ST. MARY'S UNIVERSITY COLLEGE

BUSINESS FACULTY

DEPARTMENT OF MANAGEMENT

AN ASSESSMENT OF TRAINING AND DEVELOPMENT PRACTICE
IN THE CASE OF ETHIOPIAN HEALTH AND
NUTRITION RESEARCH
INSTITUTE

BY

TEFERA MENGISTU

AN ASSESSMENT OF TRAINING AND DEVELOPMENT PRACTICE IN THE CASE OF ETHIOPIAN HEALTH AND NUTRITION RESEARCH INSTITUTE

BY

TEFERA MENGISTU

A SENIOR ESSAY SUBIMITTED

TO THE DEPARTMENT OF MANAGEMENT

BUSINESS FACULTY

ST. MARY'S UNIVERSITY COLLEGE

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREEOF BACHELOR OF ATRS IN MANAGEMENT

JUNE 2010

SMUC

ADDIS ABABA

ST. MARY'S UNIVERSITY COLLEGE

**AN ASSESSMENT OF TRAINING AND DEVELOPMENT PRACTICE
IN THE CASE OF ETHIOPIAN HEALTH AND NUTRITION RESEARCH
INSTITUTE**

BY

TEFERA MENGISTU

FACULTY OF BUSINESS

DEPARTMENT OF MANAGEMENT

APPROVED BY THE COMMITTEE OF EXAMINERS

YIMER ADEM   _____

Department Head   **Signature**

BIRUK G/MICHAEL   _____

Advisor   **Signature**

ABATE LAKEW   _____

Internal Examiner   **Signature**

TENKIR SEIFU   _____

External Examiner   **Signature**

ACKNOWLEDGEMENT

TABLE OF CONTENT

PAGE

LIST OF TABLES

PAGE

vi

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

It is obvious that the quality of goods and services provided by the organization depends on the quality and availability of qualified workers. Giving strong emphasis to the workers of an organization to enhance their skill, knowledge and abilities is a critical issue to achieve the goals and objectives of the organization.

From this point of view, the means to improve worker's skills and knowledge is conducting training and development program. "Training and development is a planned process by which employees learn skills, knowledge, abilities or attributes to intuitional and personal goals. In addition it removes the standard and actual performance differences between employees (Aswathappa, 2002, 171-177).

Hence, the study tried to investigate some of the problems and found solutions that are required to enhance the training and development practices in the Ethiopian Health and Nutrition Research Institute.

The Ethiopian Health and Nutrition Research Institute is under the ministry of Health, Federal Government of Ethiopia and has been established under the regulation No 4/1996 with the objectives of conducting research on priority areas of health and Nutrition Problems and contribute to the national effort of diseases prevention and control.

The Ethiopian Health and Nutrition research Institute has the following Vision and Mission.

Vision and Mission of the Institute

The institute has the vision to see healthy, productive and prosperous Ethiopians and the mission to protect and promote the health of the Ethiopian people by addressing priority public health and nutrition problems through problem solving research, public health emergency management, establishing and maintaining quality laboratory system (Ethiopian Health and Nutrition research Institute document, 2008).

In order to conduct its researches the presence of highly qualified, well trained and multidisciplinary human resource is inevitable for the achievement of the institute's objective.

1

However, it is observed that currently the institute is facing some problems in the areas of employees Training and Development programs. Therefore, since the purpose of this study is to assess the Training and Development practice, the student researcher has identified the core problems that require immediate solution.

1.2 Statement of the Problems

In the Ethiopian Health and Nutrition Research institute, not only one kind and type of workers are employed, but a human resource with a variety of skill and knowledge. The management of the institute have a great responsibility to create increased productivity and positive working environment between those different employees. In order to build the institute and achieve its goals it should devise systematic Training and Development Program.

However, Significant problems were observed in the course of employee Training and Development Programs Practices such as:-

- ✓ Inability to make training and development need assessment
- ✓ Unable to provide training and development on selected areas where there are gaps.
- ✓ The inability of conducting current training and development programs according to the action plan of the institute.
- ✓ Lack of transparency in the selection of trainees.
- ✓ Lack of integrated flow of training and development and not goal oriented.

1.3 Research Questions

The student researcher tried to address the following questions

- ✓ Is training and development need assessment conducted in the institute?
- ✓ Is there transparent and appropriate procedure of selection of trainees?
- ✓ Does the organization provide training and development on selected areas where there are gaps?
- ✓ Is integrated flow of training and development conducted in the organization?
- ✓ Are there organizational goals and objectives regarding training and development?
- ✓ Is there systematic plan for training and development programs?

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this study is to asses the employee Training and Development practice of the Ethiopian Health and Nutrition Research Institute.

1.4.2. Specific Objectives

The specific objectives of the study are as follows

- ✓ To examine Training and development need assessment practice of the institute
- ✓ To investigate the selection process of trainees
- ✓ To assess the coordinated and integrated flow of training and development
- ✓ To examine the goals and objectives of the training and development program.
- ✓ To investigate the plan for training and development
- ✓ To see the provision practice of training and development in selected areas.

1.5 Significance of the Study

The significance of the study is to enable the institute to realize its strength and weakness and then take corrective measures on its weakness related to training and development. Furthermore, the study is expected to serve other researchers who are interested to carry out research in the area. It is also helpful to increase the student researcher's knowledge.

1.6 Delimitation of the Study

The study is delimited to the investigation of needs assessment of training and development, the assessment of selection practice of trainees, the assessment of the provision of training, the assessment of the practice in designing systematic plan for training and development, examining the organizational goals and objectives as well as assessing the practice of coordinated and integrated flow of training and development programs. With regard to training and development the student researcher is delimited to assess the importance of training and development given to the employees.

1.7 Definition of Terms

For a better understanding of the study, the terms mostly used in this paper, such as assessment, training and development are shortly defined with relation to the study.

1.7.1 Assessment

It is the act of appraisal or judgment about the value or the quality of training and development.

1.7.2 Training

It is defined as teaching a person to do something which is difficult or needs practice.

1.7.3 Development

It means to bring to a more advanced or nearly to a perfect state.

 (OXFORD Student Learner's DICTIONARY)

1.8 Research Design and Methodology

1.8.1 Research Design

The study used descriptive type of research design. It is followed by quantitative approaches to be able to transform or describe the current state of the phenomena and see the picture of the data collected from sample respondents.

1.8.2 Population and Sampling Technique

The population of the study was 416 which include the management staff and employees of the institute. The student researcher used stratified random sampling technique to select the sample respondents. Thus, the respondents were categorized by directorate of the institute.

 10 % of the total population was taken as sample size ie 42, from which the student researcher believed to get sufficient information. for the study which is equal to 42. The respondents were categorized by departments which are indicated below.

Table 1: Number of Population, and random Sample of respondents in each directorate

Directorates	No. of population	No. of random sample
Director General and Deputy Directors Office	23	2
Traditional and Modern Medicine Research Directorate	15	1
Nutrition and Food Science Directorate	25	3
Infectious and Non Infectious Diseases Research Directorate	87	8
Regional Laboratory Capacity Building Directorate	23	2
Vaccine and Diagnostic Reagent Production Directorate	8	1
Health System Research Directorate	5	1
Technology Transfer and Research Translation Directorate	3	1
Plan And Finance Monitoring And Evaluation Directorate	33	3
Human Resource Management and General Service Directorate	184	18
Audit and Inspection Office	4	1
Public Relation Office	6	1
Total	**416**	**42**

(Ethiopian Health and Nutrition Research Institute personnel Data, 2009)

1.8.3   Types of Data collected

The student researcher used both primary and secondary data sources for the study.

1.8.4   Methods of Data Collection

The student researcher mainly used questionnaire and interview as tools of data collection. The questionnaire were used to collect information from sample employees, and the interview questions were used for Human Resource Management staff in order to compare the two different group responses and obtain relevant information. Available studies, documents of Human Resource Management and other related materials were used as secondary data collection sources.

1.8.5   Methods of Data Analysis

After the data are collected, editing was carried out to make sure that they are correct. Then the coding process was performed and finally the analysis was carried out by carefully examining the different parts of the research to be able to interpret.

The student researcher used descriptive statistics in order to analyze, summarize and interpret the findings of the study. Percentage computation, tables and figures were used to get the

total picture of the data collected which enabled the student researcher to make comparative analysis. In summary the data were tallied, tabulated and analyzed using descriptive statistics.

1.9 Limitation of the Study

In conducting the research, the student researcher faced cost and shortage of time. Due to this the student researcher was obliged to allot additional money and time to overcome the challenges. In addition 7(17%) questionnaires were not returned, hence the student researcher considered 35(83%) questionnaires which were fully responded.

1.9 Organization of the Study

The research has four chapters. The first chapter consists of the introduction part which includes background of the study, statement of the problems, research questions, objectives, significance, delimitation and limitation of the study, research design methodology and organization of the study. The second chapter discusses the review of related literature. In the third chapter the findings from the data are discussed. The fourth chapter includes the summary, conclusion and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The definitions and details of other related issues of training and development are stated below

2.1 Definition of Training and Development

It is any attempt to improve current or future employee performance by increasing and employee's ability to perform through learning. Usually by changing the employee4's attitude or increasing his or her skills and knowledge. The need for Training and Development is determined by the employee's performance deficiency, computed as follows.

Training and development need = standard performance – actual performance (Aswathappa, 2002, 171).

According to Mamoria, C.B and Gankar (2001,277) Training and development, covers not only those activities which improve job performance but also those which bring about growth of the personality; help individual in the progress towards maturity and actualization of their potential capabilities so that they become not only good employees but better man and women. In organizational terms, it is intended to equip persons to learn more promotion and hold greater responsibility.

Different authors defined the terms education, training and development in different ways that give a clear picture of the terms.

