
Training and Development practices: Descriptive study

Getachew Alemu

Assosa University

Department of Management

1. Abstract

This research study aims to explore the current practices of training and development (T&D) in Ethiopia, Benishangul Gumuz Micro Financing Institution. It is an investigation of all the issues concerning T&D practices in terms of how the T&D process is conducted (how training needs are assessed, how T&D is designed and set objectives, how T&D is delivered and how T&D programmes are evaluated). Questionnaire addressed to the purposely selected employees of the organization who have better knowledge and are more experienced about the organization. A purposive sampling method was used in choosing the participants of this study. Out of 127, 60 employees took part in the study. The study revealed, mainly in the organization, there is no systematic employee training need assessment and because of the low commitment of top managers, there was no strategic function of T&D which in turn resulted in ineffective procedures for evaluation. The organization used to send its employees to external training providers rather than train them in the organization. The most commonly used delivery method is off-the-job training, namely lectures and group discussion. T&D was not characterized by strategic human resource development criteria and it plays a reactive rather than a proactive role in this organization. T&D faces many problems: inaccurate TNA processes; poor training planning in terms of contents and delivery methods; sending inappropriate persons to the training programmes and lack of on-the-job training. To improve T&D effectiveness the researcher recommended to have separate T&D section and the top management's attention should be enhanced.

Key words: training, development, need assessment, micro finance,

2. Introduction

Microfinance is a type of banking service that is provided to unemployed or low-income individuals, or groups who otherwise have no other access to financial services. Ultimately, the goal of microfinance is to give low-income people an opportunity to become self-sufficient by providing a way to save money, borrow money and get insurance. (www.investopedia.com)

Training can be defined as a systematic acquisition of knowledge; skills and attitudes that together lead to improved performance in a specific environment (Salas *et al.*, 2006). This encompasses what employees need to know, what they need to do and what they need to feel in order to successfully perform their jobs. Training is focused on producing permanent cognitive and behavioral changes, and on developing critical competencies for job performance. Organizations make increasingly large investments in training because it serves as a powerful tool for producing the targeted cognitive, behavioral and affective learning outcomes essential for their survival (Salas & Stagl, 2009).

Although training is often used with development, the terms are not synonymous. Training typically focuses on providing employees with specific skills or helping them to correct deficiencies in their performance. In contrast, development is an effort to provide employees with the abilities the

organizations will need in the future. Employee development is therefore, training people to acquire horizons, technology, or viewpoints. It enables leaders to guide their organizations onto new expectations by being proactive rather than reactive. (Almuth McDowall and Mark N.K. Saunders (2010)

Effective training can yield higher productivity, improved work quality, increased motivation and commitment, higher morale and teamwork, and fewer errors, culminating in a strong competitive advantage (Salas *et al.*, 2006). On the other hand, a poorly trained workforce can lead to errors, injuries and even legal issues, all of which can be extremely costly. A poorly trained workforce can cost organizations billions of dollars in legal fees (Goldman, 2000). Not The rational for training and development is to cope employees with prominent changes affecting training and development occurring in business organization includes:

- Orient new employees and preparing them for promotion
- Satisfy personal grow needs and improve performance
- Solve organizational problems
- Changes in technology, educational level, and human resource.
- Increased emphasis on learning organizations and human performance management.

3. Literature Review

Establishing and formulating T&D objectives is one of the most important parts in the training process. According to Marchington and Wilkinson (2000, p189), "the traditional approach to devising training plans focuses on the need to determine clear aims and objectives which are relevant to the learners concerned and enable the performance gap to be bridged".

Training objectives should be specific, clear, measurable and tangible, as far as possible (Stone, 2002; Redshaw, 2000; Burrow and Berardinelli, 2003). Often, these objectives should express what individuals would be expected to be able to do when they return to their workplace. It is also argued that it is difficult to evaluate and assess the overall effectiveness of training without knowing what it is trying to achieve (Kuber and Prokopenko, 1989; Stone, 2002). Thus, as long as training objectives are measurable, clear, agreed at all organization levels and reflect organisational and individuals' needs and objectives, evaluation criteria would be clear and agreed as well (Burrow and Berardinelli, 2003). In order to overcome any potential problem in assessing training effectiveness and get top management support and involvement, T&D objectives need to be determined by top management, line managers and HRD staff. Hussey (1985) argues that top management should review training objectives whenever a switch in strategy is planned. Latham and Wexley (1991) stress that T&D objectives should be customized to the people who will participate in the training events, based on their needs assessment. Also, training should be for the benefit of the individual, as well as for the organization.

To have positive results from training and development program, organizational commitment to training must tie in closely with appropriate effective training methods and training delivery mechanisms (Acton and Golden, 2003). Methods, such as demonstration, coaching, job rotation and planned experiences and technology-based training, are some of the training methods that could be used if an organization decides to use on-the-job training and development approach. Lectures, case studies, role-play; discussion group, action learning, projects and business games are some of the training methods that could be used if the organization decides to use off-the-job training and development approach.

