

INDIRA GANDHI NATIONAL OPEN UNIVERSITY
SCHOOL OF SOCIAL SCIENCE

TRAINING AND DEVELOPMENT:
THE CASE OF ETHIOPIAN INSURANCE CORPORATION

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TRAINING AND DEVELOPMENT

THE CASE OF ETHIOPIAN INSURANCE CORPORATION

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CERTIFICATE

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ACRONYMS

ACCA- ASSOCIATION OF CHARTED CERTIFIED ACCOUNTANTS

CII- CHARTERED INSTITUTE INSURANCE

EIB-ETHIOPIAN INSURANCE AND BANKING

EIC- ETHIOPIAN INSURANCE CORPORATION

HRD-HUMAN RESOURCE DEVELOPMENT

HRMD- HUMAN RESOURCE MANAGEMENT DEVELOPMENT

HRTD- HUMAN RESOURCE TRAINING AND DEVELOPMENT

LOMA-LIFE OFFICE MANAGEMENT ASSOCIATION

CHAPTER ONE

1. THE PROBLEM AND ITS APPROACHES

1.1 Background of the Study

Ethiopian Insurance Corporation (EIC) was established in 1976 by proclamation No.68/1975. The Corporation came into existence by taking over all the assets and liabilities of the thirteen nationalized private insurance companies, with Birr 11 million (USD 1.29 million) paid up capital aiming the following objectives.

- Engage in all classes of insurance business in Ethiopia;
- Ensure the insurance services reach the broad mass of the people;

Subject to the provision of Article 18 of the Housing and Saving Bank establishment proclamation No. 60/1975, promote efficient utilization of both material and financial resources.

EIC was operating the business for about nineteen years under protected monopolistic system as state owned-sole insurer. After the demise of the Marxist regime in mid-1991 a fundamental change has taken place and there was a shift in political, economic and social orientation from totalitarianism to that of liberalism. Therefore, EIC was re-established as public enterprise under proclamation number 201/94 with Birr 61 million (USD 7.13 million) paid up capital.

Upon re-establishment of the Corporation in 1994 as state owned enterprise, the law covers the following new objectives to the Corporation

Upon re-establishment of the Corporation in 1994 as state owned enterprise, the law covers the following new objectives to the Corporation:

- Engage in the business of rendering insurance services;
- Engage in any other related activities conducive to the attainment of its purposes.

EIC is administered by the Board of Management, which reports to Public Financial Enterprises Agency, which is accountable to the Prime Minister's Office.

The top management team comprises the Managing Director, four Deputy Managing Directors, one Division and three service Managers.

The operations function is supported by a technical service manager and a network of six main branches, twenty nine local branches and five contact offices.

1.1.1 Staff Development

As of March 2009, EIC has 1172 employees with different educational background. Both the management and staff of EIC are highly skilled professionals with outstanding academic achievements as well as professional insurance qualifications and many years of practical experience in the insurance industry.

In order to upgrade the educational qualification of its employees, EIC proved its outstanding commitment in providing its staff with training programs both in the country and overseas.

1.1.2 Vision and Mission

1.1.2.1 Vision

The vision of the Ethiopian Insurance Corporation is to be a world class insurer.

1.1.2.2 Mission

Mission of the Ethiopian Insurance Corporation is to provide its customers an efficient & reliable insurance service which covers life, property and liability risks. EIC provides its service by giving a paramount importance to its customers' safety and satisfaction; by making use of the right mix of expertise, the most up to date ICT and cost effective strategies.

1.1.2.3 Values

Ethiopian Insurance Corporation believes that:-

- The very existence of the Corporation is based on the satisfaction of its customers;
- A motivated and capable human resource is its main asset;
- It must be a user of up to date ICT;
- It must be a learning organization;
- It must be a partner for development;
- It must develop transparency and accountability;
- It must provide professional advice to its customers on loss prevention; and
- It must play a pivotal role in developing higher professional ethics in the insurance industry. (<http://www.eic.et>)

1.2 Statement of the Problem

Training and development describes the formal, ongoing efforts that are made within organizations to improve the performance and self-fulfillment of their employees through a variety of educational methods and programs. In the modern workplace, these efforts have taken on a broad range of applications—from instruction in highly specific job skills to long-term professional development. In recent years, training and development has emerged as a formal business function, an integral element of strategy, and a recognized profession with distinct theories and methodologies. More and more companies of all sizes have embraced "continual learning" and other aspects of training and development as a means of promoting employee growth and acquiring a highly skilled work force. In fact, the quality of employees and the continual improvement of their skills and productivity through training are now widely recognized as vital factors in ensuring the long-term success and profitability of small businesses (<http://www.training>).

In Ethiopian Insurance Corporation, though trainings are conducted, it doesn't seem that it is planned in advance with adequate resources. Moreover, there is no clear cut criterion for selection of trainees. Skill gap analysis of employees is not made in advance in order to select the appropriate training topics. In some instances, the trainers may not be well qualified or lacking the training skill. For example, there was a training conducted a year ago which the student researcher was participated. After the training had been completed, The Deputy Managing Director, Human Resource Management and Property Administration Division asked the trainees, "How was the training?" One of the trainees replied saying, "In fact it was good, but it lacks adequate planning and good preparation. Unfortunately we the trainees were joking saying that' the training is a total loss." It was astonishing that taking the term used to explain vehicles no more repairable after the accidental damage. This incident inspired me to do my research on this aspect.

Some employees heard murmuring that the training opportunity is not fairly distributed, that some employees are selected again and again while others are forgotten. And also the impact or the result of training is not evaluated after the training has been conducted.

Effective training and development begins with the overall strategy and objectives of the small business. The entire training process should be planned in advance with specific company goals in mind. In view of this, the research tries to answer the following basic questions.

- 1) Is there any plan for training and development of employees with adequate resources?
- 2) How the trainees are selected for training?
- 3) To what extent related the training topic to the skill gap of employees?
- 4) Is the training conducted by qualified trainers?
- 5) How the training opportunity is distributed among the employees years?
- 6) Is there any mechanism of evaluating the impact of training on employees' performance?

1.3 Objective of the Study

Training is a planned effort to facilitate learning of job-related behaviours. Or alternatively it is the modification of the behaviour of the firm's human resources. While development, is often viewed as a broad, ongoing multi-faceted set of activities to bring someone or an organization up to another threshold of performance. This development often includes a wide variety of methods, e.g. orienting about a role, training in a wide variety of areas, ongoing training on the job, coaching, mentoring and forms of self-development. Some view development as a life-long goal and experience.

The main purpose of this study is to identify the training and development problems of Ethiopian Insurance Corporation's employees. Unless both the trainees and the trainers are selected properly and also the training topic is not relevant to solve the problem at hand, training will be simply wastage of resources both finance and time. Well qualified trainer with proven communication skill and teaching /training talent is necessary. He/she /the

trainer/ needs to have both practical and theoretical knowledge. Here, the logic is that unsharpened cannot sharpen. The trainees also need to be selected fairly with the necessary skill gap that which is mandatory to the implementation of organizational policy.

The specific objectives of the research will include;

- To check whether Ethiopian Insurance Corporation has a well organized training strategy.
- To identify the training and development need assessment mechanism.
- To check the recording and documentation system of the training and development activities.
- To evaluate the distribution of training and development opportunities.
- To evaluate the outcomes of training and development activities.
- To review the cost of training.

In addition to the above-mentioned objectives, the student researcher tries to show the complete picture about training and development of Ethiopian Insurance Corporation. By the end possible solutions are forwarded for the identified and stated problems.

1.4 Significance of the Study

The student researcher believes that this study will have the following importance:

- ❖ It provides additional information to the existing literature in the area of training and development.
- ❖ The recommendations may provide information to the Ethiopian Insurance Corporation in general and the Training and Development Department in particular.
- ❖ The finding of the study will (may) initiate other interested researchers to undertake a better and detailed study in the area in the future.

1.5 Research Methods

This study employs a combined data collecting method. The relevant data have been gathered from five districts of Ethiopian Insurance Corporation which are all located in

Addis Ababa /non life insurance/and from head office of the Human Resource Development Team.

The instrument used for primary data collection is questionnaire and interview, and secondary data is collected from documents about the trainees and budgets for training and development.

The questionnaire has been designed in such a way that they will be simple and understandable. Obviously, the sampling technique employed at this moment is purposive sampling, as the employees at the studying districts are found at all operational levels that are Operation Officers (the lower operational level), Senior Operation Officers (the middle operational level) and Principal Operation Officers (the higher operational level. All these three levels of employees are expected to have diversified and ample information on the training and development practice of the Ethiopian Insurance Corporation. As the EIC Human Resource document indicates, there are about 50 employees at each of the five districts. After the districts have been purposively selected, ten employees have been selected randomly at each district.

The districts and the interviewee are selected purposively. Then the respondents to the questionnaire are randomly selected from the sample districts. Therefore, a combined sampling technique; purposive sampling and random sampling are employed. Moreover,

- ❖ More number of employees with better experience who will be able to give complete information will be available on these districts compared to other lower level districts and branches.
- ❖ The documents will indicate the actual expenditure and participants of the training programme.
- ❖ The data taken for the recent five years is believed to be a good representative to indicate the training cost incurred and the trainees involved.

