



**St. Mary's University**

**SCHOOL OF GRADUATE STUDIES**

**ASSESSMENT OF EMPLOYEE TRAINING PRACTICE IN**

**NIB INTERNATIONAL BANK**

**BY:**

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**DECEMBER 2017**

**ADDIS ABABA**

**ASSESSMENT OF EMPLOYEE TRAINING PRACTICE IN  
NIB INTERNATIONAL BANK**

**A THESIS SUBMITTED TO ST. MARY'S UNIVERSITY  
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ADMINISTRATION (MBA)**

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## DECLARATION

I, undersigned declare that this thesis is my own original work and prepared under the guidance of Abraraw Chanai (PhD). All material source used for the thesis have been duly acknowledged. I further confirm that the thesis has been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

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December 2017

## **ENDORSEMENT**

This thesis entitled “Assessment of Employee Training Practice in NIB International Bank” has been submitted to St. Mary’s University, School of Graduate Studies for examination with my approval as a University Advisor

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Signature  
December 2017

## **Acknowledgement**

I would like to express my deepest heartfelt gratitude goes to the Almighty God for providing me the strength in all my endeavors.

I also want to give thanks to my advisor Dr. Abraraw Chanie for his positive and constructive guidance all the way through this study. In addition, I would like to give a special thanks to my family, which continues to provide me with their irreplaceable love and support.

## **List of acronyms**

CSO – Customer Service Officer

HRM-Human Resource Management

JCSO – Junior Customer Service Officer

NIB-Nib International Bank

OJT- On Job Training

PHD – Doctor of Philosophy Degree

SATP – systematic approach of training process

SCSM – Senior Customer Service Manager

SCSO – Senior Customer Service Officer

SPSS-Statistical Package for Social Scientists

TNA - Training Need Assessment

TPA – Training Period Adequacy

TSC – Training Selection Criteria

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## Abstract

This study aimed at assessments of employee training practice in NIB international Banks with due emphasis on training policy and procedures of the bank, methods of training practice, measurements of training effectiveness, how line managers and supervisors involves on training practice , accordingly to satisfy the study the necessary documents and data has been gathered through primary and secondary data sources, interview and quaternaries are from primary data and bank manual and other documents from secondary data, purposive selecting sampling are used and 175 quaternaries are distributed to head office and twenty selective branches the research are limited in Addis Ababa branches only for those are clerical staff only ,descriptive analysis using with help of frequency and percentages to analysis the data, As a result, after thoroughly present and analyzing the data obtained from respondents the researcher presented and interprets the response. The findings from the study clearly stated and main of them were employees were not satisfied on the attended training; in addition with this some of employees have no training practice while they are started jobs this implies that there is shortage of training in the bank, we observed from the respondent the bank have a gap on evaluation the effectiveness of the training and lack of follow up on the training effect on employee's job. Based on the findings and conclusion the researcher provides the recommendation to the bank`s, Some of the recommendation were the bank should bring effective and timely training to employees, should made follow up on the effect of training on job and should assign sufficient amount of budget to train run-up.

Key words: *Assessment, training, practice*

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# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Human resource is the most vital assets for organization in excess of the others organizations assets, without human resources organization can't attempts their objectives, now a day's organizations operate in a complex and changing environment that greatly enhances and influences their growth and expansion. To cope up with this changing environment and technological advancement, organizations need to develop and train their employees. In addition, the survival of any organization depends on the quality of human resources of the companies. An organization can also use training to try to overcome deficiencies in employees. Often effective training can produce productivity gains that offset the cost of training. Training is especially important in industries with rapidly changing technologies. In order to maintain a competitive edge in the market, companies must invest in training and development, the human resource management focuses on both training for employee's current performance as well as developing skills for their future roles and responsibilities

According to Saiyadain (2004), the beginning of training could be traced to the Stone Age when people started transferring knowledge through sign and deeds to others.

Vocational training started during the industrial revolution when apprentices were provided direct instructions in the operation of machines. Training and development is increasingly recognized, now, as a most important organizational activity. Rapid technological changes require newer skills and knowledge in many areas. Training has to be continuously offered to keep employees update and effective. Saiyadain, 2004

McNamara (2008), states that training involves an expert working with learners to transfer to them certain areas of knowledge or skills to improve in their current jobs.

Development is a broad, ongoing multi-faceted set of activities (training activities among them) to bring someone or an organization up to another threshold of performance, often to perform some job or new role in the future.

According to Pallavi (2013), for surviving the business and becoming a successful pillar in the market, training is a tool that can help in gaining competitive advantages. Training proves to be a parameter for enhancing the ability of the workforce for achieving the organizational objectives. Good training programs thus result in conquering of the essential goals for the business. Hence, training is significant for giving a dynamic approach to the organization. This dynamic approach is necessary because every organization that adopts a controlled way of functioning may not be able deliver consistent results but a dynamic and flexible organization may do so. This is possible only because of improved quality of work life through implementation of training programs.

According to scarpello and Ledvika(1998), recruiting, selecting, orienting and then placing employees in jobs do not ensure success. In most cases, there may be gap between employee knowledge and skill and what the job demand. The gap must be filled through training programs. Hence, personnel training and retraining is one of the major way that work organizations attempt to maintain the competency levels of their human resources and increase their adaptability to changing organizational demands.

Researchers confirmed that continuous and properly design, implements, measuring (follow up) training has leading to effective outcomes on job transforming. Staffs training lead to develop employees with required knowledge and skill that apply to the current and future job performance. Skilled employees reduce costs, provide quality service and satisfy customers, work with-out close supervision.

## **1.2 Statement of the Problem**

Accounting to Pyens (2009), training must be available for all employees regardless of their level in the organization.

Employing staff with relevant skills and experience is essential. This process begins at recruitment stage and continues throughout an employee's employment via ongoing training and promotion opportunities. Training and development play a critical role in achieving a competitive edge with other banks; especially in service sector marketing. If a bank employs staff without motivation it will affect customer service and ultimately services. Suppliers provide businesses with the materials they need to carry out their business activities.

Recruiting and selecting high-potential employee doesn't guarantee that they'll perform effectively. For one thing, people who don't know what to do or how to do it can't perform effectively even if they want to do and how to do it you have to orient and train them (Dessler 2006).

The banking industry in Ethiopia were monopolized by government banks only, nowadays private banks are allowed to share the market thus sixteen privates banks are existing in the market, NIB international bank are one of the private banks it's share the existing market share thus to be compete and win the market share banks must embrace both tangible and intangible assets.

Human resource is one of the decisive assets existing for any organization therefore to be utilized this crucial asset company must recruited experienced, educated and equipped staff, however this is not easy to banking industry in Ethiopia cause the private banking history in our country having only twenty one years, thus the availability adequate personnel supply are rare so that NIB must focuses on training and development of internal staff to safeguard on competition.

Training today has become an integral part of any company's operations. The need of the hour has rightly forced all enterprises to make this happen so that an adequate supply of personnel becomes available for survival, progress and growth. Since competition is increasing and technology accelerating there is a shortage of adequately educated trained man power. It means that companies must organize a total training system to utilize two possible sources of manpower. The first one is upgrade the present employee to accept more responsibility within the company by using a properly designed training system and the second is harness the locally available net manpower in to a training system which will make each individual a productive employee in the shortest possible time at the least cost. (Ghosh and Kumar, 2003)

### **1.3 Research Questions**

This study revolves around the answers for the following basic questions.

- ✓ Does Nib International Bank (NIB) have a training policy and strategy?
- ✓ What type of training methods are practiced in NIB?
- ✓ Does the bank measure the training effectiveness after the training?
- ✓ To what extent line managers are involved in ensuring the effectiveness of training?
- ✓ To what extent employees are satisfied with training programs of the bank?

### **1.4 Objectives of the study**

The objectives of this study classified in to two main portions namely, the General objectives and the specific objectives

#### **1.4.1 General Objective**

- ✓ To assess training practices of Nib International Bank carried out at Addis Ababa selected branch.

#### **1.4.2 Specific objectives**

- ✓ To assess whether or not the NIB has training policy, guide and strategy
- ✓ To investigate how the banks select workers for training program?
- ✓ To described the training methodology of the bank
- ✓ To identify weakness and strength of training program of the banks
- ✓ To identify the training frequency of the bank and the perception of employees on training program

### **1.5 Significance of the study**

Training and development is increasingly recognized, now, as a most important organizational activity. Rapid technological changes require newer skills and knowledge in many areas.



Training has to be continuously offered to keep employees update and effective. Saiyadain (2004)

Training thus provides certain advantages which are not available by learning through experience Saiyadain (2004)

The study will help the bank to fill the gap which is specified by the problem. It also suggests and shows ways to solve the problem and will also support as a reference for management to effectively manage the training, for employees` it will improve their awareness towards training.

This study if focuses on assess the human resources training practices of NIB international bank and offers also following significances

- ✓ Providing possible suggestions for the weakness of the training and development of the bank.
- ✓ Helping the department to facilitate some options and way of training activities
- ✓ Collect information about the awareness of employee towards the training program and provide it to the decision makers.
- ✓ It will become sources of document and as stepping stone for those researchers who want to make further study on the area
- ✓ It helps the researcher to acquire knowledge and practical experience.