Training and Development model

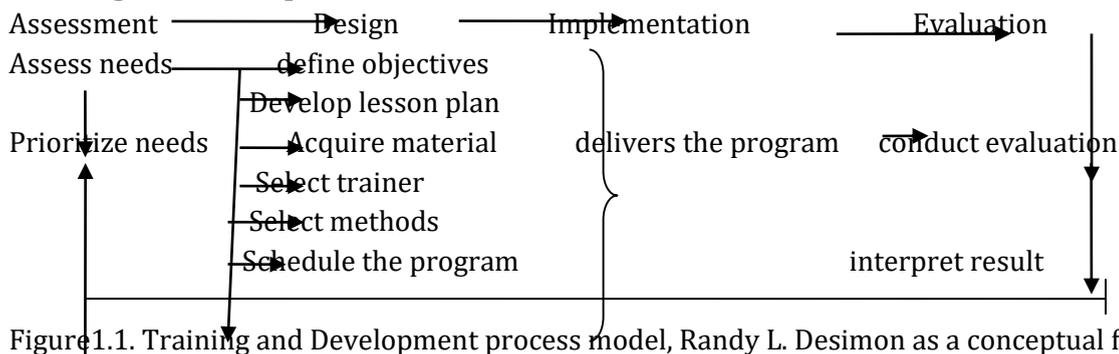


Figure 1.1. Training and Development process model, Randy L. Desimon as a conceptual framework

4. Research Methodology And Design

The study is a descriptive type of survey method and the two main data collecting methods namely, semi-structured interviews and personally administered questionnaires were used. The interview that was administered to management bodies helped to identify their attitude towards to training and development program and also helped to explore their experience of training and development practices. The questionnaire administered to purposely selected employees demands a large number and accurate data. The researcher used closed type questionnaire distributed to supervisors and non managerial employees and semi structured interview designed in collecting data from top and middle managers. The top and middle managers were selected to be interviewed because their attitude and experience in developing T&D plan and practices were much more important. Five point Likert ordinal scale or yes or no responses were used throughout the questionnaire where the respondents were asked to indicate the degree of agreement or disagreement with each statement included in the questionnaire, or to indicate the degree of frequency of using some related issues.

Semi-structured interview is very rich in providing in-depth analysis of the points under investigation. Semi-structured interviews were used to supplement and validate the questionnaire's findings. Hence, some similar questions from the questionnaire were asked in the semi-structured interviews as well. With semi-structured interviews, the interviewer had a clear list of issues to be addressed and questions to be answered. However, the interview was prepared to be flexible in terms of the order in which the topics are considered, and, perhaps more significantly, to let the interviewee develop ideas and speak more widely on the issues raised by the researcher. The answers were open-ended, and there is more emphasis on the interviewee elaborating points of interest.

5. Quantitative/ questionnaire Data Analysis

Analysis of the Results Related to Participants Characteristics

43.3% and 38.3 of the participants were aged between 20-25 and 26-30 years respectively. 5% of the participants were aged below 20 years while the rests (31-40 and 41-50) were 6.7%. From the above table one can understand that almost 81% of the participants were young.

71.6% of the participants had a work experience of 1-5 years in the organization. 26.7% of the participants had 6-8 years work experience while only one individual (1.7%) had 11-15 years work experiences.

From the above table, 8(13.3%) of the participants were degree holders and 36(60%) of the participants were diploma holders. The rest 12(20%) and 4(6.7%) of the participants were at the level of certificate and complete.

The above table shows that 6.7% of the participants were at the position of management and 25% were at the supervisory position while the rest and the majority of the participants 68.3% were non managers.

Analysis of the Data Related to the Current T&D Practices in BGMFI

Training Needs Assessment

This part of the analysis is concerned with part one of section one in the questionnaire, which is related to how TNA is conducted in terms of frequency of conducting TNA, the methods used in determining training needs, the indicators for TNA and the conditions under which training is provided to the employees.

From the table, 13.3% of the participants responded that the organization does not conduct formal need assessment while the majority 60% of the participants argued that the organization conducts need assessment occasionally. 10% of the participants responded that the organization sometimes conducted need assessment. Few (5%) of the respondents argued, the organization conducted need assessment mostly and on regular basis.

In addition, as of the responses of the interviewed managers, the organization conducts need assessment based on the budget it has at hand and the employees' potential gap observed during the time of supervision. There is no formal document that shows the status of all employees which helps to identify gaps and finally to determine who are eligible to take training and what type of training is appropriate to them.

The table shows that 51.6% of the overall participants declared that the questionnaire is never used TNA method. 53.3% of the participants declared that they depend rarely on face to face interviewing of employees while 28.3% were argued that it is never used TNA method. 38.3% of the participants affirmed that their organization rarely use Group interviews with managers and supervisors for TNA. 40%, 26.7% and 31.7% of the participants agreed that direct observation, performance appraisal information or results and through job descriptions respectively are rarely used TNA method. However, 28.3% of the participants agreed that Performance appraisal information or results is sometimes used TNA method in the organization and 16.7% affirmed that it is used mostly and on regular basis. Only 16.7% of the participants agreed that through job description, the organization mostly assesses need for training.

From the above table, 60% of the participants declared that the organization conducts need assessment annually while 26.7% agreed that the organization conducts TNA every half year. In sum, almost 86.7% of the participant declared that the organization conducts TNA every less than a year.

Table from above shows that lack of knowledge and High absenteeism representing respectively, 40% and 33.3% were considered as the least important indicators taken into account when assessing training needs while lack of skills representing 38.3% was considered to small extent. However, poor performance, introduction of new work methods, customer dissatisfaction, poor service quality, Low profitability, representing respectively, 43.3%, 36.7%, 33.3%, 35% and 33.3% were considered as the indicators that were taken into account to a considerable extent. High turnover and low employees

morale, representing, respectively, 30% and 25%, were considered as the most important indicators as a very great extent taken into account when assessing training needs. Frequent employees transfer to other divisions represents 31.7% considered as both important to the extent of considerable and very great. 35% , 35%, 48.3% ,40% and 38.3% of the participants agreed that T&D is never provided when employees need training on new working methods or techniques, when performance appraisal assessment show some gap, when employees are upgraded to fill new positions, when a departments request it and when the employees request it respectively. However, 31.7% and 23.3% of the participants agreed that T&D is provided sometimes when employees need training on new technologies, equipments and new working methods and when performance appraisal assessment show some gap respectively, when in fact 36.7% of the participants argued that T&D is rarely provided when employees need training on new technologies, equipments and new working methods.

