

**ST. MARY'S UNIVERSITY COLLEGE
BUSINESS FACULTY**

DEPARTMENT OF MANAGEMENT

**AN ASSESSMETN OF BUSINESS PROCESS
REENGINERING (BPR) IMPLEMENTATION
PRACTICE IN THE AGRICULTURE AND
RURAL DEVELOPMENT BUREAU OF
OROMIA REGIONAL STATE**

BY

TINSAE MELESE

**JUNE 2010
SMUC
ADDIS ABABA**

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**A SENIOR ESSAY SUBMITTED TO THE
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CHAPTER ONE

I. INTRODUCTION

1.1 Background of the Study

Today, globalization along with key driving forces of change such as fundamental change in the nature of customer, competition and change has created, tough environment for organizations that have been working in philosophers and principle of mass production that helped their business succeed yesterday does not fit for today's new world of work. The new world requires organizations to build working system that can make them responsive, flexible and customer focused. These new features of organization have brought a new perspective in to place where the approaches of work changed from task based to process based thinking. (The organization manual) Even if there were existed efficiency of task with best employees, managers, best rules and efficient working procedures in the organization that all are nothing because the nature of the organization can not help them to provide seamless service. So the problem lied not on task efficiency but on the business process. i.e process structure or how work was organized and done.

The key issues raised here is them how to transform organization from task centered to seamless and process centered organization. There is one best tool called business process reengineering that help to transform business and public organizations from task centered to process and outcome centered organizations business process reengineering (BPR) is the fundamental rethinking and radical redesign of business process to achieve dramatic improvements in Critical and contemporary measures of performance, such as, cost, quality service, and speed (Hammer and Champy, 1993, 32). This definition contains four key words: fundamental, radical, dramatic, and process. Fundamental refers to the tacit rules and assumptions that underling an organization. Radical refers to disregarding all existing structures and

procedures and inventing completely new ways of doing things, but not always the same things as before. Dramatic refers to order of magnitude improvements, not marginal improvements,

BPR is what an organization under takes to change its internal process and control from a traditional vertical, functional hierarchy to a horizontal cross functional, team based, flat structures which focuses on the process of delegating customers (Nick obotensky, 1996, 1).

Generally, to meet the modern technology, competitive environment and the satisfaction of the educated customer various management techniques emerged but the most effective and widely accepted is BPR (Business process Reengineering). (The organization manual).

1.1.1 Background of the Organization

The agricultural and rural development bureau of oromia regional state was establishes in the year 1984 E.C after the coming up of the EPRDF administrative government which gives power to the regional governments.

1.2 Statement of the Problem

In given organization a very strong attention is given to the implementation of business process reengineering. Implementing g BPR can help organizations to be changes radically dramatically and also to improve their services are some problems in its applicability. This study attempts to find solutions to the various problems using the basic tools of business research techniques.

The problems are:

- Inadequate knowledge and skill of leading change amount the top management so as to mobilize employees' and stakeholders efforts to initiate and sustain the change program.

- Lack of well articulated and systematically designed communication plan to overcome resistances to change that may arise as a result of fear the unknown change consequences.
- Lack of consistent engagement of top leadership in managing the change program.
- Lack of finance in supporting the change program with modern information communication Technology (ICT) and data base system.
- Lack of awareness by many individuals because of low communication effort.

1.3 Research Questions

This research tries to answer the following questions

1. What are the changes in the organization after BPR implementation?
2. What are the problem, challenge and opportunities of the BPR Implementation program?
3. What are the efficiency and effectiveness of the organization presenting BPR implementation?
4. What are the attitudes of employee towards the implementation of BPR?

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this study is to assess the BPR implementation problem, challenges and opportunities in the Agricultural and Rural Development Bureau of Oromia regional state.

1.4.2 Specific Objectives

The specific Objectives are

- ❖ To detect the basic problems and challenges in the implementation of BPR.
- ❖ To identify the attitude of employees towards the implementation of BPR.

- ❖ To suggest and recommend better solutions to overcome the challenges and problems identified based on the research findings.

1.5 Significance of the Study

Generally, the study has the following contributions.

- ❖ Discover and suggest better solutions that could boost the implementation of BPR for the future.
- ❖ Inform the reader or mainly the individuals under subject to recognize the causes of implementation problems.
- ❖ Provide information for others who want to conduct research on this area.
- ❖ Is expected to give basic understanding and awareness about BPR.

1.6 Scope (Delimitation) of the Study

The information obtained for this research study Addis Ababa and data collection is head office staffs and customers as well as stakeholders from the nearer districts of the region because of time constraints, shortage of resources and lack of adequate communication facilities.

1.7 Limitation of the study

The student researcher has the following limitation during his work of the research

- There are some challenges in relation to time and financial shortage
- It was very difficult to get sufficient data because of the newness of BPR in Ethiopia.

1.8 Definition of terms

The following terms need definitions In order to clarify the concept then have in the entire study.

- ❖ **Fundamental:-** refers to the fact rules and assumptions that underlie the organization.
- ❖ **Radical:-** mean going to root of things.

- ❖ **Dramatic:** - Refers to order of magnitude improvements, not marginal improvements.
- ❖ **Process:-** is a group of related activities that together create value for customer.
- ❖ **Redesign:-** making a gain an arrangement of elements.

1.9 Research Design and Methodology

1.9.1 Research Design

In this research study, the student researcher used the descriptive type of research method in order to enable the student researcher to describe the phenomenon that are existed in the organization.

1.9.2 Population and sampling technique

The overall 30 ordinary employees and 8 departments who worked in the Agriculture and Rural Development Bureau of Oromia regional state service delivery were considered as the population. Therefore, the student researcher used census sampling technique because the population number is very small. But there are 15 up to 17 customer's rendered with service daily. From these customers 12 of them are selected using accidental (convenience) sampling technique, because it's difficult to get the whole population at the same time and space. There fore, questionnaires distributed to customers that are available at that time and place.

1.9.3 Types of Data collected

The Study used both primary and secondary data. The primary sources of data help the research to obtain first hand information from sample respondents. The primary data collection methods consist of interview and questionnaire secondary data is also essential to support information obtained from the primary sources which include documents and past research results.

1.9.4 Methods of Data collection

The Student researcher used primary data through interview with department head and questionnaire distributed to the employee's customers. Secondary data collected from the selected organization, past researches and related documents.

1.9.5 Method of data analysis

To analyze the data, both qualitative and quantitative analysis methods were used. The student researcher used percentages to get the total picture of the data to be collected from the sample respondents. The summarized data presented in the form of tables.

1.10 organization of the Study

This study incorporates four chapters. The first chapter contains background of the study, statement of the problem, research questions, and objectives of the study, delimitation of the study, definition of terms, research design and methodology, and organization of the study. The second chapter deals with review of related literature. The third chapter contain Interpretation and analysis of collected data finally; the last chapter which is chapter four contain the summary, conclusion of recommendations of the study.

CHAPTER TWO

II. REVIEW OF RELATED LITERATURE

2.1 EVOLUTION IN THE APPROACH TO WORK

The evolution gone through different phases since the early perspectives of hunting gathering and craft production up to today's tough global world. It is better to go through these phases in short.

2.1.1 Craft Production

Craft production refers to the common method of manufacturing technique applied in the pre-industrial world. The time of craft production was largely characterize by limited production/'artisanship/; predominantly was relatively simple and, thus, the number of specialized crafts was limited compared to mass production that needs a vast amount of specialized knowledge and skills(Linden, 1994,240).

2.1.2 Mass production

Mass production also called flow production, repetitive flow production, or series production is the production of large amounts of standardized products on production lines. It typically uses moving tracks or conveyer belts to move partially complete products to workers, who perform simple repetitive tasks to permit very high rates of production per worker, allowing the high-volume manufacture of inexpensive finished goods. In the late 1770s Adam smith observed two types of production in a pin factory: mss production and group that divided its work to small, narrow task's which showed high productivity (hammer and Champy. 199).

2.1.3 End of Mass Production and the Need for Reengineering

Today, globalization along with key driving forces of changing such as fundamental change in the nature of customer, competition and change has created, tough environment for organizations that have been working in philosophies and principle of mass production that helped their business succeed Yesterday does not fit for today's new world of work. The new world requires organizations to build working system that can make them responsive, flexible and customers focused. These new features of organization have brought a new perspective into place where the approaches of work changed from tasks based to process based thinking. Reengineering is not just the best tool, but also inevitable world in order to thrive the early 1990s as an approach mainly Developed by Practitioners (hammer and Champy, 1993, 65).

2.2 General Overview of BPR

2.2.1 Definition of BPR

It is said the different definitions have put forward describing BPR.

"The fundamental rethinking and radical redesign of business processes to achieve dramatic improvements in critical, contemporary measures of performance, such as cost, quality, service and speed (hammer, 1998,32).

Another definition describes BPR from the respective of what it involves.

BPR "encompasses the envisioning of new work strategies, the actual process design activity and the implementation of the change in all its complex technological human and organizational dimensions."

([http:// en. Wikipedia. Org/ Wiki / Business process reengineering](http://en.wikipedia.org/wiki/Business_process_reengineering) December, 31,2009).

from the definition one can say that BPR is an approach aiming at improvement by means of elevating efficiency and effectiveness of an organization.

2.2.2 Advantages of Adopting BPR

It is said that the adoption of BPR unlike the tasks oriented approach the advantages of improving customer service, cutting operational costs, productivity and speed. (Hammer, n.d;[http; // en. wikipedia. org/ wiki / Business process Reengineering](http://en.wikipedia.org/wiki/Business_process_Reengineering) December, 31,2009).

2.2.3 Principles of BPR

There are three sets of principles of reengineering. Which are said to be drawn from different sources? They are Principles of concurrent engineering, principles of lean production (time based competition) and Key reengineering design principles, each is presented below:

Principles of concurrent Engineering;

- Bring downstream information to upstream,
 - Integrate upstream processes,
 - Simplify design cycles; fewer handoffs fewer steps,
 - substitute parallel for sequential processes: overlap phases of program or product development,
 - Create and empower cross functional teams to be responsible for the entire production and process development cycle, start to finish
 - maintain constant communications within the team and between teams,
- (Webster, 1992,22

Principles of lean Production and time-Based competition;

- Use just in-time methods thought the assembly process,
 - Ensure continuous flow processing by locating related processes close to each other,
 - The goal is to reduce time from conception to consumption,
 - Treat information as the key variable,
 - Use "stretch objectives."
- (ibid .p.78-9)

Key re-Engineering design principles;

- organize around outcomes (customers, products, processes), not Functions
 - Substitute parallel for sequential Processes,
 - bring downstream information upstream,
 - Capture information at once, at the source
 - Provide a single point of contact for customers and suppliers,
 - Ensure a continuous flow of the "main sequence",
 - Don't pave cow paths; first re-engineer, then automate.
- (Opic,80-1)

2.2.4 Advisability of BPR

It is that there are certain factors which makes the utilization of BPR advisable for institutions, although it is difficult to give generic advice about this, some factors that can be considered are:

- Does the competition clearly outperform the company?
- Are there many conflicts in the organization?
- Is there an extremely high frequency of meetings?
- Excessive use of non-structured communication?
- It is possible to consider a more continuous approach of gradual, incremental improvements? (See: laizen).

(<http://WWW.12manage.com/methods-bpr.htm>/December 2009)

2.2.5 Criticism against BPR

Even though the BPR approach is said to have the aforementioned advantages listed in this paper, criticisms have also been directed at it the main reasons seems to be that;

- BPR assumes that the factor that limits organization's performance is the ineffectiveness of its processes.
- BPR assumes the need to start the process of performance improvement

With a "clean Slate" i.e. totally disregard the quo

- BPR does not provide an effectively way to focus the improvement efforts on the organization's constraints.
- Sometimes, or maybe quite a gradual and incremental change may be a better approach.
- BPR is culturally biased towards the US way thinking
([http://www. 12,Ibid/December, 2009](http://www.12,Ibid/December,2009))

2.3. Leadership challenges and commitment in the implementation of BPR

2.3.1. Leadership Challenges

There are no shortages of challenging opportunities in leadership today. In these extraordinary times, the challenge seems to increase dramatically. But though my responses, I have the potential to profoundly change the way we live and work AS Posner states,

"Leadership challenge is about how leaders mobilized others to want to get extra ordinary things done in organizations. It is about the practices leaders use to transform values into actions, vision into realities obstacle into innovation, separateness into solidarity and risk into rewards. It is about leadership that crates the climate in which people turn challenging opportunities into remarkable successes"(kouzes Posner, 2003, 11).

The top leaders of the organization have encountered challenges on how to crate sense of urgency pain among different leaves of managers and employees to drive necessary commitment and dedicated to the implementation of the change program.

Another leadership challenge was on establishing a plant form on which stakeholders and customers of the change participate in the planning, implementation, and evaluation of the change program so as to include their

needs. The next problem faces were on crafting changes strategies, clear vision, objective and means to guide the program properly.

