

# The Human Resource Management to Promote Growth Potential of Yangon International Airport

<sup>1</sup>Mr. Ashin Revata, <sup>2</sup>Dr. Vijit Supinit

<sup>1,2</sup>MBA, Siam University

---

**Abstract:** Training and development (T&D) (also known as Human Resource Development – HRD) and its strategic role are currently debated at the national, organizational and individual levels. General literature regarding its impact is undecided. Now days, organizations operate in a complex and changing environment that greatly influences their growth and expansion. To cope up with this changing environment they need to develop their human resources. This is because the survival and growth of any organization depends on the quality of human resources. Having this in mind this study was conducted to assess HRD practices and challenges in the selected Yangon International Airport. The study used both primary and secondary data sources. Cross sectional survey was employed taking a sample of 171 respondents from three departments (Airport, Passenger service, In flight service) selected through simple random sampling technique to collect data through questionnaire. Besides, focus group discussion and interview were used to consolidate and verify the information. Data were analyzed and interpreted using descriptive statistics based on SPSS 16.0 and qualitative technique. The finding of the study showed that the employees have good awareness towards HRD concepts and they were able to relate those concepts with HRD. However, as the results proved the sector bureaus were not in a good track in practicing training and development, career development, organizational development and performance appraisal. The finding also indicated that the sector bureaus were not in a position to doing personal analysis and confronted with the variety of challenges in the practice of HRD. Generally, based on the findings the sector bureaus did not have good HRD system. In conclusion in order to minimize problems in the practice of HRD first and foremost, in the three departments, HR should get due attention since it is an engine for other resources. In Meeting HR need, the HRD practices should also focus on career development and post training evaluation should be exercised in order to increase the effectiveness of the program. Moreover, to overcome the challenges of HRD practice there is a need for skilled human and financial resources, to differentiate high and low performers by using performance criteria and providing the necessary technical and interpersonal support to make HRD process more sustainable.

**Keywords:** development, training, satisfaction, performance, evaluate.

---

## 1. INTRODUCTION

Due to the interdisciplinary nature of human resource development (HRD), there has been little agreement as to the underlying definition and primary theories that form the basis for the field. In order to reach some understanding, this paper will outline many of the current US American definitions now held in the HRD profession. Commonly held themes will be removed from those definitions and the theories underlying those themes will be examined. Each theory is reviewed and then tested with the first step of Patterson's (1986) criteria for assessing the validity of a theory. This review of the definitions and test of the underlying theories will give the field a primary interdisciplinary foundation to begin to work from and to do additional research. ([www.tanfonline.com](http://www.tanfonline.com))

### 1.1 Statement of Problem:

The purpose of this study was to identify factors that influence HR development and promote growth at airport how these factors relate to the level of satisfaction the person experiences with this career choice. More specifically, I looked at how factors such as early aviation interests, demographics, health factors, formal education, other aviation experiences and airport size related to Yangon International airport managers' satisfaction with career choice.

### **1.2 Importance of the Study:**

A study on human resource development practices and challenges is one important aspect of development research. Thus, the importance of this research can be pointed out from different beneficiaries view:

- The primary importance of the study will assist the policy formulating bodies and decision makers to give due emphasis to HRD and devise different mechanisms in order to scale up and continuously upgrade the employees' expertise to improve organizations' performance.
- The study areas will use it as a guideline to address problems and improve their understanding in the practices of HRD and other organizations which have similar problems can also extrapolate its findings.
- Finally, it will be served as a reference for further researchers for those who have an interest in relation to this area and it helps the researcher to acquire knowledge and skills.

### **1.3 Rationale of the Study:**

The study aims to use three frontline training departments at Yangon International Airport as the unit of analysis to explore whether or not and how their role is strategic. Specifically, the questions used to guide the exploration of strategy and T&D are:

- (a) Does the HRD/Training function play a strategic role within the organization?
- (b) To what degree does the HRD/Training play a strategic role?
- (c) What resources are needed to ensure that the HRD/Training function becomes a more integral and strategic part of the organization?

These questions may not necessarily yield a clear yes or no answer; they could instead encourage the interviewees to describe why they think their T&D departments play a strategic role in their branch (and company) or why not.

Although this study has not been developed as Action Research, the data can be (and will be) used to better the organization's functioning. The study, therefore, helps both to complement the current academic knowledge and to help improve the setting used for this thesis.

