " saint Paul's hospital millennium medical college(SPHMMC).it was established through the decree of the council of ministers in 2010, although the medical school opened in 2007. The college curriculum is very different from the traditional medical schools. It is the country's first undergraduate integrated modular curriculum medical education. Within a decade, the college stretched to post graduate and sub specialty programs. The college has more than 2500 clinical, academic and admin staff. While the inpatient capacity is 700 beds, more than 2000 outpatient and emergency clients have been visiting our health facility daily.

3.3 Research Design

The objectives of this paper was to assess workers' satisfaction with Saint Paul's hospital millennium medical college human resource development procedures using a cohort. Mixed method approach is used in terms of both qualitative and quantitative data techniques and used descriptive research design. The study is structured as a case study. I selected the case study technique because it is the most effective way to investigate in depth a program, event, activity, process or one or more individuals. Moreover, the case study technique may enable highly compelling and rich examinations of a program or application as it grows in the actual world.

3.4 Population

The target population in this study was 1341 clinical, 664 academic and 495 administrative staffs from the Saint Paul's Hospital Millennium Medical College.

3.5 Sample size and sampling technique

According to the preliminary study conducted by the researcher, there were 2,500 total staff members as of January, 2022.In this study The participants were selected using the convenience sampling approach, which is based on the respondents' willingness to complete the questionnaire So the sample size were determine as follows:

$$n= \frac{N \ (Z\alpha/2)^2}{(Z\alpha/2)^2 +4Ne^2}$$

Considering 5% marginal error, 95% confidence interval. Where z= standard score corresponding to 95% confidence interval=1.96, e= the margin of error (precision) =0.05, N= total population and n= the required sample size.

$$n= \frac{2500(1.96)^2}{(1.96)^2+4x2500(0.05)^2}$$

This gives us **n=333**

So based on this to acquire relevant information about employee satisfaction, 333 questionnaires (13.2 percent of the entire population) were issued. 211 of these surveys were fully and accurately completed and returned, with a return rate of 63.36 percent which is acceptable.

3.6 Data Collection and Instruments

The research relied on both secondary and primary data sources. It began with secondary data analysis and a thorough examination of published studies. Publications, papers, journals, magazines, announcements, and the Organization's training and development policy documents were studied for this purpose.

A questionnaire survey was used to collect primary data on the level of employee satisfaction

with the organization's human resource development methods. The questionnaire is divided into three pieces. Section I asks respondents demographics information such as gender, age, years of work experience, duration of employment with the organization, and level of education. Section II topics include subjective reactions to training and development, possibilities for development and growth, workplace learning challenges, and management supervision and direction. For section II items in organizational; perceptual responses pertaining to provision of training and development, growth and development opportunities, workplace learning issues and management's supervision and guidance Section II topics include subjective reactions to learning and development, possibilities for development and growth, workplace learning challenges, and management supervision and direction. A five-point Likert scale ranging from 1 (strongly agree) to 5 (strongly agree) was employed for part II. Section III items include open-ended inquiries that ask responders to explain their answers.

Furthermore, data about the Organization's present human resource development policies were acquired from management using a structured interview style. Interviews with the head of Human Resources and the Head of CPID were undertaken to this purpose.

3.7 Data Analysis

The study's data analysis is carried out in accordance with its goals. Particular objectives are analyzed separately as much as feasible. The following demographic characteristics are summarized.

Frequencies and percentages used for demographic data's such as age, gender, work experience, years on present job/position, and level of education and the data collected through surveys was evaluated and displayed in the form of charts, diagrams, and tables using SPSS software in the employee satisfaction analysis.

The outcomes of the interview questions were combined with worker questionnaire responses and evaluated accordingly.

3.8 Ethical considerations
3.8.1 Informed consent

Any party participating in the evaluation is fully informed about the evaluation being conducted. Participants are aware of the purpose of the research and how the findings will be used, if there are any potential adverse impacts of their participation and who will have access to the findings. This informed consent will help the participant to be able to make an informed decision as to whether they will participate in the evaluation or not. Additional information also provided in the

event that the participant becomes distressed in any way during their participation.

3.8.2 Voluntary participation

The people participate in the evaluation free from coercion. Participants are free to withdraw their participation at any time without negatively impacting on their involvement in future work relationships with any of the co-workers or research bodies involved. It is the right of participants to leave at any time, therefore no pressure will be placed on those who choose not to continue. Explanations are also not required.

It is imperative that the evaluation process does not in any way harm (unintended or otherwise) participants in any way.

3.8.3 Confidentiality

The research also respects Confidentiality ensures such identifying information is excluded from any reports or published documents. Given that there are often small numbers in peer based programs, Researcher will ensure that there is no opportunity for people to be identified even though names are not used. Anonymity is a stricter form of privacy than confidentiality, as the identity of the participant remains unknown.

This research only assess those components that are of relevance to the initiative being conducted. High risk populations are sometimes being used as guinea pigs or a captive audience to ask all sorts of questions in evaluations that are of interest to groups conducting the research.

4 CHAPTER FOUR
4.1 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter will present, analyze, and interpret the data based on the information gathered through questionnaires and interviews.

4.2 Demographic Information of the Respondents

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

Table 4-1-summary of respondent profile by age and gender

AGE * GENDER								
			GENDER				Total	
			Male		Female			
AGE	<25	Count	26	12.3%	17	8%	43	20.3%
	25-34	Count	41	19.4%	21	10%	62	29.4%
	35-44	Count	26	12.3%	20	9.5%	46	21.8%
	45-54	Count	12	5.7%	10	4.7%	22	10.4%
	>=55	Count	23	11%	15	7%	38	18%
Total		Count	128	60.7	83	39.3%	211	100%

From the above (table4-1) 20.3% of respondents were less than 25 years of age while 12.3% are male and 8 % of them are female, the majority of respondents 29.4 % is between 25-34 years age while 19.4% of them are male and the remaining 10% are female. 21.8% of the respondents are between the age of 35-44 while 12.3 % were male and 9.5 % are female.10.4 % of the respondents are between 45-54 years of age and 5.7 of them are male and 4.7 of them are female. 18% of our respondents are more than 55 year's age while 11% of them are male and 7% of them are female. This suggests that the respondent's workforce is young and male, necessitating the implementation of strong HRD programs.
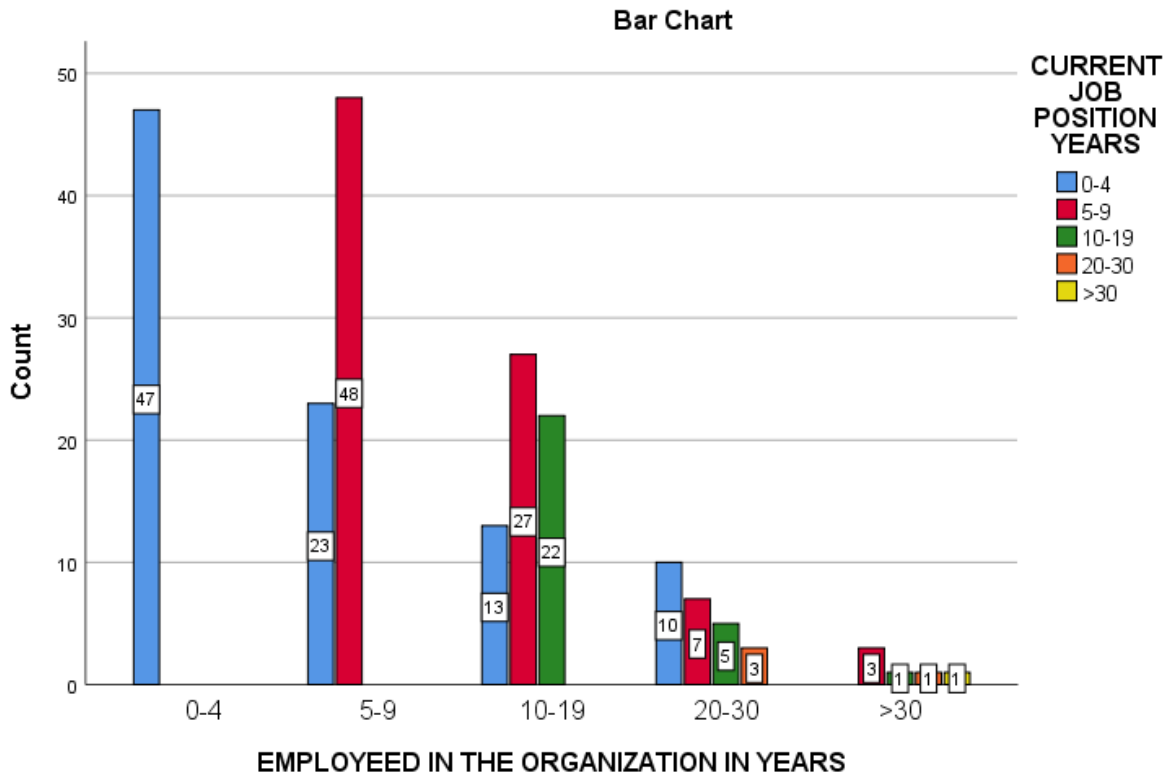
Figure 4:1 Service of the respondents in the Organization and on their Current job

The above bar chart indicates that the majority (n=93, 44%) of the respondents indicated that they have been working on their current position between 0 and 4 years while they are working between 0 and more than 30 years in the organization. Also 85 respondents (40.23%) working 5 to 9 years on their current job while they worked between 5and more than 30 years in the organization. 28 (13.3%) respondents indicates that they worked between 10 and more than 30 years in the organization and they are on their current job for 10-19 years. 4 respondents which is 1.9 % of the respondents are working on their current job for 20-30 years while they are working between 20 and more than 30 years in the organization. However only 1(0.5%) of respondent works more than 30 years on their current job as well as in the organization.