T&D Design and its Objectives

This part of the analysis is related to part two of section one in the questionnaire, which is concerned with training and development objectives and training outcomes and impact on employees.

SD=strongly disagree, D=Agree, NS=Not sure, A= Agree, SA= Strongly agree, C= count

From the above table, 26.7%, 21.7% and 23.3% of the participant agree that training and development is provided to help employees to perform their current job effectively, enhance employees' skills, knowledge and attitudes and orient new employees respectively while also 21.7% of the participants strongly disagree that the organization conduct T&D for the purpose of enhancing employees' skills, knowledge and attitudes. 30% of the participants disagree while 25% were not sure whether the organization conducts T&D for the purpose of keeping employees informed of technical and procedural changes occurring within the institute. 30% of the participants strongly agree that training and development is provided to help orientation of new employees.

Though 33.3% of the participants were not sure of the impact of T&D on improving employees' attitudes, 25% were agreed to the impact in addition to the 35% of the participants who agree on the impact of T&D on learning new ways of doing work.

36.7%, 35%, 31.7%, 43.3% and 46.7% of the participants were strongly agree on the impact of T&D in enhancing and increasing employees' skills and knowledge, improving on-the-job performance, increasing employees' satisfaction, increasing employees' productivity and increasing employees' commitment and motivation respectively.

Training Delivery Methods

This part of the analysis is related to part three of the questionnaire, which is concerned with training delivery methods in BGMFI, in terms of T&D forms, Whether or not they acquire assistance from external providers; types of assistance required from external providers; whether or not they offer in-the-house training; T&D methods used in the organizations; T&D methods used by the external providers.

Table 4.1.2.8 reveals that all of the training approaches were utilized in the organization. However, 40%, 26.7% and 28.3% of the participants reported that the on-the-job training, off-the-job within the organization and external training approaches respectively were the rarely used approaches. 55% of the participants responded that off-the-job within the organization approach is never used. 33.3% and 36.7% of the participants responded that on-the-job training and external training were respectively used sometimes.

shows that 45% of the participants agreed that their organization acquire ,while 55% of the participants agreed that their organization does not acquire, assistance from external providers during the preparation and/or the implementation of T&D programmes either by asking for external trainers or by sending employees to external training providers.

From the table, it is understood that 48.3%, 41.7%, 30% and 38.3% of the participants representing make change to external training and development programmes to suit the organization's needs, design the training and development programmes from the beginning, provide the organization with specialist experiences in training and development programmes and evaluate the training and development programmes and content declared to be never provided by external trainers. However, 30% of the participant revealed that external trainers sometimes provide assistance in conducting training and development programmes.

21.7%, 36.7% and 30% of the participants agreed that the organization is assisted in making change to external training and development programmes to suit the organization's needs, designing the training and development programmes from the beginning and evaluating the training and development programmes and content rarely respectively.

Table 4.1.2.11 shows that 33.3% of the participants said that their organization offer their own in-house training while 66.7% of the participants said that their organization never offer their own in-house training. The table shows 66.7%, 56.7%, 46.7%, and 51.7%, of the participants agreed that the in-house training never used training and development methods or techniques representing, individual projects, role playing, demonstration, case studies and coaching respectively. 36.7% of the participants agreed that group work training technique is rarely used in the organization. 30% of the participants agreed that computer based training and job rotation training technique are sometimes used in the organization.

The table shows that 31.7% and 33.3% of the participants agreed that lecturing method and group discussion are the most and regularly used methods of external trainers respectively. 68.3%, 68.3%, 56.7%, and 73.3%, of the participants agreed that the off-house training never used training and development methods or techniques representing seminars/conferences, role playing, demonstration, case studies and computer based training respectively.

Evaluation and Follow up

This part of the analysis is related to part four of section one in the questionnaire, which is the evaluation and follow up stage. To understand how this stage is conducted many questions were asked in the questionnaire. Thus, this part includes analysis of the importance of the evaluation, the frequency of evaluation, the evaluation tools and methods and evaluating the outcomes of T&D in the organization.

The table shows that only 28.4% of the participants asserted that their organization viewed training evaluation as a very important stage and 43.3% of the participants affirmed that their organization consider evaluation as a relatively important stage. 25% of the participants agreed that their organization consider evaluation as relatively unimportant.

41.7% and 21.7 of the participants reveal that the organization evaluates its programmes on rarely and occasional basis respectively. However, 30% of the participants agree that the organization never evaluates its programmes.

68.3% of the participants agreed that fill in a questionnaire at the end of any training programmes was never used evaluation method while 23.3% believe that it was rarely used. Also, asking trainees' managers or supervisors about the trainees' performance progress as a result of attending training programmes and tracking the employees' performance records were also never used and rarely used,

represented, respectively, by 41.7% and 33.3%. About 16.7% of the participants asserted that the organization sometimes tested the trainees before and after any training programmes, while 63.3% said they never did. 56.7% of the participants asserted that the organization never interviewing the trainees at the end of every training session.

TVSE=to a very small extent, TSE=to a small extent, TCE= to a considerable extent, TGE= to a great extent, TVGE=to a very great extent

38.3% of the participants stated that, when evaluating the effectiveness of T&D programmes, the organization depend to a small extent on trainees' reaction level. In addition, 43.3% of them affirmed that, the organization depend to a small extent on evaluating learning outcomes levels. 33% and 30% of the participants asserted that their organization depend to some extent on behavior level when evaluating T&D effectiveness on behavior change and performance result levels respectively, while 28.3% of them said that they depend to a great extent in the result level when evaluating T&D effectiveness.

Qualitative/ interview Data Analysis

This section includes the following parts: top and middle level managers' view points about the position of T&D in their organization, their views on the importance of T&D to their organization performance, general questions regarding their satisfaction or otherwise with the T&D function in their organization; their view of the application of the acquired skills and knowledge and what they think as a decision makers needs to be done to improve T&D situation.

