



ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES

ASSESSMENT OF TRAINING PRACTICES IN EAST AFRICA
BOTTLING SC (COCA COLA)

BY
YIFRU KURA EDOSSA
(SGS/0058/2010B)

DECEMBER 2019
ADDIS ABABA, ETHIOPIA

**ASSESSMENT OF TRAINING PRACTICES IN EAST AFRICA
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**A THESIS SUBMITTED TO ST. MARY'S UNIVERSITY,
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DECEMBER 2019

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APPROVED BY BOARD OF EXAMINERS

Dean, Graduate Studies

Advisor

External Examiner

Internal Examiner

Signature and Date

Signature and Date

Signature and Date

Signature and Date

DECLARATION

I, undersigned declare that this thesis is my own original work and prepared under the guidance of Mesfin Tesfaye (PhD). All material sources used for the thesis have been duly acknowledged. I further confirm that the thesis has been submitted either in part or in full to any other higher learning institution for earning any degree.

Researcher

St. Mary's University

Signature

December 2019

ENDORSEMENT

This thesis entitled “Assessment of Employee Training Practices in EABSC” has been submitted to St. Mary’s University, School of Graduate Studies for examination with my approval as a University Advisor.

Advisor

St. Mary’s University

Signature

December 2019

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LIST OF ACRONYMS

- EABSC- East Africa Bottling Share Company
- TNA- Training Needs Assessment
- HR- Human Resource
- KSA- Knowledge, Skill and Attitude
- L&D- Learning and Development
- PAC- Public Affairs Communication
- SPSS- Statistical Packages for Social Sciences

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ABSTRACT

Human resource is the most precious asset that can contribute greatly to the organizational efficiency and effectiveness in this competitive working environment. Organizations need to practice effective training programs to create and retain competent employees that support to achieve organizational goals. Employee training improves the knowledge, skill and attitude of the workforce. The main purpose of this study was to assess the practice of training programs conducted by East Africa Bottling SC. Related literatures were reviewed; theoretical frame work was developed and works of other scholars were used to know facts related to training. Descriptive type of research design was used. In order to collect primary data, structured questionnaire which includes demographic profiles and issues that related to training practices designed with a five-point Likert Scale is used. A total of 177 questionnaires were distributed to employees of the company selected by using proportionally stratified random sampling technique of which 161(95.83%) questionnaires were properly filled and returned. Interviews were also conducted with sampled L&D manager of the company selected by using purposive sampling technique. Data analysis was made by using descriptive statistics, frequency and percentage. SPSS version 20 was used to process the primary data which was collected through the questionnaire. The major findings of the study were the practice of training need assessment before organizing training was given less attention, the company has given less attention to the on-job training, the training location has lost the emphasize by the management and not much attention was given to the training evaluation program. Moreover, the study found that the overall training practices of EABSC were not effective against the opportunities and huge amounts of budget that are allocated for training. Therefore, the corporation should design and implement appropriate strategies to provide its training program for employees effectively to be able to achieve its objectives and goals.

Key words: assessment, training, practice and Statistical Packages for Social Science.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Human resource is the most vital assets for organization more than the other organizations assets, without human resources organization can't attempt their objectives and goals. Now a day's organizations operate in a complex and changing environment that greatly enhances and influences their growth and expansion. To cope up with this changing environment and technological advancement, organizations need to train their employees. In addition, the survival of any organization depends on the quality of human resources of the companies. An organization can also use training to overcome deficiencies in employees. Often effective training can produce productivity gains that offset the cost of training. Training is especially important in industries with rapidly changing technologies and environment. To maintain a competitive edge in the market, companies must invest in training and the human resource management should focus on training for employee's current performance as well as skills for their future roles and responsibilities

According to Saiyadain (2004), the beginning of training could be traced to the Stone Age when people started transferring knowledge through sign and deeds to others.

Vocational training started during the industrial revolution when apprentices were provided direct instructions in the operation of machines. Training is increasingly recognized, now, as a most important organizational activity. Rapid technological changes require newer skills and knowledge in many areas. Training must be continuously offered to keep employees update and effective. Saiyadain, 2004

McNamara (2008), states that training involves an expert working with learners to transfer to them certain areas of knowledge or skills to improve in their current jobs.

According to Pallavi (2013), for surviving the business and becoming a successful pillar in the market, training is a tool that can help in gaining competitive advantages. Training proves to be a parameter for enhancing the ability of the workforce for achieving the organizational objectives. Good training programs thus result in conquering of the essential goals for the business. Hence,

training is significant for giving a dynamic approach to the organization. This dynamic approach is necessary because every organization that adopts a controlled way of functioning may not be able to deliver consistent results, but a dynamic and flexible organization may do so. This is possible only because of improved quality of work life through implementation of training programs.

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

Researchers confirmed that continuous and proper TNA, implementing and measuring (follow up) of training has leading to effective outcomes on job transforming. Staffs training lead to develop employees with required knowledge and skill that apply to the current and future job performance. Skilled employees reduce costs, provide quality service and satisfy customers, work with-out close supervision.

1.2 Statements of the Problem

Training plays a critical role in achieving a competitive edge in beverage industries; especially in dynamic marketing environment.

Recruiting and selecting high-potential employee doesn't give guarantee that they will perform effectively. People who don't know what to do or how to do face difficulties to perform effectively even if they want to do so that the company must orient and train them how to do it (Dessler 2006). Training practices is very crucial to employees to develop their career while they are engaged in their occupation in particular and to the organization in general.

The gap of what to do and how to do must be filled through continuous training programs. Hence, employee training is one of the major ways that organizations attempt to maintain the competency levels of their human resources and increase their adaptability to changing organizational demands (Scarpello and Ledvika, 1998). Despite the fact that; training of employees is critical in organizations in this era of competition due to the organizations need to survive, grow and develop,

the organization must give attention to this area. Consequentially, training has become an issue of strategic importance now a day in this dynamic and complicated environment of doing business. The success of an organization depends largely on the quantity and quality of its human resources. No organization can be successful in the end without having the right number, the right kind of people with required qualification and capabilities, doing the right jobs at the right time. As the Monapa and Saiydain (1999,172) mentioned, the central ideas of training activities focus on improving employees' performance on the current job they hold. They further said that it is an activity that is designed to help workers to acquire and apply knowledge, skill, ability and attitude in their work place. It is very difficult for an employee to perform well at the job place without any pre-training (Garavan, 1997).

Thus, employees face the need to constantly upgrade their skills, knowledge and develop an attitude that permits them to adopt change. The delivery of efficient and effective training is required to enhance the productivity of employees and improve their service quality and performance. However, the problem in training is that people usually like the training and learn the material trained, but behavior and performance do not always reflect the extent of training delivered and evidently learned. Although many scholars have conducted researches and journal studies on training practices in organizations, they are worth mentioning that most of the research and journal studies have concentrated on the benefits of training, the poor policy they have, their poor planning and unstructured, lack of budget and using of an outdated training manual in general. There is however, limited focus on after training evaluation of practices in organizations and yet, training of employees is critical for the survival and growth of any organization.

In most cases, absence of execution, lack of applying of the slogans and annual training objectives, inappropriate persons selected for training, lack of knowledge transfer, complaining of employees on training location, and lack of proper selection criteria; trainings are given for inappropriate personnel, are some of the major problems in EABS obtained based on preliminary interview, own observation and annual survey result of EABSC. The above-mentioned problems that later lead to lack of optimum man-task relationship, resistances of employees in taking future assignments, decrease in productivity and providing quality service, increase in operational or technical error, increase in employee turnover and absenteeism and decrease in employee morale and confidence (Monapa and Saiydain (1999,172)). This study takes consideration of the above problems and analyze the overall training practices in EABSC with respects to employees' training practices.

Therefore, my research will assess the training practices and provide the possible recommendations for EABSC and other researchers.

1.3 Research Questions

1. How the training need assessment has been conducted in EABSC?
2. What type of training methods are practiced in EABSC?
3. What kind of training delivery techniques are used in the company?
4. What methods are used to evaluate the training?
5. What are the training objectives stated in EABSC?

1.4 Objectives of the Study

This study had the following general and specific objectives.

1.4.1 General Objective

The main objective of this study was to assess the training practices of EABSC.

1.4.2 Specific Objectives

The specific objectives of this study are:

1. To assess the training need assessment practices of EABSC
2. To describe the training methods of EABSC
3. To identify the training delivery techniques of the company.
4. To identify the company's practices on training evaluation.
5. To describe training objectives of EABSC.

1.5 Significance of the Study

The findings of this study are important for the following groups. It provides possible recommendations to the company that it would make to conduct effective training practices. In addition, it is also assumed that it will help the company know its strengths and weaknesses to see any training activities changes needed and review the TNA, objectives, methods, delivering and evaluation of training programs. Moreover, it will serve as a stepping stone for those who are

interested to conduct advanced research works in the field under consideration. Obviously, it also helps to enhance the researcher's knowledge in research practices and in the contemporary training programs.