EDUCATIONAL BACKGROUND

- technical school graduate
- PHD
- high school graduate
- masters degree
- college diploma
- BA/BSC degree

5.21%
9.00%
12.80%
15.17%
23.70%
34.12%
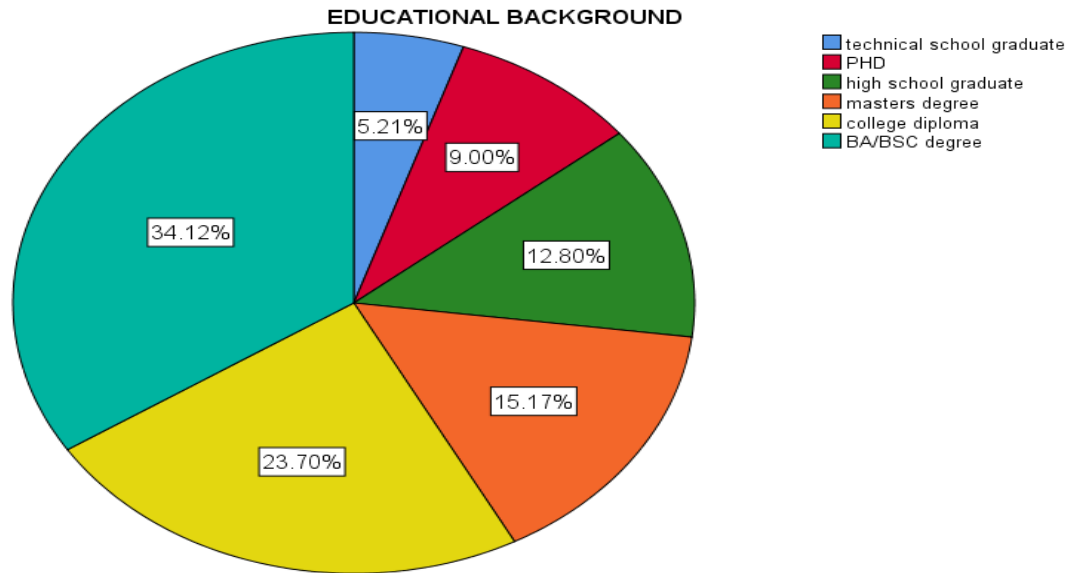
Figure 4:2 educational profile of the respondents

On the basis of educational qualification, the majority of the respondents are first degree holders (n=72, 34.12%) whereas (n=50, 23.7%) and (n=32, 15.17%) of the respondents are college diploma and master's degree holders respectively. Also (n=27, 12.8 %) and (n=19, 9 %) are high school graduates and PHD holders respectively. While 11 individuals 5.21% of the respondents are technical school graduates.

Table 4-2working department and current job position of the respondents

WORKING DEPARTMENT * CURRENT ORG POSITION											
		CURRENT ORG POSITION									Total
		DOC TOR	NURSE	RUNNE R	LECTUR ER	REGISTR AR	ADMIN STAFF	CLEANE R	SECURI TY	OTHER	
WORKING DEPARTMENT	CLINICAL	19	26	12	16	1	11	3	3	15	106
	ACCADAMIC	9	5	2	3	1	3	3	0	8	34
	ADMINSTRATIVE	13	13	6	7	1	13	2	1	15	71
Total		41	44	20	26	3	27	8	4	38	211

From the above table 106 respondents (50%) of our sample size are clinical staffs with all kinds of job position in the organization. Also 71 respondents (33.7%) are administrative staffs with all kinds of jobs. However 34 respondents which is 16% are academic staffs while there is no security working in the academic department.

Bar Chart
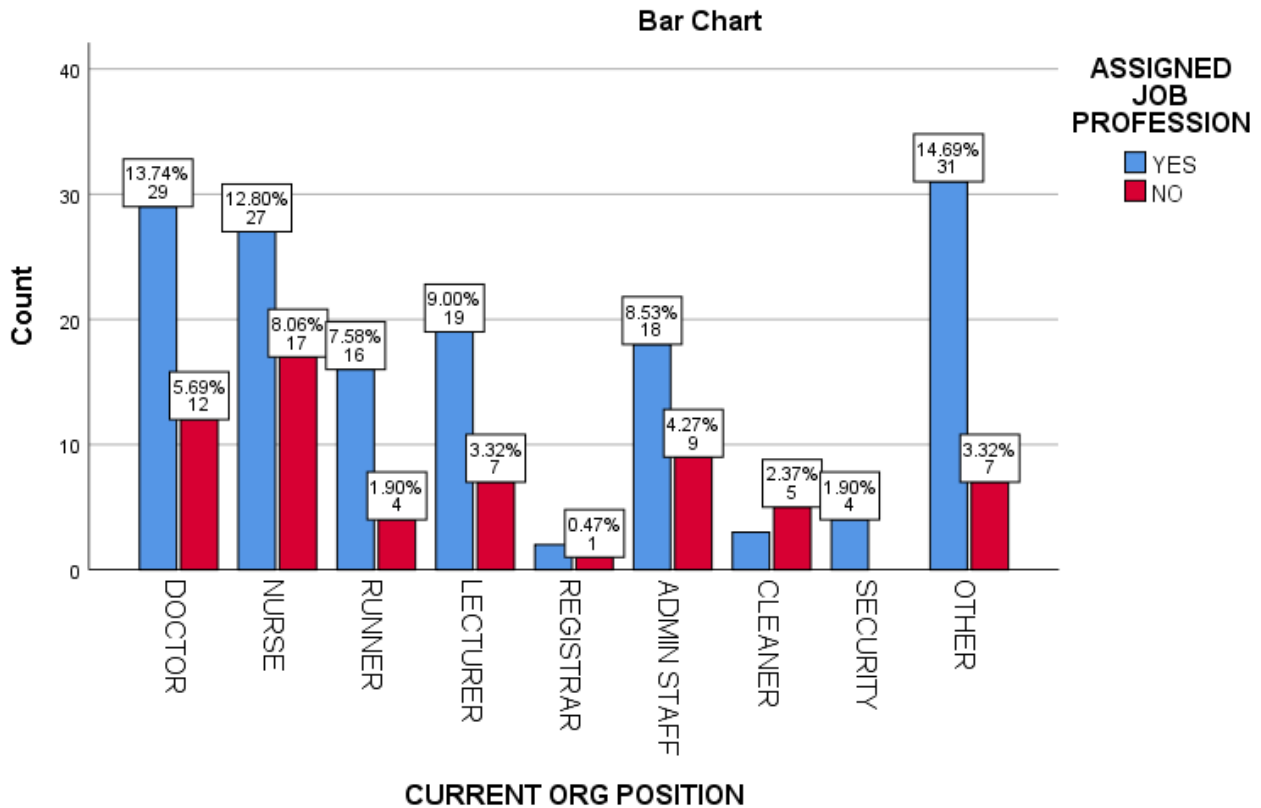
Figure 4:3 current job position and assigned job position

On the above chart total of 149 about 70.6% respondent's believes that they are assigned on their profession while the rest 62 respondents 29 % believes they do not assigned on their profession.

 Given that the majority of the workforces are young (see Table 4.1) and have a college diploma or a BA/BSc degree (see Figure 4.2), however most of employees believes they are assigned for their job position (see figure 4.3), it is understandable that employees are concerned about their education and career development. This places a burden on the SPHMMC in meeting such demands, but it also provides an opportunity for the SPHMMC to improve employee satisfaction by designing an effective HRD system that allows employees to advance in their education and careers. To satisfy and retain employees, SPHMMC must persuade them that the organization is the best place to further their education and career.

4.3 Employees' Satisfaction with Major Aspects of HRD Practices

Employees' levels of satisfaction with SPHMMC's commitment to providing training and education opportunities, the appropriateness of the training programs, employees' development opportunities within the organization, and supervisors/managers' guidance and encouragement for employee development will be reviewed in this section.

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

Table 4-3 summary of improving work performance of an employee

Improving Organizational Work Performance		
	Frequency	Percent
Strongly Agree	48	22.7
Agree	87	41.2
Neutral	58	27.5
Disagree	14	6.6
Strongly Disagree	4	1.9
Total	211	100.0

In the above (table 4.3) 48 respondents (22.7%) and 87 respondents (41.2%) strongly agree and agree that they believe they need to improve their organizational work performance respectively. However 58 respondents (27.5%) are indifferent while 14 respondents (6.6%) and 4 respondents (1.9%) are dis agree and strongly disagree respectively.

Table 4-4 descriptive statistics of items that measure employees organizational work performance improvement

	N	Minimum	Maximum	Mean	Std. Deviation
Improving Organizational work performance	211	1	5	2.24	.942

In table 4-4 2.24 mean value with a standard deviation 0.942 also signifies that respondents were

agree with the idea that they have to improve their organizational performance. In this circumstance the organization should able to support the motivation of employees to improve organizational performances.in the open ended questions respondents stated that they are very eager to improve their organizational work performance if the organization is willing to support by giving training and education support.