The Position of T&D in the Organization

Satisfaction with Current T&D

The starting point for the discussion during the semi-structured interviews was to understand whether or not T&D programme was formal and managers were satisfied with the current T&D function and programmes in their organization. Top managers' answers revealed that the organization does not have formal T&D programme and as a result almost all of them (6 out of 7) were not satisfied with. In the organization, as of the managers' response, there was no on job training or in-house training that is designed to achieve organizational objective, which was based on formal need assessment. Only Micro Finance Association designed training which is always supposed to solve the problem of the whole micro finance institutions.

For the question raised whether the organization has T&D department, all of them argued that the organization does not have separate T&D department in line with emphasizing the importance of T&D function for the success of the organization by pointing out that trained employees were eligible to changes and sustainability of the organization. Thus, they all responded that T&D is very important to both the organization success and individual career development.

In line with the questions, whether training is wastage, time taking and costly and T&D is functioning strategically, all of them responded that if training is basically managed properly at each stages of T&D process and human resource turnover is controlled, training is not costly and time taking rather an investment. They also argued that the organization does not have any T&D linked to long term planning because of lacking attentions and awareness from top managers. Therefore, all managers agreed that the T&D in the organization is not functioning strategically.

The Significance or T&D Outcomes

Effectiveness of T&D in the Organization

The effectiveness of T&D could be seen in terms of T&D function; its successful achievement of its objectives; the impact of T&D on performance and overall organizational success and factors that contribute to its success.

As to the responses of the managers, T&D is not effective as well as not achieving its objectives because of the very beginning of the organization's T&D is designed and delivered by external trainers (Association of Micro Finance Institution). The T&D designed by this organization is most of the time aimed to solve the generic problems supposed to be happened in any micro finance institutions which is not necessarily congruent to the objectives and problems happened into the organization under study. Because the organization is the stakeholder of the association and contribute payment, rather than bypassing the training, most of the time un appropriate employees sent to training. Therefore, in general, the absence of on-job training in line with formal need assessment, not participating right employees and fail to introduce their training need ahead to the external trainers were the most important factors that hide T&D to be effective.

According to the interviewees, T&D positively influences performance in changing the behaviors and attitudes of employees in line with the changing situations like, the rising demands of customer, competition, new technologies and new working methods. Most of the respondents agreed that profitability, financial turnover of the organization, raising employee morale, quality of goods and products, productivity ,cost reduction and employee satisfaction are the most important significant impact of training.

However, Table 4.2.3 presents the interviewed top managers' agreements with other important statements that reflect what they think about T&D and how they consider it.

Based on the above table, the respondents' response is narrated as follows. They strongly disagreed with the following statements, training is a waste of time and money and at the same time costly and the management of this organization believes that T&D is central for improving the organization performance, since they believe that T&D is rather an investment and argued that had it been T&D is central for improving performance T&D would have been designed in the organization with full attention. In addition, all most all respondents disagreed on the aforementioned perspectives, the system and the management of this organization support employee to transfer what they have learned in their workplaces, top managers are committed to T&D function, line managers appreciate the value of T&D and they are keen to work with internal training staff, T&D plans and policies are translated into measurable, workable programmes and The present volume of T&D is adequate to solve your current problems. They supported these arguments with evidences like the top managers do not have initiatives to design systems that help to transfer knowledge from trained employees to work place, measure the impact of training and the way T&D is included and linked to business policies. However, they agreed that the following perspectives are the most important problems encountered the organization, it is very important for every organization to have a separate department for T&D activities, T&D programs must be linked to organizational strategic and strategic objectives to be successful, without effective T&D programmes, your organization would be unable to implement their strategies, efficiency and profitability are the main results of T&D programmes. Most of them supported their idea with the arguments by emphasizing the effect of T&D on the organizational productivity and underline that except that the organization tried to incorporate into strategic actions; it is even hard for the organization to survive.

Transferring Skills and Knowledge

Knowledge Transfer and how the Organization Improves T&D activities

For the question raised whether there is knowledge transfer in the organization or not, most of them argued that there is no knowledge transfer in the organization because of sending in appropriate employees to training and the system does not allow free knowledge transfer even though some said that to some extent there is knowledge transfer because there are evidences that some employees may improve their skills, knowledge and attitudes after taking training. According to most of interviewed managers, in order to improve T&D in the organization, it has to play roles in introducing in-house training programme which should be based on institutional, individual and job related need assessment and introduce structural change that invites T&D activity in the organization. Moreover, separate department and top management commitment is very important in order to incorporate T&D in the strategic planning of the organization. For the open ended questions asked, the managers were really appreciating all the questions in that it can solve their current training and development problems and further comments that it is very important in ensuring the sustainable competitive advantage of the organization in the future if such studies will continue especially in human capital management.

6. Conclusion

Human resource T&D is one of the key drivers for organizational success and superior performance. It is the main approach used by an organization to maintain and improve the capabilities and skills of its workforce. Trained people are responsible for implementing organizational strategies, conducting day-to-day business activities, running organizational assets represented by technology and satisfying the organizations' customers through providing high quality products and services.

Therefore, organizations need to pay more attention to training and developing those people's skills to help them to undertake their current and future duties well. Also, T&D should be seen as an integral part of an organization investment plan. It should be planned, developed and coordinated closely with the overall business strategies and activities in other departments.

This part aims to discuss the findings and results that have emerged from the data analysis presented in chapter four. It links the previous chapters together and links the theoretical literature with the empirical side of the research. It presents interpretation and reflection of the quantitative and qualitative results presented in the previous chapter.

T&D program in the organization under study is not incorporated in the organization's long term or strategic plan. From the interview undertaken with managers to see whether the organization has formal T&D, it is revealed that, the top managers less attention to T&D program, the program owned by micro finance association and the believe of top managers that it is a cost to the organization made the T&D program as it is informally understandable.

