



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

**ASSESSMENT OF THE PRACTICE AND CHALLENGES
OF HUMAN RESOURCE DEVELOPMENT AT HUAWEI
TECHNOLOGIES IN ADDIS ABABA**

**BY
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ID: SGS/0023/2010A**

**February, 2022
Addis Ababa**

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Declaration

I, Iyayu Seyoum, hereby declare that the thesis work entitled “**The Assessment of The Practice of Human Resource Development at Huawei Technologies in Addis Ababa**” submitted by me for the award of the Degree of Master of Business Administration at ST. Mary’s University, is original work and it hasn’t been presented for the award of any other Degree, Diploma, Fellowship or other similar titles of any other university or institution.

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Abbreviations and Acronyms

CRM	Customer Relation Management
EDRE	Federal Democratic Republic of Ethiopia
CM	Compensation Management
HR	Human Resource
HRM	Human Resource Management
HRMP	Human Resource Management Practice
HRP	Human Resource Planning
ICT	Information Communication Technology
IT	Information Technology
OLS	Ordinary Least Square
OP	Organizational Performance
PA	Performance Appraisal
T&D	Training and Development
TDNA	Training and Development Need Assessment

Abstract

The main objective of the study is to assess the human resource development practice in Huawei technologies at Addis Ababa Branch. A mixed research approach and descriptive survey design was used. A questionnaire was used to gather quantitative data while semi-structured interview was employed to collect qualitative data. The study sample in terms of the respondents covered a census of 123 employees of Huawei technologies at Addis Ababa Branch. For qualitative strand, the study utilized purposive sampling techniques. The data collected was analyzed with the aid of descriptive statistical techniques such as mean score, while the qualitative data collected from interview was analyzed with thematic analysis. The findings of the study indicated that the company defined training and development policy and designed training and development system with directives. Training and development conducted fit to the intended purpose and objectives with the method employed. However, the company do not give series attention to allocate sufficient budget, resource and allotment of time training and development. The finding also revealed that the company in its program has lack SMART training and development objectives. More so, there is limitation in terms of preparing training and development need assessment by considering the need for prospective trainees. The finding identified that lack of management support; lack of resource; lack of reward for good training and development program and new behaviors; lack of employees' motivation; lack of timely feedback and evaluation of training program; poor administration of the training & development program process; poor planning of training in terms of training content and methods; discrepancy between the provided training and the required job skills inaccurate training need analysis and lack of reinforcement are the major challenges or problems that are exist in the current practices of employees training in the company. The study recommends the company should give series attention to allocate sufficient budget, resource and allotment of time for training and development program, improve its HRD needs assessment practices, promoting positive work force attitudes toward HRD and utilizing HR assessment technology to plan HRD

Key Words: *Human Resource, Training, Development, Human Resource Development (HRD)*

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Organization as a system used different types of resources, including physical, financial, material and human resources. Among these resources, human resource is the most critical asset of a business and it is the engine that helps the organization to achieve its missions and meet its goals. The success of any organization mainly depends on among which include the knowledge, skill, aptitude, commitment, wisdom and attitude of the organization's human resource (David, 2006). Building the human resource capacity for the organization through training and development is fundamental. Hence, development of human resources is the main measures to bring improved organizational performance through training and development of work-related knowledge, skill and expertise of the organization human resource (Amandi, 2014).

Development of human resources is essential for any organization that would like to be dynamic and growth-oriented. Unlike other resources, human resources have rather unlimited potential capabilities. The potential can be used only by creating a climate that can continuously identify, bring to surface, nurture and use the capabilities of people. Human Resource Development (HRD) system aims at creating such a climate. A number of HRD techniques have been developed in recent years to perform the above task based on certain principles (Garner, 2012).

Human resources developments play a key role in equipping the employees with necessary skills, knowledge and attitude (Hollenbeck & Wright, 2011). Training and development enhance the organization's strategic goals and objectives including organizational culture and ensuring occupational health and safety. Regarding the benefits of training and development for the organization, Anderson (2000), states that 'training and development are best seen as an incentive can enhance organizational commitment, team effort, customer relations, etc. However, on the pure individual level without encouraging up on an organizational impact, innate incentives can be realized through training (Anderson, 2000).

Training and development have been said to be indispensable components of strategic human resource management. Human resource development as a part of organization's overall human resource strategy means the skillful provision and organization of learning

experiences in the work place in order that performance can be improved (Leonard, 1994). Human Resource Development (HRD) is an organized learning experience aimed at matching the organizational need for human resource with the individual need for career growth and development. It is a system and process involving organized series of learning activities designed to produce behavioral changes in human resource in such a way that they acquire desired level of competence for present or future role.

Organizations can ensure the capability and competency of their employees by bringing in human resource development practice to their system (Garner, 2012). Emphasis on human resource development result in several positive individual and organizational outcomes such as higher performance, high quality individual and organization problem solving, enhancing career plans and employability, sustainable competitive advantage, higher organizational commitment and enhancing organizational retention. To accomplish this undertaking, organizations will need to invest resources to enhance employees' knowledge, skills and competencies. However, ineffective HRD practice can bring many problems such as reduced employees enthusiastic to learn and apply new skills, decreased employee productivity, low morale, and higher employee turnover (Edgar & Geare, 2005).

The training and development of employees is an issue that has to be faced by every organization. The amount, and quality of training carried out varies enormously from one organization to another. Indeed, it is also clear that human resource has been among the crucial success factors in the expansion and development of technology companies. Huawei is a China based international telecom company which delivers its services for more than 170 countries around the globe (Huawei, 2014). Having large number of employees from different cultural, educational and racial background makes the human resource management, most notably the practice of manpower development, challenging. Thus, separate study is needed to assess the practice of manpower development in its branch located in Addis Ababa, Ethiopia.

1.2 Statement of the problem

In highly skilled intensive and knowledge intensive industries like information technology industry, human resource plays a vital role. This industry is highly competitive, dynamic and technical industry, whose growth and development depends upon its human resource much more strongly than other resources. This industry needs highly skilled, talented and well-learned human resource. The quality of products and services both depend upon the quality of

human resource, which needs continuous and multiple-skill training. Thus, to attain such human resource, there must be emphasis on developing and nurturing a strategy-based on human resource development practices in the information technology organizations (Nasser & Nawab, 2014). Therefore, the technology companies should device a mechanism to ensure effectiveness, competency, and dynamic policy for registering maximum attainable performance from its personnel resource through the human resource trainings and development programs. For that reason, more research is needed in understanding the HRD practice of technology companies.

More so, there are gaps in research concerning the human resource development practices in technology companies with in Ethiopian context. There are researchers such as Alene (2020); Beyene (2018); Amlaku (2010); Adebabay & Perkins (2010) and Tazebachew (2001) conducted researches in the area of human resource development. The adoption of human resource development programs is highly determined by the actual situation of a specific organization. However, none of these researchers cover the human resource development practice in technology companies. Therefore, this research is going to address the practice of HRD in Technology Company

Technology companies are rapidly growing both in terms of size and number (Bushor, 2017). So as the quality and quantity of numbers required for the sector have been rising during the last decades. This growing and tough competition among technology companies increases the demand for competent and skillful employees (Nasser & Nawab, 2014). Human resource development is a continuous and recurring activity in technology companies while the nature of activities and skills required to achieve these tasks have been changing (Lombardo, 2017). These areas will be examined within the context of Huwawi Technologies branch at Addis Ababa.

As per company 2020 performance report, Huawei Technologies in Addis Ababa invest so much financial resources into training of its staff to develop their skills in order to improve the performance and skill levels of its employees. The company has shown and continues to show a strong commitment in the training and maintaining of highly skilled personnel for its operations. The company has also dedicated departments, sections or units in charge of training and even has training center which core function if to sharpen the skills of its staff from time to time. Nevertheless, all these efforts seem not to yield the needed results. There are still significant skill gaps in the company and the level of expertise is not note reached to

the desired level as the industry required employees with dynamism and high level of expertise. The worker performance is not meeting the expectation of the company management neither meet the dynamic skill requirements of the sectors. This has badly affected the overall performance of the company. The study therefore aimed to assess the practice human resource development within the context of Huwawi Technologies branch at Addis Ababa and provide suggestions and recommendations based on the study findings to the company management as how it can make the best use of training development programs to make their employees perform well on their job.

1.3. Research Questions

On the basis of the problem, the study was framed to answer the following research questions:

- What are the current human resource developments practices at Huwawi Technologies branch at Addis Ababa?
- What are the major problems/gaps that are exist in the current practices of employees training and development in the company?
- What measures are taken in relation to training and development in the company?

1.4. Objectives of study

1.3.1 General objective

The general objective of this study is to examine the human resource development practice in Huawei technologies at Addis Ababa Branch.

1.3.2 Specific objectives

The specific objectives of this study were-

- ✓ To assess the current HRD need assessment practices at Huwawi Technologies branch at Addis Ababa.
- ✓ To assess the current training & development designing practices at Huwawi Technologies branch at Addis Ababa.
- ✓ To assess the current training & development implementation practices at Huwawi Technologies branch at Addis Ababa.
- ✓ To assess the current training & development evaluation practices at Huwawi Technologies branch at Addis Ababa.

- ✓ To identify the major challenges facing training and development practice in the company.
- ✓ To assess measures taken to enhance the HRD practices in Huawei.

1.5 Significance of Study

The study would provide vital information to the company management on the current practices of employees training and development. Hence, the findings of this study may contribute to the company's top, middle, and supervisory managements will be able to get an insight to understand the gaps in company current practices of employees training and development. This in turn will help the company to revisit which employees training and development dimensions and components should require improvement that in turn help the company to design practical strategies on how to take appropriate improvement action that might facilitate its long-term success and performance of the company.

More so, the study would be important to researchers and future scholars as it would provide empirical literature on human resource development. In addition, the study would suggest areas for further research where future scholars can carry out research on the area.

1.6 Scope of the Study

The scope of this study was delimited in terms of subject (concept) and area (geography). This study is going to examine the practice of human resource development at one of the multi-national technology companies i.e., Huawei Technologies. Conceptually, it is delimited merely to the practice of manpower development, though there are several elements of human resource management. Regarding the geographical area coverage, the study is limited Huawei Technologies at Addis Ababa branch.

1.7 Organization of the study

The study is organized into five chapters. Chapter one discusses the introduction part. It contains the background to the research study, presents the statement of problem, and research objectives. Also, the chapter has the significance, scope, and limitations of the study. Chapter two contains theoretical review, empirical review of previous studies and conceptual framework of study. Chapter three outlines the research methodology adopted in this study. Chapter four discusses about the data analysis and interpretation of the outputs. Chapter five outlines the summary of the finding, conclusions, recommendations and further research suggestions.

CHAPTER TWO

RELATED LITERATURE REVIEW

In this chapter the researcher reviews relevant literature on theoretical, empirical and conceptual framework issues which are found to be essential to the research inquiry. Thus, the first section discussed conceptual review related to the study variables which were considered in order to lay solid foundation for the research. Areas the chapter treats include the overview of HRD, the process and components of HRD, the human resource development practice in technology companies. Then some of basic theories related to human resource development are discussed. Next a brief summary of some of the related previous work on this study were discussed. In the final analysis, the chapter reviewed the literature related to the key study variables as presented in the conceptual framework.

2.1. Theoretical Review: Human Resource Development

First of all, it is essential to understand what is meant by ‘Human Resource Development’. Many authors have defined Human resource Development in several ways. Here after going to discuss the various definition of HRD.

According to Singh (2012), HRD implies that the talents and energies of employees in an organization as potential contributors in turn this has a critical role for the creation and realization of the organization’s visions and goals. It is also the process of increasing knowledge and capacities of the people in a given organization. According to McLean (2001), HRD is conceptualized as any process or activity either short or over the long term that helps to develop employees’ work-based knowledge, expertise, productivity, and satisfaction for personal, organizational, community and country at large. Based on Singh (2012), in the national context, HRD is considered as a process by which the people in various groups are helped to get new knowledge continuously and make them self-reliant.

While there are several definitions of projects in the literature, one of the best has been offered by Mondy and Noe (1990), who states: “HRD is planned and continuous process of helping employees to become better at their tasks, knowledge and experiences through training, education and development programs.” From Mondy and Noe’s definition we can understand that HRD is planned and continuous effort of organizations to enhance employee’s task performance, knowledge and experiences. HRD is primarily designed to benefit both organizations and employees through: improving employees’ task performance

and supporting employees' knowledge and experience development. The other concept that we infer from the definition is that HRD is done through three methods training, education and other development programs.

According to Harrison (2000), "HRD involves introducing, directing and guiding processes in such a way that all individuals and teams are equipped with the skills, knowledge and competences they require to undertake current and future tasks required by an organization. Harrison's definition shows that: HRD requires an effective leadership for introducing and guiding individuals and teams. This implies that for an effectiveness of HRD process the role of employees' immediate supervisors is indispensable. It is also clear that HRD is a process which encompasses all individuals and teams for improving the skills, knowledge and competences. In addition to this, the definition implicated that HRD is primarily designed to satisfy current and future tasks requirement of an organization.

As described by Harris (2008), HRD is organized learning activities arranged within an organization in order to improve performance and/or personal growth for the purpose of improving the job, the individual, and/or the organization. Evidence from these definitions shows three main points; HRD includes the areas of training and development, promotion and professional growth and organization development, HRD improve employees' both job performance and personal growth and HRD is process improving personal growth within the organization.

By summarizing the above given definitions, and in lines of the definition provided by Mondy and Noe (1990), which is accepted for the purpose of this research, HRD is planned and continuous process of helping employees to become better at their tasks, knowledge and experiences through training, education and development programs.

2.1.1. Human Resource Development Practices

The concept of human resource training and development is a wider term in its scope. The meaning of terms varies from study to study depending on their purpose and the context in which they are utilized. Generally, some of the basic concepts related with HRD include; training, development and education. Although the variation between these variables seems blurred distinction must be made between themselves particularly that of the training and development. Thus, these three concepts are discussed below.

2.1.1.1. Training

Training is defined by a number of scholars. In its broadest sense (Cowhling and Macler, 1990), define it is a systematic development of the attitude, knowledge and skill behavior pattern required by an individual in order to perform adequately a given task or job. The central idea is that training activities are primarily focused on improving employees and managers’

Training is the process of developing knowledge and expertise in people, (Swanson and Holton, 2001). It is a planned process to modify attitude, knowledge, skill or behavior through learning experiences to achieve effective performance in an activity or range of activities. Training activities impart skills, techniques and methodologies to employers and their employees to assist them in establishing and maintaining employment. Training has also been defined as a situation where an expert works with a learner to transfer to them certain area of knowledge and skills in order to improve current job, (McNamara, 2008). Noe et al (2000) on his part also views training as a planned effort by a company to facilitate employees learning of the job-related competencies.

Training should result in change in attitude or an acquisition of new skills. Honey and Mumford (1996) explains that training can only be said to have taken place when people can demonstrate that they know something that they did not know before (insights, facts and realizations) and when they can do something they could not do before (skills). Training is job or task oriented. It therefore aims at enabling individuals to perform better on the job they are currently doing.

By summarizing the above given definitions, and in lines of the definition provided by Armstrong, (2006), which is accepted for the purpose of this research, training is planned and systematic modification of behavior through learning events, programs and instruction, which enable individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively.

2.1.1.2. Development

Many authors have defined development in several ways. The word development implies a change from one state to another in which learning and growth have probably undertaken (Holbeche, 1998). Daniels (2006) defines development as the improvement of the total wellbeing of an individual or organization. It involves improvement from a system point of

view that is improvement of all aspects of the individual or organization. Development activities are mainly concerned with maximizing individuals' potential and capabilities that go beyond the current job requirements.

Development as defined by Harrison (2002) as "Learning experiences of any kind, whereby individuals and groups acquire enhanced knowledge, skills, values or behaviors. Its outcomes unfold through time, rather than immediately, and they tend to be long lasting". 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 competences are required. In development programs there is an emphasis on personal development planning and managed learning from experience (Armstrong, 2007).

As indicated by Mondy (1999) "Development improves learning opportunities aimed at the individual's growth but not restricted to a specific present or future job". This indicates that development activities are mainly concerned with maximizing individuals' potential and capability that beyond the current job requirements. Thus, development focuses on improving individual's capabilities in handling a variety of assignments.

According to Truelove (2000), development helps people utilize the skills and knowledge that education and training have given them and it embodies concepts like psychological growth, greater maturity and greater confidence. Therefore, human resource development refers broadly to the nature and direction of change included in the employees as a result of educational and training programs.

Generally the objective of development activities is to provide necessary conditions to allow individuals to perform at levels that increase their personal effectiveness as well as the organizations (Milkovich and Boundreau, 2004). In line of the definition provided by Harrison (2002) and accepted for the purpose of this research, defines development as "Learning experiences of any kind, whereby individuals and groups acquire enhanced knowledge, skills, values or behaviors."

2.1.1.3. Education

Educational activities on the other hand are designed and conducted to improve overall competence of individuals in a specific direction beyond the current job (Hailesselassie, 1999). Education is considered as a program of learning over extended periods with general

objective in relation to personal development of the student and his/her acquisition of knowledge (Wilson, 2005).

Therefore, the purposes of education as described by Kenney and others (1979) is: “to provide the knowledge and appreciation of techniques necessary to enable a trainee to do his/her job, to inculcate a broader understanding of relevant science and technology so that the trainee appreciates the problems of those working in associated occupations and is better equipped to adjust to changes in the trainee's understanding of the society in which he/she lives and develop him/her as a person.” Generally, education is learning to prepare the individual but not related to a specific present or future job.

Overall, in elaborating the distinction among training, education and development Leonard Nadler, point out the following point.

- Training is a learning activity provided by employers to employees, to help them perform, their current jobs more efficiently;
- Education focuses on learning designed to prepare an individual for a job different than the one currently held; and
- Development focuses on providing knowledge or skills within a specified area, but is not necessarily job related.

2.1.2. Functions of Human Resource Development

According to Michale M. Harris (2008), human resource development system has the following six major functions:

- i) **Analyzing the Role:** One of the main aspects of HRM is to analyze the role in terms of responsibilities or key function/performance areas of the role, and the competencies required to perform the role effectively.
- ii) **Matching the Role and the Person:** Once the organization is clear about the dimensions of the roles or the jobs, it tries to get the best people for these jobs. After people are recruited they are put in different places. Placement is useful for giving varied experiences to people being recruited. Another aspect of matching role and person is reflected in potential appraisal, finding out who has potential to match the requirement of the job. Obviously, the next step is promotion of people by placing them in appropriate roles for which the organization is searching people.

- iii) **Developing the Persons in the Role:** Individuals develop not only through training, but in fact more through effective supervision, by helping them to understand their strengths so that they can leverage them for better performance. Similarly, they are helped to find out in what they have to be more effective in their jobs. In this regard performance coaching or counseling and mentoring are very important.
- iv) **Developing the Role for the Person:** Developing the role makes the role worth doing for the person. Very little attention has been given to role, although job rotation is being practiced in most of the organizations, and some organizations have also tried out job enrichment based on Herzberg's concept of motivators.
- v) **Developing Equitability:** Satisfaction level of employees depends to a great extent on their perceived justice being done to them without any discretion, as reflected in practices like management of compensation, rewards and various amenities. People have high performance and develop competencies only if these are rewarded by the organization. Reward does not mean financial reward only; many rewards may be non-financial also. Equitability can also be developed by standardizing administrative procedures, so that people do not have any feelings that decisions are subjective.
- vi) **Developing self-renewing capability:** An organization should be concerned not only with its growth, but also with its health, it needs to diagnose its problems from time to time and take steps to develop new competencies to cope with the various problems and challenges it would be facing. This can be done through action research that is concerned with development of competencies through effective teams to diagnose the problems and initiate the process of collaborative work to deal such problems.

2.1.3. The Benefits of Human Resource Training and Development

Human Resource Development has a lot of advantages to both employees and organization carried out in a planned and systematic way (Welther and Davis, 1993). On the contrary, poorly designed and in appropriate training and development activities can be source of frustration and wastage of resources. Thus, it needs to be designed a systematic and logical way to bring about desired results. Effective training and development program have a lot of benefit. According to Gomez- et al (1995), some of the most important benefit of effective training and development programs are listed below

- Improved production both qualitatively and quantitatively.
- Greater versatility and adaptability to new methods.
- Moral can be improved as a result of achievement of consistency high standards.