They also challenged in setting measurable and tangible outcomes that are expected from the change initiators. These challenges will be supported by different writers. Richard and Katherine (2005) state that the best way for organization to thrive in the face of this new reality is to become continual learning engines. In practical terms that means organizational strategies the vision, the directions and the tractors adapted to move toward success ought to hold in an on going state formulation, implementation, reassessments and revision. The leadership required during this process must align with vision, resources and commitment so that the organization maintains forward momentum in the midst of change. Strategic thinking, strategic acting, and strategic influencing skills are needed in every element of the learning process and can be practiced by leadership every level in the organization. They create fuel to drive the organization's learning process and to link it to the organization's evolving strategic intent for creating sustaining and competitive advantage.

Richard and Katherine (2005) , further investigated that the challenges to strategic leader to create focus, the challenge to align tactics with strategy and the challenge to keep the long term in mind despite of the short term pressure operating in. An increasing pace of change and growing uncertainty created environment, the world of work has become complex and interdependent. Just think of the complex organizational structures systems and process that exist today to deal with environment.

The measurement linkage of cause and effect relationships in strategy map show how the intangible assets are transformed into tangible outcomes. Measurement has consequences beyond just reporting on the past. It creates focus for the current & the future, because the measures chosen by the advantage of this power, measurement should integrate in management system. As organizations managed to use balanced score card, they made

further discoveries. The speed and discoveries of the result achieved by the early made system to focus the organization on strategy. to achieve such intensive of strategic focus the organization had instituted comprehensive, transformational change. They business process, taught their ships with the customer, reengineered fundamental business process, taught their work forces new skills and developed a new technology infrastructure (P. Norton, 1996,24)

Each measure of a balanced score card becomes "embedded in a chain of cause and effect logic that connects the desired outcomes. the strategy map describes the process for transforming in tangible assets into tangible assets. The learning and growth strategy defines the intangible assets into tangible assets. The learning and growth strategy defines the intangible assets needed to enable organizational activities and customer relationship to be performed at every higher level of performance. There are three categories for thus perspectives the first one strategic competences which requires skills and knowledge required by the work force to support the strategies, the second one strategic technologies the information systems, data bases, tools and network required to support the strategy and lastly climate for action which includes the cultural shift needed to motivate, empower and align the work force behind the strategy" (P. Norton, et al, 26)

2.3.2. Leadership commitment

The traditional definition of management has focused on control and decision making activates. But more broadly, management real mission is to assemble the ingredients needed for organization success. That means that management must design and implement superior processes and monitor them to ensure their on going health. Management must determine the kind of people these processes require, find sources for them, get them into the company and ensure that they acquire and maintain their skills they need. Management fashion an environment that will instill and reinforce the behaviors and

attitudes that people must exhibit in order for the process to work. After that, it is management's job to get out of the way and let the people perform their process (Hammer, 1996, 103).

Organizational transformation needs creating process centered approaches. The identification and naming a company's process is a critical first step and it requires rigorous care to ensure that real processes are being identified. Many organizations fill themselves by simply labeling their existing functional units use a process. Process identification requires new cognitive styles, an ability to look horizontally across the whole organization, as if from the outside rather than from the top down. Michael Hammer (2005), clearly stated that in a process centered organization, there are no convenient organization hand offs at which a supervisor can be stationed to monitor the results of tasks and inspect intermediate work products. Work is a continuum not a series of discrete pieces and nothing can be said to be done until the whole is done. The "hand off" are now informal or even more importantly internal-inside people's heads. There is no place or role for the traditional supervisor because autonomy and responsibility are integral to process centered organization. In a process centered organization self managed workers responsible for both performing work and assuring that it is well done.

Bolman and Deal (2003) explain though leadership is universally accepted as cure for all organization ills, it is also widely misunderstood. Many views of leaders fail to recognize its rational and contextual nature and its distinction from power and position. Inadequate ideas about leadership often produce over simplified advice to managers, We need to refer leadership to move beyond the impasse created by over simplified models.

Each of the reframes highlights significant possibilities for leadership, but each is incomplete in capturing a holistic picture. In recent years, symbolic leadership has moved to center stage, and the literature abounds with advice on how to become a visionary leader capable of transforming cultural patterns. Organization needs vision, but it not their only need and not always their most

important one. Ideally managers combine multiple frames into a comprehensive approach to leadership.

At the beginning of the change program the top leader of the organization was highly committed to craft the change vision, mission, and strategy in order to guide the change opened based on clear road map, lack of consistency and continuity has observed in leadership commitment because of un planned and unscheduled assignments from the government. Even though there was high commitment from the top leaders, they lack sufficient skill and knowledge on how to lead change and create change agents at different level of the organization. They were committed the necessary resources that needed to implement the change.

Process reengineering is different in that it requires more than supports from the top. It requires active, continuous involvement at the top. The organization's leadership needs to understand what the reengineering is all about and must be involved at each step. The reason is simple process reengineering does not take the current organization structure as a given. Process reengineering demands that we begin with a "clean sheet" ultimately a reengineer organization will have few specialists; it will be organized around processes rather than departments and functions; it will take the power away from the staff specialists; it will force most employees to adopt new roles. Moreover, some people feel very threatened because their turf as they define it, will vanish. Rather than a series of "stove pipe" department control segments of work reengineering will force staff to let go out of their terrain and find ways to coordinate on an entire process. Thus, it will only succeed with actively involved leaders who model the needed changes in their own behavior and push those leading the redesign effort to persist until the changes are complete. As Hall, Rosenthal, and Wade (1993) note: "without strong leadership from top management, the psychological and political contribution that accompany such radical change can sabotage the project".

2.3.3. Consistent leadership engagements to motivate others

Intrinsic motivation is generally associated with those who engage in more entrepreneurial and creative problem solving. Compared with those who are motivated only by extrinsic reward rewards or consequences, intrinsically motivated employees consider a wide range of possibilities, explore more choice, share more knowledge with co-workers, and pay more attention to complexities, inconsistencies vision, mission and strategy are the first step in creating intrinsic motivation among employees. Leaders can use the strategic map and balanced score card to communicate strategy-both what the organization wants to accomplish and how it intends to realize its strategic outcomes. Finally objectives and measures in the internal and learning and growth perspectives describes how employees, suppliers and technologies are aligned around critical processes that delivery superior value propositions for customers and stake holders while meeting community expectations. Taking all the objectives and measures together provides a comprehensive picture of the organizations value crating activities (P.Norton, 2006,26).

In the organization also, there was a regular program to communicate the changes to the employees. These communication practices have created consistent flow of information from top leaders to employees and middle line managers about the change process, vision and expected outcome. Leadership also demonstrates their seriousness about the change by providing various training program to develop employees knowledge and motivate them to contribute for the successfulness of the program.

2.4. Resistance to change in the implementation of the program

“Most change is a pain driven. Few organizations make major changes just because they have not changed in a while. Because reengineering is threatening, disruptive and potentially costly at first it is important for the organization to be experiencing real pain with out such pain or tension between

the current and desired state, the staff will not feel, the need for radical change and probably will not support". The leaders' job is to make the pain, or threat gets clear. The threat or pain must be real, and it must be perceived by the employee, it can not be make up (Linden 1994,250,).

During the implementation of the change program in the organization, various forms of resistances were manifested because of fear of unknown; lose of their jobs, misunderstanding of change of the program. Some of the employees also have statuesque, do not want to face any challenge of change because they like stay in the conform zone. The others resist change in fear of their capability to survive in the new system of work.

Reengineering needs a clear plan for dealing with the pain or threat. Without some approach, model, or theory, with which to deal with the threat employees will flounder. If employees can understand what challenges, the organization, how that challenge will mean to them and their roles, they will usually respond well to a clean plan for dealing with the challenge. There is a lot of talk among those who lead seminars on 'managing change' that people resist change

2.4.1. How do deal with Resistance?

The staffs mainly resist the change of the program are come from three sources. This idea is supported by (Linden, 1994, 251); the sources are;

- ❖ Managers who fear losing their turf, power and even their jobs,
- ❖ Staff who like their technical specialist role and do not want to become generalists,
- ❖ Central staff specialists whose roles are being eliminated

2.4.2 Steps to be followed in developing change

According to Linden (1994); The first steps that can be taken quickly, within existing budget and culture are: for example,

- Moving from a functional to a process orientation and structure,
- Migrating to new information technologies,
- Forming close working partnership withnsuppliers and customers,

- Using activity-based costing to identify costs associated with activities and processes,
- Doing ongoing measurement of the new process: cost, time, quality, and customer satisfaction.

2.5. Role of Information communication Technology in BPR Implementation

2.5.1. Management consideration in IT

Having some knowledge of the activities of an IT is the major concern of management in now a days and also it is the main input for the implementation of BPR.

Top management involvement

One of the major reasons for the lack of success of so many computer installations can be attributed to the failure of top management to become involved right from the outset.

It policy must be formulated as carefully as any other sectional policy and its effect on the long-term objectives assessed. Top management knows what information it wants; thus it is up to them to see that computer provides it (C.S.French, 1993, 335).

2.5.2. Management communication systems

Management communication systems must also change to encourage learning. According to Hammer (1994); Traditionally, communications were channeled vertically, up and down the organizational hierarchy, with dissemination based on the “need to know” principle. Deep system process demand omni directional communication channels that operate on the principle of “might be interesting to know” or “when in doubt, let it out.” The deep system processes, especially learning and redesign, can thrive only in an information rich environment. As

in a research lab, the sharing of new, immature, unstated ideas is a prerequisite for creativity and innovation.

2.5.3 Groupware

Groupware is a generic term for sophisticated software that enables organizations to work in a seamless fashion. It allows for many-to-many communication. Groupware is radically changing the way some organizations work, abolishing the pyramidal structure by giving everyone access to information previously restricted to senior management (Linden, 1994, 267).

2.5.4. Telecommunicating

Telecommunicating offers many benefits, including more employee time at home with family and community, less work-related stress, greater productivity, flatter organizational structure, greater empowerment and accountability. According to Linden, it; benefits re-engineers it two important ways: (1) it focuses specifically on outcomes, and (2) it shatters the centuries old assumptions that work in industrialized settings occurs in specific place at specific time.

As stated above, information communication technology has played an important role in BPR implementation, but in the case of the organization under study there was not necessary IT system that support the reform program, and also the management of the organization understood the importance of the technology but they face lack of skilled manpower and shortage of financial resources to build the ICT system.

2.6. Establishing the Sense of Urgency

Creating the vision of a reengineered organization requires some artistry, because a vision is an image without great detail. When a company is taking its first steps to ward reengineering, no one really knows exactly where it is heading; no one really know exactly what it will became; no one really knows which aspects of the current company will change let alone precisely how. The

vision is what a company believes it wants to achieve when it is done, and a well drawn vision will sustain a company's resolve through the stress of the reengineering process. Finally, the vision provides a yardstick for measuring the progress of reengineering. If it is getting close, reengineering is making progress. If not, then no matter how much effort has gone into reengineering, it has not created the progress on which the company is counting. The vision is a useful prod. And is it's really powerful, it creates a pull (Hammer, 1993,38).

The approaches to process management have helped many organizations achieve dramatic improvements in quality, cost and cycle times of their manufacturing and service delivery processes. Many of the same organization that adapts the outcome measurement system to implement their strategies inevitably need to integrate their measurement disciplines. The balanced score card imbues each with organization wide learning legitimacy, giving the program a strategy context and anchoring it to the overall management system in a holistic way. The balanced score-card-cause effect links help highlight those process improvement and initiative that each program identifies as having the greatest impact on the organization's strategic success (P.Norton,2002, 152).

A satisfied customer is a precious asset. The goodwill generated by a positive customer relationship translates into the potential for repeat purchases and an extension of the relation to their company products and services, particularly those packaged under the same brand. By expanding the marketing message and redesigning the sell process, corporations can bring the products of several business units to the customer, increasing revenue per customer through cross selling. To create synergy, we require more than a concept and a strategy. The enterprise value proposition defines the strategy for value creation through alignment, but it does not describe how to achieve it. The alignment strategy must be complemented with an alignment process (ibid,154).

In the organization there was a problem of establishing a clear sense of urgency to inspire and motivate employee and stakeholders. The leaders also have a limitation of setting an agenda that properly drive all stakeholder and employees to contribute to the successfulness of the reform program.

2.7 Candidates for Reengineering

- ❖ If an organizations customer service is so abysmal that customer openly rail against it needs an order of magnitude improvements.
- ❖ Organizations that are not yet in trouble but whose management has the foresight to see trouble coming.
- ❖ Organization that are in peak condition they have no discernible difficulties either now or in the horizon, but their management is ambitious and an aggressive (Derkcurry, 2006, 17).