1.5 Scope of the Study

The study was geographically limited in EABSC Addis Ababa, located in head office around Lideta Sub-city excluding the employees of EABSC located to Bahirdar plant, Dire Dawa plant and all depots located in all regions of the country, Since it was not feasible to encompass all plants and depots which are located out of Addis Ababa as they are located in far dispersed manner and become costly and time taking to do the research.

Although assessment of other human resource capacity building programs is equally important; the research limited only to the training as a means to improve employees' job performance. The assessment did not include training held abroad outside the country. Since the study is conducted on one organization, the findings cannot used as a generalization to all organizations but for organization with similar situation.

1.7 Limitation of the Study

The study was limited to the employee training practices aspects only and the employee development part was not addressed. In addition to the above limitation, late and unreturned questionnaires by respondents was also the problem encountered by the researcher during the study.

Through these and other limitations, the researcher tries to exploit any options that help to reduce the problems (reminding respondents through telephone and personal contact to fill and return questionnaires and was making a flexible interview schedules as per the L&D manager).

1.8 Organization of the Study

This study has been organized in five chapters, thus the first chapter incorporated with introduction, background of the study, statement of problems, research questions, objectives of the study, definitions of the terms, significance of the study, scope of the study, limitations of the study, organization of the research paper. The second chapter consisted of related literature review, chapter three has constituted; research design, sampling procedure, source of data, analysis of data, data collection instruments, procedure for data collection, data analysis, validity and reliability and ethical issues. The fourth chapter presented about data presentation, analysis and interpretation. The last chapter of the research presented summary of findings, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURES

This chapter search for review of related literatures which have bearing on training. It is about analyzing documents that have already been written and related to this research topic. These documents were sourced from books written by various writers, journals, legal documents and websites among other sources.

Here in this chapter the literature review was discussed in detail with sub title of the general concepts of training, TNA, objectives of training, benefits of training, natures of training, purposes of employee training, training methods, and training cycle.

2. 1 Theoretical Review

2.1.1 The General Concepts of Training

Dessler (2005), define training as the method used to give new or present employees the skills they need to perform their jobs. Training constitutes a basic concept in human resource development. It is concerned with developing a particular skill to desired standard by instruction and practice. Training is a useful tool that can bring employees in to a position where they can do job correctly, effectively, and conscientiously. Training is the act of increasing the knowledge and skill of an employee for doing a particular job.

Gomez (2004), states effective training can raise performance, improve morals, and increase an organizations potential. Poor, inappropriate, or inadequate training can be a source of frustration for everyone involved.

According to Armstrong (2001) “Training is systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job”.

Aswathappa (2007), define the term ‘training’ indicates the process involved in improving the attitudes, skills and abilities of the employees to perform specific jobs. Training helps in updating old talents and getting new ones. Successful candidates placed on the jobs need training to perform their duties effectively.

The principal objective of training is to make sure that the availability of a skilled and willing workforce to the organization. In addition to that, there are four other objectives: Individual, Organizational, Functional, and Social. Pallavi (2013)

Kapur (2004), described that “according to Milton Hall, Employee training is the process of aiding employees` to gain effectiveness in their present and future work through development of appropriate habits of thought and action, skill, knowledge and attitudes. Training aims at increasing the effectiveness with which the functions of an organization are carried out by increasing the effectiveness of its personnel”.

2.1.2 Training Policy

According to Joy-Matthews et al. (2004), training is viewed classically as a systematic process with an inherent and generally acceptable logic that begins with identifying needs, designing intervention, delivering it and then evaluating.

According Joshi (2013), a policy states how the organization intends to achieve its overall objectives. To achieve the aims of the organization in the interest of the whole organization – including its workforce –it has to operate as per the policy framed by the top management.

An HR policy should be based on the principles which will govern the relationships of the organization with its work force. The policy must

- ✓ be stated in clear terms
- ✓ be understood easily by all – management and employees
- ✓ have standardized effect on all employees

Joshi states the HR policy should concentrate on the following aspects:

- ✓ Clear and detailed procedures regarding various specified activities such as recruitment, selection, promotion, and training of employees
- ✓ Activities concerning a good “work climate” and employee satisfaction.

2.1.3 Objectives of Training

According to Armstrong (2001) as cited on Stredwick (2005) the fundamental aim of training is to help the organization to meet its organizational objectives by increasing the value of its major resource, namely, its employees. Sets out three specific training objectives:

- ✓ To develop the competences of employees and improve their performance.
- ✓ To help people grow within the organization in order that, as far as possible, its future needs for human resources can be met from within the organization.
- ✓ To reduce the learning time for employees starting in new jobs on appointment, transfer or promotion, and ensure that they become fully competent as quickly and economically as possible.

There needs to be a systematic approach to training, which means that training must be directed towards specific ends. It is all too common for employees to be sent on training courses as a result of an attractive brochure arriving on a manager's desk without considering the real needs of the employee or the implications of the training. A systematic approach is best explained through an analysis of the training cycle. Stredwick (2005)

Individual Objectives – These objectives are helpful to employees in achieving their personal goals, which in turn, enhances the individual contribution to the organization.

Organizational Objectives – Organizational objectives assists the organization with its primary objective by bringing individual effectiveness.

Functional Objectives – Functional objectives are maintaining the department's contribution at a level suitable to the organization's needs.

Social Objectives – Social objectives ensures that the organization is ethically and socially responsible to the needs and challenges of the society. Pallavi (2013)

Additional objectives are as follows:

- To prepare the employees to meet the present as well as the changing requirements of the job and the organization.
- To prevent obsolescence.
- To apply the basic knowledge and skill in the new entrants that they need for an intelligent performance of a definite job.

- To prepare the employees for higher level tasks.
- To assist the employees to function more effectively in their present positions by exposing them to the latest concepts, information and techniques and developing the skills they will need in their particular fields.
- To build up a second line of competent officers and prepare them to occupy more responsible positions.
- To ensure smooth and efficient working of the departments.
- To ensure economic output of required quality. Pallavi (2013)

2.1.4 Benefits of Training

The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. There are so many benefits associated with training. Cole (2002) summarizes these benefits as below

- ✓ High morale – employees who receive training have increased confidence and motivations;
- ✓ Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding
- ✓ Lower employee turnover – training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism is avoided;
- ✓ Change management – training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;
- ✓ Provide recognition, enhanced responsibility and the possibility of increased pay and promotion;
- ✓ Help to improve the availability and quality of staff.

2.1.5 Nature of Training

Gomez (2012), Training are typically focuses on providing employees with specific skills or helping them correct deficiencies in the performance.

Training considered the time durability's and current and futures problem solving. Training are focusing on short problem and try to solve immediately.

John M. support the idea of Lius R Gomeze, John believes Training helps employees do their current work better by focusing on learning and personal development John (2003)

According to Dessler (2005), training as methods used to give employees skills they need to perform their jobs. Therefore, training implies preparing an employee for an occupation or specific skills. In this case, it has to be narrow in its focus and be for the job, rather than personally oriented.

2.1.6 Purpose of Employee Training

According to Armstrong (2016), the purpose of the training should be clearly defined in terms of the behavior required as a result of training. The focus of the training should be to develop transferable skills and it will only be successful if those skills are put to good use in the place of work. The training should be evaluated on the basis of the extent to which it has achieved its purpose.

Training is concerned with improving the productivity of individuals, groups, and the entire organization. Training normally involves the imparting of skills that help workers perform their present jobs better. This effort begins when an individual joins an organization and continues throughout the person's tenure with the firm (Donald and Caruth 2008).

As per Pallavi (2013), for surviving the business and becoming a successful pillar in the market; training is a tool that can help in gaining competitive advantages. Training proves to be a parameter for enhancing the ability of the workforce for achieving the organizational objectives.

Good training programs thus result in conquering of the essential goals for the business. Hence, training is significant for giving a dynamic approach to the organization. This dynamic approach is necessary because every organization that adopts a controlled way of functioning may not be able to deliver consistent results, but a dynamic and flexible organization may do so. This is possible only because of improved quality of work life through implementation of training programs.

Pallavi (2013) also mentioned some importance of training for the organization as well as for the employees,

- ✓ Employees are able to balance their work life and personal life in a better manner which leads to reduction of stress.
- ✓ Such programs help in improving physical and psychological health of the employees, thereby bringing down the absenteeism rate.

- ✓ These programs develop the employee morale, increase the productivity, job satisfaction and commitment of the employees towards the organizational goals.
- ✓ These programs also aim at the progress of the individuals in their personal and professional lives.
- ✓ They improve the communication between all levels of management which helps in minimizing conflicts between different levels of employees.
- ✓ Such types of programs lead to effective negotiation and enable the designing of the contracts which satisfy all sorts of employees.
- ✓ These programs enhance efficiency of management and strengthen employee organization.
- ✓ These programs improve the leadership, problem solving, interpersonal and conflict resolution skills of the employees.
- ✓ They are important for sharpening and utilization of the employees' creative and innovative skills.