## **1.6 Scope of the study**

The scope of the study was limited to investigate training practice of Nib international bank established throughout the country. The study was conducted in Nib international banks Head office and selected city branches, which are located in Addis Ababa The sample were limited to employees` who are working in NIB for the clerical staff and the interview was hailed on human resource as well as benefit department only. It doesn't include other branches located out of Addis Ababa due to time, financial constraints and geographical scattered, The research studies was paying attention only a total of twenty purposively selected branches that are located at Addis Ababa.

### **1.7 Limitation of the study**

The study was conducted in Nib international bank selected city branches, which are located in Addis Ababa. The samples were limited to employees` who are working in Nib for those are in the position of clerical staffs. To have had results timely and on manageable way the study focus only in Addis Ababa.

The Banks expands the number of branches rapidly and covering the hole country thus, due to scattered branch location , time and financial constraint the study can't cover all the bank branches, and also employees the ( bankers) are so tide up by work thus few questioners are not properly fulfilled .

### **1.8 Definition of Terms**

**Training:** is the process whereby people acquire capabilities to perform jobs? Training provides employees with specific, identifiable knowledge and skills for use in their present jobs (Robert 2010).

Training is depending on the enhancing of knowledge skill and attitude of employee for improving of his performance on the job (McNamara, 2008)

**Development:** has been defined by Harrison (2009) as cited on: ‘Michael Armstrong (2016) 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

Development is a broad ongoing multi-faceted set of activities (training activities among them) aimed at bringing someone or an organization up to another threshold of performance, often to perform some job or a new role in the future (McNamara 2008).

**Resource:** Any things that could be thought of as a strength or weakness of a given firm including tangible and intangible assets. Wernerfelt (1984)

**Human resource :** Joshi (2013),defines the human resource as the people of an organization composed of all the efforts, skills or capabilities of all the people who work for that organizations may call this ”human resource “ as ”staff” or ‘work force’ or ‘personnel” or

“employees” but the basic meaning remains the same . All those who work for an organization are workers.

**Management:** Management is the process of making things happens. Managers define goals, determine and obtain the resources required to achieve the goals, allocate those resources to opportunities and planned activities and ensure that those activities take place as planned in order to achieve predetermined objectives. Armstrong (2016)

**Human resource Management (HRM):** is a multidisciplinary organizational function that draws theories and ideas from various fields such as management, psychology, sociology and economics. Senyucel (2009), Human resource management is defined as a strategic and coherent approach to the management of an organization’s most valued assets – the people working there who individually and collectively contributes to the achievement of its objectives Armstrong (2016)

### **1.9 Organization of the study**

The research is organized in five chapters. The first chapter is an introductory part of the study in which background of the study, definition of terms, statement of the problem, research question, objective of the study, significant of the study, Scope of the study, limitations of the study and definition of terms are includes. The second chapter deals with related literature review of the study. The third chapter is about methodology of the study. The fourth chapter analyzes the data and presents the findings and data interpretation. The last chapter contains summary of findings, conclusions, and recommendations.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter search for to review related literature which has bearing on training. It is about analyzing documents that have already been written which are connected to this topic. These documents were sourced from books written by various writers, journals, legal documents and websites among other sources.

Here in this chapter the literature review is discussed in detailed With sub title of the general concepts of training, objectives of training, benefits of training ,Natures of training and development, purposes of employee training, training methods, and training cycle

#### **2.1 The General Concepts of Training /Theoretical Review/**

Dessler (2005), define training as the method used to give new or present employees the skills they need to perform their jobs. Training constitutes a basic concept in human resource development. It is concerned with developing a particular skill to desired standard by instruction and practice. Training is a highly useful tool that can bring an employee in to a position where they can do job correctly, effectively, and conscientiously. Training is the acct of increasing the knowledge and skill of an employee for doing a particular job.

Gomez (2004), states effective training can raise performance, improve morals, and increase an organizations potential. Poor, inappropriate, or inadequate training can be a source of frustration for everyone involved.

According to Armstrong (2001) “Training is systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job”.

Aswathappa (2007), define the term ‘training’ indicates the process involved in improving the aptitudes, skills and abilities of the employees to perform specific jobs. Training helps in updating old talents and developing new ones. Successful candidates placed on the jobs need training to perform their duties effectively.

The principal objective of training is to make sure the availability of a skilled and willing workforce to the organization. In addition to that, there are four other objectives: Individual, Organizational, Functional, and Social. Pallavi (2013)

Kapur (2004), described that “according to Milton Hall, Employee training is the process of aiding employees` to gain effectiveness in their present and future work through development of appropriate habits of thought and action, skill, knowledge and attitudes. Training aims at increasing the effectiveness with which the functions of an organization are carried out by increasing the effectiveness of its personnel”.

## **2.2 Training Policy**

According to Joy-Matthews et al. (2004), training is viewed classically as a systematic process with an inherent and generally acceptable logic that begins with identifying needs, designing intervention, implementing it and then evaluating

According Joshi (2013), a policy states how the organization intends to achieves its overall objectives. In order to achieve the aims of the organization in the interest of the whole organization –including its workforce –it has to operate as per the policy framed by the top management.

An HR policy should be based on the principles which will govern the relationships of the organization with its work force. The policy must

- ✓ Be stated in clear terms
- ✓ Be understood easily by all – management and employees
- ✓ Have standardized effect on all employees

Joshi states the HR policy should concentrate on the following aspects

- ✓ Clear and detailed procedures regarding various specified activities such as recruitment ,selection, promotion, and training of employees
- ✓ Activities concerning a good “work climate” and employee satisfaction.

### 2.3 Objectives of training

According to Amstrong (2001) as cited on Stredwick (2005) the fundamental aim of training is to help the organization to meet its organizational objectives by increasing the value of its major resource, namely, its employees. Sets out three specific training objectives:

- ✓ To develop the competences of employees and improve their performance.
- ✓ To help people grow within the organization in order that, as far as possible, its future needs for human resources can be met from within the organization.
- ✓ To reduce the learning time for employees starting in new jobs on appointment, transfer or promotion, and ensure that they become fully competent as quickly and economically as possible.

There needs to be a systematic approach to training, which means that training must be directed towards specific ends. It is all too common for employees to be sent on training courses as a result of an attractive brochure arriving on a manager's desk without considering the real needs of the employee or the implications of the training. A systematic approach is best explained through an analysis of the training cycle. Stredwick (2005)

**Individual Objectives** – These objectives are helpful to employees in achieving their personal goals, which in turn, enhances the individual contribution to the organization.

**Organizational Objectives** – Organizational objectives assists the organization with its primary objective by bringing individual effectiveness.

**Functional Objectives** – Functional objectives are maintaining the department's contribution at a level suitable to the organization's needs.

**Social Objectives** – Social objectives ensures that the organization is ethically and socially responsible to the needs and challenges of the society. Pallavi (2013)

**Additional objectives are as follows:**

- ✓ To prepare the employees both new and old to meet the present as well as the changing requirements of the job and the organization.

- ✓ To prevent obsolescence.
- ✓ To impart the basic knowledge and skill in the new entrants that they need for an intelligent performance of a definite job.
- ✓ To prepare the employees for higher level tasks.
- ✓ To assist the employees to function more effectively in their present positions by exposing them to the latest concepts, information and techniques and developing the skills they will need in their particular fields.
- ✓ To build up a second line of competent officers and prepare them to occupy more responsible positions.
- ✓ To ensure smooth and efficient working of the departments.
- ✓ To ensure economical output of required quality. Pallavi (2013)

## **2.4 Benefits of Training**

The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. There are so many benefits associated with training. Cole (2002) summarizes these benefits as below

- ✓ High morale – employees who receive training have increased confidence and motivations;
- ✓ Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding
- ✓ Lower turnover – training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism is avoided;
- ✓ Change management – training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;
- ✓ Provide recognition, enhanced responsibility and the possibility of increased pay and promotion;
- ✓ Help to improve the availability and quality of staff.

## **2.5 Nature of Training and Development**

Gomez (2012), Training are typically focuses on providing employees with specific skills or helping them correct deficiencies in the performance, while Development is an effort to provide employees with the abilities the organization will need in the future.

Training and development considered the time durability's and current and futures problem solving. Training are focusing on short problem and try to solve immediately, development are looking for future and build capacity.

John M. support the idea of Lius R Gomeze, John believes Training helps employees do their current work better while Development prepares individuals for the futures. It focuses on learning and personal development John (2003)

According to Dessler (2005), training as methods used to give employees skills they need to perform their jobs. Therefore, training implies preparing an employee for an occupation or specific skills. In this case, it has to be narrow in its focus and be for the job, rather than personally oriented.

Mankin (2009), Development usually education refers to the broadest view of knowledge and skills acquisition it is more career-orientated than job-oriented and is concerned with the longer term development and potential of the individual.

## **2.6 Purpose of Employee Training**

According to Armstrong (2016), the purpose of the training should be clearly defined in terms of the behavior required as a result of training. The focus of the training should be to develop transferable skills and it will only be successful if those skills are put to good use in the place of work. The training should be evaluated on the basis of the extent to which it has achieved its purpose

Training and development are concerned with improving the productivity of individuals, groups, and the entire organization. Training normally involves the imparting of skills that help workers perform their present jobs better. Development helps employees realize their full



potential. These two efforts begin when an individual joins an organization and continue throughout the person's tenure with the firm (Donald and Caruth 2008).