Education:-

- ✓ "Education is the understanding and interpretation of knowledge" (Nair,N.G and Nair, 2004, 136, Cited from Memoria).
- ✓ "Education is concerned with increasing the general knowledge and understanding of the employees' total environment" (Nair,N.G and Nair, 2004, 136, Cited from Tripathy).

Training

- ✓ "Training is a short term process utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skill" (Nair,N.G and Nair, 2004, 136, <u>Cited fromSteinmez</u>).

- ✓ "Training refers only to instruction in technical and mechanical operations. Training courses are typically designed for a short term; stated set purposes (Nair,N.G and Nair, 2004, 136, Cited from

   Campbell).

- ✓ "Training is the art of increasing the knowledge and skill of an employee for doing a particular job" (Nair,N.G and Nair, 2004, 136, <u>Cited from</u>

   <u>Tripathy</u>).

- ✓ "Training is a learning process which seek a relatively permanent change in behavior that occurs as a result of experience" (Nair,N.G

   and Nair, 2004, 136, <u>Cited from Robbins</u>).

- ✓ "Training involves changing of skills, knowledge, attitude, or social behavior." (Nair,N.G and Nair, 2004, 136, <u>Cited from David de cenzo</u>

   <u>and Robbins</u>).

Development

- ✓ "Development covers not only those activities which improve job performance, but also those which bring about growth of personality, help individuals in the progress towards maturity and actualization of their potential capacities, so that they become not only good employees but better men and women.

   (Nair,N.G and Nair,   2004, 136, <u>Cited from</u> Memoria).

- ✓ "Development is an inclusive process with which both managers and individual employees are involved. It offers opportunities to learn skills, but also provide an

- ✓ Environment designed to discovering and cultivating basic attitudes and capabilities and facilitating of continuing personal growth."

   (Nair,N.G and Nair, 2004, 136, <u>Cited from</u> Yoder).

2.2 The difference between training, education and development

We can make a distinction among training, education and development. Such distinction enables us to acquire a better perspective about the meaning of the terms. Training as was stated earlier refers to the process of imparting specific skill. Education, on the other hand, is confined to theoretical learning in classrooms.

Though training and education differ in nature and orientation, they are complementary. An employee for example, who undergoes training, is presumed to have had some formal education. Furthermore, no training program is complete without an element of education. In fact, the distinction between training and education is getting increasingly blurred now-a-days. As more and more employees are called upon to exercise judgment and to choose alternative solution to the job problems, training programs seek to broaden and develop the individual through education. For instance, employees in well-paid jobs and or employees in the service industry may be required to make independent decisions regarding their work and their relationships with clients. Hence organizations must consider elements of both education and training while planning their training programs.

Development refers to those learning opportunities designed to help employees grow. Development is not primarily skills-oriented. Instead it provides general knowledge and attitudes which will be helpful to employees in higher positions. Efforts towards development often depend on personal drive and ambition. Development activities such as those supplied by management developmental programmers are generally voluntary.

To bring the distinction among training, education and development into sharp focus, it may be stated that training is offered to operatives, whereas developmental programs are meant for employees in higher position. Education however is common to all employees, their grades not withstanding (Aswathappa, 2002, 172).

2.3. Inputs in Training and Development

Any Training and Development program must contain inputs which enable the participants to gain skills, learn theoretical concepts and help acquire vision to look in to the distant future. In addition to these, there is a need to impart ethical orientation

emphasize on attitudinal changes and stress upon decision making and problem solving abilities (Ibid).

2.4 Importance of Training and Development

Training and development programs, as was pointed out earlier, help remove performance deficiencies in employees. This is particularly true when

I.   The deficiency is caused by a lack of ability rather than a lack of motivation to perform,

II.   The individual (s) involved have the aptitude and motivation need to learn to do the job better, and

III. Supervisors and peers are supportive of the desired behavior.

(Aswathappa, 2002, 177-178)

There is greater stability, flexibility and capacity for growth in an organization. Training contributes to employee stability in at least two ways. Employees become efficient after undergoing training. Efficient employees contribute to the growth of the organization. Growth renders stability to the work force. Further trained employees tend to stay with the organization. They seldom leave the company. Training makes the employees versatile in operations. All rounder can be transferred to any job. Flexibility is therefore ensures. Growth indicates prosperity, which is reflected in increased profits from year to year. Who else but well trained employees can contribute to the prosperity of an enterprise?

Accidents, scrap and damage to machinery and equipment can be avoided or minimized through training. Even dissatisfaction, complaints, absenteeism, and turnover can be reduced if employees are trained well.

Further need of employees will be met through training and development program. Organizations take fresh diploma holders or graduates as apprentices or management trainees. They are absorbed after course completion. Training serves as an effective source of recruitment.

Training is an investment in human resource with a promise of better returns in future. Though no single training program yields all the benefits, organization which devotes itself to training and development enhances its human resource capabilities and strengthens its competitive edge.

At the same time the employee's personal and career goals are furthered, generally adding to his or her abilities and value to the employer.

2.5 The Benefits of Employee Training

2.5.1 How Training Benefits the Organization

According to the literature cited from Tessen, (1978, 7) "once again, why Training,"? Training and development benefits both employees and the organization and some of the benefits of effective training and development are as follows.

- Leads to improved profitability and/or positive attitudes to wards profit orientation
- Improves the job, knowledge and skills at all levels of the organization
- Improves the morale of the work force
- Helps people identify with organization goals
- Helps create a better corporate image
- Fosters authenticity, openness and trust
- Improves relationship between boss and subordinate
- Aids in organizational development
- Learns from the trainee
- Helps prepare guidelines for work
- Aids in understanding and carrying out organizational police.
- Provides information for future needs in all areas of the organization
- Organization gets more effective decision making and problem solving skills.
- Aids in development for promotion from within
- Aids in developing leadership skills, motivation, loyalty, better attitudes and other aspects that successful workers and mangers usually display
- Aids increasing productivity and/or quality of work
- Helps keep costs down in many areas e.g. production, personnel administration, development etc.
- Develops a sense of responsibility to the organization for being competent and knowledgeable
- Improves labor management relation

11

- Reduces outside consulting cost by utilizing competent internal consultant
- Stimulates preventive management as opposed to putting out fires
- Eliminates suboptimal behavior (such as hiding tools)
- Creates an appropriate climate for growth, communication
- Aids in improving organizational communication.
- Helps employees adjust to change
- Aids in handling conflict thereby helping to prevent stress and tension.

2.5.2. Benefits to the individual which in turn ultimately should benefit the organization

- Helps the individual in making better decision and effective problem solving
- Through training and development motivational variables or recognition, achievement, growth, responsibly and advancement are internalized and operational.
- Aids in encouraging and achieving self-development and self confidence.
- Helps a person handle stress, tension, frustration and conflict
- Provides information for improving leadership, knowledge, communication skills
- Satisfies personal needs of the trainer (and trainee)
- Provide the trainee an avenue for growth and say in his/her/own future.
- Develops a sense of growth in learning
- Helps a person develop speaking and listening skills; also writing skills when exercises are required.
- Helps eliminate fear in attempting new tasks.

2.5.3 Benefits In Personnel and Human Relations, Intra Group And Inter Group Relations, and Policy Implementation.

- Improves communication between groups and individuals
- Aids in orientation for new employee and those taking new jobs through transfer or promotion
- Provides information on equal opportunity and affirmative action
- Provides information on other government laws and administrative polices.
- Improves interpersonal skills
- Makes organizational polices, rules and regulations viable

- Improves morale
- Builds cohesiveness in groups
- Provides a good climate for learning, growth and co-ordination
- Makes the organization a better place to work and live.   Aswathappa, (2002,179)

2.6. The Training Process

There are various phases (steps) involved in the design and development of training program particularly for the employees. Following are the major steps involved.

1. Identification of training needs of employees.
2. Planning of training program
3. Preparation of trainees (Make Ready)
4. Implementation
5. Performance evaluation
6. Follow-up

FIGURE 1 FLOW DIAGRAM OF TRAINING PROGRAMME
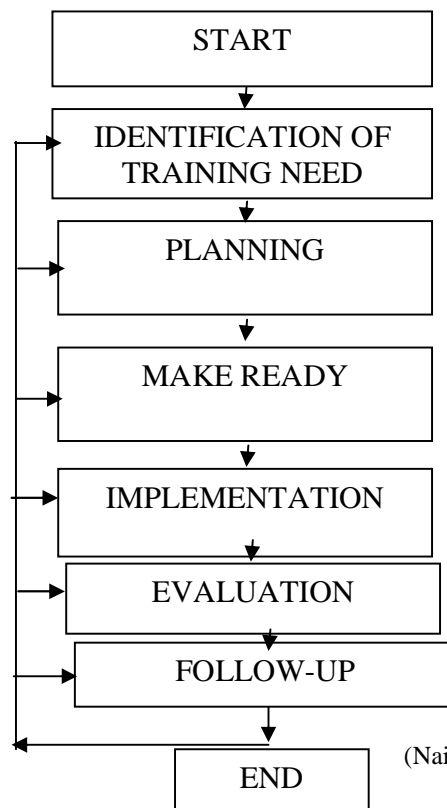
```
        ┌─────────────────────┐
        │        START        │
        └─────────────────────┘
                  │
        ┌─────────────────────┐
        │  IDENTIFICATION OF  │
  ─────▶│   TRAINING NEED     │
        └─────────────────────┘
                  │
        ┌─────────────────────┐
  ─────▶│      PLANNING       │
        └─────────────────────┘
                  │
        ┌─────────────────────┐
  ─────▶│     MAKE READY      │
        └─────────────────────┘
                  │
        ┌─────────────────────┐
  ─────▶│   IMPLEMENTATION    │
        └─────────────────────┘
                  │
        ┌─────────────────────┐
  ─────▶│     EVALUATION      │
        └─────────────────────┘
                  │
        ┌─────────────────────┐
  ─────▶│      FOLLOW-UP      │
        └─────────────────────┘
                  │
        ┌─────────────────────┐
        │        END          │   (Nair, N.G and Nair, 2004, 146-147)
        └─────────────────────┘
```

13

2.7. Organizational Objective and Strategies

The first step in the training process in an organization is the assessment of its objectives and strategies. What businesses are we in? At what level of quality do we wish to provide this product or service? Where do we want to be in the future? It is only after answering theses and other related questions that the organization must assess the strengths and weakness of its human resource (Aswathappa, 2002, 181).