2.1.7 Training Methods

According to Holden (1994), a careful use of training methods can be a cost-effective investment in the sense of using the appropriate method for the needs of a person or group. However, many commentators have frequently mentioned that organization often use inappropriate methods which can be both costly and time wasting and bring a very little improvement in the performance of the employee

There is no particular method for developing the employee training, however particular significant methods that would be measured. A perfect employee training and development program must be the mixture of knowledge, career development and goal setting. These approaches will benefit the program to be more useful for the employees and organization. Pallavi (2013)

Generally according to Len Holder training types can divided into two majors Components

‘on –the –job’ and ‘off-the-Job’ training

2.1.7.1 On the Job Training

According to Mathis (2010), on-the-job training the most common type of training at all levels in an organization is *on-the-job training (OJT)* because it is flexible and relevant to what employees

do. According to Stredwick(2005), on-the-job training is appropriate where immediacy and realism are essential. Its advantages is that it provides instant entry into the job, the trainees work, learn and develop expertise at the same time, they can see the results of their actions and they can usually be effectively supervised while they are learning. They also learn the social aspects of the job, the informal culture and the small details that are often omitted from training manuals or job descriptions.

According ivancevich (2003), 60 percent of trainings are hailed on ‘on the job training’ it’s formally and informally. On job training methods are those which are given to the employees within the everyday working of a concern. The employees are trained in actual working scenario. On the job training is probably the common approach to training and can range from relatively unsophisticated ‘observe and copy’ methods to highly structured courses built in to workshop or office practice.

2.1.7.1.1 Mentoring

As Armstrong (2006) stated, mentoring can be defined as a method of helping people to learn, as distinct from coaching, which is a relatively directive means of increasing people’s competence. It involves learning on the job, which must always be the best way of acquiring the particular skills and knowledge the job holder needs. Mentoring also complements formal training by providing those who benefit from it with individual guidance from experienced managers who are ‘wise in the ways of the organization.

These training systems whereby some senior or experienced employees takes charge of the training and development of a new employee. Related with this ‘Len Holden’ considered these methods are like a father and son or a mother and daughter relationships

O’Neill (2001) explains, monitoring is “a deliberate pairing of more skilled or experienced professionals with a lesser skilled or experienced [professional]. to help the lesser skilled person grow, become socialized into his/her new role within the agency, and to develop specific competencies” the Introduction to the Learner Guide). Mentoring provides natural and safe opportunities for the mentee and mentor to share positive and negative experiences, fears, thoughts, mistakes, and knowledge and creates an open and honest learning and teaching environment for mentee and mentor alike.

2.1.7.1.2 Coaching

Most of the researcher and authors agree, coaching is an experienced member of staff will help trainees learn skills and processes through providing instruction and demonstrations. According to Hirsh and Carter (2002) as cited in Armstrong (2006), coaching is aimed at the rapid improvement of skills, behavior and performance, usually for the present job. A structured and purposeful dialogue is at the heart of coaching. The coach uses feedback and brings an objective perspective. Coaching is becoming a very popular means of development, and often includes working on one-one with the learner to conduct a needs assessment, set major goals to accomplish, develop an action plan, and support the learner to accomplish the plan. The learner drives these activities and the coach provides continuing feedback and support.

2.1.7.1.3 Job rotation

According McCourt & Eldridge (2003), member of staff rotated roles and tasks to that they gain experience. Job rotation and transfers as a way of developing employee skills within organization involves movements of employees from one official responsibility to another. Job rotation involves moving an employee through a series of jobs so he or she can get a good feel for the tasks that are associated with different jobs.

2.1.7.1.4 Workshops

Workshops typically include some hands-on practice by the learner and can be very practical means to learn a certain technique or procedure. Workshops look a lot like for fiscal contacts.

2.1.7.2. Off-The –Job Training

According to Stredwick (2005), *off-the-job training*, which takes place usually in a training school or appropriate facilities away from the immediate workplace, has the advantage of allowing the trainee to concentrate on learning the new job without distraction and for the training to be delivered systematically by skilled and experienced trainers. It can also help to give an immediate good first impression for a new employee. Trainees can make mistakes without the fear of an immediate cost to the organization and tests can be set up for each stage to ensure that the job has been learnt thoroughly before being released into the real working situation.

These training methods are training is providing away from the actual working condition. Aswathappa (2000), mention's organization with the biggest training programs often use off-the-job training. A survey of training directors in Fortune 500 companies examined their views of which off-the-job training techniques were the most effective for specific objectives.

2.1.7.2.1 Classroom Lecture

M. Armstrong (2006) believes that a lecture is a talk with little or no participation except a question-and-answer session at the end. It is used to transfer information to an audience with controlled content and timing. When the audience is large, there may be no alternative to a 'straight lecture' if there is no scope to break it up into discussion groups.

2.1.7.2.2 Case Study

Armstrong (2006) stated, a case study is a history or description of an event or set of circumstances that is analyzed by trainees in order to diagnose the causes of a problem and work out how to solve it. Case studies are mainly used in courses for managers and team leaders because they are based on the belief that managerial competence and understanding can best be achieved through the study and discussion of real events.

2.1.8 Training Needs Assessment (TNA)

The first step in training needs assessment is analyzing what training might be necessary.

Mathis and John (2010) define the assessing organizational training needs are as follow.

'Assessing organizational training needs is the diagnostic phase of a training plan. This assessment considers issues of employee and organizational performance to determine if training can help.

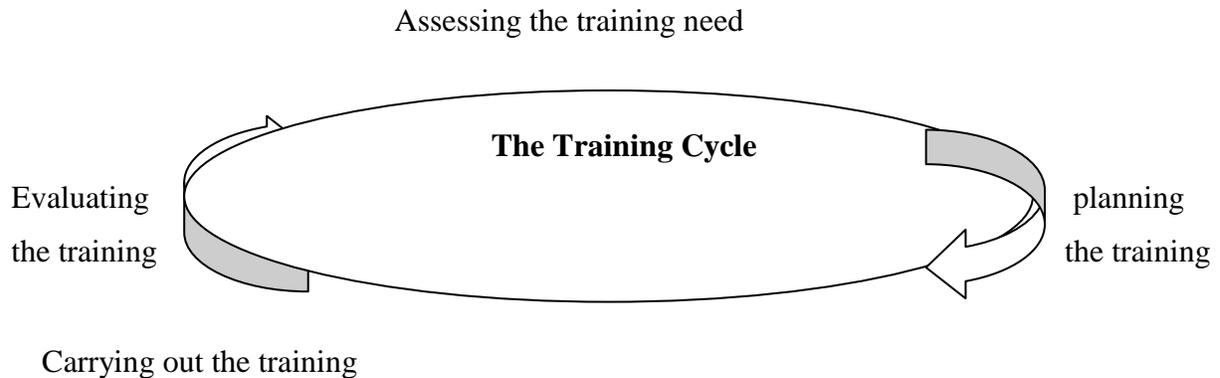
Needs assessment measures the competencies of a company, a group, or an individual as they relate to what is required. It is necessary to find out what is happening and what should be happening before deciding if training will help, and if it will help, what kind is needed'

TNA is used to assess an organization's training needs. The root of the TNA is the gap analysis. This is an assessment of the gap between the Knowledge, skills and attitudes that the people in the organization currently possess and the knowledge, skills and attitudes that they require to meet the organization's objectives. (Bartram & Brenda 1997)

A true needs assessment would have discovered that the problem is different from what is originally thought, and that the solution may require a different kind of training

Stredwick having a little difference with the above training cycle drawing, he put on diagram the training cycle below but conceptually similar with L.Mathis and R.Jackson cycles

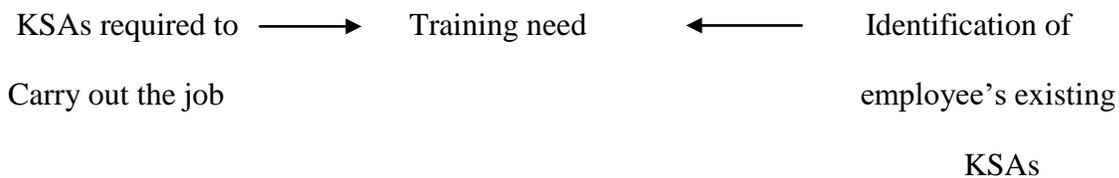
Figure 2.1 Training Cycle



2.1.8.1 Analysis of Training Needs

A training need arises due to the identified gap between the required knowledge, skills and experience for the individual carrying out the work and that actually possessed by the employee concerned (Stredwick , 2005) on this book the authors illustrates on diagram how training is identified.