As per Pallavi (2013), for surviving the business and becoming a successful pillar in the market; training is a tool that can help in gaining competitive advantages. Training proves to be a parameter for enhancing the ability of the workforce for achieving the organizational objectives.

Good training programs thus result in conquering of the essential goals for the business. Hence, training is significant for giving a dynamic approach to the organization. This dynamic approach is necessary because every organization that adopts a controlled way of functioning may not be able to deliver consistent results but a dynamic and flexible organization may do so. This is possible only because of improved quality of work life through implementation of training programs.

This journal also mentions some importance of training for the organization as well as for the employees,

- ✓ Employees are able to balance their work life and personal life in a better manner which leads to reduction of stress.
- ✓ Such programs help in improving physical and psychological health of the employees, thereby bringing down the absenteeism rate.
- ✓ These programs develop the employee morale, increase the productivity, job satisfaction and commitment of the employees towards the organizational goals.
- ✓ These programs also aim at the progress of the individuals in their personal and professional lives.
- ✓ They improve the communication between all levels of management which helps in minimizing conflicts between different levels of employees.
- ✓ Such types of programs lead to effective negotiation and enable the designing of the contracts which satisfy all sorts of employees.
- ✓ These programs enhance efficiency of management and strengthen employee organization.

- ✓ These programs improve the leadership, problem solving, interpersonal and conflict resolution skills of the employees.
- ✓ They are important for sharpening and utilization of the employees' creative and innovative skills.

## **2.7 Training Methods**

According to Holden (1994), a careful use of training methods can be a cost effective investment in the sense of using the appropriate method for the needs of a person or group. However, many commentators have frequently mentioned that organization often use inappropriate methods which can be both costly and time wasting and bring a very little improvement in the performance of the employee

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. Pallavi (2013)

Generally according to Len Holder training types can divided into two majors Components 'on –the –job' and 'off-the-Job' training

### **2.7.1 On the Job Training**

According to Mathis (2010), on-the-job training the most common type of training at all levels in an organization is *on-the-job training (OJT)* because it is flexible and relevant to what employees do.

According to Stredwick(2005), on-the-job training is appropriate where immediacy and realism are essential. Its advantages is that it provides instant entry into the job, the trainees work, learn and develop expertise at the same time, they can see the results of their actions and they can usually be effectively supervised while they are learning. They also learn the social aspects of the job, the informal culture and the small details that are often omitted from training manuals or job descriptions.

According to Ivancevich (2003), 60 percent of trainings are hailed on 'on the job training' it's formally and informally.

On job training methods are those which are given to the employees within the everyday working of a concern. The employees are trained in actual working scenario. On the job training is probably the common approach to training, and can range from relatively unsophisticated 'observe and copy' methods to highly structured courses built in to workshop or office practice.

#### **2.7.1.1 Mentoring**

As Armstrong (2006) stated, mentoring can be defined as a method of helping people to learn, as distinct from coaching, which is a relatively directive means of increasing people's competence. It involves learning on the job, which must always be the best way of acquiring the particular skills and knowledge the job holder needs. Mentoring also complements formal training by providing those who benefit from it with individual guidance from experienced managers who are 'wise in the ways of the organization.

These training system whereby a senior or experienced employees takes charge of the training and development of a new employee. Related with this 'Len Holden' considered this methods are like a father and son or a mother and daughter relationships

O'Neil (2001) explains, mentoring is "a deliberate pairing of more skilled or experienced professionals with a lesser skilled or experienced [professional]. to help the lesser skilled person grow, become socialized into his/her new role within the agency, and to develop specific competencies" (the Introduction to the Learner Guide). Mentoring provides natural and safe opportunities for the mentee and mentor to share positive and negative experiences, fears, thoughts, mistakes, and knowledge and creates an open and honest learning and teaching environment for mentee and mentor alike.

### **2.7.1.2 Coaching**

Most of the researcher and author's agree, coaching is an experienced member of staff will help trainees learn skills and processes through providing instruction and demonstrations.

According to Hirsh and Carter (2002) as cited in Armstrong (2006), coaching is aimed at the rapid improvement of skills, behavior and performance, usually for the present job. A structured and purposeful dialogue is at the heart of coaching. The coach uses feedback and brings an objective perspective.

Coaching is becoming a very popular means of development, and often includes working one-on-one with the learner to conduct a needs assessment, set major goals to accomplish, develop an action plan, and support the learner to accomplish the plan. The learner drives these activities and the coach provides continuing feedback and support.

### **2.7.1.3 Shadowing and Job rotation**

According McCourt & Eldridge (2003), member of staff rotated roles and tasks to that they gain experience.

Job rotation and transfers as a way of developing employee skills within organization involves movements of employees from one official responsibility to another

Job rotation involves moving an employee through a series of jobs so he or she can get a good feel for the tasks that are associated with different jobs.

### **2.1.1. Off-The –Job Training**

According to Stredwick (2005), *off-the-job training*, which takes place usually in a training school or appropriate facilities away from the immediate workplace, has the advantage of allowing the trainee to concentrate on learning the new job without distraction and for the training to be delivered systematically by skilled and experienced trainers. It can also help to give an immediate good first impression for a new employee. Trainees can make mistakes without the fear of an immediate cost to

the organization and tests can be set up for each stage to ensure that the job has been learnt thoroughly before being released into the real working situation.

This training methods are training is providing away from the actual working condition.

Aswathappa (2000), mention's organization with the biggest training programs often use off-the-job training .A survey of training directors in Fortune 500 companies examined their views of which off-the-job training techniques were the most effective for specific objectives.

#### **2.7.2.2 Workshops**

Workshops typically include some hands-on practice by the learner, and can be very practical means to learn a certain technique or procedure. Workshops look a lot like for fiscal contacts.

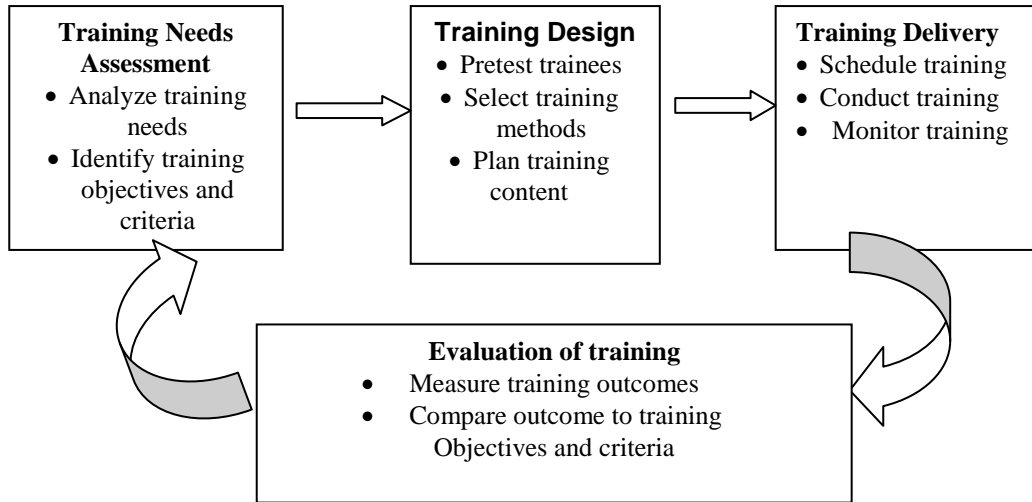
#### **2.7.2.3 Classroom Lecture**

M. Armstrong (2006) believes that a lecture is a talk with little or no participation except a question-and-answer session at the end. It is used to transfer information to an audience with controlled content and timing. When the audience is large, there may be no alternative to a 'straight lecture' if there is no scope to break it up into discussion groups.

#### **2.7.2.4 Case study**

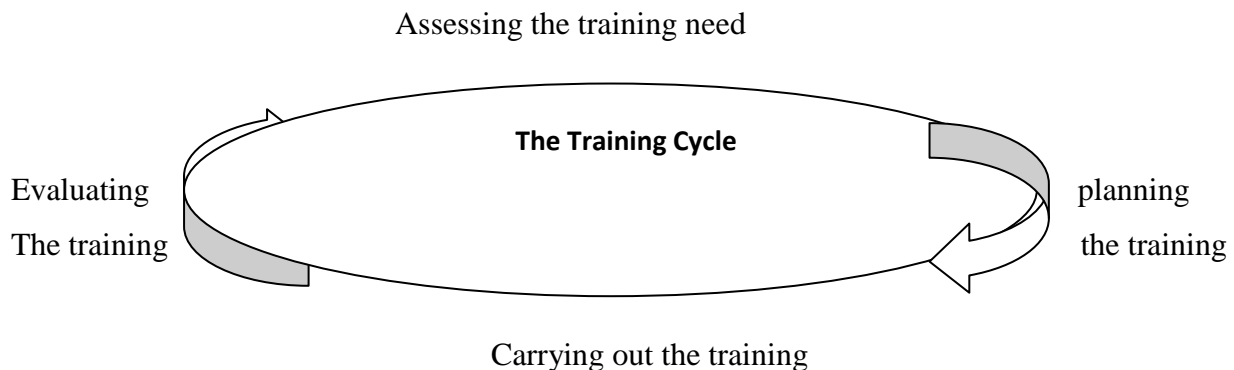
Armstrong (2006) stated, a case study is a history or description of an event or set of circumstances that is analyzed by trainees in order to diagnose the causes of a problem and work out how to solve it. Case studies are mainly used in courses for managers and team leaders because they are based on the belief that managerial competence and understanding can best be achieved through the study and discussion of real events.

