



**ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**The Effect of Training and Development on Employee Performance
in Heineken Breweries Share Company (HBSC)**

BY:

Hana Kidane

ID No. SGS/0049/2012

Advisor:

Abraraw Chane (PhD)

**A Thesis Submitted to Saint Mary's University School of Graduate Studies for the
Fulfillment of the Requirements for the Degree of Master of Arts in Business
Administration**

July 2021

Addis Ababa

**THE EFFECT OF TRAINING AND DEVELOPMENT ON
EMPLOYEE PERFORMANCE IN HEINEKEN BREWERIES
SHARE COMPANY (HBSC)**

By

Hana Kidane

A thesis submitted to St. Mary's university school of graduate studies in partial fulfilment of the requirement of degree of Masters of Business Administration

JULY 2021

ADDIS ABABA, ETHIOPIA

Declaration

I, Hana Kidane Meketaw, hereby declare that this thesis titled “The Effect of Training and development on employee performance: The Case of Heineken Breweries Share Company submitted by me for the award of the degree of Master of Business Administration, St. Mary’s University at Addis Ababa, Ethiopia, is my original work and it has never been presented in any university. All sources and materials used for this thesis have been duly acknowledged.

Name,

St. Mary’s University Addis Ababa

Signature

July 2021

ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**THE EFFECT OF TRAINING AND DEVELOPMENT ON EMPLOYEE
PERFORMANCE IN HEINEKEN BREWERIES SHARE COMPANY (HBSC)**

By Hana Kidane

Approval

Approved by Board of Examiner

Academic Dean

Signature

Advisor

Signature

External Examiner

Signature

Internal Examiner

Signature

Certification

This thesis has been submitted to St. Mary's University School of graduate studies for the examination with my approval as a UNIVERSITY advisor.

Advisor

St. Mary's University, Addis Ababa

Signature

July 2021

Acknowledgments

First and foremost I would like to thank the almighty God for his gift and strength that enabled me to complete this research.

Second, I would like to record a special note of thanks to my advisor Abraraw Chane (PHD), who generously devoted his time giving valuable suggestion and comments in reshaping and organizing the whole research. Without his effort, this research could not have been realized.

I am highly indebted with Heineken Breweries Share Company, for their unreserved support for the successfulness of carrying out the data collection.

Finally, my deep appreciation goes to my families for their support and encouragement to pursue this career.

Contents

Declaration.....	i
Approval	ii
Certification	iii
Acknowledgments.....	iv
List of Tables	viii
List of figure	ix
Abstract.....	x
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the study	1
1.2 Background of the Company	2
1.3 Statement of the problem	3
1.4 Research question	5
1.5 Objective of the study	5
1.5.1 General objective	5
1.5.2 Specific objective.....	5
1.6 Significance of the study.....	5
1.7 Scope of the study	6
1.8 Limitation of the study.....	6
1.9 Definition of key Terms.....	7
1.10. Structure of the thesis.....	7
CHAPTER TWO	8
REVIEW OF RELATED LITERATURE	8
2.1 Theoretical Review	8
2.1.1 Training.....	8
2.1.2 The training process	8
2.1.2.1 Organizational Objectives.....	9
2.1.2.2 Identifying training needs	9
2.1.2.3 Training goals/objective.....	10
2.1.2.4 Selection of the trainees and trainers	10
2.1.2.5 Training administration.....	11
2.1.2.6 Evaluating training programs.....	11

2.1.3 The Benefits of Training	12
2.1.4 Development.....	13
2.1.5 Training and Development.....	14
2.1.6 Methods of Training	15
2.1.6.1 On-the-job training.....	15
2.1.6.2 Off-the-job training.....	15
2.1.7 Performance	16
2.1.8 Employees Performance	16
2.1.9 Training and Development on Job Performance.....	17
2.1.10 Factors affecting employee performance	18
2.1.11 Measuring Employee Performance.....	19
2.1.12 Improving Employee Performance	19
2.2 Empirical Review.....	20
2.3 Conceptual Frame work	21
CHAPTER THREE	22
RESEARCH METHODOLOGY	22
3.1 Research Design.....	22
3.2 Target Population.....	22
3.2.2 Sampling technique and procedure	22
3.2.3 Sample size determination	23
3.3 Data Type and Source of Data	23
3.4 Data Collection Methods	24
3.5 Tools of data collection.....	24
3.6 Method of Data Analysis	24
3.7. Reliability of Measure /Tools	25
3.8 Validity Test.....	25
3.9. Ethical Consideration	26
CHAPTER FOUR.....	27
RESULT AND DISCUSSION	27
4.1. Response rate of respondents.....	27
4.2. General Profile of the Respondents	27
4.3. The existing practice of training and development in Heineken Breweries share company.	29
4.4. The extent of employee performance in functional competency	31

4.5. The relationship between training and development and employee performance in leadership skill	33
4.6. The effect of training and development on employee performance in defining career path.....	34
4.7 Relationship between training and development and employee performance	36
4.7.1 Correlation Analysis	36
4.8 Assumption Test	38
4.9. The effect of training and development on employee performance.....	38
4.9.1 Model Summery.....	38
4.9.2. ANOVA	39
4.9.3. Coefficient.....	39
CHAPTER FIVE	41
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	41
5.1 Summary of major findings	41
5.2 Conclusions.....	42
5.3 Recommendation	43
Reference	45
ANNEX - Questionnaire:.....	48

List of Tables

Table 3. 1 Reliability Test.....	25
Table 4. 1 Respondent’s response rate.....	27
Table 4. 2 Respondent’s general profile	27
Table 4. 3 The training and development practice in Heineken Breweries S.C	29
Table 4. 4 Effect to training and development on employee’s functional Competency	31
Table 4. 5 Effect of training and development on employee leadership skill.	33
Table 4. 6 Effect of training and development on defining employee career path	34
Table 4. 7 Correlations.....	37
Table 4. 8 Tests of Normality	38
Table 4. 9 Model Summery	38
Table 4. 10 ANOVAa training and development as predictor to employee performance.	39
Table 4. 11 Coefficient training and development as predictior to employee performance	39

List of figure

Page

Figure 1 : Conceptual frame work. 21

Abstract

The objective of the study was to investigate the effect of training and development on employees' performance at Heineken Breweries Share Company Ethiopia. The researcher has used employee functional competency, leadership skill and career path as performance dimension and specific objective. The researcher has used both qualitative and quantitative approach as well as descriptive research design in the study. Simple random sampling method used. Data were gathered through a structured questionnaires. A total of 100 employees from the head office of the company took part in the study. Both primary and secondary used as a source data, primary data collected from both managerial and non-managerial employee by using structured questionnaire, secondary data collected from books, reports and other relevant material. The researcher used SPSS version 23 to analyze descriptive and inferential statistics. The research reveals that training and development and employee performance have positive and high relationship. Training and development led to a positive impact on the performance of employee and an improvement in their functional competency, leadership skill and defining employee career path. It is recommended that Heineken Brewery Share Company should keep this good training and development practice and to clearly communicate selection method for training and development to the employees and both managerial and non-managerial employee should be participated on training and development program this make the program more effective.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

In today's unsettled environment, it is very crucial for organizations to focus on their strengths in order to attain competitive advantage over their competitors. One of the major strengths of any organization is its human capital. In order to achieve organizational objectives, it is important for the organization to develop the skills, knowledge and competencies of the human resources available.

Traditionally, organizations have relied upon, and researchers focused on, learning that occurs through formal training and development programs. US organizations spent approximately \$164.2 billion on formal training and development in 2012 (Miller, 2013). Participation in these programs is quite often mandatory. Development may include some forms of training but typically refers to formal education, job experiences, relationships, and personality and skill assessments that help employees prepare for future jobs or positions. Increasingly, the majority of formal training and development initiatives is, and should be; strategic in the sense that they emphasize acquiring the KSAOs (the job-related Knowledge's, Skills, Abilities, and Other characteristics that an applicant must have to perform successfully in the position) necessary to help organizations increase their ability to detect change, adapt, and anticipate trends (Kraiger & Ford, 2006).

Training and development is the field which is concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational setting. It is a combined role often called human resources development (HRD) meaning the development of "Human" resources to remain competitive in the marketplace. There are different ways of defining the term training and development. It may be defined as a systematic development of the knowledge, skills and behavior required by employees to do adequately on confirmed task or job (Shaheen, Naqvi& Khan, 2013) or simply learning that is provided in order to improve performance on the present job (Amin et al., 2013). On the other hand Elnaga and Imra (2013) define employee training as programs that provide workers with information, new skills, or professional development opportunities. It can take place in numerous ways, on the job or off the job; in the organization or

outside organization. Regardless of the view, the term training draws elements of acquiring new knowledge to help manage both current and future situations. The internal and external environments of any organization are dynamic. They change as time changes. For instance, changes have resulted from advancement in science and technology, intensified pattern of competition, quest for competitive advantages brought about by closer customer relationship, devolved decision making, quality improvement of products and services to mention just a few. This dynamic nature of organization's environment triggered the thought of improvement in the performance of employees, in order to outweigh competitors by providing quality goods and services. An ever rapidly changing business environment therefore demands for a lifelong learning as an essential coping strategy. Business environments change from time to time which calls for continuous upgrading of employee skills and capabilities to improve on their job performance, growth and the ability to adapt to the rapidly changing economic environments for the organization to remain competitive (Amin et al., 2013). Pfeifer, Janssen, Yang and Backes- Gellner (2011) support this by saying that next to schooling, human capital accumulation after entry into the labor market is considered key to economic performance at both the micro and the macro level.