- Accidents scrap rates, and energy use can be reduced.
- Dissatisfactions, complaints absenteeism and turnover can be greatly reduced.
- Customers' complaints can be reduced as a result of improved services.

According to Middleton et al, (1993), "Improving the job skills of the workforce, it could be a cornerstone of economic development in theory and practice." This implies that productivity is depending on the level of educational and training acquired by an individual. In support of this idea, Reid and Barrington (1997), state that effective training and development activity helps to enhance the achievement of organizations goals.

2.1.4. The Component of Human Resource Training and Development

Human Resource Development mainly consist three interrelated component which include: organizational development, dimensions training and development for employees on one hand and for that of the management the other.

2.1.4.1. Organizational development

Organizational development is a process to enhance the effectiveness of an organization and the well-being of its members through planned interventions that apply behavioral science concepts. It emphasizes both macro and micro-organizational changes are directed at individuals, small groups, and teams. The role of organizational development is therefore to function as a change agent facilitating change by consulting with and advising line managers on strategies that can be used to effect the desired change (Harrison, 2000).

Organizational learning theory examines how in an organization context individual and team learning can be translated into an organizational resource and is therefore linked to processes of knowledge management. Organizational learning is concerned with the development of new knowledge or insights that have the potential to influence behavior (Mabey and Salaman, 1995). The concept of a learning organization, which is often associated with that of organizational learning, has been defined by Scarborough & Carter (2000) as one 'that is able to discover what is effective by reframing its own experiences and learning from that process'. The notion of learning organization is sometimes confused with the concept of organizational learning.

2.1.4.2. Management Development

Management like other employees have to be trained and many of the method we have discussed to this point apply equally well to them yet training for managers is often different in several ways. It tends to be further oriented; it also tends to be more complex, etc. (Bratton and Gold, 1994). Graham (1989) defines management development is a systematic process of development of effective Managers at all levels to meet the requirements of organization in doing an analysis of the pre sent and future management requirements assessing the existing and potential skill s of managers and devising the best means for their development to meet these requirements.

The future of an organization mainly lies in the hands of management (Mondy and Noe, 1990). In this dynamic and highly competitive environment, the survival and growth of an organization cannot be realized without having competent management. Thus, systematic development of managerial talent should be one of the primary tasks of organizations (Bizuneh 1999). Management development is therefore, a continuous process of providing managers with a wide variety of activities and learning opportunities so as to improve their competence and performance (Kubr and Prokopenko, 1989). This implies developing their knowledge, skills, and attitudes in all functions at all levels and in all departments through various training and education programs in accordance with the perceive interest of an organization (Kreiken, 1983). In other areas of specialization, they must be prepared to handle and meet the complex demands of their organization (French, 1990).

As pointed out by Armstrong (2006), the particular aims of management development are to:

- Ensure that managers understand what is expected of them; agreeing with them objectives against which their performance will be measured and the level of competence required in their roles;
- Improve the performance of managers in their present roles as a means of preparing them for greater responsibilities;
- Identify managers with potential, encouraging them to prepare and implement personal development plans and ensuring that they receive the required development, training and experience;
- Provide for management succession, creating a system to keep this under review.

According to Bratton and Gold, (1994; 204), the general management development process is consisting of (i) accessing the company needs (for instance) to fill future executive opening,

or to boost competitiveness, (ii) appraising the managers performance and then (iii) developing managers (add future managers).

It has been suggested by Mumford (1993) that three elements have to be combined to produce an effective management development system. The first one is Self Development that a recognition that individuals can learn and that the initiative for development often rests with the individual. The second one is Organization-Derived Development that involves development of the systems of formal development which belongs to personnel and management development specialists. The third one is Boss-Derived Development which involves those actions undertaken by a senior manager with others, most frequently around real problems at work.

2.1.4.3. Employee Training and Development

It is believed that the effectiveness of an organization highly depends on the capabilities and competence of its employees among other things. Although it is expected that organizations carefully screen the general abilities of employees during the selection process, many of their skills are developed overtime (Mathis and Jackson, 1982) Employees training and development can be defined as planned process of providing employees with learning experiences in tended to enhance their contributions to organizational goal (Henenmanetal, 1989). It has the purpose of improving individuals' abilities in order to bring them in line with the existing or anticipated job requirements. So, every one's capability in each unit, section, department, etc, has to be built.

According to Strauss and Sayles (1967), the most effective training and development program is the one that include every member of the organization. This implies that training and development should not be confined only to a selected few. According to Henenmann, et al, 1980), the purpose of employee training and development programs includes the following.

- To orient new employees to the organization and their job.
- To improve employee's performance on their present jobs.
- To enable to maintain performance levels as their present jobs change
- To prepare employees for new jobs.

2.2. Human Resource Development process

Like many other personnel resource activities, human resource development is best thought of as a process consisting of several interrelated phases or steps or components. The process begins with a series of on-going analysis to determine the extent and nature of an organization employee development needs. With these needs clarified, it is then possible to put together an employee development plan that shows overall objective, programs priorities, and resources allocation, and indicates who will be trained in what by whom and when (Heneaman, 1989), each potential trainee can then be matched with a training opportunity, which might occur in-house or out, on the job or off. As a program is developed, consideration is normally given to the instructional objectives that should be met program content, and the delivery system (i.e., training technique (s) to be used. Then the actual training takes place. Finally, there is evaluation. It is necessary to know first if the various training programs met their instructional objectives and at what cost and then to know if the total effort was successful in fulfilling the overall objectives that were set out in the employee development plan. The results of evaluation are feedback to those who will be planning, developing and delivering future programs (ibid). Generally,

Various authors have developed the general framework for the generic human resource development process. For purposes of this study, the generic Human Resource Development framework developed by Hennenman, et al (1989), is used which mainly involves seven main components or phases, namely: setting overall HRD policies and strategies, identifying development need, Formulate HRD plan, designing HRD program, implement HRD program, evaluating the HRD program and evaluate HRD plan.

2.2.1. Setting overall Human Resource Development Policy and Strategies

Human Resource Development policy is one of the important factors which play a great role in facilitating the implementation of employees training and development if it is formulated properly by the organization. When training program is designed it is important to ensure whether the organization has a training policy or not. The training and development programs should be designed as part of training policy. A company's training policies represent the commitment of its directors to training and are expressed in the rules and procedures which govern or influence the standards and scope of training in the organization. Training policies are necessary to provide guidelines for those responsible for planning, and implementing training, to ensure that a company's training resources are allowed to priority

requirements, to provide equal opportunities for training throughout the company, and to inform employees training and development opportunities (Kenney and Others, 1979).

In framing their policies for HRD, the managements have first to decide what contribution they want the training function to make to the achievement of the company's objectives. This shows that where a system of management by objectives is in operation, the training policy is completely integrated with corporate strategy. Though the type of policy varies from one organization to another, factors such as the objectives of the business, the directors' personal views on training, the information available about the organizational training needs, the size of the company, labor market situations, the company's former and current policies and practices, the caliber of training staff, and the resources allocated to training could determine the type of training policy the organization will have. Therefore, it is important to review and assess the appropriateness of existing rules and procedures to the training need of the organization whether they contribute to the organization's objectives or not.

Training & Development Strategies are initiatives that are learning related action that a company should take to help it achieve its business strategy. The strategic training and development initiatives vary by company depending on a company's industry, goals, resource, and capabilities. A good strategy is one that works, one that guides purposeful action to deliver the required result. The training and development strategy should form part of the overall strategy of the organization it is nested within the overall strategy (Cartwright, 2003).

In technology and talent-based companies, because of the continuous technological changes and the radical shift in demand have necessitated an important proactive role for HRD in organizations, rather than a reactive role, response to the organizations' current challenges. McCracken and Wallace (2000) argue that, in order to play a proactive role, HRD should be derived from, and linked to, the organization's corporate strategy, missions and objectives, moving from traditional Human Resource Development (HRD) to Strategic Human Resource Development (SHRD). Otherwise, T&D expenses will be just a waste of time and money. Recently, more attention and emphasis have been given to SHRD. In order to be influential activities in the organization, in terms of helping the organization to gain a superior performance and achieve its strategies or objectives, HRD should be strategic by integrating and deriving HRD activities' strategies, policies and plans with, and from, the overall organizational strategy, policies and plans.

2.2.2. Identifying Employees Development Needs

After setting the overall policy, strategies and objectives HRD, the step in the human resource development process is to diagnose needs. The researcher believes that, it is beneficial to perform training need assessment periodically to determine the training needs of organization, employees' knowledge and skills, and also training program effectiveness. These needs consist of actual and potential performance discrepancies that are important to the organization and that can be remedied as effectively and efficiently as by any other means. As this definition suggests the diagnosis phase is designed to answer several questions.

- i) Does an actual or potential performance discrepancy exist?
- ii) Is it important to the organization?
- iii) Is it correctable through training?
- iv) Is training the most cost-effective solution available? (Hennenman, 1989).

Training needs assessment is the method of determining if a training need exists and, if it does what training is required to fill the gap. TNA seeks to identify accurately the levels of the present situation in the target surveys, interview, observation, secondary data and/or workshop. The gap between the present status and desired status may indicate problems that in turn can be translated into a training need. Training needs analysis identifies training needs at employee, departmental or organizational level in order to help the organization to perform effectively. The aim of training needs analysis is to ensure that, Training addresses existing problems, is tailored to organizational objectives, and is delivered in an effective and cost – efficient manner (Chai et al, 2008).

Human resource development program is used to address some need within the organization. The need can either be a current discrepancy, such as a poor employee performance or a new challenge that demands a change the way the organization should operate (Harris and Destimone 1994: 88). Training need is a gap that exists between the requirements of a given job and the actual performance of trainees. According to Dessler (2003), how you analyze training needs depends on whether you are training new or current employee. The main task is analyzing new employees training needs is to determine what the job entails and to break it down in to sub tasks each of which you then teach to the new employee.

Furthermore, the ability to identify areas in which training can make a real contribution to organizational success is crucial. This is a method of “gap analysis,” it is aimed at

determining the difference of gap between actual and required performance. Generally, needs assessment should diagnose present problems and future challenges which are to meet through training and development.

According to Miller et al (2002) the needs assessment is the first step in the establishment of a training and development program. It is used as the foundation for determining instructional objectives, selection and design of instructional programs, the implementation of the programs and the evaluation of the training provided. These processes form a continuous cycle which always begins with a needs assessment. The ultimate aim of the need analysis is to establish: (i) what needs actually exist; (ii) whether they are important; (iii) how the need become apparent; (iv) how they were defined; (v) how they may best be addressed and (vi) what the priorities are (Erasmus et al, 2000)

A need analysis typically has a threefold focus: organizational analysis, task analysis and individual or personal analysis (Lunerburg and Orntein 2011). Organizational Analysis provides an objective analysis of the organizational training requirements. This enables senior management to draw up a training policy so that training resources are used effectively to develop man power for present and future requirements (Kenney et al, 1979). Organizational analysis examines broad factors such as the organizations culture, mission, and organizational climate, long and short-term goals and structure. Its purpose is to identify both overall organizational needs and the level of support for training (Gomez-Mejia et al, 2007 and Hartel et al 2007). A number of mechanisms can be used to conduct organizational analysis, such as an organizational can do an attitude survey, look at its performance closely, observe the behavior of the people, assess its public images, and keep a close what on such indicators as accidents, absenteeism, wastage, turn over, morale, motivation (Saiyadain, 1995).

Task need analysis is an examination of the job to be performed. A recent and carefully conducted job analysis should provide all the information needed to understand job. These duties and tasks are used to identify the knowledge, skills and abilities required to perform the job adequately. This involves a detailed analysis of various components of jobs and how they are performed. Analysis of tasks would indicate whether tasks have changed over period of time and whether employees have adequate skills in performing these tasks (Hortel, 2007).

Person analysis determines which employee need training by examining how well employees are carrying out the tasks that make up their jobs (Gomez-mejia et al 2007). Hence, training is

often necessary when there is a discrepancy between a worker's performance and the organization's expectations or standards. Often the person analysis entails examining worker performance ratings and then identifying individual workers or groups of workers who are weak in certain skills. The source of most performance ratings is supervisor, but a more complete picture of workers strengths and weakness may be obtained by including other sources of appraisal. In addition, the focus is an individual (employee); his skills abilities, knowledge, and attitude; of the above three this most complex component because of difficulties in assessing human contribution (Cowling and Mailer, 1998 and Hartel et al, 2007).

To summarize, before creating training and development programs managers should performance needs assessment to determine which employees need training or development and what type of skills or knowledge they need to acquire. There are three levels to need analysis i.e., needs assessment consists three levels of analysis.

2.2.3. Formulating HRD Plan

It might be thought as employee development needs are identified; the next step would be to develop appropriate HRD plan. However, since needs typically exceed available resources, it is usually necessary to formulate a strategy for meeting as many of them as possible with available staff facilities and funds (Henenman, 1989). The allocation process is conceptually straight forward. First, overall objectives are set, for example, to bring all first level supervisors up to date their equal employment opportunity obligations to provide all fast-track managers with training called for by their career development plans, and the like.

Then employee development need is assigned priorities resource are allocated in priority order until they are exhausted, and surviving in house programs are integrated in to a working plan (Henenman, Ibid). According to (Henenman, 1989: 428) once priorities are determined, they may be codifying in the form of an employee development plan that shows (i) who will be trained (ii) the programs (iii) time frames, (vi) person responsible, (v) resource and facilities to be used. Some plans are laid out for specific individuals, but most are organized around programs. Program listings and time frames may be communicated through various channels

2.2.4. Design Human Resource Development Programs

Once training and development needs have been identified using the various analyses, and then training program must be designed. All of the gathered data is used to compile a gap analysis, which identifies the distance between where an organization is with its employee capabilities and where it needs to be. Training and development design is the process of developing a plan of instruction for each training program to be offered to meet training objective (Goldstein & Ford, 2007).

Training design process refers to a systematic approach for developing training programs. Training design process should be systematic yet flexible enough to adapt to business needs (Noe, et al, 2008). Whether job-specific or broader in nature, training and development must be designed to address the specific objectives. Training objectives are set to close the gap. The success of training should be measured in terms of the objectives set. Useful objectives are measurable. This objective serves as a check on internalization, or whether the person really learned. Objectives for training can be set in any area by using one of the following four dimensions: such as Quantity, Quality, Timeliness, and Cost savings as a result of training (Sishan Solomon, 2014). Effective training and development design considers the learner characteristics, instructional strategies, and how best to get the training from class to the job (training transfer) in order to produce learning (Mathis & Jackson, 2011).

Training and development program is a planned education component and with exceptional method for sharing the culture of the organization, which moves from one job skills to understand the workplace skill, developing leadership, innovative thinking and problem resolving (Meister, 1998). Employee development programs includes a variety of teaching technique, schedule, and helping learning environment that ensure employee to improve their skills and later apply on their jobs (Gerbamn 2000).

Internationally different companies provide training and development program to their employees for the improvement of their skills and abilities. This program was developed for employee in order to line up their skills with changing jobs and also ensured that program was adding value for the growth of their organization. Companies also think that they were not allocating career opportunities to their employees with acquaintances and abilities to get benefit from these opportunities (Herron and Simonsen 1995). All over the world different companies are providing different programs for the betterment and skill improvement of their employees which are based on same logic (Callahan 2000).

Fundamental goals of several employee development programs are to deliver the mission of the organization and support workers to learn the culture of the organization (Gerbman 2000). These objectives provide help to the strategic goals of business by facilitating learning chances and support organizational culture (Kottke 1999).

There is no particular method for developing the employee training, however particular significant methods that would be measured. A perfect employee training and development program must be the mixture of knowledge, career development and goal setting. These approaches will benefit the program to be more useful for the employees and organization. Today organizations are extensively using the Information Technology systems for their learning programs. Knowledge and information systems are rapidly moving ahead and those companies cannot survive that provide up to date knowledge of IT to their employees. For a new task training must be given to employees so that they can easily cope with new task. It should be the responsibility of the organization to assured that employees have knowledge, skills and abilities, and these skills must be according to the required level of the job. Furthermore, when employees need required skills and knowledge it should be provide them on the right time without any delay. In the result thereof, companies required to make sure that employee can learn whenever they required (Garger 1999).

According to Hennenman, et al (1989), designing training and development program step basically involves three tasks which include:

- Setting objectives of Human Resource Training and Development Programs
- Developing the Contents of the Human Resource Training and Development Program
- Establishing Training and Development Techniques and Methods

2.2.4.1. Setting Objectives of HRD program

The main objectives of training and development in the organization are to achieve human resource strategies through ensuring that the organization has skilled, knowledge and competent people required to meet both the current and future needs and challenges of the organization and individual development (Armstrong, 2009). An objective is specific outcome that the training or the development program is intended to achieve. In most cases, HRD objectives are set for the trainees. These objectives define the performance that the trainee should be able to exhibit after training (Scarpello & Ledvinka, 1988).

As to Goel (1993), the objective of the training is to provide an individual with the knowledge of the environment or ecology under which he is to function; the knowledge administrative management to achieve optimum performance and cultivation of necessary attitudes. In addition to this, Clack (2000), defined as to what the learners will be expected to do once, they have completed specified course of instructions. He also added that training objectives describe the condition, behavior (actions) and standard of the performance for the training settings. According to Kelly (1990) without well constructed learning objectives, trainers do not suppose to know what to train trainees, do not know what they are supposed to learn and managers do not know why they are paying for the training. It is possible to infer that special attention should be given in setting objectives of the training otherwise, it would be night mare to attain the desired goals. In support of this idea, Tracey, (1984), stated that part of wastage that occurs in training is directly because of objectives, even if valid, have not been stated in terms of what permits development of optionally effective training programs.

Human resource development experts suggest that objectives should be stated explicitly and answer what should the trainees be able to do after training, under what conditions should the trainee be able to perform the trained behavior and how well should the trainee perform the trained behavior (Scarpello & Ledvika, 1988). HRD objectives must be specific, measurable and time-targeted (Werther and Davis, 1996). Objectives which have such as characteristics serve a number of purposes. According to Scarpello and Ledvinka (1988), they assist in developing the criteria to be used in evaluating the HRD outcome. Objective and the evaluation criteria also help in choosing relevant instructional method, media, and material.

According to Cook (1978), the most effective development programs have objectives that are attainable these programs must be in harmony with other organization objectives. Harris (2008) identified the following as some practical objectives of HRD are:

- i) **To help the organization growth:** one of the objectives of personal manager is to see those resources available to their organization used efficiently and effectively. Therefore, these managers should be concerned with improving the performance of their employees.
- ii) **To adapt technological development:** human resource development is needed to adjust to rapid technological changes. Not only must new employees must be trained but also present ones must be trained and upgraded, large numbers of young people without the education or skills required for today's employments are joining the ranks

of the unemployed. It is not that they are incompetent but there are just not enough jobs for their limited skills. Therefore, a steadily increasing level of education and acceleration of technological change lead to increase on stress on development.

- iii) **To fulfill social responsibility:** There may be a change in public policy toward providing employment and promotional opportunities for everyone. At this time, considerable emphasis must be given to training and developing minority groups. This policy has led to many successful attempts to upgrade the ability and achievement of these groups.
- iv) **To provide greater job satisfaction:** Development leads to greater job satisfaction, for employees gain a greater sense of worth, dignity and well-being as they become more valuable to their employers. They also receive greater income from increased productivity. These two factors will provide a sense of satisfaction in the achievement of personal and social goals (Harris, 2008).