1.6 Data Analysis Tools

Finally, the data gathered through the questionnaires have been analyzed on tabular form, and frequencies and percentages have been presented and interpreted accordingly. The data obtained via interview from Human Resource Development, has been interpreted simply without a table or bar graph.

1.7 Limitation of the Study

Ethiopian Insurance Corporation as September, 2010 Organization Chart of EIC indicates has 6 District A , 7 District B , 18 Branch I, 19 Branch II (recently 4 additional Branch II are being launched) and 8 Satellite Offices with adequate number of workers. Due to time and resource limitation the researcher focused in five Districts which are all found in Addis Ababa. Obviously, these districts will not represent the whole Ethiopian Insurance Corporation Training and Development problem. However, it will indicate the general picture of the Training and Development problem.

Moreover, it was intended to be presented the five years data of the trainees and the training budget as well the staff development programme and make adequate analysis on the data. Unfortunately, complete data was not available at the Human Resource Development. And hence no analysis is made on this aspect that would have been helpful to give complete picture of the training and development practice of EIC trainees and the training budget.

1.8 Delimitation of the study

The study tries to identify the training and development problems in Ethiopian Insurance Corporation collecting data only from five districts /District A/ of Non-Life Insurance.

Due to some constraints and short comings the student researcher delimited the study to those five Districts which are selected purposively.

The study does not treat all the Districts and Branches of Ethiopian Insurance Corporation.

1.9 Organization of the Study

The research has been organized in four chapters. The first chapter contains background of the study, statement of the problem, objectives of the study, methodology of the study, significance of the study, data analysis tools, limitation of the study and delimitations of the study.

The second chapter deals with, review of the related literature that is what different authors say about Human Resource Training and Development and that of the actual problem being faced by the training department.

The third chapter focuses on the analysis and interpretation of data gathered using different instruments. The data obtained through the questionnaire have been put in tabular form and each table has been adequately interpreted based on the respondents' information. And the information obtained from the Human Resource Development Department has been presented in a graphical form and interpreted accordingly.

The last chapter is the fourth one. It comprises the conclusion and recommendations of the study on the basis of the findings.

In addition to these four chapters before the first chapter of the study acknowledgement, table of contents and list of tables and figures have been presented. On the other end next to the fourth chapter appendices list of references have been included.

CHAPTER TWO

REVIEW OF THR RELATED LITERATURE

This chapter of the study devotes to the review of the related literature. In reviewing the work of scholars, much attention is given to the definition of training and development, the types of training, the process of training, methods of training, and so on. Various books, research work papers and wave sites have been assessed with due attention.

2.1 Definition of Training and Development

Every organization whether profit or not-for-profit, public or private or government, needs to have well trained and experienced employees to perform the activities in order to achieve the organizational goals. If the existing or potential job occupant can fulfill this requirement, training is not important. In other cases, training is necessary to enhance the skills level and increase the versatility and adaptability of employees. Inadequate job performance or a decline in productivity or changes resulting of the job redesigning or a

technological breakthrough requires some type of training and development efforts. With the complexity of the job, the importance of employee development also increases. In a rapidly changing society, employee training and development are not only an activity that is desirable but also an activity that an organization must commit resources to if it wants maintain a viable and knowledgeable workforce.

In simple words, training and development refer to the imparting of specific skills, abilities and knowledge to an employee. Training and development is defined as, any attempt to improve current or future employee performance by increasing an employee's ability to perform through learning, usually by changing the employee's attitude or increasing his/her skills and knowledge. The need for training and development is determined by the employee's performance deficiency computed as follows:

Training and development need = Standard performance-Actual performance (Singh 2010:141).

According to Singh, training and development is essential to fill or narrow the gap between the standard and actual performance. The wider the gap, the higher the importance of training and development.

Training and development becomes a cost if it is not conducted appropriately otherwise it is an investment to the organization. It needs well planned and adequate resources and need to be conducted by a well qualified personnel.

Training consists of planned programmes, designed to improve performance at the individual, group, and /or organizational levels. Improved performance, in turn, in turn implies that there have been manageable changes in knowledge, skills, attitudes, and /or social behaviour (Cascio 2006:286).

When the training enterprise examined as a whole, it is clear that training issues can be addressed from at least two perspectives. At the structural level, issues such as the following can be examined, among the others: the aggregate level of expenditures by the various providers of training (e.g. federal, state, and local governments, educational institutions, private sector businesses), the degree of compensation among the providers, incentives (or lack of incentives) for providing training, who gets training, and the economic impact of training. These are macro-level concerns (Cascio 2006:287).

At the micro-level, it might be chosen to examine issues such as the following: what types of training seem to yield positive outcomes for organizations and trainees (i.e., what “works”): how to identify if training is needed and, if so, what type of training best fits the needs that have been identified: how to structure the delivery of training programmes: and how to evaluate the outcomes of training efforts (Ibid).

According to Cascio, unfortunately, organizations sometimes place too much emphasis on the techniques and methods of training and not enough on first defining what the employee should learn in relation to desired job behavior. In addition, fewer than half of all organizations even try to measure the value of training; fewer still calculate the return in monetary terms. This is true even of sales training which would seem easy to measure. After an employee is selected, placed and introduced he or she must be provided with training and development facilities.

Each human activity to achieve the intended goal, it must be done skill fully. In order to successfully carryout the activity the person must get the appropriate skill and knowledge to perform a certain task or activity hence training and development is necessary.

"Training refers to the teaching/learning activity carried on for the primary purpose of helping members of an organization to acquire and apply the knowledge, skills, abilities and attitudes needed by the organizations. Broadly speaking training is the act of increasing the knowledge and skills of an employee for doing a particular job. In a limited sense, training provides employees with specific, identifiable knowledge and skill for use on their present job. Sometimes a distinction is drawn between training and development with development being brooder in scope and focusing an individual getting new knowledge and skills for both present and future job (Monappa & Saladin 1996:282).

According to the above definition we can understand that, training programs are directed towards maintaining and improving the current job performance and development program seek to develop competencies for future roles.

To develop the concept of the idea Ivancevich (2004:658) also noted that training and development are processes that attempt to the organization and its goals. In addition, training and development designed to help a person continue to make positive contributions in the form of good performance. Before training and development occur in some firms an employee proceeds through an orientation to team what the organization stands for and the type of work he or she is expected to perform.

Training can occur on the job in company training premises, or through external agencies such as colleges of further education or training consultants, which may be used to impart specific skills. Whereas development relates and concerns itself with achieving employee or self potential within a team work that goes beyond the current job".

We know that successful candidates placed on the jobs need training to perform their duties effectively. Workers must be trained to operate machines, reduce scrap and avoid accidents. It is not only the workers who need training. Supervisors, managers and executives also need to be developed in order to enable them to grow and acquire maturity of thought and action. Training and development constitute an ongoing process in any organization.

Training could be compared to this metaphor - if I miss one meal in a day, then I will starve to death. The survival of the organization requires development throughout the ranks in order to survive, while training makes the organization more effective and efficient in its day-to-day operations.

As a brief review of terms, training involves an expert working with learners to transfer to them certain areas of knowledge or skills to improve in their current jobs. Development is a broad, ongoing multi-faceted set of activities (training activities among them) to bring someone or an organization up to another threshold of performance, often to perform some job or new role in the future.

Training is the formal and systematic modification of behaviour through learning which

occurs as a result of education, instruction, development and planned experience" (Armstrong 2001: 543).

Training is the act of increasing the knowledge and skills of an employee for doing a particular job. The major outcome of training is learning. Thus, training is a planned programme designed to improve performance and bring about measurable changes in knowledge, skills, attitude and social behaviour of employees (Handy C. 1976: 60).

Development is any learning activity, which is directed towards future, needs rather than present needs, and which is concerned more with career growth than immediate performance, abilities and knowledge to an employee. A formal definition of training and development is - it is any attempt to improve current or future employee performance by increasing an employee's ability to perform through learning, usually by changing the employee's attitude or increasing his/her skills and knowledge /Ibid/.

Further, Armstrong explains that Human Resource Development programs are divided into three main categories: Training, Development, and Education. Although some organizations lump all learning under "Training" or "Training and Development," dividing it into three distinct categories makes the desired goals and objectives more meaningful and precise.

Although training and education are closely connected, these concepts differ from each other in crucial ways. While the term 'training' relates to imparting specific skills for specific objectives, the term 'education' involves the development of the whole socially, intellectually and physically. Accordingly, training forms only a part of the entire educational process. Moreover, education is more akin to the concept of growth and development than training. The term development can be defined as the nature and direction of change taking place among personnel through educational and training process (McFarland, quoted by R S Dwivedi, 2009:90).

According to this definition, development is more future oriented and a broaden concept

as compared to training which is task oriented or problem oriented with a narrower concept. In a mathematical concept, it can be said that “Training is a subset of development” as a whole number is a subset of an integer.

Management development is a more future oriented, and more concerned with education, than is employee training, or assisting a person to become a better performer. Management development activities attempt to instill sound reasoning processes rather than imparting a body of serial facts or teaching a specific set of motor skills. Development, therefore, focuses more on the employee’s personal growth. Management development is instrumental for giving managers the skills and perspectives they need to be successful (S.P. Singh, 2010:156).