## 2.8 Training cycle stage



Source; .L.mathis and R.Jackson 2010

Stredewick having a little difference with the above training cycle drawing he put on diagram the training cycle below but conceptually similar with L.Mathis and R.Jackson cycles



### 2.8.1 Training Needs Assessment (TNA)

The first step in training needs assessment is analyzing what training might be necessary. Mathis and John (2010) define the assessing organizational training needs as follow. ‘Assessing organizational training needs is the diagnostic phase of a training plan. This assessment considers issues of employee and organizational performance to determine if training can help.

Needs assessment measures the competencies of a company, a group, or an individual as they relate to what is required. It is necessary to find out what is happening and what

should be happening before deciding if training will help, and if it will help, what kind is needed'

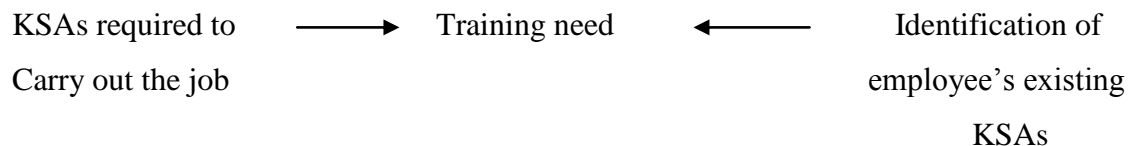
TNA is used to assess an organization's training needs. The root of the TNA is the gap analysis. This is an assessment of the gap between the Knowledge, skills and attitudes that the people in the organization currently possess and the knowledge, skills and attitudes that they require to meet the organization's objectives. (Bartram & Brenda 1997)

A true needs assessment would have discovered that the problem is different from what is originally thought and that the solution may require a different kind of training

### 2.8.1.1 Analysis of Training Needs

A training need arises due to the identified gap between the required knowledge, skills and experience for the individual carrying out the work and that actually possessed by the employee concerned (Stredwick , 2005) on this book the authors illustrates on diagram how training is identified.

### 2.8.2.2 Identification of training needs



Stredwick (2005), he stated below the way of Identification of training needs process can take place in a number of ways:

- ✓ When an employee starts a *new job*, an analysis will be carried out which examines the job requirements (through the job description and specification and matches that against the employee's existing profile. No candidate is ever perfect so there will always be a number of gaps to fill, especially if it is an internal transfer or promotion or if the new employee is specifically taken on as a trainee.

- ✓ Through the *annual appraisal* process where the employee and their manager sit down together and draw up a list of areas where training can help the employee to perform better, after agreeing on the existing job requirements and the employee's actual performance level
- ✓ Where a *specific incident* occurs which demonstrates a major gap. For example, a number of customer complaints close together will indicate customer-care training is required for the employee concerned. If a member of staff takes up a grievance against a manager's attitude or actions, then this could indicate that the manager concerned needs some form of training on handling staff. If there is a 'near miss' reported which lays the blame on a pilot, then it is vital that re-training of that pilot takes place
- ✓ a *development centre* will throw up a selection of needs, especially those relating to inter-personal skills, such as group problem-solving or running meetings.
- ✓ *Exit interviews* may also show training needs, in that employees leaving the organization may make it clear that one of the reasons they are leaving is because they were not adequately prepared for the work they were doing.

According to Stredwick (2005), training needs arise specifically when a major change program occurs in the organization.



## **2.8.2 Training Design**

Once the comparison of the “gap” between capabilities needed in the organization and those existing in employees are identified, then training activities must be designed

Armstrong (2006) as cited in Tarique and Calligiri (1995) propose that the following steps should be taken to design a training program for expatriates:

- ✓ Identify the type of global assignment, eg technical, functional, tactical, developmental or strategic/executive.
- ✓ Conduct a cross-cultural training needs analysis covering organizational analysis and requirements, assignment analysis of key tasks and individual analysis of skills.
- ✓ Establish training goals and measures – cognitive (eg understanding the role of cultural values and norms) and affective (modifying perception about culture and increasing confidence in dealing with individual behaviors to form adaptive behaviors such as interpersonal skills).
- ✓ Develop the program – the content should cover both general and specific cultural orientation; a variety of methods should be used.
- ✓ Evaluate training given.

## **2.8.3 Training Delivery**

The delivery of the training program is the stage where the trainers and the participants converge at this step both the trainees and trainers are participates at this step

### **2.8.3.1 Characteristics of good training program**

According to Joshi (2013), many organizations, even though they have a large training staff and spend a large amount on training programs, don't get good results. In order to ensure that the training programs are effective and the organization get good result from them, the following principles may be observed:

**Determination of training needs:** The management should first decide the training needs of employees and then select a method of training that is more effective.

**Relevance to job requirement:** Training programs must be related to the requirement of the job for which they are intended.

**Allowance for individual differences:** There are differences in abilities, learning capacity and interest of trainees so the management should consider these factors while designing the training programs.

**Training program should be results oriented:** Management should avoid “training for the sake of training” and show greater interest in the benefit of training programs.

**Suitable incentives:** There should be incentives to the trainees to make them make training programs seriously.

**Management support:** Top managers should take interest in and support the training programs. Subordinates cannot be expected to take the training programs seriously if they superiors themselves are not serious about them.

### **2.8.3.2 Designing the training program**

According to Joshi (2013), designing the training program with clearly defined objectives is a vital step in the entire gamut of training activities. Training is a means to achieve an end. It is not an end in itself. Unless the objectives are clearly defined and programs designed in such a way that it leads to achievement of the objectives set out, it will only be a wasted effort. The linkage between the designed and the objectives must be carefully thought out by the HR coordinator before announcing a program.

Joshi (2013) stated that the following points are to be ensured for the success of training programs.

**The trainer:** The choice of faculty is critical to the success of any training program. The HR coordinator must ensure that the selected trainer has the necessary general, technical and specialized knowledge of the subject, that his experience and skills are reflected in handling the training session, adapting his training style, generating

interest in the subject being dealt with and that he/she possesses the personality characteristics and attitudes such as openness to new ideas, observation power, a questioning mind and willingness to experiment.

**The trainees:** It should be ensured that the trainees have the necessary background, experience, intellectual and physical capabilities, diagnostic and application skills and personality characteristics required. Care should be taken so as to avoid too much disparity in the group.

**The curriculum:** The curriculum should be designed for the optimal utilization of resources available towards the achievement of the program objectives.

**The training materials:** Care should be taken to ensure that the relevance and suitability of training material and the media of presentation to the subject under consideration. Write-ups or standard handouts for a particular topic should be suitably indexed to avoid duplication of effort.

**The methods and techniques:** The training methods and techniques should contribute to maintaining interest and high degree of participation, and are capable of including a transfer of knowledge and skills.

**The timing and sequencing:** It should be ensured that the timing and sequencing of sessions are suitable with regard to the training objectives.

**Location:** In selecting a venue for the training, the adequacy of the room ventilation, relative freedom from noise and disturbances and overall comfort should be sought. It should be ensured that the location is worth the cost and that the surroundings are suitable to create a good training environment.

**The physical facilities and training equipment:** The availability of certain basic facilities e.g. overhead/LCD projector, smart board should be ensured

#### **2.8.4 Training evaluation**

According to Pynes (2009), evaluation improves training programs by providing feedback to the trainers, participants, and managers, and it assesses employee skill levels. Evaluations can be

used to measure changes in knowledge, levels of skills, attitudes and behavior, and levels of effectiveness at both the individual and agency levels.