2.2.4.2. Developing the Contents of the HRD Program

Most of the time, a question "what is to be learned?" comes in mind before any training program is delivered. In establishing the content of training programs, the scope of the organization operations, its budget limitations, and philosophy must be considered (Otto and Glaser, 1970). In addition to this, training designers may find it helpful to use a checklist as a decision and on those occasions. In designing a training program, the concerned bodies must identify, organize and sequence the subject matter (content) which is going to be taught. Watson (1979), suggest that by indentifying and grouping in to topical areas, related concepts and techniques, the learning process is made easier because it helps trainees to focus their attention and specific and limited subject area, and allows them to digest closely interrelated ideas at one time. The careful sequencing of topics to be taught can serve purposes beyond assuring the logical presentation of concept (Rothwell and Kazanas, 1998).

Beyond assuring the logical presentation of concept (Rothweel and Kazanas, 1998), moreover, Watson (1979), on his part suggested the content of training program as follows:

- Identifying the topic areas that should be covered to reach the stated objective specifying key points and specific concepts and thinking, process that should be learned.
- Determining the emphasis that should be given to each topic and the specific objective within each topic.

- Sequencing the topic so that they fit together a logical progression and build on one another to form a systematic whole.
- Establishing a learning pace that is stimulating and fully impact on.

Similarity Goel, (1993:186), states that the training course (contents) generally includes the three aspects. The first one is job aspects which include knowledge of the job that has to be supervised, planning, procedures, and work analysis of the service. The second one is human aspects that involve skills to improve, motivation to increase and the productivity of the personal working in the organization. The third component is Organization aspects that includes the knowledge of the organization the use of records, communication skills etc.

2.2.4.3. Establishing Training and Development Techniques and Methods.

A various training and development methods are available and used by training institutions and organization. Training and development programs, the methods used wise depend on the objective of the program, the type of material to be learned and the person doing the training and development (Megginson, 1981). The selection improvement and creation of appropriate training and development methods consider a number of factors like skills needed for the job, qualifications of the job incumbent resource content and purpose and the kind of operating problem of the organization (Pigors and Myers, 1981).

Generally, the purpose of training, the nature of concepts; the location of the training, trainees hierarchical level, cost and the time allocated for training should be considered to select a method or combination of methods. As stated above the most popular categories used by organization are on-the-job training and off-the job training and development methods.

i. On-the –Job Training and Development Methods

On the job training methods takes place is centered around the job and the trainee uses once the training is completed. The learning takes place in working his regular tasks (Jones and George, 2003). Likewise, Gomez-Mejia et al (2007) states that on-the-job training approach the trainee works in the actual work setting, usually under the guidance of an experienced worker, supervisor or trainer. On the job training is useful when employees are expected to become proficient in performing certain tasks or using equipment found at their work stations, because the training is directly related to the requirements of the job on the job training according to (Harris and Desimone, 1994) has two distinct advantages over class room training, first it, facilitates the transfer of learning to do the job. Because the learning

environmental tasks place at performing the job, on the job training does not need training facilities in the work station which reduces training costs (Harris and Desimon, 1994).

Even though it has the aforementioned advantages there are several limitations associated with on-the-job training and development. These are (Harris and Desimone, 1994): physical constraints, noise, and other distractions that could inhibit learning, resulting in costly damage and disruption of the production schedule customer in convenience and temporary service reduction, heavy equipment or chemicals may threaten the safety of others. Therefore, trainers should be aware of those disadvantages, when designing training and development programs and choosing the appropriate methods. More over it is possible to combine the methods with off-the-job training method to minimize the limitations.

ii. Off-the-Job Training and Development Methods

This method is used to conduct training and development program outside the work/job site (Harris and Desimone, 1994). There are several advantages of conducting training away from the work setting over on-the-job training. First, classroom setting permit video lecture, discussion, role playing and simulation. Second, conducive learning could be designed to minimize distractions. Third, classroom setting could accommodate large number of trainees and allow for more efficient delivery of training (Harris and Demones, 1994). On the other hand, off-the-job training program has also its own disadvantages. First, there is difficulty of transfer of learning back to the job. Second, there is a risk that some employees consider it has an opportunity to enjoy. Third, it involves increased cost such as travel and rental or purchase and maintenance of rooms and equipments (Harris and Desimone, 1994).

Decenzo, and others (2002) indicate that off-the-job training and development program covers a number of techniques: classroom lectures, films, demonstrations, case studies and other simulation exercise, and program instructions. Harris and Desimone, (1994) further explain the lecture, discussion, audiovisual methods, experiential methods, computer-based training as primary types of classroom or off-the-job training methods (Harris and Desimone, 1994).

2.2.5. Implementing of HRD Program

Implementing Training & Development program is the stage of putting the training program in to practice in accordance with the design. Here the trainees interact with the subject matter in order to attain the objectives. In implementing the training, the trainer has to be sure that

the training is in line with the objectives set, address the selected target group and fill the gaps identified in knowledge, skills and attitudes and satisfy the trainees.

In delivering the training contents the responsibility of implementing the program largely depends upon the trainer. He/she has to make appropriate decision in arranging the physical environments and seating conditions to make the trainees feel comfort and concentrate on learning (Harris and DeSimon, 1994). The trainer should make sure that the training environment is free from physical destructor like noise and there should be conducive ventilation, temperature, and good lighting to deliver the training program. The trainer has to prepare the trainees by putting them at ease. It is important to find what the trainees already know and to stimulate their interests. This is followed by careful presentation of the training content by stressing on key points. The trainer has also to test the trainees by asking questions and correct errors and finally follow up them by ways of frequent checking and encouraging their learning (Pigors and Myers, 1981).

Besides to this as described by Cowling and Mailer (1998), consideration with regard to the timing of the training should be made. It is also important to find a venue away from the normal place of work so as to avoid interruptions, to make sure that any equipment that might be needed is available, to check that seating arrangements are in a proper way in order to make people feel more comfortable with their surroundings are important considerations and the final step to implement it. Finally, the trainer is expected to make every possible effort to build a climate characterized by mutual respect and openness, which in turn helps the trainees to seek help when the need arises.

2.2.6. Evaluating Employee Development program

Evaluation of training and development is the final formal phase of employee development process and the most essential aspect of training program. Generally, all good training and development programs start with identification of training and development needs and ends with evaluation of training (Gopal, 2009). Training evaluation ensures that whether candidates are able to implement their learning in their respective work place or to the regular routines (Nagar, 2009).

Phillips (1991) defined evaluation as a systematic process to determine the worth, value or meaning of something. Holli and Colabrese (1998) also defined evaluation as comparisons of an observed value or quality to a standard or criteria of comparison. It is the process of

forming value judgments about the quality of programs, products and goals. Boulmetis and Dutwin (2000) in their own part defined evaluation as the systematic process of collecting and analyzing data in order to determine whether and to what degree objectives were or are being achieved. Schalok (2001) defined effectiveness evaluation as the determination of the extent to which a program has met its stated performance goals and objectives.

Evaluation, in its crudest form, is the comparison of objectives with effects answer the question of how far training has achieved its objectives. Evaluation can be difficult because it is often hard to set measurable objectives and even harder to collect the information on the results or to decide on the level at which the evaluation should be made. In other words, training evaluation refers to process of collecting and measuring the outcomes needed to determine whether training is effective (Hamblin, 1974).

Evaluation aims to collect all necessary information as feedback to correct and develop training program, to control the whole program's stages and to ensure that training objectives are met consistent with the prepared plans. However, this stage is the hardest and the most difficult task in the training cycle. Evaluation should be viewed as part of an effective training process and a base to improve organizational decision-making about human performance improvement (Burrow and Berardinelli, 2003). It identifies where a T&D department could prove that it adds valuable service or adds value to the organization's performance. In other words, training evaluation helps in interpreting the training costs and measures the benefits of T&D program against the employees' total performance. From training evaluation, an organization can make a judgment of what employees gain from training and what is transferred and implemented to their work.

According to (Henenman et al, 1989), evaluation actually takes place at two levels. First, to determine if the various training programs were successful. Second, to assess the extent to which the overall employee development process met its goals evaluation results can be made available to those responsible for developing and carrying out future training programs and employee development efforts in an attempt to facilitate improvement (Heneman, et al, 1989). Trainers and employee development managers are often sharp criticized for not doing better job of evaluating their programs. In point of fact, however they probably are no worse than other planning human resource specialists and managers in this respect, and most of them undoubtedly do about as much as can be expected give the pressures of their jobs and the resource at their disposal.

According to Noe (2002) training evaluation involves both formative and summative evaluation. Formative evaluation: refers to evaluation conducted to improve the training process through provision of information during its implementation (Noe, 2002). This methodology is performed to assure that the training program is well organized and runs smoothly and trainees“ learned are satisfied with the program. Furthermore, Basarb and Root (1993) noted that the basic purpose for formative evaluation is to measure progress, to use and provide information for designers and developers to ensure that the program meets or go beyond defined quality standard during the life of a program, to meet stakeholder requirements and to provide a positive learning environment for trainees. Summative evaluation: refers to evaluation conducted to determine the extent to which trainees have changed as a result of participating in the training program (Noe, 2002). This includes whether the trainees have acquired knowledge, skills, attitudes, behavior or other outcomes identified in the training objectives. In general, the basic purpose for summative evaluation is to provide a summary report of the training results (Basarb and Root, 1993).

2.2.6.1. Purpose of Evaluation

Evaluation can serve a number of purposes within the organization (Harris and Desimone, 1994) helping to determine whether a program is accomplishing its objectives, identify the strengths and weakness of HRD program, decide who should participate in future programs identify which participant benefited the most and least from the program, reinforce major points to be made to the participants, gather data to assist in marketing future programs, determine if the program was appropriate and establish a data base to assist management in making decisions.

Therefore, evaluation can help to check the achievement of the training program objectives, the implementation of programs in accordance with their design, and the impacts of training on individual and organizational performance. The most common methods of evaluation the training program are participants reports, measures of changes is knowledge, skills attitudes or performance, trainers report, and observer reports.

2.2.6.2. Evaluation Model

A model of evolution outlines the criteria or focus of the evolution effort. As (Harris and Desimone, 1994) indicates that the different models of evolution have been developed on the perspective of evaluating HRD program. The models share some features but training and

development program can be evaluated in different angles by various authorities. There are many trainings evaluation approaches and techniques. However, Kirkpatrick's evaluation model is the one most commonly used by many organizations (Hale, 2003). According to Kirkpatrick (1996), there are four stages to be considered when evaluating training effectiveness: reaction, learning, behavior and results level.

- **The Reaction Level:** This level of measurement answers whether people are happy with the training inputs (Hale, 2003). Thus, it evaluates participants' reactions, opinions, impressions and attitudes toward the program, such as, to what extent the participants liked T&D program, its contents, the trainer, the methods and the environment surrounding the program. This is commonly obtained at the end of the program through questionnaires or group discussion
- **The Learning Level:** This level answers, what do people remember from the training session? (Hale, 2003). To what extent have the participants learned the material and the particular skills or know-how contained in the program? Kirkpatrick (1979) defines this measurement as, the extent to which participants change, improve knowledge and/or increase skill as a result of attending the program. This measurement is made through special standardized tests at the end of the program, such as pre-post, paper-and-pencil tests, skill practice, workshops and job simulation.
- **The Behavioral Level:** This level answers, whether people use what they know at work? (Hale, 2003). The changes in the participants' behavior, skills, patterns of work, relationships and abilities, and so on. In this kind of measurement, management would like to know if participants have improved on-the-job performance as a result of T&D. These indications could be collected through observations, survey, interview and comments of supervisors and colleagues and from performance appraisal.
- **The Result Level:** This level of measurement finds out what are the outcomes of applications on the job over a period of time? (Hale, 2003). This level of measurement reflects the efficiency of achieving the T&D program and the organization's objectives. This level of evaluation focuses on the impact of behavior change on the organization's performance. Because changing employees behavior and attitudes is not the final objective of T&D, the end results should include things, such as: improved productivity, better quality, lower costs, more

speed, fewer accidents, improved morale, lower turnover and, ultimately, more profit and better service.

To determine the cost efficiency of training, recent return on investment (ROI) is used to find out whether the monetary values of the results exceed the cost of the program. Therefore, the final phase in the training and development program is evaluation of the program to determine whether the training objectives were met. The evaluation process includes determining participant reaction to the training program, how much participants learned and how well the participants transfer the training back on the job. The information gathered from the training evaluation is then included in the next cycle of training needs assessment, training objectives, design, implementation and evaluation process is a continual process for the organization. Generally, the model reviews not only the result of the program but also the whole training efforts starting the training analysis and recognizes the evaluation as a continuous process (Kenney and others, 1979).

Again, evaluation is done to enable the trainer to determine if the training methods and material were effective and successful as well as accomplishing the goal and objective that were established. To evaluate the program effectively, data will be gathered from participants and the results will be carefully analyzed to identify any unforeseen problems or changing conditions. It is also essential to monitor the return on investment in the training program. There are several methods for evaluating training and Beardwell and Holden (1993) cited these as some of the methods of evaluating training. They are:

- Questionnaires (feedback forms): this is a very common method which is used by organizations to elicit trainees' responses to training programs.
- Tests or examinations: these are common on formal courses, especially those that result in certification for instance a diploma in word processing skills. Trainees are tested on what they have learnt during the session in order to help the trainer know if they have absorbed what they were taught.
- Structured exercises and case studies also provide opportunities to apply learned skills and techniques under the observation of tutors and evaluators.
- Interviews of trainees after the course or instruction period are another technique for gathering information directly from the learners. These can be formal or informal, individual or group, face-to-face or by telephone (Beardwell and Holden, 1993).

2.3. Theoretical Framework of HRD

A theory is a general statement or set of related statements about reason and result, actions and reactions. The main purpose of discussing these various foundations is to acknowledge the fact that HRD should continue to develop as a discipline. As HRD came to prominence in the last decade, various frameworks and models came into existence. Some of these are briefly reviewed hereafter.

2.3.1. Knowledge Based Theory

The knowledge-based theory of the firm considers knowledge as the most strategically significant resource of the firm. It has been argued that knowledge-based resources are usually difficult to imitate and socially complex, and thus are the major determinants of sustained competitive advantage and superior corporate performance. Grant (1996) asserts that firms exist as institutions for producing goods and services as they can create conditions under which multiple individuals can integrate their specialist knowledge. Production involves the transformation of inputs into outputs, where fundamental organizational activities are creating and acquiring, storing and deploying knowledge. The theory is based on the assumption that the critical input in production and primary source of value is knowledge. All human productivity is knowledge dependent and machines are simply embodiments of knowledge. The primary task of management is establishing the coordination necessary for this knowledge integration. Thus, the role of individuals is emphasized by recognizing knowledge as the primary resource of the firm. Knowledge is owned by employees and most of this knowledge can only be exercised by the individuals who possess it. Individuals are the primary actor in knowledge creation, application and the principle repository of knowledge. This perspective builds upon and extends the Resource-Based View of the firm (RBV).

The theory described above highlight the importance of internal resources, more specifically human resources. This theory is the most widely accepted as it enables a better understanding of the link between HRM and business performance. It shifts the focus from the external environment and how the firm positions itself in a competitive market to the internal resources of the firm and how the firm is able to use these resources to gain a competitive advantage. Growing acceptance of internal resources as a source of competitive advantage brought legitimacy to HR's assertion that people are strategically important to a firm's success (Wright et al., 2001).

The study is based upon this theory as it highlights the importance of internal resources, more specifically human resources for competitive advantage. The companies in IT industry may invest in their human resource in order to be to gain a competitive advantage. In highly skilled intensive and knowledge intensive industries like information technology industry, human resource plays a vital role. This industry is highly competitive, dynamic and technical industry, whose growth and development depends upon its human resource much more strongly than other resources.

2.3.2. Human Capital Theory

The importance of understanding the motivations and social needs of individuals at work and how this can potentially increase production and improve the process of management is the major contribution of the human relations movement (Roethlisberger and Dickson, 1939). Work in the neo-human relations tradition also places an emphasis on the psychological and social factors that can lead employees to perform highly, from Maslow's emphasis on human needs (Maslow, 1943), Herzberg's postulation of two sets of factors – hygiene and growth – in his theory of motivation and satisfaction (Herzberg et al., 1959), McGregor's Theory X and Theory Y (McGregor, 1987), and Argyris's focus on the effects of the formal organization on individual development within the organization (Argyris, 1960). The evolution of human capital theory is firmly located within this tradition, and can be divided conceptually into two broad approaches: macro and micro. The macro strand essentially reflects the economic view on human capital, whereas the micro perspective focuses on the impact of human capital development at the organizational level.

Human capital is a loose term that refers to the educational attainment, knowledge, experience, and skills of an employee. The theory of human capital is relatively new in finance and economics. It states that companies have an incentive to seek productive human capital and to add to the human capital of their existing employees. Human capital the intangible economic value of a worker's experience and skills. This includes factors like education, training, intelligence, skills, health, and other things employers value such as loyalty and punctuality. The human capital theory posits that human beings can increase their productive capacity through greater education and skills training (Wahrenburg and Weldi, 2007).

Human Capital Theory (e.g., Schultz, 1961; Becker, 1993; Mincer, 1974) presents human capital as both a public and private investment decision for governments and its people. As a

public investment, the fundamental argument is that investing in education leads to economic growth through increased productivity, social stability, and healthier lifestyles. On the other hand, as a private investment choice, investing in education leads to increased lifetime earnings for those with more years of schooling; access to better paying jobs; reduced time spent in the unemployment market; and speedier transitions to enhanced career prospects (Wahrenburg and Weldi, 2007).

The possible downside of relying too heavily on human capital is that it is portable. Human capital is always owned by the employee, never the employer. Unlike structural capital equipment, a human employee can leave an organization. Most organizations take steps to support their most useful employees to prevent them from leaving for other firms. However, critics of the theory argue that it is flawed, overly simplistic, and confounds labor with capital (Wahrenburg and Weldi, 2007).

2.3.3. Systems Theory of Human Resource Development

It sees the world in terms of systems where each system is a “whole” that is more than the sum of its parts, but also itself a part of larger system (Deb, 2010). System theory is the trans-disciplinary study of the abstract organization of phenomena, interdependent of their substance type or spatial or temporal scale of existence. This theory is an interdisciplinary field which studies the systems as a whole and explanation of how the interrelationships among inputs, processes, outputs, and feedback affect internal subsystems with set goals derived from and that contribute to the mission of the overall system (Torraco, 1999).

According to (Lynham et al., 2004), organizations interact with the external environment and maintain a synergy between the internal affairs of the organization and the external environment; it is termed as an open system based on the assumption that an organization or an individual cannot develop in vacuum. Therefore, organizations have to expose themselves to the external world for growth and development. In the organizational context, HRD is a sub-system and a system of its own because human resources are the prime movers of all other physical resources and transform those input resources into valuable output in the form of product and/or services. This transformational process involves a host of HRD processes, because of the reason that human efforts are required to augment the performance by familiarizing changes in human behavior (Deb, 2010).

2.3.4. Economic Theory of Human Resource Development

Business traced its roots in the early stages of human civilization in one form or the other every business activity is necessarily an economic activity. To give and to take has been the two aspects over which the base of business lies. In the earlier period of time, it was carried out on individual basis, but with the passage of time it turns out in the shape of a formal and an organized structure (Randall, 1987 & Torraco, 1999). An organization is an organic entity through which business is carried out primarily for achieving economic objectives of the organization. Moreover, the economic theory holds the critical position in the evolution of the concept of HRD in context of an organization. Economics is the study of how scarce resources are optimally utilized and how these scarce resources are allocated. It consists of certain concepts of efficiency which could help in designing a framework for ensuring maximum societal well-being. Thus, economics is considered to be one of the theories of human behavior (Deb, 2010).

2.3.5. Psychological Theory of Human Resource Development

From the organizational point of view psychology is concerned about the individual behavior at work. This theory asserts that the behavior and mental process of employees and their effect organizational system performance. For an organization to be effective and well-organized in the competitive edge and global scenario, it must take great care of maintaining a cohesive working environment. This is undertaken where the working conditions are integrated with the talents and skills of the HR. The application of psychological tools to solve problems of the employees working in the organizations facilitates their integration with the organizational climate and results in enriched and enhanced performance (Deb, 2010).