Sound argument is a deductive argument that is valid and has all true premises. A valid argument is one such that, if the premises are true, it is impossible for the conclusion to be false, and because a sound argument does in fact have true premises, it follows that every sound argument, by definition, will have a true conclusion as well. A sound argument, therefore, is what is meant by a “good” deductive argument in the fullest sense of the term (Hurley, fifth edition: 44).

Managers are expected to have sound reasoning skill and their arguments are needed to be sound. For this, management development is vital for the success of organizations and nations at large. Managers with sound reasoning skill can influence their followers more successfully. The source of both success and failure is mostly falls on managers.

Development as applied to managers involves to the processes by which managerial personnel accomplish not merely skills in their present jobs but also competence for prospective assignments of enhanced difficulties and scope. The higher responsibilities embrace complex conceptual thoughts and analyses, and decision-making pressures, change and growth patterns. Thus, development as applied to managers embraces all those

recognized and controlled measures, which exert a marked influence towards the improvement of abilities of the participant to accomplish his/her present job more effectively, and enhance his/her potential for prospective higher responsibilities (R S Dwivedi, 2009:91).

Although development is still job-related, it is much broader in scope. This is implied in management development programmes purporting to prepare managers for higher level positions. It enhances general knowledge related to a job as well as the ability to adapt to change. Thus, training is narrower in scope and largely related to the acquisition of skills, while development embraces a broader scope. The concept of 'education' relates to the acquisition of knowledge of a general nature (Ibid).

In both cases, there is a planned activity and imparting of knowledge, skill, attitude and behavioural change. Hence training is a vital force to performance improvement.

The following table illustrates the distinction between training and development.

Learning Dimensions	Training	Development
Who	Non-mangers	Mangers
What	Technical-Mechanical Operations	Theoretical-conceptual Ideas
Why	Specific job-related Information	General Knowledge
When	Short-term	Long-term

VSP Rao 2004, (Human Resource Management: Text and Cases)

2.2 Types of Training

Training is required for several purposes. Accordingly, training programs may be of the following types:

2.2.1 Orientation Training: induction or orientation training seeks to adjust

Newly appointed employees to the work environment.

2.2.2 Job Training: It refers to the training provided with a view to increase the knowledge and skills of an employees for improving performance on the job.

2.2.3 Safety Training: - Is refers to training provided to minimize accidents and damage to machinery.

2.2.4 Promotional Training: - It involves training of existing employees to enable them to perform higher-level jobs.

2.2.5 Refresher Training: - When existing techniques become obsolete due to the development of better techniques, employees have to be trained in the use of new method and techniques. It is designed to revive and refresh the knowledge and up-to-date the skills of the existing employees.

2.2.6 Remedial Training: - it is a type of training designed to correct the mistakes and shortcomings in the behavior and performance of employees (Handy 1976: 73).

On the other hand, R S Dwivedi says that general training methods may be used for different categories of personnel and include; (1) lectures, (2) conferences, projects, panels, and 'buzz sessions', (3) case studies and incidents, and (4) role-playing, demonstration and skits.

(1) Lecture method. The lecture method forms a quick measure for providing facts to a large number of individuals at one point of time. It may improve attitudes but fails to improve skills. Lectures can be effective if they are planed and prepared in advance and ready to listen. However, this method is criticized for lack of participation on the part of trainees. Accordingly other methods have been developed to ensure the participation of trainees.

(2) Conferences, projects, panels and buzz sessions. Conferences, projects, panels and 'buzz sessions' involve group participation. Conference method is suitable for a group consisting of 12 to 25 members who are required to discuss and share a problem common to them. Although it provides little information, it

may encourage analytical thinking. A conference may be of two types-guided and unguided. Both types of conferences necessitate the role a leader and should not exceed more than two hours duration. The conference provides a pulling of ideas to solve problems. The conference leader should encourage discussion, stimulate competition, enhance ego and reflect the feeling of participants.

The project method forms a variant to the conference method and requires trainees to learn by 'doing' and 'talking'. Projects are akin to small research projects. The trainees discover the facts of a problem raised, discuss them and reach a solution. For instance, there may be a problem as, "How can we minimize accidents?" the project method differs from case study. While in the former, participants have to discover the facts, in the later, facts are already provided.

The panel method provides a substitute for the conference method where the group is large. The efficacy of this method lies with the panel leader whose role consists in moderating, clarifying points, controlling, questioning and summarizing the discussion.

'Buzz sessions' involve a break up of conference group in to several small groups, consisting of four to five participants. Each small group discusses the problem and reports its views to the entire group subsequently.

(3) Case Studies and Incidents. Case studies provide facts regarding a business situation, summarizing the experience and raising problems. They teach trainees to handle similar situations. This method is associated with Harvard Business School. It is claimed that the method enables the trainees to diagnose a business problem and analyse its critical factors. It conceptualizes the dynamic nature of business and provides with a confidence with to look for alternative measures for solving the problem and taking decisions with understanding of the outcomes in their totality. It is criticized that case studies provide a series of unconnected

incidents instead of a general pattern of behaviour.

The incident method relates to the practical problem-solving process. In this method, an incident is given for discussion and trainees are requested to discover facts and find solutions. Later on, the trainees are told of the actual solution to compare it with their own solutions. This method helps to develop among trainees an understanding of how to procure proper data for analyzing a situation as well as permitting them to learn to use the data effectively. It may be noted that the method is associated with Pigors.

(4) Role-Playing. Role-playing stresses on modification of behaviour through practice in 'doing' instead of through verbal behaviour. Explicitly, role-playing is most suitable for human relations problems and least appropriate for technical problems.

The advantage of role-playing arises insofar as it encourages participation and involvement, corrects a wrong pattern of behaviour, enables trainees to see themselves in other followers' shoes and stresses a diagnose of the problem and reaction of other individuals. This method enables the trainees to understand the problems of other individuals. Like in role-playing, demonstration involves presentation of the wrong way first and the right way afterwards by trained actors. Skits or short plays are also used to stress desired practices.

In addition to the above general methods of training to build varied skills among human resources in an enterprise, several training aids and audiovisual devices are also used in training programmes. These aids and devices include blackboards, projectors, charts, moving pictures, graphs, video tape-recordings (VTR), filmstrips, slides and drawings. They help in making learning easier and effective (R S Dwivedi, 2010:98-99).

Singh (2010) classifies training in to two broad categories: on the job training and off the job training.

According to Singh, by far, the most common method used for training non-managerial employees is on the job training (OJT). In fact, one estimate suggests that organizations spend three to six times more on OJT than on classroom training.

On the job training places the employees in an actual work situation and makes them appear to be immediately productive. On the job training methods embrace development through performance on the job, where organizational strength and constraints, human behaviour and technological systems have full and free play. On job training has the advantage of providing hands-on experience under normal working conditions and an opportunity for the trainers to build good relationships with new employees. (Singh 2010:152)

Although it is used by all types of organizations, on job training is often one of the most poorly implemented training methods.(Ibid)

On the other hand, according to Singh, off the job training includes:

- Lectures
- Conferences
- Group discussions

Lectures. The lecture approach is well adapted to conveying specific information-rules, procedures or methods. The application of audio visual or demonstration can often make a formal classroom presentation more interesting while increasing retention and offering a vehicle for clarifying more difficult points.

Conferences. In this method, the participating individuals ‘confer’ to discuss points of common interests to each other. A conference is fundamental to most participative group-centered methods of development. It is a formal meeting conducted in accordance with an organized plan, in which the leader seeks develop knowledge and understanding by obtaining a considerable amount of oral participation of the trainees. It emphasizes on small group discussions, on organized subject matter, and on the active participation of the members involved. Learning is facilitated by building up all the ideas contributed by the

conferees. This method is ideally suited for the purpose of analyzing problems and issues and examining them from viewpoints. It is an excellent method for the development of conceptual knowledge and for reducing dogmatism and modifying attitudes because the participants develop solutions and reach conclusions, which they willingly accept.

Group discussions. Group discussion is an established method for training. It is conducted in several ways:

- It may be based on a paper prepared by one or more trainees on a subject selected in consultation with the person in charge of the discussion. It may be a part of study or related to theoretical studies or practical problems. The trainees read their papers, and this is followed by a critical discussion. The chairman of the seminar summarizes the contents of the papers and the discussions which follow their reading.
- It may be based on the statement by the person in charge of the seminar or on a document prepared by an expert, who is invited to participate in the discussion.
- The person in charge of the group discussion distributed in advance the material to be analyzed in the form of required readings. The seminar compares the reactions of trainees, encourages, defines the general trends and guides the participants to certain conclusions.
- Valuable working material may be provided to the trainees by actual files. The trainees may consult the files and bring these to the seminar where they may study in detail the various aspects, ramifications and complexities of a particular work or job task (Singh 2010:155-6).

R.S Dwievedi (2009) classifies the types of training as:

Rank-and-File Job Training, Craft Training, Supervisory Training,

Executive Training, and Special Training Programmes.