4.3.1 Employees' Satisfaction with SPHMMC's Commitment to HRD

In terms of HRD policies pertaining to the provision of training and development, it is critical that companies provide the training or skill building required to improve job performance; improved job performance would undoubtedly translate to higher productivity and possibly company profits. In this case, a training needs analysis may be required in order to provide appropriate training. Because everyone seeks fulfillment in his or her work, being able to perform effectively and efficiently is likely to increase the meaning of work. Improved job performance is a factor that has a positive relationship with employee satisfaction.

Human resource development is the process of assisting employees to improve their skills, knowledge, and experience. There are numerous factors involved, but training and education are the primary methods used at the corporate level. Employees' satisfaction with the Organization's commitment to Training and Education will be discussed in this subsection.

4.3.1.1 Employees' Satisfaction with SPHMMC's Commitment to Employees Training

To determine employees' level of satisfaction with SPHMMC's commitment to employee training, employees were first asked whether they had received training in the previous year and how many of them sponsored by the organization for outside training and education their responses are summarized in table 4.3 below, and 2 statements to indicate their agreement with the statements and their responses are summarized on table 4.5.

Table 4-5 training received in the last one year and sponsored by the organization for training and education

SPONSORED BY ORG * TRAINING IN THE PAST YEAR				
		TRAINING IN THE PAST YEAR		
		Yes	no	Total
SPONSORED BY ORG	Yes	24	0	24
	No	79	108	187
Total		103	108	211

About 103 respondents (48.8%) received training in the last one year but only 24 of them (11.4%) sponsored to attend training and education outside the organization. however, more than 50% (108) respondents did not receive any training in the last one year. According to the head of CPID, one of SPHMMC's policies is to provide a minimum of 16 hours of skills upgrading or refreshing training per person and per year. As a result, the Organization's training provision falls far short of its own training and development policy.

Employees may have a negative perception of an organization's commitment to employee training if it does not have a good ability to provide training, such as good facilities, or if it does not use its ability effectively. To assess employees' perceptions of the organization's training facility, employees were asked to rate their level of agreement with the statement 'the organization has good internal training facilities,' and their responses are summarized in figure 4.4 below.

Figure 4:4 summary of employees' perception towards the organizations training facility
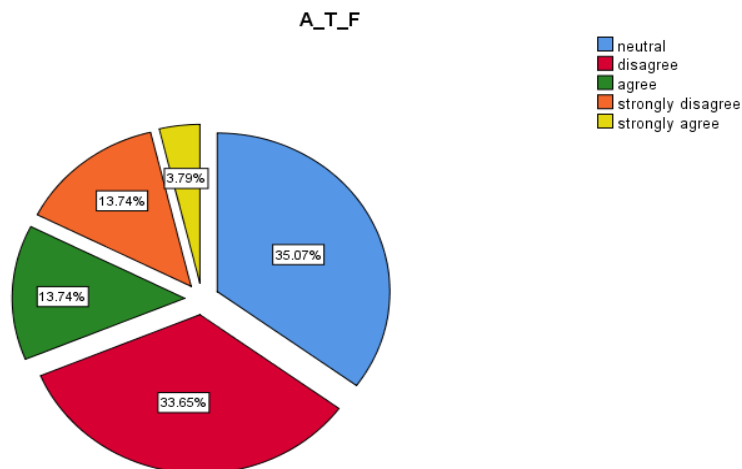
According to the above chart the majority 35.1 %(n=74) are indifferent that the organization has adequate training facility, while the second largest group 33.65 %(n=71) disagreed the idea that the organization has adequate training facility. However in equal percentage which is 13.3 %(n=29) agreed and strongly disagree. The rest 3.8 %(n=8) strongly agreed that the organization has adequate training facility. Based on this we can conclude that most of the employees are not satisfied by the training facility provided by the organization,

Table 4-6 employees satisfaction with organizations commitment to employee training

	I AM GIVEN THE TRAINING AND ASSISTANCE TO DO MY JOB EFFECTIVELY		MY COMPANY HAS ONGOING PROGRAMS TO IMPROVE EMPLOYEES KNOWLEDGE AND SKILL		THE ORGANIZATIONHAS PROVIDED ME WITH OPPORTUNITIES TO IMPROVE MY SKILLS	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Strongly Agree	31	14.7	54	25.6	84	39.8
Agree	45	21.3	36	17.1	30	14.2
Neutral	9	4.3	61	28.9	89	42.2
Disagree	95	45.0	49	23.2	7	3.3
Strongly Disagree	31	14.7	11	5.2	1	0.5
Total	211	100.0	211	100.0	211	100.0

Table 4.6 shows 95 respondents (45%) disagrees to the idea of getting the training and assistance they require to do their job. 45 (21.3%) agree, 31 (14.7%) with equal amount strongly disagree and strongly agree and 9 (4.3%) of respondents are indifferent for the idea of getting the training they require to do their job effectively respectively. in this case we can say that more than a half of our respondents are dissatisfied by the training they are getting to do their job.

For the second statement respondents answered is the organizations ongoing program to improve employees knowledge and skill , the majority of them are indifferent 61(28.9%),while 54(25.6) strongly agrees,49(23.2)disagree,36(17.1%)agree and 11(5.2 %) of the respondents strongly disagree. This implies that respondents are somehow equally satisfied and dissatisfied by the idea of their company has ongoing program to improve their knowledge.

The third question for this category is the level of satisfaction that the organization provided employees to improve their skill. In this level of satisfaction 89(42.2%) of the respondents are indifferent however, 84(39.8%) of the respondents strongly agree the idea. While 30(14.2%), 7(3.3%) and 1(0.5%) respondents are agree, disagree and strongly disagree of the idea respectively. The majority of our respondents have positive reply to this idea. In addition to this, in the open ended questions many of respondents stated that they did not get enough skill enhancement trainings.

Table 4-7 descriptive statistics of items that measure employees attitude towards SPHMMC's commitment for employees training

	N	Minimum	Maximum	Mean	Std. Deviation
I Am Given The Training And Assistance To Do My Job Effectively	211	1	5	3.24	1.338
My Company Has Ongoing Programs To Improve Employees Knowledge And Skill	211	1	5	2.65	1.234
The Organization has Provided Me With Opportunities To Improve My Skills	211	1	5	2.10	.995

Table 4.7 show, 3.24 mean value with 1.338 STD is the majority of the respondent are dissatisfied about getting training and assistance required to their job .also 2.65 mean value with 1.234 STD indicates that this group of respondents are indifferent about the company's ongoing programs to improve employees knowledge and skill. However, 2.1 mean value with 0.995 in this group of respondents are agreed to that the organization provided the opportunity to improve their skill.

In general, employees are dissatisfied by the training they are getting to do their job. When employees have negative perception towards the Organization's commitment for HRD, as one it is expected it employee to feel that the organization is not concerning for their development. For this reason, employees start to think that the organization is not the best place to develop them.

4.3.1.2   Employees' Satisfaction with SPHMMC's Commitment to Employee Education

One way for organizations to demonstrate their commitment to HRD is to provide assistance in improving employees' educational levels. Education refers to activities that aim to develop the knowledge, skills, moral values, and comprehension needed in all aspects of life. Respondents were asked to rate their agreement with the statement "the Organization does a good job of supporting employees to improve their Educational level," and their responses are summarized in figure 4.5 and table 4.8 below:

Figure 4:5 Summary of employees' response for the Organization's supports to improve their Educational level
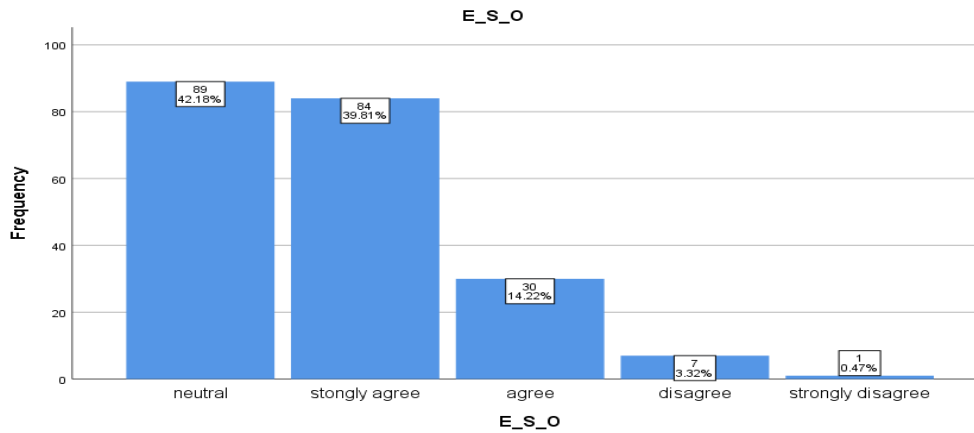
Table 4-8 descriptive statistics of items that measures education support provided by the organization

	N	Minimum	Maximum	Mean	Std. Deviation
The Organization Does A Good Job Of Assisting For Employees In Furthering Their Education	211	1	5	2.10	.995

As it is possible to observe from the above figure 4:5 and table 4-8, majority (42.18%) of the respondents are neutral that the organizations commitment for improving educational level of the employees and at the same time 39.81% of them strongly agree with the idea. On the other hand, it is only 3.32% and 0.47 % of the respondents Disagree and strongly disagree with the statement respectively. While 14.22% of the respondents agree with the statement. A mean value of 2.1 (STD= 0.995) be a sign of respondents' satisfaction with the education supports provided by SPHMMC.

4.3.2 Employees' Satisfaction with Appropriateness of the Skills Enhanced

According to the literature review, HRD is more than just providing training and development; rather, it entails identifying employees' needs for development and growth and attempting to integrate them into HRD practices and programs. Employees typically view training and development as appropriate when it can help them improve their job effectiveness (related to their job) or/and increase their chances of advancement.