### **1.4 Definition of Term:**

The following definitions of terms used in this study are adapted from related literatures and modified to suit the study.

**Human Resource:** refers to the talents and energies of people who are available to an organization as potential contributors to the creation and realization of the organization's mission and vision.

**Development:** means improving the existing capabilities to the human resources in the organization and helping them to acquire new capabilities required for the achievement of the organizational as well as individual goals

**Human resource development:** it is a framework for helping employees developing their personal and organizational skills, knowledge and abilities to meet current and future job demands.

**Challenges:** For this study challenges are obstacles or impediments that hinder effectiveness of human resource development practices in the selected departments.

## **2. LITERATURE REVIEW**

There is much in the literature that deals with training and development and its strategic impact in several areas. However, this type of research is lacking within the Airport Service Environment. Because this particular research topic is quite specific, immediate literature pertaining to training and development and strategy within an airline was difficult to come by. In order to begin exploring the strategic role of training and development within an airline, it is important to investigate contingent literature that can help us develop an initial understanding of the phenomenon. The three bodies of literature that we will explore include: current airline and aviation training practices, the strategic role of HRD and training as it pertains to firm performance and organizational strategy, and employees' perceptions of HRD and training.

### **2.1 AIRPORT MANAGEMENT:**

Airport management is a very specific career path. Firstly, one must have general leader and management skills, such as the ability to make decisions, coordinate details, direct the work of others, and to work smoothly with many kinds of

people (Wells & Young, 2011). In addition, it is desirable that the manager possesses a wide range of expertise within aviation. According to Gesell (1999), the most common educational field leading to airport management are degrees within management, such as business administration, public administration, or aviation management. However, the educational requirements for airport managers will vary from country to country, depending on the type of management specializations that are available from the educational institutions in each specific country. In a large country, such as the United States, where dozens of universities offer degrees within aviation management, it will be a natural requirement for a newly hired airport manager. This would, however, differ in a small country like Norway, where there currently is only one university offering a degree in aviation management (University of Nordland, 2013). Here, a relevant college/university degree within commerce, management or transportation may be adequate (Avinor, personal communication, September 27, 2013).

## **2.2 HRD THEORY TO PROMOTE OPERATIONAL EFFICIENCY:**

The dilemma of HRD's level of impact on organizations has been greatly debated in the literature. In the 1980s the debate was whether training had the ability to prove that change has occurred (Zenger, 1980). Training has been seen as something to avoid, and for a time the Organization Development Division of ASTD became its largest subunit (Zenger, 1980). Argyris (1999), who is an advocate of organizational learning, has also questioned whether organizations can effectively incorporate organizational knowledge creation. Argyris (1999) states that while CEOs know that the learning function should be an integral part of the organization they are not sure whether Human Resources (HR) can deliver. Hansson (2007) further distinguishes training from HRM. While training deals with individual learning, HRM deals with overall organizational effectiveness. The debate about what HRD and training is and what it should be is still ongoing today.

Currently, the HRD function is seen as segmented, lacking coherence, and composed of various interventions that are supposed to enhance individual and organizational learning (Hamlin, 2007). According to Hamlin (2007), HRD's lack of coherence impedes it from any strategic value and from having a seat with senior management. Wang and Wang's (2006) study regarding China and HRD also shows that a lack of coherence or a piecemeal approach to personnel development has hindered it from creating a competitive advantage through its human capital. Mabey (2004) also sees HRD as a non-strategic element in the US and in Europe, where its link between human development and business strategy is weak. However the literature does stress that HRD plays an important role in organizational effectiveness and people development at an organizational and national level (Mabey, 2004; Hamlin, 2007; Wang & Wang, 2006).

## **2.3 EMPLOYEE PERCEPTION OF HRD AND TRAINING:**

Whereas theory, practice and the strategy of HRD are important, employees at all levels are the ones who go through the actual training interventions. Senior managers, line managers and employees have different perceptions of what HRD is and of its usefulness.

Many training departments know that getting the support from senior managers is of primary concern. The importance of having senior managers on board lies in their ability to review policies, oversee curriculum and evaluate the worth of projects. This is not always easy because senior managers see the training function as a cost rather than as an investment (Hamlin, 2007; Giangreco, Sebastiano, & Peccei, 2009). Conversely, some senior managers do see value in HRD initiatives such as instructional design, and believe that their training managers can add value to the firm (Kalman, 2006). Kalman (2006) also noted in her study that senior managers wanted training and development to be aligned the corporate priorities in order to contribute more to growth and development. Gray and Mabey (2005) noted that the larger the firm is, the more likely managers are to see a link between HRD and strategy.