2.8. Needs Assessment

Needs assessment diagnoses present problems and future challengers to be met through training and development. Organization spends vast sums of money usually as a percentage on turnover on training and development. Before committing such huge resource, organizations would do well to assess the training needs of their employees. Organization that implements training programs with or conducting needs assessment may be making errors. For example, a needs assessment exercise might reveal that less costly intervention (e.g. Selection, compensation package, job design) could be used in lieu of training.

Needs assessment occurs at two levels-group and individual. An individual obviously needs training when his or her performance falls short of standards that is when there is performance deficiency. Inadequacy in performance may be due to lack of skill or knowledge or any other problem. The problem of performance deficiency caused by absence of skills or knowledge can be remedied by training. Faulty selection, poor job design, uninspiring supervision or some personal problem may also result in poor performance. Transfer, job redesign, improving quality of supervisor, or discharge will solve the problem (Ibid).

According to the view of (Ivancevich, John M, 2004,402) employees' needs also must be considered. Asking people what their needs are on the job and asking them to perform tasks can provide information and data. Examining employee's performance against standards or compared with that of co-workers can help identify strength, weaknesses and needs. Ivancevich suggested that there are four ways that help to determine employees' needs of training. They are:-

- ✓ Observing employees
- ✓ Listening of employees
- ✓ Asking supervisors about employees' needs

14

✓ Examining the problems employees have

The next figure depicts the assessment of individual training needs and remedial measures.

Figure 1 Needs assessment and remedial measures

```
                    ┌──────────────────────┐
                    │ Performance deficiency│
                    └──────────────────────┘
                               │
          ┌────────────────────┴────────────────────┐
          ▼                                          ▼
  ┌──────────────┐                          ┌──────────────┐
  │ Lack of skill│                          │ Other causes │
  │ or knowledge │                          └──────────────┘
  └──────────────┘                                  │
          │                                         ▼
  ┌──────────────┐                          ┌──────────────┐
  │   Training   │                          │ Non- Training│
  └──────────────┘                          │   measures   │
                                            └──────────────┘
```
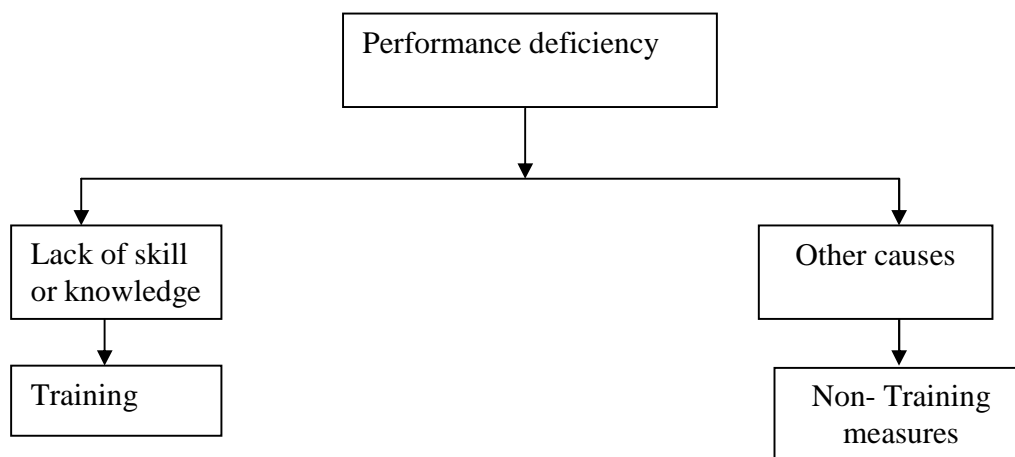
(Ibid)

Assessment of training needs must also focus on anticipated skills of an employee. Technology changes fast and new technology demands new skills. It is necessary that the employee be trained to acquire new skills. This will help him/her to progress in his/her career path. Training and development is essential to prepare the employees to handle more challenging tasks.

Individuals may also require new skills because of possible job transfer. Although job transfers are common as organizational personnel demands vary, they do not necessarily require elaborate training efforts. Employees commonly require only an orientation to new facilities and jobs.

Assessment of training needs occurs at the group level too. Any change in the organizations strategy necessitates training of groups of employees. For example when the organization decides to introduce a new line of products, sales personnel and production workers have to be trained to produce sell and service the new products. Training can also be used when high scrap or accident rates, low morale and motivation or other problems are diagnosed. Although training is not a cure-all, such undesirable happenings reflect poorly trained workforce.

(Aswathappa, 2002 181-182)

15

2.8.1 Needs Assessment Methods

Several assessment methods are available to training needs such as group or organizational analysis and individual analysis.

Organizational goals and objectives, personnel/skills inventories, organizational climate indices, efficiency indices, exit interviews, Management by objective or work planning systems and the like, could be used and to analyze training needs with regard to organization; while performance appraisal, work sampling, interviews, questionnaires, attitude survey, Training progress and rating scales can be used as tool or methods for the assessment of training. (Ibid)

2.8.2 Benefits of need Assessment

The need assessment helps diagnose the causes of performance deficiency in employee. Specifically need assessment helps trainers to understand the need of the training group and the sponsoring organizations. The sponsoring organizations will be able to reduce the perception gap between the participants and their bosses, and trainers also will be able to pitch their course inputs cover to the specific needs of the participants. (Ibid)

2.9. Training and Development Objective

Once Training needs are assessed Training and development objectives and goals must be established. Without clearly set objectives and goals, it is not possible to design a training and development program, and after it has been implemented there will be no way of measuring its effectiveness. Goals must be tangible, verifiable and measurable.

In view of this, in addition to developing the skill and knowledge of employees, Training and development also has the objectives of enabling employees to follow directions, make employees alert, neat and clean, dependable and punctual.

Though there is no agreed list of objectives, a number of objectives for training and development of managers are identified by various authors. The overall objectives training and development for executives or managers are listed below.

- ✓ Empower managers by increasing their individual efficiency, effectiveness and competence.

16

- ✓ Improve managerial skills.

- ✓ Increase individual abilities and personality

- ✓ Expose them to the management functions

- ✓ Increase their knowledge and skill in specialized arias on selective basis.

- ✓ Prepare them to assign higher responsibilities based on succession plans.

- ✓ Make them aware of environmental factors and prepare them to face challenges and changes

- ✓ Enable them to contribute their might to sustain competitive advantage through innovation in management (Nair and Nair 2004, 169).

2.10 Designing training and development program

Every training and development program must address certain vital issue such as:-

(i) Who participates in the program? (ii) Who are the trainers? (iii) What methods and techniques are to be used for training? (iv) what should be the level of training?(v) what learning principles are needed?(vi) where is the program conducted? (Asswathappa, 2002, 183)

2.11 What should be the Level of Training?

There are three basic levels at which the inputs can be taught. At the lowest level, the employee or potential employees must acquire fundamental knowledge. This means developing a basic understanding of a field and becoming acquainted with the language, concepts and relationships involved in it. The goal of the next level is skill development, or acquiring the ability to perform particular skill areas. The highest level aims in increased operational proficiency. This involves obtaining additional experience and improving skills that have already been developed. All the inputs of training can be offered at the three levels. How effectively they are learned depends on several principles of learning.

For example, using motivation as an input will help trainees to learn faster and better; Feedback as an input will help trainees to correct mistakes if results are not as much as expected and using repeated practice as an input will make trainees master the new skill or behavior.

 (Aswathappa,   2002, 189 and Nair, N.G and Nair, 2004, 141)

2.12. Conduct of Training

A final consideration is where the training and development program is to be conducted. Actually, the decision comes down to the following choices.

1. At the job itself
2. On site but not the job. For example in training room in the company
3. Off the site, such as in a University or College class room, Hotel, a resort or a conference center.

Typically, basic skills are taught at the job, and basic grammar skills are taught on the site. Much of interpersonal and conceptual skills are learnt off the site. (Aswathappa, 2002, 191)

2.13. Implementation of the Program

Once the training program has been designed, it needs to be implemented. The implementation of the training program involves actions on the following lines.

1. Deciding on the location and organizing training and other facilities.
2. Scheduling the training program.
3. Conducting the program and
4. Monitoring the progress of trainees.   (Ibid)

2.14. Evaluation of the Program

The last stage in the training and development process is the evaluation of results. The evaluation of training is intended to serve the following objectives.

✔ To check effectiveness of training to improve performance of employees on the job.

✔ To ascertain how far the training is useful to improve career prospects of individual employee in the organization.

✔ To identify the deficiencies of training for the purpose it is intended, in order to incorporate additions to the training program.

✔ To identify unnecessary aspects in the training for the purpose of deleting such things from the training program.

✔ To improve cost - effectiveness of training program. (Nair, N.G, and Nair,2004, 157)

2.15. Impediments of effective training

There are many impediments which can make training program in effective. Following are the major hindrances.

✓ Management commitment is lacking and uneven. Most companies do not spend money on training. Those that do tend to concentrate on managers, technicians and professionals.

✓ Aggregate spending or training is inadequate. Companies spend extremely small proportion of their revenues on training. Worse still, budget allocation to training is the first item to be cut when a company faces a financial crunch.

✓ Educational Institutions award degrees but graduates lack skills. This is the reason why most business must spend vast sum of money to train workers in basic skills.

✓ Large scale poaching of trained workers. Companies poach (take) a great number of trained workforces from another company.

