ST. MARY 'S UNVERSITY

COLLEGE

BUSINESS FACULITY

DEPARTMENT OF MANAGENT

THE PRACTICE OF TRAINING AND

DEVELOPMENT IN THE FEDERAL POLICE

OF ETHIOPIA: THE CASE OF CRIME

PREVENTION MAIN DEPARTMENT.

BY

MULUALEM KEBEDE

JULY 2010

THE PRACTICE OF TRAINING AND DEVELOPMENT IN THE FEDERAL POLICE OF ETHIOPIA: THE CASE OF CRIME PREVENTION MAIN DEPARTMENT

BY

MULUALEM KEBEDE

ASENIOR ESSAY SUBMITED TO THE

DEPARTEMNIT OF MANAGEMENT

FACULITY OF BUSINESS

ST.MARY'S UNVERSITY COLLEGE

IN PARTIAL FULFILMENT OF THE

REQUIMENTS FOR THE DEGREE OF

BACHLOR OF ARTS IN MANAGEMENT

JULY 2010

SMUC

THE PRACTICE OF TRAINING AND DEVELOPMENT IN THE FEDERAL POLICE OF ETHIOPIA: THE CASE OF CRIME PREVENTION MAIN DEPARTMENT

BY

MULUALEM KEBEDE

FACULITY OF BUSINESS

DEPARTMENT OF MANAGEMENT

APPROVED BY THE COMMITTEE OF EXAMINERS

 _____

_____

Chairperson   Signature

_____

_____

Advisor   Signature

_____

_____

Examiner   Signature

_____

_____

Examiner   Signature

TABLE OF CONTENTS   **Page**

TABLE OF CONTENTS   Page

Acknowledgements

List of Tables

List of Graphs

CHAPTER ONE

INTRODUCTION

1.1 Back ground of the study

Human resources are the most dynamic of all the organization resource that need considerable attention from the organization management, if they are to realize their full potential in their work. Thus, motivation, leadership, communication, payment system and training and development may include the issues, which have to be faced by management today. But there are some who believe that training and development has unnecessarily been given due importance because they assume that the experience on the job is good enough to develop necessary skills and efficiency. Training and development for human resource is required to assist the management discharge its responsibilities effectively. It involves in upgrading the skills and knowledge of the employees to achieve the desired goals of organizations.

Developing a national role in training is important for organization for several reasons, which enables the organization to contribute to the development of the country's human capital through its training and development of organization, It also influence employee in regard to the need for them to empower more in training and employees development which employees should be familiar with their competitiveness in the future. The knowledge required for training increase the quality of the service provided by the organization policy. advisory and representation service.

It contributes to better human relation at the enterprise level and better enterprise performance by matching corporate goals and people management policies. This objective of training involves mostly the acquisition of knowledge needs for staff to perform their function which is an important requirement to staff under taking the role of an employee's organization, in training that provides to members requires knowledge and skill. Most of these issues have already been considered to the role training and development activities in the organization. Employees in the organization, believes that training and development is necessary for the organization. They assume that the experience on the job is good enough to develop necessary skills and efficiency to perform the job. However, it is true that training and development requires some time to reach maximum efficiency. In addition, the cost of training and development is much less than the cost of gaining experience.

In general the fundamental of training and development for members of federal police crime prevention main department are

- ❖ The need to have efficiency in the operation and safety to perform the given task with in the organization.
- ❖ Give effective job performance
- ❖ To confirm competent management in the organization.
- ❖ For gaining sustainable peace and security for the society.
- ❖ Challenging or overcome the spreading of terrorism and theft
- ❖ The need for achieving enough knowledge, profession and job evaluation of police members.
- ❖ Increasing physical strengths and mental awareness
- ❖ Solving the problem or crime of the society quickly.
- ❖ Issuer's legal service and fair justice the society.
- ❖ Preparing employees to accept a change of attitude towards the importance development.
- ❖ Equipping managers to translate the information, knowledge and skills in to practice with a view to enhancing organization effectiveness and productivity of the management of people.

1.2 Background of the organization

Police work in Ethiopia was started during the emperor Menlike in 1887.Since then; it passed trough different government, which has his own ideology about police force. During Minillike the II, it was named "Arada Guard". It was organized again in 1922. In 1941, the first regulation "the Ethiopian police and prison order" During the Derge regime, because of militaristic nature of the government, police organization was organized in militaristic way.

Police service, during this period, characterized by "pare-military" too much centered after the Derge-regime was fall. Federalism structure of government was formed where power is distributed among national states and the federal government. The Ethiopian police was also recognized it self in line with the existing federalism governmental structure as regional and federal police. According to 1995 constitution of federal democratic Republic of Ethiopia Art, 51(6), the federal government has the power to establish and administer federal police and Art, 52 (2) of the constitution also states

that, regional states have the power to establish police force and maintain public order and peace with in the state. As clearly stated in above articles in the constitutions, all-national states have the power to establish their own police force and to maintain peace and order, which fall in their respective jurisdiction. This shows that local and operational matters were left to the regional government while a wide range of national duties that fall under jurisdiction of federal police

In order to perform its duties the federal police is organized in six main departments and one university college as stated below: -

- ◆ Crime prevention main department
- ◆ Addis Ababa and Drie-Dawa police coordinating main department
- ◆ Human resource development and administration main department
- ◆ Crime investigation and forensic main department.
- ◆ Research, planning and information main department.
- ◆ Support service main department.

As one main section or department of Federal Police Commission, the main department was formed during the transitional government of Ethiopian in 1984 E.C and located around Mexico Square in front of Tegbare-ed industrial Technology College. This time is given to the police was special force and initially the special force was started with the total number of 256 employees. Now today, after 17 years, the number of employees in federal police crime prevention main department has 17898. And also in this time new 4000 additional employee are training in "Tolay" Military Academy. And in other words 2447 new police are training "Hurso" military Academy then ended; they shift to the main Department. After a certain months the total number of employees in federal police crime prevention main department is 24345.This implies that main department has to be huge in number, and performed any activities in the country. In order to achieve their own organization objectives, it also organized in the four-sub departments, which are named as Riot control, Vital Installation, Rapid force and Supportive department.