According to (Deb, 2010), this theory operates at the individual level as well as at a group and at organizational level. It explains the way how the perceptions, attitudes, behavior of an individual can affect upon the technologies, internal sub-systems, processes, goals and objectives of the organization (Passmore, 1997). Therefore, understanding the psychological perspective is critical to the organizational performance. Because it brings key skills and perspectives that effectively facilitate change in culture and shifts in strategy to address the complex challenges and risks facing organizations. Moreover, to nurture the organizational effectiveness, there is a need to strike a balance between the individual needs and goals with that of the organization. Human considerations such as adapting with the dynamic changes of

time, organizational decisions based on the performance of the employees', perceived equity has immense impact on individual performance and ultimately over organizational performance (Passmore, 1997).

2.3.6. The People Capability Maturity Model (P-CMM)

Curtis and team (Curtis et. al, 1995) developed this approach for information technology organizations. The People Capability Maturity Model (P-CMM) aims at providing guidance on how to improve the ability of IT companies to attract, develop, motivate, organize and retain the talent needed to steadily improve their software development capability. A fundamental premise of the maturity framework is that a practice cannot be improved if it cannot be repeated. In an organization's least mature state, systematic and repeated performance of practices is sporadic (Curtis et. al, 1995).

The P-CMM describes an evolutionary improvement path from an ad hoc one. Inconsistently performed practices, to a continuously mature, disciplined, and continuously improving development of the knowledge, skills, and motivation of the workforce. The P-CMM includes practices such as work environment, communication, staffing, managing performance, training, compensation, competency development, career development, team building, and culture development. The P-CMM is based on the assumptions that organizations establish and improve their people management practices progress through the following five stages of maturity: initial, repeatable, defined, managed, and optimizing. Each of the maturity levels comprises of several Key Process Areas (KP As) that identify clusters of related workforce practices. When performed collectively, the practices of a key process area achieve a set of goals considered important for enhancing work force capability.

2.4. HRD Practices in information Technology Industry

In highly skilled intensive and knowledge intensive industries like information technology industry, human resource plays a vital role. This industry is highly competitive, dynamic and technical industry, whose growth and development depends upon its human resource much more strongly than other resources. This industry needs highly skilled, talented and well-learned human resource. The quality of products and services both depend upon the quality of human resource, which needs continuous and multiple-skill training (Nasser & Nawab, 2014). Thus, to attain such human resource, there must be emphasis on developing and nurturing a strategy-based on human resource development practices in the information technology organizations.

Human resource development comprises of many components like –training policy, employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance, and organization development etc. All these components help to develop highly skilled, efficient, effective and dynamic human resource in these organizations. For the success of information technology organizations, it is necessary that right person must be placed at right job and his potential must be enhanced through multiple and continuous training. Thus, this sector must give more emphasis on the development of human resources by prevailing upon different aspects of human resource development practices in their organizations. All the components of human resource development practices must be integrated with the human resource policy of the organization (Bushor, 2017).

According to Raymond, et al (2019), HRD's role continues to be critical in the technology industry, especially in the R&D environment where the success or lack of success is directly attributed to talent. Product development and the innovation associated with finding out new solutions for existing and future markets happen only when talent is stable and engaged. What matters to the success of technology companies business is the retention of top talent that is actually bringing differentiation to the products and contributing to most of the innovation. Losing a few of such people would impact the business severely and the question, therefore, leaders should rightfully ask is what role HRD is playing to continuously engage its top talent (Bushor, 2017).

As Aswathappa (2010) mentioned, the technology industry is as good as its people. Though this comment can be argued in favor of any industry, Aswathappa (2010) will try to qualify his statement that in the technology industry, where the engineers are primarily involved in writing software, designing solutions, or designing products in a virtual environment, the quality of output is directly proportional to the innovative solutions for the market. The smarter the people, the better would be the products and hence the success in the market.

Babu et al. (2004) said that in order to keep pace with the software industry's ever changing knowledge and development requirements, companies face a big challenge in deciding how to train their employees. In that context, formal training is increasingly becoming recognized by companies. Not only is it critical to the success of their professionals but also their overall competitive position in the marketplace. But it is also important to be able to detect a difference in the employees who participate in training – failing to link training and

development to some kind of improvement is a risk, not only for those responsible for training but also the company's performance in the marketplace. If no difference in employees' performance can be detected within three to six months after conclusion of the training, the reasons why must be explored.

According to Coverstone (2003), a knowledgeable and skilled IT staff is required to support a company's business processes successfully with adequate IT services. Companies attempt to focus their intellectual capital in a direction that supports both long and short-term business objectives. Usually this is done by some corporate training programs. A company's short-term goal would be to train the IT employees in skills that support its immediate business needs, while the long-term goal would be to increase the value of its knowledge capital. Often, how things get done reveals more about the culture and political climate within a company than about which employee is trained in what skills. Training is a good choice to increase the human capital of a company and support its organizational culture.

2.5. Challenges for Human Resource Development

Training & Development faces different problems and obstacles in organizations. Atiyyah (1993) argues that the effectiveness of most training programs in developing countries is generally low, due to the inadequate need analysis or assessment, irrelevant curricula, unparticipative training techniques and lack of reinforcement. Moreover, training is not considered an important function to be conducted regularly; instead, it sponsors symposia, occasions or events in which a number of theoretical papers on current topics are presented to a large invited audience. Obviously, it is important to understand factors that hinder the practices of employee training and development in any service render organizations.

Obviously there are various factors which affect human resource training and development. According to Milkovich and Boundreau (1991), the most commonly cited reason for training failures include lack of management support and reward for the new behaviors, and lack of employees motivation. Some other factors, include no on-the-job rewarding for behaviors and skills learned in training insufficient time to execute training programs, work environment does not support new behavior learned in training needs changes after program had been implemented and insufficient funding for training program. Furthermore, most of the training and development problems in human resource training and development are in adequate need analysis.

Moreover, the factors that hinder the effectiveness of training program related to the trainers the training program, organizational constraints and rigidity and the nature and psychology of training development program (Sah, 1991). Therefore, the outcome of training and development is the result of the attitude, knowledge and skill commitment of top-level managers. The other constraint to training and development is the availability of resources that include money, materials and facilities, time, and personnel. In general, training resources are inputs required to enable a training plan to be implemented and they ultimately cost company money. Thus, organizations that have considerable shortages in one or more of these resources face problems.

2.6. Empirical Review

A number of studies have been made by many researchers to assess and examine the practices of employees training and development using proposing their own methods. Each of the researches has their own distinctions and conducted with different context and in different country. Thus in this section in order to strengthen the study, various research reports were reviewed. This section highlights some of the previous literature and findings from previous researches regarding the practices of Human Resource development.

2.6.1 Empirical studies on developed and emerging market countries

There are plenty of empirical studies in developed and emerging market countries concerning the practices of employees training and development. The empirical evidences from developed and emerging market countries are summarized and presented below.

In United Arab Emirates context, Kumar (2004) has carried out a comprehensive research in the changing pattern of human resource development practices under globalization in one of Multi-national Corporation. The researcher conducted the study with the objectives of knowing and highlighting the practices of human resource management adopted by the organization to deal with the competitive situation. On the basis of data collected and situation observed the study has found the following human resource management practices in the study area these include training, orientation, compensation, working environment, performance appraisal and promotion. The HRD practices adopted are properly matched according to needs of present time. To scale up human resource development the researcher suggested human resource manager should have term approach and be proactive rather than reactive and give due emphasis for HR activates.

A study by Swarajya (2005), entitled with human resource development in selected public enterprise in India has dedicated the knowledge in and often neglected area human resource development in public sector enterprises. The researcher has assessed the efficiency of human resource development processes undertaken in the selected study areas. The study identified the key problems occurred in the course of implementation of HRD programs and ascertained the attitudes of employees towards these programs. The study found that no much worthwhile work was done in the study areas for developing and upgrading the competencies, skills, knowledge, abilities, experience, welfare, motivation, career development of employees.

Sundararajam (2007) has conducted empirical study on employees' attitude towards training and development in private sector industries in Pakistan. The study came with certain conclusions about employees' mind set towards training and development. The researcher found that training and development related programs are essential in the study areas. Moreover, the finding indicated that the employees' motivation to attend in the training programs provided by the management for employees' competence development and organizational development play a paramount role in every organization. The researcher said that HRD climate should be improved in the competitive environment. As the overall conclusion indicated by the study human resource has not been properly implemented.

Sultana, et al, 2012, conducted study to examine the training practice of telecommunication sector in Saudi Arabia Based on a combination of literature review and questionnaire surveys, their paper explores that for any organization to succeed in achieving the objective of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity. The researchers used 360 questionnaires that should be distributed among the employees of five telecom companies in Saudi Arabia. The study concluded that if organizations invest in right type of employee training it can enhance employee performance as well as competencies and skills. In addition, innovation; market competition, organizational structuring and most importantly it plays a key role to enhance employee performance. Khan and Tarab (2012) carried out a study to explore the HRD Climate in the private sector of Indian telecom industry to study the relationship between the employee development and HRD climate. They exposed in their research that there exists a positive relationship between the development of employees and the climate of the organization.

2.6.2. Empirical studies in Sub-Saharan Africa countries

There are several empirical studies in context concerning the practices of employees training and development. The empirical evidences from sub-Saharan countries are presented below.

Henry et al (2011), Conducted research on training and development practices in an organization: an intervention to enhance organizational effectiveness in Botswana. Here, an organization uses various methods, for instance job rotation is used to train employees in this era of globalization. Similarly, various methods are used to evaluate the training programs. The findings of the research showed that training of employees has a positive effect to the individuals and the organization at large. For instance, training of employees improves communication in an organization, transfer of skills and knowledge, improves job performance, encourages team work, boosts the morale of employees and leads to job satisfaction. Various approaches are used to evaluate the training programs but the commonly used is the reduction of accidents in the workplace and decline in material wastage. There are many methods used to train and develop employees but the research showed that mostly used method is job rotation (on-the-job) and role playing (on the-job). The two methods were found to be the widely and mostly used by the organizations under investigation.

According to Chika (2013) research explores employee training practices in Nigerian Banks. The study focused on key training techniques by critically examining strengths and weaknesses of current training methods, their prospects, challenges and ways to improve current training approaches. The research highlights that Nigerian bank utilize conventional training techniques, however E-training although utilized has often been adopted at a low level. There are several challenges with training in Nigerian banks including cost, attendance, and failure to align training with employee needs. The research highlights the fact that on the job and off the job training is used by the bank and in regards to the importance and benefits of employee training and development. Training evaluation in the bank is usually done through assignments, feedback sheets, appraisals etc. The ultimate aim of any training program is to add value in the organization and it can't add value it should be reworked or altogether cancelled. Without training, it will be very difficult to acquire skills and without skills organizations will not achieve its objectives through people.

In the same way in Nigerian context, Agwu, (2014) undertook a study to determine the effect of organizational Culture on Employees Performance in the National Agency for Food and Drugs Administration and Control (NAFDAC) Nigeria. According to Agwu (2014), the

researcher has proved that there is a significant relationship between organizational culture and employees' performance and a good culture indicates the improvement of the working efficiency and effectiveness of employees. Some suitable training, team building activities, and funding are encouraged to be given to support employees in terms of their performance. Similarly, a researcher Omoregbe (2017) made analysis is on the extent of influence of organizational culture on selected Nigerian banks and the findings were confirmed that there is a high level of relationship between organizational culture practices and employee's performance in the Nigerian banking sector. Organizational culture dimensions all had positive effects on employee's performance.

Naftal and Busienei (2015) conducted a study on the effect of human resource management practices on performance of public universities in Kenya. This study sought to establish the relationship between strategic human resources management practices and performance of public universities in Kenya. Data was collected using semi-structured questionnaire and was subsequently analysed using SPSS. Research findings suggested that strategic human resource management practices have a significant effect on the performance of public universities in Kenya. Further, findings revealed that reward management, training and development and resourcing practices respectively influenced the performance of public universities.

Christian (2016) examined the effect of human capital development on financial performance of banks in Nigeria. The specific objective was to determine the extent to which the banks PDW affect the PAT, TR and the NA. The research design employed was a cross sectional survey design. Time series data which comprise PDW, PAT, TR, and NA of quoted commercial banks in the NSE were the secondary data used. Statistical tools of Multiple Linear Regression and student t-test were used for the analysis. The regression model was estimated through the use of statistical package for social sciences (SPSS). The three null hypotheses used in this study were tested at 5% level of significance. The result obtained showed a no effect on PAT and no effect on TR, but a negative effect on NA. The p-value for all the independent variables are not significant. The F-test showed a good fit for the model. The study therefore concludes that banks have not invested adequately on human capital development that is why the effect on financial performance is not significant. Therefore, commercial banks in Nigeria are advised to give more attention to human capital development by way of training and adequate welfare to enhance their productivity.

2.6.3 Empirical studies in Ethiopia

In Ethiopia, some researchers have been studied in the field of to determine and analyze the factors affecting the HRD climate prevailing in organizations. The empirical evidences from Ethiopia are summarized and presented below.

Ayele, (2010) undertook a study to assess the practices of human resource development in government TVET colleges of Addis Ababa. The study was carried out on four government TVET colleges (Addis Ababa Tegbaraid, Entoto, General Wingate and Mistak). To conduct the study stratified method followed simple random sampling techniques were employed. Questionnaire, interview, focus group discussion, and document observation were used as data gathering instruments. The result of the study revealed that the TVET colleges under study have a problem of human resource development that can be source of frustration and wastage of resources. The human resource development training needs assessment was not conducted to identify the gap. Training and development programs were not designed for managers and other staff personnel. Objectives were not clearly set for human resource training and development program. Colleges understudy have used both on-the-job and off-the-job training methods particularly coaching, workshops, seminars and conferences. With regard to post-training discussion, the finding indicated that the issue was not experienced

Besides, Study has also conducted by Kebede and Sambasivam (2013), with the objective of investigating the strategic orientation, practices and managers' awareness towards the concepts of HRD in Ethiopia. In doing so, the researchers tried to analyze the data that have been collected in the study areas. The findings of the study revealed that the managers of organization as aware of career development as the component of human resource development. The study also signifies that manager was equipped the concept of performance appraisal as one part of human resource development. The findings also stated that HRD plays a support strategic role and shaping the overall strategy of the organization.

The conducted by Brhane (2016) was designed to assess human resource training and development practices of CBE. The methodologies used to undertake the study were both primary and secondary data collection instrument. The sampling techniques employed to collect primary information were random sampling. The sample of population was North and East Addis Ababa district. The finding reveals CBE's strength in allocating sufficient budget for training and development of employees and the opportunities given to employees to participate in training and development in one- or other-way emphasis given by the bank for

the training and development practice program. However, the bank has major weakness in most of the tasks in the phase of system approach model especially with respect to training need assessment; trainee selection criteria; performance appraisal training evaluation and coaching role of line managers.

Selam (2016) examined that training and development is to enable employees to acquire the knowledge, skills, abilities and attitudes necessary to enable them to improve their performances. This study examined to assess the training and development practice in the commercial bank of Ethiopia. This study used questionnaire, interviews and document review as instrument of data collection. The study employed quantitative survey research design to gather data from a total of 271 employees of the commercial bank of Ethiopia. Semi structured interview was also used to gather the qualitative information from the team leaders of human resource development department to find out the management view on the training practice of the bank. The results of this study revealed that each of the training practice of the bank is not conducted properly. Moreover, the overall training practice of the commercial bank of Ethiopia, are not effective as they should be. And this is due to the gaps that are seen in each training practices and these in return decrease the effectiveness of the training program of the bank. Furthermore, it provided practical suggestions to overcome the problems that were seen in the training practice of the commercial bank of Ethiopia. Therefore, since each training activities are interrelated, they need to be conducted with due care and on- time delivery of the training and updates employees about new products and services should also be given the necessary attention to have an effective training practice.

Gashu, (2017) conducted research to assess the practices of Human Resource Development (HRD) in enhancing employees' satisfaction in the Ethiopian Institute of Agricultural Research (EIAR) at its head quarter, in Addis Ababa. Cross sectional survey was employed taking a sample of 150 respondents selected through simple random sampling technique. The findings of the study indicated that respondents perceived the HRD practices of the institute as job description and questionnaires were the major type of need assessment method, training & development objectives were set in line with the organization goals, relatively focused on off the job training & development than on the job methods, lack of adequate training & development to the top management is the major factor that inhibit training & development, the institute is not committed in active programs to upgrade employees skills &

knowledge, personal growth and development to enhancing employees satisfaction and HRD unfairly focused on some work units only.

Merkebu (2020) conducted research to assess the practice and challenges of training and development in the case of Addis Ababa water and sewerage authority. The study employed quantitative survey research design to gather data from a total of 215 employees of the Addis Ababa water and sewerage authority at head office. Semi structured interview was also scheduled to gather the qualitative information from the coordinators and trainers of training and development unit of the authority in order to assess the existing training and development practice and challenges of Addis Ababa water and sewerage authority. The major findings were the authority has no defined training and development strategic plan with measurable objectives.

2.7. Research Gaps

The foregoing review of literature clearly brings into light that a number of studies have been put forward by several authors regarding the HRD practices at different levels of management in organizations and to value the significance of human resource development among other resources of production. HRD climate and general practices of HRD had been studied in different industries in different regions, areas around the globe but no study has been conducted in private sector IT companies in Ethiopian context. Most of the previous studies in Ethiopia context were focused on the public institution. Moreover, no research paper has ever been seen on the HRD practices in Multinational Company context in Ethiopia. The present study therefore aims to fill this gap of literature that has been designed to look forward towards the analysis of HRD Practices followed by one of the Multinational Technology Company, namely, Huawei Technology Group of Addis Ababa branch.

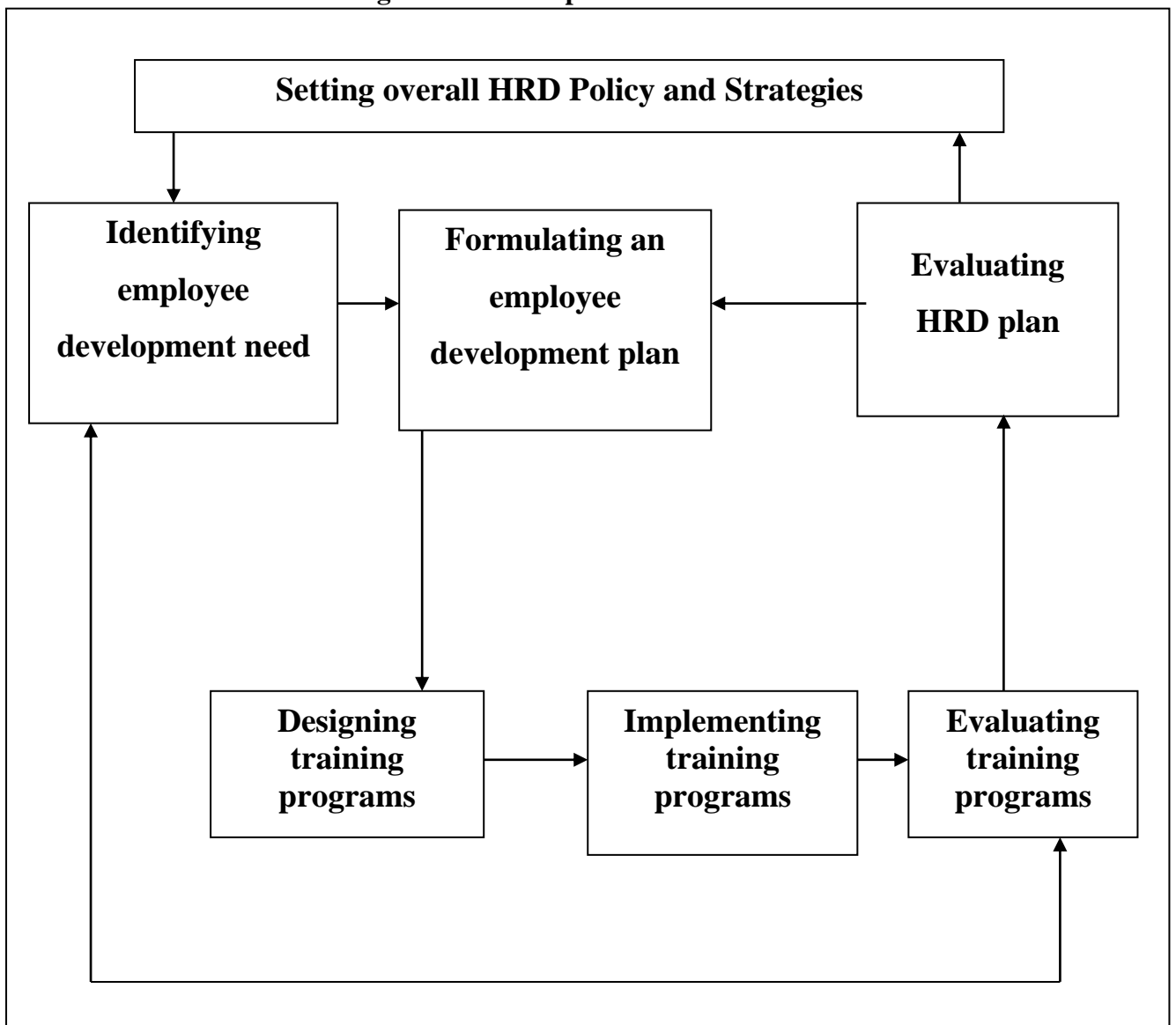
2.8. Conceptual Framework

A conceptual framework is a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation (Kombo & Tromp, 2009). It is a research instrument that helps a researcher to develop awareness and understanding of the situation under inquiry and to communicate it. Unlike theory, a concept is an abstract or overall impression inferred or deduced from specific instance.