Employees were given two statements to indicate their level of agreement to determine their level of satisfaction with the appropriateness of the skilled enhanced. Tables 4.9 and 4.10

summarize the statements and employees' level of agreement:

Table 4-9 summary of employees satisfaction with the appropriateness of the skills enhanced

A_S_E_1 * A_S_E_2 Cross tabulation

Count

		A_S_E_2					
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
A_S_E_1	**Strongly Agree**	3	9	8	18	7	45
	Agree	4	11	17	25	7	64
	Neutral	1	2	4	10	6	23
	Disagree	0	3	5	12	2	22
	Strongly Disagree	5	13	8	23	8	57
Total		13	38	42	88	30	211

The above table shows that the majority of 64 respondents (30.33%) agrees with the idea of organizations training and development programs increase their chances of advancement while the second largest respondents 57 (27%) strongly disagree of the idea. However 45 (21.3%) of the respondents strongly agree, 23 respondents (10.9%) and 22 respondents (10.4%) are neutral and disagree for the idea respectively.

The largest number (n=88, 41. %) of respondents disagree for the statement of the organizations training and development programs increase their chance of advancement. While (n=42, 19.9% are indifferent, n=38, 18% agrees=30, 14.2% strongly disagrees and n=13, 6.2% responds they are strongly agree respectively.

We can conclude that they are equality satisfied and dissatisfied with the idea organizations training and development programs increase my chances of advancement. However the majority of respondents are dissatisfied about the organizations training and development method increase their chance of advancement. Organizations should work on their training methods which helps to increase the employee's chances of advancement.

Table 4-10: Descriptive Statistics of appropriateness skill enhanced

On the other hand table 4.10 show, the 3.4 mean value indicates they dissatisfied for the

organizations training and development programs increase my chances of advancement	211	1	5	2.91	1.531
The organizations training and development programs increase my chances of advancement	211	1	5	3.40	1.122

statement that the satisfaction of getting opportunities for advancement also 2.91 mean value shows neutral responses for the statement that the organizations training and development programs increase their chances of advancement.

In general, it is possible to conclude that since mass of the respondent's associate training with its undeniable contribution for promotion, the organization should revises the appropriateness of the skills enhanced in the training programs.

4.3.3 Employees' Satisfaction with Opportunities for HRD

4.3.3.1 Employees' Satisfaction with the Fairness in Training Opportunities

Employees naturally want equal access to job-related training opportunities that will help them improve their skills and advance their development and growth. Employees who want to go to training will be discouraged if they are denied this opportunity. Furthermore, employees would see this as unethical business practices. Employees may lack the necessary skills to do a good job if they have limited access to job-related training. Employee morale and productivity are likely to suffer as a result of frustration..

Table 4-11 respondents satisfaction with the fairness in training opportunities

	Some Work Units Are The Focus Of The Organizations Training And Development Programs		All Employees Are Given Opportunities For Development And Growth By Company		Employees Have Equal Access To Job Related Training Opportunities	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Strongly Agree	105	49.8	21	10.0	22	10.4
Agree	11	5.2	47	22.3	51	24.2
Neutral	22	10.4	53	25.1	48	22.7
Dis Agree	41	19.4	36	17.1	56	26.5
Strongly Disagree	32	15.2	54	25.6	34	16.1
Total	211	100.0	211	100.0	211	100

Table 4-12 descriptive statistics of items that measure respondents satisfaction with the fairness in training and development opportunities

	N	Minimum	Maximum	Mean	Std. Deviation
Some Work Units Are The Focus Of The Organizations Training And Development Programs	211	1	5	2.45	1.598
All Employees Are Given Opportunities For Development And Growth By Company	211	1	5	3.26	1.325
Employees Have Equal Access To Job Related Training Opportunities	211	1	5	3.14	1.248

Based on the tables 4-11 and 4-12 As for respondents' satisfaction with the access for fair training opportunities the majority (49.8%, n=105) of the respondents strongly agree that SPHMMC's training practices only focus on some work unities, on the contrary 19.4 %(41) of respondents reply negatively with the statement. What is more explain the respondents' satisfaction; a mean value of 2.45 indicates most of the respondents agrees for the idea.

The second question is employees getting equal opportunity for development and growth. The majority strongly disagrees by response rate of 54 respondents (25.6%) the second largest number are indifferent the idea by 53(25.1%) respondents While 47, (22.3%) and 36 (17.1%) respondents agree and disagree however 21(10%) of the respondents are strongly agree for the idea.

The third asked question was if they got equal access to job related training opportunities, most of the respondents answered negatively. 26.5 % of respondents disagrees that they are getting

equal access for job related training opportunities. While 24.2 % agrees and 22.7% are indifferent. On the other hand 16.1 % of the respondents strongly disagrees about the idea and 10.4 % of them strongly agrees.

The mean values on the descriptive table indicates that majority of the respondents are dissatisfied for those three activities of organizations. Concerning employees' satisfaction with equal opportunities for development and grow and access to job related training opportunities is a basic thing to get a positive response and commitment from an employee. Focusing only in some units also damages employee's satisfaction and trust to the organization.

4.3.4 Employees' Satisfaction with Work Place Learning

Workplace learning is one of the ways that employees can learn within an organization, in addition to formal training and development programs. It could be from challenging and stimulating jobs or from colleagues. Employees' levels of satisfaction with workplace learning will be presented in this subsection.

4.3.4.1 Employees' Satisfaction with the Learning from their Job

Workers gain skills, knowledge, and understanding by overcoming work-related challenges. This is referred to as continuous learning. Working in an intellectually stimulating and challenging job, as well as the opportunity to work with cutting-edge technology, allows employees to grow while doing their job.

The table below (table 4.13) shows the respondents' level of agreement with statements designed to understand their corresponding level of satisfaction with the work's challenges, knowledge to gain from their work for the organization, and opportunities to work with cutting-edge technologies.

Table 4-13 summary of employees satisfaction with the opportunities to learn from their job

	W_P_L_1		W_P_L_2		W_P_L_3		W_P_L_4		W_P_L_	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Strongly Agree	28	13.3	47	22.3	23	10.9	13	6.2	39	18.5
Agree	39	18.5	22	10.4	39	18.5	17	8.1	52	24.6
Neutral	39	18.5	61	28.9	44	20.9	41	19.4	65	30.8
Disagree	78	37.0	39	18.5	70	33.2	34	16.1	40	19.0
Strongly Disagree	27	12.8	42	19.9	35	16.6	106	50.2	15	7.1
Total	211	100.0	211	100.0	211	100.0	211	100.0	211	100.0

Table 4-14 descriptive statistics of items that measure respondents satisfaction with their job

	N	Minimum	Maximum	Mean	Std. Deviation
I am able to work with cutting age technologies	211	1	5	3.18	1.255
My Work Is Both Intellectually Stimulating And Demanding	211	1	5	3.03	1.409
There Are Many Opportunities My Work To Explore And Try Out New Ideas	211	1	5	3.26	1.247
I Frequently Encounter Non -Routine And Difficult Work	211	1	5	3.96	1.257
The Work I Do For My Organization Provides Me With A Wealth Of Knowledge	211	1	5	2.72	1.177

As shown in the table 4-13 and 4-14 above, the majority (37%, n=78, mean=3.18) of respondents are dissatisfied with the opportunities they have to use cutting-edge technologies in their jobs. According to an interview with the Human Resource Manager and personal observation, the majority of employees working in the administrative offices have computer and internet access though most of them do not use it for the appropriate purpose.

Similarly, the more than 57% of the respondents are dissatisfied about the statement 'My work is intellectually stimulating and challenging.' A mean value of 3.03 also indicates that the majority of respondents are not agreed by the idea.

In contrast, the majority (33.2%) of the respondents don't think that there is much to explore new ideas. Mean value of 3.26 indicates that most of the respondents somehow didn't satisfied. Knowledge to gain from the work they do for the organization. 50.2% of respondents strongly disagree that they encounter non routine and difficult work. Also a mean value of 3.96 indicates they are not satisfied by the idea.

For the last question 30.8% of respondents with 2.72 mean value and 1.77 SD are somehow satisfied by the knowledge they gain from their job.

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

To be successful, no matter how much the organization commits to HRD, it requires the organization and commitment of all employees. It's understandable that no one wants to work with lazy, hesitant, or uncooperative coworkers. Employees can learn a lot from their coworkers as long as there is a culture of cooperation and knowledge sharing among them.

One of the fundamental principles of human resource management is to invest in people in order to develop the organization's intellectual capital and thus increase its stock of knowledge and skills. The knowledge and skills to be successful, no matter how much the organization commits to HRD, it requires the cooperation and commitment of all employees. It's understandable that no one wants to work with lazy, hesitant, or uncooperative coworkers. Employees can learn a lot from their coworkers as long as there is a culture of cooperation and knowledge sharing among them.

76 respondents (36 %) of the respondents are responded that they are indifferent to the question their collogues continually astounded them with their innovative ideas, energy and resource fullness. And most of the respondents are negatively replied to idea. The mean value indicates that 3.00 also infers this. The second majority group disagrees by this idea by 52(24.6%) response rate and 38(18%) agree, 26(12.3%) strongly agree and 19(9%) respondents and strongly disagree by the idea respectively.