Heineken Breweries Share Company Ethiopia has been giving training and development enormously for its employees throughout the year so the main purpose of this study is to examine the training and development practice in the company and the effect of training and development on employee performance at Heineken Breweries Share Company Ethiopia.

1.2 Background of the Company

HEINEKEN is an independent global brewer, committed to surprise and excite consumers with its brands and products everywhere. The company was founded in 1864 by Gerrard Adrian Heineken. HEINEKEN is Europe's largest brewer and the world's second largest by consolidated volume. The company's aim is to be a leading brewer in each of the markets in which it operates and to have the world's most valuable brand portfolio. The Company is present in over 90 countries and operates more than 165 breweries. HEINEKEN is committed to the responsible marketing and consumption of its more than 250 international premium, regional, local and specialty beers and ciders. The number of people employed is over 81,000.

HEINEKEN has a long history with Africa and was exporting beer to various African countries (Ghana, Nigeria, Liberia and Sierra Leone). Africa is a major part of the overall business: it

provides 14.5% of the revenue or 14.1% of the beer volumes. Heineken are investing massively in Africa because the continent is really moving fast. In Africa, HEINEKEN supports 1.1 million direct and indirect jobs.

Training and development increases personnel efficiency, professional growth, reduced lateness and absenteeism, smooth and more effective organization's operations. Akintayo (1996) stated that after having a successful training, employees can increase productivity improve the quality of work and raise morale, Develop new skills, knowledge, understanding and attitudes. They use correctly new tools, machines, processes, methods or modifications thereof. Reduce waste, accidents, turnover, lateness, absenteeism, and other overhead costs, implement new or changed policies or regulations, Fight obsolescence in skills, technologies, methods, products, markets, capital management, Bring incumbents to that level of performance which meets the standard of performance for the job.

In 2011 Heineken made acquisition of Harar and Bedele Breweries in Ethiopia. In 2012 Heineken commenced the construction of a new Greenfield brewery, which was fully operational in January 2015. Since then the Ethiopian beer market is growing fast. The market practically doubled over the past years. The main drivers for growth are a growing population, urbanization and rising incomes. HEINEKEN's key brands are Heineken, Walia, Bedele Special, Bedele Regular, Harar, Bukler, Walia Radler, and Sofi Malt. Most recent information is available on Heineken's website: www.Heinekeninternational.com. Source: Heineken

1.3 Statement of the problem

Globalization, technology dynamics, political and economic environments are making organizations to face increased competition, therefore prompting organizations to embrace employee training so as to prepare them for these dynamics, thus enhancing their performance, (Evans, Pucik & Barsoux, 2002). It is the responsibility of every organization to boost the employee job performance and without any doubt training and development is one of the most important steps towards the achievement of employee performance. As is clear that employees are a vital resource, as a means of sustaining effective performance of employees, it is important to optimize their contributions to the aims and goals of the organization.

Mohanty (2011) explained how Liberalization, Privatization and Globalization have changed the scenario of corporate world and holds for us many challenges. In his connection, the development

of human resources is putting newer challenges in business world. New skills and abilities are needed to face these challenges and it is possible by providing “Training”. Training and development is the strong foundation of highly skilled and motivated human resource. So, training and development is an important tool in Human Resource Development effort to improve overall performance of an organization. Effective and suitable training interventions can bring improvements and impact in the working of organization significantly which help employees to adopt new work practices for the success of business. Through training and development an organization go green by making employees more effective and productive.

Many studies argue that most of the training and development programs failed to achieve their expected results mainly due to their inability to design a training program that targets specific objectives and the training programs are not responsive to the needs of the employees as their needs or weaknesses have not been identified. (Kibibi 2011) highlights that, training and development programs in place sometimes are poorly planned, not systematic and not coordinated. But, if well planned the training and development, will always bring forth the positive impact on the performance of the staff and the organization. Wills (2004), argues that training and development is not only considered as investment by the firms but also supports to achieve competitive advantage. Effective training and development programs can improve employees' efficiency and effectiveness, team spirit, time management, punctuality, customer service and morale, thus leading to gains in both productivity and job satisfaction. Furthermore, training and development can enable businesses to make use of advanced technology and to adapt to a rapidly changing competitive environment.

Many Breweries in Ethiopia engaged in staff training and development program but there has not been empirical research that is conducted to investigate the effect of training and development on employees' performance. Heineken Breweries Share Company Ethiopia is one of such organization that has been participating in employees' training and development so far but the program not well evaluated. So the researched therefore wanted to investigate the training and development practice of the company and its effect on employee performance.

So conducting this research is important to know the effect of employee training and development toward enhancement of employee performance in this particular company and to forward possible recommendations.

1.4 Research question

- What is the extent of the practice of training and development in Heineken Breweries Share Company?
- What is the level of employee performance in functional competency (the ability to execute task)?
- What is the relationship between training and development and employee performance in leadership skill?
- What is the effect of training and development on employee performance in defining career path?

1.5 Objective of the study

1.5.1 General objective

The overall objective of the study was to assess the effect of Training and Development on Employee Performance in case of Heineken brewery Share Company.

1.5.2 Specific objective

- To examine the extent of the practice of training and development in Heineken Breweries share company.
- To examine the effect to training and development on level of employee performance in functional competency.
- To investigate the relationship between training and development and employee performance in leadership skill.
- To examine the effect of training and development on employee performance in defining carrier path of the employee.

1.6 Significance of the study

The study deals with the practice of training and development to identify its effect on employee performance. The primary important of the study is that it to find out issues of employee training and development how it affects the performance of employees in Heineken brewery Share Company.

This study may serve as a source of information for further study that would be made on related topics. Besides, it contributes information to the organization about the effect of its staff training and development programs. In turn, the staff management may use the findings of this study to

grasp the role of the trainings on its employee's performance, and to determine the areas where improvements through training can be done.

Hence, the management of the company will use the findings of this study in designing training and development programs depending on mission and needs of its staffs. In addition to this, it gives the researcher the opportunity to gain deep knowledge in the area and it may be used as a ground for further study.

1.7 Scope of the study

The study focused on assessing the effect of training and development on employees' performance in Heineken Breweries Share Company Ethiopia central Office, Addis Ababa. Three breweries' employees those who are working at Kilinto, Harar and Bedele towns are not included in the study due to time and cost constraints.

Obviously, there are many human resources Practice which affect the performance of employees in an organization such as Performance appraisal, motivation, reward etc. However, while conducting the study at the Heineken Breweries S.C. the study focused only on the effect of training and development on employees' performance.

The data was collected from respondents using questionnaire as well as document analysis. The research methodology was both quantitative and qualitative research approach with descriptive research design. The finding of the study were generalized the whole employees of the company in Addis Ababa.

1.8 Limitation of the study

This study focused on assessing the effect of training and development on employees' performance in Heineken Breweries Share Company Ethiopia Head Office, Addis Ababa. Due to time and budget constraint three breweries' employees those who are working at Kilinto, Harar and Bedele towns were not include. Heineken brewery Share Company is currently downsizing its employee due to its internal issue so this is also other limitation for this research to determine the sample size.

1.9 Definition of key Terms

- **Training:** - refers to a planned effort by a company to facilitate employees learning of job-related competencies. These competencies include knowledge, skills, or behaviors that are critical for successful job performance. The goal of training is for employees to master the knowledge, skill, and behaviors emphasized in training programs and to apply them to their day-to-day activities (Raymond ANoe, 2010)
- **Development:** - is concerned with ensuring that a person's ability and potential are grown and realized through the provision of learning experiences or through self-directed (self-managed) learning. It is an unfolding process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required (Armstrong, 2009).
- **Employee performance:-** is a job related activities expected of a worker and how well those activities were executed. It is the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed.
- **Functional Competency:-** A functional competency is a specific knowledge or skill area. That relates to successful performance in the job.
- **Leadership skills** are the strengths and abilities individuals demonstrate that help the oversee processes, guide initiatives and steer their employees toward the achievement of goals.
- **A career path:** - is a sequence of jobs that leads to your short- and long-term career goals.

1.10. Structure of the thesis

The final paper has five chapters: The first chapter contained background of the study, background of the company, statement of the problem, basic research questions, and objective of the study, significance of the study, scope and limitation of the study. The second chapter deals with the literatures relevant to the study that contain theoretical review empirical framework and conceptual framework adapted from previous studies. Under the third chapter, research strategy and design, target population of the study, sampling technique, the sources of data and data collection technique, the data analysis methods, measurement of reliability, and ethical consideration will be described. Chapter four summarized the results/findings of the study and interprets and/or discusses the findings. Finally, chapter five comprised summary of findings, conclusions, recommendations and suggestions for future study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Theoretical Review

2.1.1 Training

“Training is the process that provides employees with the knowledge and the skills required to operate within the systems and standards set by management.” (Sommerville 2007, 208). Training, in the most simplistic definition, is an activity that changes people’s behavior.” (McClelland 2002, 7) Effective training and development programs aimed at improving the employee’s performance. Training refers to bridging the gap between the current performance and the standard desired performance.

Training could be given through different methods such as on the coaching and mentoring, peers cooperation and participation by the subordinates. This team work enable employees to actively participate on the job and produces better performance, hence improving organizational performance. Training programs not only develops employees but also help an organization to make best use of their human resources in favor of gaining competitive advantage.

The knowledge and skills of workers acquired through training have become important in the face of the increasingly rapid changes in technology, products, and systems. Most organizations invest in training because they believe that higher performance will result. Training not only develops the capabilities of the employee but sharpen their thinking ability and creativity in order to take better decision in time and in more productive manner (David et al, 2007). Training refers to a planned intervention aimed at enhancing the elements of individual job performance.