Some of the mission of the main Department: -

- ◆ Main peace and security of the public by complying to and enforcing the constitution and other lows of the country.
- ◆ Preventing crime of terriers' acts, drug trafficking and illegal activities.
- ◆ Respect and preventing violation against the constitution
- ◆ Safeguard the security of borders, airport, railway, mining areas and other vital installations of federal government.

In this study, an attempt to examine and review procedures of the human resource in supportive department associated with training and development increase the performance of the employee towards the success of organizational mission, and objectives by taking in to consideration of main department.

1.3 Statement of the Problem

Training and development of human recourse lead to improvement of employee's performance, which lets the organization, achieve efficiency and effectiveness.

The current crime orientation in the world results in technology. The emergency of this organization makes technological police service more competitive than ever before. And due to this situation in Federal Police Crime Prevention main department need to have a well developed training and development scheme that may help it to realize its objectives.

However it is possible to say that the existing training and development program and practice of crime prevention main department is not shaped and targeted according to the day to day human resource need of the organization. Once the system and the program are provisioned it stays for so long time without any change and improvement. Similarly criteria for selection of employees for training are not clear.

It is also poor at providing supervisory training, For example managers do not know how to operate personal computer on his or her desk, and thus they do not have the capacity to access new technology.

This in turn will lead to decreasing capacity in adopting new technologies and methods. Particularly, the organization does not give attention to long term education on training program, as most of staff members complain. This study is therefore initiated to proof or disproof the existence of the problem.

1.4 Basic Research Questions

The following are the basic research questions that this study tries to answer;

    a. How are trainees selected?

    b. How training programs are administered or conducted?

    c. How effective are the training program organized?

    d. How are training programs evaluated?

1.5 Objectives of the Study

The general objective of the study is to assess the training and development practice of the Federal Police Crime prevention Head Office and determine the major problem that exists. In light of this general theme, the specific objectives of the study consist of the following:

- ❖ identifying the selection criteria used to select trainees of needs;
- ❖ Determining how the training programs are conducted;
- ❖ Examining the effectiveness of training program arranged; and
- ❖ Determine problems observed in evaluation of training programs.

1.6 Significance of the Study

This study is expected to contribute significantly in helping the management team, to give more emphasis to the training practice in the organization. It can also serve as a resource material for other researchers, and it gives a chance or opportunity to share their idea about the training program.

1.7 Delimitation of the Study

The Federal Police Crime Prevention Main Department has a head office and many branches that are operating in the country. However, the study is delimited to the head office found in Addis Ababa. The target group is limited to the head office, because the researcher could easily reach the population operating under the branch office due to financial and non-financial problems.

1.8 Limitation of the Study

Research work requires availability of sufficient time, money and other resource. Above all money and time are the major resource. This resource confronted the researcher. In addition the willingness of employees to give the necessary information can be mentioned as another limitation of the study.

1.9 Research Design and Methodology
1.9.1 Research Design

The researcher method used descriptive method. This method is employed because it is appropriate to present a survey study. According to aquetionneries comprising both open and closed ended questionnaires developed and distributed to randomly selected

respondents. The questioner was completed and collected by the researcher. The information, the questioner was tabulated; analyzed and interpreted According, conclusion and recommendation are made. Moreover, interview check list was developed to support the information obtained from the employees through the distributed questioner.

1.10 Source and methods of collecting Data

In order to get adequate information the study used both primary and secondary source of data. The primary data source include the selected respondents and interviewed officials of the organization. Secondary source include documents, books, research work, etc to collect the primary questionnaire was developed and distributed to respondents. It was employed because, it is essential to get information from a wide range of respondents. The interview was arranged to counter check or compares the information obtained from the employees and the officials.

1.11 Population Sampling Technique

The population of the study includes supervisors and members of the organization. In the Head Office there are about 270 employees. Out these their four are managers group and the rest are police officers. From these 70 respondents those were selected. The respondents were selected using random sampling. This used because, it gives equal chance of seeing selected to all members of the organization.

1.12 Methods of Data Analysis

After the relevant data are collected through questionnaires and interviews, they were presented and analyze by using descriptive statistics. Thus numbers and percentage have been used to analyze the data. This method is chosen, because it is appropriate to analyze quantitative data.

1.13 Organization of the Study

The research paper is divided into four chapters. The first chapter is an introduction that covers the back ground of the study, back ground of the organization, statement of the problem, objectives, significant, scope and organization of the study. The second chapter deals with the review of related literatures. The third chapter is about the data

presentation, analysis and interpretation. The fourth chapter presents summary of the findings, conclusions and recommendations of the study.

REVIEW RELATED LITERTURE

2.1 Introduction

In todays rapidly growth the need for training & development is very important to develop organizational performance. As the same time training creates a unique under standing of the enormous satisfaction and stimulation that one can enjoy when the process is carried out professionally, large organization have developed their own training and development program. This indicates organizations as well as people are now beginning to become proactive in this process.

Training is about developing people as individual and helping them to become more confident and competent in their lives and their jobs.

2.2 Definition of Training and Development.

The term training & development are used synonymous, how ever they have different meaning "Training" the process of increasing or improving knowledge and skill of person/employee for doing a particular task, where as "Management development '' is an act by which managers and executers acquire skill, knowledge and competence not only in their present job but also for future managerial tasks. To put differently training is an activity to the operational level workers where as managements development is used to up date the skill & competence the top managers to be compatible with the system (Ramasamy T; 1999:223).

On the anther hand training & development defined as "an attempt to improve employees' performance on currently healed job or related to it" Farther development indicates to the learning opportunity designed to help employees to grow. (H.R.M by.branding.p164)

FITZ- ENZ. (1984 wrote, "Education is the presentation of concept and information to the people for the purpose of importing knowledge. While "Training "is an integrative exercise whose goals is to develop skill & competence with in work force.

Organization for economic development (OECD) defines training as "various processes by which all individual develops the competence required for employment related tasks" (OCED, 1997; 19).

Development is defined in terms of broader capabilities to take up future work and careers opportunities beyond the competences required for current position (collate, 1997).

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

1.Training*:* the process of changing attitudes, improving knowledge and developing skills of employees of an organization so as to enable them, to perform their jobs effectively (Singh.2000: 10).