1. **Rank-and-File Job Training** is based on similarities in training for several specific jobs. This type of training can be imparted in a classroom or on the job. Some companies combine both classroom and on-the-job training methods. The on-the-job training method is largely followed in most of the organizations. It is performed by a foreman or a group leader. Its advantages arise insofar as it is realistic and economical and does not hamper production as well as necessitates transition from classroom to job situations.
2. **Craft Training-** demands highly complex, generalized knowledge, attitudes and skills, and hence is more time-consuming. Craft training may be in the form of a helper to a craftsman or a formal apprenticeship or a company training programme.

Craft training cannot be completed in vocational schools, although they provide basic skills, knowledge and attitudes. Indeed, there is an urgent need for cooperation between industry and educational institutes to make craft training an effective programme.

3. **Supervisory Training-** This includes Diagnosing Supervisors' Problem, Tailor-made Individualized Training, The JMT and JRT Methods.

Diagnosing Supervisors' Problem

Supervisory training needs are diverse in view of divergent duties of supervisors. The needs are multiple and can be determined by several ways involving employees, supervisors, top management, training department and outside consultations. Employee attitude surveys help in identifying the areas where supervisory training is needed. Likewise, supervisors themselves may be requested to indicate the areas where they need training. Frequently, surveys indicate that supervisors need training in human relations, production control,

company policies and in instructing others. However, these are negative methods because they are used in case of problems. The positive approach relates to training as a measure to prevent problem. Moreover, these methods of diagnosing supervisory problems through surveys provide the basis for group training.

Tailor-made Individualized Training

Explicitly, tailor-made individualized training is most suitable for this category of personnel. Further, there is an issue of selecting supervisors for training. They can be trained before and after their placement. Again, there is a need for determining supervisory course content. Care should be taken that the course content is tailor-made to the individual supervisors. The supervisors themselves should be involved in determining the course content. There may be a need for devising courses in areas such as training methods, human relations, orientation, administration, technical training and labour relations.

The JMT and JRT Methods

Supervisory courses consist of Job Methods training (JMT) and Job Relations Training (JRT).

The JMT helps the supervisors to improve methods in the departments, while the JRT helps them in handling human relations problems in their departments. Thus, the JMT provides technical information and the JRT develops leadership and human relations skills. Sensitivity training is largely used to enhance understanding and behavioural flexibility in interpersonal relations stressing emotional rather than conceptual learning. A number of methods have been used in supervisory training programmes including understudy, job rotation, case studies, group therapy, lectures, projects, audiovisual methods and conference methods.

4. Executive Training

Executive training overlaps with supervisory training.

5. Special Training Programmes

There are special training programmes including human relations training, training for salesmen, training for office employees, technical training, economic education programmes, safety training, special training in reading and speaking, in labour relations, public relations training through schools and universities, computer-based training for international business, diversity training, and training for teamwork and empowerment (R S Dwivedi 2009:102-3).

2.3 Training and Development Process

A training program should be prepared to suit the need of the organization. The overall objectives and strategies of the organization should be first spelt out. Then, the training program should be prepared as per the needs.

K . Aswathappa (2002: 180).

According to S.P. Singh management development follows certain steps:

1. Determination of organization's objectives. The process of management development must begin by looking at the organization's objectives. The objectives will provide us the direction we must go and give a framework to determine our managerial need.

2. Appraisal of current management resources. On the basis of the information gathered from human resource planning, we can prepare an executive inventory. The executive inventory can provide background and qualifications of current managers as to appraise current management resources.

3. Ascertain the development activities. This step in a sound management development is to ascertain the development activities needed to ensure that we have adequate managerial talent to fulfill future managerial needs. This analysis can tell the potential obsolescence of some executives, the inexperience or shortage of managers in certain functions, and skill deficiencies relative to future needs.

4. Determine individual development needs. The next step is to identify individual development needs: skill development, changing attitudes, and knowledge acquisition. Generally, most of management development efforts focus on the changing and the acquisition knowledge in specific areas. The assessment center can prove to be an effective tool to determine what specific development attempts managers need. The assessment centers can also be used assess current and potential managers to find out what development activities might be necessary to improve their job performance. Assessment centers thus become a definitive source for selecting and developing managers.

5. Evaluation. This step is to evaluate the management development efforts. Once managers have engaged in development activities, it is necessary to assess changes in behaviour and managerial performance (S.P.Singh, 2010: 156-7).

All these steps are essential processes for management development. Determining organization's objectives plays a key role to determine the managerial needs for the organization. Unless clearly determined organization's objectives, it is hardly possible to know the direction where to go and determine the managerial needs. At the same time, appraisal of current management resources can provide background and qualifications of current managers as to appraise current management resources. This clearly uses to analyse the gap that need to be filled.

2.3.1 Training Needs Assessment

Further assessment diagnoses present problems and future challenges to be met through training and development. Organization need to determine specific training and development needs after assessing their objectives and strategies. Its purpose is to diagnose the causes of performance deficiency in employees. The following three types of analysis are often performed to determine an organization's training and development needs" Organizational analysis, Task analysis and Person analysis.

I. Organizational analysis: - Examines the entire form to determine where training and development should be conducted.

II. Task analysis:-Determines two primary factors; namely, importance and proficiency. Importance relates to the relevance of specific tasks and behaviors and the frequency with which they are performed. Proficiency is the employees' competence in performing the tasks. Source of data for task analysis includes, job description, Performance appraisals, interviews or surveys of supervisors and job incumbents.

III. Person analysis:-Focuses on the individual employees, it seeks to answer the following questions: Who need to be training? What kind of training is needed? Tests and role-playing can be used to conduct person analysis (Handy, 1976:73).

2.3.2 Establishment of Training and Development Objectives

Once training needs are assessed, clear training/ development objectives must be formulated. Predetermined goals/ objectives help to make worthwhile evaluation of programmer's effectiveness (Bramely, 1985: 82).

According to R S Dwivedi include modifying employee behaviour, functions facilitating training objectives, training not for training sake, conclusion.

Modifying Employee Behaviour

Obviously, training provides a measure for modifying employee behaviour involving complex attitudes, knowledge and understanding and improving organizational effectiveness. Attempts are being made to determine the training needs for the entire organization rather than its specific departments and to involve the top management in this programme. There is an urgent need for overcoming resistance to a training programme by demonstrating the concrete results of training allowing the line to determine its specific needs and perform its own training as much as possible. This approach ensures interest and involvement of the line and staff personnel.

Functions Facilitating Training Objectives

According to Miller (quoted by R S Dwivedi), training involves the following five functions to achieve its objectives:

- (a) Research offers the training systems with necessary information updating them.
- (b) Analysis helps in identifying training needs and specifying behavioural objectives.
- (c) Development prepares the necessary teaching material, and specific methods so that effective learning takes place.
- (d) Operation helps in the conduct of training, selection and development of trainers and maintenance of facilities.
- (e) Evaluation monitors the effectiveness of the trainers in meeting their goals, success of programmes and the organizational impact of training.

Training Not for Training Sake

Although continuous training is essential, training for the sake of training must be avoided. Of course, as we shift from a society based on mutual and physical resources to one based on human resources (knowledge), the need for training will increase tremendously.

Conclusion

Training forms a major manpower function and a continuing process in view of the dynamic nature of the business and industrial economy. Obviously, as the organization tends to change, job content, business volume and methods of working also change constantly necessitating the understanding of new attitudes and skills. Accordingly, as a strategy to build human resource skills, training has become a significant problem solving tool (R S Dwivedi 2009: 93-4).

2.3.3 Selection of Training and Development Methods

The commonly used Training and Development Methods are on the job training; and off the job training.

On the Job Training: - Refers to methods of training that are applied in the workplace, while the employee is actually working. This type of training is provided by the immediate supervisor or the person the employees, or an experienced coworker. Its advantage is while learning the training contributes to the achievement of the enterprise's objectives: It is effective because the trainee learns by Experiences it is least expensive. On the job training can be done on the following types:-

A. Coaching: - Trainee is being close monitored and supervised by the manager or the experienced person, while performing on the job. It is training takes place on one-to-one basis.

B. Job Rotation: - Under this training method, the trainee is transferred from one job to another. The purpose of job rotation is to make the employee versatile.

C. Apprenticeship Training: - a type of training that combines classroom instruction with job training.

Off the Job Training:- It means imparting training while not on the job. It is designed and intended to impart training away from the job and workplace. It has its own advantage like employee are free from tension and workload and thus learn better and fast, exposes employee to useful new idea and experiences. The followings are techniques for providing off the job training.

A. Vestibule Training: - Method of training that takes place away from the actual workplace within the premises of the company, on equipment that closely resembles the equipment used in the actual work environment. This kind of training helps to remove the employee from the pressure of having to produce while learning.

B. Classroom Training: - Workers attend classes for fixed time.

- C. Lecture Method:** - A subject specialist is invited from either outside or from within the organization to deliver lecture on specific subjects.
- D. Conference Method:** - Refers to a group meeting and participants interact freely to express pool and share their ideas and experiences on different work situations.
- E. Seminar:** - Arrangement of a program where express makes presentations on certain subject areas.
- F. Case Study:** - It is a technique in which trainees are given two different roles and made to play the role assigned .For example to explain the sales promotion, one trainee is given the role of salesperson while the other is given the role to a customer and Trainees are given feedback of their role-playing at the end (Bramely, 1985:82-83).