2.1.2 The training process

To accomplish the purpose of the planed training organizations should follow different process. Hence, the model below traces the steps necessary in the training process that most organizations practiced (Bratton and Gold, 1999).

2.1.2.1 Organizational Objectives

Your business should have a clearly defined strategy and set of objectives that direct and drive all the decisions made especially for training decisions. Organizations that plan their training process are more successful than those that do not because, training will increase employee motivation, reduce employee turnover, and increase capacity to adopt new technologies and methods.

Therefore, the objective of the organization and the training goal should be congruent and not be opposite each other.

2.1.2.2 Identifying training needs

Training needs can be assessed by analyzing three major human resource areas: the organization as a whole, the job characteristics and the needs of the individuals. This analysis will provide answers to the following questions:

- Where is training needed?
- What specifically must an employee learn in order to be more productive?
- Who needs to be trained?

Begin by assessing the current status of the company; how it does, what it does best and the abilities of your employees to do these tasks. This analysis will provide some benchmarks against which the effectiveness of a training program can be evaluated. Your firm should know where it wants to be in five years from its long-range strategic plan. What you need is a training program to take your firm from here to there.

Second, consider whether the organization is financially committed to supporting the training efforts. If not, any attempt to develop a solid training program will fail.

Next, determine exactly where training is needed. It is foolish to implement a companywide training effort without concentrating resources where they are needed most. An internal audit will help point out areas that may benefit from training. Also, a skills inventory can help determine the skills possessed by the employees in general. This inventory will help the organization determine what skills are available now and what skills are needed for future development.

2.1.2.3 Training goals/objective

The goals of the training program should relate directly to the needs determined by the assessment process outlined above. Course objectives should clearly state what behavior or skill will be changed as a result of the training and should relate to the mission and strategic plan of the company. Goals should include milestones to help take the employee from where he or she is today to where the firm wants him or her in the future. Setting goals help to evaluate the training program and also to motivate employees. Allowing employees to participate in setting goals increases the probability of success.

2.1.2.4 Selection of the trainees and trainers

Once you have decided what training is necessary and where it is needed, the next decision is who should be trained? For a small business, this question is crucial. Training an employee is expensive, especially when he or she leaves your firm for a better job. Therefore, it is important to carefully select who will be trained.

Training programs should be designed to consider the ability of the employee to learn the material and to use it effectively, and to make the most efficient use of resources possible. It is also important that employees be motivated by the training experience. Employee failure in the program is not only damaging to the employee but a waste of money as well. Selecting the right trainees is important to the success of the program. Who actually conducts the training depends on the type of training needed and who will be receiving it. On-the-job training is conducted mostly by supervisors; off-the job training, by either in-house personnel or outside instructors.

In-house training is the daily responsibility of supervisors and employees. Supervisors are ultimately responsible for the productivity and, therefore, the training of their subordinates. These supervisors should be taught the techniques of good training. They must be aware of the knowledge and skills necessary to make a productive employee. Trainers should be taught to establish goals and objectives for their training and to determine how these objectives can be used to influence the productivity of their departments. They also must be aware of how adults learn and how best to communicate with adults. The investment will pay off in increased productivity.

2.1.2.5 Training administration

Having planned the training program properly, you must now administer the training to the selected employees. It is important to follow through to make sure the goals are being met. Questions to consider before training begins include: location, facilities, accessibility, comfort, equipment, and timing. Careful attention to these operational details will contribute to the success of the training program.

An effective training program administrator should follow these steps:

- Define the organizational objectives.
- Determine the needs of the training program.
- Define training goals.
- Develop training methods.
- Decide whom to train.
- Decide who should do the training.
- Administer the training.
- Evaluate the training program.

Following these steps will help an administrator develop an effective training program to ensure that the firm keeps qualified employees who are productive, happy workers. This will contribute positively to the bottom line.

2.1.2.6 Evaluating training programs

Once a company implements a training program, it must evaluate the program's success, even if it has produced desired results for other companies and even if similar programs have produced desired results for it. Moreover, training should be evaluated several times during the process. Determine these milestones when you develop the training. Employees should be evaluated by comparing their newly acquired skills with the skills fed by the goals of the training program. Any discrepancies should be noted and adjustments made to the training program to enable it to meet specified goals. Many training programs fall short of their expectations simply because the

administrator failed to evaluate its progress until it was too late. Timely evaluation will prevent the training from straying from its goals (Velada and Caetano, 2007).

Companies first must determine if trainees are acquiring the desired skills and knowledge. If not, then they must ascertain why not and they must figure out if the trainees are failing to acquire these skills because of their own inability or because of ineffective training programs. Companies can use qualitative data such as work habits, attitudes, development, adaptability, and initiative to evaluate training programs. Most companies, however, prefer to place more weight on the quantitative data previously outlined (Phillips, 1987).

Furthermore, according to Phillips (1987), companies tend to evaluate training programs on four levels: behavior, learning, reaction, and results. Businesses examine employee behavior after training programs in order to determine if the programs helped employees adjust to their environment; also, companies can obtain evidence on employee behavior via observation and interviews. Throughout the training process, employers monitor how well trainees are learning about the company, the atmosphere, and their jobs

To evaluate training programs effectively, employers also gauge employee reactions to the programs. This feedback from trainees provides companies with crucial information on how employees perceive their programs. Using questionnaires and interviews, companies can identify employee attitudes toward various aspects of the training programs. Finally, employers attempt to determine the results of their training programs (Bernatek, 2010).

2.1.3 The Benefits of Training

The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. Training enhanced product or service quality, improved work motivation, improved ability and knowledge, attitude changes, decreased material wastage, increased job satisfaction, reduction in errors, less supervision necessary, enhance the use of tools and machine, reduce accidents in the workplace, eliminates obsolescence in skills, improve capital management skill and enables the organization to reduce other overhead costs (Huang, 2001).

Training is important and a domineering tool for the organization to improve performance of all the personnel growth and success. It is beneficial to both employers and employees of an organization. An employee will become more efficient and productive if he is trained well. Firms can develop and enhance the quality of current employees by providing comprehensive training and development. Training is essential not only to increase productivity but also to motivate and inspire workers by letting them know how important their jobs are and giving all the information they need to perform those jobs (Rothwell and Kazanas, 2003).

According to Cole (2002) training can achieve:

- 1) High morale – employees who receive training have increased confidence and motivation;
- 2) Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;
- 3) Lower turnover – training brings a sense of security at the workplace which reduces labor turnover and absenteeism is avoided;
- 4) Change Management – training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;
- 5) Provide recognition, enhance responsibility and the possibility of increased pay and promotion;
- 6) Give a feeling of personal satisfaction and achievement, and broaden opportunities for a career progression;
- 7) Help to improve the availability and quality of staff.

2.1.4 Development

Development is: the growth or realization of a person's ability, through conscious or unconscious learning. Development programs usually include elements of planned study and experience, and are frequently supported by a coaching or counselling facility. (Manpower Services Commission, 1981:15) This definition was subsequently broadened from 'a person's ability' to 'an individual's or a group's ability' (MSC, 1985:9) thus reflecting the growing concept of organizational learning:

Development occurs when a gain in experience is effectively combined with the conceptual understanding that can illuminate it, giving increased confidence both to act and to perceive how such action relates to its context. (Bolton, 1995:15) It can be seen from the definitions that development indicates movement to an improved situation that for the individual means advancing towards the physical and mental potential we all possess. In many respects development indicates growth and movement by the learner rather than learning itself. (John P Wilson 1999)

Harrison (2000) defined development as a learning experience of any kind whereby individuals or groups acquire knowledge, skills, values and behaviors. It is more of career based than job oriented and is concerned with the longer-term development and capable of the individual. Development does not cover only those activities, which improve job performance, but also those which bring about growth of the individual; assists personality in the development towards maturity and realization of their potential capabilities so that they become not only good employees but better women and men. It therefore refers to the future-oriented or driven training, and on personnel growth of the employee.

2.1.5 Training and Development

Training and development as cited in Cole (2012) is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. Training can refer to the practice of equipping employees with skills, knowledge, and abilities, with the aim of building organizational capabilities and increasing organizational performance". Development is a broad ongoing multi-faceted set of activities (training activities among them) aimed at bringing someone or an organization up to another threshold of performance, often to perform some job or a new role in the future (McNamara, 2008). According to Neelam et al., (2014) Training and development is defined as the planned learning experiences that teach employees how to perform current and future jobs. These two processes, Training and Development, are often closely connected. Training can be used as a proactive means for developing skills and expertise to prevent problems from arising and can also be an effective tool in addressing any skills or performance gaps among staff. Development can be used to create solutions to workplace issues, before they become a concern or after they become identifiable problem. Training is a systematic restructuring of behavior, attitude and skills through learning- education, instruction and planned experience. The cardinal purpose of training is to assist the organization achieves its short and long term

objectives by adding value to its human capital. In recent years, training and development has emerged as a formal business function, an integral element of strategy, and a recognized profession with distinct theories and methodologies. More and more companies of all sizes have embraced "continual learning" and other aspects of training and development as a means of promoting employee growth and acquiring a highly skilled work force.

2.1.6 Methods of Training

Learning becomes fruitful only when theory is combined with practice. Different methods of trainings are used by different organizations. According to DeCenzo et al (1996), the most popular training and development method used by organizations are on-the-job and off-the-job training.