2.1.8.2 Identification of training needs



Stredwick (2005), he stated below the way of Identification of training needs process can take place in a number of ways:

- ✓ When an employee starts a *new job*, an analysis will be carried out which examines the job requirements (through the job description and specification and matches that against the employee's existing profile. No candidate is ever

perfect so there will always be a number of gaps to fill, especially if it is an internal transfer or promotion or if the new employee is specifically taken on as a trainee.

- ✓ Through the *annual appraisal* process where the employee and their manager sit down together and draw up a list of areas where training can help the employee to perform better, after agreeing on the existing job requirements and the employee's actual performance level
- ✓ Where a *specific incident* occurs, which demonstrates a major gap. For example, a number of customer complaints close together will indicate customer-care training is required for the employee concerned. If a member of staff takes up a grievance against a manager's attitude or actions, then this could indicate that the manager concerned needs some form of training on handling staff. If there is a 'near miss' reported which lays the blame on a pilot, then it is vital that re-training of that pilot takes place
- ✓ a *development centre* will throw up a selection of needs, especially those relating to inter-personal skills, such as group problem-solving or running meetings.
- ✓ *Exit interviews* may also show training needs, in that employees leaving the organization may make it clear that one of the reasons they are leaving is because they were not adequately prepared for the work they were doing.

According to Stredwick (2005), training needs arise specifically when a major change program occurs in the organization.

2.1.9 Training Design and Methods

Once the comparison of the "gap" between capabilities needed in the organization and those existing in employees are identified, then training activities must be designed

Armstrong (2006) as cited in Tarique and Calligiri (1995) propose that the following steps should be taken to design a training program for expatriates:

- ✓ Identify the type of global assignment, e.g. technical, functional, tactical, developmental or strategic/executive.

- ✓ Conduct a cross-cultural training needs analysis covering organizational analysis and requirements, assignment analysis of key tasks and individual analysis of skills.
- ✓ Establish training goals and measures – cognitive (eg understanding the role of cultural values and norms) and affective (modifying perception about culture and increasing confidence in dealing with individual behaviors to form adaptive behaviors such as interpersonal skills).
- ✓ Develop the program – the content should cover both general and specific cultural orientation; a variety of methods should be used.
- ✓ Evaluate training given.

2.1.10 Training Delivery

The delivery of the training program is the stage where the trainers and the participants converge at this step both the trainees and trainers are participates at this step

2.1.10.1 Characteristics of Good Training Program

According to Joshi (2013), many organizations, even though they have a large training staff and spend a large amount on training programs, don't get good results. In order to ensure that the training programs are effective, and the organization get good result from them, the following principles may be observed:

Determination of training needs: The management should first decide the training needs of employees and then select a method of training that is more effective.

Relevance to job requirement: Training programs must be related to the requirement of the job for which they are intended.

Allowance for individual differences: There are differences in abilities, learning capacity and interest of trainees so the management should consider these factors while designing the training programs.

Training program should be resulted oriented: Management should avoid

“training for the sake of training” and show greater interest in the benefit of training programs.

Suitable incentives: There should be incentives to the trainees to make them make training programs seriously.

Management support: Top managers should take interest in and support the training programs. Subordinates cannot be expected to take the training programs seriously if they superiors themselves are not serious about them.

2.1.10.2 Designing the Training Delivery Program

According to Joshi (2013), designing the training program with clearly defined objectives is a vital step in the entire gamut of training activities. Training is a means to achieve an end. It is not an end in itself. Unless the objectives are clearly defined, and programs designed in such a way that it leads to achievement of the objectives set out, it will only be a wasted effort. The linkage between the designed and the objectives must be carefully thought out by the HR coordinator before announcing a program.

Joshi (2013) stated that the following points are to be ensured for the success of training programs.

The trainer: The choice of faculty is critical to the success of any training program. The HR coordinator must ensure that the selected trainer has the necessary general, technical and specialized knowledge of the subject, that his experience and skills are reflected in handling the training session, adapting his training style, generating interest in the subject being dealt with and that he/she possesses the personality characteristics and attitudes such as openness to new ideas, observation power, a questioning mind and willingness to experiment.

The trainees: It should be ensured that the trainees have the necessary background, experience, intellectual and physical capabilities, diagnostic and application skills and personality characteristics required. Care should be taken so as to avoid too much disparity in the group.

The curriculum: The curriculum should be designed for the optimal utilization of resources available towards the achievement of the program objectives.

The training materials: Care should be taken to ensure that the relevance and suitability of training material and the media of presentation to the subject under consideration. Write-ups or standard handouts for a particular topic should be suitably indexed to avoid duplication of effort.

The methods and techniques: The training methods and techniques should contribute to maintaining interest and high degree of participation and are capable of including a transfer of knowledge and skills.

The timing and sequencing: It should be ensured that the timing and sequencing of sessions are suitable with regard to the training objectives.

Location: In selecting a venue for the training, the adequate of the room ventilation, relative freedom from noise and disturbances and overall comfort should be sought. It should be ensured that the location is worth the cost and that the surroundings are suitable to create a good training environment.

The physical facilities and training equipment: The availability of certain basic facilities e.g. overhead/LCD projector, smart board should be ensured

2.1.11 Training Evaluation

According to Pynes (2009), evaluation improves training programs by providing feedback to the trainers, participants, and managers, and it assesses employee skill levels. Evaluations can be used to measure changes in knowledge, levels of skills, attitudes and behavior, and levels of effectiveness at both the individual and company levels.

2.1.11.1 Needs of Evaluation

According to Joshi (2013), training is done with specific objectives. Hence evaluation of training is a must. It is necessary in order to determine

- If the developmental objectives were achieved
- If the methods of instruction were effective
- If the best and the most economical training activities were organized and implemented

2.2 Empirical Review

Different scholars wrote about training in the real world that organizations' growth and development are affected by a number of factors. Training departments, like all other departments within organizations, are undergoing vital transformations in the quest to stay competitive in

today's global dynamic environment. The importance of employee development has played a premier role in this transformation as the threat of corporate economic instability due to regional, national, and international competition appears overhead. To ensure their continued survivability, many businesses are paying more attention to the development of their employees within the organization. This, therefore, implies an existence of a significant difference between organization that train their employees and organization that do not.

Nasazi (2013) conducted a study titled "effects of Training on employee's performance evidence from Uganda". The purpose of the thesis was to examine the effects of training on employee performance using telecommunication industry in Uganda as a case study. In order to understand the study's aim, four goals were developed and focused particularly on identifying training programs that exist in telecommunication centers, identifying the training objectives, finding out the methods used to make sure that these methods meet the training objectives and how this training affects employee performance. The study was based on three biggest telecommunication centers operating in Uganda and the researcher used a qualitative research approach. The findings reported in the study suggest that training and development have an impact on the performance of employees with regards to their jobs.

Employee training continues to be an essential element for organizations striving for sustainable competitive advantage and survival in this era. In view of its importance, professional associations (e.g., American Society for Training and Development) and individual researchers in North America continuously conduct training surveys to gauge training trends and practices of North American organizations, including leading-edge companies (e.g., Bassi and Cheney, 1997; Bassi and Van Buren, 1999; Loo, 1991; Olian et al., 1998; Vicere, 1998).

A study by Zakaria and Rozhan (1993), using data collected in 1991 from the manufacturing sector, showed that only 44 percent of the responding organizations conducted formal training. Another 38 percent conducted only informal training. Of those who have formal training, 23 percent did not conduct any training need assessment; the main reason for the failure to do so was the lack of expertise to conduct training need assessment. Half of those who did not perform training need assessment stated this as their reason. In the case of companies that did conduct training need assessment, 38 percent took a reactive approach to this function. Among these

respondents, the main source of information for training needs assessment was the problems faced by their organizations. Only 16 percent indicated that their training need assessment was based on the strategic plan of the organization. This finding indicates a lack of strategic orientation in the way training was conducted.

The study which was written by Tefera Gebeyehu (2015) titled “Effect of training on employee performance-The case of Mugger cement factory”. The researcher tried to focus on the effect of training in improving the employee’s performance through deeply referring the relevant literature, contacted directly concerned stake holders and reviewing and analyzing necessary factory documents. In the study the researcher used structured and unstructured interview and analyze documents. The researcher analyzes the data based on theory and training process practically depending up on organizational culture of mugger cement factory. Based on the results the researcher realized there was lack of performing training needs assessment, training programs evaluation and well-organized training. The researcher concluded that the benefits and cost of investing on training in Mugger cement factory indicate poor performance and he recommend for organized training based on adequate training assessment in order to fill the knowledge, skill and attitude change gap and enhance the competitive advantage of the factory and also the researcher recommend for the company to use models like “Kirkpatrick model” which can help the organization to continuously record the impact of training on behavioral change and to measure the output using the behavior.