Another moderator that affects employees' view of HRD is the organization's investment in human capital. Day and Peluchette (2009) found that faculty professors perceived less investment in training led to less engaged employees. McGahern (2008) shows that employees who notice their organization actively investing money and time in their well-being will be happier and more motivated to deal with customer complaints.

## **2.4 MANAGEMENT PRACTICE:**

The 1931 Heinrich's established "principles of industrial safety" number four states that there are four motives for the occurrence of unsafe acts; they are improper attitude, physical unsuitability, lack of knowledge or skill, and improper environment (Petersen, 1975, pp. 15-16).

Improper Attitude: Petersen (1975) and Reason (1997) show that attitude plays an important part in an accident occurrence. Reason (1997) indicates that attitudes of the operator are also influenced by corporate culture. Corporate culture has direct influence on safe flight operations because it has great effect on an individual's response to rules, regulations, policies, procedures and practice of the organization (Orlady and Orlady, 1999). Therefore safety culture enhances the quality of operations where safety is considered productivity (as mentioned in Section 2.4) which is the case of flight operations. Management of an airline is in the best position to create a better safety culture through safety attitude and appropriate value system creation among its employees throughout all level of activities. Attitude can be modified through proper training and education (Garland, Wise and Hopkin, 1999). Management practices and proper training can help enhance this safe attitude.

## 2.5 HUMAN RESOURCE DEVELOPMENT:

Thomson and Mabey (1994) have quoted from Garavan, (1991), the definition of Human Resource Development, in the book titled: *Developing Human Resources*, as: "The strategic management of training, development and of management/professional education interventions, so as to achieve the objectives of the organization while at the same time ensuring the full utilization of the knowledge in detail and skill of individual employees" (Thomson and Mabey, 1994, p.20). From this definition, the word HRD will, in this context, include all kinds of training as well as the development of human resources.

One of the purposes of HRD is to enhance motivation and commitment of the operators to a safe operation. One theory of motivation is Maslow's hierarchy of needs. Maslow implies that to survive a human being is motivated to acquire basic physiological needs of food, shelter, medication, clothing, etc. Once the basic level is satisfied, the individual moves on to satisfy higher levels of needs, as shown in Figure 1.

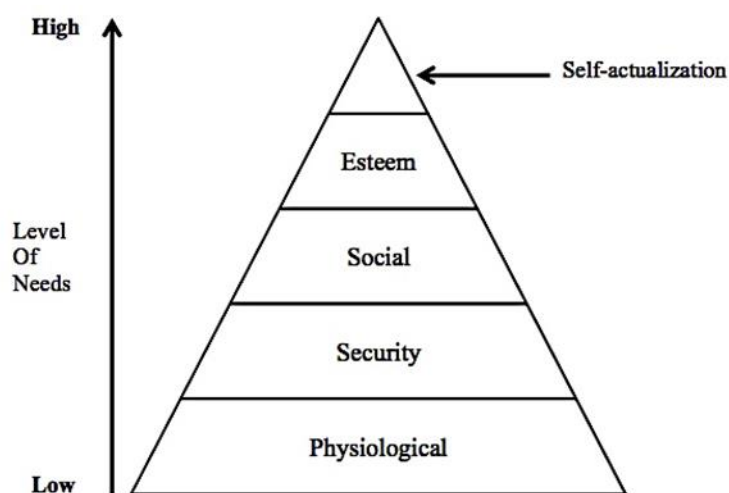


Figure 1: Maslow's Hierarchy of Needs

Source: Adapted from Thomson and Mabey, 1994, pp. 143-144, Orlandy and Orlandy, 1999, p. 184.

## 3. METHODOLOGY

In this chapter we will use three departments tasked to train frontline employees were chosen for this study. Specifically, the training departments chosen included Airports and train customers sales agents in passenger handling, security and ground servicing of aircrafts, passenger service that train customer service agents in reservations and check in process, special requests and changes to itineraries, and in flight services that train flight attendants in flight safety and service procedures.