2.1.6.1 On-the-job training

This method of training is giving to the employees while they are at work. The main aim of this training is to get the employees familiar with their current working circumstances. During the training time, the trainees will get the direct involvement. It helps the employee to figure out how to confront the difficulties that may happen at the time of execution of the work. In this training method the supervisors or managers shows how to do a specific task to the employee. After the direction the learner takes the responsibility to perform that specific task. DeCenzo et al (1996)

Most of the time this method is used by an organization to train current and future workers. On-the-job training includes apprenticeship, coaching, internship, job rotation and others. (DeCenzo et al, 1996).

2.1.6.2 Off-the-job training

This type training method is organized far from the original work environment for a specific period. The main reason for giving training at the place that are far from the original work environment is to give the employee a peaceful domain so that they can just focus on learning. The training is for theoretical knowledge. Learning material is provided to the trainees. Case studies, conferences, seminars, Audio-visuals, role play, and lectures are among the off-the-job training. To train the employees this method needs choice of place of training, arrangement of facilities, hiring the expert who has enough knowledge and experience on that training topic. (DeCenzo et al, 1996).

2.1.7 Performance

Performance can be defined as the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed. In an employment contract, performance is deemed to be the accomplishment of a commitment in such a manner that releases the performer from all liabilities laid down under the contract. It is the quality and amount of work an employee does. It is the accomplishment of a task in accordance with a set standard of completeness and accuracy. Efficiency and effectiveness are ingredients of performance apart from competitiveness and productivity and training is a way of increasing individual's performance (Cooke, 2000). Kenny et al., (1992) stated that employee's performance is measured against the performance standards set by the organization. Good performance means how well employees performed on the assigned tasks. In every organization, there are some exceptions from the employees with respect to their performance and when they perform up to the set standards and meet organizational expectations, they are believed good performers. Functioning and presentation of employees is also termed as employee performance. This means that effective administration and presentation of employees' tasks which reflect the quality desired by the organization can also be termed as performance.

2.1.8 Employees Performance

Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior (Armstrong, 2000). Kenney et al. (1992) stated that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures (Ahuja, 1992). According to Ahuja (1992) Profitability is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed (Wood & Stangster 2002). Efficiency and effectiveness - efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target (Stoner, 1996). Productivity is expressed as a ratio of output to that of input (Stoner, Freeman and Gilbert Jr., 1995). It is a measure of how the individual, organization and industry converts input resources into goods and services. The measure of how much output is produced per unit of resources employed (Lipsey, 1989). Quality is the characteristic of products or services that bear an ability to satisfy the stated or implied needs

(Kotler & Armstrong, 2002). It is increasingly achieving better products and services at a progressively more competitive price (Stoner, 1996). Employees could be only satisfied when they feel themselves competent to perform their jobs, which is achieved through better training programs (Kinicki and Kieitner, 2007).

2.1.9 Training and Development on Job Performance

Job performance is the measure of output vis-a-vis the input. It shows effectiveness and efficiency that make a payment to organizational goals and may depend upon many factors like performance appraisals, employee motivation, employee satisfaction, compensation, job security, organizational structure and others (Batoool & Batoool, 2012).

It is multi-faceted construct including intrinsic and extrinsic job elements. Employees expect their job to provide a mix of features (pay, promotion, and autonomy) toward which each employee has certain preferential values. The range and importance of these preferences vary across individuals, but when the accumulation of unmet expectations becomes sufficiently large, there is less job performance and greater probability of withdrawal behavior. Hameed and Waheed (2011) designed panel study targeting 137 college graduates for six years to investigate the effects of assessment center performance on subjective person-organization fit. In this study, it is asserted that high quality training and development has a lasting value in leading greater degree of person-organization fit.

His study clearly demonstrates a relationship between perceived effectiveness of training and psychological outcomes in that perceived quality of training and development programs and subjective person-organization fit are arranged as independent variable and dependent variable respectively.

According to Heath field (2012), those who have participated in mentoring program as a protégé are more likely to satisfy their current jobs than those who have not. Furthermore, her study investigates individuals perceptions regarding how mentoring alter attitudes toward their jobs. Individuals who had mentors perceived themselves as having more positive work experiences than non-mentored individuals not because they actually did but because having a mentor made them feel special or important.

2.1.10 Factors affecting employee performance

According to Anderson (2003:122), the following are the factors affecting employee performance to increase productivity:

Experience

Hiring employees who do not have the proper background for the job is one of the things that start a performance downward spiral (Anderson, 2003:122). Company training should be used to enhance the employee's background. If an employee has undergone extensive training but is still experiencing performance issues, then the problem could be that the employee does not possess the necessary experience to do the job.

Work-home balance

As much as an employer may not want to be affected by the personal life of his employees, personal problems can sometimes affect employee performance. Managers need to be sensitive to employees' personal problems, and be prepared to discuss the issues with employees when necessary. If an employee requires time off to deal with a personal problem, then granting that time off will help to show all employees that the company values them (Anderson, 2000)

Manager interaction

If an employee does not get feedback from his/her manager, then he/she has no idea how to rate his/her performance. Managers should be trained to give positive and negative employee feedback. In negative situations, the manager should work with the employee to create a program that will help address the performance shortcomings. It is easier for employees to improve their performance when they know what they are doing right and what they are doing wrong (Anderson, 2003).

Setting goals

To help employees improve their performance, employers need to set goals that employees are required to achieve. Performing to the minimum standards means the employee is doing his job, and that can help an employee understand what is expected of him at a minimum. It would also be helpful to create incentives that will give employees motivation to go beyond the set goals (Anderson, 2003).

2.1.11 Measuring Employee Performance

Employee performance is measured using several methods based on the organizational preferences and the performance management system in practice over there. The performance management system defines the performance measures for employees i.e. the criteria to quantify and calculate the level of performance. Kaplan & Norton (1992, as cited in Glaveli & Karassavidou, 2011) tell that the BSC transforms the mission and strategic vision of the firms into such metrics that can aid in measuring and quantifying performance of both the organizations and their workforce. Dessler (2005); Aguinis (2006); and Dessler & Varkkey (2010) have discussed the various methods for measuring the performance of employees: Alternate ranking (ranks employees from best to the worst performer), Graphic rating (rank employees based on the score won in the list of traits included on the rating graph), Paired comparisons (making pairs of employees by deciding on certain traits then measuring the individuals' standing on each trait and declaring who is better), Forced distribution (employees are to be ranked on pre-decided criteria), Critical incidents (manager notes down the incidents of critical importance both good & bad and then evaluate the employee), and Behaviorally anchored rating scale (it uses a combination of rating methods and critical incidents). These methods are selected by supervisors based on the evaluation policies of the organization. Also the selection of measure method could be based on the approach being preferred by the performance management system in practice in any organization.

Aguinis (2006) identified three basic approaches to performance measurement: Approach of traits is during the year approach and deals with measuring the individual characteristics indicating the performance; Approach of behavior deals with evaluating the ways employee uses to carry out his/her job; Approach of results that is an end of the year evaluation approach and deals with evaluating the employees based on achievement of targets.

2.1.12 Improving Employee Performance

Improving performance at the employee level means increasing the amount and quality of work an employee shall do. All organizations want to improve employee performance as much as possible. As mentioned before training is one of the human resources management practices to improve employee performance but training alone can't improve performance. Put differently, training is important but not sufficient condition to guarantee good performance.

Organizations can improve employee performance by properly implement the human resources management system in their organization as a whole. Some human resources management practice can improve employee performance at organization level, some at unit level and some at individual employee level. Thus, the impact of training on employee performance is not only significant but studies prove that it also increases job satisfaction and commitment towards the organization and training transfer is more likely to increase performance, job involvement, and increases motivation to learn and transfer (Velada and Caetano, 2007).

2.2 Empirical Review

This section provided empirical studies done at the world. Imran (2015) analyzed the Impact of Training & Development on Employees' Performance in Banks. The study was conducted in Pakistan. Major findings were that most of the employees agreed to the itemized statements by making it clear that training and development had a positive impact on their Job knowledge, work quality & quantity, functional skills, and their motivation & loyalty and these are all linked to their performance either strongly or moderately but in a supporting direction.

The study conducted by Asefaw, Argaw and Bayissa, (2015) "The Impact of Training and Development on Employee Performance and Effectiveness: A case Study of District Five Administration office, Bole Sub-City, Addis Ababa, Ethiopia" depicts, the focus of this study was to determine the impact of training and development on the employees' performance and effectiveness at District Five Administration Office, Addis Ababa, Ethiopia. In this research they employed cross sectional institutional based quantitative research method. Data were collected using Likert's scale tool from 100 employees after selecting participants using systematic random sampling technique. Ninety-four complete questionnaires with a response rate of 94% were considered during analysis. Training and development had positively correlated and claimed statistically significant relationship with employee performance and effectiveness. In general the study could prove training need assessment, training planning and programming, training implementation and training evaluation have positive and significant effect on employees' performance.

According to Guest (1997) mentioned in his study that training and development programs , as one of the vital human resource management practice, positively affects the quality of the workers

knowledge, skills and capability and thus results in higher employee performance on job. This relation ultimately contributes to supreme organizational performance.

The result of Farooq and Aslam (2011) study depicts the positive correlation between training and employee performance as $r=.233$. Thus, we can predict from this finding that it is not possible for the firm to gain higher returns without best utilization of its human resource, and it can only happen when firm is able to meet its employee's job related needs in timely fashion. Training and development is the only ways of identifying the deprived need of employees and then building their required competence level so that they may perform well to achieve organizational goals.

Bartel (1994), reports that there is a positive correlation between effective training program and employee productivity, however, to make it possible Swart (2005), it is the responsibility of the managers to identify the factors that hinders training program effectiveness and should take necessary measures to neutralize their effect on employee performance.