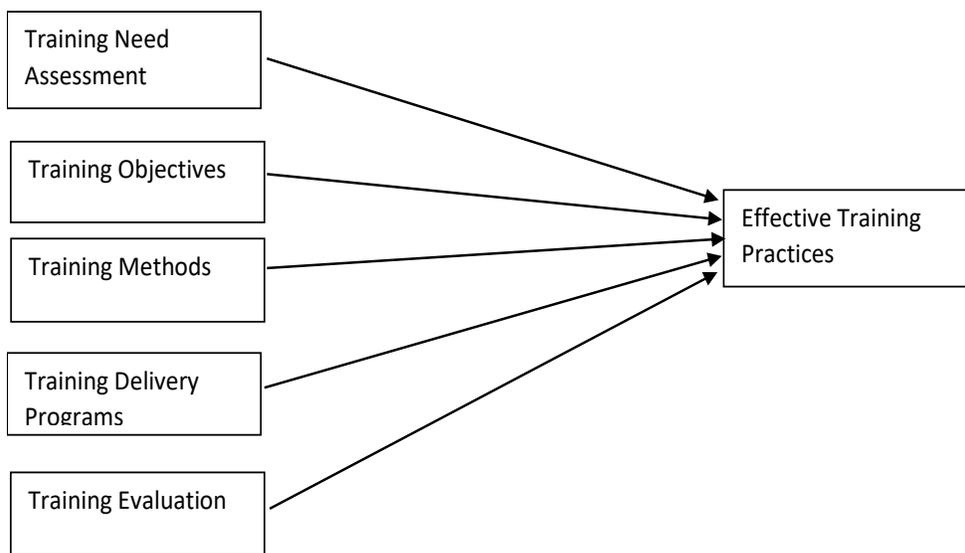
Another study was made by Henok Alemayehu (2016) on “Assessment of training practice in Nib International Bank”. The main purpose of the study was to describe the assessment of employee training practice in NIB and presented various issues related to it. The researcher uses descriptive type of study to express the facts which exist in the assessment of training practice. The study used regression model to estimate or predicate the average value the satisfaction on training variable (dependent variable) from the independent variables (training facilities, training to work relation, availability of enough training, training to goal, training to employee’s skill, training evaluation up on delivery and follow up on training).From the researcher findings its easily understood that there is a shortage of training in the bank accordingly the findings implies most employees are not sure that the training were directly related to the original goal and their skill. Under the descriptive statistical analysis, the finding clearly showed that satisfaction on training was affected by the

independent variables. The researcher concluded that there is a poor training satisfaction with in the banks employees and recommend for the bank to deliver effective and timely based training to its employees and to implement effective training follow up mechanism towards evaluation of delivered trainings.

2.3 Conceptual Frame Work

Based on the literature related to the topic and the basic questions, the following conceptual frame work has been designed.

Figure 2.2 Conceptual Framework



Source; Own framework 2019

CHAPTER THREE

RESEARCH DESIGN METHODOLOGY

This chapter discussed the methodology that has been used during the data collection, analysis and interpretation of data. It has also discussed the description of the study area, the research design, types and source of data, target population, sampling design, and methods of data analysis.

Research methodology can be described as the framework associated with a particular set of assumptions that can be used to conduct research (Leary, 2004). Research methodology also involves considering the methods of data collection and the theories and concepts underpinning the research topic.

3.1 Study Area

The study was conducted in EABSC located in Lideta Sub-city, Addis Ababa, Ethiopia among the permanent employees who are working there. EABSC covers an area of about 2000 square meter. According to the employee payroll of EABSC in 2019, the total employee of EABSC in Addis Ababa plant is 1369(both permanent and contract employees). 1356 permanent and 13 contract employees.

3.2 Research Design

Research design is a blueprint to attain the research objectives and answer research questions adequately. It is a master plan in which the researcher specifies methods and procedures of collecting and analyzing the necessary data including specifying the source of data to be used. In this part, the researcher explained the logic behind the selected methods and techniques to manage the study. In addition, it is a place where the researcher checks the appropriateness of the data to be collected to solve the intended problems. The choice of research design fundamentally depends on the nature of the problem; the knowledge already available about the problem; and the resources available for the study (Kothari, 1985).

The main objective of this research was to assess training practices of EABSC. To achieve this objective, descriptive type of research design has been used. Zikmund (2003) indicated that descriptive type of research design helps to depict accurately the characteristics of a particular individual, situation and a group. The research method can be considered to be very effective in answering research questions by using both the descriptive quantitative and will be triangulated with qualitative approach separately. Therefore, by using both methods it can capitalize the strength of quantitative and qualitative approach and remove any biases that exist in a single research approach.

3.3 Target Population and Sample Size Determination

Population refers to the full set of cases from which a sample is taken Saunders (2009), It refers to the larger group from which individuals are selected to participate in a study.

The study populations were drawn from all permanent employees of EABSC those are working at head office, Addis Ababa city. There were 1369 employees working in head office, Addis Ababa. From them 1356 employees are permanent employee the rest of 13 are contract employees, the population were focused on the permanent employees only, to be confident the research questionnaires were filled properly

According to Kothari (2006), sample size refers to the number of items to be selected from the universe to constitute a sample.

The desired sample size was 177. This was calculated using the following sample size determination formula suggested by (Yamane, 1967)

$$n = N / (1 + N (e)^2)$$

N = the population size =1356 n = sample size

e = the acceptable sample error = ± 7

Given confidence level of 93% and precision rate of ± 7 percent

The total population of EABSC found in head office are 1356. So, $n=1356 / (1+1356(0.07)^2)$

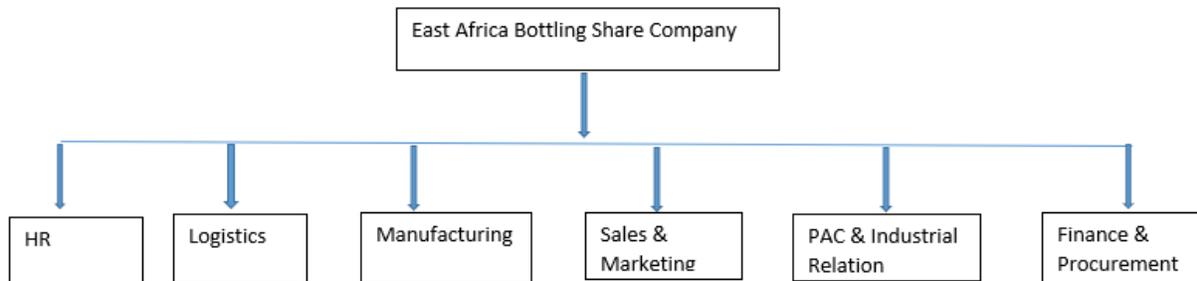
$$\underline{177}$$

3.4. Sampling Techniques

According to Prabhat and Meenu (2015), sampling is the process of selecting a sample from the population. For this purpose, the population was divided into a number of parts called sampling units. The study adopted stratified sampling methods since the frequency of giving training for each stratum is not homogeneous in the company. There are six divisions in EABSC Addis Ababa which the researcher proportionally allocated the sample size to each division because the number of population in each stratum is different. Then the researcher used simple random sampling from each division

A total of 1369 employee are working in head office, Addis Ababa. 1356 workers are permanent and the rest of 13 are contract. The researcher focused only on the permanent employees to collect relevant data for the study.

Figure 3.1 Divisions of Departments in EABSC



The total number of employees are 1356, the total sample size was 177 and the sample size in each division were proportionally calculated by the formula developed by **Stephanie Glen**

$$n_i = (n/N) * N_i,$$

where n= sample size, N total population,

N_i =total population in each stratum and

n_i =sample size in each stratum.

Table 3.1 Stratified population of EABSC

SN	Division	No. of employee	Stratified sample size
1	HR	15	2
2	Logistics	469	61
3	Manufacturing	567	74
4	Sales & Marketing	212	27
5	Finance & Procurement	89	12
6	PAC & Industrial Relation	4	1

Source: Employees' Payroll (Nov. 2019)

3.5 Data Collection Tools

For this research, structured questionnaire for quantitative was designed, distributed and filled by the sampled respondents to collect primary data. Because, the questionnaire is usually cheap, easy to administer a large number of respondents, and normally gets more consistent and reliable results. The structured questionnaire was also employed with five-point Likert ranking scale. Open-ended interview was conducted with L&D manager in order to gather the relevant primary data. The interview part supplemented the study with different perspectives and a comprehensive quality constituent.

3.6 Source of data

The research used both primary and secondary data. The research tool that has been used for data collection were questionnaires and interviews. Both the questionnaire and interview covered all the necessary information needed for the study.

The questionnaires were distributed for each selected employee, the interview was undertaken with the L&D manager, because any training attention or programs are created by L&D manager along with the departments who seeks training in the company.

3.7 Data Collection Procedures

The procedures mentioned below were implemented to get permission and cooperation from the organization in order to distribute the questionnaire and collect data from the sampled employees of the company.