The sample used for this research site includes a Training Manager, a Curriculum Developer/Instructor, and a Frontline employee from each branch. A total of nine individuals were used for this study. The reasoning for maintaining this sample includes: (a) having a cross-section of individuals from various ranks; (b) ensuring all samples have worked in or received training – that is, they are directly involved with training one way or another; (c) ensuring triangulation of information, therefore potentially increasing its validity; and (d) potentially having a well-rounded or representative view of the phenomenon, which is whether T&D is strategic.

### **3.1 RESEARCH DESIGN AND STRATEGY:**

Research design is a blue print for selecting the sources and types of data relevant to the research questions. It basically, provides answers for such questions like: what techniques to be used to gather data? and what kind of sampling to be applied? (Zikgmund et al., 2003). To collect data the researcher used survey research design. This is because the survey design is preferable to conduct research employing large number of people questioning about their attitudes and opinions towards the specific issue, events or phenomena (Marczyk & Dematteo, 2005). It also enables the researchers to effectively administer and manage the tasks when the data collection takes place. The study applied cross-sectional survey since the data were collected at one point in time from the sample respondents to describe the total population.

With regard to research strategies, the study employed both qualitative and quantitative ones. Now a day's mixed method is considered as a tool to triangulate the result of single approach through multiple methods (Johnston, 2010). A quantitative method was selected because it is viewed as an effective to gather large data and comprehensive issues at a specified period of time (Ngwenya, 2010). While the qualitative method was selected based on the assumption that it enables the researcher generate meanings and phenomena within the real context of the research participants and to fill the gap left by the quantitative one (Kothari, 2004).

### **3.2 DATA TYPES AND SOURCES:**

As indicated in the previous section, the study employed both qualitative and quantitative data. Since, using both types of data is vital to offset the limitations inherent with one method with the strength of other method (Creswell, 2003). The study used both primary and secondary data sources to get consolidated data so as to reach on concrete findings. The primary sources of data were collected from the respondents currently working in their respective department. As part of primary sources data were also obtained from key informants and discussants. To supplement the primary data, secondary sources were collected through extensive review of published and unpublished documents. Apart from this, human resource management guidelines, personnel training manuals and workshop proceedings about the subject under study were used. Other key documents such as national policies, development strategies and academic journals related to the study objectives were reviewed to enrich the findings of the study.

### **3.3 DATA COLLECTIONS INSTRUMENTS:**

To increase the breadth of information obtained from the respondents in relation to human resource development practices and challenges in Yangon International Airport, the selected department this study used three types of data collection instruments. Three departments tasked to train frontline employees were chosen for this study.

**Questionnaires:** in this study structured questionnaires prepared in the form of Likert scale was to collect the required data in relation to the practices, administration, and awareness of employees and challenges of HRD from the sample respondents. Such as data collection instrument was developed in order to gather large data and avoid pressure on the respondents (Creswell, 2003).

**Interview:** is an adaptable way of finding things out. The human language is very useful in opening of what lies behind people's action (Zikgmund, 1994). Interview allows person-to- person discussion that can lead to increase insights in to respondents' thoughts, feelings and behavior on important issues of HRD. Another advantage that can be derived from the interview is its flexibility in expressing different viewpoints on the subject under study. Thus, key informants (Human resource and Training and Development Heads) were interviewed in depth using unstructured questions during the working hours. The participants were selected through judgmental method because of their closeness to execute the issues.

**Focus group discussion:** This was conducted in such a way that after having the necessary data from the key informants through interview, unclear ideas and information related to the subject under study were further reviewed. The researcher conducted one focus group discussion in each five separate departments with participants to gather relevant and updated data towards the subject under study. Therefore, totally 5 focus group discussions were held to this study. In each study sector bureau 10 participants were selected for focus group discussion because of the nearness to the issue under study.

### **3.4 DATA COLLECTION PROCEDURES:**

To gather the required data in relation to the practices, awareness of the employees towards HRD, how HRD is administered and challenges preliminary visits were made in study department. During this time, secondary data sources pertaining to the subject under study were reviewed and discussions were also held with the respective staff on how and when to make discussions with the respondents. In order to administer data collection through questionnaires the researchers selected three departments and gave them one day training with regard to the entire purpose of the study. Then, the questionnaires was administered in the selected regional public department during working hours (Monday and

Friday) through the researcher’s close supervision. This is because the respondents were available only during working days in morning and afternoon. After data were conducted by the researcher with key informants and discussants. To this end, the researcher has successfully complete the fieldwork by creating smooth relationship with employees working in the departments.