2.8 Goals of BPR

- Increase profitability
- Increase customer satisfaction
- Decrease costs
- Increase revenue
- Increase quality
- Improve Productivity
- Increase market Share
- Increase accuracy
- Increase speed (Manganelli and Kelein, 1994, 17).

2.9 The Integration of TQM and BPR

- There is a perception that TQM and BPR can't co exist because they are contradictory methods of invoking change. This is a false and unfortunate perception since the two applied together and with understanding and sympathy after a tremendously powerful recipe for building, or rebuilding, a

corporation. This section explores the fundamental similarities and differences between TQM and BPR.

Table 1 **founding principle**

TQM	BPR
Systems	Management and measurement
Process	Business Process
People	Values and believes
management	Jobs and Structures

- ❖ Both TQM and BPR value objectivity and drive this, in part, through the use of measurement systems including statistical analysis and benchmarking.
- ❖ Both promote a process orientation although there is a difference of emphasis. TQM focuser on improvement of customer/ supplier relationship (both internal and external) while, BPR, where over possible, consolidates functions to eliminate customer/supplier hand-offs.
- ❖ Both demand change of people’s attitudes and of their values and beliefs. Both promote empowerment and involvement and highly value team work whether in quality circles or process teams.
- ❖ Both impacts the role of management, requiring coaching and facilitating rather than directive stance both introduce the concept of managers as “change champions. Both impact jobs and structures, reducing the need for management to be power brokers, authority-giving bureaucratese or a police force which monitors the activities of the work force minions (Colin, 2001,35).

2.10 What BPR is not?

BPR is not

- ❖ **Down sizing**- getting rid of people Vs setting rid of process.
- ❖ **Automation**- automation is enabler (BPR-customer).
- ❖ **Restructuring**-how an organization is structured Vs how the work is done.
- ❖ **Out sourcing**- Cost reduction Vs value to customers

2.11 Why BPR often fails

- Un willingness of top management to provide activity support of BPR.
- Too many un coordinated activities, policies, excessive demands on the Organization.
- unwillingness to provide the required adequate internal capacity
- Use of inefficient methods instruments
- Attempt to delegate key decisions
- Simultaneous remodeling of several systems like information systems, organization and process.
- Inability to align the IT structure sufficiently quickly with new requirements.
- Lack of coordination between process orientation and the company's visions and goals
- Unclear interpretation of the expected results of the restructuring.
- Lack of suitable, soundly based technologies for implementing the restructuring.
- In adequate application and implementation, as restructuring demands a complete transformation in the organization, switching a functional orientation to a process orientation (<http://www.than-consultant.com>, December 2009).

CHAPTER THREE

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

3.1 Introduction

This chapter deals with data that are gathered by primary method (questionnaire and interview). The first part of the analysis is the information of the department head, followed by the information of the ordinary employees and the customers of the organization.

A total of 50 questionnaires were distributed to the respondent, 30 of them is to the ordinary employees, 8 questionnaires for the heads and the remaining 12 questionnaires for the customers. A total of 41(82%) questionnaires were returned. Out of 30 questionnaires distributed for employees, 24 (80%) were returned .7(88%) of the questionnaires were returned out of 8 questionnaires distributed to the managers. Finally out of 12 questionnaires distributed to customers 10(83%) were collected. accordingly the analysis and findings of the researches are based on the numbers of the information of the questionnaires an interview conducted with the team leader of the BPR committee in the organization.

Characteristics of the Respondents

Tabel 1. Characteristics of the Ordinary Employees and Department Head

No	Item	Ordinary Employees		Department Heads	
		No	%	No	%
1	Sex				
	A. Female	9	37.5	1	14
	B. Male	15	62.5	6	86
	Total	24	100	7	100
2	Age				
	A. 18-25	5	21	-	-
	B. 26-35	6	25	1	14
	C. 36-45	8	33	3	44
	D. 46-55	3	13	2	28
	E. Above 55	2	8	1	14
	Total	24	100	7	100
3	Educational background				
	A. Under diploma	3	12	-	-
	B. Diploma	6	25	-	-
	C. Degree	10	42	3	43
	D. MSC/MA	4	17	3	43
	E. PHD	1	4	1	14
	Total	24	100	7	100
4	Year of service				
	A. 0-10 years	5	21	1	14
	B. 11-20 years	10	42	3	44
	C. 21-30 years	7	24	2	18
	D. Above 30 years	2	8	1	14
	Total	24	100	7	100

As it indicated in table 1, item 1 from the selected ordinary employees 9(37.5%) respondents are female and 15(62.5%) are male and from the managers side 6(86%) respondents were male and 1(14%) are female. The analysis shows that the number of female is lower than that of males. This implies that the organization due recognition is given to female. Item 2 of the same table shows that the age of the respondents in the case of both ordinary employees and managers lies into different categories but the majority in the age between 36 to 45, 8(33%) from the employees and 44% from the managers. This indicates that the respondents are dominated by young and middle age group.

Item 3 of table 1, shows that the educational background of the respondents. Regarding the background out of 24 employees the largest group is that of degree holders which covers 10(42%). This is followed by 6(25%) employees who are diploma graduates, 3(13%) are under diploma and 1 individual is a PHD holder this is true for the managers too, from 7 respondents 3(43%) are BA/BSC holders which is same number to those MBA/MSc holders, and 1 individual is a PHD holder. This implies that employees of the organization are well literate to undergo their tasks. So the BPR program implement successfully because the BPR implementation requires qualified professionals

Finally item 4 of the table deals with the experience of the respondents in the organization 5(21%) of employees have 0 to 10 years work experience, 10(42%) of employee have 11 to 20 years work experience, 7(29%) of employees have 21 to 30 years work experience and the remaining 2(8%) of employees above 30 years work experience and also, 1(14%) managers have response to 0 to 10 years the same number respondents are above 30 years work experience, 3(44%) managers have 11 to 20 years work experience and the remaining 2(18%) managers 21 to 30 years work experience the analysis shows that the respondents are highly experienced and are intimate with the organization culture because most of the respondents are lives between 11 to 20 years work experiences this indicates that the organizations people can not easily shift the new system because peoples adopt the organization culture and the previous system.

Table 2. Level of Understanding of Respondents about BPR

No	Item	Ordinary Employees		Department Head	
		No	%	No	%
1	Do you have a know how about BPR?				
	A. Yes	18	75	7	100
	B. To some extent	6	25	-	-
	C. No	-	-	-	-
	Total	24	100	7	100
2	Have you ever attend meetings, workshops and seminars on BPR?				
	A. Yes	20	83	4	57
	B. No	4	7	3	43
	Total	24	100	7	100
3	Do you have a positive attitude to the BPR program?				
	A. Yes	24	100	6	86
	B. To some extent	-	-	1	14
	C. No	-	-	-	-
	Total	24	100	7	100

In the above table of item 1, all of the department heads have a good know how about BPR. From the ordinary employees 18(75%) of the respondents have a good understanding towards the BPR program and the remaining 6(25%) have satisfactory knowledge about it. This implies that most of the respondents of both the employees and the managers have good knowledge about BPR.

Item 2 of the same table indicates that 4(57%) of the department heads have attend meetings, workshops and seminars on BPR and the rest 3(43%) of department heads not attended. And also from 24 ordinary employees only 4(17%) have attend meeting, workshops and seminars on BPR and the remaining 20(83%) have not attended. This analysis shows that most of the managers are attended meetings, workshops and seminars but the ordinary employees not attended. This implies that there is the gap between the managers and employees and employees negatively affect in improved services. Finally item 3 of the table 2 shows that 6(86%) of the department head have a positive attitude to the BPR program and only 1(14%) of the department head have satisfactory. Whereas 100% of the ordinary employees have a positive attitudes towards the BPR program. This analysis shows most of the respondents in both the department heads and the employees have positive attitude to the BPR program. This implies that there is high job commitment and willingness in the organization.

Table 3. Assessment of BPR Implementation in the Organization about BPR

No	Item	Ordinary employees		Department head	
		No	%	No	%
1	Have you established proper BPR implementation team before starting implementation				
	A. Yes	24	100	7	100
	B. No	-	-	-	-
	Total	24	100	7	100
2	Has your organization undertaken the proper office layout arrangement as per the designed process				
	A. Yes	15	62	5	72
	B. To some extent	4	17	2	28
	C. No	5	21	-	-
	Total	24	100	7	100
3	Is the BPR program implemented in your department				
	A. Yes	24	100	7	100
	B. To some extent	-	-	-	-
	C. No	-	-	-	-
	Total	24	100	7	7

In the above table of item 1, table 3, all of the department heads and the ordinary employees replied that the organization established proper BPR implementation team before starting implementation. However, as it is indicated in the same table of item 2, table 3, 5(72%) of the department heads who say that the organization undertaken the proper office layout arrangement per the designed process and the remaining 2(28%) of the department heads are not satisfactory. And also the employee side 15(62%) of employees respond that yes the organization undertaken the proper office layout arrangement per the designed process, 5(21%) are not and the rest 4(17%) are to some extent this analysis shows that most of the department heads and employees are says the organization undertaken the proper office layout arrangement per the designed process and established proper BPR implantation team before starting implementation. This implies that the employees have a good atmosphere in the work places and high cooperativeness in the organization. Finally the last item in the same table shows that 100% of the department heads and ordinarily employees response that the BPR program implemented in their department. This shows that there is good accomplishment of jobs is done in the all department and the implementation of BPR dramatically improves the services which are delivered to the customers.

Table 4. Both Leadership and Employee Commitment and Involvement in Implementing BPR

No	Item	Ordinary employees		Department head	
		No	%	No	%
1	How far do you think that your personal involvement and desire for change affect BPR implementation?				
	A. Very high	-	-	2	29
	B. High	22	92	4	57
	C. Medium	2	8	1	14
	D. Low	-	-	-	-
	E. Very low	-	-	-	-
	Total	24	100	7	100
2	How far did you avail adequate resources for its implementation relation?				
	A. Very high	-	-	-	-
	B. High	-	-	1	14
	C. Medium	4	17	2	29
	D. Low	20	83	4	57
	E. Very low	-	-	-	-
	Total	24	100	7	100
3	Have you provided sufficient training for your organizational employees?				
	A. Yes	5	71	21	87.5
	B. To some extent	2	29	3	12.5
	C. No	-	-	-	-
	Total	7	100	24	100

According to the data obtained from the table 4, item concerned with involvement and desire for change affect BPR implementation. 2(29%) of the department head replied that there involvement and desire for change in the implementation is very high, 4(57%) of the department head as respond high and 1(14%) the department head are respond medium.

And also the employee size, 22(42%) of the respondents have respond high involvement and desire for change in the implementation and the rest 2(8%) are answered medium. This analysis shows both the department heads and ordinary employees have high involvement and desire for change in the implementation. This implies the BPR implementation and program are dynamic change in the organization and create good customer satisfaction because both the mangers and employee are committed to the work place.

The second item of the table indicates that 4(57%) of the department head said that there is low adequate resources where as 4(17%) of the ordinary employee asked adequate resources for its BPR implementation have medium and the rest 20(83%) employees said low availability of resources for the BPR implementation. This analysis shows that most of the department heads and employees said there is no adequate resources in BPR implementation. This implies that there is a big problem for the accomplishment of the BPR program and not done in the expectation.

The last item of the table 4 indicates that 5(71%) of the department heads replied as there is sufficient training provided for the organizational employees and the rest 2(29%) of the department heads answered to some extent. And from 24 ordinary employees 21(87.5%) of employees given sufficient training for the BPR program and 3(12.5%) of employees have not satisfactory. This analysis shows most of the department heads and employees replied that given sufficient training about BPR. This implies that employees return help them to perform the new jobs.

Table 5. Both employees and managers workplace environment and problems

No	Item	Ordinary employees		Department heads	
		No	%	No	%
1	Your relationship between top management and subordinates				
	A. Very high	11	46	5	71
	B. High	8	33	2	29
	C. Medium	5	21	-	-
	D. Low	-	-	-	-
	E. Very low	-	-	-	-
	Total	24	100	7	100
2	How much information technology built in the implementation of BPR program				
	A. Very high	-	-	-	-
	B. High	4	16	-	-
	C. Medium	9	38	4	57
	D. Low	11	46	3	43
	E. Very low	-	-	-	-
	Total	24	100	7	100

As shown in item 1 of table 5, indicates that 11(46%) of employees have very high relationship between top management and subordinates, 8(32%) have high relationship and the remaining 5(21%) have respond medium relationship and also from 7 department heads 5(71%) respondents have very high relationship with top management and subordinate and the rest 2(29%) have high relationship. This implies that both of the respondents response there is a good interrelationship and co-ordination with each other.