Obisi (2001) reported that training is a systematic process of enhancing the knowledge, skills and attitude, hence leads to satisfactory performance by the employees at job. He further mentioned that the needs and objectives of the training program should be identified before offering it to the employees.

2.3 Conceptual Frame work

Training and development are the way of developing organizational intellectual property through building employees competencies. The conceptual framework gives a clear indication of the independent variables: training and development and the dependent variable employee performance.

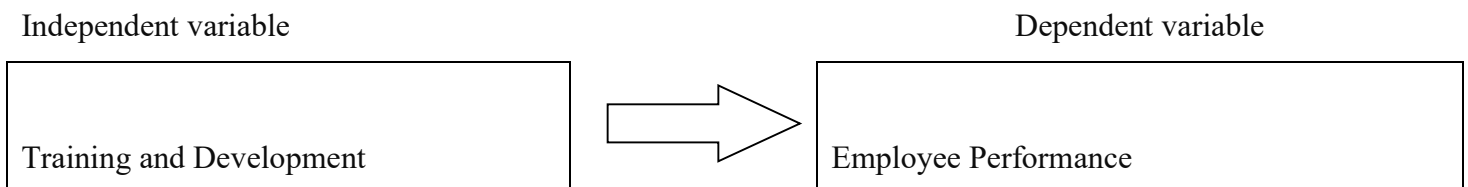


Figure 1 : Conceptual frame work.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter deals with the methodology that used by the researcher to investigate the effect of training and development on employee performance. This chapter presents the selection and description of the organization, research design, target population, sampling technique and sample size data sources and data collection instruments, data collection instruments procedure data analysis and reliability statistics .

3.1 Research Design

In order to attain the objective of the study and answer the research questions; the researcher were adopt Quantitative and qualitative approach. Using qualitative data only from few subjects would be inappropriate and may lead to subjective interpretation of the results. Thus, both qualitative and quantitative (mixed) research approaches were used in the research so that relevant and accurate information obtained. The purpose of qualitative approach is to analyze open ended questions and assist in explaining and interpreting the finding of quantitative study.

The study were adopted descriptive research design. It determines and reports the way things are in describing the possible behavior, attitude, values and characteristics of the respondents. while using questionnaires as the appropriate tool. Moreover, correlational analysis used in order to examine the relationship between training and development and employee performance and regression analysis also used to examine the effect of training and development on employee performance.

3.2 Target Population

The population of this study were employees of Heineken Ethiopia who are working at central office (head office) the total number of target population at central office is 421.

3.2.2 Sampling technique and procedure

For the purpose of this study simple random sampling techniques used for both non-managerial employee and Managerial employee. Because the total number of employee at central office is 421 out of that 208 employees' are managerial and they are above job grade 10 and the remaining 213 are non- managerial employee with below job grade 10.

3.2.3 Sample size determination

The researcher were applied (Taro Yamane) formula to determine sample size for those samples under simple random sampling method. So that, the researcher used to determine a sample size from the population based on the Following formula:

$$n = \frac{N}{1 + (N * e^2)}$$

Where: N= is the population size each strata

n= is the sample size

e= is the margin of error which 5% margin error

Assuming 95% confidence interval

The total population size is 421

Hence:- $n = \frac{421}{1 + (421 * 0.05^2)}$

$$n = \underline{205.1}$$

Therefore, the sample size of this study under simple random sampling is 205 but the company were downsizing its employee and the total target population declined from 421 and the researcher has got challenges to determine the sample size as per the above formula so the researcher believe that 120 respondents can represent the total population. So 120 respondents taken as sample size of this research.

3.3 Data Type and Source of Data

The study used both primary and secondary data. Actually the study focused on primary data which collect from employee of Heineken brewery Share Company. The study also used secondary source of data that obtained from various sources such as books, papers, journals, reports, etc.

Qualitative and Quantitative type of data used in this research. Qualitative data help to interact among respondents, as they depend on the comments, perceptions, views, opinions and ideas of respondents.

3.4 Data Collection Methods

In order to get accurate information, primary data were collected from both managerial and non-managerial employees by using a questionnaire which contains open and closed items. Qualitative data were collected by using open ended questionnaire.

Secondary data also used in this research by reviewing, books, reports, articles, internet web pages and other relevant materials. Secondary data useful in order to have general information about the study.

3.5 Tools of data collection

Questionnaire research related questions were covered such as:- about training and development practice of the company with 6 questions ,effect of training and development on employee functional competency 5 questions, effect of training and development on employee leadership skill 4 questions, effect of training and development on defining employee career path with 5 questions, Accordingly, the respondents were guided the following Likert scale approach listed from the table below:- Strongly Disagree (SDA)=1, Disagree(DA)=2, Neutral(N)=3, Agree(A) = 4 and Strongly Agree (SA) =5.

In order to show the results the researcher used the following assumption: According to Zaidaton & Bagheri,2009 the mean score below 3.39 was considered as low; the mean score from 3.40 up to 3.79 was considered as moderate and mean score above 3.8 was considers as high as illustrated by Comparison bases of mean of score of five point. Likert scale instrument.

3.6 Method of Data Analysis

Data analysis is an application of reasoning to understand, clear and interpret the data or information that have been collected through the questioner(Zikmund,2003). Data collected from questionnaires were analyzed by using SPSS window 23.0 version. Both descriptive and inferential statistics are employed to analysis data; descriptive statistics such as frequency, percentage, mean and standard deviation are used to describe the respondents" characteristics. Regarding inferential statistics, correlation analysis is used to show the degree of the relationship between independents and dependent variables. Regression analysis is also used to show the effect of independent variables on dependent variables.

3.7. Reliability of Measure /Tools

Cronbach's alpha is a coefficient of reliability and it is commonly used as a measure of the internal consistency or reliability of a psychometric test score for a sample of examinees. Hence, according to Lombard (2010), coefficients of .90 or greater are nearly always acceptable, 0.80 or greater is acceptable in most situations, and 0.70 may be appropriate in some exploratory studies for some indices. By tracing this literature the researcher tested the internal consistency of the items which were developed for respondents. Therefore, as shown in Table 3.1 the values of Chronbach's Alpha for each field of the questionnaire and the entire questionnaire. For the fields, values of Chronbach's Alpha were in the range from 0.752 up to 0.928. so, the reliability of the whole items were reliable and acceptable because as Lombard stated coefficients of 0.90 always acceptable, Thereby, it can be said that it was proved that the questionnaire was valid, reliable, and ready for distribution for the population sample.

Table 3. 1 Reliability Test

Variables	Cronbach's Alpha	N value of item
Entire questionnaire	0.928	20
Training and development practice	0.752	6
Employee functional competency	0.816	5
Employee leadership skill	0.852	4
Defining career path	0.835	5

3.8 Validity Test

Since validity of a research study is a conceptual and scientific soundness, the test focused on eliminating or minimizing the effect of extraneous influences, variables and explanations that might detract the accuracy of the ultimate findings. After the researcher has constructed the questionnaire, pre-testing has been done with persons who have knowledge of the area by allowing them to read it. The experts provided some comments on some questions on its ambiguities, the length, the structure and wording. The instrument was evaluated by academic advisor prior to the data collection so as to maintain its validity and to increase the accuracy and usefulness of the finding in which it allowed greater confidence of the study.

3.9. Ethical Consideration

Participation in the study was on the voluntary basis and participants are asked for willingness before they are provided the questionnaire. The subjects were also assured that their responses used only for the purpose of the study. An attempt was made to first explain the objectives and significance of the study to the respondents. Name and other identifying information were not used in the study. The researcher safeguarded all information related to the participants. Their privacy, identity and confidentiality are maintained by assigning them code numbers instead of names. Information obtained is held in strict confidentiality by the researcher.

CHAPTER FOUR

RESULT AND DISCUSSION

This chapter deals with the presentation and analysis of the data obtained from the respondents. The study was conducted to evaluate the effect of training and development on the employees' performance a case study on the employees of Heineken Brewery Share Company central office.

4.1. Response rate of respondents

Table 4. 1 Respondent's response rate

Questionnaires distributed	Questionnaires returned	Returned in percent (%)
120	100	83.33%

As shown in table 4.1 above, regarding respondent rate, a total of one hundred twenty (120) copies of questionnaires were distributed, one hundred (100) were fully completed and returned with rate of 83.33% while fifteen (15) copies were not returned and five (5) copies were discarded due to missing data.

Based on 100 (83.33%) of sample size the next analysis was undertaken.

4.2. General Profile of the Respondents

Table 4. 2 Respondent's general profile

No.	Factors	Categories	Frequency	Percent (%)
1	Gender	Male	55	55%
		Female	45	45%
		Total	100	100%
2	Age	below 25	9	9%
		25-34	65	65%
		35-44	21	21%
		45-55	5	5%
		55 years and above	0	0%

		Total	100	100%
3	Education Level	diploma level	1	1%
		university degree	54	54%
		master's degree	45	45%
		PHD	0	0%
		Total	100	100%
4	Management Position	managerial level	53	53%
		non managerial level	47	47%
		Total	100	100%
5	Working experience	less than 1 year	6	6%
		1-3 years	27	27%
		4-6 years	50	50%
		7-10 years	17	17%
		Total	100	100%
6	Receiving training and development opportunity	yes	97	97%
		no	3	3%
		Total	100	100%

Source: own survey result (2021)

Table 4.2 presents data on gender of respondents. The table shows that the male respondents formed majority of the target population with a total of 55 representing 55% male, while 45 respondents were female representing 45%.

As for the age distribution, almost 65% of the respondents were young and between 25 and 34 years old, followed by 21 % between 35 and 44 years then 9% below 25 and 5% between 45 and 55 years. From this we can depict that most of the respondents are youngest.