Concerning their colleagues' willingness to assist others with work-related problems, majority of them (72, 34%) respondents are satisfied or agree with the idea. However 50(23.7%) respondents strongly disagree the idea. A 2.49 indicates that most of the respondents are positive with the idea there colleagues are helpful.

Table 4-15 employees satisfaction with possibilities to learning from coworkers

L_C_1 * L_C_2							
		When I Was Having Problems With My Work I Found My Colleagues Helpful					
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
My Collogues Continually Astound Me with Their Innovative Ideas ,Energy And Resourcefulness	Strongly Agree	6	8	5	5	2	26
	Agree	9	15	8	6	0	38
	Neutral	21	27	10	17	1	76
	Disagree	9	15	10	16	2	52

	Strongly Disagree	3	7	3	6	0	19
Total		48	72	36	50	5	211

Table 4-16 descriptive statistics of items that measure respondents satisfaction with the possibilities to learning from co workers

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
My Colleagues Continually Astound Me with Their Innovative Ideas ,Energy And Resourcefulness	211	1	5	3.00	1.134
When I Was Having Problems With My Work I Found My Colleagues Helpful	211	1	5	2.49	1.152

4.3.5 Employees' Satisfaction with the Management's Supervision and Guidance

Employees must have people to whom they can turn for assistance when they encounter work-related issues, and managers must be available when they require assistance. According to Hooi Lai Wan (2007), one of the determinants of employee satisfaction is working with supervisors who actively assist their subordinates in addressing job-related problems. Inexperienced recruits, particularly new young recruits, may face difficulties if left alone. Furthermore, managers who show concern are likely to have a more cooperative and motivated workforce, which may affect the bottom line. In short, managers must assist their subordinates in addressing work-related problems (Coaching) and identifying their training and development requirements (Mentoring).

4.3.5.1 Employees' Satisfaction with the Coaching practices

Concerning employees' satisfaction with the coach provided by their supervisors, employees were asked to indicate their level of agreement with the following statements: 'There are people to whom I can go for help when I have work-related problems'; 'My manager provides me with the appropriate amount of guidance'; supervisors and team leaders encourage employees to learn'; and 'My manager is available when I need him/her', and their responses are summarized in table 4.17below:

Table 4-17 Employees' Satisfaction with coaching practices

	C_P_1		C_P_2		C_P_3		C_P_4	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Strongly Agree	61	28.9	97	46.0	110	52.1	60	28.4
Agree	36	17.1	31	14.7	49	23.2	31	14.7
Neutral	47	22.3	40	19.0	24	11.4	73	34.6
Disagree	53	25.1	31	14.7	5	2.4	22	10.4
Strongly Disagree	14	6.6	12	5.7	23	10.9	25	11.8
Total	211	100.0	211	100.0	211	100.0	211	100.0

Table 4-18 descriptive statistics of items that measure respondents satisfaction with the coaching practices

	N	Minimum	Maximum	Mean	Std. Deviation
When I Have Work Related Issues, There Are People I Can Turn For Assistance	211	1	5	2.64	1.311
My Manager Gives Me The Appropriate Amount Of Direction	211	1	5	2.19	1.311
My Manager Always Available When I Need Him/Her	211	1	5	1.97	1.311
Supervisors And Team Leaders encourage Employees To Learn	211	1	5	2.63	1.316

As the above tables illustrate, more than half of the respondents respond positively regarding the availability of people to whom they can go for help when they have work related problems(28.9%, mean= 2.64) and the availability of their manager when they need him/her (52.1%, mean=1.97). Also, with regard to the appropriate amount of guidance provided by their manager, around 46% (n=97) of respondents respond positively and the mean value is 2.19 and most of the respondents are neutral about their supervisors and team leaders encourage them to learn. The mean value is2.63. From this we can infer that the main satisfying factor in coaching practices is managers are always available when they needed. To determine how work-related information flows affect respondents' perceptions of the amount of guidance/coaching

provided by their supervisors, employees were given a statement to indicate their level of agreement, as shown in figure 4.6 below

Figure 4:6 Employees' perception towards dissemination of work related information
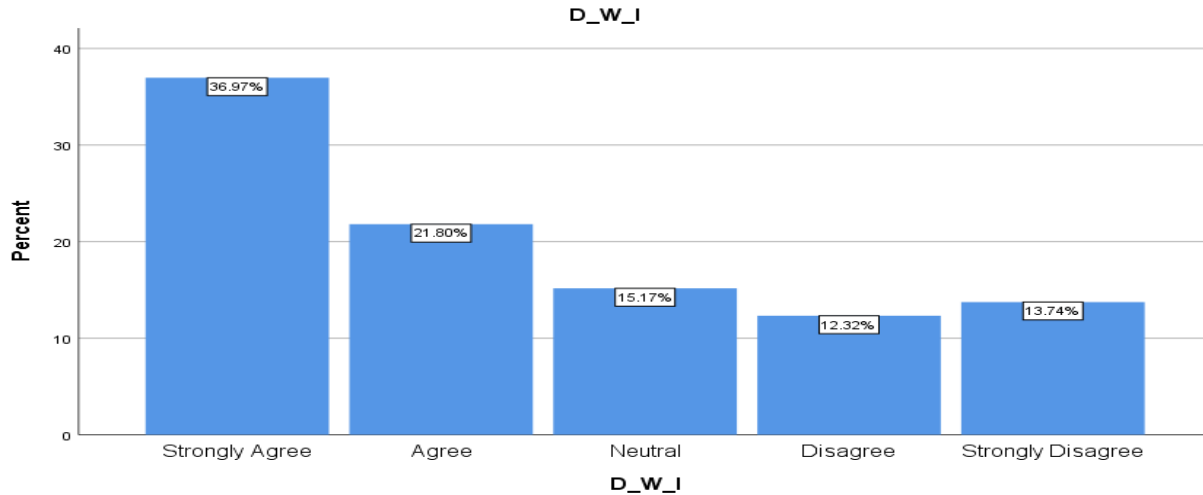
Table 4-19 summery of employees perception towards dissemination of work related information

Dissemination Of Work Related Information			
		Frequency	Percent
Valid	Strongly Agree	78	37.0
	Agree	46	21.8
	Neutral	32	15.2
	Disagree	26	12.3
	Strongly Disagree	29	13.7
	Total	211	100.0

As far as the dissemination of information relevant to work, total of 58% (agree and strongly agree) of the idea. Nevertheless 26% of respondents reply negatively while 16.67% of them are indifferent with the dissemination of information.in this case the organization should continue to support the manager's work.

4.3.5.2   Employees' Satisfaction with Mentoring

Mentoring is a tool that organizations can use as part of a comprehensive career development program. Mentoring helps to ensure that employees have the resources and guidance they need to advance their careers. Organizations provide mentoring programs as a low-cost and effective

employee development tool. Managers should also focus on advancing employees' careers and encouraging their professional development. Managers who encourage their subordinates' professional development by providing ongoing feedback on performance are more likely to increase employee satisfaction.

Employees were asked to respond to the statements 'my manager assists me in identifying my training needs, "my manager encourages me to improve my educational level,' and 'my supervisor advises me on how I can advance my career within the organization,' and their responses are summarized in table 4:21below

Table 4-20 Summary of employees' response regarding Mentoring practices

	M_1		M_2		M_3		M_4	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Strongly Agree	11	5.2	69	32.7	92	43.6	42	19.9
Agree	39	18.5	78	37.0	65	30.8	43	20.4
Neutral	50	23.7	41	19.4	32	15.2	70	33.2
Disagree	42	19.9	19	9.0	17	8.1	41	19.4
Strongly Disagree	69	32.7	4	1.9	5	2.4	15	7.1
Total	211	100.0	211	100.0	211	100.0	211	100.0

Table 4-21 descriptive statistics of items that measure respondents satisfaction with the mentoring practices

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
My Manager Assists Me In Determining My Training Requirements	211	1	5	3.56	1.261

My Manager Supports My Professional Development	211	1	5	2.10	1.023
My Manager Encourages Me To Further My Education	211	1	5	1.95	1.061
My Manager Councils Me On How To Advance My Career within The Organization	211	1	5	2.73	1.190

In terms of mentoring practices, respondents are dissatisfied with: managers assisting in identifying employees' training needs (32.7 percent, mean= 3.56), supervisors' advice in developing employees' career within the organization (37 percent, mean= 2.1), managers encouraging employees to improve their educational level (43.6 percent, mean= 1.95) and managers councils employees to advance their career level more than half of them are 50 percent. In general, employees are disagreed or dissatisfied managers assisting employees to determine training requirements.

Regardless of how employees perceive the performance evaluation system, one of the factors that can improve employee satisfaction is the availability of performance counseling. Performance counseling entails assisting employees in understanding their own performance, the factors that contribute to it, the contribution of their own strengths and weaknesses, and assisting employees in identifying the extent to which they can influence the outcome of their work and thus plan for improving competence and performance.