Figure 2.1 present the conceptual framework of the study which adopted from Hennenman, et al (1989) with little modification. In this framework, the HRD process begin with setting

overall human resource development policy. Before training takes place, there should be a need for it either from the organizational side or individual level. Series of activities, as indicated earlier take place before the actual training is delivered. The performance gap therefore represents both individual and organizational needs. Based on the need analysis, the appropriate training is implemented to enable the employees acquire the needed skills and competencies. Then the actual training takes place. Finally, there is evaluation. The results of evaluation are feedback to those who will be planning, developing and delivering future HRD policy and programs

Figure 2.1: Conceptual Framework



Source: Hennenman, et al (1989)

CHAPTER THREE

RESEARCH DESIGN AND METHODS

In this chapter, the researcher describes the procedures to ensure a methodical and well-informed investigation, focusing on sampling procedure, data collection and analysis methods. Data collection instruments and procedures are discussed as well as the target population and sampling procedures. Research methodology is described as method of illuminating scientific procedures in a way suitable for the purpose. It is the general standard which direct the description of the methods applied in conducting the research study, how to and what analysis to be done to the data so collected (Akinyele, 2016). These are realized in address research methods used for the study, the data collection and how the field work for the study is conducted.

3.1. Research Philosophy

Identifying the type of philosophy that is going to be applied in research guided the researcher's moves and gives direction to selecting appropriate methods and techniques. According to Creswell (2008), there are three major research philosophies including positivism, constructionist and pragmatic that the researchers should consider in selecting appropriate methodologies for their studies. In this paper, pragmatic philosophy to research will be used. Pragmatism is a worldview through which researchers give concern for the research problem and provide solution for the problems (Creswell, 2014). This is because for the mixed methods researchers, pragmatism opens the door to multiple methods, different worldviews, and different assumptions, as well as to different forms of data collection and analysis.

3.12. Research approach and Design

Generally, literatures have identified three types of research approach which include: qualitative, quantitative and mixed research approach. The study was used mixed research approach. In this approach the researcher mixes or combine quantitative and qualitative research methods. Accordingly, the quantitative data were collected from the survey questionnaire which was complemented by qualitative data collected from semi-structure interview of purposively selected management staffs. This approach was selected for the reasons that it allows to combine the advantage of both quantitative and qualitative methods. By using this approach, the researcher was able to triangulate the result obtained from

quantitative and qualitative methods which in turn makes the finding of the study more robust.

Newing (2011) defined research design as the arrangement of conditions for collection and analysis of data in a way that intend to combine importance to the research purpose with economy in procedure. The choice of research design depends on objectives that the researchers want to achieve (Newing, 2011). The primary aim of this study was to examine the human resource development practice in Huawei technologies at Addis Ababa Branch. To achieve this objective, the researcher was employ descriptive type of research design through survey questionnaire. Lavrakas (2008) describes a descriptive survey research design as a systematic research method for collecting data from a representative sample of individuals using instruments composed of closed-ended and/or open-ended questions, observations, and interviews. It is one of the most widely used non-experimental research designs across disciplines to collect large amounts of survey data from a representative sample of individuals sampled from the targeted population.

3.3 Target Population

Target population of survey is the entire set of units for which the survey data are used to make inferences (Smyth, 2004). It is the population that a researcher wants to generalize the results of the study. The target population of the study consisted of all employees and management staffs of Huawei technology groups at Addis Ababa branch. The total number of employees in its Addis Ababa branch is 123 including the management staffs, accountants, engineers, human resource experts, sales and marketing experts and unskilled workers. Considering the small number of study population, this research was implemented census survey and questionnaires were distributed to all employees regardless of their position and educational status as well as the type of work they are enrolled in. Therefore, the researcher did not need to apply sample determination and selection techniques (Creswell, 2003).

3.4 Sampling Techniques

As indicated above for quantitative strand, the researcher was applied the census approach instead of using sampling methods. This was justified due to the total number of the population is small enough to reach and access all of them.

For qualitative strand, the researcher was utilized purposive sampling techniques. Purposive sampling technique is selected to draw samples for interviews as it allows researcher

to select the sample that fit the criteria and interest of the study. More so, purposive sampling was selected for this study for the reason that it increases the relevance of the sample to the population of interest, as only individuals that fit particular criteria are included in the sample. This method also allows researcher to select respondents that have better insight, knowledge and experience on the issues and problems under investigation. Thus, the semi structure interview was held on middle and higher-level human resource managers as they directly deal with Human Resource Development Practice and Related matters.

3.5 Data Collection Instrument

For this study both primary and secondary sources of data were used. For quantitative strand the study was utilized questionnaire as major instrument for collecting primary data. In view of the advantages and the need to gather more information, questionnaires were administered to employees to solicit their views concerning the Human Resource Development practices of Huwawi Technologies Group at Addis Ababa branch. A questionnaire was preferred because of its convenience and ease of administration. Kothari (2004) stated that questionnaires have various advantages. Some of the advantages are; it is free from the bias of the interviewer, it is low cost even when the universe is large and is widely spread geographically, respondents have adequate time to give well thought out answers, respondents who are not easily approachable can also be reached conveniently, large samples can be made use of and thus the results can be made more dependable and reliable.

In this study, to obtain additional information to the data gathered through questionnaires, the semi-structured interview was used. This was done in order to compliment and triangulate the finding getting from quantitative method. To this end, semi-structured interview was conducted to probe views and opinions of five purposely selected management staffs. Semi-structured interview was preferred because of the fact that it offers the merit of using a list of predetermined themes and questions as in a structured interview, while keeping enough flexibility to enable the candidate to talk freely about any topic raised during the interview.

As a source secondary data, document analysis such as relevant books, human resource development plan, need assessments report, training report, progress reports, HRD related articles, journals and online information were investigated to supplement and to serve as the basis for the instruments and findings of the study.

3.6. Instrument Reliability and Validity

There is always more than one way to measure any variable, a researcher has to attempt to construct the best measure or measures for each variable. Considering this, data were first analyzed to ensure instrument quality. Reliability and validity are the major criteria used to evaluate measurement. Reliability was used to ensure consistence of data whereas validity is used to test the accuracy of the measurement process. In this study the researcher used standard questionnaire developed by Hennenman, et al (1989), who ensured that the validity and reliability of the measurements scale.

3.7. Method of Data Analyzing

In this study, the primary data was collected from distributed questionnaire. Once the questionnaires were gathered, the next step was to edit, clean, encode and look for errors in the data. This is the question of data processing. Next, the collected and processed primary data from the questionnaire was analyzed by descriptive statistics. Descriptive statistics such as mean scores, percentages, frequency distribution and standard deviations were computed to describe the characteristics of the variables of interest in the study.

Whereas there are rules how to analyze quantitative data, there are no such explicit rules for qualitative ones (Bryman & Bell, 2011). Data analysis in qualitative research is an ongoing process that is undertaken concurrently with data collection, interpretation and report writing (Creswell, 2009). Considering this fact, in this study, the qualitative data that were obtained primarily through semi structure interview were subjected to in-depth scrutiny using thematic analysis. In this approach the data that were collected through semi structured interview were analyzed by identifying patterns and relationships through scanning the interview information and then combining and summarizing the results accordingly.

3.8. Ethical Consideration

The researcher did his best to address ethical consideration of confidentiality, privacy, and informed consent. Consent was obtained from the administrative of the company after explaining the relevance of the study. All the study participants were informed about the purpose of the study and verbal consent of all study subjects were obtained before data collection. Participants were also be informed that they had full right to discontinue or refuse to participate in the study. More so, to ensure confidentiality, the name of interviewee was not written on the questionnaire.

Chapter Four

Data Presentation and Analysis

Introduction

This chapter deals with organization, analysis and presentation of data collected from respondents using questionnaires. The data collected was analyzed and interpreted in line with the objective of the study which was to examine the human resource development practice in Huawei technologies at Addis Ababa Branch. It gives the empirical findings and results following the application of these variables using the techniques indicated in the third chapter.

4.1 Response Rate

The researcher was distributed 123 questionnaires to sample respondent. The table 4.1 shows the response rate of questionnaire.

Table 4.1: Response Rate

Response rate	Sample size	Percentage (%)
Returned questionnaires	109	88.6
Un-returned questionnaires	14	11.4
Total	123	100

Source: field survey, 2021

Out of 123 questionnaires, 109 questionnaires were completed and returned. This represents a response rate of 88.6% and none response rate of 11.4%. According to Mugenda and Mugenda (2003), a response rate of 50% is considered good and response rate greater than 70% is considered to be very good. The 88.6% response rate is thus considered a very good representative of respondents to provide enough information for analysis and to derive conclusions.

4.2 Demographic profile of respondents

This section provides a description about main relevant characteristics of respondents; such as demographic characteristics of respondents: sex, age, educational status, years of tenure, and rank of respondents. Assessing relevant characteristics of the respondents helps to determine the capabilities of the respondents to evaluate the concept under consideration, as well as their capacity to participate in HRD issues. The background characteristics of respondents generated through survey questionnaire are presented in Table 4.2.

Table 4.2 Demographic profile of the respondent

Main factor	Factor level	Frequency	Percentage
Gender	Male	71	65.1
	Female	38	34.9
	Total	109	100
Age	18 – 25	15	13.8
	26-40 years	55	50.4
	41-55 years	32	29.4
	Above 55 years	7	6.4
	Total	109	100
Educational qualification	Primary school	2	1.8
	Secondary school	15	13.8
	Diploma	19	17.4
	First Degree	54	49.5
	MSC and above	19	17.4
	Total	109	100
For how long have you been employed in this company?	< 1 year	14	12.8
	1 – 3 years	57	52.3
	3 – 5 years	22	20.2
	> 5 years	16	14.7
	Total	109	100.0
Rank	New/Junio employee	29	26.6
	Senior employee	63	57.8
	Lower-level manager	12	11
	Higher-level manager	5	4.6
	Total	109	100
Total	Total	109	100

Source: Field Survey, 2021

From table 4.2 show that 65.1% were males while 34.9% were females. Therefore, in this study, one can conclude that the majority of the respondents were male. This has resulted in male dominance in responses than females based on the total population gender distribution of the organization. Respondents' age distribution in Table 4. 2 indicated that the majority of the respondents were adult people. Accordingly, the age distribution was 55 respondents (50.4%) were aged between 26 – 40 years, 32 respondents (29.4%) were age between 41 - 55 years, 15 respondents (13.8%) were age between 18 -25 years and only 7 respondents (6.4%) were above 55 years. Younger and adult people are more participating compared to aged people since they are more energetic to work in telecom industry.

The result in Table 4.2 indicated high rate participation of people attaining First Degree

education (49.4%), followed by respondents having Master Degree and above (17.4%) and having Diploma (17.4%), both share equal percentage. The remaining 15 respondents (13.8%) having secondary education, while only two respondents (1.9%) were having primary education. This indicates that more than two-third of the respondents are Degree holder and above in various area of specialization. We can conclude that the respondents have better understanding aboutt the concept of training and development as they were well educated.

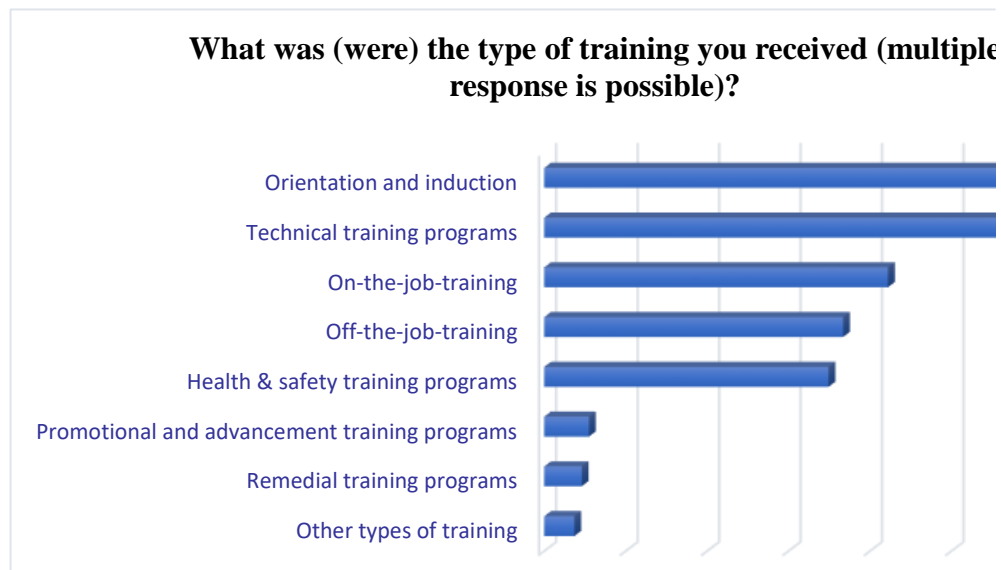
The figure above shows the work experience of the respondent' and their stay in the company. Little above half of the respondents (52.3%) had 1 - 3 years, 20.2% were stayed for 3 - 5 years, 14.7 % of the respondents were stayed more than 5 years in current company and the remaining 12.8% were stayed for less than a year. Those with more than one year and above are in better position to explain the HRD practices of the company. Thus, the most of the respondents imply they can forward valuable information as required by the study

4.3. Demographic Analysis in relation to taking training and development

Respondents were asked whether they ever received any type of training in their tenure in current company. When respondents were asked whether they ever received any type of training in their tenure in current company, 88 (80.7%) of respondents were indicated that they were taken training, while the remaining 19.3% were reported that they never take any training in in their tenure in current company. Accordingly, most of respondents were taking training at least one time in their tenure in Huawei technologies at Addis Ababa Branch.

Question was also asked concerning the type of training and development employees taken. The frequency distribution of the type of training (s) that employees received in their current tenure in Huawei technologies (multiple responses were possible) and the result is presented in Figure 4.1 below. As illustrated in the figure, 66.1% of respondents were indicated that they were taken orientation and induction training, 58.7% were taken technical training programs, 42.2% were taken On-the-job-training, 36.7% were taken Off-the-job-training, 34.9% were taken health & safety training programs, six respondents (5.5%) were taken promotional and advancement training programs and six respondents (5.5%) were taken remedial training programs. Overall, orientation and induction training and technical training programs appear by far the most common types of training.

Figure 4.1: The types of training that employees taken



Source: Field Survey (2021)

The study participants were presented with a question concerning the criteria for selection of training and development. The organizational membership and compulsory training are the dominant trainee selection criteria. This is confirmed by the finding from the survey which found that 62.4% of respondents were indicated that they are selected for training since they are member of the organization, while 50.5% of respondents indicated that they are selected for training as compulsory base. The finding further revealed that supervisor recommendation and performance were not as commonly used trainee selection criteria. In this regard, the finding showed that only 18.3% of respondents indicated that they are selected based on their supervisor recommendation and 16.5% reported that they are selected based on their performance. Finally, only seven respondent (6.4%) were indicated that they take training based on their request.

The study also assess how often does the organization undergo training and development practices. When respondents were asked how often does the organization undergo training and development practices, almost all (92.6%) of respondents were indicated that there no specific schedule. The study participants were presented with a question on the mode of delivery on the training(s)/development. Around seventy percent (69.7%) of respondents were indicated that they take training via modality of presentation, 53.2% indicated that they take training through discussion modality. Furthermore, around seventy percent (44%) of respondents were indicated that they take training via modality of demonstration, while 32.2% indicated that they take training through workshop method.

4.4. Human Resource Development Practices

The study sought to assess the human resource development practices of the company. In this regards the study assess the HRD practices in relation to issues including: HRD practice in the context of Policies, directives & resources; HRD Needs Assessment Practice; HRD Plans, Objectives and Roles; Methods of Training & Development Delivery Practice and Training and Development Evaluation Practice. Under this part data gathered by various instruments regarding each element HRD practices were presented, analyzed and interpreted based on the basic questions as indicated in the chapter one.

The analysis of this study was done using descriptive statistics or through using central tendency, from these the researcher used the mean scores of each variable. The main reason for using this measurement was to demonstrate the average responses of respondents for each question that was included under each dimension of the predictor variable and to reach the grand mean of each dimension. Finally, the interpretation is made by using the grand mean of each independent dimension for the aim of achieving partial research objectives of the study.

A range of mean was constructed by using itemized Likert rating scale. The researcher was used (Shrestha, 2015) guide to interpret the result which is presented in the Table 4.3. The mean of each individual item ranging from 1- 5 falls within the following interval:

Table 4.3: Descriptive statistics result interpretation guide

Interval of Means	Interpretation
1.00 – 1.80	Very Low
1.81 – 2.60	Low
2.61 – 3.40	Medium
3.41 – 4.20	High
4.21 – 5.00	Very High

Source: (Shrestha, 2015)

4.4.1. HRD practice in the context of Policy, directives & resources

As discussed in literature review section, human resource development policy is one of the important factors which play a great role in facilitating the implementation of employees training and development if it is formulated properly by the organization. When training program is designed it is important to ensure whether the organization has a training policy or not. The training and development programs should be designed as part of training policy. A company's training policy, directives and allocation of other appropriate resources represent

the commitment of its directors to training and are expressed in the rules and procedures which govern or influence the standards and scope of training in the organization. Thus, the study assesses the company HRD practices in relation to HRD policies, directives and resource and the results were presented in Table 4.3.

Table 4.3: HRD practice in the context of Polices, directives & resources

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)	Mean	SD
	1	2	3	4	5		
The company has defined training and development policy.	8.3	18.3	11.1	40.4	22.9	3.71	0.8
The company has designed training and development system with directives.	7.3	11	11.9	55.1	17.4	3.74	0.81
HRD practices are conducted based on rules and regulations.	5.3	23.7	5.3	44.7	21.1	3.53	1.22
T&D Policy and programs are integrated to the objectives of the organization	5.3	21.1	2.6	65.8	5.3	3.84	1.01
Training and development programs are designed based on need assessments.	26.3	13.2	1.8	56.1	2.6	2.97	1.3
There is serious attention to allocate sufficient budget and resource for the training and development	13.2	44.7	13.2	18.4	10.5	2.68	1.23
There is serious attention in the allotment of time for the training and development	15.8	44.7	13.2	18.4	8.3	2.58	1.2
Grand Mean						3.29	1.08

Source: (Field Survey, 2021)

Table 4.3 showed that respondents report on training and development practice in the context of Polices, directives and resources. The grand mean response for HRD practice in the context of polices, directives & resources is 3.29, which according to Shrestha (2015), is moderate. This indicate the company HRD practice in the context of polices, directives & resources are somehow modest though there are some areas that needs improvement

The first statement was about whether the institute has defined training and development policy or not. Regarding to this statement 26.6% of the respondents said disagreed while 63.3 of the respondents said agreed. The mean response is 3.7. From this information, it is possible to conclude that some what the company has defined training and development policy. This implies that the company has defined training and development policy which is play a great

role in facilitating the implementation of employees training and development if it is formulated properly by the organization.