From table 4.2 it is can be seen that respondents hold a range of educational qualifications from Diplomas to Ph.D. Majority of the sample group were holding first/University degree which accounted 54% of the respondents. 45% of the respondents are master graduates and 1% diploma holder. This suggests that people of different educational qualifications are present in the organization.

As you can see from the above table 4.2, 53% percent of the respondents are in managerial position which means they are above job grade ten (10) as per the organization scale and the remaining 47% of respondents are in non-managerial position which is below job grade 10.

Represents working experience in the company as indicated by the respondents. It is evident that 50% of the respondents were worked for the institution for 4-6 years, followed by 27% worked for 1-3 years and 17% were represented by 7-10 years and the remaining 6% of the respondents work less than one year. here it has been ten (10) years since Heineken entered the Ethiopian beer market.

Table 4.2 shows that 97% of the respondent’s participate on companies training and development program the remaining 3% were not participated, the researcher tried to investigate why they didn’t include in the program by providing open ended question and their answer was they are new comer for the company with less than one year working experience (they are new employee). This shows that the company is too far in providing training and development program.

4.3. The existing practice of training and development in Heineken Breweries share company.

One of the objective that the researcher wanted to point out was relates to training and development practices of Heineken Brewery Share Company. The training and development practices of the Heineken Breweries Share Company were therefore assessed using responses from questionnaires administered to the sample of employees.

Table 4. 3 The training and development practice in Heineken Breweries S.C

Item	Strongly Disagree (SDA)	Disagree (DA)	Neutral (N)	Agree (A)	Strongly Agree (SA)	Mean	Standard Deviation
Heineken Brewery Share Company has formal training and development program	1 (1%)	1 (1%)	5 (5%)	56 (56%)	37 (37%)	4.27	0.694
Selection for training and development is based on line manager recommendation.	1 (1%)	3 (3%)	15 (15%)	60 (60%)	21 (20%)	3.97	0.758

Selection for training and development is based on performance appraisal.	2 (2%)	4 (4%)	37 (37%)	60 (60%)	14 (14%)	3.63	0.849
Selection for training and development is mandatory for all managerial and non-manager employees	1 (1%)	4 (4%)	32 (32%)	60 (60%)	23 (23%)	3.8	0.876
The training and development program for which you have participated is in good quality.	1 (1%)	2 (2%)	16 (16%)	60 (60%)	23 (23%)	4	0.752
The overall quality of training content design fits to my current career.	1 (1%)	0 (0%)	17 (17%)	60 (60%)	25 (25%)	4.05	0.716
Average mean						3.9533	0.51904

Source: own survey result (2021)

As above table 4.3 clearly illustrates 56% of the respondent agreed that the company provide formal training and development program and 37% of the respondent strongly agree however 5% of the respondent are neutral regarding companies formal training and development program, 1% & 1% of the respondent were disagree and strongly disagreed. From this result it's possible to conclude that the company has formal training and development program to the employee's.

Regarding the selection for training and development method of the company 60% of the respondents agreed that the company use both line manager recommendation and performance appraisal for selection. 21% and 14% of the respondents strongly agree respectively. The result indicate that the company use both line manager recommendation and performance appraisal for training and development selection.

60% of the respondents were agreed that selection for training and development is mandatory for both managerial and non-managerial employees, the training and development that they have participated has good quality and overall quality of the training content design fits their current

career. This implies that both managerial and non-managerial employee participate on the company's training and development program.

As indicated in table 4.3 the average mean value of training and development practice of the company is high level which is mean value 3.95 and S.D 0.51 this shows that the company has good training and development practice.

4.4. The extent of employee performance in functional competency

Functional competencies are referred to as technical competencies. These are the skills that professionals are required to use on a daily or regular basis. Employee training, software programming, risk analysis, data analysis and tax accounting are some of the examples that fall under this competency. It is also important to know that these competencies are job-specific ones that drive quality results and assured performances for different positions. And the researcher wanted to use functional competency as performance dimension and tried to point out the effect of training and development on employee functional competency.

Questions presented on the below table 4.4 was asked by the researcher to see the effect of taking training and development on employee functional competency.

Table 4. 4 Effect to training and development on employee's functional Competency

Item	Strongly Disagree (SDA)	Disagree (DA)	Neutral (N)	Agree (A)	Strongly Agree (SA)	Mean	Standard Deviation
Taking training and development related with the task / job helps employees to improve their functional competency	1 (1%)	1 (1%)	7 (7%)	63 (63%)	28 (28%)	4.16	0.677
The company regularly provide training and development program to improve employees functional competency	1 (1%)	2 (2%)	11 (11%)	59 (59%)	27 (27%)	4.09	0.74
There is a training and development program that designed for specific task/job based	1 (1%)	2 (2%)	23 (23%)	47 (47%)	27 (27%)	3.97	0.822

The training and development that I took in the company help me to develop my capacity on executing my duty and responsibility	1 (1%)	0 (0%)	21 (21%)	45 (45%)	33 (33%)	4.09	0.79
I feel that training and development practice of the company enable me to perform my work with greater accuracy and Precisely.	1 (1%)	0 (0%)	17 (17%)	59 (59%)	23 (23%)	4.03	0.703
Average mean						4.068	0.56869

Source: own survey result (2021)

Table 4.4 shows that the effect of training and development on employee performance. As per the respondents feedback on the questionnaire there is significant effect of training and development on employees functional competency as shown in frequency and percent and they recommend in strongly disagree, Disagree, neutral, agree and strongly agree with percent finally it shows for taking training and development related with the task/job helps employee functional competency 63% and 28% of the respondents agree and strongly agree respectively and the mean value 4.16 (S.D 0.677) so according to the respondents taking training and development program related with job/task positively affect employees functional competency.

59% and 27% of the respondents agree and strongly agreed that the company provide regular training and development program to improve employee's functional competency mean value for this item is 4.09 and S.D 0.74.

Regarding the availability of training and development program that company provide to its employee designed for specific job/task 47% and 27% of the respondents agree and strongly agree respectively however 23% of the respondents were neutral and the mean value for this item is 3.97 (S.D 0.882) as the mean value indicated the company provide training and development program specific task/job based.

About 45% of the respondents agreed that the training and development they took helps them to develop their capacity on executing duty and responsibility followed by 33% are strongly agree according to table 9 item 4, 21% of the respondents are neutral about this issue. But mean value

for this item is 4.09 (S.D 0.79) this illustrate participating on training and development program help to improve employee functional competency.

As it is shown on table 4.4 above, majority of respondents at 59% were in agreement that the they feel that training and development practice of the company enable them to perform their work with greater accuracy and Precisely and 29% were in strong agreement.

As indicated in table 4.4 above the average mean value of training and development effect on employee functional competency were high level which is 4.06. Form the above information it's possible to say that training and development which related with employee's task/job help them to improve their capacity on executing their day to day activity or task.

4.5. The relationship between training and development and employee performance in leadership skill

Leadership skill is one of the dimension of performance and the researcher wanted to see the effect of training and development on employee leadership skill.

Table 4. 5 Effect of training and development on employee leadership skill.

Item	Strongly Disagree (SDA)	Disagree (DA)	Neutral (N)	Agree (A)	Strongly Agree (SA)	Mean	Standard Deviation
Taking training and development related with leadership helps employees to improve their leadership skill	1 (1%)	2 (2%)	6 (6%)	57 (57%)	34 (34%)	4.21	0.729
The company regularly provide training and development program to improve employees leadership skill	1 (1%)	3 (3%)	15 (15%)	61 (61%)	20 (20%)	3.96	0.751
There is a training and development program that designed for leadership skill improvement	1 (1%)	1 (1%)	22 (22%)	59 (59%)	17 (17%)	3.9	0.718
The training and development program that I took help me to develop my leadership capacity	2 (2%)	1 (1%)	13 (13%)	63 (63%)	21 (21%)	4	0.752
Average Mean						4.0175	0.61366

Source: own survey result (2021)

As it is well known training and development plays a vital role towards increasing the employee's leadership skill and in this regard respondents were asked to respond on whether the training and development program they have participated help them to improve their leadership skill or not. As showed in table 4.5, 57% of the respondents were in agreement with taking training and development related with leadership helps employee to improve leadership skill followed by 34% strongly agree mean value for this item is 4.21 (S.D. 0.729). This implies that training and development has positive effect on employee's leadership skill.

According to Zaidaton & Bagheri, 2009 mean score above 3.8 was considers as high as illustrated by Comparison bases of mean of score of five point. Likert scale instrument. For item number two the mean value is 3.96 (S.D 0.751) as the mean value considers as high this indicate the company regularly provide training and development program to improve employees leadership skill. Similarly the mea value for item number three is 3.9 (S.D 0.718).

In item number 4, 63% of the respondents were in agreement this implies training and development they have participated help them to improve their leadership skill.

As indicated in table 4.5 above the average mean value of training and development effect on employee leadership skill scored high level which is 4.0175. The result shows that it's observed that the company provide training and development program to the employee's so as to improve their leadership skill.