2. Training is a short term process utilizing systematic& organized procedure by which non-managerial personnel learns technical knowledge and skill for definite purpose (chandan 1995:178).

3. Training refers to the method used to give new or present employees the skill they need to perform their job (Dessler, 2004:178).

4. Training is a program designed to help an employees increase his /her knowledge and skill for doing a particular job. So that he/she can meet certain organizational behavior which can be performed by the employer (Margaret.1989; 91).

5. Devlopment refers to learning opportunities designed to help employees to grow.

2.3 The Aim of Training

The aim of training is to help the organizations in order to achieve its objectives by adding values to its key resource (the people it employees). It means investing in people to enable them and to empower them to make the best use of their natural talent. Training has the following particular objectives.

- To develop the competencies of employees and improve their performance
- To help people to grow with in an organization, as far as possible and in order to meet the future needs for human resources with in the organization.
- To reduce the learning time for employees starting in new jobs and appointment, transfer or promotion and to insure that they became fully and economically as possible (Collate, 1997;p323).

2.4 Benefits of Training

Training and development benefit both the employees and the organization. Some of the benefits of effective training and development are the following

-minimize learning cost;

-improve individual team and corporate performance in terms of out put quality, speed and over all productivity;

-improve operational flexibility by extending the rang of skill possessed by employees (multi skill);

-attracting high quality employees by offering them learning and development opportunities increasing their level of competence and enhancing their skills thus enable them to obtain job satisfaction;

-increase the commitment of employees by encouraging them to identify with the mission and objectives of the organization; and

-provide higher level of service to the customer

2.5 Categories of Training

Training as defined above is such a general term (collection of information about training usually focuses one or more categories of training the OECD's manual for better training statistics (1997)). Provides a comprehensive set of training categories that consists of:

-Formal and informal

-Combination of training categories

-General and specific training

2.5.1 Formal and Informal Training

Formal training is generally described as training that has time set aside for its rather than training that is carried out in the normal course of work where the purpose and format of formal training are per determining where as in formal training is improvised the distinction between formal and informal training and even between work and training may not be precise (Gobbi, 1998:p243)

2.5.2 Combination of Training Categories

Silva (2000:p154) used a list of 18 categories for employee participation in training and development in her research on human resources development in the public sector organization.

Most of her categories could be grouped in the formal (in house external and formal education) and the formal training categories provided above supplemented method by some of the other OCED (1997) destruction (e.g. internal vs. continuing training)

2.5.3 General and Specific Training

Baker wrote as general training is useful in many organizations besides it provides training to shape the employees who are working on an environment on which the industry is engaged about the business characteristics and other issues. He defined specific training as training that increase the productivity of the employees in the particular firm. The general training is taken by the trainee him self and beard the cost of specific training.

2.6 Strategic Approach to Training

Training strategic takes along term review of what skills, knowledge and levels of competence that employee of the company needs. Training philosophy emphasis that training and development should be integral parts of the management process between manager's teams and relevant learning and training activities and intervention. Performance management leads to personnel development plans and learning agreement or contrasts (Michael Armstrong H.R.M, 7th edition).

2.6.1 Relevance: - While some organization does not go in training at all, others have tended to go in for "Training for training sake". Although in times of recession this may be less likely there is still the risk of organizations commuting themselves to training in areas where the benefits are interims of improved performance in key activities areas have not split out. Training must be relevant in that it satisfies identified and appropriate training needs (Michele Armstrong H.R.M, 7th edition).

2.6.2 Problem Based*:* -Training based on problem is in the sense that it should be planned and to fill the gap between what people can do and what they need to do now and the future .The problem may be a negative one if the form a weakness that needs to be remedied, or it may be positive because it refers to how the need to develop new skills or enhance knowledge to meet future requirement will be satisfied. (Michele Armstrong H.R.M, 7th edition).

2.6.3 Action Oriented: - Training philosophy should stress that training exists to make things happen to get people in to action and to insure that they can do things better or will be able to do things that they could not do before. (Michele Armstrong H.R.M, 7th edition).

2.6.4 Performance Related Training*:* -A Performance related training philosophy involves relating training especially to performance and competence requirement. (Michele Armstrong H.R.M, 7th edition).

2.6.5 Contentious Development: -Training should not be regarded as simply the provision of short isolated courses at various points in person's career. Learning is a continuous process and policy and contagious development. (Michele Armstrong H.R.M, 7th edition).

2.7 How is Training Organized?

For training and development to be successful it needs to be organized effectively the organization needs to have and support training department or at very least some one with is dedicated responsibilities for training with in personnel. It is essential to have training policy and training plan and allocates realistic budget to the training function, and for training and development to be represented and supported at broad level. Training is usually identified or associated with performance problem, either existing or potential and there fore it needs to be a systematic framework to identify and support training environment.

According to Broker to organize the training the following should be recognized.

-Establish terms of reference

-Job analysis

-Knowledge and skill analysis

-Analyze the largest group

-Training needs and content analysis

-Develop criteria assessment

-Prepare training objectives

-Select training methods

-Design and pilot training

-Deliver the training (Jill Broker 2003:p.30-31)

2.8 Training and Development Process

The process of training is classified as

- ♦ Systematic training
- ♦ Planned training and
- ♦ The system approach to plan training

2.8.1 Systematic Training: -it is planned and provides by people who know how to train and the impact of training is carefully evaluated. Systematic training is based on four stages are expressed as

- ❖ Define training needs
- ❖ Decide what sorts of training is required to satisfy the needs
- ❖ Use experienced and trained trainers to plan and implementing training
- ❖ Follow up and evaluate training to ensure that it's effective

2.8.2-planned Training: -As defined by Kenney and Keid (1994) is a deliberate intervention aimed at achieving the learning necessary for improved job performance