The second statement was about whether the company has designed training and development system with directives or not. Regarding to this statement, 72.5% of the respondents said agreed while 18.3% of the respondents were disagree to this statement. The mean response is 3.74. Thus, from this information, it is possible to say that the company has some-how designed training and development system with directives. This implies that the company has designed training and development system with directives that are necessary to provide guidelines for those responsible for planning, and implementing training, to ensure that a company's training resources are allowed to priority requirements, to provide equal opportunities for training throughout the company, and to inform employees training and development opportunities.

The third statement was training and development practices are conducted based on rule and regulation. Concerning this, 65.8% of the respondents said agreed while 29% of the respondents said disagreed. The mean response is 3.53. Hence, it is somehow possible to see that training and development practices are conducted based on rules and regulations. This implies that the company training and development practices are conducted based on rule and regulation that helps the company provide guidelines for those responsible for planning, and implementing training and development program.

The fourth statement was about training and development policies and program are integrated into the objectives of the organization. In this regard, 71.1% of the respondents replied agreed while 26.4% of the respondents said disagreed. The mean response is 3.84. From this data, we can possible to say that training and development policies and program are integrated into the objective of the organization. This implies that training and development policies and program are integrated into the objectives of the organization which is play a great role in reviewing and assessing the appropriateness of existing rules and procedures to the training need of the organization whether they contribute to the organization's objectives or not.

The sixth statement was there is series attention to allocate sufficient budget and resources for the training and development. Concerning to this statement only 28.9% of the respondents said agreed while 57.9% of the respondents said disagreed. The mean response is 2.68. From this information it possible to conclude that there is no series of attention to allocate sufficient

budget and resource for the training and development. This implies that the company need to allocate sufficient budget and resource for the training and development program, which is crucial for improving efficiency and productivity, as well as finding new ways towards personal development and success.

The seventh statement was there is series attention in the allotment of time for the training and development. In this regard 60.5% of the respondents said disagreed while only 26.3% of the respondents said disagreed. The mean response is 2.58. This implies that there is no series of attention of allotment of time training and development. This implies that the company need to series attention in the allotment of time for the training and development program, which is crucial as it represent the commitment of its directors to training and development of the employees.

The above finding is also in consistence with the result from the qualitative investigation from the interview. The result from key informant interview indicated that the company has defined training policy. In this regard, the interviewee 1 stated:

“In the company, the training and development are conducted in accordance with the company training and development policy, directives. The company has training and development policy that sets out the company's commitment to the current and future development of staff skills, expertise and ability in support of achieving the company objectives and goals. Under human resource department there is structure that is the responsible for monitor and follow up the training and development training.”

Regarding the availability of resource, the interviewee reported that there is shortage of budget and resource for training and development and limitation in terms of proper utilization of allotted budget and fulfilling the training facilities. In this regards interviewee 2 said:

“There are shortage of resource and budget for training and development program. Although there are efforts by the company management has continuously increased the budget and resources allocation required to implement human resource program, there are still limitation of budget and resource. In our company there is a problem with procurement. Some professional training needs outdoor trainer but sometimes the company

get difficulty training center which fulfills the training demand. We feel that the company need to allocate more budget, resource and commitment for training and development program, which we will work on it.”

The review of documents revealed that the company has training and development policy and manual that a set of guidelines and requirements reflecting the company’s values and culture, and is based on a set of principles to which the company adheres in its overall management and development of the workforce. More so, it is indicated in the company training and development policy that employees, managers and Human Resources (HR) should all collaborate to build a continuous professional development (CPD) culture. As indicated in the company training and development manual it’s an employee’s responsibility to seek new learning opportunities; It’s a manager’s responsibility to coach their teams and identify employee development needs; and it’s HR’s responsibility to facilitate any staff development activities and processes.

It is stated in the company training and development manual that both employees and their managers are responsible for continuous learning. Employees should show willingness to improve by asking their managers for direction and advice. Managers should do the same with their own superiors, while encouraging and mentoring their subordinates. Employees and managers are responsible for finding the best ways to develop corporate culture of training and development. They can experiment with job rotation, job shadowing and other types of on-the-job training (without disrupting daily operations). The company training and development manual also encourage employees to use their rights for self-paced learning by asking for educational material and access to other resources within allocated budget.

4.4.2. HRD Needs Assessment Practice

After setting the overall policy, strategies and objectives HRD, the step in the human resource development process is to diagnose needs. Training needs assessment is the method of determining if a training need exists and, if it does what training is required to fill the gap. These needs consist of actual and potential performance discrepancies that are important to the organization and that can be remedied as effectively and efficiently as by any other means. Thus, this part deals with training and development needs assessment which are being practiced in Huawei Technologies at Addis Ababa Branch. Table 4.4 deals with respondents’ report on training and development needs assessment.

Table 4.4: HRD Needs Assessment Practice

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)	Mean	SD
	1	2	3	4	5		
In the company, there is SMART manual & instrument of need assessment.	8.3	45.5	34.6	11.5	0	2.4	0.8
The need assessment checklist filled without bias and is genuine.	22.3	13.2	42.5	19.3	2.7	2.76	1.1
Training & development need assessment manual is prepared by considering the need of prospective trainees.	26.3	22.2	13.7	35.1	2.7	2.69	1.3
In the organization the need of T&D is properly prioritized by considering the interest of prospective employee.	26.3	23.2	14.8	33.3	2.7	2.65	1.2
The training & development need analysis methods enable to clearly identify the employees' skill and knowledge gap.	12.8	15.2	40.5	18.6	12.8	2.96	1.1
The company practiced training and development based on your work needs.	15.3	23.7	5.3	34.7	21.1	3.36	1.22
Training and development need analysis conducted is able to produce relevant findings on performance gaps.	12.8	15.2	41.8	28.6	9.5	3.16	1.1
Grand Mean and SD						2.85	1.01

Source: (Field Survey, 2021)

Table 4.4 above illustrated the result concerning the HRD needs assessment practice. The finding indicated that grand mean response for the company training and development need assessment practice is 2.85, which according to Shrestha (2015), is medium. This indicate the company practice in terms of training and need assessment are somehow moderate though there are some areas that needs improvement. Specifically, result from the quantitative investigation regarding the company training and development need assessment practices indicated that there are limitations in term of producing SMART need assessment manual & instrument, the need of T&D is not properly prioritized by considering the interest of prospective employee. More so, there is limitation in terms of preparing training and development need assessment by considering the need for prospective trainees.

The first Statement was in Huawei Technologies at Addis Ababa Branch there is SMART manual and instrument of need assessment. In this regard, 53.8% of the respondents said

disagreed while 34.6% of the respondents said neutral. The mean response is 2.4. This implies that in company there is no SMART manual and instrument of need assessment. The second Statement was the need assessment checklist filled without bias and so genuine. In this regard, 42.5% of the respondents were neutral to the statement while 35.5% of the respondents disagreed. The mean response is 2.76. This implies that respondents have neutral response to the need assessment checklist filed without bias and genuine.

The third statement was training and development need assessment manual is prepared by considering the need of prospective trainers. Concerning to this, 48.5% of the respondents said disagreed while 37.7% of the respondents said agreed. The mean response is 2.69. This implies that there is limitation in terms of preparing training and development need assessment by considering the need for prospective trainees. The fourth statement was in the organization need of training and development are properly prioritized by considering the interest of prospective employee who is going to train. In this regard, 49.5% of the respondents reported disagreed while 36% of the respondents said agreed. The mean response is 2.65. From the above information, it is possible to conclude that in the organization need of training and development are not properly prioritized by considering the interest of prospective employee who is going to train. This implies that company should improve its need assessment practices and should properly prioritized by considering the interest of prospective employee who is going to train. The company need to ensure that training need assessment addresses existing problems, is tailored to organizational objectives, and employee skill needs.

The fifth Statement was the training and development need analysis methods enable to clearly identify in relation to employees need to perform their jobs. In this regard 40.5%) of the respondents were neutral while 31.4% of the respondents were agreed and 28% were disagreed. The mean response is 2.96. From the above information, it is possible to conclude that respondents were neutral to the training and development need analysis methods enable to clearly identify in relation to employees need to perform their jobs. The sixth Statement was in the company training and development is practiced based on the work needs. In this regard 55.8% of the respondents were agreed, 39% of the respondents were disagreed, while 5.3% were remained neutral. The mean response is 3.36. From the above information, it is possible to conclude that there is still gap in terms practicing training and development based

on the work needs. This implies that the company require to improve its need assessment practice to ensure that the training and development are made based on the work needs.

The seventh statement was whether training and development need analysis conducted is able to produce relevant finding on the performance jobs. In this regard, 41.8% of the responds were neutral to the statement while 38.1% of the respondents said agreed and the remaining 28% of respondents were disagree. The mean response is 3.16. From the above information it is possible to conclude that respondents were neutrals to training and development need analysis conducted able to produce relevant finding on the performance jobs. The finding implies that the company should ensure that new employees training needs is analyzed to determine what the job entails and to break it down in to sub tasks each of which then teach to the new employee

Though the result of quantitative analysis indicated there are limitations or problems in terms of most training and development need assessment practices, the result of qualitative analysis refuted this finding. As per the results of interview with key informant interviews that the company has prepared appropriate need assessment manual, instruments and forms which are applied and implemented through the company in order to identify the training and development need of employees of the company. Even one of the interviewees indicated that the need assessment practices of the company is supported by PESTEL and SWOT analysis and other appropriate training need assessment tools. The interview results further indicated that in the company training and development need is properly prioritized by considering the interest of prospective employee in accordance with the company need assessment manual and forms and the HR officers make decision on training and development based on what the employee suggested.

In explaining the company training and need assessment practices, interviewee 1 replied that:

“The training need is assessed in every six months under the human resource development team. The team assesses the need for training and development by standardized training identification tools and formats. The workers filled checklist of the training needs and approved by the immediate boss. Then, it is sent to the screening team of HRM. The human resource department includes in its planning.”

The results of the interview from the interviewee 3 also pointed out that:

“The company training needs analysis practices identifies training needs at employee, departmental or organizational level in order to help the organization to perform effectively. The aim of the company training needs analysis is to ensure that, training addresses existing problems, is tailored to organizational objectives, and is delivered in an effective and cost – efficient manner.”

The review of documents revealed that the company has training need assessment manual and various kind need identification forms are exist within the company. As indicated in the company need assessment manual, the company performance needs assessment to determine which employees need training or development and what type of skills or knowledge they need to acquire. More so, as indicated in the company training need assessment manual the company need analysis has typically undertaken at three level: organizational analysis, task analysis and individual or personal analysis. Despite this provision it is observed from document analysis although the company conducted need assessment at company and individual level in every six months, in most of the cases the company failed to make need analysis at task level. More so, the finding from the document analysis indicated the company only make analysis of tasks during job design during which a detailed analysis of various components of jobs and how they are performed, the knowledge, skills and abilities required to perform the job are identified. It is important however, that the company need to ensure that analysis of tasks would indicate whether tasks have changed over period of time and whether employees have adequate skills in performing these tasks.

4.4.3. HRD Plans, Objectives and Roles

After the employee development needs are identified; the next step would be to develop appropriate HRD plan. However, since needs typically exceed available resources, it is usually necessary to formulate a strategy for meeting as many of them as possible with available staff facilities and funds. This is the issue of developing appropriate HRD plan, objectives and roles. Thus, to describe training and development plans, objectives and roles statements were designed and the result presented or summarized in Table 4.5.

Table 4.5: HRD Plans, Objectives and Roles

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)	Mean	SD
	1	2	3	4	5		
Training and development objectives are set in advance	5.3	7.9	10.5	55.3	21.1	3.82	1.0
The Company in its programs has set SMART training and development objectives	28.2	40.7	12.2	13.4	10.5	2.51	1.23
The Company's training and development program has been developed in accordance with the strategic plan.	11.3	21.7	9.3	36.7	21.1	3.64	1.02
The Company T&D plan preparation allow the participation of all employees.	23.8	25.2	19.5	18.6	12.8	2.65	1.1
The T&D plan of the company is well communicated to all partners & stakeholder.	23.2	40.7	12.2	18.4	10.5	2.61	1.23
T&D program of the company is designed in compatible with the actual job to be performed.	15.3	18.7	5.3	39.7	21.1	3.56	1.22
The organization reviews of its strategies and objectives to have feedback for future possible arrangements.	12.8	15.2	16.8	43.6	19.5	3.76	1.1
T&D programs allow acquiring skills, knowledge and attitude and improve employee's performance.	0	13.2	2.6	50	34.2	4.05	0.95
Training & development considers the employees future career development.	4.3	15.5	5.3	43.4	31.5	3.85	1.01
Grand Mean and SD						3.38	1.09

Source: (Field Survey, 2021)

Table 4.5 above showed that the grand mean response for the company HRD plans, objectives and roles practice is 3.38, which according to Shrestha (2015), is medium. This indicate the company practice in terms of setting HRD plans, objectives and roles are somehow moderate. This implies that there are some areas that needs improvement. Specifically, result from the quantitative investigation regarding setting HRD plans, objectives and roles indicated that there are limitations in term of setting SMART training and development objectives, communicating the T&D plan of the company to all partners & stakeholder and limitation in terms of allowing participation of all employees in preparation the company T&D plan.

The first statement was whether training and development objectives are set in advance. Against this statement 76.3% of the respondents reported agreement to the statement while only 13.2% of the respondents disagreed to the statement. The mean response is 3.82. From this response, it is possible to say training and development objectives are set in advance. The second statement was whether the organization in its program has set SMART training and development objectives. In this regard, 68.9% of the respondents were disagreed, 23.9% of the respondents said agreed while 12.2% remained neutral. The mean response is 2.51. From the result, it is possible to say that the company in its program has lack SMART training and development objectives. This implies that the company need to improve its practice by setting SMART training and development objectives, which crucial element to effectively measure and evaluate the training and development programs.

The third Statement was whether the company's training and development plan have been developed in accordance with the strategic plan. Against this statement 57.8% of the respondents said agreed while 33.1% of the respondents were disagree and 9.3% remained neutral. The mean response is 3.64. From the above information, it is possible to say that the organizations training and development plan has been developed in accordance with the strategic plan. This implies that the company have been developed training and development plan in accordance with the strategic plan HRD which is an indication of the company HRD program derived from, and linked to, the organization's corporate strategy, missions and objectives. Otherwise, T&D expenses will be just a waste of time and money. In order to be influential activities in the company, in terms of helping the organization to gain a superior performance and achieve its strategies or objectives, HRD should be strategic by integrating and deriving HRD activities' strategies, policies and plans with, and from, the overall organizational strategy, policies and plans

The fourth Statement was whether the organization training and development plan preparation allows the participation of all employees. In this regard, 49% of the respondents said agreed while 31.4% of the respondents said disagreed. The mean response is 2.65. From the above information, it is possible to conclude that the organization training and development plan preparation lack the participation of all employees. The fifth statement was whether the training and development plan of the organization is well communicated to all partners and stakeholders. Against this statement, 63.9% of the respondents were disagreed while 28.9% of the respondents were agreed and the remaining 12.2% were neutral to the

statement. The mean response is 2.61. From the above information, it is possible to conclude that the training and development plan of the organization not well communicated to all partners and stakeholders. These findings implies that the company should ensure that allow the organization training and development plan preparation allows the participation of all employees. The company should communicate the training and development plan of the organization to all partners and stakeholders.

The sixth statement was whether the training and development program of the organization is designed compatible with the actual job to be performed. In support of this statement 60.8% of the respondents were agreed while 34% of the respondent were disagreed and the remaining 5.3% were neutral. The mean response is 3.56. From the above information, it is possible to conclude that training and development program of the organization is somehow designed in compatible with the actual job to be performed. The seventh statement was whether the organization reviews its strategies and objective to have feedback for training and development for future possible arrangements. In this regard, 63.1% of the respondents replied agreed while 28% of the respondents replied disagreed and the remaining 16.8% were indifferent with statement. The mean response is 3.76. From the above information, it is possible to summarize the aspect as the organization reviews of its strategies and objectives to have feedback for training and development for future possible arrangements.

The eighth statement was whether training and development programs of the company allow acquiring skills, knowledge, and attitude improves employee's performance. regarding this statement, 84.2% of the respondents were agreed while only 13.6% of the respondents were disagree and 2.6% remained neutral to the statement. The mean response is 4.05. From the above information, it is possible to conclude that training and development program allow acquiring skills, knowledge, and attitude to improve employee's performance. The ninth statement was whether training and development consider the employee's future career development. Considering this statement, 74.9% of the respondents were agreed while 19.8% of the respondents were disagreed and 5.3% remain neutral. The mean response is 3.85. From this response, it is possible to conclude that training and development do consider the employee's future career development.

As per the results of interview with company human resource Manager and Senior HR Officer, training and development plan is being prepared and the objectives were set in the plan based on need assessment and then employee development need is assigned priorities

resource are allocated in priority order until they are exhausted, and surviving in house programs are integrated in to a working plan. However, unlike the quantitative finding which indicate that the company T&D plan preparation lack the participation of all employees and training and development plan of the organization not well communicated to all partners and stakeholders. In this regards interviewee 2 stated that:

“There is participation of employees during preparation company of T&D. In due course of preparing T&D plan, there is mechanism that allow the participation of all employees in process of preparation. Before officially endorsing the plan, various discussion is made at several level in which all employees are participated. The company training and development plan, training program listings and time frames are communicated through various channels like official circulation, social media platform, announcement in office board and the like.”

The review of documents also revealed that the company has human resource development plan that shows (i) who will be trained (ii) the programs (iii) time frames, (vi) person responsible, (v) resource and facilities to be used. But it is observed that the company training and development plan did not establish training and development techniques and methods used, neither clearly indicate the contents of the human resource training and development program. This implies that there are gaps in terms setting clearly the content of training and development program which the company need to address. In this the company training course (contents) should include all three aspects or contents. The first one is job aspects which include knowledge of the job that has to be supervised, planning, procedures, and work analysis of the service. The second one is human aspects that involve skills to improve, motivation to increase and the productivity of the personal working in the organization. The third component is Organization aspects that includes the knowledge of the organization the use of records, communication skills

More so, despite the fact that HRD objectives are set at company level, in most cases, HRD objectives are not set for each training or trainees separately. It is observed here that the objectives are not defined in detail for each type of training program and trainees and nor define the performance that the trainee should be able to exhibit after training. This implies that company need to ensure that objectives should be stated explicitly. More so, the finding implies that the company should set objectives that define the performance that the trainee

should be able to exhibit after training. The company should also ensure that training objectives describe behavior and standard of the performance for the training settings.

4.4.4. Methods of Training & Development Delivery Practice

A various training and development methods are available and used by training institutions and organization. Based on this the study to assessed the method of training delivery and development practice, statement concerning the method of delivery and development practice were designed and the result of field survey is presented in Table 4.6 below.

Table 4.6: Methods of Training & Development Delivery Practice

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)	Mean	SD
	1	2	3	4	5		
The Company gives both on-the-job and off-the-job training.	5.3	21.7	5.3	41.7	25.1	3.92	0.92
The delivery method that the Company employed is proper to acquire the necessary knowledge, skills and attitudes.	4.5	12.5	4.5	43.4	34.5	3.98	0.89
The Company is employed trainee- centered training and development as well as delivery method.	21.8	24.2	19.5	21.6	12.8	2.75	1.02
The trainers have knowledge, skills and ability to transfer and demonstrate the content of training and development appropriately	7.8	15.2	6.8	43.6	34.5	4.16	0.81
In the training and development practice /program facilities, equipment's and training aids are provided in accordance with the level of trainees.	15.3	18.7	5.3	39.7	21.1	3.56	1.22
There is safe and conducive environment to conduct training and development in the Company	7.8	15.2	13.8	43.6	27.5	3.84	0.94
Training and development conducted is fit to intended purposes and objectives with the method employed	5.3	21.1	2.8	65.8	5.3	3.84	1.01
The training is conducted in collaboration with other country to share the best experience.	16.8	17.2	12.8	37.6	24.5	3.64	0.94
Grand Mean and SD						3.72	0.97

Source: (Field Survey, 2021)

The table 4.6 above indicated that the grand mean response for the company practices in terms of training & development delivery methods is 3.72, which according to Shrestha (2015), is high. This indicate the company practices in terms of training & development delivery methods is relatively better and there is more agreement among the respondents concerning the training delivery methods though there are few areas that needs to be improved; specifically, in terms of the Company employed trainee- centered training and development as well as delivery method.