**3.5 DATA PROCESSING AND ANALYZING:**

Following the completion of data collection data processing was conducted through filtering inaccuracy, inconsistency; incompleteness and illegibility of the raw data to make analysis very easy. To solve such problems manual editing, coding, data entry, and consistency checking were done. To analyze data both quantitative and qualitative techniques were employed. The data collected from questionnaire were analyzed through quantitative descriptive statistical tools such as percentages and frequencies, mean and standard deviations using SPSS version 16.0 computer software. While qualitative data obtained through interviews and focus group discussions were analyzed qualitatively in sentence form. Finally, the results were discussed and interpreted to draw important conclusions, recommendations and implications.

**4. RESULTS AND DISCUSSION**

The study tried to assess HRD practices and challenges in selected regional in Yangon International Airport. In this chapter the major findings of the study were analyzed and discussed in line with the stated specific objectives that lead to draw conclusions and recommendations.

**4.1 RESPONSE RATE ON QUESTIONNAIRE:**

For this study, a total of 171 questionnaires were distributed on the employees currently working in five selected regional in the airport to assess human resource development practices and training in three departments and challenges. All distributed questionnaires were filled up and returned with response rate of 100%. To supplement data collected through questionnaire interview and focus group the researcher administered discussions with key informants and focus group participants in each selected departments concerning the subject under study.

<b>Department</b>	<b>Questionnaire distributed</b>	<b>Questionnaire returned</b>	<b>Response rate</b>
Airport	87	87	100%
In Flight Service	45	45	100%
Passenger Service	39	39	100%

**4.2 RELIABILITY TEST RESULT:**

The reliability test is an important instrument to measure the degree of consistency of an attribute which is supposed to be measured. As stated by Mahon and Yarcheski (2002), the less variation of the instruments produces in repeated measurements of an attribute the higher its reliability. Reliability can be equated with the stability, consistency, or dependability of measuring tool. Cronbach’s alpha is one of the most commonly accepted measures of reliability. It measures the internal consistency of the items in a scale. It indicates that the extent of which the items in a questionnaire are related to each other. It also indicates that whether a scale is one-dimensional or multidimensional. The normal range of Cronbach’s coefficient alpha value ranges between 0-1 and the higher values reflects a higher degree of internal consistency. Different authors accept different values of this test in order to achieve internal reliability, but the most commonly accepted value is 0.70 as it should be equal to or higher than to reach internal reliability (Hair et al., 2003).

**Table 1: Cronbach’s Alpha for each field of the questionnaire**

<b>Field</b>	<b>Number of Items</b>	<b>Cronbach’s Alpha test</b>
Awareness of HRD concepts	4	0.771
Training and development	7	0.797
Career development	5	0.780
Organization development	9	0.839
Performance appraisal	8	0.825
Processes of HRD practice	10	0.847
Challenges of HRD	13	0.834
	<b>56 (entire)</b>	<b>0.849</b>

The Cronbach’s coefficient alpha was calculated for each field of the questionnaire. The table 3 above, depicts that the values of Cronach’s Alpha for each field of the questionnaire and the entire questionnaire. As it can be seen from the

Table, for each field value of Cronbach's Alpha is in range between 0.771 – 0.849. This range is considered as high; the result ensures the reliability of each field of the questionnaire. Cronbach's Alpha equals 0.849 for the entire questionnaire, which indicates very good reliability. So, based on the test results are reliable.

#### 4.3 DEMOGRAPHIC CHARACTERISITC OF THE RESPONDENTS:

This part commences with the analysis of the demographic data gathered from the respondents using frequencies and percentages. Accordingly, the general respondents' characteristics including: sex, age, marital status, educational level and work experience are presented in Table 1 below.