2.3.4 Implementation Training and Development Programs

Once the training program designed and training methods selected it could be implemented. Training program implementation involves action the following areas:

- A.** Deciding the location and organizing of training and other facilities:
- B.** Scheduling the training program
- C.** Conducting the program and
- D.** Monitoring the progress of trainees (Bramely, 1985: 83).

2.3.5 Evaluation of Training and Development Program

As per Ansoff, H.I., Evaluation is the last stage of the Training and Development process. The approaches commonly used organizations to determine the worth of specific training program include measuring: The participant' opinions of the program, the extent to which participants have learned the material (administer tests); the participant's behavior change:

(check application of new knowledge). Whether the stated training goals have been achieved for instance, if the objective of an accident prevention program is to reduce the number and severity of accidents by 15% comparing accident rates before and after training provides a useful measurement of success. Return on investment the training's monetary benefits are compared with its cost. Benchmarking uses exemplary practice of other organizations to evaluate and improve training the development programs. It helps to learn a best practice (Bramely, 1984: 13).

2.4 Elements of Training

Training has the following four basic elements, Participants, Content of the course, Instructor, Environment. The elements are influencing each other, one needs to be trained or an organization wants to train its staff members provided the following are met:

- A. Cost effective
- B. Relevant to ones or the organization function
- C. Benefits the organization and / or the individual (Taye Berhanu, 2009:25).

CHAPTER THREE

DATA PRESENTATION AND ANALYSIS

This third chapter of the study deals with presentation and analysis of data obtained through questionnaires, which are distributed to employees, and through interviews made with the Human Resource Development Team and also the secondary data gathered from the HRD office. Information to be presented in this chapter includes:

1. Background information of the samples.
2. Selection of the training topic and the trainees.
3. The qualification of the trainers and training assessment.
4. The training plan and employees' participation.
5. Training opportunities and the commitment.
6. Training budget and benefits of training.
7. Training data and Management Development Programme.

Data collected on such themes will be organized in tabular forms and appeared in terms of frequency and percent of respondents opted for each option of items.

Table I. Characteristics of the Respondents

No.	Items	Responses	
		F	%
1	Sex	N=50	
	Male	26	52
	Female	24	48
	Total	50	100
2	Age in years	N=50	
	Below 20	0	-
	21-25	8	16
	26-30	11	22
	31-35	10	20
	36-40	15	30
	Above 40	6	12
Total	50	100	
3	Years of Service	N=50	
	A. Out of EIC		
	Below 3 Years	4	8
	3-5 Years	2	4
	Above 5 Years	4	8
	B. In EIC		-
	Below 3 Years	10	20
	3-5 Years	6	12
Above 5 Years	24	48	
Total	50	100	
4	Respondents Current Position	N=50	
	Officer	21	42
	Senior	19	38
	Principal	10	20
	Total	50	100
5	Educational Background	N=50	
	Below Diploma Level	0	-
	Diploma Level	2	4
	Degree Level	46	92
	Above Degree Level	2	4
	Total	50	100

Source; The Questionnaire

As it is observed from item 1 of table I, male respondents constitute 26 (52%) of the total respondents. The rest of the respondents, 24 (48%), are female. This represents male to female ratio of 13:12. It can be said that EIC has good considerations of employment opportunities for females.

Concerning the age of respondents, the majority of the respondents, 15 (30%) of the respondents are found to be between 31-36 years old. The second higher proportion of the age group is between 26-30 years old that is 11 (22%). And the age group between 31-36 years old represents 10 (20%) of the respondents. 8 (16%) Of the respondents are between the age of 21-25 years old. Above the age of 40 years old represent 6 (12%) of the respondents. No respondents are found below the age of 20 years old. 88% of the respondents are found between the ages of 21-40 years old. Because this age group consists of productive members of the employees, providing skill training and educational opportunities to those who belong to the age group seems reasonable. Moreover, this age group is expected to be change agent if equipped with adequate technical and skill training. Investing on this age group will bring a good deal of return of investment. Human power investment is now being considered as the most important investment in many development agents.

As indicated on item 3 of the same table, 24 (48%) of the respondents have above five years of work experience. The next higher proportion of the respondents, 10 (20%), have less than three years of experience. 6 (12%) of the respondents have 3-5 years of work experience in EIC. 4 (8%) of the respondents have below 3 years and above 5 years work experience out of EIC. Only 2 (4%) of the respondents have 3-5 years of experience out of EIC. Hence EIC has well experienced employees obtained from itself. External experience on the other hand which may enable transfer of technology and work culture is very limited.

Concerning the position of respondents, 21 (42%), are officers. 19 (38%) of the respondents are senior officers. The rest, 10 (20%), are principal officers. The larger proportions of the respondents are officers who need adequate training and are looking for further development. This group of employees is expected to be more mission driven and promotion oriented.

Item 5 of the table indicates that 46 (92%) of the respondents are first degree holders. Only 2 (4%) of the respondents are diploma levels and above degree levels. A very good proportion of the respondents are first degree holders. However, having educational qualification above degree level is very insignificant; i.e. only two in number. So it is better to encourage and support employees to continue higher studies. The very interesting thing is that no one respondent is found below diploma level in the operational wing of employees. It can be said that EIC has made a good effort to encourage and support employees until they have diploma or degree level. On this aspect, the researcher has tried to get additional information via interview, “Which level of education is more available for employees? And which level is not still accessible?” Human Resource Development Principal Officer, Ato Neway Abebe, says that primary and secondary level educations are easily accessible and they are given automatically without any precondition. Tertiary level educations are provided with some sort of preconditions in consideration of the quota system. And the post graduate level is not still accessible even though there are some efforts to make this programme accessible. As more employees are degree holders more emphasis is needed for the next higher level of education.

Table II. Selection of the Training Topic and the Trainees

No.	Items	Responses	
		F	%
1	Selection of the training topic is in line with the skill gap of employees.	N=50	
	A. Strongly agree	4	8
	B. Agree	6	12
	C. Disagree	25	50
	D. Strongly Disagree	15	30
	Total	50	100
2	The training topics are relevant to solve the problem at hand.	N=50	
	A. Strongly agree	8	16
	B. Agree	10	20
	C. Disagree	18	36
	D. Strongly Disagree	14	28
	Total	50	100
3	Selection of the trainees is fair and transparent.	N=50	
	A. Strongly agree	6	12
	B. Agree	14	28
	C. Disagree	16	32
	D. Strongly Disagree	14	28
	Total	50	100
4	The body who selects the trainees and the training topic is appropriate.	N=50	
	A. Strongly agree	8	16
	B. Agree	16	32
	C. Disagree	14	28
	D. Strongly Disagree	12	24
	Total	50	100

Source; The Questionnaire

Item 1 of table II indicates that 25 (50%) of the respondents disagree that selection of training topic is in line with the skill gap employees. 15 (30%) of the respondents strongly disagree while 6 (12%) of the respondents agree and 4 (8%) strongly agree that the selection of the training topic is in line with skill gap of employees. As the majority of the respondents replied, the training topic is not in line with the skill gap of employees. If the training topic is not in line with the skill gap of employees, it will be wastage of both financial and time resources. Moreover, the trainees will not be motivated.

As depicted from item 2 of the same table, 18 (36%) of the respondents disagree that the training topics are relevant to solve the problem at hand. 14 (28%) of the respondents strongly disagree while 10 (20%) of the respondents agree and the rest, 8 (16%) of the respondents strongly agree that the training topics are relevant to solve the problem at hand. It is possible to deduce that the training topics are not relevant to solve the problem at hand for the majority of the employees. Thus it is important to select training topics at least that can solve the problem for the majority of the trainees if not possible to solve all the trainees' problems.

On this aspect, the Human Resource Development, Principal Officer, Ato Neway Abebe, was interviewed by the student researcher, "How relevant are the training topics? And how are they selected?" He replied that they are expected to be relevant and mostly selected by EIB. After the topics are selected by EIB, then they are accepted by the operational level of the corporation. So EIC has limited control on the selection of the training topic. It is better to be selected in collaboration with the concerned body especially with the stakeholders.

Item 3 of table II shows that 16 (32%) of the respondents disagree that the selection of the trainees is fair and transparent. 14 (28%) of the respondents agree and the same proportion, i.e. 14 (28%), strongly disagree that the selection of trainees is fair and transparent. 6 (12%) of the respondents strongly agree that the selection of trainees is fair and transparent. Here, it indicates that the majority of the employees believe that selection of trainees is not fair and transparent. This perception affects the attitude of employees who are not included in the training programme. And hence it affects both the performance and loyalty of employees.

In this aspect, the researcher asked the Human Resource Development Principal Officer, Ato Neway Abebe, "How the trainees are selected for training?" He replied that he has no clear information but he says that there is a sort of a quota system and the District Directors/Branch Managers/ are responsible for selecting the trainees.

Item 4 of the same table indicates that 16 (32%) of the respondents do agree that the body who selects the trainees and the training topic is appropriate. However, nearly equal proportionate number of the respondents, i.e. 14 (28%), argue that the body who selects the trainees and the training topic is inappropriate. 12 (24%) of the respondents strongly disagree that the body who selects the trainees and the training topic is appropriate. The rest of the respondents, i.e. 8 (16%), strongly agree that the body who selects the trainees and training topic is appropriate.