Steps of planned training

A. Identify and define training needs
B. Define learning requirements
C. Define the objective of training
D. Plan training programs
E. Decide who provides the training
F. Implementing the training
G. Evaluate training
H. Amid and extend training as necessary (H.R.M Michael Armstrong (1999: P 352).

```
            ┌──────────────┬──────────────┬──────────────┐
            ↓              ↓              ↓              │
     ┌────────────┐ ┌────────────┐ ┌────────────┐       │
     │ Indenting  │ │ Defining   │ │ Plan       │       │
     │ training   │ │ learning   │ │ training   │       │
     └────────────┘ └────────────┘ └────────────┘       │
                                          │              │
                         ┌────────┬───────┼────────┐     │
                         ↓        ↓       ↓        ↓     │
  ┌────────────┐ ┌────────────┐ ┌────────────┐ ┌────────────┐
  │ Techniqu   │ │ Facilities │ │ Location   │ │ Trainers   │
  │ e          │ │            │ │            │ │            │
  └────────────┘ └────────────┘ └────────────┘ └────────────┘
```

Indenting training	Defining learning	Plan training	
Technique	Facilities	Location	Trainers
	Implementation	Evaluation	
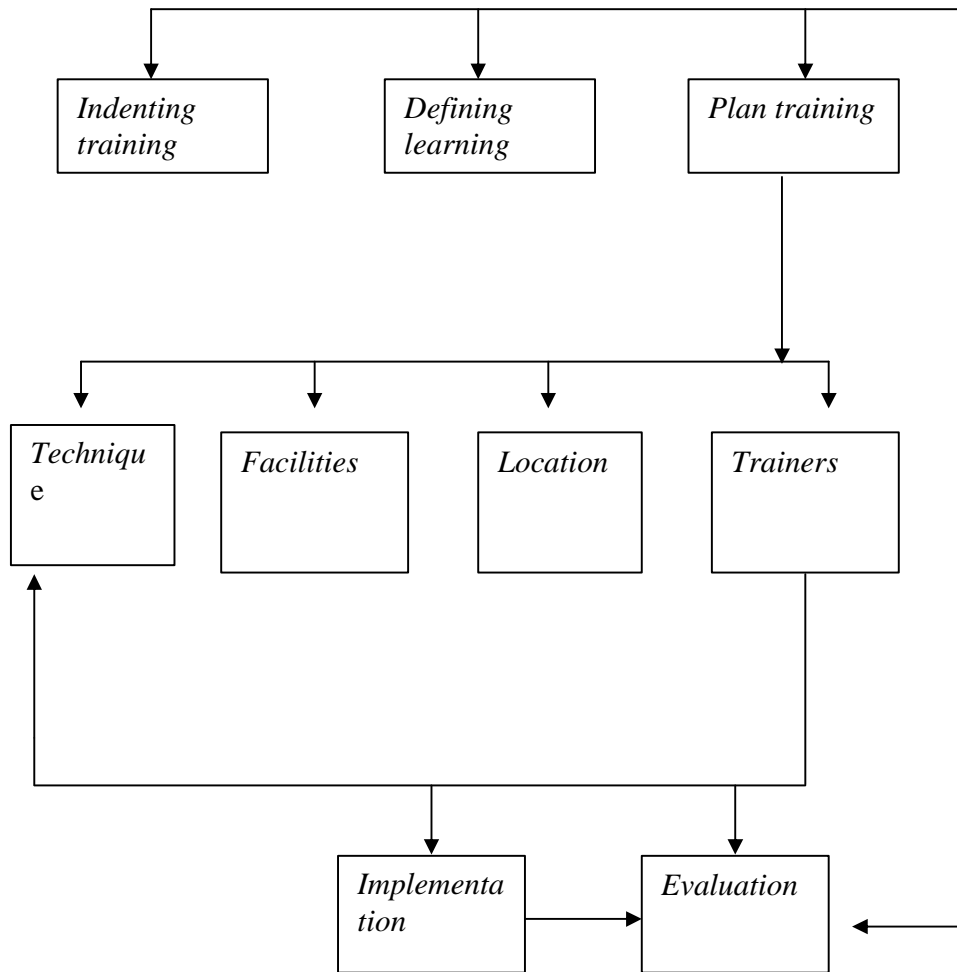
2.8.3 System Approach to Planned Training

The training process just described will work effectively only its fully integrated will the system of relation ship structures, independence and work in the organization. Its defined by manpower service communion (1981) as the process of "identifying inputs, out puts, components and sub system, and the seeking to identify the contribution that training can make to improve the operation by enhancing the contribution of the human components (people) as opposed to machinery and operational procedures.(H.R.M Michael Armstrong P511-514).

2.9 Determining Training and Development Needs.

After supervise the individuals potential training must be provided not only for doing the present's job also for acquiring the filling higher jobs.

The main goals of training are to introduce a suitable change in the individual concerned. (Davar: 20)

Three types of analysis are required in order to determine an organization human recourse training development needs.

- An organizational analysis.
- Task analysis &
- Persons analysis (mondy: 276)

2.9.1 An Organizational Analysis: -it examiners entire firms to determine where training and development should be conducted the organization strategic goal and plans should be studied along with the result of human recourse planning. It also examines where training emphasis should be placed with in the organization

2.9.2 Task Analysis*: -* it relies largely on the result of job analysis, how ever if the job descriptions are not sufficiently comprehensive; they may have to be expanded by adding job information in obtaining task analysis, data managers may also refers the job performance standards as they observe work groups performance in addition both managers and operative employees may be interviewed or surveyed to obtain suggestion.

2.9.3 Person Analysis*: -* focuses on individuals employees deal with two questions "who needs to be trained"and "what kinds of training is needed?" a first step in a person analysis is to compare employee's performance with established standards. If a person work is acceptable, training may not be needed. If the employees performance below standard further investigation will be needed to identify the specific knowledge and skill required for satisfactory job performance

2.10 Methods of Training & Development

2.10.1 On the Job Training: - Is training, which is organized forgiven to the employees with in the organization with outlet the trainee, become away from his job? It is the widely used methods of training both formal and informal are on the job training. The companies are placed in to real work situation instructed by his/ her supervisor experienced trainers. On the job training for managers –on the job training the management is preferred many points of view, especially because of its relevance and immediate transfer ability to the job. There are three widely used approaches to trainee managers on the job.

1. Coaching and Counseling*:* -

It is one of the best and most frequently used methods of training new managers are to make them effective manager. This approach is not only provides opportunity to learn but also requires effective delegation, which develops felling of mutual confidence.