Major trade unions:- organized labor unions have little time in imparting training to their members. (Aswathappa, 2002, 191)

2.16. How to Make Training Effective.

Actions on the following lines need to be initiated to make training practice effective.

✓ Ensure that the management commits itself to allocate major resources and adequate time to training.

✓ Ensure that training contributes to competitive strategies of the firm. Different strategies need different human resource skills for implementation.

✓ Ensure that a comprehensive and systematic approach to training exists, and training and retaining are done at all levels on a continuous and ongoing basis.

✓ Make learning one of the fundamental values of the company. Let this philosophy percolate down to all employees in the organization.

✓ Ensure that there is proper linkage among organizational, operational and individual training needs. Create a system to evaluate the effectiveness of training. (Aswathappa,2002, 193-194)

Therefore, according to the extensive literature of ASWATHAPPA and NAIR, N.G, NAIR, which is included in this review, one can thoroughly understand what training and development is. The well elaborated presentation of training and development theories of these scholars concerning the

benefits of training, the importance of need assessment which could be performed by organizations, the steps or processes to be conducted in training and development program will lead to successful completion of the training programs. The literature also will enable the organizations how to undertake the implementation of the training and development program and understand the difficulties faced in the course of conducting the program as will as the remedies to the problems. Finally the authors provided suggestions how to evaluate the success of training ad development programs, so that to check and ascertain how far the training is useful to improve the career of employees and how far it benefits the organization.

CHAPTER THREE

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This part of the study is concerned with the presentation, analysis and interpretation of the different data collected through the use of questionnaire and interview.

The study is conducted on the Ethiopian Health and Nutrition Research Institute. The study encompasses a sample of 42 employees out of the total number of 416 employees of the institute for filling the questionnaire as well as the Human Resource Management and General Service Directorate Director and his staff for the interview. Stratified random sampling technique is used to select the sample respondents which are 10% of the population. Only 35 questionnaires were responded fully. i.e 83% of the total sample.

Hence, the data presentation and analysis is made by considering the 35 questionnaires that are properly filled and the interview answered.

3.1 Analysis and findings of the study.

This section discuses the analysis and findings of the study undertaken on training and development practice in the Ethiopian Health and Nutrition Research Institute.

Based on the objectives to assess and analyze the overall practice of training and development program of the institute, data were collected through the use of questionnaire and interview. Hence, major findings of the study are presented here under.

Table 2 Personal data of the respondents

Item	Respondents	
	N<u>o</u>.	%
1. sex		
Male	24	69
Female	11	31
Total	35	100
2. Age		
18-20 Years	-	-
21-25 Years	-	-
26-30 Years	2	6
31-35 Years	1	3
36-40 Years	8	23
Above 40 Years	24	68
Total	35	100
3. Educational level		
12th complete & below	2	6
Certificate	1	3
Diploma	14	40
B.A (MD) Degree	7	20
M.A Degree	8	23
Above M.A Degree	3	8
Total	35	100
4. year of Service		
Below 3 yrs	3	9
3-4 yrs	3	9
>5-10 yrs	4	11
Above 10 yrs	25	71
Total	35	100

According to item 1 of table 2 out of the total respondents 69% are male while 31% are female. The above indicates that the number of male employees is greater than the number of female employees.

As shown in item 2, of the same table, out of the total respondents, 6% are between 26-30 Years old, 3% are between 31-35 yrs old. 23% are between 36-40 Years old, and 68% are above 40 yrs old. The above data indicates that more than two third of the employees are above 40 yrs old.

According to the employs profile, the educational level of the employees is, 40% of the respondents have Diploma, 23% of the respondents have M.A Degree, 20% of the respondents have B.A Degree, 6% of the respondents have completed 12th grade and 3% of the respondents have certificate,

Hence, the student researcher can infer that the institute is well equipped by qualified work force.

As per the year of service of the employees, 71% of the respondents have served above 10 years. 11% of the respondents served between greater than 5 years and less than 10 years, 9% of the respondents served between 3-5 years and 9% of the respondents have served the institute below 3 years.

Therefore, the student researchers concluded that the institute has a great number of well experienced work forces.

Table 3   Response to whether training and development need assessment is conducted or not in the institute

Question	Respondents	
	N<u>o</u>.	**%**
1. Is training and development need assessment conducted in the institute?		
Yes	9	26
No	22	63
I don't know	4	11
Total	35	100
2. Does the institute collect training needs from departments periodically?		
Yes	9	26
No	25	71
I don't know	1	3
Total	35	100

N.B Round figures are used

As indicated in table 3, No 1, 26% of the total respondents believe that training and development need assessment is concluded 63% of the respondents say there is no training and development need assessment is carried out by the institute, while 11% of the respondents do not know whether training and development need assessment is carried out or not.

Hence, though few of the respondents confirmed that training need assessment is conducted in the institute, according to the majority of the

respondents, the student researcher concluded that enough training and development need assessment is not undertaken by the institute.

As one can see from the above table 3, No 2, 26% of the respondents believe that training need is collected periodically from departments, 71% of the respondents say training need is not collected periodically from departments, and 3% of the respondents do not know.

Therefore, the student researcher can infer from the data given on the above table 3, that training need in not fully collected periodically from the departments.

Table 4 Responses to the planning of the skill and ability development of employees

Question	Respondents	
	No.	**%**
Does the institute have a plan for developing the skill and ability of employees?		
Yes	6	17
No	20	57
I don't know	9	26
Total	35	100

N.B Round figures are used

According to the data shown in table 4, 17% of the respondents indicated that the institute has skill and ability development plan, and 57% of the respondent say there is no plan for developing the skill and ability of employees in the institute. The interviewee also shares the response, in that they are unable to decide early on what the focus of training program should be, this means they are not preplanned.

Therefore, according to the data in the above table 4, and the response obtained from the interviewee, the student researcher can say that there is no enough plan for developing the skill and ability of employees.

Table 5   Responses to the participation of employees in designing and planning training and development.

Question	Respondents	
	No.	**%**
Have you ever participated in the course of designing and planning training and development?		
Yes	16	46
No	19	54
Total	35	100

N.B Round figures are used

As per the participation of employees in designing and planning training and development, 46% of the respondents confirmed that they were participating, while 54% of the respondents did not participate in the designing and planning of training and development programs.

Hence, from the above response the student researcher concluded that the designing and planning activities of the management with regard to training and development is not much participative.

Table 6   Respondents knowledge about goals and objectives of training and development of the institute

Question	Respondents	
	N<u>o</u>	**%**
Do you know the organizational goals and objectives set by the institute regarding training and development?		
Yes	20	57
I don't know	15	43
Total	35	100

N.B Round figures are used

As it is shown in the above table 7, 57% of the total respondents have the knowledge about the training and development goals and objective set by the institute. According to their statement, the major goals and objective of training and development of the institute are as follows.

- To fill gaps and increase the performance of employees
- To increase the skill and knowledge of employees.
- To provide quality service for the society
- To assign the right person on the right place.
- To enable the employee accomplish the vision and mission of the institute.

The rest 43% of the respondents do not know about the goals and objectives set by the institute regarding training and development.

According to the response obtained from the interviewee the goals and objective set with regard to training and development is to maximize the performance of individuals and groups in the organization.

Therefore, although it is not sufficient, the study indicates that there is an effort made by the management to make all its employees aware of training and development goals and objectives.

Table 7 Response to the provision of training and development course to employees

Question	Respondents	
	N<u>o</u>	**%**
Do you think that the institute provides training on selected areas in order to fill gaps?		
Yes	8	23
No	21	60
I don't know	6	17
Total	35	100

N.B Round figures are used

In the case of the provision of training on selected areas to fill gaps, as shown in the above table 7, 23% of the respondents indicated that training is provided in selected areas in order to fill gaps, 60% of the respondents say no it is not provided in selected areas to fill gaps, while 17% of the respondents don't know whether training is given to selected areas to fill gaps or not.

Hence, inferring from the data on the above table 7, the institute is not satisfactorily providing training on selected areas to fill gaps.

Table 8 Respondents knowledge to the existence of trainee selection criteria

Question	Respondents	
	No.	**%**
Is there trainee selection criteria set by the institute?		
Yes	17	49
No	7	20
I don't know	11	31
Total	35	100

N.B Round figures are used

In the above table 8, it is depicted that 49% of the respondents know that there is trainee selection criteria, 20% of the respondents say there is no criteria set except that the departments select by their own way and by the request of employees and also they stated that if there is budget allotted, training is provided for all employees turn by turn. The rest 31% of the respondents do not know the existence of trainee selection criteria. This indicates that appropriate effort has not been made to make all employees know the available criteria for selection.

According to the statements of the interviewees, there is guide line to conduct training abroad, but they are on the way to prepare a guide line for local training programs which is one of the difficulties that the management has been facing in selecting employees for local training.

Therefore, as the study indicates on the above table 8, there are trainee selection criteria, and in order to improve it the management stated that they are on the way to undertake the preparation of criteria for local and abroad trainings.

29

Table 9   Responses regarding trainee selection fairness and transparency.

Question	Respondents	
	No.	**%**
Do you think that the trainee selection process is fair and transparent?		
Yes	9	26
No	15	43
I don't know	11	31
Total	35	100

N.B Round figures are used.

According to the data shown above table 9, 26% of the respondents believe that the trainee selection is fair and transparent, 43% of the respondents say it is not fair and transparent. As per the statement of the respondents the selection has the following defects.

1. Training is provided by the request of employees.

2. The departments select trainees by their own way

3. Training is provided only to utilize the budget.

4. There are no clear selection criteria both for local and abroad trainings.

The rest 31% of the respondents do not know whether the selection is fair and transparent or not.

Therefore, according to the response, there is an indication that appropriate efforts have not been exerted to make all employees know the selection process in order to avoid the doubts resulted.

Table 10   Response to the participation either in training or development courses.