Currently, district directors are responsible for selecting the trainees and selection of the training topic is done by the operation at the head office level. There is a rumor that some district directors and managers are inclined to select employees for training who are negligent and not cooperative at their work place ignoring the most committed ones.

The selection of the training topic is not based on systematic study of employees' skill gap rather it uses the quota system. Some districts and branches select and send employees for training in order not to miss their quota even if they don't have interest on the training topics. This approach brings unnecessary wastage to the corporation. And hence it is necessary that the selection of both trainees and training topic be carried out by a separated responsible body and systematic study of employees' skill gap.

Table III. The qualification of trainers and the assessment of training needs

No.	Items	Responses	
		F	%
1	The trainers are well qualified to train.	N=50	
	A. Strongly agree	6	12
	B. Agree	18	36
	C. Disagree	15	30
	D. Strongly Disagree	11	22
	Total	50	100
2	Training depends on the prior need assessment.	N=50	
	A. Strongly agree	4	8
	B. Agree	8	16
	C. Disagree	22	44
	D. Strongly Disagree	16	32
	Total	50	100
3	There is a practice of training outcome assessment in EIC.	N=50	
	A. Strongly agree	2	4
	B. Agree	6	12
	C. Disagree	24	48
	D. Strongly Disagree	18	36
	Total	50	100

Source; The Questionnaire

Item 1 of table III shows that 18 (36%) of the respondents agree that the trainers are well qualified to train. However, the second higher proportion of the respondents, 15 (30%), disagree on the qualification of trainers. 11 (22%) of the respondents strongly disagree that the trainers are well qualified. Only 6 (12%) of the respondents strongly agree that the trainers are well qualified.

It is necessary to conduct training with a well qualified and experienced trainer. Training needs to be conducted by a well qualified with good talent of training and adequate technical skill. The logic behind is that unsharpened cannot sharpen. It is advisable to take the necessary precaution while selecting the trainers.

Concerning the prior need assessment, item 2 of the same table indicates that the highest proportion of the respondents, i.e. 22 (44%) of them, disagree on the issue that training depends on the prior need assessment. Even 16 (32%) of the respondents strongly disagree this idea.

8 (16%) of the respondents agree and 4 (8%) of the respondents strongly agree that training depends on the prior need assessment. Here it is possible to deduce that IEC training practice does not necessarily depend on the prior need assessment. If it is so, trainings are being conducted simply for the sake of training instead of filling the skill gap of employees. In management practice, based on the inclination of managers, we can have task oriented managers, employee oriented managers and report oriented type of managers.

“Do you have training need assessment system?” this was a question provided to the Human Resource Principal Officer. He replied in other way round saying that there is practice of training need assessment but not the need of the trainees rather the need of the District Director/ Branch Manager. In this way, he says that the need of the trainees is indirectly has been addressed indirectly. This is not the right way of need assessment, the need of the trainees need to be addressed directly.

If training does not depend on the prior need assessment and conducted simply for the sake of training, it might be categorized under the third group, i.e. report oriented. This approach is good neither to the Corporation nor to the employees.

Item 3 of table III states that 24 (48%) of the respondents disagree that there is a practice of training outcome assessment in EIC. 18 (36%) of the respondents also strongly disagree on the idea. While 6 (12%) and 2 (4%) of the respondents agree and strongly agree respectively that there is a practice of outcome assessment in EIC.

However, according to the highest proportion of the respondents, it is possible to conclude that there is no a practice of training assessment in EIC. I, the student researcher, delivered a question: “Do you have training outcome evaluation mechanism? to the Human Resource Development Principal Officer. He replied that there is no such a practice in EIC. If training outcome is properly assessed, it will enable to plan and conduct better training and possibly minimize if not possible to avoid all the training defects at once.

Table IV. Training plan and employees participation

No	Items	Responses	
		F	%
1	Most trainings are conducted at the end of the budget year.	N=50	
	A. Strongly agree	10	20
	B. Agree	24	48
	C. Disagree	12	24
	D. Strongly Disagree	4	8
	Total	50	100
2	The Human Resource Development is working in collaboration with the concerned bodies.	N=50	
	A. Strongly agree	6	12
	B. Agree	13	26
	C. Disagree	21	42
	D. Strongly Disagree	10	20
	Total	50	100
3	The Human Resource Development has its own strategic plan.	N=50	
	A. Strongly agree	6	12
	B. Agree	18	36
	C. Disagree	14	28
	D. Strongly Disagree	12	24
	Total	50	100
4	Employees participate in the strategic plan of training and development.	N=50	
	A. Strongly agree	2	4
	B. Agree	4	8
	C. Disagree	28	56
	D. Strongly Disagree	16	32
	Total	50	100

Source; The Questionnaire

Item 1 of table IV depicts that the highest proportion of the respondents, 24 (48%), agree that most trainings are conducted at the end of the budget year. 12 (24%) of the respondents disagree on this idea. However, the third group of the respondents, 10 (20%), strongly agree, and only 4 (8%) of the respondents strongly disagree that most trainings are conducted at the end of the budget year. As the majority of the respondents replied, it is possible to conclude that most trainings are conducted at the end of the budget year. This trend does affect the selection of appropriate training topics and well qualified trainers. The trainees too, may not be selected properly.

Item 2 of the same table, indicates that 21 (42%) of the respondents disagree that the Human Resource Development Team is working in collaboration with the concerned bodies. The second higher proportion, 13 (26%), of the respondents agree, 10 (20%) of them strongly disagree and the rest, 6 (12%), of the respondents strongly agree that the HRDT is working in collaboration with the concerned bodies. Here it is an indication that HRDT ignores the concerned bodies. No one is a good winner in a football game unless and otherwise all the team members are participated in a proper way. Hence the HRDT of EIC needs to develop a sort of team esprit in order to conduct appropriate training.

Concerning the strategic plan of HRDT, item 3 of table IV shows that 18 (36%) of the respondents agree that HRDT has its own strategic plan. However, the next higher proportion, 14 (28%), of the respondents disagree on the issue. Even, the third group, 10 (20%), of the respondents strongly disagree and the remaining

6 (12%) of the respondents strongly agree that the HRD has its own strategic plan. Of course, this paper has tried to check whether the HRDT has its own strategic plan or not. The student researcher has seen that it has its own plan but not properly communicated to stakeholders.

Item 4 of this tries to assess employees' participation in the strategic plan of training and development. Accordingly, 28 (56%) of the respondents disagree that employees participate in the strategic plan of training and development. 16 (32%) of the respondents also strongly disagree, 4 (8%) and 2 (4%) of the respondents agree and strongly agree respectively that employees participate in the strategic plan of training and development.

As 88% of the respondents do not support the idea that employees participate in the strategic plan of training and development, it possible to deduce that there is no employees' participation in the strategic plan of training and development. Employees' participation is not a matter of choice rather it is the 21st paradigm. Currently, participatory approach is becoming as parts and parcel of good governance. EIC's HRDT needs to open its door for employees' participation. No real achievement could be obtained without employees' participation.

Table V. The commitment and training opportunities

No.	Items	Responses	
		F	%
1	The commitments to give service for a specified period of time after the completion of a programme such as LOMA, CII and ACCA are faire and reasonable.	N=50	
	A. Strongly agree	8	16
	B. Agree	10	20
	C. Disagree	19	38
	D. Strongly Disagree	13	26
	Total	50	100
2	Applicants for different educational opportunities such as LOMA, CII and ACCA are clearly communicated whether their applications are accepted or rejected.	N=50	
	A. Strongly agree	2	4
	B. Agree	4	8
	C. Disagree	30	60
	D. Strongly Disagree	14	28
	Total	50	100
3	All training opportunities are fairly and transparently distributed to the employees.	N=50	
	A. Strongly agree	2	4
	B. Agree	6	12
	C. Disagree	25	50
	D. Strongly Disagree	17	34
	Total	50	100

Source; The Questionnaire

Employees are expected to sign an agreement to serve the corporation for a specified period of time after completing their studies such as LOMA, CII and ACCA being sponsored by EIC. Information has been gathered on aspect and organized as shown above in item 1, table V. Accordingly, 19 (38%) of the respondents disagree that the commitments are fair and reasonable. 13 (26%) of the respondents strongly disagree the idea. However, 10 (20%) and 8 (16%) of the respondents agree and strongly agree respectively that the commitments are fair and reasonable. What so ever, the commitment need to be revised as it does not consider the services given prior to the training. The earlier services before joining the training program need to be considered while concluding the agreement.

Applicants to such programs how they are communicated whether they are accepted or rejected an assessment have been made to gather information. Accordingly, the respondents were requested to give their opinions on the idea that applicants for different educational opportunities such as LOMA, CII, and ACCA are clearly communicated whether their applications are accepted or rejected. 30 (60%) of the respondents disagree and 14 (28%) of them strongly disagree the idea. 5 (10%) of the respondents agree and only 1 (2%) of them strongly agree. Here it is possible to conclude that applicants are not being clearly communicated especially if their applications are rejected. This situation affects the attitudes of applicants who have not been accepted. It is necessary to communicate applicants whether their applications are accepted or rejected for various reasons. And also the reason for rejection needs to be justifiable and acceptable in some way.