4.6. The effect of training and development on employee performance in defining career path.

Table 4. 6 Effect of training and development on defining employee career path

Item	Strongly Disagree (SDA)	Disagree (DA)	Neutral (N)	Agree (A)	Strongly Agree (SA)	Mean	Standard Deviation
Taking training and development related with next job/responsibility helps employees to improve their personal development	2 (2%)	2 (2%)	6 (6%)	63 (63%)	27 (27%)	4.11	0.764
The company regularly provide academic development program for the employee to develop their knowledge	1 (1%)	2 (2%)	23 (23%)	47 (47%)	27 (27%)	3.97	0.822

There is a training and development program that designed for employees future development	1 (1%)	2 (2%)	14 (14%)	60 (60%)	23 (23%)	4.02	0.738
The training and development program that I took help me to think about my future development and my next responsibility	1 (1%)	1 (1%)	20 (20%)	50 (50%)	28 (28%)	4.03	0.784
Employee training and development at the company has improved my willingness to accept change and take new tasks.	1 (1%)	0 (0%)	13 (13%)	59 (59%)	27 (27%)	4.11	0.695
Average mean						4.048	0.5916

Source: own survey result (2021)

On the table 4.6 the following thought were obtained with regard to effect of training and development on defining employee career path.

63% of respondents are in agreement and 27% are strongly agree regarding Taking training and development related with next job/responsibility helps employees to improve their personal development with the mean value 4.11 (S.D 0.764). Which indicate training and development improve employees personal development.

The company regularly provide academic development program for its employees in order to develop their knowledge the mean score was 3.97 (S.D 0.822) this implies the company is committed to employee's development.

In table (4.6) item 3 for the statement „ There is a training and development program that designed for employees future development” 60% and 23% of the respondents were in agreement and strongly agree respectively and the mean score was 4.02 (S.D 0.78) this implied that the organization give focus and special attention for employee future development.

The 4th statement tried to measure the level of respondent's agreement regarding “The training and development program that I took help me to think about my future development and my next responsibility”. 50% and 28% of the respondents are in agreement and strongly agree whereas 20% of the respondents are neutral. Mean value for this item was 4.03 (S.D 0.784) from this level of agreement it's clear that company's training and development program help employees to think and be ready for their next job or future development.

The last item for this part was “Employee training and development at the company has improved my willingness to accept change and take new tasks. And level of agreement of the respondents

was 59% of the respondents were agreed that training and development program they have participated in the company help them to improve their willingness for new task and to accept changes and 27% were strongly agree. However 13% of the respondent were neutral. From this data it can be conclude that the company provide training and development program to improve w=employee's willingness to change but it need extra work in order to be effective.

The average mean value for table 4.6 show that 4.048 (S.D 0.5916) this indicate employee carrier path positively affected by training and development that provided by the company to the employees.

❖ Document analysis finding

The researcher was assessed training and development documents and employees performance records. The finding was as follow:

The company has formal training and development policy and procedure, the company provide training and development program as per employee's job grade and duration in the company employee performance appraisal and line manager recommendation put in to consideration for training and development selection. Every employee who stayed for more than one year in the company and has fully meet scale during the performance evaluation can participate on academic development program of the company and the cost will be covered by the company.

Source: collective labor agreement between Heineken breweries share company and the basic trade union of HBSC (2016).

4.7 Relationship between training and development and employee performance

4.7.1 Correlation Analysis

A correlation coefficient expresses quantitatively the magnitude and direction of the linear relationship between independent and dependent variables ,Pearson correlation coefficient reveal magnitude and direction of (either positive or negative on the other hand the relationship may be 0 which means there is no relationship between the variables) and the intensity of the relationship (-1 to +1) . In this section correlation analysis were done to establish whether relationship do exist between variables conceptualized in the framework .The result would enable the researcher used to determine the regression on the dependent variable .The researcher used one of the most commonly used types of correlation coefficient which is Pearson correlation coefficient methods because of the statistical accuracy that usually results from this methods. Pearson correlation test was conducted to know the degree of relationship between the independent variable i.e. training

and development dependent variable i.e. employee performance (as a dimension of employee performance researcher used employee functional competency, leadership skill and career path) . The result using the correlation rule that explain if the correlation coefficient is 1 variables are perfectly positively correlated, -1 perfectly negatively correlated and 0 no relationship between the variables.

Table 4. 7 Correlations

		training and development	employee performance
training and development	Pearson Correlation	1	.705**
	Sig. (2-tailed)		.000
	N	100	100
employee performance	Pearson Correlation	.705**	1
	Sig. (2-tailed)	.000	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

The results of the correlation analysis between the independent variable (training and development and dependent variable (employee performance) are shown in table above; there was high and positive correlation between independent variables and dependent variable.

Correlation result between training and development and employee performance was 0.705 which indicate this two variables has high level relationship.

4.8 Assumption Test

Table 4. 8 Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Employee performance	.091	100	.200*	.855	100	.116

a. Lilliefors Significance Correction

The researcher used alpha value 0.05 and the significant value is greater than the alpha value therefore the researcher conclude that the data is normally distributed.

4.9. The effect of training and development on employee performance.

Analysis was conducted on regression analysis to know by how much the independent variable explains the dependent variable. It is also used to understand by how much the independent variable (training and development practice of the company) directly influence the dependent variables of employee performance (functional competency, leadership skill and defining career path). The researcher has one predictor (independent variable) and 3 dependent variable and regression analysis done separately for each dependent variable.

4.9.1 Model Summery

Table 4. 9 Model Summery

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.705 ^a	.497	.491	.37784	1.733

a. Predictors: (Constant), training and development

b. Dependent Variable: employee performance

According to the table above (Overall Model Summary) of R is 0.705, which was a measure of the regression between the predictor's value and dependent (employee performance) this simply show the correlation between predictor and dependent variable.

The R² can be interpreted as the percent of variance in the outcome variable that is explained by the set of predictor variables. In this case 49.7% of the total variation in employee performance is explained by training and development.

4.9.2. ANOVA

Table 4. 10 ANOVAa training and development as predictor to employee performance.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.797	1	13.797	96.639	.000 ^b
	Residual	13.991	98	.143		
	Total	27.788	99			

a. Dependent Variable: employee performance

b. Predictors: (Constant), training and development

The above table 4.9.2 revealed the Sig (ANOVA) and it is the significance of the model. That is .000 means we reached significance there is a significant positive relationship between training and development and employee performance.

4.9.3. Coefficient

Table 4. 11 Coefficient training and development as predictor to employee performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.201	.292		4.118	.000
	training and development	.719	.073	.705	9.831	.000

a. Dependent Variable: employee performance

The beta coefficient is the degree of change in the outcome variable for every 1-unit of change in the predictor variable. The t-test assesses whether the beta coefficient is significantly different from zero. If the beta coefficient is not statistically significant (i.e., the t-value is not significant), the variable does not significantly predict the outcome. If the beta coefficient is significant, examine the sign of the beta. If the beta coefficient is positive, the interpretation is that for every 1-unit increase in the predictor variable, the outcome variable will increase by the beta coefficient value. If the beta coefficient is negative, the interpretation is that for every 1-unit increase in the predictor variable, the outcome variable will decrease by the beta coefficient value. Accordingly the B-value indicates that employee performance is increase when the independent variable is increased by .719. This shows that training and development influence the company's employee performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of major findings

The general objective of this study was to investigate the effect of training and development on employee performance in Heineken Brewery Share Company. Accordingly, based on descriptive and inferential statistics results and summary of major findings were drawn.

The demographic characteristics of the respondents showed that the number of male participants accounts 55% of the total respondents. Age wise 65% of them were found between the age 25-34 years. In relation to working experience in the company, out of the employees who was engaged in this research work 50 % of them serve the company 4-6 years and 54 % have first degree. 53% of the respondents were at managerial position and 97% of the respondents participated on company training and development program.

According to the average mean value of training and development practice of the company scored 3.9533 (S.D 0.51904) from the result it's possible to say the company has good training and development practice.

The result for effect of training and development on employee functional competency scored average mean 4.068 (S.D 0.56869) this indicate that training and development has positive effect on employee functional competency.

In average mean value for relationship between training and development and employee performance in employee leadership skill score 4.01 (S.D 0.613) from this result it's possible to say training and development has positive effect on employee leadership skill.

According to the analysis made average mean value for the effect of training and development on employee performance in defining employee career path was 4.048 (S.D 0.5916)

The results of the correlation analysis between the independent variable and dependent variable were high level and positive correlation between independent variables and dependent variable.

According to the regression analysis correlation between training and development and employee performance was 0.705 which is high level relationship and R square 0.497 measured the

regression and indicates the percentage of the variance of employee performance with the existence of independent variables. The significance of the model. That is .000 means we reached significance and can accept hypothesis that there is a significant positive relationship between training and development and employee performance. The B-value indicates that employee performance is increase when the independent variable is increased by .719. This shows that training and development influence employee performance.

5.2 Conclusions

The importance of training and development in the corporate world has been highlighted in the previous literature. Thus, it is essential to examine any issues related to training and development in any business sector. The purpose of this study is to examine the effects of training and development on employee performance (functional competency, leadership skill and defining career path) within Heineken Breweries Share Company Ethiopia Head Office in Addis Ababa region.

Moreover, sub goals are developed to facilitate a clear achievement of the purpose of the study. The study had been successful in addressing the four research questions. Based on the findings of the study the following conclusions were drawn.

Over all the researcher can concluded that training and development program has positive effect on employee performance. It's possible to conclude that the training and development practice of Heineken brewery Share Company was good. Moreover the result of this study indicate that company use both line manager recommendation and performance appraisal for training and development program selection but it's not clearly communicated to the employee. And the company should work on training and development need assessment

From the correlation analysis result, it can be concluded that training and development positively correlated with employee performance and all connection between the dependent variables (employee performance) and independent variable (training and development) are statistically positive.

From the regression analysis result it's possible to conclude that training and development has positive effect on employee performance.

In general, so far, majority of respondents were happy and satisfied with the training and development program that were given to them by the company. employees are getting more

efficient and effective on their work due to getting new knowledge and skill about their actual work.