Question	Respondents	
	N<u>o</u>.	**%**
Have you ever participated either in training or development?		
Yes	35	100
No	-	-
Total	35	100

Based on the data shown in table 10, 100% of the respondents indicated that they have participated in the training and development programs, and this shows that the management's effort to enhance that performance of the employees and the institute by providing training and development.

Table 11   Responses to the type of training methods.

Question	Respondents	
	N<u>o</u>.	**%**
Could you indicate in which type training methods you have participated?		
On – the –job	17	49
Off the Job	11	31
Both	7	20
Total	35	100

N.B Round figures are used

The above table 11 shows that 49% of the respondents participated on the Job training programs, 31% of the respondents participated off the job

training program, and the remaining 20% of the respondents have taken both on the job training and off the Job training.

Therefore, the result indicates that the institute has focused more on providing on-the-Job training to enhance employee's performance on the actual work activities.

Table 12 Respondents frequency of participation in training and development courses

Question	Respondents	
	No.	**%**
1. How many times have you participated in any training course that enables you to increase your knowledge and non-managerial skill?		
1. Time	10	29
2. Times	9	26
	6	17
3. Times	5	14
	5	14
4. Times		
Above 4 times		
Total	35	100
2. How many times have you participated in development course intended to improve your managerial Job performance?		
1. Time	10	29
2. Times	9	26
	8	23
3. Times	4	11
4. Times	4	11
Total	35	100

N.B Round figures are used

32

As it is shown in the above table 12, No 1, all the respondents have participated in one or more training courses to increase their knowledge and non-managerial skill, and this indicates the institute's training program has allowed participating most of the staff which is a very good practice.

As seen from the above table 12, No 2, 29% of the respondents have participated in development courses for 1 time, 26% of the respondents have participated 2 times, 23% of the respondents participated 3 times, 11% of the respondents have participated 4 times, and also 11% of the respondents have participated above 4times.

Therefore, as shown in the above table 12, employees who are in different positions have participated in one or more development courses to improve their managerial job performance, and the student researcher can say that the institute has made a great effort to develop its management staff.

Table 13 Responses regarding training and personal growth opportunities given to make employees stay in the institute.

Question	Respondents	
	No.	**%**
Does the training and personal growth opportunities given to you encourage you to stay in the institute?		
Yes	12	34
No	23	66
Total	35	100

N.B Round figures are used

As seen from the above table 13, 34% of the total respondents confirmed that the training and growth opportunities given encouraged them to stay in the institute, while 66% of them believe that it is not encouraging to stay in the

institute. So, according to the response obtained from the respondents the majority of them confirmed that they were not encouraged to stay in the institute and the management did not exert much effort to provide training and growth opportunities to its employees.

Table 14   Responses to the results achieved from development programs in increasing manager's knowledge, skill and capabilities.

Question	Respondents	
	No.	**Grade (5 point scale)**
To what extent do you think the development course given to managers increased their knowledge, managerial skill, and capabilities?		
Very high	2	5x2 =10
High	18	4x18 = 72
Medium	10	3x10 =30
Low	2	2x2 = 4
Very low	3	1x3 = 3
Total	35	119
		Average 119 / 35 = 3.4

The extent of filings or judgments of the respondents is shown in table 14. The grading of their judgment is, 5 points for very high, 4 points for high, 3 points for medium,2 points for low, 1 point for low. As indicated in the above table 14, 2 respondents gave very high (5 points), 18 respondents gave high (4 points), 10 respondents gave medium (3 points), 2 respondents gave very low (1 point) and the total grade point became 119.The average of the grade point is 3.4

Therefore, since the average point is more than half, the student researcher can conclude that it is positive judgment and the managers have

increased their knowledge, managerial skill and capabilities. This is a good practice of the institute.

Table 15 Response to analysis of the effect of training given to employees.

Question	Respondents	
	No.	**%**
Does your department make analysis on the effect of training given to employees?		
Yes	10	29
No	19	54
I don't know	6	17
Total	35	100

N.B Round figures are used

As seen on the above table 15, 29% of the respondents stated that the departments analyze the effect of training given to employees, and 54% of the respondents stated that the departments do not make analysis on the effect of training given to employees, while 17% of the respondents do know whether analysis is made or not.

According to the response obtained from the interviewee regarding the effect or outcomes of training and development, they confirmed that training effects assessment is not regularly conducted. However, they believe that better performance is obtained, and also they have seen that job satisfaction is rarely felt up on some employees.

As per the response indicated in the above table 15, and according to the answer of the interviewee, sufficient analysis is not carried out regularly on the effect of training by the departments.

Table 16   Responses with regard to the duration and place of training and development program

Question	Respondents	
	No.	**%**
1. Do you think the duration of training and development program was sufficient?		
Yes	7	20
No	28	80
Total	35	100
2. Was the place where training and development conducted conducive?		
Yes	32	91
No	3	9
I don't know		
Total	35	100

N.B Round figures are used

As it is shown in the above table 16, No 1, it is shown that 20% of the respondents say the duration of training and development program is sufficient, while 80% of the respondents say the duration is not sufficient.

According to the view of Mamoria, (2004, 295), the duration of a training varies with the skill to be acquired, the complexity of the subject, a trainee's aptitude and ability to understand, and the training media used.

Generally, a training period should not be unduly long; if it is, trainees may feel bored, uninterested. The ideal session should not be beyond 2 to 3 hours at a stretch, with a break in between two sessions. More depending upon job requirements.

Therefore, according to the response shown in the above table 16, No 1, it can be concluded that the respondents do not believe that the period of training and development is not sufficient. In addition, the student researcher can say that the views and suggestions of Mamoria, C.B. (2004,295) are not introduced and not widely understood by the employees of the institute.

As shown in the table 16, No 2, 91% of the respondents say that the place was convenient to conduct training and development, while 9% of the respondents say it was not conducive.

So, as the respondents confirmed in the table 16 No 2, it could be concluded that the physical location where training and development conducted is pleasant.

Table17: Response regarding to the existence of coordination and integration in conducting training and development.

	Respondents	
Question	**No.**	**%**
Do you think that coordinated and integrated training and development is conducted in the institute?		
Yes	13	37
No	20	57
I don't know	2	6
Total	35	100

N.B Round figures are used

As seen from table 17, 37% of the respondents state that training and development is conducted in coordinated and integrated way, but 57% of the respondents say that there is no coordination and integration of training and development activities, the rest 6% do not know about the coordination and integration activities of training and development activities.

Thus, as per the response indicated in the above table 17, the student researcher can conclude that few of the concerned staff of the institute is given

the chance to join in the activities of training and development programs, and this shows that there exists lack of coordination in the institute.

Table 18: Response with regard to the performance of trainers

Question	Respondents	
	No.	**%**
How do you see the performance of trainers regarding the transfer of their knowledge to trainees?		
Very good	8	5x8 = 40
Good	15	4x15 =60
Fair	11	3x11 = 33
Poor	1	2x1 = 2
Not good at all	-	1x0 = 0
Total	35	135
	Average 135÷35= 3.9	

N.B Round figures are used

Concerning the performance of trainers regarding the transfer of their knowledge, the respondents were asked to rate them. In order to rate the trainers 5 point scale is used, i.e. 5 points for very good, 4 points for good, 3 points for fair, 2 points for poor and 1 point for not good at all.

As shown in the above table 18, 8 respondents gave very good (5 points), 15 respondents gave good (4points), 11 respondents gave fair (3 points), 1 respondent gave poor (2 Points), none of the respondents gave not good at all (1 point), and the total grade point becomes 135. When we take the average of the total grade point it becomes 135 ÷35 = 3.9.

Therefore, according to the response shown in the above table 18, the majority of the respondents evaluated the performance of the trainers, and found most of them were good. As far as the overall performance rating result is concerned, the result is above average, and from this the student researcher concluded that an appropriate selection of trainers is done by the institute.

Table 19 Response regarding any problem seen in training and development program.

Question	Respondents	
	N<u>o</u>	%
Did you see any problem regarding training and development program?		
Yes	19	54
No	16	46
Total	35	100

N.B Round figures are used

According to the data shown in table 19, 54% of respondents believe that there are problems in training and development programs. The major problems they mentioned are as follows.

- The institute does not provide up to date training and development courses.
- Practical training is not included in the training program.
- The training program and development provided is not problem solving.
- There is no plan for training and development
- Sufficient budget is not allotted for training and development programs.
- Training and development programs are not continuous.
- Training and development is given to particular persons and sections.

- Training is not provided for the right person and not job related.
- Inability of instructors in using teaching aids and methods.

The rest 46% of the respondents confirmed that they did not see any problem with regard to training and development.

Therefore, as shown in the above table 19, there are indications of problems in the activities of training and development, and according to the statement provided by the respondents, the student research concluded that there are some difficulties in providing up to date training and development courses, inability of planning and in sufficient budget allocation for training and development programs.

Interview analysis

As mentioned earlier one of the methods used to collect data for this study is conducting interview. The interview questions were raised to the Human Resource Management and General Service Directorate Director. Following are the interview questions and the responses of the Director.

1. Do you consider employee's needs of training and development?

   The answer to this question was yes they do consider, But they take it as an input for the need assessment. They don't pass training decision only based on the employee's need. They always examine whether the employees need is commensurate with the training and development plan of the institute.

   With regard to considering employees needs of training and development, Invanchevich, (2004,402) Suggested that employees needs must be considered. Asking people what their needs are on the job and asking them to perform tasks can provide information and data. Examining employees' performance against standard or compared with that of co-workers can help and identify strength and weakness and needs.

Ivancevich also suggested that there are four ways that help to determine employees' needs of training. They are:

- Observing employees

- Listening of employees

- Asking supervisors about employees' needs

- Examining the problems employees have.

Hence, as per the response obtained from the interviewee and according to the suggestion of Ivancevich, it can be concluded that considering employees needs of training and development is essential.

2. Does the institute evaluate the results of training and development?

The interviewee answered that there is no proper way of evaluating training and development results.