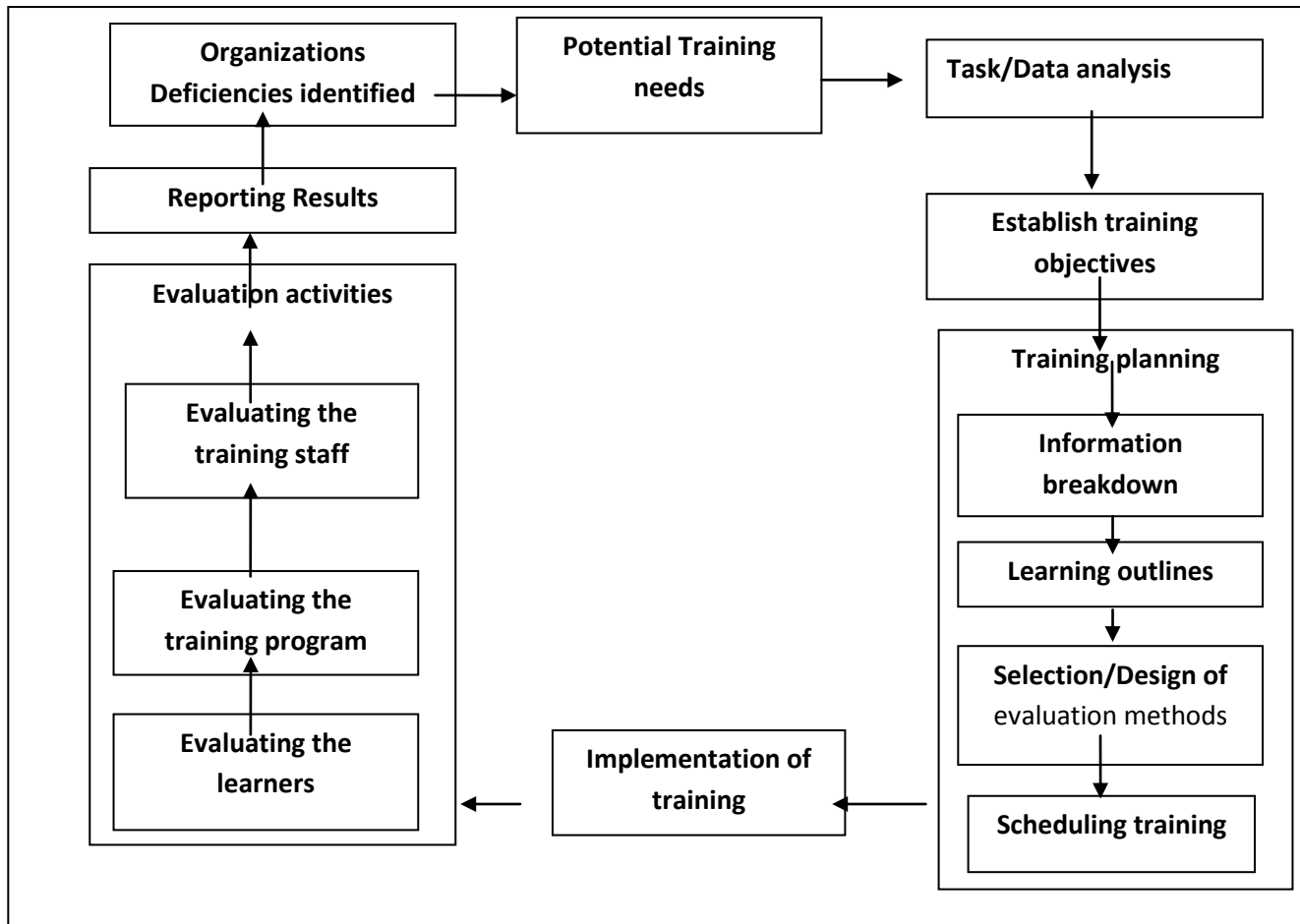
### Needs of evaluation

According to Joshi (2013), training is done with specific objectives. Hence evaluation of training is a must. It is necessary in order to determine

- If the developmental objectives were achieved
- If the methods of instruction was effective
- If the best and the most economical training activities were organized and implemented

Manmohan Joshi are puts on diagram the sequences of training activities

### Sequence of training activities



Source: Joshi (2013)

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter discusses the methodology that was used during the data collection, analysis and interpretation of data. It also discusses the research design, the description of the study area, types and source of data, target population, sampling design, and methods of data analysis.

Research methodology can be described as the framework associated with a particular set of assumptions that can be used to conduct research (Leary, 2004).

Research methodology also involves considering the methods of data collection and the theories and concepts underpinning the research topic.

#### **3.1. Research design**

According to Pandey and Pandey (2015) a research design is simply the framework or plan for a study that is used as a guide in collecting and analyzing the data. It is a blueprint that is followed in completing a study. Research design is the blue print for collection measurement and analysis of data. Actually it is a map that is usually developed to guide the research

According to Kothari (200), a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. In fact, the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. As such the design includes an outline of what the researcher will do from writing the hypothesis and its operational implications to the final analysis of data the design decisions happen to be in respect of:

- (i) What is the study about?
- (ii) Why is the study being made?
- (iii) Where will the study be carried out?
- (iv) What type of data is required?
- (v) Where can the required data be found?
- (vi) What periods of time will the study include?
- (vii) What will be the sample design?
- (viii) What techniques of data collection will be used?

- (ix) How will the data be analyzed?
- (x) In what style will the report be prepared?

Research design is the plan and structure of investigation so conceived as to obtain answer to research equations. The plan is the overall scheme or program of the research. (Donald and William 1994)

The study is used descriptive research methods which is incorporate with questionnaire and interview in the study area.

Descriptive research designs describe the characteristics of objects, people, or organizations (Zikmund, Babin, Carr & Griffin, and (2012). Descriptive research paints a picture of the specific details of a situation, social setting, or relationship. In related with this, (Donald and William 1994), states that a research concerned with finding out who, where, when or how much, then the study is descriptive study

As stated by Kothari (2006), different research designs can be conveniently described if we categorize them as: (1) research design in case of exploratory research studies; (2) research design in case of descriptive and diagnostic research studies, and (3) research design in case of hypothesis-testing research studies.

The study is employs descriptive research design in order to assess the human resource training practice of NIB. Both qualitative and quantitative data were collected.

***Descriptive research*** includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present.(Kothari 2006)

### **3.2. Population and Sampling techniques**

Population refers to the full set of cases from which a sample is taken Saunders(2009), It refers to the larger group from which individuals are selected to participate in a study.

According to Kothari (2006), sample size refers to the number of items to be selected from the universe to constitute a sample.

A sample design is a definite plan for obtaining a sample from a given population. (Kothari 2006)

The desired sample size is 174. This is calculated using the following sample size determination formula suggested by (Yamane, 1967)

$$n = N / (1 + N (e)^2)$$

N = the population size = 1183

n = sample size

e = the acceptable sample error =  $\pm 7$

Given confidence level of 93% and precision rate of  $\pm 7$  percent

The total population if focused on nib international bank Addis Ababa 20 branches and head office those are clerical staff in total number of 1183

$$n = 1183 / (1 + 1183(0.07)^2)$$

174

The researcher dispatched 175 questionnaires to satisfy the study.

The source of population clerical staffs of NIB, the researcher considering non clerical staffs also needs training but to fulfill and properly returns the questionnaires the research questionnaires is dispatched for clerical staffs only and the interviews is held with benefit and human resource department heads of the Bank.

### **3.3. Source of data**

The researcher was using both primary and secondary data. The research tool used for data collection was questionnaires and interviews. Both the questionnaire and interviews are covered all the necessary information needed for the study.

The questionnaires are distributed for twenty selected branch and head office, the interviews are held with the HR department heads and with benefit departments, because any training attention or programs are created by HR and benefit departments of the bank

### **3.4. Target population**

According to Prabhat and Meenu (2015), Population or universe means, the entire mass of observations, which is the parent group from which a sample is to be formed? The term population or universe conveys a different meaning than a traditional one. In census survey, the count of individuals (men, women and children) is known as population.

The study populations are drawing from NIB international banks clerical employees those are working at Addis Ababa city. There are 2054 employees are working in Addis Ababa throughout existing 85 city branches, from them 1183 employees are clerical staff the rest of 871 are non clerical staff, the population are focused on the clerical staff only, to be confident the research quaternaries are file properly.

### **3.5. Sampling Design**

According to Prabhat and Meenu (2015), sampling it is the process of selecting a sample from the population. For this purpose, the population is divided into a number of parts called sampling units.

The study adopted purposive sampling methods; the target population was divided in to clerical and non clerical employees, the study were conducted in Addis Ababa purposively selected twenty branches and head office. A total of 2,054 employees are working in Addis Ababa city branches and head offices within 85 branches 1183 workers are clerical the rest of 871 are non clerical staff the researcher focus only on the clerical staff to collect relevant data and the researcher distributed 175 questionnaire for the study.

### **3.6. Data collection Instrument**

In order to collect the desired data semi-structured questionnaires and interview were used. Secondary sources from the bank manual magazines, training materials and annual reports were also reviewed.

### **3.7. Data analysis**

Data analysis is the process of bringing order, structure and meaning to the mass of collected data.



Data analysis usually involves reducing accumulated data to a manageable size, developing, summarizes, looking for patterns, and applying statistical techniques (Donald and William 1994)

The researcher uses statistical product and service solution (SPSS) version 20 to simplify the data

Kaul as at cited P. Pandey( 2015) defines data analysis as studying the organized material in order to discover inherent facts. The data are studied from as many angles as possible to explore the new facts.

**CHAPTER FOUR**  
**DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

This chapter focuses on present general characteristics of respondent’s analysis and interpretation of the data collected through interview and questionnaire. The chapter is divided in to two main sections .the first section is consider the demographic characteristics of the respondent, while the second section grasp data analysis and interpretation of the thesis concerned.