Employees are forced to sign an agreement to serve the corporation for a specified period of time after completing their studies such as LOMA, CII and ACCA being sponsored by EIC. Information has been gathered on aspect and organized as shown above in item 1, table V. Accordingly, 18 (36%) of the respondents disagree that the commitments are fair and reasonable. 14 (28%) of the respondents strongly disagree the idea. However, 10 (20%) and 8 (16%) of the respondents agree and strongly agree respectively that the commitments are fair and reasonable. What so ever, the commitment need to be revised as it does not consider the services given prior to the training. The earlier services before joining the training program need to be considered while concluding the agreement.

Applicants to such programs how they are communicated whether they are accepted or rejected an assessment has been made to gather information. Accordingly, the respondents were requested to give their opinions on the idea that applicants for different educational opportunities such as LOMA, CII, and ACCA are clearly communicated whether their applications are accepted or rejected. 30 (60%) of the respondents disagree and 14 (28%) of them strongly disagree the idea. 5 (10%) of the respondents agree and only 1 (2%) of them strongly agree. Here it is possible to conclude that applicants are not being clearly communicated especially if their applications are rejected. This situation affects the attitudes of applicants who have not been accepted. It is necessary to communicate applicants whether their applications are accepted or rejected for various reasons. And also the reason for rejection needs to be justifiable and acceptable in some way.

The training opportunities need to be fairly and transparently distributed to the employees whenever available. Training opportunities are resources that need reasonable administration and distribution. To assess this situation the respondents were requested to give their opinion on item 3 table V. 25 (50%) of the respondents disagree that all training opportunities are fairly and transparently distributed to the employees. Furthermore, 17 (34%) of the respondents strongly disagree on the idea. 6 (12%) of the respondents agree and 2 (4%) of them strongly agree that all training opportunities are fairly and transparently distributed among the employees. Here it is possible to deduce that in EIC there is either actual or perceived unfairness in the distribution of training opportunities among the employees. To assess the situation, the student researcher tried to investigate how often have got the training opportunities among 10 employees all of whom with two years and above work experience and found a single employee with same work experience and level of educational qualification about four times training opportunities while the other got nothing except pre-service training. It is observed that especially those short term trainings are not reasonably distributed among employees.

Table VI. Training Budget and Benefits

No.	Items	Responses	
		F	%
1	There is adequate budget for training and development.	N=50	
	A. Strongly agree	14	28
	B. Agree	19	38
	C. Disagree	9	18
	D. Strongly Disagree	8	16
	Total	50	100%
2	Periodical training is essential for better performance.	N=50	
	A. Strongly agree	36	72
	B. Agree	11	22
	C. Disagree	2	4
	D. Strongly Disagree	1	2
	Total	50	100
3	Training enhances motivation and hence performance.	N=50	
	A. Strongly agree	24	48
	B. Agree	23	46
	C. Disagree	3	6
	D. Strongly Disagree	0	0
	Total	50	100

Source; The Questionnaire

Concerning about the budget for training and development, on item 1, table VI indicates that 19 (38%) of the respondents agree that there is adequate budget for training and development. 14 (28%) of them strongly agree on this idea. 9 (18%) of the respondents disagree and the rest 8 (16%) of them strongly disagree that there is adequate budget for training and development. As the majority of the respondents replied, it is possible to conclude that there is adequate budget in EIC for training and development.

Item 2 of the same table shows that 36 (72%) of the respondents strongly agree on the idea periodical training is essential for better performance. The next higher proportion of the respondents, 11 (22%), agree on this issue. While 2 (4%) of the respondents disagree and the remaining, 1 (2%), strongly disagree on the idea that periodical training is essential for better performance. Based on the responses of the majority of the respondents, 47 (94%), it is possible that periodical training is essential for better performance. With periodical trainings, employees will be able to refresh their mind in addition to obtaining new technical skills enabling to solve the problem at hand. Hence it is essential to provide employees periodical trainings in order to improve their performance.

A much related idea to item 2 above of table VI, but with slightly different approach was provided to the respondents on item 3 of the same table. Accordingly, 24 (48%) of the respondents strongly agree that training enhances motivation and hence performance. It is true that 23 (46%) of the respondents do agree on the idea. However, 3 (6%) of the respondents disagree on this idea. It is reasonable to conclude that training enhances motivation and hence performance. As employees get training, they develop sense of belongingness and self confidence on their responsibility. This sense of self confidence in return motivates employees on their duties. Hence training has a motivational factor in addition to providing new technical skills.

Table VII. Training Data and Management Development Programme

No.	Items	Responses	
		F	%
1	There is a well organized data of training and development.	N=50	
	A. Strongly agree	7	14
	B. Agree	11	22
	C. Disagree	20	40
	D. Strongly Disagree	12	24
	Total	50	100
2	There is Management Development programme in EIC.	N=50	
	A. Strongly agree	5	10
	B. Agree	8	16
	C. Disagree	21	42
	D. Strongly Disagree	16	32
	Total	50	100

Source; The Questionnaire

As shown on item 1 of table VII, 20 (40%) of the respondents replied that they disagree on the idea there is a well organized data of training and development. Even the second higher proportion of the respondents, 12 (24%), strongly disagree the idea that there is a well organized data of training and development. It is also directly related to the issue raised on item 3 of table V. There, it is observed that some employees get training opportunities repeatedly while others do not get at all. This may be partly due to absence of data of the training of employees. Moreover, the student researcher was trying to get a five year compiled data on training and development from HRDT. Unfortunately, it was not available in a consolidated way. This is in line with the responses given on item 1 of table VII above. However, 11 (22%) of the respondents, agree that there is a well organized data of training and development. The rest of the respondents, 7 (14%), strongly agree on the issue of the availability of a well organized data of training and development.

As quoted by IGNOU, in the course of Human Resource Management from Molander, 1986; Management Development is defined as a conscious and systematic process to control the development of managerial process in the organization for the achievement of goals and strategies. To assess this effort the respondents were requested to give their opinions on item 2 of table VII. Accordingly, 21 (42%) of the respondents disagree on the idea that there is Management Development program in EIC. And 16 (32%) of the respondents strongly disagree. While 8 (16%) of the respondents agree and the rest, 5 (10%), strongly disagree on the issue. Hence, it is possible to conclude that there is no a well organized system of Management Development program in EIC. However, this aspect needs special attention for the success of the corporation. Management Development is the nucleus of the organizational goal.

CHAPTER FOUR

SUMMARY, CONCLUSIONS AND RECOMANDATIONS

This last chapter of the study deals with the summary of the major findings of the study. Based on these major findings, conclusions and recommendations have been forwarded.

4.1 Summary

Demographic data collected from the respondents revealed that the number of females is nearly equal to the number males. The ratio male to female is found to be 13:12. This ratio can be considered reasonable.

The majority age of the respondents found to be between 21-40 years old. 88% of the respondents found in this age group.

Only 20% of the respondents have experience out of EIC. The majority of the respondents have the experience of above 5 years. They constitute about 48% of the respondents.

The number of senior officer and officer respondents is nearly proportional. The ratio of senior officers to officers is 21:19. No operational employees are under the level of officers. The lower level of operational employees is officer. The principal officers constitute 20% of the respondents.

The majority of the respondents, 96%, are first degree holders. No one respondent is found below diploma level. And only two respondents are found to have a qualification above degree level.

The selection of the training topic is not in line with the skill gap of employees as 50% of the respondents replied. 80% of the respondents do not agree that selection of the training topic is in line with the skill gap of employees.

Only 36% of the respondents agree that the training topics are relevant to solve the problem at hand. The rest of the respondents that constitute 64%, do not agree on the relevance of the training topics to solve the immediate problems which employees face.

60% of the respondents do not agree that selection of the trainees is fair and transparent.

The rest 40% of the respondents do agree that selection of the trainees is fair and transparent.

There is a controversy on the appropriateness of the body who selects the trainees and the training topic. 52% of the respondents do not agree that the body who selects the trainees and the training topic is appropriate. The rest 48% of the respondents agree that it is appropriate.

The idea that the trainers are well qualified to train is not accepted by 52% of the respondents. As indicated here by the majority of the respondents, the trainers are not well qualified.

76% of the respondents do not agree on the idea that training depends on prior need assessment. Training is the process of acquiring and improving the skills, knowledge and attitudes required for job performance; it is an investment an organization makes in itself. While training takes many forms, the desired end is generally the same improved performance of job-related tasks. Further the quality of the training output is only as good as the training data input. That is, if the needs for training have not been properly identified, the training itself may be called in to question.

Assessing how far the investment in training has been worthwhile is the bottom line of the evaluation. Here, the main question is: has training had the effects on individual and corporate that it was intended to have? Based on this idea 84% of the respondents do not agree on the issue of there is a practice of training outcome assessment in EIC.

The first step of the management cycle is planning. If training is to be successful, and do what it is intended to do then we need some way of determining what job related behaviours actually be learned. However, in EIC as 68% of the respondents agree most training are conducted at the end of the budget year. This means there is no proper planning of training that is why most trainings are conducted at the end of the budget year.

Employees in EIC do not participate in the strategic plan of training and development as 88% of the respondents replied.

The commitments to give service for a specified period of time after the completion of a program such as LOMA, CII and ACCA are not fair and reasonable according to 64% of the respondents suggest.

Applicants for various educational opportunities are not clearly communicated especially if their application is not accepted as the information obtained from 88% of the respondents.