According to Mamioria,(2004,310) suggestion, evaluation of training program must be based on the following principles.

- Evaluation specialists must be clear about the goals and purposes of evaluation.

- Evaluation must be continuous

- Evaluation must be specific

- Evaluation must provide the means and focus for trainees to be able to appraise themselves, their practice, and their products.

- Realistic target dates must be set for each phase of evaluation process. a sense of urgency must be developed, but deadlines that are unreasonably high will result in poor evaluation.

In addition it is suggested that four basic categories of outcomes can be measured.

- **Reaction:** Evaluate the trainee's reaction to the program. Did he like the program? Did he think it worthwhile?
- **Learning:** Did the trainee learn the principles, skills and fact that the supervisor or the trainer wanted him to learn.
- **Behavior**: whether the trainee's behavior on the job changed because of the training program.
- **Result:** what final result have been achieved? Did he learn how to work on machine? Did scrap page costs decrease? Was turnover reduced? Are production quotas now being met? Etc.

Questionnaires or structured interviews with the immediate supervisor of the trainee are acceptable methods for obtaining feedback on training. The supervisor is asked to rate the former trainee on job proficiency directly related to the training objectives.

Thus, according to Mamoria's suggestion, it can be concluded that evaluating the results of training and development is very important to determine the ability of participants to perform jobs for which they were trained.

3. The interviewee was asked to explain how many employees were offered training? In which area? Where and at what level during the past three years?

The response obtained is shown in the table below.

Table 20 Responses regarding the number of employees who were offered training, the area and level of training.

Level	Place	2002			2001			2000		
		M	F	T	M	F	T	M	F	T
PHD	Local	-	-	--	-	-	-	2	-	2
	Abroad	-	-	--	-	-	-	1	-	1
MSC/ MA	Local	-	-	--	4	1	5	1	1	2
	Abroad	6	1	7	-	-	--	-	-	-
Trainings	Local	1	10	11	8	8	16	36	29	65
Below 3 months	Abroad	4	1	5	17	4	21	5	4	9

Source EHNRI

From the response indicated in the above table 20, it is possible to understand that the institute has more emphasis on short term trainings both locally and abroad. Though the areas of trainings are not indicated in the table provided by the interviewee, in general the effort of the institute with regard to training is encouraging.

4. The interviewee is also asked whether the institute allot sufficient budget for training and development or not.

According to the response of the interviewee the institute couldn't allocate sufficient budget every year for it is dependent on government budget.

So, from the response given by the interviewee, we can say that the budget allocated is inadequate to satisfy the training need of the institute.

5. In response to the question that "what kind of problems exist in practicing training and development and what measures were taken? The interviewee responded the following.

Problems:

1. unable to decide early on what the focus of the training program should be (Not preplanned)
2. Unable to measure the result of the training provided.

43

3. Difficulties in selecting employees for local trainings.
4. Inadequate fund for training program

Measures taken to the problems respectively
1. Preparing 5 years strategic development plan to decide early on what the focus of the training program.
2. No measure is taken to improve this problem till now, but we are ready to conduct measuring the training result considering it as one of the vital duty of Human Resource Management in the BPR.
3. Local training guideline is underway to be finalized.
4. Ready to assess different projects that can support in raising funds for training.

Therefore, according to the statement of the interviewee, though the measures to be taken to the problems existing in the institute seems attractive, but till now those measures are not made realistic and they are all under plan.

CHAPTER FOUR

SUMMARY, CONCLUSION AND RECOMMENDATION

This part of the paper discusses the summary and conclusion of the study undertaken in the Ethiopian Health and Nutrition Research Institute. It also provides recommendations on what must be done by the management of the institute.

4.1 Summary

The Ethiopian Health and Nutrition Research Institute is currently facing some problems in the areas of training and development program activities. Some of the core problems that require immediate solution are identified, such as inability of making training need assessment, inability of preplanning of training and development programs, lack of transparency and training selection criteria etc.

It is known that the main objective of this study is to assess and analyze the overall practice of training and development of the Ethiopian Health and Nutrition Research Institute. Hence, data were collected through the use of questionnaire as well as interview, and accordingly the major summaries of findings of the study are presented here under.

➢ As per the training and development need assessment, 63% of the respondents confirmed that need assessment is not carried out in the institute and the management does not collect training needs from departments periodically.

➢ With regard to planning for developing the skill and ability of employees, 57% of the respondents indicated that the management does not have plan, and does not allow the employees to participate in designing and planning activities of training and development programs.

- 57% of the respondents do have the knowledge of training and development goals and objectives of the institute, they stated that training and development goals and objectives are to fill gaps and increase the performance of employees, to increase the skill and knowledge of employees etc. According to the response obtained from the interviewee, the goals and objectives set with regard to training and development is to maximize the performance of individuals and groups in the institute.

- In the case of the provision of training and development in selected areas to fill gaps, 60% of the respondents say it is not provided in selected areas in order to fill gaps.

- Concerning trainee selection criteria, 49% of the respondents know that there is a criterion for selecting trainees, while 20% of them say no, in connection to this 43% of the respondents believe that the trainee selection process is not fair and transparent. According to the statement of the interviewee, there is a guideline to conduct training abroad, but they are on the way to prepare a guide line for local training which is one of the difficulties that the management has been facing in selecting employee for local training.

- As per the participation of employees either in training or development courses, 100% of the respondents confirmed that they all have participated, as the response indicates on the job training leads by 49%.

All respondents have participated in one or more training courses to increase their knowledge and non-managerial skills, and all who are in different managerial positions have participated in one or more development courses to improve their managerial Job performance

- 34% the respondents believed that the training given to them has improved their skill and help their future career while 66% of the total respondents confirmed that the training and growth opportunities given did not encouraged them to stay in the institute.

- The respondents rated the extent of increased knowledge, managerial skill and capabilities of managers and it is found positive.

- Regarding the analysis on the effect of training, 54% of the respondents stated that analysis is not made by the departments and also according to the response obtained from the interviewee, they confirmed that training effect assessment is not regularly conducted, the interviewee also added that there is no proper way of evaluating training and development results. However, they believe that better performance is obtained and also they have seen that job satisfaction is rarely felt up on some employees.

- Concerning the duration of training and development, 80% of the respondents say the duration was not sufficient and 91% of the respondents indicated that the place where training and development conducted was conducive.

- 57% of the respondents believe that coordinated and integrated training is not conducted by allowing the concerned staff to join in designing and planning and also conducting training and development programs so as to achieve positive result and benefit the employee as well as the institute.

- According to the judgment of the respondents concerning the performance of trainers in transferring their knowledge to trainees, their rating result is found to be above average and positive.

➢ Regarding the problems seen in training and development, 54% of the respondents indicated the major problems as follows.

    o Lack of up to date training

    o There is no plan for training and development

    o In sufficient budget for training and development and

    o The training and development conducted is not problem solving.

According the statement of the interviewee, the major problems are identified such as inability to pre plan the training, inability to measure the result of training, difficulties in selecting employees for local training, and inadequate fund or budget for training programs.

➢ As far as the number of employees who are offered training in the past three years and the level of training is concerned, three employees were offered at PHD level both locally and abroad, 9 employees were offered at MSC level locally and abroad, and 127 employees were offered short term training (below three months) both locally and abroad.

4.2 Conclusion

- Before conducting training and development programs, it is necessary to make need assessment to be able to understand the causes of performance deficiency in employee and select the type of training and development to be provided so that improve employee's performance. But from this point of view and as it is believed by the majority of the respondents training and development need assessment is not carried out by the institute. Thus the student researcher concluded that the institute is unable to make training need assessment every time.

- Planning is the key way to the successes of any activity in an organization. Inability to be preplanned to conduct training and

development will not lead to the achievement of the desired goals and objectives in this case, and according to the result of this study, the majority of the respondents say that there is no plan for developing the skill and ability of employees in the institute. Therefore, the student researcher concluded that the institute does not have enough plan in order to develop the skill and ability of employees.

- Providing training and development in selected areas to fill gaps in knowledge and skills as well as vacancies is one of the duties of an organization. In this case as the findings of this study indicate the institute did not do enough in providing training and development in selected areas. Hence, the student researcher can say that the institute couldn't select areas of training in which employees to be trained.

- In the case of trainee selection criteria, it is understood that, a clearly set trainee selection criteria for training and development will contribute a lot in avoiding doubts among employees and protect them from being demoralized due to the absence of selection criteria and in appropriate choice of trainees. With this regard, and according to the response obtained from the interviewee, there are no selection criteria for local training, but they have criteria for abroad training in the institute. Hence, from the above two responses the researcher concluded that the institute lacks appropriate and complete trainee selection criteria, and in addition, fairness and transparency is not seen in the selection of trainees.

- It is known that on -the –job training is a very efficient method of training, particularly when many employees have to be trained for the same kind of work at the same time. As the result of this study indicates the majority of respondents confirmed that they have participated on the job training programs. Hence, this implies that the institute has focused more on providing on the job training and less consideration is given to the other types of training.

- The effect of training assessment is very important after completion of training and development in order to get a valid measure of the effectiveness of training and development. In this case, according to the responses obtained from the respondents and the interviewee, there are indications that much effort is not exerted on this issue. So, from this the student researcher concluded that analysis is not made on the effect of training and development in the institute.

- For a better achievement of the goals and objectives of training and development, it is advisable to give chance for the concerned staff to join in the activities of training and development programs. Without the participation of the staff in training and development programs it may not be easy to achieve better results. In this case, as it is pointed out by the respondents, the involvement of the staff is very less. So, from the student researcher concludes that there is lack of coordination and integration in the activities of training and development programs of the institute.

- Without the availability of sufficient financial resource it is impossible to accomplish any activities in an organization. In this case according to the response of the interviewee, there is dependency of budget allocation on the government and this did not allow the institute to fully implement its training and development programs. So, from this the student researcher concluded that there exists insufficient budget allocation to undertake the desired training and development programs of the institute.