2. Transitory Anticipatory Experience: -

This approach to management training is to provide transistors experience. It is sort of apparent ship type training that is given the employee before promoted to the specific position for the short period of time

3. Transfer and Rotation: -

On the job approach trainees refitted in to different series of jobs to broaden their managerial experience

2.10.2 Off the Job Training: - An effective training system supplementary OJT with various form of off the job training by avoiding the employees from his job place this include.

- Out side short coursed and seminars: -these are specialized courses conducted by educational institution, professional association, and private consultation and training firma that last to one day to one week

- College and university degree and certificate programs: - it is specialized degree or certificate program can the evaluating or weekend base.

2.11 Identifying Learning and Training Needs

Training must have appropriate and that purpose can be deified only if the learning needs of the organization and the end the group's individuals with in it have been systematically identified and analyzed.

2.12 Training Needs Analysis Aimed

Training needs analyis is partly concerned with defining the gap between what is happening and what should happen. This is what has to be filled by training i.e.the difference between what people know and can do and what they should know and be able to do.
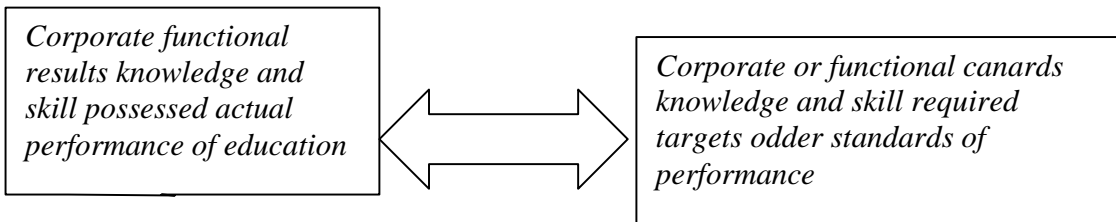
(H.R.M. Michael Armstrong pp514)

Fig training Gap

2.13 Training Needs Analysis Area

Training needs should be analyzed

- ◆ For the organization as a whole –corporate needs
- ◆ For department, team, function or occupations with in the organization group needs, and
- ◆ For, individual employees individuals needs

The analyis of corporate needs will lead to the identification of training needs in different department while these in turn will indicate the training required for individuals needs.

(H.R.M. Michael Armstrong)

2.14 Methods of Analyzing Training Needs

We classify the training need analysis in to: -

1. **Analysis of Business and Human Recourse Plan**: - The training strategy of an organization should be largely bed plans from which flow human recourse plans. These strategies include the types of skills and competence that may be required in the future and the number of people with those skills and competences who will be needed.

2. **Job Analysis***: -*Job analysis for training purpose means examining in detail the contents of this job, the performance standards interims of quality and out put and

the knowledge, skills and competences needed to perform the job completely and thus meet the performance standards.

3. **Training Specification**: - Attaining specification is a product of specification, which includes

   - **Knowledg*e***: - what the individual needs to know it may be professional, technical, commercial knowledge
   - **Skills***:* - what the individual needs to be able to do it results to be achieved knowledge are to be based effectively.
   - **Company***:* -The behavioral competence to achieve the level of performance required.
   - **Attitude***:* -the deposition to be behavioral to perform in ways that or in accordance with the requirement of work.
   - **Performance Standard***:* -what fully complete individual has to be able to achieve (H.R.M. Michael Armstrong p515-516).

2.15 Implementing Training and Development Program

There are four types of training and development standard programmed. They are induction training, supervisory training, technical training, and management development training programmed.

1. **Induction Training**: -where in new recruit is introduced to the organization, condition of service rules or behaviors etc. In addition it is also give to familiarize anew entrant with the job.

2. **Supervisory Training**: - supervisors are trained for technical skills leadership qualities, for handling machines and men. In India, the national productivity council (NPC) and the central labor institution, Bombay has done significant work in this area.

3. **Technical Training**: - This types of training programs helps in inducing new entrants to the operational requirements of the unit and in improving the skills of existing employees for promotion etc.

4. **Management Development**: - this type of training is for managers. These training programs emphasis attitude and values, conceptual knowledge, analytical abilities and decision-making skills. The purpose is to equip managerial personnel's for management roles (H.R.M. Michael Armstrong P 515-516).

2.16 Evaluation of the Training and Development

To evaluate training you must systematically document the out comes of the training in terms of how training actually be have on the job and in terms of the relevance of the behavior to the objectives of the organization. To assess the utility or values of training we seek to answers to questions such as the following.

1-Have trainees achieve specific level of skills, knowledge for performance?

2-Did change occur?

3-Is the change due to training?

4-Is the positively related to the achievement of organizational goals?

5-Will changes occur with new participants in the same training program? (Donald Kirkpatrick) identified four different forms of evaluation that should be performed for each training program these are

1. **Reaction***:* - These reaction are generally gathered through question distribution to the participation at the end of the program it includes the following

   -About the program in general

   - The facilities in which the training program took place

   -The trainees involved in

   -The content of the program

   2. **Learning: -** evaluating the degree of learning that takes place. Its goal to deferring the trainees how mastered the facts, techniques, skills and process that were through during the training program. Varity of tests, by having trainees demonstrate the level the level of knowledge through simulated exercise or through role-playing. This forms of takes place immediately after the end of the program

3. **Behavioral**: -Behavioral evaluation of training program examines whether participates exhibit behavioral change in their work-Data's can be obtained from the co-workers or supervisors.

4. Result*:* -this phase investigates how the program has impacted the organization. Data collected to evaluated at the level might be include

   -Cost saving

   -Project and actual profited

   -Increase in sale.

   -Decrease in accidents

   -Improve employee's attitude

19

-Lowered turn over and absence

-Increased in production

Evaluation at this level should relate directly to change goals of the organization out lined the initial assessment stages of the training program (H.R.M third edition P.35).

CHAPTER THREE

DATA COLLECTION, ANALYSIS AND INTERPRETATION

3.1 Data Analysis

This chapter deals with discussion and analysis of the collected data based on the methodology stated. Data were collected from the selected respondents and the questionnaires distributed randomly to 70 employees and 10 supervisors from the total population of 270 employees i.e. 10% of the total from the whole department which were participated in training programs held at different times. All have completed and returned the questionnaires distributed. The responses are therefore analyzed and interpreted as indicated below:

Table 1- Respondents by age

Age group	Number of respondents	Percentage
<20 years	-	-
20-25 years	-	-
26-30 years	18	26
31-40 years	42	60
41-50 years	10	14

Source: (Questionnaire 2010)

As can be seen from table 1 above, 18 (26%) of the respondents lie in the age range of 26-30 years. On the other hand, majority of the respondents that is 42 (60%) of the respondents belong to the age range of 31-40 years. This may indicate that the majority of the respondents are matured enough to give valuable and reliable information.