It could be understood that need assessment which is the basic step to identify deficiencies where training is needed and who needs training. BGMFI conduct TNA based on the information it gathers during the time of supervision and the complaints from employees. From the arguments of the respondents, it can be concluded that formal TNA methods were rarely used in the organization. Though TNA was not conducted formally in the organization, methods such as observation and the results of performance to some extent were mainly used every less than a year.

The organization gives emphasis only to turnover, low employees moral and frequent employees transfer as indicators of capacity gap during need assessment. These points are not important enough to identify

gaps during need identification except to prioritize needs to sensitive areas of the organization. Therefore, from the arguments of employees for the objectives of T&D, all the arguments imply that, the organization simply tries to assess need when the normal working situation is missed, which is a reactive type of decision making that could be resulted in failure in competition.

From the data collected to assess whether the organization conducts T&D with clear and specific objects, BGMFI does not have strategic plan that helps to clearly identify the objectives of the T&D programme. The objective of T&D programme is most of the time embedded in the minds of the managers and not clearly communicated to the trainees. There was no system that helps at least to indicate the impact of T&D on employees; it was very difficult to strictly identify the outcomes. The impacts of learning does not clearly observed either in changing the behavior of employees and improving performance.

The presence of off-the-job training within the organization and on- the- job training help the organization to fit training to organizational culture and cost reduction. However, as the response of employees for T&D methods, BGMFI depends mostly on Micro Finance Association designed training which is always supposed to solve the problem of the whole micro finance institutions which is very difficult to contextualize the training contents and other necessary conditions.

For the proper implementation of T&D program, the response reveals, attention was not given to T&D programmes and as a result the organization did not use multi method training delivery which helps to address the individual differences in capturing new ideas. In implementation of T&D, the organization uses sometimes case study, computer based training, coaching and job rotation methods in the organization and lectures and group discussion were the mostly used methods by the external providers. Based on the effective evaluation of T&D according to its importance impacts and outcomes their responses reveal that T&D evaluation stage does not have fair attention. This may lead to doing things for nothing because evaluation helps the organization to see whether the training provided has met its objectives and likely to take corrections in the future. Generally, the extent of the organization to evaluate trainees' reaction, learning outcomes, behavior changes and results were not given attention.

Recommendations

Based on the conclusion of the study the following suggestions are forwarded:

- The organization should conduct formal T&D program rather than simply led by haphazard actions and the will of top managers. In order to contextualize and undertake comprehensive formal need assessment, the assessment should be in line with the context of organization, individual and the job itself using different methods of training need assessment especially questionnaire and performance appraisal information.
- T&D programme should be incorporated into strategic plan that could further be cascaded to the level of individuals and express what individuals would be expected to be able to do when they return to their workplace and its outcomes on employees.
- In order to have effective training methods and implementation, the organization should use both internal and external training methods in accordance with the situation and benefits of the organization. It also has to use multi techniques that help to maximize the effectiveness of the programme.
- Evaluation should be viewed as part of an effective training process and a base to improve organizational decision-making about human performance improvement. Organization under

study should measure using the most common approaches used to determine the effectiveness of training programmes like:

- ✓ Pre-post test approaches: performance of employees measured prior to training and if required training is provided.
- ✓ Post training performance: the participant's performance is measured after attending training program to determine if behavioral changes have been made.

8. References

- Almuth McDowall (2010), "*employee training and Development*", international journal of employee training and Development.
- Armstrong, M. (2003). "A Handbook of Personnel Management Practice", Ninth Edition, London: Kogan Page Limited.
- Beardwell, I. and Holden, L. (1994), "Human Resource Management: A Contemporary Perspective ", London: Pitman Publishing.
- Bee, F. and Bee, R. (1994), "Training Needs Analysis and Evaluation", London: Institute of Personnel Management.
- Burrow J. and Berardinelli, P. (2003), "Systematic performance improvement refining the space between learning and results", *Journal of Workplace Learning*, Vol. 15, No. 1, pp. 6-13.
- Cohen, D.J. (1990), *what motivates trainees?* *Training and Development journals*, 44(11), 91-93.
- Creswell, J. (2003), "Research Design: Qualitative, Quantitative, and Mix Methods Approaches", Second Edition, California: Sage Publications.
- Cushway. B. (1994), "Human Resource Management", London: Kogan Page Limited.
- David Royse, Michele Staton-Tindall, Karen Badger, and J. Matthew Webster (2009), "*Needs Assessment* ", *Oxford University press*.
- Dr Catherine Dawson(2002), "*Practical Research Methods*" First published in 2002 by Oxford OX4 1RE. United Kingdom.
- Earley, P. C. (1987), *instructional Training for managers: A comparison of documentary and interpersonal methods*. *Academy of management journal*, 30, 685-598.
- Fitzgerald, W. (1992), "Training vs development", *Training and Development*, Vol. 84, pp. 81-2.
- Fowler, F. (2001) *Survey Research Methods*, 3rd edition, Thousand Oaks, CA: Sage.
- Goldstein, I. I., (1980), *Training in work organization*, *Annual review of Psychology*, 31, 229-272.
- Gupta, K. (1999) *A practical guide to need assessment*, San Francisco: Jossey-Bass/Pfeiffer.
- Hale, R. (2003), "How training can add real value to the business", *Industrial and Commercial Training*, Vol. 35, No. 2, pp. 49-52.
- Hamdia Mudor¹ Phadett Tooksoon (2011), "*Conceptual framework on the relationship between human resource management practices, job satisfaction, and turnover*", *Journal of Economics and Behavioral Studies*, Vol. 2, No. 2, pp.41-49.
- Haslinda Abdullah** (2009) , "*Training Needs Assessment and Analysis*", *European Journal of Scientific Research*, pp.351-360,
-