**Table 2: Demographic Characteristic of the Respondents**

Respondents' characteristics	Categories	Frequency	Percept
Sex	Male	110	64.3
	Female	61	35.7
	<b>Total</b>	<b>171</b>	<b>100</b>
Age	18-29	10	5.8
	30-45	99	57.9
	46 & Above	62	36.3
	<b>Total</b>	<b>171</b>	<b>100</b>
Marital status	Single	16	9.4
	Married	155	90.6
	Divorced	-	-
	<b>Total</b>	<b>171</b>	<b>100</b>
Education level	Diploma	20	11.7
	Degree	110	64.3
	Master & Above	41	24.0
	<b>Total</b>	<b>171</b>	<b>100</b>
Work experience	1 year & above	5	2.9
	2-5	23	13
	6-10	37	21.6
	11 & above	106	62.0
	<b>Total</b>	<b>171</b>	<b>100</b>

From the Table 2 above, it is possible to deduce the following facts. The overwhelming majority of the respondents were 110 (64.3%) males and the rest 61(35.7%) were females. This implies that the three departments were dominated by male employees and females' participation was low relative to male.

Another description pointed out in the Table 2 above, is that the age interval of the respondents. In this regard, the majority 99 (57.9 %) of the respondents in the selected three departments were found in the age interval of 30-45 years which signifies that the three departments have mature and well experienced staffs who have productive and potential prospects. Following 62(36.3%) of the respondents were found in the age of 46 and above and the rest 10(5.8%) of the respondents were fall under the age category ranging between 18-29 years. Generally, the majority of the respondents of the three departments were middle aged by taking ILO (2013) as a reference implying that they could have good productive prospects. With regard to marital status, as it is indicated in the Table above, the majority of the respondents 155 (90.6%) were married and the rest 16(9.4%) were single. This has an implication that if the employees are married turnover could be slightly reduced as result of settled life.

Educational background of the employees is an important factor in undertaking their respective responsibilities and to make critical decisions in their working departments. Considering the respondents' level of education, 20 (11.7%) of the total respondents were diploma holders. Whereas, the majority 110(64.3%) and 41(24%) were first and second degree holders respectively. This signifies that the majority of respondents were first degree holders in terms of their educational level and the departments should plan for the development of its workers to masters' level so as to increase of their job performance.

Table 2, also depicts that the work experience of the respondents. The majority of 62% of the respondents have relatively longer service times above 11 years. Following 21.6 % of them have 6-10 years work experiences and the rest 13% ranged from 2-6 years. The rest 2.9 of the respondents were new for the institutions with one year and less than work experience. From this we can conclude that most of departments' staffs have good work experiences which can help them

to do their responsibilities effectively and efficiently. In other words, the three departments were in a good track in capturing well experienced staffs.

In general, the results of the demographic characteristics of the respondents indicate that they can clearly understand and respond to the questions provided to them to gather the primary data.

## **5. CONCLUSIONS**

The findings showed that the employees in the three departments have had good awareness about HRD concepts since they have good understanding of the components of HRD. Accordingly, they were familiar with training and development, career development, organizational development and performance appraisal which are HRD functions and they were able to relate them with HRD. However, few employees still did not understand these HRD concepts.

The aim of this particular research was to approach an answer to the questions of strategy and if and how to improve HRD in Yangon International Airport. The semi-structured interviews led to data that spanned many topics including management, organizational structures, return on investment, as well as planning and scheduling. Initially, a central theme regarding the three bounded systems' strategic role was sought. Although this was initially attempted by the researcher, the data did not permit one to come to such a firm conclusion (i.e. a "yes" or "no" answer). The reasons for this are various but most probably because of their departments' functional differences and the fact that they are decentralized in nature. Specifically, each training department has its own mandate and employee population to take care of.

The three training departments function individually from one another due to their different scope of work, their varied schedules and their respective employee group. The current decentralized nature of the three departments led each to have its own culture, rules and issues. The findings of the study proved that the three departments have long-term efforts to improve an organizational development. However, they are lagging behind in solving problems like communication, openness, fairness in treating employees, compensation and job security and problem solving culture. That departments have career development in principle, in order to create motivated workforce, to enhance the capacity of both present and future knowledge and skills, to increase the ability and productivity of employees, increase optimum man task relationship, to prepare employees to take higher assignments and to upgrade skills and prevent obsolescence. However, in practice explicit tasks were not done in relation to the issues described to promote HRD and to attain development goals.

To the end, as the findings revealed that designing comprehensive strategies, aligning HR with strategic priorities, lack of sufficient budget, lack of technology, accepting modern technological changes, limited emphasis to personal and professional development, promoting positive work environment, lack of positive workforce attitude, inadequate training, attracting and retaining qualified personnel and lack of good merit system were key challenges that hindered the practice of HRD in study areas.