Table 2 Classifications of respondents by sex.

Sex	Number of respondents	Percentage
Male	49	70
Female	21	30
Total	70	100

Source: (Questionnaire 2010)

As can be seen from the table 2 above that indicates the majority of respondents that is 49 (70%) of the respondent is male. This shows that the majority of respondents include male

Table 3 Educational back ground of respondents

Educational back ground	Number of respondents	Percentage
10$^{th\ and}$ 12th grade complete	18	25
Certificate /college university	40	57
Bachelors degree	12	17
Total	70	100

Source: (Questionnaire 2010)

As shown in the above table 25% of respondents are high school graduated. 57% of them are certificate and diploma levels and 17% of respondents are degree holders. When we see the level or status of education description from the table 57% table 3 respondents from the total certificate and diploma levels. This may indicate that the majority of respondents know about the paper and give relevant information about the study.

Table 4- Respondent's distribution by work experience.

Years of service	Number of respondents	Percentage
2-3years	-	-
4-5 years	7	10
6-8 years	21	30
9-10 years	42	60
Total	70	100

Source: (Questionnaire 2010)

As the data in table 4 above indicates, majority of the respondents that is 42 (60%) have a work experience ranging from 9-10 years. The rest, which count for 28 (40%) have served from 4 to 8 years. This shows that majority of the respondents are senior staff. This may indicate that the respondents included the right people to give right information relevant to the study.

Table 5 Respondent distribution by department

Department	Number of respondents	Percentage
Finance	23	32
Administration	16	23
Intelligence	4	6
Logistics	10	14
Transportation	18	25
Total	70	100

Source: (Questionnaire 2010)

As it shows in the table above the respondents are from different departments 23 (32%) from finance department 16 (23%) from administration 10 (14%) from logistic 18 (25%) from transportation department 4 (6%) from intelligence. This shows that all the department have been included in the study.

Table 6 Frequency of employee's participation in training program

Item	Frequency of respondents	
Frequency of Training program	Number	Percentage
1-2 times	-	-
2-5 times	19	27
6-10 times	32	46
Above	19	27
Total	70	100

Source: (Questionnaire 2010)

As shown in table 6 above 19 (27%) 0f the respondents said that they participated training program from 2-5 times. On the other hand, 32 (46%) participated in training and development program for 6-10 and 27% attended the training and development program for more than 10 times. From this we can understand that Federal Police Crime Prevention main department is providing continuous training for its employee's career and skills development and this is likely to enable the employees provide efficiently and effective serve for the society. Meaning the organization is highly committed to provide service beyond the society's expectation. This indicates the department has give due attention.

23

Table7 Purpose of training program

Item	Frequency of response	
	Number	Percentage
For what purpose is training given by the department	9	13
To familiarize with organization's work	9	13
To improve employees skill	8	12
For promotion	10	15
For performance improvement	34	47
For all the above purpose		
Total	70	100

Source: (Questionnaire 2010)

As indicated in the table above the purpose of the training program to the 26% of the respondent is to get employees familiarized with the organizations work and improve their skills. On the other hand, 12% said for promotion and 15% of the respondents said, it is used for performance improvement. In general, majority of the respondents that is 47% said the purpose of training program organized by the department is to familiarize the employees with the organization; work, improve their skill, get promotion and improve their performance. Therefore we can say that almost equal attention is given for all the purposes.

Table 8 Initiations of training and development program.

Training selection is initiated by	Frequency of response	
	Number	Percentage
Training office	27	39
Department of employee	28	40
Division of employee	8	11
By employees	7	10
Total	70	100

Source: (Questionnaire 2010)

As the data in the table 8 above indicated, training program are most of the time initiated by the department of the employee and by the training office as well, as confirmed by 40%

and 39% of the respondents, respectively. From this one can understand that training office and the department do dominate the task of the initiating training program in the organization. This may create problem in identifying the right training program essential to the organization.

Table 9 Training methods usually employed.

Which methods of training are mostly used	Numbers	Percentage
On the job training(training while doing the job)	12	18
Off the job training (getting training outside the work environment).	6	7
Both on the job training and off the job training	52	75
Total	70	100

Source: (Questionnaire 2010)

According to the response 18% of the employees answered that on the job training is the only method used and 7% said that off the job training is the only training method used. On the other hand75% of the employees said that the method of training usually used include both on the job and off the job training. As one can understand the training program conducted within the organization may help to save the training expense. Off the job training may also help to acquire higher level skills. From the response, it is possible to say that the organization gives due attention to the employment of both methods.

Table 10- the Evaluation of training program content.

How do you evaluate the content of the training program given	Number of respondents	Percentage
Poor	-	-
Fair	-	-
Good	4	6
Very good	47	67
Excellent	19	27
Total	70	100

Source: (Questionnaire 2010)

As can be seen from table 10 above majority of respondents, i.e. more than 90% of the respondent noted the content of the training program arranged as excellent and very good. This indicates that the training content designed at Federal Police Crime Prevention main department is in line with solving the trained man power shortage, which was problem observed in the country. This is likely to meet the skill requirements of the trainees.

Table 11- Evaluation the training and development with achieved result.

How do you evaluate the training and development program organized the result achieved?	Number of respondent	Percentage
Poor	-	-
Fair	-	-
Good	19	27
Very good	42	60
Excellent	9	13
Total	70	100

Source: (Questionnaire 2010)

The table above tries to assess the evaluation of training and development program organized with the result achieved. Accordingly most of respondent's feet that the training program arranged as satisfactory as compared to the results achieved. Majority, i.e. more 70% of the respondents rated. It is excellent and very good. This is likely to enable the Federal Police defect crime and terrorism.