As per item 2 of table 5, 4(16%) of employees respondents respond that there is high information technology built in the implementation of BPR program. 9(38%) employee respondents replied that medium and the rest 11(46%) are low and the same item of the table shows that 4(57%) of the department heads said information technology properly built in the implementation of BPR program have medium level and 3(43%) of the department head respond low. This analysis shows that most of the employees and department heads have said information technology not properly built in relation with the BPR program this implies that there is not quality and speed of service in the customer because information technology is the main input for BPR implementation.

Table 6. Leadership Response towards the Problem of BPR Implementation

No	Item	Department Heads	
		No	%
1	Shortage of manpower		
	A. Very high	-	-
	B. High	3	42
	C. Medium	2	29
	D. Low	2	29
	E. Very low	-	-
	Total	7	100
2	Lack of budget		
	A. Very high	-	--
	B. High	3	43
	C. Medium	4	57
	D. Low	-	-
	E. Very low	-	-
	Total	7	100
3	Lack of skill of employees		
	A. Very high	-	-
	B. High	3	43
	C. Medium	4	57
	D. Low	-	-
	E. Very low	-	-
	Total	7	100

As show in table 6 of item 1, 3(42%) of the department heads replied that there is high shortage of manpower in the organization, 2 (29%) of the department heads replied medium and the same number of respondents replied low shortage of manpower. This shows that most of the respondents replied there is high shortage of main power in the implementation of BPR. This implies that the organization increase the availably of trained manpower.

As per item 2 of table 6, 3(43%) department heads respond that there is high lack of budget in the BPR implementation program and the remaining 4(57%) replied lack of budget is medium level third shows that most of the department heads says lack of budget is the major contribution factor. This implies that the application of BPR program is not done in the expectation.

Finally the last item in the same table indicates 3(43%) of the department heads asked there is high lack of skill of employees and the rest 4(57%) respondents have asked a medium lack of skill of employees. This analysis showed that most of the respondents said that there is not sufficient skill in the employee side. This implies that due training about BPR to all employees.

Table 7. Leadership Response towards the Major Challenges of Implementation BPR

No	Item	Department Heads	
		No	%
1	Absence of implementation plan		
	A. Very high	-	-
	B. High	1	19
	C. Medium	3	43
	D. Low	3	43
	E. Very low	-	-
	Total	7	100
2	Absence of appropriate incentive mechanism		
	A. Very high	5	71
	B. High	-	-
	C. Medium	2	24
	D. Low	-	-
	E. Very low	-	-
	Total	7	100
3	Lack of well structured change management strategy		
	A. Very high	-	-
	B. High	2	24
	C. Medium	3	42
	D. Low	2	24
	E. Very low	-	-
	Total	7	100

Item 1 of the table 7 indicates that 1 (14%) department heads respond high absence of implementation plan 3(43%) respondents respond medium and the

same number respondents respond low. This analysis shows most of the respondents says there is no absence of implementation plan. This implies that there is successful accomplishment of BPR program.

Item 2 of the same table shows, 5 (71%) respondents replied very high absence of appropriate incentive mechanism and the rest 2(24%) respondents replied medium. This analysis shows that most of the department heads replied the organization absence of incentive mechanism is very high. This implies that the management body aware to create incentive mechanism of the future.

Finally item 3 of the table 7 shows lack of well structured management strategy. 2(24%) respondents replied high lack of well structures management strategy and the same number respondents as low and the rest 3(42%) respondents respond medium lack of well structured management strategy this shows most of the management body asked not that much problem of well structured management strategy.

Table 8. Employee Attitude towards the Leadership Commitment

No	Item	Ordinary Employees	
		No	%
1	Does the management body involves in giving relevant information during the implementation of BPR program?		
	A. Yes	9	38
	B. No	15	62
	Total	24	100
2	Do you think that all the BPR implementation team members have demonstrates the required commitment?		
	A. Yes	12	50
	B. Some extent	10	42
	C. No	2	8
	Total	24	100

In item 1 of the above table shown that 9(38%) of employees response that the management body involves in giving relevant information during the implementation of BPR program and 15(62%) have this analysis shows most of the employees not given relevant information during the implementation of BPR program from the manager. This implies that employees have got most of information about the program is from outsiders than the management body.

And in item 2 of the above table, 12(50%) of the employees replied as the BPR implementation team members have demonstrated the required commitment 2(8%) employees have no demonstrated the required commitment and the remaining 10(42%) of the respondents answered to some extent. This shows that the team leaders are good commitment in the BPR implementation.

Table 9. Characteristics of Customers

No	Item	No	%
1	Sex		
	A. Female	1	10
	B. Male	9	90
	Total	10	100
2	Age		
	A. 18-25	-	-
	B. 26-35	2	20
	C. 36-45	6	60
	D. 46-55	2	20
	E. Above 55	-	-
	Total	10	100

As can be shown in table 9 of item1, 9(90%) of respondents of the customers are male and only 1(10%) of them are females. This implies that the male respondents have slightly higher percentage than female at the time of undertaking the services.

Table 9 of item 2 shows the age category of customers accordingly 2(20%) are in the age group 26 to 35, 6 (60%) are in the age group 36 to 45 and 2(20%) are

in the age group 46 to 55. This implies that most of the customers are at the age group 36 to 45 or middle age group.

Table 10. Customer Attitude towards BPR Implementation

No	Item	Customer	
		No	%
1	Do you have information about BPR		
	A. Yes	6	60
	B. To some extent	4	40
	C. No	-	-
	Total	10	100
2	Do you think BPR is important to the customers		
	A. Yes	6	60
	B. To some extent	4	40
	C. No	-	-
	Total	10	100
3	Communication about the BPR program.		
	A. Very high	-	-
	B. High	6	60
	C. Medium	2	20
	D. Low	2	20
	E. Very low	-	-
	Total	10	100

As can be seen in the above table item 1, 6(60%) of the customers response that they have information about BPR and 4(40%) of the customers have information which is not that much enough to know about the program. This analysis shows most of the customers have enough information about BPR.

As per item 2 of table 10, 6(60%) of the customer respond BPR is important to the customer and the remaining 4(40%) of respondents answered to some extent this implies that most of the respondents are uses and satisfied the BPR program.

Finally the last item in the same table indicates that 6(60%) of customers have high communication about the BPR program, 2 (20%) have not communicated and the same respondents medium communication about the BPR program. This analysis shows most of the respondents have high communicate the BPR program. This implies that the BPR program are customer focused program.

Table11. Customers Attitude towards top Management Commitment

No	Item	Customer	
		No	%
1	Leadership Commitment		
	A. Very high	2	20
	B. High	1	10
	C. Medium	5	50
	D. Low	2	20
	E. Very low	-	-
	Total	10	100
2	An effort made to create awareness by top management		
	A. Very high	-	-
	B. High	2	20
	C. Medium	2	20
	D. Low	5	50
	E. Very low	1	10
	Total	10	100

As shown in the table 11 item 1, the majority 5(50%) customer respondents asked leadership commitment are medium. 2(20%) customers asked very high leadership commitment and the same numbers asked low leadership commitment and the rest 1(10%) asked high leadership commitment. This implies that the majority of the customers are not that much satisfied the leadership commitment.

However as it is described in the same table of item 2, 2(20%) of the customer have high effort made of create awareness by top management and the same numbers respond not satisfactory.

5(50%) customer respond low effort made to create awareness by top management and 1(10%) customers respond very low. This analysis shows that most of the respondents replied there is not an effort made to create awareness by top management. This implies that the management body not given to focus the customer.

Table 12. Customer Attitude towards Employees

No	Item	Customer	
		No	%
1	Employee commitment		
	A. Very high	5	50
	B. High	5	50
	C. Medium	-	-
	D. Low	-	-
	E. Very low	-	-
	Total	10	100
2	Employee responsiveness		
	A. Very high	5	50
	B. High	5	50
	C. Medium	-	-
	D. Low	-	-
	E. Very low	-	-
	Total	10	100
3	Employee knowledge		
	A. Very high	1	10
	B. High	6	60
	C. Medium	3	30
	D. Low	-	-
	E. Very low	-	-
	Total	10	100

As shown in table 12 of item 1, 5(50%) customer respondents replied that there is very high employee commitment in the service and the same number respondents respond is high employee commitment this analysis shows that

most of Respondents are replied there is high employees commitment in the service. This implies that employees are given to good service delivery to the customer.

As per item 2 of table 12, 5(50%) customer have gets very high employee responsiveness and the same numbers respondents gets high employee responsiveness this implies that customer satisfaction in terms of responsiveness is at a good condition.

Finally the third item of table 12 also tell us that 1(10%) of customer respondent replied that employee knowledge have very high, 6(60%) respondents tells us high and the rest 3(30%) respondents have respond medium. This analysis shows most of the respondents are asked employee have high knowledge about the BPR implementation program. This implies that employees are create good atmosphere in the customer service.

Table 13. Attitude of Customers towards the Service

No	Item	Customer	
		No	%
1	Speed of work		
	A. Very high	6	60
	B. High	3	30
	C. Medium	1	10
	D. Low	-	-
	E. Very low	-	-
	Total	10	100
2	Quality of work		
	A. Very high	-	-
	B. High	5	50
	C. Medium	5	50
	D. Low	-	-
	E. Very low	-	-
	Total	10	100
3	Accomplishment of work compared with the previous system		
	A. Very high	6	60
	B. High	4	40
	C. Medium	-	-
	D. Low	-	-
	E. Very low	-	-
	Total	10	100

In the above table 12 of item1, 6(60%) of customers respond that there is very high speed of work in the service, 3(30%) of customers respond there is high speed of work and the rest 1(10%) respondents asked medium. This analysis

shows most of the respondents replied there is high speed of work in the organization.

As it is indicated in table 12 item 2, 5(50%) customer respondents respond high quality of work in the organization and the same number of customers respond medium. This implies that the quality of service delivery is at a good position however, as it is indicated in the same table of item 3 6(60%) customers respondents respond very high accomplishment of work compared with the previous system and the rest 4(40%) customers respond high. This implies that after the implementation of BPR there is a dynamic change in service as compared to the previous system.

CHAPTER FOUR

SUMMARY, CONCLUSION AND RECOMMENDATION

4.1 SUMMARY

While undertaking the research in Agricultural and Rural Development Bureau of Oromia Regional State, the researcher discovered a number of findings by analyzing and secondary methods the data presented and analyzed using percentage based on the analysis and a number of findings were drawn: the organization has embarked on institutional transformation programs for four consecutive years to build a new system of work that fit the era of globalization and customers. The program study was conducted starting from January 1999 E.C, and was implemented in January 2002 E.C

- Regarding the gender ratio majority of employees are females where as majority of customers are males. This implies that the organization provides due attention for female employees.
- As regards the age distribution show that majority of both employees and customer's lies in the age group 36 to 46. this implies that majority of respondents are dominated by yours and middle age group
- Majority of ordinary employees are degree holders and majority of managers are degree and masters holder. This implies that employees of the organization are will educated to under so their tasks.
- Both ordinary employees and managers have 11 to 20 years of work experience. This implies that the respondents are highly experienced intimate with the organization culture and they may not easily shift from the previous system to the new system.
- Majority of both ordinary employees and mangers have a good understanding about BPR
- Majority of ordinary employer did not attend on meetings work shops seminars in relation to BPR problem. But majority of department heads attend on meetings, workshops and seminars. This indicates that there

is a gap between the managers and employees and this will effect to improve services delivered by the organization to its customers.

- Majority both managers & ordinary employees have a positive attitude towards the BPR program.
- The study find that both mangers & ordinary employees replied that the organization establishes proper BPR implementation team before starting to implement the new change and It is implemented in each department.
- Both 57% of managers & 42% of employees have high involvement & desire for change in the implementation. This implies that the BPR program can create good customer satisfaction because employees are willing and committed to the new program
- The study finding show that both mangers and ordinary employees have get the necessary training regarding the BPR program
- With regard to human relation there is a good interrelationship and coordination between each employees of the organization.
- In relation information technology both mangers & ordinary employees replied that IT is not properly built in accordance with the BPR program.
- Majority of department heads a green that there is shortage of manpower badger and poor skill of employees.
- Majority of the managers replied that there is no absence of implementation plan. This implies that absence of implementation plan. This implies that there is a successful accomplishment of BPR program.
- Majority of managers agree that there is an absence of incentive mechanism.
- Most of the mangers replied that there is lack of well structured change management strategy.
- Majority of ordinary employees did not get the necessary information from the mangers during the implementation of BPR program. But the mangers have a great role in supporting the employees to demonstrate the required commitment

- Majority of customers have enough information about BPR. and also they agreed that BPR is important to them & they are satisfied by the BPR program
- Majority of customers have a high communication about BPR. Therefore the new program is customer focused.
- The study findings show that there is lack of leadership commitment and lack of management effort in providing awareness to the customers. This shows that the management body not given to focus the customer.
- Majority of the customer agreed that employees have excellent commitment responsiveness and knowledge
- Majority of the customer believed that there is high speed of work, quality of work and very high accomplishment of work compared with the previous system.