- Hesseling, P. M. (1966), "Strategy of Evaluation Research in the Field of Supervisory and Management Training", Amsterdam: Van Gorcum.
- Hollway, W. and Jefferson, T. (2000) *Doing Qualitative Research Differently: Free Association, Narrative and the Interview Method*, London: Sage.
- Hughey, A. and Mussnug, K. (1997), "Designing effective employee training programmes", *Training for Quality*, Vol. 5, No. 2, pp. 52-57.
- Ikhlas Ibrahim Altarawneh," *Training and development effectiveness: practices, roles and impacts on performance*" Ph. D. thesis.
- Jacobs,R. L., & Jones,M. J. (19097). *Teaching tools, when to use on-the- job training*, *Security management*, 41(9), 35-41.
- Janice A. Miller, SPHR and Diana M. Osinski, SPHR (1996)," *training needs assessment*" *Journal of workplace learning*.
- Kuber, M. and Prokopenko, J. (1989), "Diagnosing Management Training and Development Needs", Geneva, International Labor Organization.
- Laird, D. (1985), *Approaches to Training and Development*, Wiley, New York, NY.
- Langdon,D.(1999) *Objectives? Get over them*, *Training and Development*, February, 54-58.
- Latham, G. and Wexley, K. (1991), "Developing and Training Human Resources in Organisation", New York: Harper Collins publishers.
- MacLagan, P.A. (1989), *models for HRD practice*, *Training and Development Journal*, 41(9), 49-59.
- Mager,R. F. (1984), *Preparing instructional Objectives(2nd ed.)*, Belmont,CA: Pitman Learning,3
- Mager,R. F. (1997), *Preparing instructional Objectives(3rd ed.)*, Atlanta: Center for effective performance.
- Manpower Service Commission, (1981), "Glossary of Training Terms", London: HMSO.
- Marcel van Marrewijk and Joanna Timmers (2003), "Human *Capital Management: New Possibilities in People Management*", *Journal of Business Ethics*, Vol. 44.
- Marchington, M. and Wilkinson, A. (2000), "People Management and Development", Second Edition, London: Chartered Institute of Personnel and Development.
- Martyn Denscombe (2003), "*The Good Research Guide for small-scale social research projects*", 2nd edition.
- Michael C. C. SZE, *Secretary for the Civil Service (1995)*, "Human Resource Management", Civil service branch.
- Mondy, W., Noe, M., and Premeaux, R. (1999), "Human Resource Management, Seventh Edition, London: Prentice-Hall International.
- Nadler, L. (1990), "The Handbook of Human Resource Development", Second Edition, New York; Chichester: Wiley.
- Noe, R.A. (1986), "Trainees' attributes and attitudes: neglected influences on training effectiveness", *Academy of Management Review*, Vol. 11 No. 4
- Noe, R.A. (2002), *Employee Training and Development*, 2nd ed., Irwin, Boston, MA.
- Oppenheim, A. (1992), "Questionnaire Design, Interviewing and Attitude Measurement", Second Edition, London: Continuum.
-

Oppenheim, A. and Naftali, A (2000), "Questionnaire Design, Interviewing and Attitude Measurement", London: Continuum

Phillips,B., J.J.(1996). *How much is the training worth?* Training and Development,50(4), 20-24.

Phillips,J.J., (1983), *Hand book of training evaluation and measurement methods*, Houston: Gulf publishing.

Randy L. Desimone, Jon M. Werner and David M. Harris, "*Human Resource Development*", 3rd edition.

Rebecca Grossman and Eduardo Salas (2011), "*The transfer of training*", International Journal of Training and Development.

Ridha Al-Khayyat (1998), "*Training and development needs assessment: a practical model for partner institutes*", Journal of European Industrial Training.

Rosset,A. (1990) , *Overcoming obstacles to needs assessment*, Training,36(3),36, 38-40

Rothwell, W. J., & Kazanas,H. C (1994), *improving on-the-job training*, San Francisco: Jossey-Bass.

Sapsford, R. (2006) Survey Research, 2nd edition, London: Sage.

Schwandt, T. (2007) The Sage Dictionary of Qualitative Inquiry, 3rd edition, Thousand Oaks, CA: Sage.

Sims,R.R. (19098) ,*Reinvesting Training and Development*, Westport,CT:Quorum Books.

Tylor,D. L., & Ramsey,R. K., (1993), *Empowering employees to' just do it'*, Training & Development, 47(5) 71-76.

Vaus, D.A. (2001) Surveys in Social Research, 5th edition, London: Routledge.

Warr, P. (Ed.) (2002), Psychology at Work, Penguin Books, London.

Yogesh Kumar Sengh (2006), "*Fundamentals of research methodology and statistics*", New Age International Publishers ,PP91

Zane Berge and Marie de Vernei (2002)," *The increasing scope of training and development competency*, international journal of employee training and Development, Vol.9 No 1, pp.43-61.

<http://www.investopedia.com/terms/m/microfinance.asp>

Stone R J. (2002), Human Resource Management 2nd Edition, Jhon Wiley & Sons 2002

Tables:

Gender of the Participants

Valid	Frequency/number	percent	Cumulative percent
Male	36	60	60
Female	24	40	100
total	60	100	

Age of the Participants

valid	frequency	percent	Cumulative frequency
<20	3	5.0	5.0
20-25	26	43.3	48.3
26-30	23	38.3	81.6
31-40	4	6.7	88.3
41-50	4	6.7	100
total	60	100	

Service years of participant

valid	frequency	percent	Cumulative percent
1-5	43	71.6	71.6
6-10	16	26.7	98.3
11-15	1	1.7	100
Total	60	100	

Education status of the participants

valid	number	percent	Cumulative percent
BA degree	8	13.3	13.3
Diploma	36	60	73.3
Certificate	12	20	93.3
High school complete	4	6.7	100
Total	60	100	