Table 12- Types of problems encountered in running training and development programs

Problems	Number respondents	Percentage
Inadequate knowledge and skill of trainees	23	33
Shortage of time allocated for training	28	40
Inadequate knowledge of trainers	19	27
Relevance of training to work	-	-
Budget of training (shortage)	-	-
Total	70	100

Source: (Questionnaire 2010)

As shown in table 12 above as asserted by majority of the respondents, the major problems encountered while running the training program include shortage of time allocated for training, low level of trainees knowledge and inadequacy of trainers knowledge, as arranged according to their level of seriousness. On the other hand, the results indicate that there is no problem related to relevance of training and budget allocation. Even thought the training areas seen to be relevant and enough budget is commissioned for the implementation of the program, obviously, the level of trainees to cope up with the topics offered and the competence of trainees to be considered.

Table 13- Technique mostly used for identification of training needs.

Techniques used for identification training needs	Number of respondents	Percentage
An organization analysis	47	68
Task analysis	19	27
Personal analysis	4	5

Source: (Questionnaire 2010)

As shown in the table 13 above, 68% and 27% of the respondents said that the organizational analysis and task analysis are the techniques used to identify training made by the department, respectively .It is only 5% of the respondents who said that personal analysis technique is used. This indicates that the organization didn't give equal emphasis to all the techniques. Failure to give due attention to personal analysis is particular, may not enable the department to address the real skill gaps or problems.

Table 14- The relationship of Federal Police Crime Prevention main department with other police officers.

Does it relationship of other regional and administrative police.	Number of respondents	Percentage
Yes	60	86
No	10	14
Total	70	100

Source: (Questionnaire 2010)

According to the information obtained in table 14 above, the Federal Police Crime Prevention main department has good relationship in the regional and other concerned police offices. This may help the department successfully achieve its goal and objectives. As to the question about the training and development out come at Federal police crime prevention department respondent statement are summarized below or follow.

3.2 Summary of the Interview Result

The earliest Presentation highlighted the response of employees, which are in the head office, and those who participated in various training programs. The following section provides summary at interview results, which are conducted with the assistant director and two training officers of training and development departments. Accordingly, the following answers were given to the questions posed:

1. The first question raised for the interviewees was how trainees are selected. They all answered that selection is made based on recommendation of immediate supervisor, relevance of training to the trainees, place of assignment and targeted number of required trainees for specific training program.

2. The interviewees were also asked how trainers are selected. The manager answered that for most training programs the department uses internal trainers and they are selected based on their experience and by asking recommendations from the concerned parties regarding trainers. Selection is also made based on trainer's seniority, physical fitness and reviewing their curriculum vita (CVS).

3. Regarding the training methods employed. They explained that classroom presentation, physical exercise and case studies are the most widely used in the training program. In addition on the job training are also employed.

4. Regarding the question raised about evaluation of effectiveness of the training programs, all responses indicate that the training takes place starting up to the end of the training sessions by supervising the programs this is done by manager and other training officers. After that the officers and the managers of the department analyses the evaluation results based on the response of trainer.

5. Finally the interviewees were asked about what problems they face in training activities. Accordingly, they explained that shortage of trainer, shortage of budget and in attractiveness of training remuneration.

CHAPTER FOUR

SUMMARY, CONCLUSION AND RECOMMENDATION

4.1 Summary of Major Findings.

Based on chapter three the data presentation, analyses and interpretation; the following summary of major findings on employees training and development practices of Federal Police Crime Prevention Main Department are presented.

- Majority of the respondents that is 47% said the purpose of training program organized by the department is to familiarize the employees with the organization; work, improve their skill, get promotion and improve their performance.

- From the interpretation given in the previous chapter, anyone can understand that training office and the department do dominate the task of the initiating training program in the organization.

- More than 90% of the respondent noted the content of the training program arranged as excellent and very good. This indicates that the training content designed at Federal Police Crime Prevention main department is in line with solving the trained man power shortage, which was problem observed in the country.

- Most of respondent's feet that the training program arranged as satisfactory as compared to the results achieved. Majority, i.e. more 70% of the respondents rated. It is excellent and very good.

- As asserted by majority of the respondents, the major problems encountered while running the training program include shortage of time allocated for training, low level of trainees' knowledge and inadequacy of trainers' knowledge, as arranged according to their level of seriousness. On the other hand, the results indicate that there is no problem related to relevance of training and budget allocation.

- Most of respondent's feel that the training program arranged as satisfactory as compared to the results achieved. Majority, i.e. more 70% of the respondents rated. It is excellent and very good.

- As it is observed from the collected data, the majority of the respondents said that the organizational analysis and task analysis are the techniques used to identify training made by the department, respectively

_ The Federal Police Crime Prevention main department has good relationship in the regional and other concerned police offices. This may help the department successfully achieve its goal and objectives.

4.2 Conclusions

Based on the data presentation, analysis and interpretation of previous chapter the following conclusion is forwarded

- The trainees are selected based on their experience, and as well as the organization analysis task analyses are also employed while the trainees are selected. The main purpose of training the organizational employees are to improve the employees' skill and to enhance their performance to achieve the organizational goals. Which means the main department has stated the trainees are selected on the base of need assessment employee's however, the trainees are selected by training department (i.e. members do not have clear picture of how they are selected for training).

- The training programs are conducted through training officers, and departments by checking the schedules of training program that either the training will be conducted or Given for a long or short periods. In addition to these the training methods employed by the organization or main department are classroom lectures, discussion, physical exercise, demonstration and others.

- The effectiveness of the training program is measured through continues assessment of each trainees while the training is conducting.
  The training programs are evaluated based on a training police formulated by the Crime Prevention Main Department, and the organization evaluates how far the scope and aims of training sachems practiced while the train is perfuming.

The study identified the following weakness associated with the training and development activities of the main department.

-Trainers Luck of ability and approach to conduct trainings

-Turnover of trainers

-Too low fixed payment

-Timelines of training programs

-Not having sufficient training materials

-No facilitates for long term educational programs

-Routine training programs

4.3 Recommendation

The researcher would like to make the following recommendation in views of what has been conclude by the data collected and analysis made and from the personal opinion of researcher.

-The need for each training program should be assessed to bring performance in a particular job or set to expected level. Therefore, main department should make broad analysis on organizational and personal needs to identify what need to be addressed in trainings. Training need analysis can also be used to hold training at the appropriate time.