4.2. CONCLUSION

On the basis of the above findings stated the following conclusions are drawn.

- Majority of both ordinary employees & managers have 11 to 20 years work experience because of this they are adapted with the previous culture and system of the organization because peoples can't shift easily from the previous system to the new system.
- In the organization, there is lack of skilled manpower the student researcher analyzed human resources development requires to assess and identify what skills are needed in the new system of work and should give due attention to create long and short strategies of building these competencies.
- Without the availability of resource and budget allocation it is impossible to accomplish any activities in an organization. In this case according to the response and budge allocation this implies that the organization not fully implement the BPR program so, from this the student researcher that there exists insufficient budget allocation and resource to undertake the desired BPR programs of the organizations.
- In the organization, the managers have attends meetings, workshops and seminars bout BPR but in the employees side did not participate in meetings, workshops and seminars but the implementation of BPR carried fully in all departments.
- For a better achievement of the goals and objectives of BPR program, it is advisable to motivate employees by design the new incentive mechanism. Employees are not motivated the expected work may not performed and the BPR program not be easy to work may not performed and the BPR program 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 incentive mechanism and the organization face a problem in generating income in its day to day operation.

- Most of the managers replied that there is lack of well structured change management strategy because of this majority of employees didn't get the necessary information about the BPR program from the management body.
- Information technology is the main input for the achievement of the desired goals and objectives for BPR implementation. In this case, and according to the result of this study, the majority of the respondents say that there is a problem of information technology application in the organization. Therefore the student researcher can conclude that information technology is not properly built in the organization in accordance with the BPR program.
- How organization select and organize the people who actually to the reengineering is key factor to the success achieved the management commitment and the active engagements of the top leaders are critical from the reengineering to happen but in the case of the organization understudy the majority of customers replied that there is lack of leadership commitment and effort in providing the necessary information about BPR.

4.3 RECOMENDAITONS

Based on the finding and conclusion of the study the researcher has forwarded the following recommendations for the problems

- Management support needs to shift employees from the old and existing system to the new system by providing the necessary information training and career enhancement to develop their capacity in performing the day to day operation after the BPR program management support is needed for the involvement of ordinary employees in meetings, workshops and seminars.
- IT is one of the major input or it is enabler to the smooth implementation of BPR. Therefore the organization must give a due attention for IT infrastructure to speed up and give quality services to its customers
- Availability of skilled manpower & budget is a necessary condition for the smooth implementation of BPR. Therefore the organization should hire new and skilled manpower and also it should provide the necessary training to the existing employees. In addition to this it should have its own source of finance to have enough amount of budget.
- The organization should design a new incentive mechanism to motivate employees. If employees are not motivated the expected work may not be performed and customers will be dissatisfied and then the organization faces a problem in generating income in its day to day operation.
- To bring in to reality the BPR program the organization should have a well structured change management strategy. Because it is difficult to say BPR is implemented successfully without a well structured change management strategy.
- The organization should give the necessary information to its employees and customers by creating different methods to bring common understanding among them in giving & receiving of services.

- The top readers have also provided is series attention to manifestation of change resistance that could be explained in having vested interest in the program implementation failure so, the organizational leaders have to prepare communication system and change management commitment to over come resistance and ensure continued support from customers.
- The concerned party has to allocate sufficient financial resources to build information communication technology and database system to support the change program, which is clearly seen as a major problem in the finding.

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APENDICIES

Annex A

- English version of questionnaire
- Interview Checklist

Annex B

- Amharic version of questionnaire
- Governmental Proclamation for training and development

CHAPTER ONE

Introduction

1.1. Background of the Study

Training program can contribute to the effective use of the organizations resources, but only if approached systematically. A training need can be defined as the gap between the requirements for skills and knowledge inherent in the job and those possessed by the current job holder. These include, technical, social and conceptual skills, of human resource to enable them to deal effectively with technological changes. (Margaret Harwood 1989, 93)

The program for civil servants and for those who works in private sector is the most important factors in their performance. Civil servants who has a strong devotion to national development, and ho has a sense of mission in their work and who understands the importance of modernization is more likely to be successful.

Government polices and procedures are useful because, it gives clear guidelines, entails responsibilities and avoids confusion, and builds employees skills and organizational development.

Training and policies helps for procedure and guidelines that can regulate organizational action and also leads the employee to get a better performance skills and an understanding of the organization and its goals and employee.

Organizations need to design workable training policies and procedures enhance the skill of their workforce through comprehensive training and development programs. Policies and procedures are a set of documents to describe the workflow in an organization for operation of the organization working plans intends to operate in a civilized way. (Rj.Gordon 2003 •102)

So, as the above brief discussion on training, the research intends to study lack of employee training and development practice. In the case of Kotebe College of Teacher Education, and to prove and disprove the compliant by the employee's and try to find the solutions and recommendations for the right procedure.

1.2. Background of the Organization

Kotebe College of Teacher Education was established in 1959 E.C. within the HaileSELLASSIE I University (HSIU) in Addis Ababa or a joint program between the University and Ministry of Education to train teachers for the junior Secondary Schools. Six year later UNESCO began its technical assistance to strengthen and expand the teacher training. This continued until 1968 when the University, the Ministry of Education and UNESCO reached an agreement to phase out the joint teacher-training program.

The college made its second curriculum revision in 1971. New fields of study were added to the existing ones. These were grouped into three academic divisions these are, Divisions of Arts, Division of Education, and Division of Science. The Divisions of Arts included the Department of Ethiopian Studies. The Division of Sciences was composed of the Departments of Science, Mathematics, Home Economics, and Health and Physical Education.

The third curriculum revision was made in 1973. At that time the college maintained the previous admission and graduation requirements, but widened its scope of teacher education programme. With a partial revision of its objectives, The KCTE started to prepare students that could teach in their major and or minor subject areas in the junior and lower senior secondary grades. (7, 8, 9 and 10).

After its transfer to the present site in 1976, KCTE dropped the idea of classifying the departments into three main divisions. A new structure was laid down, and the departments of Geography and History, Mathematics, Science, Health and Physical Education, Home Economics, Commerce, and Productive Technology were specified.

1.3. Statement of the Problem

Kotebe College of Teacher Education's administrative or supportive staff employees are complaining about the poor practice of training and development despite the availability of governmental training proclamation for capacity building. Some are mentioning about the deficiency of training and development practice in the college, and they said this brings dissatisfaction and turnover. So, this research is intended to investigate and testify this complaint, and bring better way of training practice and satisfaction of administrative employees.

1.4. Research Questions

The aim of the research questions is to provide answers to the questions raised in relation to training and development.

- What is the main influence made by the college to implement administrative employee's training and development program.
- What is the main problem to offer training as stated by the Proclamation No of 49, and 50, 2003 for employees?
- To what extent administrative employees aware of the existing training policy?
- What are the possible reasons not to implement training procedures?
- What types of skill training are given at KCTE?

1.5. Objectives of the Study

1.5.1 General Objective

The general objective of the research is to identify gaps, strength and weakness in the existing employees training and development practice in of Kotebe College of Teacher Education.

1.5.2 Specific objectives

The specific objectives of this research are:-

- To assess the staff training proclamation and procedures with respect to its clarity
- To identify and analyze the administrative employee's training practice in the college.
- To assess the basic problem for effective training development practice.
- To determine the reaction of the staff towards the existing staff training and development procedures of the college.
- To make appropriate and relevant recommendation that would improve KCTE administrative staff training and development practice.

1.6. Significance of the Study

Undertaken a research on the practice of effective employee training development polices and procedure at Kotebe College of Teacher Education (KCTE) has the following importance.

- It helps the managers to give overview about the training practice in the college and to take corrective measures to reduce staff incompetence and dissatisfaction.
- It is important for trainers to revise their methodology and to find out factors that affect the training program.
- It is a footstep for other similar research in the area, to improve their implementation.

1.7. Delimitation of the Study

Kotebe College of Teacher Education, Employees are categorized in two parts that is, Academic and Administrative wing employees. The researcher can do the study on the teaching learning programs of the college but due to time and budget constraints it is limitations this research is focusing on administrative or supportive staffs who are complaining of training opportunities. The document analysis can be done with 10 years and more of the college's training practice. But due to time and budget constraints it is also delimited to 5 – 7 years.

1.8. Research Design and Methodology

1.8.1 Research Design

The study used descriptive type to describe the training and development practice of the college.

1.8.2 Source and type of Data

In order to get adequate information, the study used both primary and secondary data because,

- a) **Primary data:** was collected from the colleges administrative employees through questionnaire and the structured interview were conducted to the top management that is administrative vice dean and human resources officers and personnel.
- b) **Secondary data:** - was collected from documentary sources that is already available information, as reference book, news letters and other published materials, and governmental capacity building proclamations and other written materials related to training and development policy.

1.8.3. Data Collection Method

The data collection method is both primary and secondary sources that a questionnaire and interview and document analysis. Questionnaires are designed for the administrative employees of the college and interview Questions are designed for the management and for human resource officers and personnel.

1.8.4 Population and Sampling Techniques

The researcher used simple random sampling technique. Because, the number of administrative employees is very high so, the target population encompasses the entire department in Kotebe College of teacher education accordingly; all 180 administrative employees was considered as total population of the study. And the sample is the full list of the entire population and it a base for, a simple random sampling technique. This results in a representative sample as the total population sample becomes 54. (30%) of the total population is considered for the study.

1.8.5. Methods of Data Analysis

The data collection process includes qualitative and quantitative analysis method. The study used descriptive statistics technique to analyze the data from primary and secondary sources. The technique is used to analyze the responses of the sample population by grouping similar responses together. And the result was presented in tabular form of data and percentage. And the interview was conducted to managers and personnel.

1.9. Organization of the Study

The researcher organized the paper in to four chapters. The **first chapter** contains introduction of the study including background of the study, background of the organization, statement of the problem, objectives of the study, significance of the study, scope and limitation of the study and research design and methodology. The **second chapter** deals with the review of related literature. **Then third chapter** is the data presentation analysis, and interpretation of the data collected. **The last chapter** presents the summary, conclusions and recommendations of the study.

CHAPTER TWO

2.1. REVIEW OF RELATED LITERATURE

The vital matter that helps to identify improvement in organization productivity and its effectiveness should involve learning experience, and be planned for the organization activity, and should be designed by permanent rules or training policies to overcome to it's target. (Bernard in 2003. 64)

Starting with the orientation of new employees, human resource training and development also includes Job-Skill development. Individual's capacity buildings retraining are necessary to accommodate technological changes.

Organizational system is defined by its legal documents of mission, goals and strategies, policies and procedures, operating manuals. The organization is depicted by its organizational charts, job descriptions, marketing materials, etc. The organizational system is also maintained or controlled by polices and procedures, budgets, information management systems, quality management systems, performance review systems, organization as whole embraces various, of which the human resource, labor force of employees is at the center of the human of it. (McNamara 64:2007)

Encouraging development of all employees includes supervisor and managers is necessary to prepare organizations for future challenges to respond to environmental threats and opportunities timely and properly to explain the importance of investment of human resource by training polices as planned and bring success to organization.(Filppo,1988:199)

Training is any attempt to improve employee performance on a currently held job or one related to it. This usually means changes in specific knowledge skills, attitudes, or behaviors to be effective, training should involve a learning experience, be a planned organization activity, and be designed is response to identified needs. Ideally, training also should be designed to meet the goals of the organization while

simultaneously meeting the goals of individual employees and evidently contributed for the growth of both individual employees and organization as a whole.

The scope of Human Resource Management is indeed vast. All major activities in the working life of a worker from the time of his or her entry in to an organization until he or she leaves-come under the view of human resource management. Specifically the activities included are. Human Resource Planning, Job analysis and design, recruitment, and selecting, orientation and placement, training and development, performance appraisal and job evaluation, employee and executive remuneration, motivation and communication, welfare, of the organization. (Aswathappa: 4)

Acquiring human resource capability should begin with organizational design and analysis organizational design involves the arrangement of work-tasks based on the tasks to be performed in the context of the mission goals and strategic plan of the organization. Human Resource Management activities such as human resource planning, job and work analysis organizational restructuring, job-design, team building computerization, and worker-machine interaces also fall under this domain.

Under the training and development practice, organizational and work design issues are almost and always the firestones that should be addressed whenever significant change is necessary due to changing economic conditions new technologies, new opportunities, potential advantages, or serious internal problems. Design issues usually drive. Other human resources domains such as selection training performance management and compensation. (Bernard 6-7)

Organization's commitment is vial to the continuous development of the skills and abilities of employees in order to maximize their contribution and to give them the opportunity to enhance their skills, realize their potential, advance their carriers and increase their employability with and out side the organization.