Table, 4.1. Rate of return distributed questionnaires

Questionnaires	No	Percentage
Distributed	175	100%
Returned	162	92.57%
Not returned	9	5.14%
Rejected	4	2.29%

Source: primary data 2017

Table 4.1 indicate that the number of dispatched quaternaries related with returned, not returned and rejected questioner , the researcher distributes 175 questioner to purposely selected twenty branches 8 quaternaries each the rest 15 quaternaries are distributed at various departments those are existing at head office.162 which mean 92.57% of dispatched questioners are return properly, 9 questioners which mean 5.14% are not back to the researcher, and the remaining 4 questioners’ which means 2.29% are not fulfilled and turn back as it is.

**4.1. Demographic characteristics of the respondent**

This parts are discussed the demographic characteristics of the respondents The analysis is to provide information related to age, gender ,educational level, year of services and employment current position of the respondents.

Table 4.2 and table 4.3 are describes demographic characteristics of the respondent gender and age the second table explain educational status and working experience of the respondent or employees.

Table 4.2: Gender verses Ages

Description of Employee	Response	Frequency	Percentage
Gender	Male	102	63%
	Female	52	32.1%
	Total male and female	154	95.1%
	Missing	8	4.9%
	Total	162	100%
Age	less than 25	17	10.5%
	25 to 35	103	63.6%
	36 to 40	17	10.5%
	41 to 50	15	9.3%
	51 and above	7	4.3%
	Total	159	98.1%
	Missing	3	1.9%
	Total	162	100%

Source: primary data 2017

we are observe from the above table 4.2 male is a dominant gender among the respondent 63% that means 102 respondents are meal and 32.1% (52) respondents are Female ,the rest of 4.9% which are 8 respondents are omitted the gender equations blacked .

The age distribution is important for providing clear clarification about the need for effective training needs assessment on the basis of different situation in the bank.

Regarding to age distribution table 4.2 pointed out the leading group is 25 up to 35 years old having 103 respondent 63.6% of the total respondent, the second major groups is less than 25 years old they are covered 10.5% (17) respondents the same respondent ranges are at categorized an age from36 to 40 , the third major groups are an age of 41 up to 50 years old they are covered 4.3% (7) respondent are categorized under this age, the forth major groups is 51 and above years old this group having 7 respondent means cover 4.3 % of the total respondent, the rest of 1.9% which means 3 respondent sent the quaternaries without complete at the age categories.

This data shows us 63.6 % of the respondent is an age between 25 to 35 youngsters so the bank has big opportunities to use the youngest generation, the generation having a capacity to cop up with new technology. The banking industries are always introduce new technology, so to be competent with helping the creating technology youngsters are more preferable

Table 4.3. Educational status and working Experience

Description of Employee	Response	Frequency	Percentage
Educational status	3 <sup>rd</sup> degree (PHD)	0	0%
	Second degree	22	13.6%
	1 <sup>st</sup> degree	119	73.5%
	College diploma	13	8%
	Other specify	3	1.9%
	Total	157	96.9%
	Missing	5	3.1%
	Total	162	100%
Working experience	1 to 5 years	79	48.8%
	6 to 10 years	63	38.9%
	11 to 15 years	4	2.5%
	Above 16 years	13	8%
	Total	159	98.1%
	Missing	3	1.9%
	Total	162	100%

Source own primary data 2017

Table 4.3 Show educational back ground and working experience of the respondent, as shown the majority respondents are holding first degree which means (119) 73.5 % of the respondent are 1<sup>st</sup> degree holder, the second major groups is those respondents having second degree is 22(13.6%), the third major groups 13 which means 8% of respondent having college diploma, the forth major groups 3(1.9%) are having other specifications, PHD are not existing from respondent.

The research indicates on the above data the bank has fair educational distribution. The respondents' are incorporated all educational statuses except PHD. But employees having first degree are more dominant group.

Organizations composed with various educational statuses and working experience has advantages to be competent with other competences.

In addition to the educational status the table Show the back ground of working experience of the respondent that the majority group of bank respondents 79 which means (48.8 %) had been working in NIB for 1-5 years. The second highest group is working with the bank 63 respondent which means (38.9%) were working for 6-10years.The third highest group 13 respondents which means 8% are working above 16 Years and the remaining 4 respondent which means (2.5%) working for 11 to 15 years, 1.9% of the respondent which means 3 respondents omits the equations blanked.

Table 4.4 current position

Description of Employee	Response	Frequency	Percentage
Current position	JCSO	17	10.5%
	CSO	37	22.8%
	SCSO	48	29.6%
	SCSM	10	6.2%
	Branch manger	9	5.6%
	Other specifications	37	22.8%
	Total	158	97.5%
	Missing	4	2.5%
	Total	162	100%

Source: primary data survey 2017

## 4.2. Presentation and analysis of data obtained from employees training practice

**Table 4.5 Training exposures and relevancy**

Statements	Responds	Frequency	Percentage
Have you had any form of training since you joined NIB	Yes	148	91.4
	No	13	8.0
	Total	161	99.4
	Missing	1	0.6
	Total	161	100
To what extent the training contents are relevant for current jobs	Highly relevant	55	34.0%
	Moderately relevant	34	21.3%
	Relevant	58	36.3%
	Irrelevant	13	8.1%
	Total	160	
	Missing	2	1.2%

Source: primary data 2017

Table 4.5 revealed the training exposure of the bank, 91.4 % (148) respondents have had conducted training after join the bank the rest 8% of the respondent have no any training exposure link with Nib international bank. The training coverage of the bank is relatively good comparing with uncovered training ratio.

According to Pyens (2009), Training must be available for all employees regardless of their level in the organization.

**Table 4.6 Mode of training selection**

what do you think the basis were choose for training	Frequency	Percentage	Valid percentage
Experience	33	20.4%	21.7%
Change in job design/technology	55	34.0%	36.2%
Performance gap	35	21.6%	23.0%
Experience and technology	13	8.0%	8.6%

Experience and performance gap	6	3.7%	3.9%
I don't know	2	1.2%	1.3%
Other	8	4.9%	5.3%
Total	152	93.8%	100%
Missing	10	6.2%	

Source: primary data 2017

Literature tells us training is a planned and systematic flow of activities involving determining training purpose and policy, and following through by determining training and development needs, planning the training, implementing the training, and evaluating the training. Selecting participants through a careful process of training needs identification is therefore the proper process of initiating training.

Table 4.6 illustrates the basis of employees are chooses for training due to various variables, 34%(55) of the respondent pointed out they are selected for training due to occur of technological change or due to change job design, the second major respondents 21.6%(35) of the respondent pointed out they are selected for training due to occur of performance gap, the third groups 20.4%(33) are selected for training based on their experience the forth ranking respondents are 8%(13) are selected for training due to experience and technology gaps, the fifth groups of respondents 3.7%(6) are selected for training due to experience and performance gaps ,the last group 1.2%(2)are indicated that they don't have a clear reason why they are selected for training the rest 6.2%(10) respondent are omit the questions blanked, 4.9%(8) respondents indicates through various basis.

The above statistical data are indicate us the bank are selects the staff for training due to various variables but the variables has no proportional's, technological and job design changes are dominates the other variables especially when compared with variables of performance gap.

Table 4.7 Trainees readiness and motivation

Manger/supervisors are taking in consideration trainee's readiness and motivation in selecting for training.	Frequency	Percentage	Valid percentage
Yes	113	69.8%	71.5%
No	27	16.7%	17.1%
I don't know	17	10.5%	10.8%
Total	158	97.5%	100%
Missing	4	2.5%	
Managers or supervisors create a climate where mutual confidence while you were a new employee(on job training)	Frequency	Percentage	Valid percentage
Yes	109	67.3%	68.1%
No	50	30.9%	31.3
I don't know	1	0.6%	0.6%
Total	160	98.8%	100%
Missing	2	1.2%	

Source: primary data 2017

Table 4.7 shows 69.8 %( 113) respondent have the similar opinion the managers and supervisors takes consideration the trainees readiness and motivation on process of selecting trainees,16.7%(27) respondents respond managers and supervisors don't take any consideration their readiness' and training motivation when they are select for training the rest of 10.5%(17) respondents did not have a clear image whether the managers and supervisors takes in to consideration their readiness and motivation for training selection.



Table 4.8 identification of training need

Statements	Responds	Frequency	Percentage
Do you think the bank analyzes employee training needs periodically	Yes	109	68.1%
	No	50	30.9%
	Total	159	99%
	Missing	3	1%
	Total	160	100%
which methods often use in order to identifies training needs	Personal analysis	1	0.6%
	Organizational	54	33.3%
	Task analysis	50	30.9%
	I do not know	6	3.7%
	Others	1	0.6%
	Organizational and	48	29.6%

Source: primary data 2017

Around 68.1% (109) of the respondents believe that the bank analyzes employee training needs periodically, 30.9 % ( 50) respondents explain the bank hasn't analysis employees training needs periodically 1 % ( 3) didn't fill the question. The above table also shows us the methods that the bank use to identify training needs, the major group of respondents are 33.3%(54) believes the bank are use organizational analysis to identify training needs, the second major groups 30.9%(50) respondents are believes the bank uses task analysis in order to identify training needs, 29.6%(48) reveals the bank uses both organizational analysis and task analysis the rest 3.7%(6) have no idea which methods the bank use to identify training needs.