4.3 Recommendation

In view of what has been concluded based on the data collected and interview and analysis made, the researcher would like to make the following recommendation.

- ➢ Training and development need assessment should be conducted in the institute every time in order to identify gaps in employees knowledge and skill, to be able to diagnose present problems and understand the causes of performance deficiency in employee and decide on the type of training and development to be provided so that the institute can solve the problems and improve the performance of the employees.
- ➢ Since planning is the best way to achieve goals and objectives the institute should be pre-planned in every aspect of training and development. Employees should be given chance to involve while planning training and development programs. This will improve employee's motivation and bring the best method of training which would fit the employees need.
- ➢ Since one of the purposes of training is to fulfill manpower requirements of an organization, the institute should provide training on selected areas in which employees to be well trained, and hence fill gaps in knowledge and skills as well as vacancies, and as a result protect the institute from sudden shortage of skilled manpower.
- ➢ Trainee selection criteria should be clearly set by the institute and the management should create awareness about the existing criteria or guide line of trainee selection in all of the employees. This will minimize or eliminate the employee's doubt over the

selection process. In addition the selection process should be fair i.e. the management should treat the employees equally according to the rules of trainee selection. And in connection to fairness, the selection process should be transparent so that employees will be able to see how the selection is carried out.

➢ Even though, providing on-the-job training is very essential in improving employee's performance, the institute should also focus on or give more consideration for off-the-job training.

➢ The effect of training and development programs should be evaluated regularly after completion of training and development, so that the institute will understand the effectiveness of training as well as the benefit gained from training and development.

➢ Coordinated and integrated training and development activities will lead to achieve better results. In view of this, the management of the institute should give chance to the concerned staff to join in and perform training and development activities for the benefit of employees as well as the institute.

➢ Since the institute is dependent of budget allocation on government, it should convince the authorities to make improvement on budget allocation, and in addition the institute should exert its effort in searching different sponsoring organization that can raise funds to satisfy the training needs of the institute.

➢ It is known that training is the corner stone of sound management, for it makes employee more effective and productive. It is also a widely accepted problem solving device. Thus, to make use of the advantages of training, the institute should provide more up to date and practical training related to the job so that the employees

➢ Can improve their skill and overcome difficulties which they face on the actual work activities.

➢ Though the institute has been exerting its effort to provide training and growth opportunities to employees, it should still strive to do much on this so that the employees stay in the institute for longer time and this will enable the institute to reduce the rate of employee turnover.

References

Bernardin, H. John (2004), <u>Human Resource Management</u>, (3rd ed),
      New Delhi, Tata Mc Graw-Hill pub. Co. Ltd.

Dessler, Gary, (2004) , <u>Human resource management</u>, (9th ed), New Delhi,
      Printice -Hall of Indea Pvt. Ltd.

EHNRI , (2008), <u>BPR</u>, Addis Ababa, Published by Ministry of Health.

Evancevich, Johan M, (2004), <u>Human Resource Management</u>, (9th ed), New
      Delhi Tata Mc Graw-ltill pub. Co. Ltd.

K. Aswathappa, (2002), <u>Human Resource and personnel Management</u>,
      (3rd ed.),New Delhi, Tata Mc Graw-Hill, Publishing company.

Mamoria, C.B. Gankar, (2001), <u>Personnel Management</u>, (21st ed),
       Mumbai- 400 004, Himalaya Publishing House.

Nair. N.G., Nair, (2004), <u>Personnel Management and Industrial Relations</u>,
       (1st ed.), Ram Nagar, New Delhi-110 055, S.Chand and Company Ltd.

W. Gemechu, (2008), <u>lecture notes on Research Methods</u>, St Mary's
       University College, Department of Management, Addis Ababa

ENGLISH VERSION OF QUESTIONAIRE AND INTERVIEW QUESTIONS

ST MARY'S UNIVERSITY COLLEGE

BUSINESS FACULTY

DEPARTMENT OF MANAGEMENT

Questionnaire prepared for Ethiopian Health and Nutrition Research Institute Employees.

This Questionnaire is prepared to collect relevant data for senior essay in partial fulfillment of the requirements for the degree of Bachelor of Art in Management at St Mary's university college. The research topic is "An assessment of training and development practice in the case of Ethiopian Heath and Nutrition Research Institute". Please take few minutes of your time to complete this questionnaire. Your frank and honest response will have a great contribution to the success of the research. Therefore, I kindly request you to answer all the questions and return it as soon as possible. I thank you in advance for your cooperation.

Note:

- ➢ There is no need of writing your name
- ➢ Put " ✓ "mark for the correct answer in the box provided.
- ➢ Write relevant information in the space provided where you are requested to give information.
- ➢ Your response will be kept strictly confidential

I. Please fill your personal data. (Question 1-4)

1. Sex   Male ☐   Female ☐

2. Age   18-20 yrs ☐   21-25 yrs ☐

             26-30 yrs ☐   31-35 yrs ☐

             36 -40 yrs ☐   Above 40 yrs ☐

3. What is your Educational level?

12th complete & below ☐   Diploma   ☐

Certificate   ☐   B.A (MD) Degree   ☐

                               M.A Degree   ☐

                               Above M.A   ☐

4. How long have you served for Ethiopian Health and Nutrition Research institute?

      Below 3 yrs ☐   3-5yrs ☐

      > 5-10 yrs ☐   above 10yrs ☐

II. Questions regarding training and development

1. Is training and development need assessment conducted in the institute?

Yes ☐   No ☐   I don't know ☐

2. Does the institute collect training needs from Departments Periodically?

Yes ☐   No ☐   I don't know ☐

3. Does the institute have a plan for developing the skill and ability of employees?

Yes ☐   No ☐   I don't know ☐

4. Have you ever participated in the course of designing and planning training and development programs?

    Yes ☐   No ☐

5. Do you know the organizational goals and objectives set by the institute regarding training and development?

    Yes   ☐   No ☐   I don't know ☐

If your answer is "yes", please mention the goals and objectives

_____

_____

6. Do you think the institute provides training and development on selected areas in order to fill gaps?

    Yes ☐   No ☐ I don't know ☐

7. Is there trainee selection criteria set by the institute?

    Yes ☐   No ☐   I don't know ☐

If your answer is no, please mention How the institute provides training for employees

_____

_____

8. Do you think that the trainee selection processes are fair and transparent?

    Yes ☐   No ☐ I don't know ☐

If your answer is no, please state the reasons

_____

_____

9. Have you ever participated in any training and development?

Yes ☐　　　　No ☐

10. If your answer is yes, please indicate in which type of training method you have participated.

On the job training ☐

Off the Job training ☐

Both on the Job and off the Job training ☐

11. How many times have you participated in any training courses that enable you to increase your knowledge and non – managerial Skill?

1 time ☐　　　　　　　　2 times ☐

3 times ☐　　　　　　　　4 times ☐

Above 4 times ☐

12. How many times have you participated in development courses intended to improve your managerial job performance?

1 time ☐　　　　　　　　2 times ☐

3 times ☐　　　　　　　　4 times ☐

Above 4 times ☐

13. Does the training and personal growth given to you encourage you to stay in the institute?

Yes ☐　　　　No ☐

14. To what extent does the development given to managers increased their knowledge, managerial skill and capabilities?

Very high ☐　　　　Medium ☐

High ☐　　　　Low ☐

Very Low ☐

15. Does your department make analysis on the effect of training given to employees?

Yes ☐   No ☐   I don't Know ☐

16. Do you think the duration of training and development program was sufficient?

Yes ☐   No ☐

17. Was the place where training and development conducted is conducive?

Yes ☐   No ☐   I don't Know ☐

18. Do you think that coordinated and integrated training is conducted in the institute?

Yes ☐   No ☐   I don't Know ☐

29. How do you see the performance of the trainers regarding the transfer of knowledge?

Very Good ☐   Good ☐   Poor ☐

Fair   ☐   Not good at all ☐

20. Did you see any problem regarding training and development program?

Yes   ☐   No ☐

If your answer is yes, please mention what the problems were

_____

_____

_____

21. Please state any comment which you think is helpful to make the
    assessment of training and development practice of the institute be full
    fledged.

    _____

    _____

    _____

Interview Questions

The following interview questions are prepared for Human Resource Management and General Service Directorate Director and the staff to gather relevant data for the assessment of training and development practice of the Ethiopian Health and Nutrition Research Institute. So, I kindly request the Human Resource Management and General Service Directorate Director and his staff to answer the questions for the success of the study. Thank you for your cooperation.

1. What are the goals and objectives of training and development programs of the institute?
2. How do you conduct training and development? Is there guide line to conduct training and development in the institute?
3. Do you consider employees' needs of training and development?
4. Does the institute evaluate the results of the training and development?
5. What outcomes obtained from training and development?
6. Would you please explain how many employees are offered training? In which areas? Where and at what level? During the past thee years.
7. Does the institute allot sufficient budget for training and development every year?
8. What kind of problems exists in practicing training and development? Please mention what measures are taken to solve the problems?