Encouraging, development and process that attempt to provide an employee with information, skills and an understanding of the organization and its goal. In addition, training and development are designed to help a person continue to make positive contributions in the form of good performance. (Ivancevich: 393)

Development would include both training to increase skill in performing a specific job and education to increase general knowledge and understanding of our total environment. (Flippo.988: 199)

2.1. Definitions of Human Resource Training Development

When we define training, development, it is defined as a planned, continuous effort by management to improve employees' competency level and organizational performance through training, education, and development programs. Training is the systematic process of altering the behavior of employees in a direction to increase organization goals. (Ivancevich.2003)

Human resource development is defined as a planned, continuous effort by, management to improve employee's competency level and organizational performance through training, education, and development programs. Nature of training development in simple terms, training and development refer to the imparting of specific skills, abilities and knowledge to an employee. (K.Aswathappa:171)

A formal definition of training and development is as follows.

Training: - is defined as any attempt to improve employee performance on a currently held job or one related to it. This usually means changes in specific knowledge skills, attitudes, or behaviors. To be effective, training should involve a learning experience, be a planned organizational activity, and be designed in response to identified needs. Ideally, training also should be designed to meet the goals of the organizations. While simultaneously meeting the goals of employees. The term training is often confused with the term development.(Bernardin.6-7)

Development: - refers to learning opportunities designed to help employees grow such opportunities do not have to be limited to improving employees' performance on their current jobs. Acquiring human resource capability should begin with organizational design and analysis. Organizational design involves the arrangement of work tasks based on the interaction of people, technology, and the tasks to be performed in the context of the mission, goals and strategic plan of the organization. Human resources management activities such as human resource planning, job and work analysis, organizational restructuring, job-design, team building, computerization and worker-machine interfaces also fall under this domain.

Some of the definitions of training and development by different writers are stated below:

Training is the systematic process of altering the behavior of employees in a direction to increase organization goals. (Ivancevich, 2003:397)

Training help employees to do their present jobs and the benefits of training may extend through out a persons entire career and may help to develop that person for further responsibilities. (Ibid.397)

Developing is related to management system of an organization rather than to operational and technical activities. Training usually refers to specific programs to be given to people such as diving, typing etc.. Where as development is given specifically to individuals who are going to be placed in a higher organizational position for the near future or to those need to remain successful leaders. (Michel V.P 2002)

Training is a program designed to help an employee increase his/her knowledge and skill for doing a particular job so, that he/she can meet certain organizational behavior preferred by the employer.(Margaret 1989:91)

Training is a subject which everyone knows something about, but it still poses problem when one attempts to provide a hard-and-fast definition, and training includes all forms of planned learning experiences and activities whose purpose is to effect changes in performance and other behavior through the acquisition of new knowledge, skill beliefs, value and attitudes, moreover, training reflects activities that are intended to influence the ability and motivation employees.(Ibid:92)

Human Resource Development, training polices and procedures are essential for avoiding confusion on new technologies logistics. From these we can understand that, training is usually related to operational and technical areas and is aimed at providing employees with skills they need to do their current jobs. However, management development is involved in developing managerial capabilities and has along-term nature in the organization to solve organizational training implementation problems.(Rajouri Gordon 127)

Training is a basic thing which everyone knows something about, and improves performance and work experience with better skills. But it still poses problem when one attempts to provide training activity. Ultimately, training includes all forms of planned learning experiences and activities whose purpose is to effect changes in performance and other behavior through the acquisition of new knowledge, skill beliefs, value and attitudes.

Training can prepare people to work and help increase their knowledge to their employer, themselves and ultimately for the development of their organization. Therefore the organizations and the people with in them develop by learning irrespective of the approach adopted. A further basic principle is that for training to be worthwhile, it is imperative that learning takes place. (Internet)

The training must be motivated to upgrading a person for organizational productivity and respectively to the individual better performance. Organizations must give attention focused on the training activities and reinforcement what is learned, and motivation is influenced by the belief and perceptions of the trainee.

2.2. Objectives of training

The target of the training is to help the organization achieve its purpose by adding value to its key resource and its employees. The purpose of training is to:

- To increase human resource capacity building on their job and build productivity for the government organizations
- To Promote versatility and adaptability to new methods
- To minimize the number of accidents and labor turnover
- To orient new hires
- To prepare employees for changes in design, processes or technology
- To increase skill and efficiency
- To prepare employees for future promotion (Nair N.G.&L.Nair 1999)

2.3. Reasons for Training and Development

Training officers a way of developing skills promoting productivity and insure goals and objectives of organizations and builds worker honesty to the firm, training is widely accepted as an employee benefit and a method of improving employees moral and builds skills.

Training also improves the complexity of the work flow and brings rapid pace of organizational and technological change, and the growing number of jobs and constantly brings new knowledge, and this require new skills.

Training and development is important for the reasons given below:-

- To improve and develop the capacities and capabilities of employees
- To impart required skills knowledge and methods necessary for performing one's duties
- To improve existing employee's level of performance to their present job assignment. Etc...

2.4. The Benefits and Reasons of Training and Developments

Training offers a way of developing skills, enhancing productivity and quality of work, and building worker loyalty to the firm, and most importantly, increasing individual and organizational performance to achieve business results.

Training is vastly accepted as an employee benefit and a method of improving employee moral, and enhancing employee skills has become a business imperative. Increasingly, managers and leaders realize that the key to business growth and success is through developing the skills and knowledge of its workforce.(Gomez-Mejia 2003)

2.4.1. How Training benefits the organization

Training for employees is very useful under the following circumstances training improves the more of the workforce and improves the job knowledge and skill at all levels of the organization. It also helps people to be identified with organizational goals.

Training benefits the organizations to create a better corporate image and fosters authenticity, openness and trust and also it improves relation ship between boss and subordinate.(Gomez :2003)

Training also aids in organization development and helps prepare guidelines of work and understanding and carrying out organizational polices and provides information for future needs in all areas of the organization. If there is sufficient skill training for employees, organization gets more effective decision-making and problem solving g skills.

Training benefits organization in helping keep costs down in many areas, e.g. production, personnel, administration, etc. And training also develops a sense of responsibility to the organization for being competent and knowledgeable.

2.4.2. Benefits to the individual which in Turn to organization

Training helps the individual in making better decisions and problem solving and motivational variables of recognition, achievement, growth, responsibility and advancement are internalized and operationalized. And it aids in encouraging and achieving self-development and self-confidence and helps a person to handle stress, tension, frustration and conflict.

Training provides information for managers in improving leadership, knowledge, communication skills and attitudes to move a person towards personal goals while improving skills. In other words skill training sustains personal needs of the trainer (and trainee) brings to the trainee a better growth and a say in his/her own future and benefits a sense of growth in learning.

Training benefits to the individual by helping to develop speaking and listening skills; also writing skills when exercise are required and gain to eliminate fear in attempting new tasks.(Gomez - 2003)

2.4.3. Benefits in personnel and Human relations, policy

Implementation.

Capacity building for employees improves communication between groups and individuals and gives orientation for new employee and those taking new jobs through transfer or promotion and this provide information on equal opportunity and affirmative action.

Skill training also provides information on other government laws and administrative policies and improves interpersonal skills and makes organizational policies, rules and regulations viable and builds cohesiveness in groups.

2.5. Training and Development Process

Effective training can raise performance, improve morale and increase an organizations potential. Poor, and in appropriate or inadequate training can be a source of frustration for every one involved. So, the managers must closely monitor the training process.

There are many approaches to cross-functional training. For example:-

Job rotation:- can be used to provide a manager in one functional area with a broader perspective than he or she would otherwise have.

Departments can trade personnel for periods of time so that each worker or set of workers develop and understanding of the other departments operation.

Peer Trainers:- big performance workers who double as internal on the job trainers can be extraordinarily effective in the helping employees develop skills in another area of operation.

A Training program should be prepared to suit the need of the organization. The overall objectives and strategies of the organization should carefully organize. Then the training programme should be prepared as per the needs the general training and development process.

The Training process consists of **three phases**:

1. Needs assessment phase: 2. Development and Conduct of training
3. Evaluation

1. Assessment Phase:- managers determine the problems or needs that the training must address. The overall purpose of the assessment phase is to determine if training is needed, and if so, to provide the information required designing the training program. The assessment consists of three **levels** of analysis.

a) Organizational analysis:- examines broad factors such as the organizational culture, mission, business climate, long and short term goals and structure. It's purpose is to identify both overall organizational needs and the levels of support for training.

b) Task analysis:- is an examination of the job to be performed. It focuses on duties and tasks of job throughout the organization to determine which job require training.

c) Person analysis:- determines which employees need training by examining how well employees are carrying out the tasks that make up their jobs.

2. Development and conduct Phase:- is a program that results from assessment should be a direct response to an organizational problem or need. Training Approach vary by location, presentation and type.

a) Location options:- training can be carried out either on the job or off the job. In the very common on-the job, the training approach, the trainee works in the actual work setting, usually under the guidance of an experienced worker, supervisor, or trainer. Job rotation, and presentation, slides and videotapes, options are all forms of on-the-job training.

(Gomez-Mejia, Balk in & Cardy 2003)

b) Job rotation:- In departments where a wide verity of jobs are being done, it is possible to rotate individuals through them. This has the advantage of widening the skills base of individuals as well as ensuring that every one is familiar both with whole tasks.(Ibid)

c) Presentation options:- Trainers use a variety of presentation techniques in training sessions. A verity of presentation techniques can be employed in training. Many of these options can be used either at off-the-job location or in training session that occur internally but not on the job. The most common presentation techniques are slides and video tapes, class room instruction, computers etc..

d) Slides and videotapes:- can be used either off the job or in special media rooms in an organizations facility slides and videotapes provide consistent information and if done well can be interesting

e) Classroom instructions:- are used in many organization to impart information to trainees. Although widely viewed as boring, classroom instruction can be exciting if other presentation techniques are integrated with the lecture.

3. The Evaluation Phase:- in the evaluation phase of the training process, the effectiveness of the training program is assessed organizations can measure effectiveness in monetary or non-monetary terms, whatever the terms, the training should be judged on how well it addressed the needs it was designed to address.(Luis R.Gomez-mejia 2003)

When the procedure or practice of training is used, it is widely acknowledge that evaluation of training and development is one of the most critical steps in training and de development process. It is useful to assess the value of training and development in light of the objectives and expected target.

2.6 .Types of training

There are many approaches to training. But the focuses of this portion is on the type of training that are commonly used in today's organizations: this are skills, retraining, cross- functional, team, training.etc.. (Mejia, Balkin & Cardy, 2003)

a) Skills Training:- This training focuses on particular skill needs or deficits, indeed this type of training is probably the most common in organizations. Specific training objectives criteria for assessing the effectiveness of the training also based on the objective identified in the assessment phase. This kind of training focused on particular skills needs or deficits.(Ibid)

b) Retraining:- A subset of skills training retraining focuses on giving employees the skills they need to keep pace with their jobs changing requirements.

c) Cross-functional Training:- traditionally, organizations have develop specialized work functions and detailed job descriptions. However, today's organization are emphasizing versatility rather that specialization. It also involves training employees to perform operations in areas other than their assigned job. There are many approaches to cross-functional training as:-

- Job rotation:- can be used to provide a manager in one functional area with a broader perspective than he or she would otherwise have.
- Department can trade personal periods of time so that each worker or set of worker develops an understanding of the other departments operation.
- Peer trainers, high performing workers who double as internal on the job trainers can be extraordinarily effectively in helping employees develop skills in another area of operation.

(Gomez-Mejia, Balkin & Cardy, 2003)

d) Team Training: - it is one type of training that has become increasingly popular for developing teamwork, particularly among management and supervisory employees, is out door exportation training. The following initial finding can be use to guide team training efforts.(Gomez Mejia.Balkin & Cardy 2003:263)

2.7. Select Training and Development Methods

Methods and Techniques of training: a multitude of methods of training is used to train employees. Training methods are categorized into two groups.

On the Job Training:- refers to methods that are applied in the workplace, while the employees are actually working.(Ivanevich 2003) defines on the job training as :-“training that is planned and structured that takes place mainly at the normal work station of the trainee-although some instruction may be provided in a special training area on site and where a manager, supervisor, trainer or peer colleague spends significant time with a trainee to teach a set of skills that have been specified in advance.”

Off-the Job Training Methods:- is the most widely used training methods. The popularity of these methods can be attributed to their simplicity and the impression that they are less costly to operate. It is learning by doing. It places the employees in actual work situations and makes them appear to be immediately productive.

Advantages and disadvantages can be defined as follows:

On-job training

Advantages: learning will take place using the equipment, which will be actually used trainees, acclimatizes more rapidly. And it is used away from workplaces. And easier and less expensive than off-job training learning will take place using tools and materials. Types of the off the job training are vestibule, lecture, special study, films, television conference or discussion, case study role playing, simulation, programmed instruction and laboratory training.