Employees were asked to indicate their level of satisfaction for the statement 'The Organization has good performance counseling practice which helps me to improve my performance,' and their responses are summarized in figure 4.9 below

Figure 4:7 Summary of employees' satisfaction with performance counseling

COU

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

3.79%
9.00%
19.43%
43.60%
24.17%
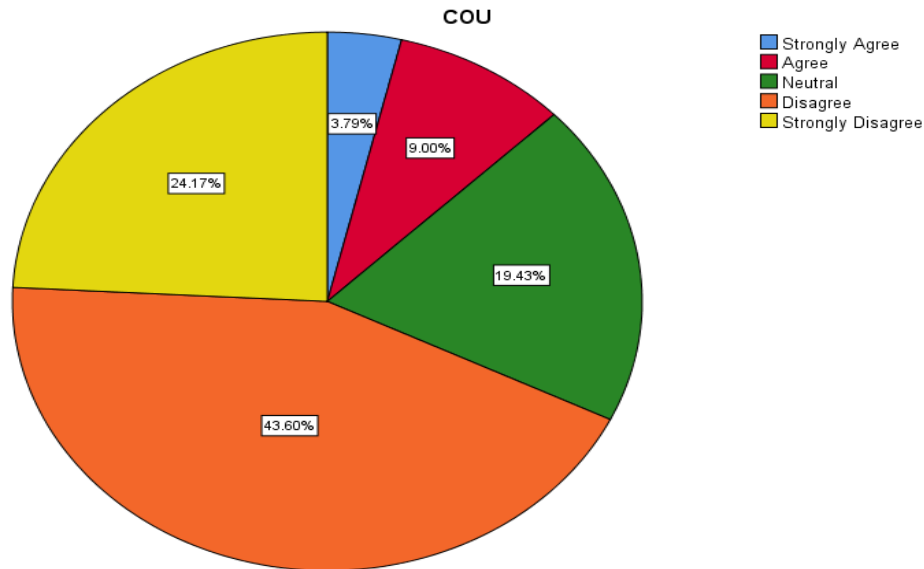
As shown in the graph above, 43.3 percent of respondents disagree with the notion that the organization provides good performance counseling, while 24.17 percent strongly disagree. However, about 13 percent of respondents respond positively to the statement "the Organization has good performance counseling practice that helps me to improve my performance," while only 19.43 percent are indifferent. As a result, three-fourths of respondents are dissatisfied with the organization's current performance counseling practices. According to an interview with human resource officials, employees have access to the results of performance evaluations, and there are procedures in place for dealing with employee complaints about the results or the evaluation process. However, because there has been no real performance counseling and guidance practice to date, it is possible to draw conclusions.

4.4 Employees' satisfaction with HRD Climate

HRD's goal is to improve organizational performance by maximizing people's efficiency and performance. HRD will improve knowledge and skills, actions and standards, motivation, attitudes, and the working environment. Managers, employees, and organizational culture all play important roles in the development of a positive HRD climate. Creating a good HRD climate aims to maintain organizational health profiles, monitor organizational, conflict management, team building, and so on, as well as establish processes that build a climate to promote enabling capabilities in the organization..

Employees' satisfaction with the HRD climate will be discussed in this section. Employee

satisfaction with the spirit of organization among employees, competition among employees, employee participation, and finally employee satisfaction with the overall climate will be presented in detail.

4.4.1   Spirit of Cooperation among Employees

HRD aims to improve organizational performance by maximizing people's efficiency and performance. For this purpose, a cooperative spirit among employees is essential; employees must be concerned about the work of others, willing to share knowledge and information with their colleagues, and capable of working as a strong team.

Employees were asked to indicate their level of agreement with three statements regarding their level of satisfaction with the spirit of organization among employees: Tables 4.23 and 4.24 summarize the statements and responses of respondents:

Table 4-22 Summary of employees' attitude towards the spirit of Cooperation

	S_1		S_2		S_3	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Strongly Agree	25	11.8	49	23.2	20	9.5
Agree	36	17.1	69	32.7	33	15.6
Neutral	87	41.2	27	12.8	84	39.8
Disagree	18	8.5	31	14.7	60	28.4
Strongly Disagree	45	21.3	35	16.6	14	6.6
Total	211	100.0	211	100.0	211	100.0

Table 4-23 descriptive statics of items that measure respondents satisfaction with employees cooperation

	N	Minimum	Maximum	Mean	Std. Deviation

people in my organization show little interest in each other's work	211	1	5	3.10	1.257
My Co Workers Are Eager To Share their Knowledge And Information	211	1	5	2.69	1.406
The Organization Promotes Motivating Team Work	211	1	5	3.07	1.042

As shown in the tables above, the majority of respondents disagreed about the idea of peoples show little interest each other's work 41.2 % (87) are indifferent and 21.3%(45) are strongly disagreed with a mean value of 3.1.

The majority (32.7 percent) of respondents are agreed while 23.2% are strongly agreed about the idea coworkers eager to share knowledge and information. Mean value 2.69 indicates the same.

The existing culture is viewed negatively by the respondents in terms teamwork spirit. The mean values of 3.07 indicates how respondents disagree with the statement that the organization promotes team work.

In general, respondents believes that people in their organization shows interest in each other's work and it is possible to conclude that the current team work spirit of organization among employees is not in a good position to satisfy them.

In an open ended answers, most of the respondents believes that there is no inviting teamwork to exchange their knowledge with their coworkers.

4.4.2 Competition and Participation

The primary goal of HRD is to assist organizations in increasing their "enabling" capabilities. These include human resource development, organizational health development, problem solving capability improvement, diagnostic ability development (so that problems can be located quickly and effectively), and increased employee participation and commitment. Concerning respondents' reactions to employee competition and employee participation in organizational affairs, three statements were given to respondents to indicate their corresponding degree of agreement, and their responses are summarized in table 4.25 below:

Table 4-24 summary of respondents attitude towards competition and participation

	C_1		C_2		C_3	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Strongly Agree	19	9.0	11	5.2	23	10.9
Agree	35	16.6	19	9.0	3	1.4
Neutral	22	10.4	32	15.2	77	36.5
Disagree	96	45.5	95	45.0	60	28.4
Strongly Disagree	39	18.5	54	25.6	48	22.7
Total	211	100.0	211	100.0	211	100.0

Table 4-25 Descriptive Statistics of items that measure Respondents' satisfaction with employees' cooperation

	N	Minimum	Maximum	Mean	Std. Deviation
Employees in my company compete with each other	211	1	5	3.48	1.224
Employees suggestions for improvements are actively sought by my organization	211	1	5	3.77	1.090
Employees in my organization are active for making suggestions for improvement	211	1	5	3.51	1.181

Deviation of 1.224. As most respondents describe in response to the question requiring them to provide suggestions for improving the organization's HRD practices, 'the Organization's promotional practice is primarily based on experience and places little emphasis on employees' performance.' This may result in an environment where employees have no or little competition for performance.

Concerning the Organization's practices for gathering information from employees for improvement and employees' participation in making suggestions, 45 percent and 25 percent of respondents, respond negatively with the idea respectively. The mean values of 3.77 and 3.51, respectively, indicate that the majority of respondents oppose the ideas. This demonstrates that the organization does not foster an environment in which its employees can fully realize their potential because it restricts employees' ability to provide suggestions for improvement. It is obvious that such an environment limits the Organization's diagnostic ability, which would aid in locating problems quickly and effectively.

According to our data, employees are dissatisfied by the idea of existing competition, their suggestions actively sought by the organization and that their colleagues are active in making suggestions for improvement. The organization should work on the spirit of employees to enhance organizational performance.

4.4.3 Employees' Satisfaction with overall HRD Climate

Respondents were given three statements (My organization is the best place to develop myself, Employees are leaving the organization because the organization is not a good place to develop employees' profession and career, and My organization is unable to retain (maintain) experienced and educated employees) to indicate their level of agreement, and their response is summarized.

Majority of the respondents didn't think the organization is not the best place to grow.54(25.6%) respondents are indifferent while 53 respondents 25.1% are disagree about the idea there organization is the best place to grow.44 (20.9%) strongly disagreed however 38(18%) and 22(10.4%) of the respondents are agree and strongly disagree respectively. With a mean value of 3.28 and a standard deviation of 1.270. We can conclude from this that the majority of respondents believe they work in an environment/organization that hinders their development. Furthermore, it is possible to assume that the majority of respondents have low commitment to the organization, which could lead to the majority of respondents being ready to leave the organization and pursue other options.

Table 4-26 Summary of respondents' attitude towards the overall HRD climate of the organization

	O_CL_1		O_CL_2		O_CL_3	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Strongly Agree	22	10.4	35	16.6	67	31.8
Agree	38	18.0	53	25.1	84	39.8
Neutral	54	25.6	69	32.7	39	18.5
Disagree	53	25.1	41	19.4	10	4.7
Strongly Disagree	44	20.9	13	6.2	11	5.2
Total	211	100.0	211	100.0	211	100.0

Table 4-27 Descriptive Statistics of items that measure Respondents' overall attitude towards the organization

	N	Minimum	Maximum	Mean	Std. Deviation
My organization is the best place for me to grow	211	1	5	3.28	1.270
Employees are leaving the organization	211	1	5	2.73	1.136
My organization is unable to retain experience and educated employees	211	1	5	2.12	1.074

As it is clearly seen in the above table 4.27 and table 4.28 majority of the respondent agree with the statements 'Employees are leaving the organization since the organization is not good place to develop employees' and the mean value of their response is 2.73 with standard deviation of 1.136. Majority (32.7%) of respondents are indifferent while total of 88 respondents agree and strongly agree about the idea the rest 41 disagree and 13 respondents and strongly disagree about the idea respectively. Therefore, it is possible to claim that more than half of the respondents believe that some employees are leaving the organization since the organization is not good place for most of employees to develop their career.

Furthermore, more than 98% of respondents agree that the organization is not competitive to retain experienced and educated employees. Specifically, 39.8% and 31.88% of respondents reply as they agree and strongly agree, respectively, with the statement 'My organization is unable to retain experienced and educated employees'. And with a mean value 2.12 and STD 1.074. According to one of the principles of HRD, organizations should invest in people only to develop the intellectual capital required by the organization and thus increase its stock of knowledge and skills.