- Requested the company's permission to communicate the HR department.
- The researcher discussed with the respective departments by briefing the purpose and benefit of the study.
- Distributed the questionnaire to the selected employees and conducting interview with the respective managers at their work place.
- The researcher has given a week period of time to the respondents in order to have adequate time to fill and collect the questionnaires from each employee.

3.8 Data Analysis Tool and Methods

Data analysis is the process of bringing order, structure and meaning to the mass of collected data.

Data analysis usually involves reducing accumulated data to a manageable size, developing, summarizes, looking for patterns, and applying statistical techniques (Donald and William 1994)

The researcher used Statistical Packages for Social Sciences (SPSS) version 20 as tool to simplify, reduce the error in the data analysis. Frequency, percent, mean and percentages were used as appropriate to present, analyze and interpret the result of the study.

3.9 Exclusion Criteria

Those permanent employees who were not available during data collection period after revisit of the working area due to sick leave and training were excluded. Accordingly, 6 selected employees were on leave and 3 sampled employees were on training during data collection. From the total of 177 sample size, the questionnaires were distributed to only 168 respondents of which 161 questionnaires were correctly returned, and the rest 7 questionnaires were not filled, and the researcher rejected them.

3.10 Ethical Consideration

This research work strictly adheres to the ethical principles with respect to the data used in the work. First, the researcher did not present the work of others as if its own or do not fail to give appropriate credit for the work of others through citations. Considering ethical accepts of research, enough time has been given to the study so that they can dissipate their true view of the research. Accordingly, respondents have assured the information they provided was confidential and only be used for exclusively for an academic purpose which helped the researcher to collect bias-free response and allowed respondents a room for express their idea with full of freedom and much effort that had been made to keep the response confidential. Generally, the whole process of the research was controlled to be within acceptable professional ethics.

3.11 Validity and Reliability

3.11.1 Validity

Validity is the degree to which an instrument measures what is intended to measure or how truthful the research results are (Lewis, 1999). Within this general definition of validity, there are several types of validity. For relevancy purposes, the researcher was interested in two of these types; content validity and external validity. Content validity relates to the extent to which the design of a research instrument covers the extent and depth of the topics it is intended to cover, and it is appropriate for the research questions (Lewis, 1999). To maintain the content validity of research's questionnaires, questions were formulated based on information gathered during the literature

review. External validity relates to the extent to which study findings can be generalized (Twycross, 2004).

To maintain the external validity all the questionnaires were distributed to the responders by the researcher personally. All respondent's questionnaires were completed in the presence of the researcher to prevent the chance of giving questionnaires to other people to complete them on their behalf.

3.11.2 Reliability

Reliability refers to the degree of consistency with which an instrument measures the attribute it is designed to measure; thus, repeated measurements or measurements were taken under identical circumstances, have to yield the same results; internal consistency is one of the common approaches to test the reliability of Likert scale questionnaires; Moreover, Cronbach's alpha coefficient is an appropriate method to analyze the reliability of questionnaires that use Likert scales (Lewis, 1999).

From a statistical point of view, in order to get an acceptable level of internal consistency, correlation coefficient should be significant at 95% confidence level and Cronbach's alpha coefficient should not fall below 0.7.

The Cronbach's alpha coefficient test was conducted to measure the internal consistency reliability. Before distributing the questionnaire to the selected respondents, a pilot-test exercise was conducted by using Cronbach's Alpha device. It was done upon 10 individuals who were selected at random in order to check the internal reliability of the questionnaire. Accordingly, the reliability of the instrument was measured by Cronbach's alpha and calculated by using statistical software SPSS version 20. According to Lee Cronbach (1951), the reliability coefficients between 0.70-0.90 are generally found to be internally consistent and acceptable. In this regard, the result of Cronbach's coefficients alpha was reliable which is 0.87.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1 Demographic Profile of Respondents

Table 4.1: - Demographic Profile of Respondents

Gender	Frequency	Percentage
Female	34	21.1
Male	127	78.9
Total	161	100
Age		
Less than 30 years	48	29.8
31-40 years	96	59.6
41-50 years	13	8.1
=/> 50 years	4	2.5
Total	161	100
Educational status		
MA/MSC Degree	22	13.7
BA/BSC Degree	124	77
Diploma	12	7.5
Certificate	3	1.9
Total	161	100
Work experience		
0-5 years	59	36.6
6-10 years	80	49.7
11-15 years	17	10.6
Greater or equal 16 years	5	3.1

Total	161	100
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Source: Own Survey (2019)

As shown in the above table, out of the total 161 respondents who returned the questionnaire, 127(78.9%) of them are male and the remaining 34(21.1%) of them are female. This indicates that female professional employees are dominated by male in the corporation.

Concerning to the age group, 48 (29.8%) of the respondents were found in the age less than 30 years and 96 (59.6%) of them were found between 31-40 years. 13 (8.1%) and 4 (2.5%) of them were found between 41-50 years and 50 and above years respectively. These all indicates that most of the organizations' professional employees are enough matured and it has relatively high young staffs that can help to do energetic works. The staff has less experienced workers.

Educational status of the respondents is presented and analyzed here. In terms of their educational status, the majority of staff, around 124 (77%), are BA/BSC degree holders and followed by MSC/MA degree holders which are 22(13.7%). It is possible to say that most respondents can clearly understand how training practiced in the organization. Therefore, it is shown that the respondent group in the research can provide useful and relevant information related to training programs in the company.

Regarding to employees' work experience in the company, the result of the study showed that 59 (36.6%) of professional employees have worked in the company have experience up to 5 years. Many of the respondents 80(49.7%) have served from 6 to 10 years. 17 (10.6%) of the respondents have worked 11-15 years and the remaining 5(3.1%) of them were found that they have worked 16 years. This indicated that the experienced (more than 16 years of experience) employees are less retained by the company.

4.2 Training Needs Assessment

In the review of related literature part of the research, the purposes of conducting training need assessment were discussed. Training Need Assessment (TNA) is one of the very critical processes before delivering of any training programs.

According to Brown (2002) delivering of training program without proper training need assessment may causes to unsuccessful for the programs achievement. It is known that training may not be the right solution for all employees and organizational performance problem. To address employees and organizational performance problems that are related to skill and knowledge gap, training need assessment should be done before organizing the training program. The training need assessment also allows for organizations in decisions to be made about where investment in training provides the best return to meet current and future needs (Brown,2002).

The following tables indicates the respondents expressed their feelings that are related to training need assessment.

Table 4.2: training need assessment

Statements	Scale	Frequency	Percent	Mean
Employee skills	Agree	31	19.3	2.58
	Neutral	15	9.3	
	Disagree	115	71.4	
Employees knowledge	Agree	22	13.7	2.71
	Neutral	14	8.7	
	Disagree	125	77.6	
Capability	Agree	18	11.2	2.63
	Neutral	32	19.9	
	Disagree	111	69	
Attitude	Agree	18	11.2	2.73
	Neutral	21	13	
	Disagree	122	75.8	
New technology	Agree	54	33.6	2.16
	Neutral	21	13	
	Disagree	86	53.5	
New product	Agree	54	33.5	2.19
	Neutral	22	13.7	
	Disagree	85	52.8	
Customer need	Agree	33	20.5	2.55
	Neutral	15	9.3	
	Disagree	113	70.2	
Talents	Agree	15	9.3	2.93
	Disagree	146	90.7	
Desires	Agree	16	9.9	3.02
	Neutral	11	6.8	
	Disagree	134	83.2	

Source: own survey (2019)

As shown in the above table, out of the total 161 respondents, 115(71.4%) of them disagree on that the company considers the employees skills and 31(19.3%) of them agree during TNA. Out of the total 161 respondents, 125(77.6%) of them disagree on that the company considers the employees knowledge and 22(13.7%) of them agree during TNA, during TNA, 111(69%) of the respondents disagree that the company doesn't consider employees capability and 32(19.9%) of them are neutral while 18(11.2%) agree. 122(75.8%) of the respondents disagree, 21(13%) and 18(11.2%) agree on while the company does TNA. Concerning new technology, 86(53.5%), 54(33.6%) and 21(13%) of the respondents disagree, neutral and agree respectively while the company does TNA. 85(52.8%),54(33.5%) and 22(13.7%) of the respondents disagree, agree and neutral that the company considers new products while doing TNA. Regarding customer need out of 161 respondents 113(65.2%) disagree, 33(20.5%) agree and 15(9.3%) are neutral for the company doing TNA. 146(90.7%) and 15(9.3%) of the total respondents disagree and agree respectively when the company does TNA. When coming to employee's desire, out of the total respondents of 161, 134(83.2%) disagree to the company doing TNA.

The above statement indicates that majority of the respondents disagree while the company undergoes TNA specially employee's special talent, employees desire and customer need are almost not considered during TNA. The mean of the above table generally shows that most of the respondents do not agree with the company's TNA.