5.3 Recommendation

In line with the conclusion, the study recommends the following:

- As per the result gotten from this research it's possible to say that the company has a good training and development practice which enables employees to improve their performance from the program they participated, researcher recommends that the company should keep this good practice.
- It should be learnt that selection method for training and development program clearly communicated to employee in order to be more effective by the program.
- Both managerial and non-managerial employee should be participated on training and development program this make the program more effective, so formulating clear training and development policy and documentation criteria is crucial in order to participate both managerial and non-managerial employee in the program
- People and organizational development department of the company should provide training and development program which directly designed to employee's day to day activity /task this can help the company to improve employee's functional competency.
- Providing regular training and development program that related with leadership can improve employee leadership skill. So the company should provide regular training and development program related with leadership.
- Use present methods or alternatively develop new ones: When selecting employee training and development methods, it is important to remember that training and development is a learning process. Employee training and development needs to suit your organization's context, job descriptions, employment contracts and collective agreements.
- The quality of training and development program in the company should be evaluated to make sure the effectiveness of the program.
- Give effective feedback to participants: Effective and timely feedback is a critical component of a successful training and development program and should be used in conjunction with setting performance goals. If effective feedback is given to employees on their progress towards their goals, employee performance will improve. People need to

know in a timely manner how they're doing, what's working, and what's not. Feedback can come from many different sources: managers and supervisors, measurement systems, peers, and so on.

Reference

- Amin, A. et al. (2013). The Impact of Employees Training On the Job Performance in Education Sector of Pakistan. *Middle-East Journal of Scientific Research* 17 (9), 1273-1278.
- Anderson, A. (2003). *Industrial psychology* (3rd Ed). New Jersey: Pearson Prentice Hall.
- Asfaw, A.M., Aragaw, M.D. and Bayissa, L. (2015). The Impact of Training and Development on Employee Performance and Effectiveness: A case study of District Five Administration office, Bole Sub-City, Addis Ababa, Ethiopia. *Journal of Human Resource and Sustainability studies*, Vol.3.
- Aguinis, H. (2006). *Performance management*. Denver, Colorado, USA: Prentice Hall, Inc.
- Ahuja, K. (1992). *Personnel Management*. 3rd Ed. New Delhi, India: Kalyanib Publishers.
- Armstrong, M. (2006). *A handbook of Human Resource Management Practice*. London & Philadelphia: Kogan Page Limited. London & Philadelphia: Kogan Page Limited.
- Batool, A., & Batool, B. (2012). Effects of employees training on the organizational competitive advantage: Empirical study of Private Sector of Islamabad, Pakistan. *Far East Journal of Psychology and Business*.
- Bratton and Gold (1999). *Human Resource Management theory and practice*. 2 ed.
- Beardwell, I., Holden, L. and Claydon, T. (2004). *Human Resource Management a Contemporary Approach*. 4th Ed. Harlow: Prentice Hall.
- Bernatek, T.B. (2010). Reference for business encyclopedia of business. 2nd ed. Retrieved On
- Cole, G.A. (2002). *Personnel and Human Resource Management*. 5th Ed. Continuum London: York Publisher
- Cooke F L., (2000). "Human Resource Strategy to improve Organizational Performance: A route for British firms", Working Paper No 9 EWERC, Manchester School of Management.
- Decenzo, D.A., and Robbins, S.P. (2010). *Fundamentals of Human Resource Management*. Canada: John Wiley & Sons, Inc.

DeCenzo, D.A. and Robbins, S.P. (1996). Human resource practice. 5th ed. New York: John Wiley and sons Inc.

Elnaga, A. & Imran, A. (2013). The Effect of Training on Employee Performance. *European Journal of Business and Management*, 5 (4), 137-147

Hameed, A., & Waheed, A. (2011). Employee development and its affect on employee performance: A conceptual framework. *International Journal of Business and Social Science* 4(3)1-5.

Heathfield, S. M. (2012). Training: Your investment on people development and retention. About.com Guide. Human Resource [on-line] Assessed on January 20, 2012 from the World Wide Web. http://humanresources.about.com/od/educationgeneral/a/training_invest.htm

Kinicki, A. and Kreitner, R. (2007). *Organizational Behavior*. New York, NY: McGraw-Hill.

Kraiger, K., & Ford, J. K. (2006). Application of cognitive, skill-based, and affective theories of learning outcomes to new methods of training evaluation. *Journal of Applied Psychology*, 78, 311-328.

Lipsey, R.G. (1989). *Introduction to Positive Economics*, 7th Ed. London: Weindnfeld and Nicholson

Mohanty, A., (2011) "Leading indicators of innovation as a competence for individuals: an empirical study", *Journal of Advances in Management Research*, 8(2) ,301-322,

McNamara Carter (2008). Employee traninig and development: reasons andBenefits. ANeelam T., Israr K. Y., Dr. Shahid J., Muhammed H., (2014), the impact of training and development On employees performance and productivitya case study of united bank limited Reshawar city, *internationaljournal of academic research in business and social Science* vol.4 ni. 4lssn 2222-6990ccessed 16/03/2009.<http://www.managmenthelp.org/index>.

Muhammad Imran (2005) *European Journal of Training and Development Studies* Vol.3, No.1, pp.22-44, March 2015

Miller, K. (2013). Understanding the Skills of Design Leaders. *Design Management Journal* 8(1), 35–51.

Pfeifer, C., Janssen, S., Yang, P. & Backes-Gellner, U. (2011). Effects of Training on Employee Suggestions and Promotions in an Internal Labour Market. Working Paper Series in Economics No. 202, University of Lüneburg

Phillips, J. J. (1987). Recruiting, Training, and Retraining New Employees. San Francisco: Jossey Bass.

Shaheen, A., Naqvi, S. M. H. & Khan, M. A. (2013). Employees Training and Organizational Performance: Mediation by Employees Performance. *Interdisciplinary Journal of Contemporary Research in Business*, 5 (4), 490-503.

Stoner, J.A.F. (1996). *Management*. 6th Ed. London: Pearson Education
Jhon P Wilson (1999) *human resource development*. 2nd Ed.

Sommerville, K. L. (2007). *Hospitality Employee Management And Supervision, concepts and practical applications*. New Jersey. John Wiley & Sons

Velada, R., and Caetano, A. (2007). *Training transfer: The mediating role of perception of learning*.

ANNEX - Questionnaire:
St. Marry University
School of Graduate Studies
Masters of Business Administration

The purpose of this questionnaire is to gather data for research of partial fulfillment of MBA degree titled “**The Effect of Training and Development on Employee Job Performance: The Case of Heineken Breweries S.C**”. The output of this questionnaire will have a contribution for the organization to improve review its way of working on the program. Your thoughtful responses to the questions are sought to be greater help to the success of this study. Therefore, kindly please extend your cooperation by honestly responding to the items contended in this questionnaire. Thank you in advance for your time and cooperation. For any inquiry, please do not hesitate to ask me at 0910189059.

Hanna Kidane

Section A: General Information

For each of the following questions please put “√” inside the box provided.

1. **Gender:** Male Female

2. **Age:** Below 25 years 35-44 years 55 years and above
 25-34 years 45-54 years

3. **What is your highest level of educational achievement?**
 Diploma level University degree
 Master’s Degree PhD

4. **What management position are you?**
 Managerial level Non-managerial level

5. **How long have you worked in your current organization?**
 Less than 1 year from 1-3years

From 4-6 years from 7-10 years

6. Did you receive any training and development opportunity in the company?

Yes No

7. If your answer for question number 6 is “NO”, please specify your reason.

Section B: Information on training and development practices

Instruction: The following set of statements describes your general feelings or perception towards training and development practice and its effect on employee performance at Heineken Brewery S.C.

Use a scale of 1-5 for your level of agreement where 1= Strongly Disagrees (SD), 2 = Disagree (D), 3=Neutral (N), 4 = Agree (A) and 5 = Strongly Agree (SA). Please put tick (√) Mark in the box (cell) on one of your answer and there is no right or wrong answers.

No.	Description	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1	Heineken Breweries Share Company has formal training and development program					
2	Selection for training and development is based on line manager recommendation.					
3	Selection for training and development is based on performance appraisal.					
4	Selection for training and development is mandatory for all managerial and non-manager employees					

5	The training and development program for which you have participated is in good quality.					
6	The overall quality of training content design fits to my current carrier.					

Questions related with the training and development practice in Heineken Breweries S.C

Questions related with the effect to training and development on employee's functional Competency

No.	Description	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1	Taking training and development related with the task / job helps employees to improve their functional competency					
2	The company regularly provide training and development program to improve employees functional competency					
3	There is a training and development program that designed for specific task/job based					
4	The training and development that I took in the company help me to develop my capacity on executing my duty and responsibility					
5	I feel that training and development practice of the company enable me to perform my work with greater accuracy and Precisely.					

Questions related with the effect of training and development on employees leadership skill

No.	Description	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1	Taking training and development related with leadership helps employees to improve their leadership skill					
2	The company regularly provide training and development program to improve employees leadership skill					
3	There is a training and development program that designed for leadership skill improvement					
4	The training and development program that I took help me to develop my leadership capacity					

Questions related with the effect of training and development on defining carrier path of employee

No.	Description	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1	Taking training and development related with next job/responsibility helps employees to improve their personal development					
2	The company regularly provide academic development program for the employee to develop their knowledge					

3	There is a training and development program that designed for employees future development					
4	The training and development program that I took help me to think about my future development and my next responsibility					
5	Employee training and development at the company has improved my willingness to accept change and take new tasks.					

Thank you!