Disadvantages:

Possibility of poor instruction and insufficient time and trainee may be exposed to bad work practices. It leads to low productivity till the employees develop their skills Valuable equipment may be damaged. And also it takes place under production conditions that are stressful, i.e. noisy, busy, confusing and exposing the trainee to comments by other workers (Internet)

Off-Job-training:

Advantages:

A specialist instructor enables delivery of high quality training and wider range of facilities and equipment are available and the trainee can learn the job in planned stages

Disadvantages:

It can result in transfer of learning difficulties when a trainee changes from training equipment to production equipment. No training can be entirely off-job-as some aspects of the task can only be learned by doing them in the normal production setting, with its own customs and network of personal relationships.

2.8 Implementing Training and programs

Once the training program has been designed, it needs to be implemented. Program implementation involves action on the following lines:

- Deciding the location and organizing training and other facilities
- Scheduling the training program
- Conducting the program
- Mentoring the progress of trainees

2.9. Evaluation of Training programs

Once the training programme has been designed and training methods selected, it is required to be implemented. A perfectly concerned training programme can fail if management cannot convince the participants of its merits. Participants must believe that the programme has value and will help them achieve their personnel and professional goals.

The basic reasons for undertaking training evaluation are: to monitor the quality of training; to provide feedback; to appraise the overall effectiveness of the investment in training; to assist the development of new methods of training and to aid the individual evaluates his or her own learning experience. (Internet)

Measures of Reaction:- The reactions of trainees to the training experience itself that is how useful or even how enjoyable they feel the training is. And they think of individual sessions and speakers, and what they would like put in or taken out, etc..

Learning:

Evaluation at the learning level measures the degree to which trainees have mastered the concepts, knowledge and skills of the training

Job Behavior or Change

At this level, evaluation attempts to measure the extent to which trainees have applied their learning on the job.

Organizational results

Evaluation at this level attempts to measure the effect of changes in the job behavior of trainees on the functioning of the organization in which they are employed. The measurement might be in such terms as improvements in output, productivity, quality, morale, contribution, or sales turnover. (Internet)

What is policy, and what is a procedure

Policy and procedure are needed for the simple reason that you cannot do much without them. If a company did not have any daily operations would become chaotic and users frustrated. Policies and procedures are nothing more, and nothing less, than the way an organization operates. They tell the reader what the organization wants one, why it wants it done and how to do it. The policies deal with the “what “and “why.” The procedures deal with “how.” (J.Campbell, 1998).

Policies are guidelines that regulate organizational action. They control the conduct of people and the activities of systems. A policy is actually a type of position statement. It explains the organization’s stand on a subject and why there is a rule about it. It tells the reader how the organization intends to operate. Your organization is free to operate any way it chooses as long as it does not violate any laws. This, however, means that the organization must make clear, conscious decisions about its own standards and principles of operation. The decision became the organization’s policies.

Like all other human resource management functions, training is affected by legal regulations the major requirement here is that employees must have access to training and development programs in a nondiscriminatory fashion. Equal opportunity regulations and antidiscrimination laws apply to the training process. Just as they do to all other human resource functions.(Gomez-Mejia David B.Pak.2003)

Training Policy

Organizational Policy: Many firms have well-established policy specifying general policy, programme, procedure and practice which must be followed in regard to training and development of workers, supervisors and managers. This establishes the need for improving and updating knowledge and skill of its employees. By and large in such policies, emphasis is given more on the development of organization. By and large in such policies, emphasis is given more on the development of organization.

Of late, the need of such training for the development of employees in their career is being increasingly realized. Such clear, written policy put management on record in respect to their intentions, provides a guideline for action by their officers. It also enables same or similar practices being followed in all its units. Stanford studies on management has indicated the scope of management policy on Training and Development in the following lines (Nair & Nair: 1999:143)

- To provide essential training and to rely on individual initiative for further training and self-development
- To facilitate employee-self-development and training and to provide programmers for this purpose

Training and development requirements:

- Lay down responsibilities and accountability. In the absence of the same, the job will be passed on to lower levels of hierarchy resulting acute shortage of skills in future
- It must specify the scope of coverage such as levels of employee's and type of training. (Nair & Nair 1999:164)

CHAPTER THREE

3. Presentation, Analysis and Interpretation of Data

This Chapter deals with Background of respondents and findings the data collected through questionnaires and interview. The Questionnaire distributed 54 and 51 returned.

3. 1. Respondents Background

Item	Respondents	
	No	(%)
1. Sex		
Male	29	56
Female	22	44
Total	51	100
2. Age		
20 – 30	12	24
31 – 40	18	36
41 – 50	8	15
	6	12
51 – 60	7	13
Total	51	100
3. Marital Status		
Married	27	53
Unmarried	24	47
Total	51	100
4. Educational Status		
Grade 12 Completed	3	6
Certificate	10	20
Diploma	29	56
Bachelors degree	7	14
Masters Degree	2	4
Total	51	100
5. Work Experience Year		
< 5	6	12
5 – 10	7	14
11 – 15	14	27
16 - 20	15	29
20 and above	9	18
Total	51	100

3.1. The data above clearly 56% of the respondents are male and 44% are female, this shows majority of the administrative employees of Kotebe College of Teacher Education are male. This fact shows women's representation in the work place is less. And this indicated the college needs to encourage and creating to attract new or to retain the existing ones.

36% of the respondents are between the ages 31 – 40, and 24% of the respondents are between 20 – 30 years of age and 15% are between 41 – 50 and the rest are above 50 years old. Kotebe College of Teacher Education is in a good proportion of experience and age structure. The college has got young and energetic staff so; this resource should be motivated for development of the firm.

The marital status shows 53% of the total sample population is married and 47% are unmarried, most of them are married and this shows these workers already have responsibility for their families, as that they will be more responsible for their work and this is a benefit for the organization. And when we see the young's and unmarried there will be instability.

Concerning educational level of the: 56% shows are diploma holder, 20% are certificate and 14% are bachelor's degree, and 6% of the respondent are grade 12 completed and 4% is master degree holders and the above description implies that the college depends on diploma holders to activate its work.

When we come to the work experience details, 12% of the respondents have 5 years experience and 14% are between 5 – 10 years of experience, 27% are between 11 – 15 year and 29 % are 16 – 20 and 18% of the respondent are who have 20 and above work experience. The majority indicated there is long-term experience and it is very essential for the college to be more competitive with other colleges. However the employees need capacity building on-the-job training or off-the-job training to upgrade their capacity.

3.2 Responses Regarding Availability of Training Policy

Item	Response	Frequency	%
The college's administrative employees are very well aware of the employee's training proclamation no 49 and 50.	Agree	5	9
	Strongly Agree	4	13
	Undecided	8	14
	Disagree	18	34
	Strongly Disagree	16	30
Total		51	100
Administrative employees don't have any information on the process of employees training and development.	Agree	19	38
	Strongly Agree	17	33
	Undecided	6	12
	Disagree	4	8
	Strongly Disagree	5	9
Total		51	100
There is lack of understanding of the sated proclamation among administrative and personnel employees.	Agree	17	33
	Strongly Agree	10	20
	Undecided	11	22
	Disagree	9	17
	Strongly Disagree	4	8
Total		51	100

The data on table 3.2 shows regarding the availability and awareness of the sated training proclamation shows that, 64% of the respondents responded disagree and strongly disagree that they don't have any information or knowledge on the sated proclamation of no 49 and 50 while 22% of the respondents agree that they new the availability of the training policy and others 14% responded undecided.

The evidence on the second item of table 3.2 is also shows that totally 71% respondent's responses that they don't even have any information about the process and procedures of training program at all. And on the third 53% of the respondent's response agree and strongly agree that the college's personnel don't know much about the rules and regulations of the training procedures and 22% of the employees agreed and strongly agreed that they have awareness of availability of the sated proclamation.

This was the evident from the Questionnaire that the majority responses defined as staff being unaware of the existence of the training rules and procedures. This shows new staff received inadequate orientation on the human resource manual. Even if there is training proclamation sated by the government, most do not know it and also there is negligence the administrative employees for asking there rights too.

When we analyze what this rules it says,

For Training of Civil Servants governmental rules

No.49. Training of Civil Servants

“A civil servant may be trained to improve his capability and achieve better performance or to prepare his for higher responsibility based on career development.

- This indicates that there should be capacity building for employees and builds the development of the firm.

No.50. Responsibility to Train Civil Servants

- 1) Every government office shall have the duty to identify the training needs of the office and the civil servants and to prepare plans and budget for training and thereby ensure that the civil servants receive the necessary training and furnish information thereon to the Commission.

This indicated that there is a responsibility of the firm to train the employees for their capacity building by planning it annually and receive the necessary training and furnish information there on the commission.

- This indicated the managers and personnel and other responsible persons have got accountability and responsibility to give training for employee's capacity building. So, in our case, the document testifies the respondent's opinion correctly that managers and personnel's did violate and invade government rules and regulations.

Criteria 1997 for civil servants training procedures contains,

“The implementation process read as there should be a committee assigned by the top management, and allocated budget, and also committee members from administrative employees who can be selected by the whole administrative staffs.”

- The Study, in Kotebe College of Teacher Education there was evident from the open-ended question that shows by the respondents, the college did not use any selection rules for training. Only the top managers ordered training budget for the individual by the name and this document also found in the colleges document.

The interview was given to the administrative vice dean and personnel. The response was as follows

- The questions was designed for administrative vice dean, and personnel to know about training policies, procedures and process of training in Kotebe College of Teacher Education, if is administrative employees training program implementing in the college.
- The response from was, there is training given sometimes but the process is up to the personnel and other responsible persons. And he mentioned also that he doesn't know much about the rules and regulations about the training programs.
- The response from the personnel was, that he knows there is a sated proclamation and a skill building given for employees. But sometimes in the budget year it is given for those who have good performance will be selected and the decision will be made by the management committee. But not clearly by the rules and regulations.
- The other question was raised, if the employees are well aware about the training proclamation and that they have the right to be trained. He mentioned, there is no trend of awareness of policies as whole. But if the employees ask what they want to know will let them.

3.3. Nature of Planning and the Training Practice

Item	Response	Frequency	%
The Capacity buildings for administrative employees programs are practiced yearly	Agree	6	12
	Strongly Agree	9	17
	Undecided	8	16
	Disagree	15	30
	Strongly Disagree	13	25
Total		51	100
The main problem for implementation training process continuously is lack of yearly planning employees training as HRM strategic plan.	Agree	22	44
	Strongly Agree	12	23
	Undecided	7	14
	Disagree	6	11
	Strongly Disagree	4	8
Total		51	100

Table 3.3 shows that 55% of the respondents disagree and strongly disagree that there is yearly plan of capacity building program for administrative employees and 29% of the respondents agree on that there is yearly planning for training program. On the second question, which is totally 67% of the respondents agree and strongly agree on the availability of a problem on yearly planning training implementation.

Analysis shows that even if the administrative employees doesn't know much about planning there responses showed that they didn't get any skill training at all, because if it is planned it will be practiced.

Majority of the respondents mentioned that the top managers do not plan any employees training procedure as one of the college's strategic plan and also they indicated that the personnel who is assigned in human resource management office, do not have any interest for their work. However there is an evidence that the implementation of training done selectively among administrative employees, who can be very close to the management.

This shows the college's personnel never have a habit on doing yearly planning on capacity building. They just obey the management order to send trainee selectively never use the government rules and regulations and don't want to orient the employees.

The other problem mention by respondents is there is a lack of trainee's knowledge and skill regarding the human recourse management and motivation and training programs implementation for the college's administrative employees.

The interview results regarding training program planning is as follows.

The interview on planning and practicing the training was rose to the college's personnel, what is the major problem not to plan the training program for administrative employees?

And he mentioned, that the college's human resource plan is not done clearly because, yearly plan is not done by the personnel but by the top managers and its also much about the academic matters not administrative. So, the problem is the method that we use here is interference of the academic deans on the implementation of the Administrative employees training. We are not always doing as the training rules and regulations as sated by the government.

The question rose, what is the major problem not to do the training program for administrative employees?

And he mentioned, it is the method that we use there is interference of the academic deans on the implementation of the employees training. We are not doing as the training rules and regulations as sated by the government.

This show, the personnel is not able to do his responsibility according to his job but only by the direct order of the managers not by governmental rules and regulations.

3.4. Nature of Training Implementation

Item	Response	Frequency	%
The college has got training implementation process based on its responsibility to train administrative employees.	Agree	9	17
	Strongly Agree	4	9
	Undecided	6	12
	Disagree	21	41
	Strongly Disagree	11	21
Total		51	100
KCTE has made proper implementation and also assigned the right person for training programs.	Agree	10	19
	Strongly Agree	9	18
	Undecided	3	6
	Disagree	19	35
	Strongly Disagree	11	22
Total		51	100

Table 3.4 presents 62% of the respondents responded disagree and strongly disagree that the college is not implementing administrative employees training process as based to its responsibility. And 57% of the respondent responses on the second question also disagree and strongly disagree that there is the right person who is assigned and can do the training procedure correctly. But 26% of the respondents agree that the college implemented the training procedure based on it's responsibility and 37% of the respondents are also agree on that the college assigned the right person to implement the training program.