4.3 Training objectives

Table 4.3 training objectives

Statement	Scale	Frequency	Percent	Mean
Objectives clearly stated	Agree	132	82	1.11
	Neutral	16	9.9	
	Disagree	13	8.1	
Helps to catch up with new environment	Agree	98	60.9	1.55
	Neutral	24	14.9	
	Disagree	39	24.2	
Materials and facilities are comfortable	Agree	155	96.3	0.91
	Neutral	5	3.1	
	Disagree	1	0.6	
Objectives are relevant	Agree	130	80.7	1.22
	Neutral	10	6.2	
	Disagree	21	13	
Enable to fill gap	Agree	151	93.7	0.94
	Neutral	10	6.2	

Source: Own Survey (2019)

As indicated in the above table, out of the total 161 respondents, 132(82%) of them agree on that the company's objectives are clearly stated to the employees and 13(8.1%) of them disagree. Out of the total 161 respondents, 98(60.9%) of them agree, 39(24.2%) disagree on that training helps the employee to catch up with new working environment and inventions. 155(96.3%) agree on the training materials and facilities are comfortable for conducting training. Regarding the point that the company's training objectives are relevant to the trainees, 130(80.7%) and 21(13%) agree, disagree respectively.

From above table, majority of the respondents agree on the company's training objectives are clearly stated to the employee, helps the employee to cop up with new working environment, the

training materials and facilities are comfortable and support them to fill their gaps. The mean of the above table also shows that the respondents agree on EABSC’s training objectives.

4.4 Training methods

Table 4.4 Training methods

Statement	Scale	Frequency	Percent	Mean
Mentoring as on job training	Agree	10	6.2	2.88
	Neutral	12	7.5	
	Disagree	139	86.4	
Coaching as on job training	Agree	19	11.8	2.72
	Neutral	13	8.1	
	Disagree	129	80.1	
Job rotation as on job training	Agree	12	7.5	2.88
	Neutral	14	8.7	
	Disagree	135	83.9	
Workshop as off job training	Agree	64	39.8	2.11
	Neutral	16	9.9	
	Disagree	81	50.3	
Class room as off job training	Strongly Agree	14	8.7	0.91
	Agree	147	91.3	
Case study as off job training	Strongly Agree	147	91.4	1.01
	Neutral	14	8.7	

Source: Own survey (2019)

From the above table, 139(86.4%) of the respondents disagree on that the company uses mentoring method for the on-job training while 10(6.2%) of them are neutral. Out of the total 161 respondents, 129(80.1%) of them disagree, 19(11.8%) agree and 13(8.1%) are neutral on coaching is one of the methods of on job training in the company. Concerning job rotation as on job training method, 135(83.9%) of the respondents disagree and only 12(7.5%) of them agree while 14(8.7%) are neutral on the given question. Regarding the point that the company uses workshop method as on job training method, 81(50.3%), 64(39.8%) and 16(9.9%) disagree, agree and neutral respectively.

Out of 161 selected respondents, 147(91.3%) of them agree and 14(8.7%) strongly agree that the company uses class room as off job training method to give training for the employees. 147(91.4%) of the total respondents agree and 14(8.7%) of them are neutral on case study is one of the off-job training method that the company follows.

From above table, majority of the respondents agree on the company that Mentoring, coaching and job rotation methods are not used as on job training which implies the EABSC is not using on job training method for giving training for the employees. On the other hand, class room and case study are the methods that the company uses as off job training for providing training for the employees which shows on job training is being exercised by the company. The mean of the above table shows also that the company uses off-job training while it doesn't exercise on on-job training.

4.5 Delivery of Training Program

Table 4.5 training delivery programs

Statement	Scale	Frequency	Percent	Mean
Physical facility and training equipment	Agree	141	87.5	1.13
	Neutral	12	7.5	
	Disagree	8	5	
Time and sequencing of training	Agree	135	83.9	1.11
	Neutral	15	9.3	
	Disagree	11	6.8	
Training includes both theory and practical	Agree	95	59	1.65
	Neutral	18	11.2	
	Disagree	48	29.8	
Training location is appropriate	Agree	44	27.3	2.37
	Neutral	16	9.9	
	Disagree	101	62.7	
Pre and post exams are provided	Agree	154	95.7	0.88
	Disagree	7	4.3	
Well equipped with training materials	Agree	143	88.8	1.02
	Neutral	14	8.7	
	Disagree	4	2.5	
Training is delivered as scheduled	Agree	89	55.3	1.76
	Neutral	22	13.7	
	Disagree	50	31.1	
Training materials are up to date	Agree	108	68	1.55
	Neutral	21	13	
	Disagree	32	19.9	
	Agree	89	55.3	1.80
	Neutral	13	8.1	

Language of the trainer is understandable	Disagree	59	36.6	
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Source: Own survey (2019)

The physical facility and training equipment's during delivery of training has got agree 141(87.5%) from the respondents and only 8(5%) of them disagree on it. 135(83.9%) of the total respondents agree on the time and sequencing of the training delivery while only 11(6.8%) of them are not. Out of the total 161 respondents, 95(59%) of them agree and 48(29.8%) disagree while 18(11.2%) remain neutral on the inclusiveness of theoretical and practical aspects of the training during delivering it. Regarding the training location during the delivery of training, 101(62.7%) of the respondents disagree and 44(27.3%) of them agree while 16(9.9%) selected neutral on the given questionnaire. From the respondents of 161, 154(95.6%) agree and on the pre and post exam providing during delivering training while only 7(4.3%) disagree. Out of 161 selected respondents, 143(88.8%) of them agree that the company is well equipped with training materials while only 4(2.5%) are not. 89(55.3%) of the total respondents agree that the training is delivered as per the schedule whereas 50(31.1%) of them disagree, the remaining 22(13.7%) are neutral to both. Among the total respondents, 108(68%) of them agree and 32(19.9) disagree on the training materials are up to date during delivery of the training. Regarding the language of the trainer while delivering training, 89(55.3%) of the respondents agree whereas 59(36.6%) disagree with it.

From above table, majority of the respondents agree on the training delivery programs such as facility and equipment's, time and sequencing, pre and post exams and the keeping of the schedules except the training location appropriateness is a problem of the respondents. The calculated mean of the above table shows that the training delivery programs are acceptable by the respondents except the training location.

4.6 Training Evaluation

Table 4.6: training evaluation

Statement	Scale	Frequency	Percent	Mean
Training program is effective & efficient	Agree	66	41	2.05
	Neutral	21	13	
	Disagree	74	46	
Training is meaningful and facilitates learning	Agree	97	60.3	1.68
	Neutral	15	9.3	
	Disagree	49	30.4	
Training program is relevant and engaged employee to job	Agree	89	55.2	1.76
	Neutral	15	9.3	
	Disagree	57	35.4	
Training improved productivity	Agree	83	51.5	1.87
	Neutral	14	8.7	
	Disagree	64	39.8	
Brought new skills and knowledge	Agree	93	57.8	1.77
	Neutral	12	7.5	
	Disagree	56	34.8	
Trainer is well organized	Agree	91	56.5	1.76
	Neutral	17	10.6	
	Disagree	53	32.9	
Help the trainees to adopt new working environment	Agree	87	54	1.84
	Neutral	13	8.1	
	Disagree	61	37.9	

Source: Own survey (2019)

From the above table, 74(46%) of the respondents disagree that the training program is effective and efficient while 66(41%) of them agree on the effectiveness and efficiency of the training. From 161 respondents of EABSC, 94(58.4%) of them agree on the meaningfulness and facilitating learning and 49(30.4%) of them are not. Regarding training program and engaging the employee to their job, 82(50.9%) of them agree and 57(35.4%) disagree while 15(9.3%) keep neutral on the training evaluation. Concerning the productivity of improved by training, 81(50.3), 64(39.8%) and 14(8.7%) of the respondents are agree, disagree and neutral to both. Regarding the training new skill and knowledge brought by training, 93(57.8%) of the respondents agree and 56(34.8%) of them disagree while the remaining have chosen neutral. From the respondents of 161, 91(56.5%) and 53(32.9%) agree and disagree on the trainer's well organized and good in communication or not respectively while only 17(10.6%) remains neutral. Coming to the skills and techniques adopted by employees to new working method, 87(54%) of the respondents agree and 61(37.9) disagree.

From above scenario, larger number of the respondents agree on the evaluation of the training though not few respondents are in the opposite side of the agreement. But on the effectiveness and efficiency of the training large number of the respondents disagree on it. From the mean calculated, the company exercises training evaluation activities, but the effectiveness and efficiency of the training delivery program is not accepted by many of respondents.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This part of the thesis deals with the summary of findings of the study done by the researcher. It is followed by conclusions drawn, and recommendations proposed for the concerned parts based on findings of the study.

5.1 Summary of Findings

The purpose of this research was to assess the training practice of EABSC. Training has been thought as one of the essential activities organizations undertake to equip the skills and knowledge of its employees in order to enhance performance and increase productivity, motivates staff and also serves as competitive advantage in this dynamic environment. The study was conducted to assess the training practices of the company and point out the imperfection as well as identify the training gap.