Therefore, an organization that invests in people but not able to retain is not increase its stock of knowledge and skills. With the same logic, SPHMMC is not increasing its stock of knowledge and skills since it is not able to retain its experienced employees. In general, the organization is not in the right truck to achieve the primary objective of HRD i.e. building enough stock of knowledge and skills since it is not able to retain its employees.

An open ended questions also adds the idea that most of the experienced employees leaves to another organization or even moves abroad for better job.

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

*Table 4-28 **Summary of Interview Results***

HRD Practices	Result
Training Delivery	The emphasis is more indoor training and focus on theoretical parts.
Types of Training	The major types are induction training, clinical trainings basic training, and counterpart training. However, specialized trainings, extended trainings, special group trainings, and leadership and management trainings are scarce.
Induction Training	Given to new clinical, administrative and academic recruits. Departments and the CPID are in charge.
Training Plan	Yes. Prepared by all departments of the hospital and gathered and organized by CPID.
Training Schedule	Throughout the entire year.
Alternatives to Training	Symposiums and seminars held with schedule.
Identification of Training Needs	Based on Organization and Task analysis methods.
Training Budget	Based on the requests and priorities given.
Budget for Self Development	A few number of staffs education covered by the hospital in percent every year.
Training Opportunities	Very much dependent according to the necessity and priority
Strategic Training	It's in the process of establishing and building new strategically training techniques.
Outsourcing Training	In a very few amount since it has its own training and development structure.
Mentor –Mentee system	Yes, for clinical and academic staffs.

Job – Rotation/ Multi skilling	Minimal
Management Development Program	No
Promotional Opportunities	Every academic and clinical staff gets promotion when they provide some kind of educational advancement, research or international certificate while for the administrative staffs the organization have its time frame for promotion.
Encouragement for Self-development such as pursuing Master degree	In minimal amount and for selected types.
Career Path Guidance	Employees should not try to predict their own career paths. According to the organizational structure.
Performance Counseling	No
Sponsorship (for education)	Sponsorship for higher level studies is limited; only when it is related with the current job of employees.
Developing Knowledge-sharing Culture	No
Organizational Diagnosis	Minimal

5 CHAPTER FIVE

5.1 *CONCLUSIONS AND RECOMMENDATIONS*

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

5.2 *Conclusions*

The following are the major conclusions of the study:

➢ Respondents are dissatisfied with the Organization's commitment to providing job-related training and support to do their job effectively (the mean value is 3.24) however, help them advance in their education. And opportunities provided for skill development is relatively good (The mean values are 2.65 and 3.24, respectively.) as most respondents write in open-ended questions, the Organization has little support for continuing higher education unless it is in the clinical field. Employees who have a negative perception of the organization's commitment to HRD, as one might expect, believe that the organization is unconcerned about their development. It also reduces employee satisfaction and morale. As a result, some employees may believe that the organization is not the best place for them to grow.

➢ The majority of respondents were dissatisfied with the SPHMMC's good internal training facility at its Training and Development Center, despite the fact that the Center focused solely on clinical and academic trainings. Because the majority of my respondents were from outside administration, half of them stated that they had not received any training in the previous year, despite the fact that the organization requires a minimum of one hour of skill up-grading or refreshing training per person per year. It demonstrates that the Organization's training provision falls far short of even its own minimum hour standard. Furthermore, alternative training options such as job rotation, self-training, and the mentor-mentee system are limited in some departments within the Organization. According to the analysis of interview data, the Organization is very committed to providing Induction, clinical, and basic skill trainings, but not to providing extended trainings, special group trainings, or Leadership & Development programs. As a result, the Organization's training practices are unable to bridge the gap between different levels (of experience) of staff.

➢ The analysis revealed that respondents strongly agree that SPHMMC's training and development programs focus solely on certain work units (mean=2.41). This implies that, in the opinion of respondents, the Organization is not treating all of its work units fairly when it

comes to training. This can make employees feel less valuable than those who have received special attention in the organization's training practices.

➢ The study found that respondents were dissatisfied with the appropriateness of the skills improved through training programs because they perceive training programs as having little contribution to their promotion and personal development within the organization (mean=3.40). Person analysis, according to interview data analysis, is not widely used during training need assessments. Furthermore, because it is only based on the Organization's needs, the Organization's strategic training plans have not established a strong role in aligning individual goals with organizational strategies.

➢ In terms of employees' level of satisfaction with the Organization's promotional opportunities, a mean value of 3.26 indicates that respondents believe they have limited internal job opportunities to realize their career goals within the Organization. And mean value 3.14 for equal access to job-related trainings. As a result, it may reduce employee satisfaction and commitment to the organization. Analysis using open-ended questions and interviews revealed that appointments are used to promote the Organization. As a result, promotion opportunities are unrelated to employees' training and performance records..

➢ In relation to employees' satisfaction with the work place learning respondents were dissatisfied with the able to work with cutting age technologies, with the work intellectually stimulating and demanding and opportunities explored (mean= 3.18,3.03,3.26,and 3.96 respectively). On the open ended questions respondents also indicates coworkers ideas and motivation systematically discouraged by the organization. This indicates there is very unwelcome environment for employees with a great potential.

➢ According to the possibilities learning from coworkers most of our respondents are dis agreed their colleagues astounded them with their ideas energy and resourcefulness with the mean value (3.00).

➢ Mentoring can assist managers in ensuring that employees have adequate resources and guidance to further their development. However, respondents do not respond positively to mentoring practices, specifically: assistance in identifying employees' training (mean value 3.56).

➢ In terms of performance counseling and guidance, there are no formal performance counseling and guidance practices at SPHMMC. As a result, employees are left to understand

their own performance, the factors that contribute to it, the contribution of their own strengths and weaknesses, and the extent to which they can influence the performance. Obviously, this makes identifying subordinate development needs and developing a systematic plan of action extremely difficult.

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

- The people in the organization show little interest in each other's work and sharing of knowledge and information culture, the majority of the respondents perceives the existing culture positively (mean values of 3.1 and 2.69 respectively). However, most of respondents disagree there is teamwork motivation by the organization with a mean value (3.07).

- The Organization's promotion policy is primarily based on the department working in. This creates an environment in which employees have no or little competition for performance. The respondents were extremely dissatisfied with the current uncompetitive environment. In addition to closed-ended questions on open-ended questions, respondents state that they are less passionate about their jobs due to a lack of competition.

- Respondents responded negatively to the Organization's practices of collecting information from employees for improvement and employee participation in making suggestions (mean values of 3.77 and 3.51, respectively).

➢ The majority of the respondents believe that the organization is not the best place to develop them (mean=3.28). More importantly, respondents also believe that employees are leaving the Organization since the Organization is not good place to develop employees.

5.3 Recommendations

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

➢ It is understandable that not all work units require equal emphasis in SPHMMC's training programs because some work units, such as patient care and quality health service, are more important. However, it is also necessary to ensure that some work units are not completely overlooked at the same time. The Organization's success cannot be guaranteed unless it improves and develops in all of its work units. Management and administration, finance, general service, management and leadership, and the human resource team are all work units that can help or hinder the organization's success. As a result, the Organization must prioritize and consider all work units in its training practice.

➢ HRD practices should focus on individuals and their needs for career growth and development, in addition to meeting the Organization's HR needs. First and foremost, HRD should aim to match the organizational need for HR with the individual needs for career growth and development. Second, HRD practices must necessarily focus on individuals, because the strength of Teams and organizations must first be embedded in individual employees. For this reason:

- Person Analysis is required during training need assessment because it is a critical tool for incorporating individual needs into HRD practices.

- Education support, particularly for higher education, should not be restricted in the clinical department. Large organizations, such as SPHMMC, require high-level professionals with diverse professions and knowledge. It is also critical to retain and satisfy talented employees.

- Performance counseling is also critical for assisting employees in improving their job performance. It also aids in determining individual employee training requirements.

- Most importantly, HRD should be based on career development, which helps the organization achieve its goals while also allowing employees to maximize their self-development.

➢ While individuals should be expected to take significant responsibility for managing their own development, they also require the assistance and support of their immediate managers

and the organization. As a result, programs to support employee self-directed development are highly recommended. This could be accomplished by sponsoring external training programs.

➢ Employees should be able to clearly see the contributions of training programs and their performance for personal development if training programs and job performances are strongly linked with promotional opportunities. Although promotion based on experience is a method of recognizing employees' experience, candidates' training records and job performance should not be overlooked. This contributes to increasing employees' value for training and fostering a competitive environment among employees.

➢ In the long run, giving employees a sense of purpose in the workplace, granting employee's opportunities to act on their commitment, and providing practical support to learning are critical to increasing employee satisfaction and commitment. The following steps are suggested in this regard:

- Develop and share the vision – Trainings that are solely focused on organizational mission, values, and beliefs will result in more employees with a shared common vision and higher levels of institutional trust among employees. As a result, the organization can gain the trust and commitment of its employees.

- Empower employees by allowing them to manage their work within certain boundaries (policies and expected behaviors), but with assistance available as needed.

- Adopt a balanced approach to HRD practices in which employees are supported to develop themselves through a training-based, relationship-based, and experience-based (role development) approach.

- Regular Monitoring- Appropriate mechanisms for continuous review of HRD implementation progress should be established. On the basis of such reviews, necessary changes or improvements should be implemented.

- Adopt a facilitative management style in which employees are given as much decision-making power as possible.