The first statement deals with whether the organization gives both on job and off-job training. In this regard, 66.8% of the respondents said agreed while 27% of the respondents said disagreed and the remaining 5.3% were neutral. The mean response is 3.92. Thus, from the above information, it is possible to conclude that the organization gives both on job and off job training. The second statement depicted that the delivery method that the organization employed is proper to acquire the necessary knowledge skills and attitudes. In this regard, 77.9% of the respondents said agree while 17% of the respondents were disagree and 4.5% remained neutral. The mean response is 3.98. Thus, the delivery method that the organization employed is proper to acquire the necessary knowledge, skills and attitudes.

The third statement is whether the organization is employed trainee-centered training and development delivery method. In this regard, only 34.6% of the respondents said agreed and the mean response is 2.75. Thus, from this information, it is possible to say respondents were not quite sure whether the organization employed trainee centered training and development delivery method. The fourth statement was whether the trainer has knowledge, skill, and ability to transfer and demonstrate the content of training and development is appropriate. Regarding to this, 78.1% of the respondents said agree while, only 23% of the respondents disagree and the remaining 6.8% were neutral. The mean response is 4.16. Thus, from the above information, it is possible to say that trainer has knowledge, skills and ability to transfer and demonstrate the content of training development appropriately.

The fifth statement was whether the company provided the training and development practice/program facilitates, equipment and training aids is in accordance with the level of trainees. In this regard, 40.8% of the respondents said agreed while 34% of the respondents said disagreed and 5,3% were remained neutral. The mean response is 3.56. This implies that the training and development practical program facilities, equipment and training aide are more or less provided in accordance with the level of trainees. The sixth statements were

whether there is safe and conducive environment to conduct training and development in the company. Regarding to this, 71.1% of the respondents said agree while 23% of the respondents said disagreed and the remaining 13.8% were neutral. The mean response is 3.84. Thus, from the result we inferred that there is safe and conducive environment to conduct training and development in the institute.

The seventh statement was whether training and development conducted is fit to intended purposes and objectives with the method employed. Regarding to, this issue, 71.1% of the respondents said agree while 26.4% of the respondents were disagree and 2,8% were remained neutral. The mean response is 3.84. This implies that training and development conducted is fit to the intended purpose and objectives with the method employed. The eighth statements were whether the training conducted in collaboration with other country to share the best experience. In this regard, 62.1% of the respondents said agree while 34% of the respondents were disagree and the remaining 12.8% were neutral. The mean response is 3.64. This implies that the training is somehow conducted in collaboration with the country helps to share the best experience.

As per the results of interview with company Human Resource Manager and Senior HR Officer a company has used various training and development methods. Which are selected depend on the objective of the program, the type of material to be learned and the person doing the training and development. In this regards interviewee 01 stated that:

“The selection improvement and creation of appropriate training and development methods consider a number of factors like skills needed for the job, qualifications of the job incumbent resource content and purpose and the kind of operating problem of the organization. The purpose of training, the nature of concepts; the location of the training, trainees’ hierarchical level, cost and the time allocated for training should be considered to select a method or combination of method.”

However, the company Senior HR Officer reported that the method of training used most of the time were lecture and practical demonstration supported with video. He also indicated that the company also organizes off-the-job training and on-the-job training. The interviewees were also indicated that the company has practices that the training conducted in abroad in China to share the best experience.

4.4.5. Training and Development Evaluation Practice

Evaluation of training and development is the final formal phase of employee development process and the most essential aspect of training program. Generally, all good training and development programs start with identification of training and development needs and ends with evaluation of training (Gopal, 2009). Training evaluation ensures that whether candidates are able to implement their learning in their respective work place or to the regular routines. Based on this fact, the study to assessed training and development evaluation practice, statement concerning the training and development evaluation practice were designed and the result of field survey is presented in Table 4.7 below.

Table 4.7: Training and Development Evaluation Practice

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)	Mean	SD
	1	2	3	4	5		
The company evaluates the training and development practice before, on the process and after the program	15.3	28.7	5.3	29.7	21.1	3.26	1.22
The organization use feedback at the end of the training and development program	4.5	12.5	4.5	43.4	34.5	3.98	0.89
Training evaluation is used to identify potential candidate for current training & future development	10.8	18.7	4.5	44.2	21.9	3.64	1.04
Training evaluation assesses the gap before and after delivery of the training	13.2	18.7	5.3	39.7	22.9	3.58	1.22
The management makes feedback to fill the gap & improve the effectiveness of the training& development.	18.2	23.7	5.3	34.5	17.9	3.36	1.02
Grand Mean and SD						3.58	1.07

Source: (Field Survey, 2021)

Table 4.7 showed that respondents report on training and development evaluation. The grand mean response for the company practices in terms of training and development evaluation practice is 3.58, which according to Shrestha (2015), is high. This indicate the company practices in terms of training and development evaluation practice is relatively better and there is more agreement among the respondents concerning training and development evaluation practice. This also revealed that the company conducted evaluation of training and development. To describe this idea statements were desisted and presented as follows.

The first Statement was the company evaluates the training and development practice before, on the process and after the program. In this regard, 50.8% of the respondent said agreed while 44% of the respondent were disagreed and the remaining 5.3% were neutral. The mean response is 3.26. This implies that there is still limitation in terms of timely evaluating, the training and development practice before, on the process and after the program.

The second statement was the organization use feedback at the ends of the training and development program. In this regard, 77.9% of the respondent said agreed while 17% were disagree and 4,5% of the respondents were neutral to the issue. The mean response is 3.98. From the above information, it is possible to conclude that the organization uses feedback at the end of the training and development program.

The third Statement was whether the company used training evaluation to identify potential candidate for current training and future development concerning to this, 66.1% of the respondents said agreed while 29.5% of the respondent were disagree and the remaining 4.5% were neutral. The mean response is 3.64. Thus, it is possible to conclude that the company used training and evaluation to identify potential candidate for current training and future development.

The fourth statement was whether the training and evaluation assess the gap before and after the delivery of the training. Regarding to this issue, 62.6% of the respondents said agreed while 32.4% of the respondent said disagreed. The mean response is 3.58. This implies that training and evaluation to some extent assess the gap before and after delivery of the training.

The fifth statement was whether the management makes feedback to fill the gap and improve the effectiveness of training and development. In this regard 52.4% of the respondents said agreed while 41.9% of the respondents were disagreed. The mean response is 3.36. From this, it is possible to conclude that the management to some extent make feedback to fill the gap and improve the effectiveness of training and development.

As per the results of interview a company has a practice of evaluating the training and development, however there is still limitation regarding evaluation practices. In this regards interviewee 04 stated that:

“There is a practice that evaluation is made at least in its crudest form, i.e., the comparison of objectives with effects answers the question of how

far training has achieved its objectives. However, the evaluation can be difficult because it is often hard to set measurable objectives and even harder to collect the information on the results or to decide on the level at which the evaluation should be made.”

More so, the interviewee 05 also stated that:

“Training and development evaluation is conducted at the end of every training. Assessment information gathered through questionnaire type is being analyzed to know the exact feedback from trainees. The main focus areas of a training evaluation as on the clarity, content, relevance of training material is appropriate since these have a cause of effect relationship to the trainee’s knowledge expected from the training. Even though the training room adequacy, accommodation and other facilities do not have a direct impact on the knowledge acquired by the trainees, it indirectly impacts and hence, the evaluation of training is even including such issues.”

The other interviewees also indicated that there are still limitations in terms of undertaking evaluation that aims to collect all necessary information as feedback to correct and develop training program, to control the whole program's stages and to ensure that training objectives are met consistent with the prepared plans.

The review of documents also revealed that the company has evaluate how the training has influenced the learner's performance and delivery at work by using a combination of these methods: self-assessment questionnaires; informal feedback from peers and managers; focus groups. on-the-job observation and actual job performance key performance indicators (KPIs). It is important here that company should ensure that evaluation can serve a number of purposes within the organization helping to determine whether a program is accomplishing its objectives, identify the strengths and weakness of HRD program, decide who should participate in future programs identify which participant benefited the most and least from the program, reinforce major points to be made to the participants, gather data to assist in marketing future programs, determine if the program was appropriate and establish a data base to assist management in making decisions.

4.5. Problems/challenges of Training and Development

The other objective the study was to identify the major problems/gaps that are exist in the current practices of employees training and development in the company. The respondents were asked to rate the level of agreement with statement regarding the challenges that affect the training and development in the company, the results were presented in Table 4.8.

Table 4.8: Problems/challenges of Training and Development

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)	Mean	SD
	1	2	3	4	5		
There are lack of necessary knowledge and skill on the part of the trainer.	21.8	24.2	19.5	21.6	12.8	2.75	1.02
There is unclear training and development program	4.5	21.5	4.5	43.4	25.5	3.78	0.89
Poor administration of the Training & development program process.	23.8	32.2	6.8	28.6	17.5	2.96	0.81
The purpose of the training & development program being unrealistic.	7.8	35.2	6.8	43.6	14.5	3.26	0.91
Good training and development program is not followed by rewards.	7.8	15.2	13.8	43.6	27.5	3.84	0.94
Training and development programs are not designed based on need assessments.	20.3	28.7	10.3	29.7	11.1	3.16	1.02
There is lack of timely feedback and evaluation of training program.	23.8	35.2	6.8	28.6	14.5	2.86	0.91
Inaccurate training need analysis will affect employees' interest.	5.3	29.3	13.5	39.1	12.8	3.25	0.98
I believe that there is a discrepancy between the provided training and the required job skills.	4.5	28.6	15	39.1	12.8	3.27	0.96
There is lack of professionals in the training department.	14.3	30.8	18	27.5	9.3	2.86	1.08
The planning of training is poor in terms of training content and methods.	8.3	19.5	13.5	45.1	13.5	3.36	0.89
There are lack of resources and budget.	5.3	23.7	5.3	44.7	21.1	3.53	1.12
Management does not support training programs.	5.3	12.5	9.3	59.4	13.5	3.73	0.98
Grand Mean and SD						3.27	0.96

Source: (Field Survey, 2021)

Table 4.8 showed that respondents report on problem or challenges of training and development. The result indicated that among the questions requested about good training and development program is not followed by rewards, the highest response rate was given to it (mean score of 3.84). This is in line with Milkovich and Boundreau (1991), who found that the most commonly cited reason for training failures includes lack of management support and reward for the new behaviors, and lack of employees' motivation. Eisenstat's (2000) shows that good training and development program is followed by rewards.

The finding further revealed that among the questions requested about the challenges, the question presented regarding management does not support training programs got the second highest mean score (mean score of 3.73). The findings concur with those of Thompson (1998) who revealed that management support affected the effectiveness of training and development program.

The result also indicated that poor administration of the training & development program process also pose challenge on the training and development practices in the company as represented by the mean score (3.62). The result also identified that lack of resources and budget as another challenge which has a means score of (3.53). This finding is in consistence with research study by Mukadis (2010) shows that insufficient resource allocations affect the implementation of training and development program.

The study also identified the other challenges or problems that could affecting the implementation of training and development practices in the company. The study identified further challenges or problem of training and development practices which among other include: discrepancy between the provided training and the required job skills (mean score of 3.27) and inaccurate training need analysis (mean score of 3.25).

Furthermore, the responses obtained from interview also support the above data. In addition to the above quantitative finding and discussion, the study also makes semi-structure interview with purposively selected HR officers, in order to further identified in detail, the major challenges that affect the implementation of training and development practices at Huwawi Technologies branch at Addis Ababa. The following section discusses the major analysis and interpretation from the interview data regarding challenges that are exist in the current practices of employees training and development in the company. All the interviewees highlighted several challenges or problems. Various and diversified challenges

were pointed out by the respondents. The challenges ranged from structural, cultural, to behavioral.

On the resource's challenges, interviewee 01 stated that:

“There were some resources challenges that have been identified or even brought to the attention of the board and management. Although there are efforts by the company management has continuously increased the budget and resources allocation required to implement employees training and development in the company, there are still limitation of budget and resource as respondents reported. This includes financial resources, human capital and any other technical enhancement required to realize an effective training and development program.”

This finding is in consistence with research study by Beer and Eisenstat's (2000) shows that insufficient resource allocations affect the implementation of strategies in organization. In general, training resources are inputs required to enable a training plan to be implemented and they ultimately cost company money. Thus, organizations that have considerable shortages in one or more of these resources face problems.

The interview results also revealed problem associated with the practices of personal need analysis. As per interviewee 02 response:

“Although the company had good in doing job and organizational analysis, there are however, limitation in terms conducting personal analysis which is another very important human resource development need analysis approach. This implies that the company lacked concentration on the personal analysis which is used to know the substantive knowledge and skill possessed by the employee which has an implication on better performance of organizations.”

From the interview responses, the researcher deduce that the company is not in a good position in doing personal analysis and prioritizing in the practice of human resource development. This implies that if the priorities are not set in practicing HRD the company would be lagging behind in meeting their goals.

Moreover, respondents were indicated other factors that hinder the effectiveness of training program which among other include: in adequate need analysis, no on-the-job rewarding for behaviors and skills learned in training insufficient time to execute training programs, work environment does not support new behavior learned in training needs changes after program had been implemented, lack of reinforcement and lack of knowledge and skill commitment of top-level managers.

Chapter Five

Conclusions and Recommendations

Introduction

In this chapter, the summary of major findings, conclusions and recommendations of the study were discussed. The study was mainly aimed to examine the human resource development practice in Huawei technologies at Addis Ababa Branch. Based on this, the chapter presents the conclusion and recommendations that comprise further actions, which the study proposes for improving the human resource development practice in Huawei technologies in its branch office at Addis Ababa.

5.1. Summary of finding

As it is to be recalled, the major objectives of the research were to investigate to examine the human resource development practices in Huawei technologies at Addis Ababa Branch, to identify challenges that are exist in the current practices of employees training and development in the company and to suggest the mitigation measures that should be taken to fill the existing gaps. To achieve these objectives, the study used survey questionnaires, semi-structure interview and literature review as a research instrument where both quantitative and qualitative analysis was used to make discussion of the finding. In this section, the major findings of the research which have been discussed before are summarized in accordance with the objectives of the research. The study came to claim the following as key findings of the project work

The first specific objective of the study was to assess the current human resource developments practices at Huwawi Technologies branch at Addis Ababa. To determine this, five main categories of investigation areas were taken into consideration: HRD practice in the context of Polices, directives & resources; HRD Needs Assessment Practice; HRD Plans, Objectives and Roles; Methods of Training & Development Delivery Practice and Training and Development Evaluation Practice. In this regard, study came to claim the following as key findings of the project work.

First of all, regarding the company training and development practice in the context of polices, directives and resources, the study found that the grand mean response of 3.29 which is an indication that the company has average status in its training and development practice in the context of polices, directives and resources. Specifically, the finding from the

questionnaire was revealed that the company defined training and development policy. The finding from the questionnaire and document review was also revealed that the company has some-how designed training and development system with directives. However, the finding revealed that there are significant areas that still need improvement. Although the company is defined policy training and development policy, the survey result indicated that there is no series of attention to allocate sufficient budget and resource for the training and development as revealed by mean response of 2.68. More so, the finding also revealed that the company do not give series attention of allotment of time training and development.

Concerning HRD needs assessment practice, the study found that the grand mean response for OHS training and awareness practice is 2.85. This is an indication that there were significant gaps in terms of HRD needs assessment practice. Specifically, the finding showed that in company there is no SMART manual and instrument of need assessment as disclosed by the mean response (2.4). More so, the finding revealed that there is limitation in terms of preparing training and development need assessment by considering the need for prospective trainees. The study also found that in the organization need of training and development are not properly prioritized by considering the interest of prospective employee who is going to train. Overall, it inferred from the quantitative finding that there is gap in terms practicing training and development based on the work needs.

Though the result of quantitative analysis indicated there are limitations or problems in terms of most training and development need assessment practices, the result of qualitative analysis refuted this finding. As per the results of interview with key informant interview (HR Heads and Senior HR Officers) that the company has prepared appropriate need assessment manual, instruments and forms which are applied and implemented through the company in order to identify the training and development need of employees of the company. Even one of the interviewees indicated that the need assessment practices of the company is supported by PESTEL and SWOT analysis and other appropriate training need assessment tools. The results of FGDs further indicated that in the company training and development need is properly prioritized by considering the interest of prospective employee in accordance with the company need assessment manual and forms and the HR officers make decision on training and development based on what the employee suggested.

On the topic of HRD plans, objectives and roles, the study found that the grand mean response for employees' participation in OHS issues is 3.38. This is an indication that the

company practices in terms of HRD plans, objectives and roles are found at moderate level. Specifically, the finding showed that training and development objectives are set in advance, T&D programs allow acquiring skills, knowledge and attitude, training & development considers the employees future career development and the company's training and development program has been developed in accordance with the strategic plan. However, the study revealed that the company in its program has lack SMART training and development objectives.

Concerning methods of training & development delivery practice, the survey result indicated that the grand mean response of 3.72, which is moderately high. This is an indication that respondents were more agreement regarding methods of training & development delivery practice. Specifically, the finding revealed that respondents were more agreement on the delivery method that the company employed is proper to acquire the necessary knowledge, skills and attitudes; the company gives both on job and off job training; trainer has knowledge, skills and ability to transfer and demonstrate the content of training development appropriately and training and development conducted is fit to the intended purpose and objectives with the method employed. However, the survey result found that respondents were not quite sure whether the organization employed trainee centered training and development delivery method.

Concerning training and development evaluation practice, the survey result indicated the grand mean response of 3.58. This is an indication that the company training and development evaluation practices considered good. Regarding the training and development evaluation practice, the study found that the company uses feedback at the end of the training and development program; the company training and evaluation assess the gap before and after delivery of the training and the company used training and evaluation to identify potential candidate for current training and future development. However, the finding to some extent revealed that there are still some limitations in terms of timely evaluating, the training and development practice before, on the process and after the program.

The second specific objective of the study was to identify challenges that are exist in the current practices of employees training. In this regards the study identified various challenges or problem of training and development practices which among other include: lack of management support; lack of resource; lack of reward for good training and development program and new behaviors; lack of employees' motivation; lack of timely feedback and

evaluation of training program; poor administration of the training & development program process; poor planning of training in terms of training content and methods; discrepancy between the provided training and the required job skills inaccurate training need analysis and lack of reinforcement.

The third specific objective of study was to suggest the mitigation measures that should be taken to fill the existing gaps. Although various kinds of challenges were existed in relation to human resource development practices in the company, respondents were proposed various mitigation measures or solutions for these challenges. Accordingly, setting organization strategic goal, training policy, building knowledge-creative learning culture, evaluation and follow up of training programs, selecting good evaluation criteria, interpreting evaluation results to facilitate organizational performance, developing managerial and leadership skill, understanding of different interests, promoting positive work force attitudes toward HRD, utilizing HR assessment technology to plan HRD, support of managers for training activities and training budget are some of the proposed mitigation measures which should be considered in order to address the challenges or problems related to practices of employees training and development in the company.

5.2. Conclusion

The study has come a long way in discussing challenging and human resource development practices in Huawei technologies at Addis Ababa Branch. Based on the finding of the study, the study makes conclusion.

The company defined training and development policy and designed training and development system with directives. However, the company do not give series attention to allocate sufficient budget, resource and allotment of time training and development. In the company training and development objectives are set in advance, T&D programs allow acquiring skills, knowledge and attitude, training & development considers the employees future career development and the company's training and development program has been developed in accordance with the strategic plan. However, the company in its program has lack SMART training and development objectives.