From the data analysis and interpretation, the researcher found various findings; those findings are described and categorized as follows:

- Concerning the age group, majority of the employees (89.4%) are in the age range below 40 years which indicates that there are only few experienced matured employees (10.6%) who are currently working in the company.
- When we come to educational status, majority of the respondents (77%) are BSC/BA degree holder and some of them (13.7%) has MSC/MA which indicates that most employees of EABSC are and degree holders.
- Majority of the employees have served the company between 6 and 10 years and very few employees have been working more than 16 years.
- Most of the respondents stated that they disagree on the company doesn't consider employees' skills, knowledge, capability, attitude, new technology, new products and customer need (mean of more than 2.6) during TNA. Specially, employee's special talent and motivation are almost not considered during the TNA. The company has less concern (mean about 3.0) on training need assessment.

- The result of the study indicated that the company has used off-job training method (about a mean of 1.0) in its training programs while nothing has done on on-job training like mentoring, coaching and workshop methods (a mean about 2.88) to deliver the training for the employees.
- From the outcome of the research, many of the respondents agree on the training delivery program (about a mean of 1.1) and some of them disagree on schedule and matching of theoretical and practical (about mean of 1.85). Most of the respondents disagree on the training location (mean of (2.37) of the company.
- Half of the respondents indicated that the company has not clear training evaluation (a mean about 1.8) while providing training for its employees.

5.2 Conclusion

The conclusions drawn from the findings for the study are as follow:

- The number of female professionals is dominated by male in the company.
- The company has given less attention to TNA for its employees that resulted in ineffective and inefficient training programs.
- The objectives of the training are clear for the employees that they are aware of the company's objectives though some of the employees are not agreeing on well involvement of the training objectives.
- EABSC doesn't practice the on-job training methods like coaching, mentoring and job rotation where as it exercises well off-job training methods like class room lecture and case studies for its employees.
- Regarding the training delivery programs, the company is poor in availability of training location while the L&D manager stated that the location is good for delivering the training.
- The company has also given less attention to its training evaluation as opposed to the L&D manager who stated that the company's training evaluation system is improved and productive. This implies that the company has not practiced appropriate training evaluation and it overlooks one of the critical issues in training to ensure the effectiveness of return on investment from the training programs. This also indicated that absence of proper way of training evaluation couldn't indicate the overall impact of the training programs given by the corporation on employees' performance improvement and the achievements of organizational goals

5.3 Recommendations

Based on the research findings and conclusions the following recommendations are made to the company to conduct effective training practice.

- ☞ As indicated on the finding, the company's female employees are dominated by male professionals and EABSC should increase the number of female professional.
- ☞ Training programs help an organization to accomplish its goals and objectives. This is possible when training programs are provided to employees by identifying areas where it can make a real contribution to organizational success. Therefore, the company should have to carry out training need assessment by using the right approach. It is also recommended that there should be participation of employees to consider appropriate training need assessments before organizing any training programs.
- ☞ EABSC should clearly address the objectives of the training to each employee so that the appropriate training is going to be delivered. The employees' awareness to the objectives of the training has a significant contribution for the organization to use employees' skills and knowledge in achieving the goals of the organization.
- The company should make balance between off-job and on-job training methods to take the advantages of them. For EABSC, on job training is very crucial for knowledge and skill transfer since most of the employees are degree holders and have enough theoretical know how. So, the company must give much attention to on-job trainings like coaching and mentoring while improving the workshop training method started previously to bring the employees to the competitive edge.
- The company must give much attention to the training location while delivering training since the proposed training must be fully delivered to the trainees so that both the employees and employer can get the advantages obtained from the training. The managers also should give emphasize to the complaining of the employees regarding the training location since a single disturbance or discontinuous of the training can result in total loss of the training concept.

- Training evaluation is the most important part of any training which gives the company how effective and efficient was the training delivered. If the company overlooks the evaluation phase of the training, no matter how effective the TNA, clear objectives and best delivery of training the company is not going to be benefited from the training unless there is a proper feedback. So, the company should give attention to the training evaluation after delivering any training to its employee. The company should have continuous training evaluation mechanism to get the outcome of the training rather than getting reactions from employees.

- For the future researches, this research was done only on the assessment of training practice in EABSC which is descriptive research and can be improved into the explanatory research like the effects of training on the employees' performance, factors affecting training. And even can-do training assessment practices were in other manufacturing company like beverage industries and one can do the study on it to get the general view of the training practices in bottling companies found in Ethiopia.

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Appendix A

ST. MARY UNIVERSITY

SCHOOL OF BUSINESS ADMINISTRATION

MBA THESIS ON “ASSESSMENT OF TRAINING PRACTICES” AT EABSC.

Questionnaires to be filled by EABSC’s employees who are non-management.

Dear Respondent;

This questionnaire is prepared by Yifru Kura, who is MBA student at St. Mary’s University School of Graduate Studies. The purpose of this questionnaire is to collect data in order to assess employee training practices in EABSC. Kindly cooperate in filling the questionnaire as your genuine, complete, and timely responses are crucial for the success of this study. Besides, I would like to assure that the data collected using this questionnaire is purely for academic purpose only, and the information that you provide is highly important and confidential too.

- If you have any doubt, please do not hesitate to contact me and I will be available at (Mobile: +251910479216 or email: ykura@ccbgroup.com)

Part I – Personal Data of the Respondent

Instruction: Please put a tick mark on your response (√)

1. Gender

Male Female

2. Age range

Less than 30 years 31 -40 years
41- 50 years greater than 50 years

3. Educational level

Master’s degree First degree
Diploma Certificate

4. How long have you worked in EABSC?

0-5 years 6 to 10 years
11 to 15 years More than 16 years

Part II: Research Related Questions

2.1 Training Need Assessment

To what extent do you agree with the following statements that you are parts of employee training process?

S.no	Statements	Level of Agreement					
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
1	The company considers employee's skill during training need assessment						
2	The company considers employee's knowledge during training need assessment						
3	The company considers employee's capability during training need assessment						
4	The company considers employee's attitudes during training need assessment						
5	New technologies are considered in assessing training needs						
6	New products are considered in assessing training needs						
7	Customer needs are considered in assessing training needs						
8	Employees Special talents are assessed during training needs assessment						
9	Employee's, desires are assessed during training needs assessment.						

2.2 Training Objectives

Explain your level of Agreement of on the stated question which your company uses in selecting trainees.

S.no	Statements	Level of Agreement					
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
1	Training objectives are stated clearly to employee						
2	Training helps employees to cope up with the new working environment & new inventions						
3	The training materials & facilities are helpful & comfortable to conduct training						
4	Training objective are relevant to the trainees						
5	The training objectives enable to fill the performance gap among employees						

2.3 Training methods

Please select your level of agreement on the next table based on the Company training design.

S.no	Statements	Level of Agreement					
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
1	The company uses mentoring method as on job training						
2	The company uses coaching method as on job training						
3	The company uses job rotation method as on job training						
4	The company uses workshops method as off job training						
5	The company uses class room lectures method as off job training						
6	The company uses case study method as off job training						

2.4 Delivery of Training Program

Express your level of agreement on the following statement which relates with delivery of training program

S.no	Statements	Level of Agreement					
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
1	The physical facilities and training equipment are available						
2	Time and sequencing of training is appropriate						
3	The training delivery system includes both theoretical and practical approach						
4	The training delivery location is appropriate						
5	The trainers provide pre and post exams to evaluate trainees						
6	The Company is well equipped with training materials						
7	The training is delivered as per the schedule						
8	The training materials delivered are up to date						
9	The language used by trainer is understandable						

2.5 Evaluating the training

Express your level of agreement on the following statement which focuses on the training programs are evaluated in your company.

S.no	Statements	Level of Agreement				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The Training program conducted is effective & efficient.					
2	The training methods & techniques are meaningful & facilitates learning					
3	The training programs are relevant, and it helped employees to be more engaged at their jobs.					
4	The training program improved productivity of the company					
5	Training has brought new skills, knowledge for employees jobs					
6	The trainers are well organized & good in communication.					
7	The training programs help the trainees to acquire skills of adopting new working methods & techniques.					

Appendix B

Interview for the Managers/Supervisors

1. How do you conduct a training need assessment?
2. Do you think the objectives set for employee training are implemented in EABSC? If yes how?
3. What do you feel about the attitudes of employees towards training program of EABSC? If negative, what is your role to change their attitude or to address their concern?
4. What are training selection criterion?
5. What the training delivery methods are used in EABSC?
6. To what extent do you think the employees are satisfied with the location the training session is held?
7. Do you believe that trainees properly apply what they have learned on their job? If yes how?
8. How do you evaluate the training effect on the employee?
9. What benefits the company obtained from employee training?