All training opportunities are not being fairly and transparently distributed to the employees as 84% of the respondents suggest.

Concerning the budget for training and development EIC allocates adequate budget as 64% of the respondents comment.

Periodical training is essential for better performance as 94% of the respondents suggest. Training enables the employees to get acquainted with jobs and increase their aptitudes skills and knowledge. It helps the newly recruited to be productive in minimum amount of time. Training is necessary not only to newly recruited employees but also for the experienced workers, it is necessary to refresh them, to enable them to keep up with new methods, techniques, new machines and equipment for doing the work. (IGNOU, HRM)

Concerning data of training and development, 64% of the respondents replied that there is no a well organized data.

Management development is an attempt to improve managerial effectiveness through a planned and deliberate learning process (Mumford, 1987).

Concerning this issue, EIC seems that it has no strong emphasis on Management Development effort as 74% of the respondents replied.

4.2 Conclusions

The majority of EIC employees are found at good productive age that need adequate training for better performance.

EIC employees have good work experience, about five years and above. These group of employees are very valuable to the corporation.

Since 92% of the employees, as indicated from the demographic data, are degree holders, alternative means of training other than degree and diploma level is needed.

Selection of the training topic in EIC is not in line with the skill gap of employees that cause dissatisfaction of the trainees and unnecessary wastage of resources.

The training topics are irrelevant to solve the problem at hand as some topics redundant to the trainees or simple by their very nature.

Selection of the trainees does not seem fair and transparent as some employees are selected repeatedly while others are ignored at all that affects the attitudes of both selected and the uninvited since the training becomes boring to whom training provided repeatedly and at the same time the one who lacks the training opportunity feels non-belongingness and lacks confidence on her/his tasks.

The body who selects the trainees and the training topic does not seem appropriate as the actual operation of the corporation and the Human Resource Development Team are separated and independent organs.

All training activities are not being conducted by well qualified and experienced trainers. Unless training is conducted by a well qualified and experienced trainer it becomes simply wastage of resources without attaining the intended goal. Because unsharpened cannot sharpen. The trainer needs to have both theoretical and practical skill as well as training talent/good at communication.

Training needs are identified on the basis of organizational analysis, job analysis and man-power analysis. Training programmes, training methods and course contents have to be planned in keeping with the training needs.

Training needs are those aspects necessary to perform the job in an organization in which an executive is lacking aptitude/attitude of knowledge and skill. However, EIC lacks this aspect of the prior need assessment.

The practice of training outcome assessment in EIC has been ignored. Training outcome is necessary to evaluate that trainings have brought the intended goal or not. Moreover, it is important to plan new training programs. Unless the outcomes of trainings are evaluated, it is difficult to improve next trainings.

Most trainings in EIC are conducted at the end of the budget year. This practice affects both the quality of training process and the selection of appropriate training topics as all the activities are taken at rash hours.

Training is a continuous process that needs the collaboration of all the concerned bodies. However, the Human Resource Development

Human Resource Development Team of EIC is not working properly in collaboration with the concerned body.

The Human Resource Development Team has its own strategic plan but the strategic plan is not prepared in collaboration with the stakeholders. This will have its impact on the implementation the training programs.

The commitments to give service for a specified period of time after the completion of a program such as LOMA, CII and ACCA are not reasonable.

And also applicants for such programs are not clearly communicated especially if their application is not accepted.

EIC has adequate budget for training and development. But since most trainings are conducted at the end of the budget year and also some trainees and training topics are redundant, it is questionable that the budget is really has contributed to the fulfillment of the intended objective.

Periodical training is essential for better performance since it enhances motivation.

4.3 Recommendations

The majority of EIC employees found between the ages of 21-40 years. Since this age group is considered to be the productive age, needs to be acquainted with adequate trainings.

It is advisable that EIC has to attract experienced applicants from external sources in order to introduce new work culture and different skills to the existing one.

It is necessary to look for another alternative for training and development instead of sticking only up to degree level as the majority of the employees are degree holders.

Selection of the training topic needs to be in line with the skill gap of employees. Moreover, the training topics need to be relevant to solve the problem at hand. Selection of the trainees also needs to be fair and transparent.

The body who selects the trainees, needs to be coordinated in a team system with the employee, employee's immediate supervisor, the District Director/the Branch Manager/, the Human Resource Development Team and others as may be deemed necessary.

Trainings need to be conducted by well qualified and experienced trainers with adequate theoretical and technical skills. And s/he needs to have good skill of communication with decent discipline.

Training need and training outcome assessment have to be exercised duly in order to conduct proper training.

Trainings need to be planned in advance when, where, how, what to be conducted instead of focusing at the end of the budget year.

The Human Resource Development Team needs to work in collaboration with the concerned bodies. And in the process of preparing the strategic plan of training and development, employees need to be participated.

The commitments to give service for a specified period of time after the completion of a program such as LOMA, CII and ACCA has to be revised in order to encourage learning and training. In addition, applicants for such educational opportunities need to be communicated properly whether their applications are accepted or rejected.

Periodical trainings are essential for better performance and enhancement of motivation. Hence it is advisable to give trainings not only newly recruited employees (pre service trainings) but also equally important to the existing ones to refresh and get new way of doing things or introducing new technology.

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ANNEX I

INDIRA GANDHI NATIONAL OPEN UNIVERSITY SCHOOL OF SOCIAL SCIENCE DEPARTMENT OF PUBLIC ADMINISTRATION

This questionnaire is prepared for the partial fulfillment of Master of Arts in Public Administration. The information obtained through this questionnaire is solely used for academic purpose.

The objective of this study is to identify the training and development problems in Ethiopian Insurance Corporation and suggest possible solutions. Hence I request you politely to answer the questions. The quality of the output of the intended research highly depends on the validity of the information that you give. Thank you in advance for your devotion to answer this questionnaire.

Part I: General Information about the Respondents

1. Sex: A. Male B. Female

2. Age: A. Below 20 years B. 21-25years C. 26-30 years D. 31-35 years E. 36- 40 years,
 F. Above 40 years
3. Year of service
 A, Out of Ethiopian Insurance Corporation _____
 B, In Ethiopian Insurance Corporation _____
4. Your current position _____

5. Educational qualification
 A. Primary level (Grade 1-8) B. Secondary Level (grade 9-10)
 C. Preparatory Level (Grade 11-12) D. TVET/Diploma level
 E. Degree Level F. Above Degree level

Part II: Specific Information: Please put 'tick mark' (√) to your choice.

No.	Items	Possible Answer			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1	Selection of the training topic is in line with the skill gap of employees.				
2	The training topics are relevant to solve the problem at hand.				
3	Selection of the trainees is fair and transparent.				

4	The body who selects the trainees and the training topic is appropriate.				
5	The trainers are well qualified to train.				
6	Training depends on the prior need assessment.				
7	Most trainings are conducted at the end of the budget year.				
8	The Human Resource Development Team is working in collaboration with the concerned bodies.				
9	The Human Resource Development Team has its own strategic plan.				
10	Employees are participated in the strategic plan of training and development.				
11	There is training outcome assessment programme.				
12	The Commitments to give service for a specified period of time after the completion of a programme such as LOMA, CII and ACCA are fair and reasonable.				
13	Applicants for different educational opportunities are clearly communicated whether their applications are accepted or rejected.				

No.	Items	Possible Answer			
		Strongly Agree	Agree	Disagree	Strongly Disagree
14	The training opportunities are fairly and transparently distributed to the employees.				
15	There is adequate budget for the training and development programme.				
16	Periodical training is essential for better performance.				
17	Training enhances motivation and hence performance.				

18	All training opportunities are accessible equally to the employees.				
19	There is a well organized data of training and development.				
20	There is Management Development programme in EIC.				
21	Employees get training whether newly employed or transferred from non-operational activities to the operational activities.				

If you have additional information about EIC training and development programme, please forward it.

ANNEX II

INDIRA GANDHI NATIONAL OPEN UNIVERSITY SCHOOL OF SOCIAL SCIENCE
DEPARTMENT OF PUBLIC ADMINISTRATION

This interview is prepared to gather information on EIC employees' training and development practice. The purpose of the survey is to write a research paper for the partial fulfillment of Masters Degree in Public Administration graduate programme. The title of the paper is "Training and Development: The Case of Ethiopian Insurance Corporation". Your input is very important to the research. Hence you are politely requested to answer the interview.

Thank you in advance for your cooperation.

1. Do you have a strategic plan for training and development?
2. If you have this plan, with whom do you prepare?
3. Do you have training need assessment system?
4. Do you have training outcome evaluation mechanism?
5. Is there any appropriate record keeping system?
6. In which period are more trainings are conducted? At the beginning, at the middle, or at the end of the budget year? Is there any reason?
7. Which level of education is more available for employees? And which level is not still accessible?
8. How relevant are the training topics? And how are they selected?
9. How the trainees are selected for training?
10. If you have additional information, suggestion, or comment, please forward.

Declaration

This thesis is my original work, has not been presented for a degree in any other university and all sources of material used for the thesis have been duly acknowledged.

Name: Semahegn Yeshiwas

Signature _____

Date: April 2012.

Supervised by

Name: Ato Elias Birhanu

Signature _____

Date _____