- Provide a supportive learning environment in which employees can discover and apply their learning capabilities, such as peer networks, supportive policies and systems, and protected time for learning.

- Coach others to bring out their talents by encouraging them to identify options and seek their own solutions to problems.
- Provide employees with time, resources, and, most importantly, feedback as they face work challenges.
- Recognize the value of managers serving as role models.

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SAINT MARRY UNIVERSITY
SCHOOL OF GRADUATE STUDIES
MASTERS OF BUSINESS ADMINSTRATION (MBA) PROGRAM
QUESTIONNAIRE TO BE FILLED BY STAFFS

Researcher: Birhan Wale (Contact Address: 09-23-04-41-23)

Research Topic: - Human Resource Development Practices: Enhancing Employees' Satisfaction (Saint Paul's Hospital Millennium Medical College)

Dear Respondents:-

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

Objective:

This questionnaire is intended to elicit information about employees' levels of satisfaction with the organization's Human Resource Development practices. The information will be used as primary data in my case study, which I am conducting as part of my MBA studies at Saint Mary's University in the Faculty of Business. As a result, this research will be evaluated in terms of its contribution to our understanding of Human Resource Development practices in contemporary Ethiopia, as well as its contribution to improvements in these practices.

General Instructions

• You do not need to write your name.

• In all cases where answer options are provided, please check the appropriate box (√).

• For questions that require your opinion, please try to describe yourself honestly in the space provided.

Confidentiality

I want to assure you that this research is being conducted solely for academic purposes, as approved by Saint Mary's University. No one else will have access to the information gathered. I will not include any information that could be used to identify any respondents in any report I may publish.

Thank you again!!!

Section I: Participant Information

1. Sex   Male ☐   Female ☐

2. Do you fit into one of the following age groups?

☐ Under 25   ☐ 25-34   ☐ 35-44   ☐ 45-54   ☐ 55 and above

3. Years of experience with the organization (in years):

☐ 0-4   ☐ 5-9   ☐ 10-19   ☐ 20-30   ☐ 30 years or more

4. How long have you been working at your current job?

☐ 0-4   ☐ 5-9   ☐ 10-19   ☐ 20-30   ☐ 30 years or more

5. Educational Background:

☐   High school graduate   ☐   Technical school graduate

☐   College Diploma   ☐   BA/BSc Degree

☐   Master's Degree   ☐   PhD

☐   Other

6. Current organizational position (job)_____

7. What department are you currently employed in? _____

8. Do you believe you are assigned in your profession?

Yes ☐   No ☐

9. Have you received any trainingin the last year?

Yes ☐   No ☐
☐
10. Have you ever been sponsored by the organization to attend any outside training or educational programs?

Yes ☐   No ☐

Section II: Questions related to HRD practices

The following are statements about the organization's Human Resource Development practices. Please indicate your level of agreement with the statements so that the researcher can assess what you think about human resource development practices in your organization based on your responses to these questions.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I need to improve my organizational work performance.					
2	I am given the training and assistance I require to do my job effectively.					
3	Internal training facilities are adequate					
4	My company has ongoing programs to improve employees' knowledge and skills.					
5	The organization does a good job of assisting employees in furthering their education.					
6	Some work units are the focus of the organization's training and development programs.					
7	All employees are given opportunities for development and growth by the company.					
8	The organization has provided me with opportunities to improve my skills.					
9	Employees have equal access to job-related training \opportunities.					
10	I am able to work with cutting-edge technologies.					
11	I am given ample opportunities for advancement..					
12	The organization's training and development programs increase my chances of advancement.					
13	When I have work-related issues, there are people I can					

	turn to for assistance.					
14	My manager gives me the appropriate amount of direction.					
15	My manager is always available when I need him or her.					
16	My manager assists me in determining my training requirements.					
17	My manager supports my professional development.					
18	My manager encourages me to further my education..					
19	My manager counsels me on how to advance my career within the organization.					
20	My colleagues continually astound me with their innovative ideas, energy, and resourcefulness.					
21	My work is both intellectually stimulating and demanding.					
22	There are many opportunities my work to explore and try out new ideas.					
23	In my organization, I frequently encounter non-routine and difficult work.					
24	The work I do for my organization provides me with a wealth of knowledge.					
25	When I was having problems with my work, I found my colleagues to be very helpful.					
26	People in my organization show little interest in each other's work.					
27	My coworkers are eager to share their knowledge and information.					
28	Supervisors and team leaders encourage employees to learn.					
29	Employees in my company compete with one another.					
30	The organization promotes motivating teamwork.					
31	Employees' suggestions for improvements are actively sought by my organization.					

32	Employees in my organization are active in making suggestions for work improvement.				
33	The organization has good performance counseling practices, which aid in my performance improvement.				
34	The dissemination of work-related information is excellent in my organization				
35	My organization is the best place for me to grow.				
36	Employees are leaving the organization because it is not a good place for employees to advance in their professions and careers.				
37	My organization is unable to retain (keep) experienced and educated employees.				

Part III. Additional Questions

Do you believe that the organization's human resource development practices benefit employees in your opinion?

Yes   No   ☐   ☐

What is the purpose of your inquiry No. 2 above?

_____

_____

_____

_____

_____

Do you believe that opportunities for human resource development influence employee job satisfaction in your organization?

Yes   No   ☐   ☐

_____

In your opinion, what are the real issues you see with the organization's human resource development practices?

_____

_____

_____

_____

Could you please advise on any changes that should be made to the organization's current human resource development practices?

_____

_____

Thank you again for completing the questionnaire

Annex 2: Interview Questions

INTERVIEW QUESTIONS WHICH IS GOING TO BE ANSWERED BY TRAINING AND DEVELOPMENT DEPARTMENT HEAD OF SPHMMC

1. What alternatives to SPHMMC training exist for improving employee competency and organizational performance? How does the organization help employees learn and grow?
2. How does the organization's HRD benefit its employees?
3. How are the organization's training and development needs determined? How does your department try to entice employees to participate in training and development programs?
4. What criteria do you use to select appropriate trainees for appropriate training?
5. In your opinion, what is top management's attitude toward training and development? Do you believe top management places a sufficient emphasis on employee development?
6. How is the organization doing in terms of developing managers' leadership skills?
7. How is the organization improving the spirit of teamwork?
8. What is the role of department heads in the organization's human resource development practices?
9. How does your department attempt to integrate human resource functions in order to support the organization's HRD system? Do you think the organization is a good place for growth and development of all employees?
10. . How well do managers of employees at all levels of the organization understand general managerial principles, communications, group dynamics, and team building?
11. What formal and informal opportunities for professional and personal growth and development are available?
12. How well are employees trained and coached to achieve peak performance?
13. . How are individual, workgroup, and organizational achievements measured or celebrate?

Annex 3: SPHMMC T & D procedures
Saint Paul's hospital millennium medical college Training and Development Procedures

In-Service Training Procedures

According to the Organization's procedure with on job training and development, the following procedures apply to all the organization employees and work units involved in training activities:

General Training Policy: Training will be focused on the current and future needs of the organization. Training programs will be driven by employees and their managers. Before any training begins, a comprehensive training need analysis will be conducted. All training programs will be empirically evaluated. The organization's training policy will be reviewed on a regular basis to ensure that it is in line with the company's overall goals.

Identification of training needs:

The Organization's nominated body or the CPID may initiate the training demand by studying internal and external performance indicators and considering future demands. The assessment will make use of information gathered from, but not limited to, the following sources:

Ongoing review of performance appraisal system results,

Emerging trends,

Implementation of new programs, technologies, or regulations, or employee and supervisor opinion poll

Through task analysis on the job description, manpower planning will generate standard skill, knowledge, and attitude profiles. In addition, establish course objectives for the standard skill-knowledge profile.

The trainee's training demand will be considered if the training program is useful and can coincide with the Organization's human resource demand. Employees may be required to attend job-related training to meet the needs of the organization.

The Organization's work units must plan their training needs based on the following factors: performance appraisal, new work method requirements, and

Innovative technology

Preparation of Instructors and facilities:

In collaboration with other concerned bodies, the CPID will develop or revise the detailed course contents and instructional materials.

The course development shall be commented on by concerned professionals within the

organization, as well as by department staff.

The CPID will assess the Organization's Institute's capacity in terms of training facilities and instructors in relation to the specific training program. If the organization is unable to accommodate the program, local facilities/institutions/NGO will be used.

Trainee selection:

CPID will prioritize work units based on their need for improvement and their sensitivity to contributing to the achievement of the Organization's goals. The training division shall identify and take list of the potential trainees according to their priority of needs.

Evaluation and Certification

Trainees will be evaluated during, at the end of, and after a certain period of time, using an organized evaluation system.

Observing the trainees during the training period

Examining the trainees' work

Asking the trainees questions and listening to their answers

 Education Procedures

According to the Organization's education policy and procedure manual, the following procedures apply to all permanent employees of the organization:

The organization provides educational benefit assistance to employees in accordance with human resource planning and on the request of a staff member to learn in their spare time.

Cost reimbursement will be issued upon successful completion of the course and receipt of a passing grade.

A member of staff who wishes to continue his or her education beyond the 10th grade to a higher level education that is directly related to the job to which he or she is currently assigned and is consistent with the organization's strategic plan, for which 50 percent of the education fee is waived.

The organization provide educational assistance to staff members who requests to attend during normal working hours depends on their education level and the job position they are working.

The organization may provide educational assistance to a staff member with full coverage of costs for a postgraduate and PHD programs as appropriate, depending on the demand and supply of   the   skill.