According to the majority responses, the evident shows that the college has a deficiency on training implementation process based on its responsibility to train administrative employees. And also the analysis shows that there is no one capable on doing the training work in the personnel who took responsibility according to his job but only doing by the direct order of the managers not by governmental rules and regulations.

It is read as there should be, allocated budget, working committee selected by the top managers and also by administrative employees. And there will be competition among the employees, and study the needs of training to fill the gap.

- When we see in our case the respondents agree the training in the college is implemented not by the stated criterion but simply by the managers order selectively trained. And there is evidence that was ordered by the administration of finance selectively ordered for an employee to be paid and trained alone.
- We can also evaluate 54% respondents agree and strongly agree that the administrative employees never asks their rights about the training program. Because, from the beginning they don't even have any awareness that they have a right to be trained and build their skill.
- The personnel were also asked if there is enough budget allocated, for capacity building and training development procedure. He mentioned that the budget allocated for the year is not much. But we tried our best to use it and sometimes the budget is shifted and used for other purpose by the order of the top ones.

3.5. Commitment In Training program and procedures

Item	Response	Frequency	%
KCTE top managers are strongly devoted to implement its staff training and development for administrative employees for the last years	Agree	8	16
	Strongly Agree	10	19
	Undecided	6	12
	Disagree	13	25
	Strongly Disagree	14	28
Total		51	100
The responsible person for not to implement training proclamation as sated by the government is the management itself.	Agree	15	30
	Strongly Agree	13	25
	Undecided	6	11
	Disagree	9	18
	Strongly Disagree	8	16
Total		51	100
The responsible person for not to implement training procedure is the management and personnel as well.	Agree	16	32
	Strongly Agree	17	33
	Undecided	9	18
	Disagree	6	12
	Strongly Disagree	2	5
Total		51	100

Table 3.5 presents, 53% of the respondents disagree and strongly disagree that the Kotebe College of Teacher Education top managers are devoted to work on implementing of administrative employees training program follow interpretation and 55% of the respondents are also agreed that they are responsible not to implement the training procedure as sated proclamation. And on the last question, 65% of the respondents agreed the personnel are also responsible for not to implement the training and development practice as his main job.

The analysis also shows that the managers are not focusing on administrative employees training. And also top managers deeply focus for academic wing workflow not for administrative wings procedures; because they think that there is already assigned person so they live the responsibility to the personnel.

3.6. Evaluation of Training Practice

Item	Response	Frequency	%
Training and development for administrative employees was effectively done in the last 7 years and met the capacity needs for the staff.	Agree	6	11
	Strongly Agree	5	10
	Undecided	10	19
	Disagree	12	24
	Strongly Disagree	18	36
Total		51	100
The college's Administrative employee's selectively been trained on job training by the college's management for the last 7 years.	Agree	7	14
	Strongly Agree	5	10
	Undecided	9	15
	Disagree	15	30
	Strongly Disagree	16	31
Total		51	100
There was slightly trial for training practice for selected administrative employees.	Agree	15	30
	Strongly Agree	11	21
	Undecided	10	20
	Disagree	9	17
	Strongly Disagree	6	12
Total		51	100
The College administrative employees never ask about their rights on job training or capacity building training.	Agree	16	31
	Strongly Agree	12	23
	Undecided	10	19
	Disagree	7	15
	Strongly Disagree	6	12
Total		51	100

Table.3.6 shows 60% totally respondents disagree strongly that training and development for administrative employees was done effectively for the last 7 years and 21% of the respondents agree and strongly agree that there was employees training done for the last 5-7 years and the rest 19% of the respondents responses undecided.

51% pf the respondents agree on training was given simply selectively to administrative employees and 29% of the respondents responded disagree the idea. And 54% of the respondents agree that the administrative employees n ever asks about their rights about on the job training and also totally 27% disagree that the statement.

Training and development for administrative employees was not effectively done in the last 7 years and met the capacity needs for the staff. And the majority respondents responses that there is no training but selectively chosen by the managers are sometimes sent to skill training.

The analysis showed also there is the negligence of administrative employees by not asking about their rights on job training or capacity building training.

CHAPTER FOUR

4. SUMMERY,CONCLUSION AND RECOMMENDATION

This section of the research discusses the summary of finding, conclusions of the study undertaken in Kotebe College of Teacher Education.

4.1. Summary of Major Findings

Based on the data presentation, analysis and interpretation, the following summary of major findings is presented.

- As shown in the analysis KCTE has not at all used the existing governmental training and development policy. Because 71% of the respondents responded that they do not have any information or knowledge on the sated training policy. And of the sample population, 64% respondents responded that they never took any training and development programs. And this shows there no transparency between the colleges personnel's and administrative employees and they lack there rights on awareness and losses there benefits.
- Out the total population 55% of the respondents responded the KCTE doesn't have yearly planning strategy with 7 years for implementing administrative employee's training program. And planning is the main problem for employee's to complain about it.
- The college did not use the sated training criteria 1997, instead it has been analyzed training was given selectively by the order of the management or administrator. 62% of the respondents responded that the college is not implement administrative employees training process as based governmental training proclamation. And it's the responsible of the management and personnel's as well.

- Analyses show that training and development was not effectively done for the last few years in the college. But there was slightly trial for training practice for selected administrative employees. But it was done selectively directly by the top manager's order.
- And it's found on the analysis that, the interview was given to the personnel, and was answered that, training has been given selectively by the order of the managers and the respondents on the question was responded that there is no criteria or policy used for implementation the training. And the proclamation read as,

No.50. Responsibility to Train Civil Servants

“Every government office shall have the duty to identify the training needs of the office and the civil servants and to prepare plans and budget for training and thereby ensure that the civil servants receive the necessary training and furnish information thereon to the Commission. “

- The above evidence testifies, the proclamation for training and development practice and the training criteria are never been used in the college for the past 5-7 years.

4.2. Conclusion

Based on the data collected, analysis and interpretation presented in the previous chapters, the following conclusion can be drawn.

- In the research it has been found that the reason for lack of adequate staff training opportunity at Kotebe College of Teacher Education administrative employees.

- The findings also indicate that the majority of employees were not aware about the existence of the staff training development practice. And this shows, that there is no commitment to clear the rules and regulations according to their rights and this results, lack of transparency between the college personnel's and administrative employees.
- The training selectively given was not much meeting organization development there is no existence of standard evaluation techniques only it indicated individual's wants. The few selected trainees never stay in the college because the training was not contributing anything. Because, it was not studied and organized by committee as stated in rules and regulations.
- Even though few selective employees were given the capacity building training, there is evidence that the college needs further improvements with regards to training and development practice.
- The findings also indicate, that there is no one or responsible or department or unit in the college for handling skill training specially for the benefits of administrative wing employees clearly with the governmental rules and regulations for capacity building program. The personnel office is generally responsible for managing the workflow.
- According to the findings, the proclamation for training and development practice and the training criteria 1997 are never been used in the college for the last 5-7 years and this goes to managers and personnel and other responsible persons to be accountable and responsible to violate and invade governmental laws and procedures.

4.3. Recommendations

The researcher would like to make the following recommendation in view of what has been concluded by the observation, data collected and analysis made.

- The management of KCTE should assign a responsible body with adequate resources and with administrative participants without having a responsible and with administrative participants without having a responsible body, training program would no be effectively implemented.
- The college needs effective implementation and evaluation of human resource management programs. Even if the managers are academic staffs, they should check what is planned and what is to be done in administrative employee's benefits by applying rules and regulations of the government.
- It is recommended that there should be assigned committee in doing the training needs and plan annually and assessment should be done by the sated committee to conduct capacity building for administrative employees periodically in order to identify gaps in employee's knowledge and skills that may require achieving the organs objectives.
- It is also recommended that that college should apply the sated selection criteria for skill building and also give a chance to administrative employees to participate in the committee for designing training procedures under the sated rules and regulations and should be checked by the management committee to bring better programs and this will improve employee's motivation and also leads to have the best method which fits the employee's skill.

- The college should provide or give clarification administrative staff about the existing proclamation and training criteria regularly. This improves the staff's awareness about their rights to be trained and get knowledge for the civil service policies.
- The base for all kinds of training activities is training policies. There for, KCTE should develop its employees training procedure along with governmental rules and regulations in order to make the best satisfaction and attractive working environment for administrative employees.

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APPENDIX

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15. ¼¢K?ì ø'f@M jðM KW^}— ¼VÁ YMÖ““ ÉÑf LÃ u°pÉ“ uyaÓ^U u¼S- ÄW^M wK< ÁevK<:: SMe- >ÄÄKU Ÿj' u^^ ÄÓKi<::

16. ¢K?ì K:e}ÇÄ` W^}TM, ¼VÁ ThhÁ eMÖ“ vÄcØ u¢K?ì Y^ LÃ U” ÄŸW M wK< ÁevK<::

17. ¼Y^ LÃ YMÖ“ KW^}—“<“ KS/u?~ KU” ÄÖpTM wK< ÁevK< ;

18. ¼SY}Á u?~ ¼uLÃ Lò-<“ ø'f@M jðK< S © ¼Y^ °pÉ c=Ä': ¼:e}ÇÄ` W^}TM, ¼Y^ LÃ eMÖ“ Ñ<ÇÄ S”-” Á[ÖÓ×M; ¼T>Ä<lf 'Ñ' "K u=ÑMi< ;

St. Mary's University College Faculty of Business
Department of Management
Questionnaire to filled by KCTE Administrative Employees only

Dear respondent the intent of this questionnaire is to gather information on assessments of the Employee Training and Development practice at KCTE. So, your responses are very vital to make the paper effective.

To achieve this, your are kindly requested to put (✓) on the answer of your choice. I would like to say thanks a lot for your remarkable cooperation.

Thank you again !

N.B. It is not necessary to mansion your name

Part One

Socio demographic information

1. Sex

Male Female

2. Age

a) 20 – 30 b) 31 – 40 c) 41 – 50 d) 51 – 60

3. Marital Status

a) Married b) Unmarried

4. Educational Status

a) Grade 12 Completed b) Certificate c) Diploma
 d) Bachelors degree e) Masters Degree

5. Work Experience Year

a) < 5 b) 5 – 10 c) 11 – 15
 d) 16 – 20 e) 20 and above

No	Item	Agree	Strongly Agree	Undecided	Disagree	Strongly Disagree
1.	The college has got training implementation process based on its responsibility to train administrative employees.					

2.	KCTE has made proper implementation and also assigned the right person for training programs.					
3.	The college's administrative employees are very well aware of the employee's training proclamation no 49 and 50.					
4.	The responsible person for not to implement training proclamation as sated by the government is the management itself.					
5.	The responsible person for not to implement training procedure is the management and personnel as well.					
6.	There is lack of understanding of the sated proclamation among administrative and personnel employees.					
7.	The capacity building for administrative employees programs are planned yearly.					
8.	There was slightly trial for training practice for selected administrative employees.					
9.	The main problem for implementation training processes continuously is lack of yearly planning employees training as HRM strategic plan.					
10.	Training and development for administrative employees was effectively done in the past 7 years and met the capacity needs for the staff.					
11.	KCTE top mangers are strongly devoted to implement its staff training and development for administrative employees for the last years.					
12.	The college's administrative employee never asks about their rights on job training or capacity building training.					
13.	Administrative employees don't have any information on the process of employees training and development.					
14.	The college's Administrative employee's selectively been trained on job training by the college's management for the last 7 years.					
15.	The college's Administrative employee's training program is planned by research of as job training needed.					

Part Two

16. If you have any other opinions about the management based on the employees training please write on the space provided.

17. Do you think the personnel is working on capacity building by planning and programming yearly. Please write your opinions on the space provided.

18. What do you think will occur if the college doesn't give any employees training? Please write your suggestion on the space provided.

19. What is the benefit job training? Please jot down what you know.

20. Is the management checks the personnel's yearly planning on administrative employees capacity building program.

Interview Questions

1. What are the aim of training and development of KCTE?

2. Is there a sated training proclamation for administrative employees?
3. What are criteria's used in select trainees among the employees?
4. Is employee's training implemented as sated proclamation every year?
5. What is the main problem not to implement administrative employees training procedure in the college?
6. Is training program selectively given to the administrative employees? Why?
7. Do you think employees aware of governmental proclamation for training and development procedure?
8. Are there enough budgets allocated, for capacity building and training procedure to facilitate the training and development programs?
9. Is the college considering training program as performance appraisal for administrative employees?
10. Can you state major problems observed in training and development programs
11. What solutions were used to overcome with such problems?
12. What outcomes obtained from training and development program?

The Proclamation for governmental employee training policy and procedure.

Proclamation No.3/2003
Addis Ababa City Government Civil Servant's

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