## **6. RECOMMENDATION**

Based on the findings of the study the following recommendations are forwarded:

❖ First and foremost, HR of in the airport should get greatest emphasis since they are engines for other resources such as physical resources, information resources, and financial resources. Now days, we are living in a continuously changing and dynamic environment that directly or indirectly affects us. Particularly, public sectors are affected by the rapidly changing information technology. Thus, HRD in the airport needs to update its employees' skills and knowledge through training and education to cope with technological advancement and competitive environment and to achieve its pre stated short and long term goals.

❖ Beyond meeting the airport' HR need, the HRD should also focus on individuals and satisfying their needs for career development. At the first place, HRD is not all about providing training rather than it should aimed at matching the organizational need for HR with the individual needs for career development. Secondly, HRD must necessarily focus on individuals since all the strength of teams and in the airport must first embed into individual employee. For this purpose:

Personal analysis during training need assessment is necessary, in view of the fact that it is very important tool for incorporating individual needs into HRD practices.

Education support especially for higher studies should not be limited to create high level professionals with the required knowledge and skills. This is in turn important to satisfy and retain talented employees in the three departments.



- ❖ Counseling is also very essential to support employees in improving their job performance. Besides, it helps to identify individual employees training needs and HRD should be based on career development, which helps employees achieve maximum self-development.
- ❖ HRD need assessment and selection criteria practice of the airport are among the most serious issues. Since training and development is a need oriented effort, determining the level, type and duration of the training and development will have a paramount importance.
- ❖ The three departments were not effective in doing personal analysis. Thus, an extensive personal need assessment should be exercised through analyzing the substantive knowledge and skills possessed by the employee in order to reduce wasting time, resource, de- motivation and negative attitudes towards future programs.
- ❖ Post training evaluation should also be exercised in order to increase the effectiveness of HRD program to be held in the next session, to help participants to get feedback for their improvement and to find out to what degree the HRD objectives are achieved.
- ❖ The issue of HRD requires further research. After conducting a research then, it would be possible to design both short and long term strategy. The relationship between sector bureaus at regional level and some others, which are not part of governmental agencies, should be studied to improve HRD. It is also important to link with ongoing and planned research activities of various sector bureaus to look in to HRD dimensions of the research areas.
- ❖ Moreover, effective and efficient service delivery can be ensured in bureaus if employees get the required training and development. Thus, conducting on the job and off the job HRD using selection criteria, creating strong link between performance and reward, practice of non-monetary incentive such as recommendation letter is essential. Besides, making the performance assessment system more open and carrying out continuous follow up, strengthening the monitoring and evaluation role and providing the necessary technical and interpersonal support to make the HRD process more sustainable.

#### **REFERENCES**

- [1] Anonymous. (1999). A chat with Chris Argyris. *Training & Development*.
- [2] Auluck, R. K. (2009). The human resource development function: the ambiguity of its status within the UK public service. *International Review of Administrative Sciences*, 72(1), 27-41.
- [3] Auluck, R. K. (2006). Status matters: how does HRD shape up? *ASTD Research-to-Practice Conference Proceedings*, 13-26.
- [4] Bailey, C. A. (2007). *A guide to qualitative field research*. Thousand Oaks, CA: Pine Forge Press.
- [5] Clardy, A. (2008). Policies from managing the training and development function: lessons from the federal government. *Public Personnel Management*, 37(1), 27-53.
- [6] Creswell, J. W. (2005). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Pearson Education.
- [7] Day, N. E., & Peluchette, J. (2009). Do we practice what we preach? An exploratory study about how business schools manage their human resources. *Journal of Leadership & Organizational Studies*, 15(3), 275-286.
- [8] Enz, C. A., & Siguaw, J. A. (2000). *Best practices in human resources*. Cornell: Hotel and Restaurant Administration Quarterly.
- [9] Gerring, J. (2004). What is a case study and what is it good for? *American Political Science Review*, 98(2), 341-354.
- [10] Gerring, J., & McDermott, R. (2007). An experimental template for case study research. *American Journal of Political Science*, 51(3), 688-701.
- [11] Hamlin, R. G. (2007). An evidence-based perspective on HRD. *Advances in Developing Human Resources*, 9(1), 42-57.
- [12] Hansson, B. (2007). Company-based determinants of training and the impact of training on company performance. *Personnel Review*, 36(2), 311-331.
- [13] Hassan, A., hashim, J., Ismail, A. Z. H. (2006). Human resource development practices as determinant of HRD climate and quality orientation. *Journal of European Industrial Training*, 30(1), 4-18.