-Selection of trainees is an important step for successful achievement in training. A carefully designed performance appraisal system, which could evaluate both ability and aptitude of employees, is essentially determinate factor in addition to cross checking to their personal records this can also be to maintain fair level of mix of participants in training program.

-Trainees should have awareness about the objectives of training at the beginning of training session. There should be extensive explanation about the objectives and plans to the training program at the start since it helps to exert efforts and ways to achieve what will be required at the end of training.

-The qualified trainers are absolutely in the process of producing skilled manpower. Regarding internal trainers in main department since only long years of experience and knowledge about the topic does not qualify a person to be an efficient trainer. Those who are selected to train must have some kind of training in teaching in methodology beforehand. In addition to this the training department should also have appropriate materials for sequential learning (cases, problems, discussion, outlines reading lists and computers) must be provided

-The success of an organization largely depends on qualities of its employee's dissatisfaction, complaints, absenteeism, and turnover can greatly be reduced when employees are so well trained more over they fell that direct satisfaction associated with a sense of achievement and the knowledge that they are developing their inherent capabilities

at work is being made real. Therefore, the organization needs to pay mach closer attention to the manpower-training program to have a very stable a productive work force.

- And finally main department has to give an emphasis to the objectives of improving the qualification and competence of employees so as to effectively face with the challenges of dynamic environment, technology and economy as a whole through training.

Bibliography

1. Antony, Perrew Kacmar (1999). <u>Human Resource Management a Strategic Approach</u> . (3rd Ed). The Dryden Press forth worth.

2. Gave Desseler (2004). <u>Human Management</u> (9th Ed). Printic-Hall of in India, New Delhi.

3. John M.INANCEVICEH (2004). <u>Human Resource Management</u> (9th Ed). Tata Mc Grew Hill of India, New Delhi.

4   John P.willson (2005). <u>Human Resource Development</u>, Kigan press London NI 9JN, KK.

5   K. ASWATHAPPA (2002), <u>Human resource Management and Personnel Management</u> (3rd Ed), Tata. Megraw Hill publishing company. New Delhi.

6   Michael Armstrong (1999). <u>Human resource Management Practice handbook</u>, Kigan page publish London NI 9 JN, UK

7   <u>http//www@training</u> <u>and development</u>.

St. Mary's University College
Department of Management

This questionnaire is prepared together data for preparation of research paper required in partial fulfillment of B.A Degree in management. The aim is together some facts about training and development practice of federal police in crime prevention main department knowing that your answer have direct impact on the quality of the research, I kindly request you answer all of them. Your honesty and sincerely would be great help.

General instruction: don't write your name.

This questionnaire is to be filled by crime prevention main department clerical staffs.

Thank you in advance ! !

Part one

1. Personal information

Sex

Male ☐   Female ☐

Age

a) 18-25 years ☐   b) 26-30 years ☐   c) 31-40 years ☐

d) 41-50years ☐   e) above51 years ☐

2. Educational qualification

MSC Degree ☐   BA Degree ☐   Diploma ☐

12 complete ☐   below 12grade ☐

3. How long have been in supportive department

Below 3 years ☐   7-9 years ☐

4-6 years ☐   above 10 years ☐

4. In which main section of the organization do you work?

Finance main section ☐   Maintenance main section ☐

Human recourse main section ☐   Logistics main section ☐

Others ☐

Part Two

1. How many times have been participating in any of the training and /or development program.

1-2 times ☐   3-4 times ☐   5&above ☐

2. What was the purpose of training?
   a) To familiarize with new system.
   b) To improve the basic skills.
   c) To facilitate promotion
   d) To improve performance
   e) Other specify_____

3. How were you selected employees for the training and development?
   a) By training department   b) by immediate supervisor
   c) By division manager   d) by your request
   d) Other specifies _____.

4 . As per your judgment, was the selection fair and transparent?

Yes ☐   No ☐

5. Are you happy with the training and development activities?

a) Yes fully ☐   b) Not totally ☐   c) some how ☐

6. Which training methods are generally used in crime prevention?

a) On the job training   b) off the job training c) both on the job and off the job

d) Other specifies

7. Which methods of the training do you prefer?

a) On the job training   b) off the job training   c) both on the job and off the job training   d) Other specify

8. How do you rate the training content in relation to the intended objectives?

Excellent ☐   very good ☐   good ☐ fair ☐   poor ☐

9. How do you evaluate the result achieved from the training and development? (Whether the objectives are achieved or not)

Excellent ☐   very good ☐   good ☐ fair ☐   poor ☐

10.do you see any problem with the training and development programs?

Yes ☐   No ☐

11. If say yes what major problems do you see in training and development.

    a) Inadequate knowledge and skill of trainers

    b) Shortage of time allotted for training.

    c) Selection of trainees

    d) Insufficient training material and benefits

    e) Others specify

12. What techniques crime prevention use to identify training needs?

    a) An organization analysis

    b) As task analysis

    c) A person analysis

13. What are the out comes of training and development program of crime prevention?

_____

14. Does training development used for transfer and promotion purpose?

    a) Yes ☐   b) No ☐   c) Sometimes ☐

19. Do you have any relationship with other police commissioners concerning training and development?

    a) Yes ☐   b) No ☐

15. After delivering training program to your employees in your organization how was the organization job performance?

    a) Very good ☐   b) excellent ☐   c) No difference ☐   d) good ☐

16. Your general comments about training practice if not covered by this questionnaires, please answer on the space provided._____

_____

                                       Thank you !

Annex B

Interview with training coordinator abut the training program that are provided for employees and managers.

1. What procedures are to be followed in training and development of employees?

2. Do you have any criteria to select trainers?

3. What course do you offer?

4. What major problems do you see in training programs?

5. How do you evaluate the result of training activities?

Declaration

I the undersigned declare that the comments given to the draft of this paper are incorporated to my satisfaction.

Name of advisor _____

Signature _____

Date of submission _____

Statement of Declaration

I the Undersigned declare that this thesis is my work and that all sources of materials used for this paper have been duly acknowledge and this paper is prepared under the guidance of Ato Goitom Abraham.

Name _____

Signiture _____

Place of Submission _____

Date of Submission _____