AMHARIC VERSION OF QUESTIONAIRE

ቅድስት ማርያም ዩኒቨርስቲ ኮሌጅ

የቢዝነስ ፋኩልቲ

የማኔጅመንት ትምህርት ክፍል

ለኢትዮጵያ የጨና ስነ ምግብ ምርምር ኢንስቲቲዩት ሰራተኞች የተዘጋጀ መጠይቅ

ይህ መጠይቅ የተዘጋጀው በቅድስት ማርያም ዩኒቨርስቲ ኮሌጅ ለቢ.ኤ. ዲግሪ ማሟያ ፅሁፍ ይረዳ ዘንድ ጠቃሚ መረጃዎችን ለማከበሰብ ነው፡፡

የምርምሩ ርዕስ << በኢትዮጵያ የጨና ስነ ምግብ ምርምር ኢንስቲትዩት የሥልጠና የመዋ ማሻሻያ ስራዎች ግምገማ >> የሚ ነው፡፡ እባክዎን ይህንን መጠይቅ ለመሙላት ካለዎት ጊዜ ወስጥ የተወሰኑ ደቂቃዎችን በመመደብ ለጥያቄዎቹ ሚስ እንዲሰጡ ትብብርዎን እጠይቃለሁ፡፡ የእርስዎ ግልፅና ትክክለኛ ሚስ ለምርምሩ ማካት ከፍተኛ አስተዋፅo ይኖረዋል፡፡ መጠይቁን በተቻላ ፍጥነት ሞልተው እንዲሚሰሱ በአከበር እየጠየቅሁ ለትብብርዎ በቅድሚ ምስጋናዬን አቀርባለሁ፡፡

ማስሰቢያ

1. ስምዎን መጣፍ አያስፈልግም፡፡

2. ሚስዎን ከምርጫው ፊት ለፊት በተቀመጠው ባዶ ሳጥን ወስጠ የ<<√>> ምልክት ይፃፉ፡፡

3. የፅሁፍ ሚጃ እንዲሰጡ ከተጠየቁ ለዚሁ በተመዳበለት ከፍት ቦታ ላይ ይፃፉ ፡፡

4. የሚከጣቻው ሚሶች በጥብቅ ሚስጥር ይያዛሉ፡፡

I. እባክዎ ከዚህ ቀጥሎ ከተራ ቁጥር 1-4 ያሉትን የእርስዎን የግል መረጃ ቢሰጡ

1. ፆታ   ወንድ ☐   ሴት ☐

2. እድሜ   ከ18 – 20 ዓመት ☐   ከ21 – 25 ዓመት ☐

             ከ26 – 30 ዓመት ☐   ከ31 – 35 ዓመት ☐

             ከ36 – 40 ዓመት ☐   ከ41 ዓመት በላይ ☐

3. የትምህርት ደረጃ

      12ኛ ያጠፈቀቀ/ች እና ከዚያ በታች ☐   ዲፕሎማ ☐

      ሰርተፍኬት ☐   ቢ.ኤ /ኤም.ዲ/ ☐ ዲግሪ

      ኤም.ኤ ደግሪ ☐   ከኤም.ኤ ዲግሪ ☐ ይ

4. በኢንስቲትዩቱ ለምን ያህል ጊዜ አገልግለዋል?

      ከ3 ዓመት በታች   ☐   ከ 3 – 5 ዓመት ☐

      ከ 5 እና ከዚያ በላይ   ከ10 ዓመት በላይ ☐

      እስከ 10 ዓመት   ☐

II. የስልጠናና የመያ ማሻሻያ ኮርሶችን በተመለከተ

1. በኢንስቲትዩቱ የስልጠናና የመያ ማሻሻያ ፍላጎት ጥናት ይካሄዳል?

      ይካሄዳል   ☐   አይካሄድም   ☐   አላውቅም ☐

2. ኢንስቲትዩቱ የሥልጠናው ፍላጎቶችን ከየስራ ክፍሎች በየግዜው ይሰበሰባል?

      አዎ ይሰበሰባል   ☐   አይሰበሰብም   ☐   አላወቅም   ☐

3. ኢንስቲትዩቱ የሰራተኞችን ክህሎትና ችሎታ ለማዳበር የሚያስችል የስልጠናና የመያ ማሻሻያ እቅድ አለው?

      አዎ አለው   ☐   የለውም   ☐   አላወቅም   ☐

4. እርስዎ በስልጠናና የመያ ማሻሻያ እቅድ ዝግጅት ላይ ተሳትፈው ያውቃሉ?

      አዎ እሳተፋለሁ   ☐   ተሳትፌ አላወቅም   ☐

5. የኢንስትቲዩቱን የሥልጠናና የመያ ማሻሻያ ዓላማ ግብ ያውቃሉ?

      አዎ አውቃለሁ   ☐   አላወቅም   ☐

መልስዎ አዎ አውቃለሁ ከሆነ እባክዎን አላማ ግቡን ቢገልፁ_____

_____

_____

6. ኢንስቲትዩቱ ስልጠናና መያ ማሻሻያዎችን በተመሪጠና ክፍተት ባሉባቸው የሥሬ አካባቢዎች የሚሰጥ ይመስልዎታል?

      አዎ ይሰጣል ☐   አይሰጥም ☐   አላወቅም☐

7. በኢንስቲትዩቱ የስልጣኞች መምሪጫ መስፈርት አለ?

      አዎ አለ ☐   የለም☐   አላወቅዓ☐

መልስዎ የለም የሚ ከሆነ እባክዎ ኢንስትቲዩቱ እንዴት ስልጣኞችን እንደሚመርጥና ስልጠና እንደሚሰጥ ቢገልፁ _____

_____

_____

8. በኢንስቲቲዩቱ የስልጣኞች አሜሪጥ ፍትሐዊና ግልፅ ነው ?

      ግልፅና ፍትሃዊ ነው ☐   አላወቅም ☐

      ግልፅና ፍትሃዊ አይደለም   ☐

ሜስዎ ግልፅና ፍትሃዊ አይደለም ከሆነ እባክዎን ምክንያቱቾን ቢገልፁ _____

_____

9. በማንኛወም የሥልጠና አይነት ተሳትፈው ያውቃሉ ?

      አዎ ተሳትፌያለሁ   ☐   አልተሳተፍኩም   ☐

10. ሜስዎ አዎ ተሳትፌአለሁ ከሆነ እባክዎ በየትኛው የሥልጠና ዓይነት ተሳትረዋል?

    – በሥራ ላይ በሜክጥ ስልጠና   ☐

    – ከሥራ ወጪ በሜክጥ ስልጠና   ☐

    – በሥራ ላይ በሜክጥ ስልጠናና

       ከሥራ ወጪ በሜክጥ ስልጠና   ☐

11. እወቅዎንና ከኃላነት ወጪ ያሉትን መያዎች እንዲያዳብሩ ለስንት ጊዜ ሥልጠና ወስደዋል?

      አንድ ጊዜ   ☐   ሁለት ጊዜ ☐

      ሦስት ጊዜ   ☐   አራት ጊዜ ☐

      ከአራት ጊዜ በላይ   ☐

12. የኃላፊነት ሥዎን ለማሻሻል የሜያስቾልዎን የመያ ማሻሻያ ኮርስ ለስንት ጊዜ ወስደዋል ?

      አንድ ጊዜ   ☐   ሁለት ጊዜ ☐

      ሦስት ጊዜ   ☐   አራት ጊዜ ☐

      ከአራት ጊዜ በላይ   ☐

13. የተሰጥዎት ሥልጠናና የግል መያዊ እድገት በኢንስቲቲዩቱ እንዲቆዩ የሜያበረታቱ ናቸው ?

      አዎ ያበረታታሉ   ☐   አያበረታቱም ☐

14. ለሥራ ኃላፊዎች የተሰጠው የመያ ማሻሻያ ኮርስ እወቃታቸዓ ፤ የኃላፊነት ከህሎቶትና ችሎታቸዓን እስከ ምን ድረስ አዳብሮላቸዋል ?

        በጣም ከፍተኛ   ☐   ሜካከለኛ   ☐

        ከፍተኛ   ☐   ዝቅተኛ   ☐

                                  በጣም ዝቅተኛ   ☐

15. የሥሬ ክፍልዎ የተሰጥዎትን ሥልጠና በሜጊተሽ ወጠቱን ይገመግሜ?

        አዎ ይገመግሜ   ☐   አይገመግምም   ☐   አላወቅም   ☐

16. ለሥልጠናና የመያ ማቫሻያ ኮርስ የሚደበው ጊዜ በቂ ይመሳስልዎታል ?

        በቂ ነው   ☐   በቂ አይደለም ☐

17. ሥልጠናና የመያ ማቫሻያ ፕሮግራሙ የተካሄደበት ቦታ አመቺ ነበር ?

        አመቺ ነው   ☐   አመቺ አይደለም   ☐   አላወቅም   ☐

18. የኢንስቲትዩቱ የሥልጠና ሂደት በተደራጀና በተቀናጀ ሜካ የተካሄደ ይመስልዎታል ?

        አዎ   ☐   አይደለም   ☐   አላወቅም   ☐

19. እወቀትን ከማስተላለፍ አኳያ የአሰልጣኞች ብቃት እንዴት ነው ?

     በጣም ጥሩ ነው   ☐   ጥሩ ነው   ☐

      በቂ ነው   ☐   ዝቅተኛ ☐

     ምንም ጥሩ አይደለም   ☐

20. ከሥልጠናና ከመያ ማቫሻያ ፕሮግራሙ ጋር በተያያዘ ያዩት ማንኛውም

   ችግር አለ ?

         አዎ አለ   ☐   የለም ☐

ሜስዎ አዎ አለ የሚ ከሆነ እባክዎ ችግሮቹ ምን እንደሆኑ ቢገልፁ _____

_____

_____

21. ይህንን የኢንስቲትዩቱን የሥልጠናና የመያ ማቫሻያ ግምጋማ የተሟ ለማድረግ ይረዳል ብለው የሚያስቡትን ማንኛውም አስተያየት ቢሰጡ ?_____

_____

_____

DECLARATION

I, the undersigned, declare that this senior essay is my original work, prepared under the guidance of Ato Biruk G/Michael. All sources of materials used for the manuscript have been duly acknowledged.

Name: Tefera Mengistu

Signature : _____

Place of Submission: Management Department

Date of Submission: June 8,2010

SUBMISSION APPROVAL

This senior research paper has been submitted to the Department of Management in partial fulfillment of the requirements for BA degree in Management with my approval as an advisor.

Name <u>Biruk G/Michael</u>

Signature _____

Date _____

APPENDICES