Working position in the organization

Valid	Frequency/number	percent	Cumulative percent
Manager	4	6.7	6.7
Supervisor	15	25	31.7
Non-manager	41	68.3	100
Total	60	100	

Frequency of conducting formal need assessment in the organization

valid	frequency	percent	Cumulative percent
Never	8	13.3	13.3
Rarely	36	60	73.3
Sometimes	10	16.7	90
Mostly	3	5.0	95
always	3	5.0	100
total	60	100	

Need assessment methods

	N		R		S		M		A	
Training need assessment methods	C		C		C		C		C	
Questionnaires	31	51.6	20	33.3	5	8.3	2	3.33	2	3.33
Personal face-to-face interviews with employees	17	28.3	32	53.3	8	13.3	2	3.3	1	1.7
Group interviews with managers and supervisors	21	35	23	38.3	11	18.3	3	5	2	3.3
Direct observation	11	18.3	24	40	15	25	7	11.7	3	5
Performance appraisal information or results	11	18.3	16	26.7	17	28.3	6	10	10	16.7
Through a job descriptions	13	21.7	19	31.7	15	25	10	16.7	3	5

N=Never, R=Rarely, S=Sometimes, M =Mostly , A=Always , C= Count

Frequency of Conducting TNA

valid	frequency	percent	Cumulative percent
Every half year	16	26.7	26.7
annually	36	60	86.7
Every2-3 years	2	3.3	90
Every4-5 years	3	5.0	95
5 years and more	3	5.0	100
Total	60	100	

TNA indicators in Benishangul Gumuz Micro Financing Institution/BGMFI

	TVSE		TSE		TCE		TGE		TVGE	
Indicators to assess training needs	C	%	C	%	C	%	C	%	C	%
Lack of knowledge	24	40	15	25	19	31.7	1	1.7	1	1.7
Lack of skills	12	20	23	38.3	21	35	3	5.0	1	1.7
Poor performance	12	20	18	30	26	43.3	2	3.3	2	3.3
Introduction of new work methods	8	13.3	16	26.7	22	36.7	11	18.3	3	5.0
Customer dissatisfaction	17	28.3	10	16.7	20	33.3	11	18.3	2	3.3
Poor service quality	14	23.3	20	33.3	21	35	4	6.7	1	1.7
Low profitability	13	21.7	12	20	20	33.3	11	18.3	4	6.7
High turnover	11	18.3	13	21.7	6	10	12	20	18	30
Frequent employees transfer to other divisions	7	11.7	9	15	19	31.7	6	10	19	31.7
Low employees morale	11	18.3	11	18.3	12	20	11	18.3	15	25
High absenteeism	20	33.3	12	20	15	25	8	13.3	5	8.3

TVSE= to a very small extent, TSE= to a small extent, TCE= to a considerable extent, TGE= to a great extent, TVGE= to a very great extent

Conditions under which T&D is provided

	N		R		S		M		A	
When training is provided	C	%	C	%	C	%	C	%	C	%
When employees are newly recruited	21	35	14	23.3	11	18.3	8	13.3	6	10
When employees need training on new technologies, equipments and new working methods	8	13.3	22	36.7	19	31.7	8	13.3	3	5.0
When performance appraisal assessment show some gap	21	35	10	16.7	14	23.3	12	20	3	5.0
When employees are upgraded to fill new positions	29	48.3	9	15	10	16.7	10	16.7	2	3.3
When a departments request it	24	40	15	25	11	18.3	8	13.3	2	3.3
When the employees request it	23	38.3	14	23.3	10	16.7	10	16.7	3	5.0

N=Never, R=Rarely, S=Sometimes, M =Mostly, A=Always, C= Count

Objectives of T&D in the Organization

	SD		D		NS		A		SA	
Training and development objectives	C	%	C	%	C	%	C	%	C	%
	9	15	11	18.3	14	23.3	16	26.7	10	16.7

Helping employees to perform their current job effectively										
Enhancing employees' skills, knowledge and attitudes	13	21.7	12	20	12	20	13	21.7	10	16.7
Orientation of new employees	9	15	7	11.7	12	20	14	23.3	18	30
Keeping employees informed of technical and procedural changes occurring within the institute	7	11.7	18	30	15	25	11	18.3	9	15

Training outcomes and impact on employees

	SD		D		NS		A		SA	
Training outcomes and impact on employees	C	%	C	%	C	%	C	%	C	%
Improving employees' attitudes	3	5.0	8	13.3	20	33.3	15	25	14	23.3
Learning new ways of doing work	7	11.7	5	8.3	10	16.7	21	35	17	28.3
Enhancing and increasing employees' skills and knowledge	6	10	7	11.7	10	16.7	15	25	22	36.7
Improving on-the-job performance	7	11.7	5	8.3	8	13.3	19	31.7	21	35
Increasing employees' satisfaction	8	13.3	10	16.7	11	18.3	12	20	19	31.7
Increasing employees' productivity	3	5.0	8	13.3	8	13.3	15	25	26	43.3
Increasing employees' commitment and motivation	4	6.7	6	10	12	20	10	16.7	28	46.7

SD=strongly disagree, D=Agree, NS=Not sure, A= Agree, SA= strongly agree, C=Count

T&D delivery forms

	N		R		S		M		A	
Training and development forms	C	%	C	%	C	%	C	%	C	%
On-the-job training	7	11.7	24	40	20	33.3	8	13.3	1	1.7
Off-the-job within the organization	33	55	16	26.7	8	13.3	2	3.3	1	1.7
External training (outside the organization)	15	25	17	28.3	22	36.7	2	3.3	4	6.7

N=Never, R=Rarely, S=Sometimes, M =Mostly, A=Always, C= Count

Acquiring assistance from external trainers

valid	frequency	percent	Cumulative percent
Yes	27	45	45
No	33	55	100
total	60	100	