There were significant gaps in terms of HRD needs assessment practice. Specifically, there is no SMART manual and instrument of need assessment in company. More so, there is limitation in terms of preparing training and development need assessment by considering the

need for prospective trainees. In the organization need of training and development are not properly prioritized by considering the interest of prospective employee who is going to train.

In the company there is safe and conducive environment to conduct training and development. Training and development conducted fit to the intended purpose and objectives with the method employed. The company use feedback at the end of the training and development program. Training and evaluation used to identify potential candidate for current training and future development. Training and evaluation assess the gap before and after delivery of the training. The management make feedback to fill the gap and improve the effectiveness of training and development. However, there is limitation in terms of timely evaluate the training and development practice before, on the process and after the program.

Regarding the training and development evaluation practice, the company uses feedback at the end of the training and development program. The company training and evaluation assess the gap before and after delivery of the training and the company used training and evaluation to identify potential candidate for current training and future development. However, the there are still some limitations in terms of timely evaluating, the training and development practice before, on the process and after the program.

Lack of management support; lack of resource; lack of reward for good training and development program and new behaviors; lack of employees' motivation; lack of timely feedback and evaluation of training program; poor administration of the training & development program process; poor planning of training in terms of training content and methods; discrepancy between the provided training and the required job skills inaccurate training need analysis and lack of reinforcement are the major challenges or problems that are exist in the current practices of employees training in the company.

5.3. Recommendation

Based on the findings obtained from study, the following recommendations are made by the researcher:

- The company should give series attention to allocate sufficient budget, resource and allotment of time for training and development program.
- The company in its program should set SMART training and development objectives.

More so, training objectives should be clear to both management of company and staff because they can be used to assess the success of the institute as well as the employees.

- There were significant gaps in terms of HRD needs assessment practices. Thus, the company should improve its HRD needs assessment practices. The company should develop SMART manual and instrument of need assessment. More so, the company should prepare training and development need assessment by considering the need for prospective trainees. In the company, need of training and development should be properly prioritized by considering the interest of prospective employee who is going to train.
- Management of the company should clearly state the results of training and development before and after training is being conducted for each staff, what change in staff skill, attitude, behavior and knowledge.
- Staff in the company should be helped to grow in to more responsibility by systematic training and development rather than consider it training as means to make themselves free from staff routine that they will be confident enough to carry out the responsibility of the job.
- The company should provide performance feedback which will allow employee to be informed of changes to both their work goals and the overall goals of the company. More so, it is important to properly evaluation and follow up of training programs, selecting good evaluation criteria, interpreting evaluation results to facilitate organizational performance. Moreover, it has to be continuous, participatory, well organized, and the result feedback of it should be sent to each department/office and the problems have to be solved on time based on the result of the evaluation.
- The company should build knowledge-creative learning culture, understanding of different interests, promoting positive work force attitudes toward HRD, utilizing HR assessment technology to plan HRD, support of managers for training activities and employees should participate in planning, designing and developing in human resource training and development programs.

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Appendix One: Questionnaire

The purpose of this questionnaire is to collect data for post graduate study at St. Mary's University for the study entitled "The assessment of the Practice of Human Resource Development at Huawei Technologies in Addis Ababa". This questionnaire is required to assist in determining the objectives of the study. Your privacy will be kept anonymously and, therefore, no one knows who provided the information. Any information provided will be used for academic purpose only and will be treated in strict confidence. Therefore, you are kindly requested to provide your responses to different questions below. Thank you in advance for agreeing to participate in this study.

General Instruction: - Circle your response or indicate "√" in the box beneath for closed-ended questions among the provided alternatives but write your response in the space provided for open-ended questions. You don't need to write your name. If you have any question about the questionnaire, please feel free to call at: +251 93 383 8183.

Section One: Respondents Profiles

Instruction: - Circle your response or indicate "√" in the box beneath for each question.

1.	Sex:	Male () Female ()
2.	Age:	18-25years () 41-55 years () 26-40 years () over 55 years ()
3.	Education level	Primary () BA/BSC () Secondary () MA/MSc/MBA () Diploma () PHD ()
4.	For how long have you been employed in this company?	< 1 year years () 3 – 5 years () 1 – 3 years () >5 years ()
5.	Rank:	New employee () Lower level manager () Senior employee () Higher level manager () lower level manager ()
6.	Department _____	

SECTION II: General Questions in relation to taking training and development:

Instruction: - Circle your response or indicate "√" in the box beneath for each question.

1.	Have you ever received any type of training? If "No", please skip to next section	Yes () No ()
2.	What was the criterion of selection?	Organizational membership () Performance () Supervisors recommendation () Compulsory () Upon employee request () Don't know ()
3.	How often does the organization undergo training and development practices	Quarterly () Annually () Semi-annually () No specific schedule ()

4. What was (were) the type of training/Development you received (please tick): multiple response is possible			
Type of Training (s)		Type of Development Practice (s)	
a) On job training		Formal education	
b) Off job training		Behavioral & Self-assessment Programs	
c) Orientation and induction		Enrich Job Experience	
d) Technical training programs		Scheduled Effective Feedback	
e) Foundation training programs		Train The Trainers Programs	
f) Refresher training programs		Enhancement & Job Satisfaction Program	
g) Health & safety training programs		Effective Participation in Setting Development Programs	
h) Promotional and advancement training programs		Membership of Work & Professional Committees	
i) Remedial training programs		Career Development & Progression Programs	
j) Field training programs		Simulation & Special Assignments	
Mention if you have some:		Job Rotation & Challenging Job Transfers	
		Mention if you have some:	

5. What was the mode of delivery on the training(s)/development you have participated in			
Lecture ()		Seminar ()	
Demonstration ()		Simulation ()	
Discussion ()		Presentation ()	
Workshop ()		Other (specify):	

SECTION III: Human Resource Development Practices Questionnaire.

Please put (√) mark against each question that indicate your level of agreement for each question.
5= Strongly Agree, 4 =Agree, 3= Neutral, 2= Disagree, 1=Strongly Disagree

S/N	Item	1	2	3	4	5
HRD practice in the context of Policies, directives & resources						
1.	The company has defined training and development policy.					
2.	The company has designed training and development system with directives.					
3.	HRD practices are conducted based on rules and regulations.					
4.	Training and development Policies and programs are integrated to the objectives of the organization					
5.	Training and development programs are designed based on need assessments.					
6.	There is serious attention to allocate sufficient budget and resource for the training and development					
7.	There is serious attention in the allotment of time for the training and development					
HRD Needs Assessment Practice						
8.	In the company, there is SMART manual & instrument of need assessment.					
9.	The need assessment checklist filled without bias and is genuine.					
10.	Training & development need assessment manual is prepared by considering the need of prospective trainees.					
11.	The need of training and development are properly prioritized by considering the interest of prospective employee.					
12.	The training & development need analysis methods enable to clearly identify the employees' skill and knowledge gap.					
13.	The company practiced training and development based on your work needs.					
14.	Training and development need analysis conducted is able to produce relevant findings on performance gaps.					
HRD Plans, Objectives and Roles						
15.	Training and development objectives are set in advance					
16.	The Company in its programs has set SMART training and development objectives					
17.	The Company's training and development program has been developed in accordance with the strategic plan.					
18.	The Company training and development plan preparation allow the participation of all employees.					

S/N	Item	1	2	3	4	5
19.	The Training and development plan of the company is well communicated to all partners & stakeholder.					
20.	Training and development program of the Company is designed in compatible with the actual job to be performed.					
21.	The organization reviews of its strategies and objectives to have feedback for future possible arrangements.					
22.	Training and development programs allow acquiring skills, knowledge and attitude and improve employee's performance.					
23.	Training & development considers the employees future career development.					
	Methods of Training & Development Delivery Practice					
24.	The Company gives both on-the-job and off-the-job training.					
25.	The delivery method that the Company employed is proper to acquire the necessary knowledge, skills and attitudes.					
26.	The Company is employed trainee- centered training and development as well as delivery method.					
27.	The trainers have knowledge, skills and ability to transfer and demonstrate the content of training and development appropriately					
28.	Required facilities, equipment's and training aids are provided in accordance with the level of trainees.					
29.	There is safe and conducive environment to conduct training and development in the Company					
30.	Training and development conducted is fit to intended purposes and objectives with the method employed					
31.	The training is conducted in collaboration with other country to share the best experience.					
	Training and Development Evaluation Practice					
32.	The organization evaluates the training and development practice before, on the process and after the program					
34.	The organization use feedback at the end of the training and development program					
35.	Training evaluation is used to identify potential candidate for current training & future development					
36.	Training evaluation assesses the gap before and after delivery of the training					
37.	The management makes feedback to fill the gap & improve the effectiveness of the training& development.					

Section III: Problems/challenges of Training and Development

The purpose of this section is to determine the main gaps/problems/challenges regarding Human Resource Development practices in your company. To what extent do you agree or disagree with the following possible factors that might hinder HRD practices in your company. Please circle in the box that best reflects your answer.

S/N	Item	1	2	3	4	5
1.	There are lack of necessary knowledge and skill on the part of the trainer					
2.	There is unclear training and development program					
3.	Poor administration of the Training & development program process.					
4.	The purpose of the Training & development program being unrealistic.					
5.	Good training and development program is not followed by rewards.					
6.	Training and development programs are not designed based on need assessments.					
7.	There is lack of timely feedback and evaluation of training program.					
8.	Inaccurate training need analysis will affect employees' interest.					
9.	I believe that there is a discrepancy between the provided training and the required job skills.					
10.	There is lack of professionals in the training department.					
11.	The planning of training is poor in terms of training content and methods.					
12.	There are lack of resources and budget.					
13.	Management does not support training programs.					

14. What measures has to be taken to overcome the problems related to Human Resource Development:_____

Thank You Once Again for Your Cooperation and Helpfulness!

Appendix Two: Interview Guide for Company Management Staffs

This interview has been designed to seek information purely for academic purposes. The main purpose of the study is to conduct a thesis on the topic: "The assessment of the Practice of Human Resource Development at Huawei Technologies in Addis Ababa". The purpose of interview is to gather additional data which may not be obtained through the questionnaires to be filled by respondents. I would like to thank in advance for your cooperation, patience and spending your golden time by providing me with relevant information which helps for the success of my research work.

Section I: General Questions

1. What is your position in the company?
2. What is your responsibility in the company?
3. How long you are working in your current position?

Section: II: questions related to the practice HRD

- i) Let me explain the overall Humana Resource Development practices in your company??
- ii) What do you think is the purpose and objective of HRD program? Does the company clearly set the policy, purpose and objective of HRD program? If yes, is it formally communicated to all employees?
- iii) How does training and development needs being prioritized and identified in company?
- iv) Does your company design human resource development program based on need assessment? If your answer is "No" Why? How does HRD Program designed and implemented in company?
- v) How does training and development practices are being evaluated in your company?
- vi) Do you think human resource development practices play an important part in organizational success?
- vii) What are the problems and gaps of your company HRD practices? What do you suggest to improve the current HRD practice and to alleviate the existing gaps?

ANNEX II: SPSS OUTPUT

1. HRD practice in the context of Policies, directives & resources

The company has defined training and development policy.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	9	8.3	8.3	8.7
Disagree	20	18.3	18.3	26.6
Neither agree nor Disagree	12	11.1	11.1	37.7
Agree	43	40.4	40.4	78.1
Strongly agree	25	22.9	22.9	100.0
Total	109	100.0	100.0	

The company has designed training and development system with directives.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	8	7.3	7.3	7.3
Disagree	12	11	11	18.3
Neither agree nor Disagree	13	11.9	11.9	30.2
Agree	60	55.1	55.1	85.9
Strongly agree	16	14.1	14.1	100.0
Total	109	100.0	100.0	

HRD practices are conducted based on rules and regulations.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	6	5.5	5.5	5.5
Disagree	25	23.7	23.7	29.2
Neither agree nor Disagree	6	5.5	5.5	34.7
Agree	49	44.7	44.7	79.4
Strongly agree	23	21.6	21.6	100.0
Total	109	100.0	100.0	

T&D Policy and programs are integrated to the objectives of the organization

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	5	5.3	5.3	5.3
Disagree	24	21.1	21.1	26.4
Neither agree nor Disagree	3	2.6	2.6	29
Agree	72	65.7	65.7	94.7
Strongly agree	5	5.3	5.3	100.0
Total	109	100.0	100.0	

Training and development programs are designed based on need assessments.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	28	26.3	26.3	26.3
Disagree	15	13.2	13.2	39.5
Neither agree nor Disagree	2	1.8	1.8	41.3
Agree	61	56.1	56.1	97.4
Strongly agree	3	2.6	2.6	100.0
Total	109	100.0	100.0	

There is serious attention to allocate sufficient budget and resource for the training and development

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	15	13.2	13.2	13.2
Disagree	48	44.7	44.7	57.9
Neither agree nor Disagree	15	13.2	13.2	71.1
Agree	20	18.4	18.4	89.5
Strongly agree	11	10.5	10.5	100.0
Total	109	100.0	100.0	

There is serious attention in the allotment of time for the training and development

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	17	15.8	15.8	15.8
Disagree	48	44.7	44.7	60.5
Neither agree nor Disagree	15	13.2	13.2	83.7
Agree	20	18.4	18.4	92.7
Strongly agree	9	8.3	8.3	100.0
Total	109	100.0	100.0	

2. HRD Needs Assessment Practice

In the company, there is SMART manual & instrument of need assessment.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	9	8.3	8.3	8.3
Disagree	49	45.5	45.5	53.8
Neither agree nor Disagree	38	34.6	34.6	88.4
Agree	13	11.5	11.5	100.0
Total	109	100.0	100.0	

The need assessment checklist filled without bias and is genuine.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	24	22.3	22.3
	Disagree	115	13.2	35.5
	Neither agree nor Disagree	45	42.5	78.0
	Agree	21	19.3	97.3
	Strongly agree	3	2.7	100.0
	Total	109	100.0	100.0

Training & development need assessment manual is prepared by considering the need of prospective trainees.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	29	26.3	26.3
	Disagree	24	22.4	48.7
	Neither agree nor Disagree	15	13.2	63.9
	Agree	38	35.1	97.3
	Strongly agree	3	2.7	100.0
	Total	109	100.0	100.0

In the organization the need of T&D is properly prioritized by considering the interest of prospective employee

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	29	26.3	26.3
	Disagree	25	23.2	49.5
	Neither agree nor Disagree	16	14.8	61.3
	Agree	36	33.3	97.2
	Strongly agree	3	2.7	100.0
	Total	109	100.0	100.0

The training & development need analysis methods enable to clearly identify the employees' skill and knowledge gap.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	12.8	12.8
	Disagree	17	15.1	27.9
	Neither agree nor Disagree	44	40.5	68.8
	Agree	20	18.4	87.2
	Strongly agree	14	12.8	100.0
	Total	109	100.0	100.0

The company practiced training and development based on your work needs

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	17	15.1	15.1
	Disagree	26	23.7	38.8
	Neither agree nor Disagree	6	5.3	43.1
	Agree	37	34.7	89.5
	Strongly agree	11	10.5	100.0
	Total	109	100.0	100.0

Training and development need analysis conducted is able to produce relevant findings on performance gaps

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	12.8	12.8
	Disagree	17	15.1	27.9
	Neither agree nor Disagree	44	41.8	69.7
	Agree	31	28.6	90.7
	Strongly agree	10	9.3	100.0
	Total	109	100.0	100.0

3. Methods of Training & Development Delivery Practice

The Company gives both on-the-job and off-the-job training.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	5.3	5.3
	Disagree	24	21.7	27
	Neither agree nor Disagree	6	5.3	32.5
	Agree	44	41.7	74.
	Strongly agree	27	25.1	100
	Total	109	100.0	100.0

The delivery method that the Company employed is proper to acquire the necessary knowledge, skills and attitudes.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	4.5	4.5
	Disagree	14	12.5	17.0
	Neither agree nor Disagree	5	4.5	21.5
	Agree	46	43.4	65.5
	Strongly agree	37	34.5	100.0
	Total	109	100.0	100.0

Training & development need assessment manual is prepared by considering the need of prospective trainees.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	29	26.3	26.3	26.3
Disagree	24	22.4	22.4	48.7
Neither agree nor Disagree	15	13.2	13.2	63.9
Agree	38	35.1	35.1	97.3
Strongly agree	3	2.7	2.7	100.0
Total	109	100.0	100.0	

The Company is employed trainee- centered training and development as well as delivery method

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	23	21.3	21.3	21.3
Disagree	26	24.2	24.2	45.5
Neither agree nor Disagree	21	19.5	19.5	64.0
Agree	23	21.3	21.3	87.2
Strongly agree	14	12.8	12.8	100.0
Total	109	100.0	100.0	

The trainers have knowledge, skills and ability to transfer and demonstrate the content of training and development appropriately.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	9	7.9	7.9	7.9
Disagree	17	15.1	15.1	23.0
Neither agree nor Disagree	8	6.8	6.8	29.8
Agree	47	43.6	43.6	65.5
Strongly agree	37	34.5	34.5	100.0
Total	109	100.0	100.0	

In the training and development practice /program facilities, equipment's and training aids are provided in accordance with the level of trainees

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	17	15.1	15.1	15.1
Disagree	21	18.9	18.9	33.0
Neither agree nor Disagree	6	5.3	5.3	38.5
Agree	43	39.7	39.7	78.9
Strongly agree	23	21.1	21.1	100.0
Total	23	100.0	100.0	

There is safe and conducive environment to conduct training and development in the Company

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	9	7.8	7.8	12.8
Disagree	17	15.1	15.1	27.9
Neither agree nor Disagree	15	13.8	13.8	41.7
Agree	46	43.7	43.7	72.5
Strongly agree	30	27.5	27.5	100.0
Total	109	100.0	100.0	

Training and development conducted is fit to intended purposes and objectives with the method employed

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	6	5.3	5.3	5.3
Disagree	23	21.1	21.1	26.4
Neither agree nor Disagree	3	2.8	2.8	29.2
Agree	71	65.8	65.8	94.7
Strongly agree	6	5.3	5.3	100.0
Total	23	100.0	100.0	

The training is conducted in collaboration with other country to share the best experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	18	16.8	16.8	16.8
Disagree	19	17.2	17.2	33.0
Neither agree nor Disagree	14	12.8	12.8	45.8
Agree	41	37.6	37.6	75.5
Strongly agree	27	24.5	24.5	100.0
Total	109	100.0	100.0	

4. Training and Development Evaluation Practice

The company evaluates the training and development practice before, on the process and after the program

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	17	15.1	15.1	15.1
Disagree	31	28.7	28.7	43.8
Neither agree nor Disagree	6	5.3	5.3	49.1
Agree	32	29.7	29.7	78.9
Strongly agree	23	21.1	21.1	100.0
Total	109	100.0	100.0	

The organization use feedback at the end of the training and development program.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	5	4.5	4.5	4.5
Disagree	14	12.5	12.5	17.0
Neither agree nor Disagree	5	4.5	4.5	21.5
Agree	47	43.4	43.4	65.5
Strongly agree	37	34.5	34.5	100.0
Total	109	100.0	100.0	

Training evaluation is used to identify potential candidate for current training & future development

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	12	10.8	10.8	10.8
Disagree	21	18.9	18.9	29.7
Neither agree nor Disagree	5	4.5	4.5	34.5
Agree	47	44.2	44.2	78.1
Strongly agree	24	21.9	21.9	100.0
Total	23	100.0	100.0	

Training evaluation assesses the gap before and after delivery of the training

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	15	13.2	13.2	13.2
Disagree	21	18.7	18.7	31.9
Neither agree nor Disagree	6	5.3	5.3	37.3
Agree	43	39.7	39.7	77.1
Strongly agree	25	22.9	22.9	100.0
Total	109	100.0	100.0	

The management makes feedback to fill the gap & improve the effectiveness of the training& development

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	20	17.9	17.9	17.9
Disagree	27	23.7	23.7	41.8
Neither agree nor Disagree	6	5.3	5.3	46.1
Agree	38	34.5	34.5	82.1
Strongly agree	20	17.9	17.9	100.0
Total	23	100.0	100.0	