- [14] Krohn, R. A. (2000). Training as a strategic investment. *Advances in Developing Human Resources*, 2(1), 63-75.
- [15] Lewis, T. (2005). Towards artistry: a critique of the HRD performance paradigm and a suggested new model. *Performance Improvement Quarterly*, 18(2), 56-75.
- [16] Mabey, C. (2004). Developing managers in Europe: policies, practices, and impact. *Advances in Developing Human Resources*, 6(4), 404-427.
- [17] Mabey, C. (2003). Reframing human resource development. *Human Resource Development*
- [18] Chermack, T. J., & Lynham, S. A. (2002). Assessing institutional sources of scholarly productivity in Human Resource Development from 1995 to 2001. *Human Resource Development Quarterly*, 13 (3), 341–346.
- [19] CIPD. (2005). Recruitment, retention and Labor turnover survey 2005. London: CIPD.
- [20] Clark, C. (2011). Human Resource Development for the public service. “Analyzing HRD needs in the public Service: a south African experience.
- [21] Creswell, J. W. (2003). *Research design: A qualitative, quantitative, and mixed method approaches* (2nd Ed.). Thousand Oaks, CA: Sage.
- [22] Creswell, J. W. (2008). *The selection of the research design*. Thousand Oaks, CA: Sage Cronbach, L. J. 1970. *Essentials of psychological testing* (3rd Ed.). New York: Harper & Row.
- [23] Daisy, C. & Chauhan, S.P. (2002). Future Directions for HRD: Aligning the HR Function to Organizational Goals.
- [24] Davenport, T. H., Prusak, C., & Wilson, J. (2003). *What’s the big idea? Creating & capitalizing on the best management thinking*. Boston: Harvard Business School Press. Deb, T. (2010). *Human Resource Development Theory and Practices*, Ane Books Pvt. Ltd, New-Delhi.
- [25] Dias, V.A., Pereira, C. M and Bertto, G. (2011). HRD Policies and MNC Subsidiaries: the case of Brazil.
- [26] Đurkovic, V.J. (2009). Development of Human Resources as Strategic Factors of the Companies' Competitive Advantage: *Facta Universitatis Series: Economics and Organization*, Vol. 6, No 1, 2009, pp. 59 – 67.
- [27] Dussault, G. (1999). *Human Resources Development: The Challenge of Health Sector Reform*
- [28] Charles, F. (2006). *Education, training, and technology transfer projects that contribute to Human Resource Development*; Tucson, Arizona.
- [29] Chatterjee, B.(1990). *Human Resource Management*, New Delhi: Sterling Publishers Private Ltd., Inc.
- [30] Edgar. And Geare, A. (2005). HRM Practices and Employees’ Attitudes: different measures- different results, *Personnel Review*, Vol. 34 No. 5, pp. 534-569.
- [31] Ethiopia Ministry of Finance and Economic Development. (2012). *Growth and Transformation Plan (2010/11-2014/15): Annual Progress Report for F.Y. 2010/11*, Addis Ababa, Ethiopia.
- [32] French, W. L.,and Bell, C. H. (1999). *Organization Development: Behavioral Science Interventions for Organization Improvement* (6th Ed.). Upper Saddle River, NJ: Prentice Hall.
- [33] Gebrekidan, A. (2011). Capacity Building workshop on “promoting professionalism in the public service: Strengthening the role of Human Resource Managers in the public sector for the effective implementation of the charter for public Service in Africa , Addis Ababa, Ethiopia.
- [34] Getahun, T. (2007). Employees’ opinion about human resource development practices of national bank of Ethiopia: a case study.
- [35] Gupta K.C. and Singh, T. (2006). Effectiveness of Training in the Banking sector: A Case Study, *The Journal of Accounting & Finance*, Vol. 20, No.1, 10-34.
- [36] Gupta, S. (2008). *Human Resource Development: Concept and Practices* (Second Edition).Published by Deep & Deep Publications Pvt. Ltd.
- [37] Habib, M. N. (2012). The Role of Developing Countries Governments in HRD Programs the Egyptian Experience. *International Journal of Business and Social Science*, Vol. 3 No. 3; February 2012: [www.ijbssnet.com](http://www.ijbssnet.com).