Assistance/service provided by external trainers

	N		R		S		M		A	
Assistance or services provided by external providers	C	%		%	C	%	C	%	C	%
Make change to external training and development programmes to suit the organization's needs	29	48.3	13	21.7	11	18.3	4	6.7	3	5.0
Design the training and development programmes from the beginning	25	41.7	22	36.7	8	13.3	4	6.7	1	1.7
Provide the organization with specialist experiences in training and development programmes	18	30	9	15	16	26.7	12	20	5	8.3
Conduct the training and development programmes	14	23.3	15	25	18	30	10	16.7	3	5.0
Evaluate the training and development programmes and content	23	38.3	18	30	11	18.3	6	10	2	3.3

N=Never, R=Rarely, S=Sometimes, M =Mostly , A=Always , C= Count

Offering in-house training

valid	frequency	percent	Cumulative percent
Yes	20	33.3	33.3
No	40	66.7	100
total	60	100	

T&D Methods Used by the Organizations(a)

	N		R		S		M		A	
Training and development methods or techniques	C	%	C	%	C	%	C	%	C	%
Individual projects	40	66.7	12	20	4	6.7	3	5.0	1	1.7
Role playing	34	56.7	17	28.3	6	10	3	5.0		
Demonstration	28	46.7	13	21.7	14	23.3	3	5.0	2	3.3
Case studies	31	51.7	11	18.3	15	25	3	5.0		
Computer based training	20	33.3	14	23.3	18	30	5	8.3	3	5.0
Coaching	31	51.7	12	20	13	21.7	4	6.7		
Job rotation	13	21.7	17	28.3	18	30	9	15	3	5.0

N=Never, R=Rarely , S=Sometimes, M =Mostly , A=Always , C= Count

T&D Methods Used by the External Providers(b)

	N		R		S		M		A	
Training and development methods or techniques	C	%	C	%	C	%	C	%	C	%
Lectures	14	23.3	7	11.7	6	10	14	23.3	19	31.7
Seminars/conferences	41	68.3	11	18.3	5	8.3	1	1.7	2	3.3
Group work (discussion)	16	26.7	8	13.3	10	16.7	20	33.3	6	10
Role playing	41	68.3	10	16.7	7	11.7	1	1.7	1	1.7
Demonstration	34	56.7	16	26.7	8	13.3	1	1.7	1	1.7
Case studies	44	73.3	10	16.7	6	10				
Computer based training	24	40	11	18.3	21	35	3	5.0	1	1.7

N=Never, R=Rarely, S=Sometimes, M =Mostly, A=Always, C= Count

How important is training evaluation

valid	frequency	percent	Cumulative percent
Not at all important	2	3.3	3.3
Relatively Unimportant	15	25	28.3
somewhat			
relatively important	26	43.3	71.6
Very important	17	28.4	100
Total	60	100	

How T&D evaluated in the organization

valid	frequency	percent	Cumulative frequency
Never	18	30	30
Rarely	25	41.7	71.7
Sometimes	13	21.7	93.4
Mostly	3	5.0	98.4
Always	1	1.7	100
Total	60	100	

Evaluation tools and techniques

	N		R		S		M		A	
Evaluation tools and techniques	C	%	C	%	C	%	C	%	C	%
Asking employees to fill a questionnaire at the end of the programme	41	68.3	14	23.3	4	6.7	1	1.7		
Interviewing the trainees at the end of each training programme	34	56.7	15	25	6	10	4	6.7	1	1.7
Testing the trainees before and after the training programmes (pre and post test)	38	63.3	6	10	10	16.7	6	10		
Asking the trainees' managers or supervisors for their assessment of the trainees' learning	25	41.7	19	31.7	8	13.3	7	11.7	1	1.7
Performance appraisal reports	12	20	20	33.3	13	21.7	10	16.7	5	8.3

N=Never, R=Rarely, S=Sometimes, M =Mostly, A=Always, C= Count

The extent of evaluating the outcomes of T&D in the organization

	TVSE		TSE		TCE		TGE		TVGE	
Levels of outcomes	C	%	C	%	C	%	C	%	C	%
Trainees' reactions: Feeling and opinion of the trainees about the programmes' material, facilities, methods, contents, trainers, durations and relevance of the programmes.	20	33.3	23	38.3	3	5.0	12	20	2	3.3
Learning outcomes: The skills, knowledge and attitudes acquire during the programme	9	15	26	43.3	13	21.7	8	13.3	4	6.7
Behaviour change: The change in on-the-job performance, which can be attached to the programme	7	11.7	20	33.3	15	25	14	23.3	4	6.7
Results: The effect in the organization's performance resulting from the change of behavior such as: cost saving, quality improvement, customer satisfaction.	7	11.7	18	30	13	21.7	17	28.3	5	8.3

Table 4.2.3. Some important statements (general perspectives)

	SD		D		NS		A		SA	
	C	%	C	%	C	%	C	%	C	%
Training is a waste of time and money and at the same time costly.	7	100								
It is very important for every organization to have a separate department for T&D activities							5	71.4	2	28.6
The current level of T&D activities is sufficient	2	28.6	5	71.4						
T&D programs must be linked to organizational strategic and strategic objectives to be successful							1	14	6	86
Without effective T&D programmes, your organization would be unable to implement their strategies							3	43	4	57
The system and the management of this organization support employee to transfer what they have learned in their workplaces			6	86			1	14		
Top managers are committed to T&D function			7	100						
The management of this organization believes that T&D programmes are cost effective	1	14.4	3	42.9	1	14.4	2	28.6		
T&D plans and policies are translated into measurable, workable programmes	1	14	6	86						

SD=strongly disagree, D=Agree, NS=Not sure, A= Agree, SA= Strongly agree, C= count