Table 4.9 Training frequency and training methods

Statements	Responds	Frequency	Percentage
How often do you undergo training	Quarterly	8	4.9%
	Every six month	21	13.6%
	Once a year	22	13.6%
	Every two years	5	3.1
	No specific schedule	103	63.6%
	Missing	3	1.9%

	Total	162	100%
The training method have attended	Lecture	30	18.5
	Demonstration	1	0.6
	Discussion	62	38.3
	Presentation	7	4.3
	Job rotation	24	14.8
	Lecture and discussion	15	9.3
	Lecture and presentation	2	1.2
	All types of training methods	5	3.1
	Missing	16	9.9

Source: primary data 2017

Table 4.9. indicates the reputation or frequency of the training hailing of time intervals, as per the respondents the majority 63.6% (103) confirm the bank has no clear periodic training table (no specific training periods) , 13.6%(22) respondents reveilles the training program are hailed once a year ,13%(21) respondents are agree the bank training rescheduling is every six month ,4.9% of the respondent concur the training program are hails quarterly , the rest 3.1%(5) respondents are respond the training frequency are hailing every two years ,1.9%(3) respondent omit the quaternaries blank.

Table 4.9 also reviling the training methods of the bank, discussion training method are most condensed attachments or more selected training methods,38.3%(62) respondent are taking training by discussion methods, following discussion, Lecture, job rotation, presentation, demonstration are 18.5 %( 30), 14.8 %( 24), 4.3%(7), respectively. 9.3%(15) respondents are taken training with lecture and discussion methods also 1.2%(2) are confirm that they are taken a training with lecture and presentation the rest 3.1%(5) respondents are reviles they are taken or experienced with lecture, Discussion and presentation

### 4.3. Training policy

The researcher conducted an interview with the HRM and benefits department heads, both of the department head reviles the bank having a written training policy, the training policy having statements, the bank conducting a training need assessment once a year as well as the training selection is going on through the written policy.

#### 4.4. Systematic approaches to training process (SATP)

The researchers try to assess the training process with closed ended questionnaires, the questionnaires has five choosing opportunities and ten training related equations.

Table 4.10 Systematic approaches to training process (SATP)

Statements		Very satisfied	Satisfied	Moderately satisfied	Little satisfied	Unsatisfied	Missing	Total
Training selection criteria	Frequency	4	59	59	7	27	6	162
	Percentag	2.5%	36.4	36.4	4.3	16.7	3.7	100
Training methods	Frequency	2	60	51	32	11	3	162
	Percentag	1.2%	37.0	31.5	19.8	6.8	3.7	100
Training period adequacy	Frequency	1	28	58	35	34	6	162
	Percentag	0.6	17.3	35.8	21.6	21	3.7	100
Trainers skill and capability	Frequency	6	58	63	21	8	6	162
	Percentag	3.7	35.8	38.9	13	4.9	3.7	100
Training objectives	Frequency	34	56	56	4	5	7	162
	Percentag	21	34.6	34.6	2.5	3	4.3	100
Appropriateness of training facilities	Frequency	13	51	64	25	3	6	162
	Percentag	8	31.5	39.5	15.4	1.9	3.7	100
Training contents	Frequency	25	62	54	11	4	6	162
	Percentag	15.4	38.3	33.3	6.8	2.5	3.7	100
Training evaluation	Frequency	5	35	75	30	11	6	162
	Percentag	3.1	21.6	46.3	18.5	6.8	3.7	100
Training	Frequency	6	33	65	46	5	7	162
	Percentag	3.7	20.4	40.1	28.4	3.1	4.3	100

priorities								
Managers/ supervisors	Frequency	5	32	43	63	13	6	162
	Percentag	3.1	19.8	26.5	38.9	8	3.7	100
coaching roles								

Source own primary data (2017)

Table 4.10 shows us the data collection from respondent's concerning the various of the SATP to what extents the respondents satisfied with NIB's training practice with respected the factors,

#### 4.3.1. Training selection criteria (TSC)

On Training selection criteria, the major groups 37.4% (60) respondents indicated that they are moderately satisfied with TSC, the second major groups, 35.4% (58) respondents revealed satisfied with training selection criteria of the bank, the third groups are 16.7% (27) respondents indicated they are unsatisfied with TSC of NIB, 4.3% (7) respondents specify little satisfied with the banks TSC, only 2.5% (4) respondents are very satisfied.

#### 4.3.2. Training methods

Table 4.10 indicates the training methods of the bank measures in terms of satisfaction, the major groups of respondents are 37% (60) respondents they are satisfied with training methods of the bank, the second groups 31.5% (51) respondent indicates they are moderately satisfied with the training methods of the bank, the third group of respondents' 19% (32) discloses they are little satisfied with the training methods of the bank, 6.8 (11) respondents reveals they are unsatisfied with the banks training methods only 1.2% (2) respondents are very satisfied with the training methods of the bank.

#### 4.3.3. Training period adequacy (TPA)

On the training period adequacy, the major respondent reveals 35.8% (58) respondents are moderately satisfied by the banks TPA, 21.6% (35) respondents are little satisfied with this training period adequacy, 21% (34) respondent are unsatisfied with the TPA, 17.3% (28) respondents satisfied with this variables, only 0.6% (1) respondent are very satisfied with the TPA.

#### **4.3.4. Trainers' skill and capabilities**

On the capacities and skills of trainers the respondents pointed, 38.9 %( 63) respondents are moderately satisfied by with the banks Trainers' skill and capabilities, 35.8%( 58) respondents are satisfied with the Trainers' skill and capabilities, 13%(21) respondent are little satisfied with the Trainers' skill and capabilities, 4.9 %( 8) respondents are unsatisfied with this variables, only 3.7% %( 6) respondents are very satisfied with the Trainers' skill and capabilities

#### **4.3.5. Training objectives**

On the training objectives two dominant group having same percentages 34.6 %( 56) of the respondents indicated that the training objective was satisfied and moderately satisfied, 21 %( 34) respondents indicated that the training was very satisfied, 2.5 %( 4) reveals little satisfied and the rest 3 %( 5) respondent are unsatisfied with the training objectives

#### **4.3.6. Training facilities**

This measures appropriateness of training facility in terms of the respondent data collection, 39.55(64) respondents are confirm the appropriateness of training facility are moderately satisfied, 31.5 %( 51) respondents are reveals satisfied with the appropriateness of training facility, 15.4 %(25) respondents are little satisfied, 8%(13) are very satisfied by training facility appropriateness, only 1.9%(3) respondents are unsatisfied with the appropriateness of trainings facilities

#### **4.3.7. Training contents**

Sixty two (38.3%) of the respondent the training contents are satisfied,33.3%(54) respondents respond the training contents are moderately satisfied,15.4%(25) respondents agree the training contents are very satisfied, 6.8%(11) respondents are availed the training contents are little satisfied only 2.5%(4) respondents are the training contents is unsatisfied.

#### **4.3.8. Training evaluation**

The majority of respondents are categorized on moderately satisfied 46.3 %(75) respondents are respond the training evaluations are moderately satisfied, 21.6%(35) are respond training evaluations are satisfied, 18.5%(30) of the respondent reveals training evaluation of NIB international banks are little satisfied 6.8%(11) respondents agree the bank training evaluation is

unsatisfied the rest of 3.1%(5) respondents only the training evaluation methods of the bank are very satisfied.

#### **4.3.9. Training priorities (Training concern)**

The respondents are confirm us the major groups are 40.1%(65) reviles moderately satisfied with the banks training priorities, the second group are 28.4%(46) respondents having little satisfaction with the bank training concerns, the third group 20.4%(33) respondents are satisfied with the training concern or training priorities ,only 3.7%(6)respondents are very satisfied and 3.1%(5) respondents are unsatisfied with the banks training concern

#### **4.3.10. Managers/ supervisors coaching roles on job training**

The researcher obtained data from respondents, 38.9 %( 63) respondents are reviles little satisfied due to the banks manager and supervisor coaching roles on the job trainings, 26.5 %( 43) respondents are moderately satisfied, 19.8 %( 32) of the respondent are satisfied due to managers and supervisors coaching roles on the job trainings, 13%(8) respondents reviles they are unsatisfied by managers and supervisors roles on the job training ,the rest 3.1(5) respondent only very satisfied by the role of managers and supervisors on the job training.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION**

This part of the thesis deals with the summary of findings of the study. It is followed by conclusions drawn, and recommendations based on findings of the study

#### **Summary of findings**

The purpose of this study was to assess the training practice of nib international bank. Training has been touted as one of the essential activities organizations undertake to equip the skills of its employees in order to enhance performance and increase productivity, motivates staff and also serves as competitive advantage. The study was conducted to assess the training practice of the bank and point out the imperfection as well as recommended, identify the training gap.

From the data analysis and interpretation the researcher found various findings; those findings are described and categorized below as follows

#### **Demographical finding**

This part are discussed about demographic finds those are included gender, age, educational status, working experience and position

The data indicates us NIB have no gender discrimination, both males and females have an opportunity to be employed at the bank, however the number of meals is doubled times of the number of females this occurred due to social economical and political customs or background of the country.

The age combination indicates that 63.6 % of the respondent is an age between 25 to 35 youngsters so the bank has big opportunities to use the youngest generation, the bank having a good opportunity to coup up a new technology with the youngest staff.

The bank build with all level of educational status except of PHD this educational combination helps the bank will be competent in the industry.

The working experience table indicate us, less experienced staff are accumulates on the bank, very closing to half percent of the respondent 48.8% of the employee (respondent) are having less than five years working experiences.

91.4 % (148) respondents have had conducted training after join the bank the rest 8% of the respondent have no any training exposure link with NIB.

Even though 91.4% of the respondents having a training practice but the content of the training not that mach useful for current job performance, 34% of the respondent responded the training contents having highly relevant for the current jobs performance 21.3% of the respondent moderately relevance, 36.3% of the respondent agree moderately relevant however 8.1% of the respondent the training content's was irrelevant for current job performance.

NIB having various variables for choosing trainees for training, some of the variables are performance gap of the staff, technological change or job design, experience, from those are mentioned in the above the data show us the variables has no proportionality, the technological or changing job design are more dominant than other, on the other hand all of the interviewers responds, the trainees are chosen based on job position, performance gap and capacity.

69.8% of the respondents are agreeing the manager and supervisors taking in consideration the training readiness and motivations of the trainees, 16.7% prevails managers and supervisors didn't consider the trainees readiness and motivation

The researcher wants to identify whether the bank analyze employee training needs periodically or not, methods of training needs identification and training frequency.

As per the data collected from the respondents most of the respondent the bank hailing on employee training needs periodically, however 30.9% of the respondents agreeing the bank have no specific period for employees training need assessment.

Simultaneously the data indicates us the bank focused on organizational and task analysis in order to identify training needs on the other hand, personal analysis doesn't focused or don't considered as identifying training needs.



NIB have no training schedule above 63% of the respondent say the bank have no specific training schedule.

The bank uses all kinds of training methods however the bank frequently uses a discussion training method, 38.3% of the respondents confirm they are taking their training by discussion method next of discussion lecture, presentation, demonstration and job rotations are followed The respondents are confirmed mixes of various training methods are taking as per the data analysis shows.

The researcher contacted an interview with of HRM and the benefit department heads both of the department heads are confirm the bank have a written training policy, and trainees are selects for training according to the policy ,they are selects for training based on their position, performance, and capacity

## **CONCLUSION**

Training programs play a vital role in every organization. Training is improving Employee capacity at workplace, it updates Employee Knowledge and enhances their personal Skills and it helps in avoiding Managerial Obsolescence, build employee confidence and trusts.

The bank have no gender discrimination, both males and females have an opportunity to be employed at the bank.

Taking in consideration lack of experience is raised as major obstacle , the bank expected to do more in this regarded most of the respondents are categorized under less than five years experiences.

All types of educational levels are found at the bank except PHD, thus the composition of educational qualification of the bank is favorable, the majority of the staff holding first and second degree.

The bank has sets enough budgets for training every year to increase the performance of staff However some employees are not taking any type of training since they are joined the bank.

Nib International bank uses both on -the Job and off -the Job training methods, to satisfy the staff performance this helps the bank to capture maximum performance from employees, discussion training methods are more practicable at nib international bank

Managers and supervisors are take considerations about their staffs training readiness and motivation before getting training however some of the managers and supervisors didn't participate on selections of staff training,.

The bank has a written training policy and procedures thus the training selection, preparation and evaluations are going on as per the training policy and procedure. As well as the bank gives training for new employees through induction and presentation.

## RECOMMENDATION

Based on the findings and conclusions drawn from the study, the following Recommendations have been made:

As indicated the finding the banks workforce are very youngest, educational fit and rational gender combination it is therefore the bank should uses these workforce resource changes to productive resource by means of increasing the staff capacities through training and can be captures their maximum potential.

The bank has a written training policy; however it's not reachable for all managers and subordinates those the staff doesn't have clear idea about the training policy contents. It is therefore recommended that the training policy should available for all managers and subordinates it helps the staff has been a clear understanding about the training policy and prepare for training as per the policy and helps to know their duties and responsibilities about the training policy

Employees who receive training have increased confidence and motivations; however a number of employees at the bank have no training practice, it is therefore recommended that the bank addresses training for all the staff to increase their motivation, confidence and trust on the bank, simultaneously employee turnover will be decrease.

Literatures confirm us On-the-Job Training the most common type of training at all levels in an organization is *on-the-job training (OJT)* because it is flexible and relevant to what employees do. However the study revealed that NIB more adopted discussion training methods than others training methods the researcher recommended that the bank should use systematic training selection methods rather than implementing all types of training methods. This will minimize the cost and time consumption.

Managers and immediate supervisors should participate on employees training selection criteria to be easily identifies employee's how are needs training

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## **Appendix I**

*The questionnaire is developed to collect the data required for the study*

**Researcher: Akbere kidane**

**Advior: Abraraw Chani (PHD)**

Research topic: an assessment of training practices of NIB international bank.

Dear respondents:

This research is conducted for the partial fulfillment of the requirements for assessment of training practice of NIB international Bank. There for your answer is very important and valuable for the successful completion of the study .please fill out of the question to the best your knowledge accordingly the question required .the information you provide will kept confidential and will be used for this research purpose only. I would like to express my sincere appreciation and deepest thanks in advance for your generous time and frank and prompt repose.

### **General guideline**

Please put a tick mark “” inside the box for those questions that are followed by choices and write your short and precise answer for those followed by blank spaces (i.e open ended questions).

No need of writing your name.

### **Contact address:**

If you have any doubt, please do not hesitate to contact me and I will be available as per your convenience at (Mobile: 09-11-46!!!7 or email: akberekid12@gmail.com)

Thank you!!!

### **Part I Basic Demographic data**

#### 1. Sex

Male  Female

#### 2. Age

Less than 25  25 to 35  36 to 40  41 to 50

51 and above

#### 3. Educational status

Third degree (PhD)  Second degree  First degree

College diploma  other, specify \_\_\_\_\_

4. Years of service at NIB international bank:

1 to 5 years  6 to 10 years

11 to 15 years  above 16 years

5. Current position

JCSO  CSO  Senior CSO  SCSM  B/manager

Other, specify (position) \_\_\_\_\_

## Part II Training Related Questions

1. Have you had any form of training since you joined NIB?

Yes  No

2. If your answer is “Yes” for the above question to what extent were the contents of the training relevant for your current job?

Highly relevant  moderately relevant  relevant  irrelevant

3. What do you think was the basis on which you were chosen for the training practice?

Experience  change in job design/ technology  Performance gap

I do not know  other (if any) \_\_\_\_\_

4. Do you think your manager/supervisor take to consideration your readiness and motivation in selecting you for training?

Yes  No  I do not know

5. Did your manger/ supervisor create a climate where mutual confidence can flourish while you were a new employee (on- the – job trainee)

Yes  No

6. Do you think the Bank analyzes employees training needs periodically?

Yes  No

7. If your answer for Q. No 6 is “Yes” which method does NIB often use in order to identify treeing needs?

Person analysis  Organization analysis  Task analysis

I do not know  other, specify \_\_\_\_\_

8. How often do you undergo training?

a) Quarterly  b) Every six months  c) Once a year

d) Every two years

e) No specific schedule.....

9. What are the methods of facilitation at the training you have attended? May choose more than one

a) Lecture b) Demonstrations c) Discussions d) Presentation e) Seminar f) Job-rotation

10. What problems do you face with regard to training within your organization?

.....  
.....  
.....  
.....



.....  
 .....  
 11. Please specify any ways you think training in your organization can be improved?  
 .....  
 .....  
 .....  
 .....  
 .....

12. To what extent are you satisfied with NIB’s training practice with respect to the following factors which are parts of systematic approach to training process?

Please put a tick mark “☐” inside the box.

	Vary satisfied	Satisfied	Moderately satisfied	Little satisfied	Unsatisfied
A Training Selection criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Training methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Training periods adequacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D Trainers skills and capabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E Training objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F Appropriateness of training facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G Training content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

evaluation

I Training

priorities

J Managers/

supervisors

coaching role

## *Appendix I I*

### **Interview Questions For Benefit and HRM Department of Nib International bank**

#### **Objective**

this interview questionnaire in particular is to assess the training practice of NIB, to partial fulfillment of Second Degree in Business Administration and training practices in NIB which will help the organization in alleviating major problems related to the study to this end data collection is essential to conduct the research and so as to come up with a reliable result. Thus, your honest and genuine response will help the research a lot in gathering reliable data. The data you provide will be used only for research purpose and be kept highly confidential.

1. Does NIB have a written training and development policy?
2. If NIB has a training policy, do you think the training is going as on the written policy?
3. How do you select an employee for a particular training?
4. At what frequency employees get training
5. How do you feel about the (training Need assessment) TNA conducted by the bank?
6. Is there an integrated performance appraisal system in the organization? Or do you have your own standard to evaluate employee's performance?
7. As to your understanding do you think that NIB set clear, measurable & tangible objectives for the training program?
8. What method (s) of training is often used by the organization?
9. Is there a practice of training evaluation? If so, how are training and development programs of the organization evaluated?
10. Do you think that the organization allots sufficient budget to carry out training and development programs effectively?
11. How do you feel about the attitudes of employees towards the training program of the bank? If negative, what was your role to change their attitude or to address their concern?