



**ST. MARY'S UNIVERSITY**

**SCHOOL OF GRADUATE STUDIES**

**ASSESSMENT OF PRACTICES AND CHALLENGES OF HUMAN  
RESOURCE DEVELOPMENT THE CASE OF NIB INTERNATIONAL  
BANK S.C.**

**BY**

**MESERET ESHETU**

**MAY, 2018**

**ADDIS ABABA, ETHIOPIA**

**ASSESSMENT OF PRACTICES AND CHALLENGES OF HUMAN  
RESOURCE DEVELOPMENT THE CASE OF NIB INTERNATIONAL  
BANK S.C.**

**BY**

**MESERET ESHETU BEKELE**

**SGS/0147/2009A**

**A THESIS SUBMITTED TO ST.MARY UNIVERSITY, SCHOOL OF  
GRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF BUSINESS  
ADMINISTRATION (MBA)**

**MAY, 2018**

**ADDIS ABABA, ETHIOPIA**

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

**ASSESSMENT OF PRACTICES AND CHALLENGES  
OF HUMAN RESOURCE DEVELOPMENT THE  
CASE OF NIB INTERNATIONAL BANK S.C.**

**BY  
MESERET ESHETU BEKELE**

**SGS/0147/2009A**

**APPROVED BY BOARD OF EXAMINERS**

---

**Dean, Graduate Studies**

---

**Signature**

---

**Advisor**

---

**Signature**

---

**External Examiner**

---

**Signature**

---

**Internal Examiner**

---

**Signature**

## DECLARATION

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of Doctor Solomon Markos. All sources of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

Meseret Eshetu

Name

\_\_\_\_\_

Signature

**St. Mary's University Addis Ababa**

**May, 2018**

## **ENDORSEMENT**

This thesis has been submitted to St. Mary's University School of Graduate Studies for examination with my approval as a university advisor.

Solomon Markos

---

Advisor

Signature

**St. Mary's University Addis Ababa**

**May, 2018**

## **DEDICATION**

To the Almighty God with his Saint Mother for the love and support that in no other way will I be succeed.

I dedicate it to all who so ever were there supporting me though out the happiness and tough situation I faced that in no way I be here without their support.

## TABLE OF CONTENTS

Table of contents.....	I
List of tables and figures.....	IV
Acknowledgements.....	V
List of acronyms .....	VI
Abstract.....	VII
<b>Chapter one</b> .....	<b>1</b>
<b>Introduction</b> .....	<b>1</b>
1.1. Background of the study .....	1
1.2. Statement of the problem .....	2
1.3. Research Questions .....	3
1.4. Objective of the study .....	4
1.4.1. General objective .....	4
1.4.2. Specific objectives .....	4
1.5. Delimitation of the study.....	4
1.6. Significance of the study.....	4
1.7. Definition of Basic Terms.....	5
1.8. Organization of the study.....	5
<b>Chapter two</b> .....	<b>6</b>
<b>Literature review</b> .....	<b>6</b>
2.1. Definition of Human Resource Development.....	6
2.2. Elements of Human Resource Development .....	6
2.3. The Objective of HRD .....	7
2.4. From Strategic Management to Strategic HR Development .....	8
2.5. Framework for Human Resource Development.....	9
2.6. Functions of HRD.....	9
2.6.1. Career Development.....	10
2.6.1.1. Capabilities to be developed .....	11
2.6.1.2. Career Development .....	11

2.6.1.3.	Designing Career Development Systems: Principles and Practices.....	12
2.6.2.	Organization Development .....	12
2.6.2.1.	Techniques of OD .....	13
2.6.2.2.	Characteristics of OD.....	13
2.6.2.3.	When and why should an organization use OD? .....	14
2.6.3.	Employee Training .....	15
2.6.3.1.	Kinds of Training Materials .....	16
2.6.3.2.	Models and frameworks of evaluation .....	17
2.7.	HR Development Approaches .....	18
2.7.1.1.	Techniques of Job Site Development Approaches .....	18
2.7.1.2.	Techniques of Off-Site Development Approaches.....	19
2.8.	A Culture Sensitive Human Resource Development Strategy.....	21
2.9.	Ongoing Employee Development.....	21
2.10.	Challenges of HRD .....	21
2.11.	Empirical review .....	23
2.12.	Dimensions on which HRD is measured .....	23
	<b>Chapter three</b> .....	<b>24</b>
	<b>Research methodology</b> .....	<b>24</b>
3.1.	Research Design.....	24
3.2.	Target Population, sample size and sampling techniques .....	24
3.2.1.	Target Population .....	24
3.2.2.	Sample Size .....	25
3.2.3.	Sampling Technique.....	26
3.3.	Data Types& Sources .....	26
3.4.	Method of Data Collection .....	26
3.4.1.	Questionnaire .....	26
3.4.2.	Interview.....	27
3.5.	Methods of Data Analysis .....	27
3.6.	Ethical Consideration .....	27
	<b>Chapter four</b> .....	<b>28</b>
	<b>Results and discussion</b> .....	<b>28</b>



4.2.	Demographic Characteristics of Respondents .....	28
4.3.	Practice of the Bank on Human Resource Development .....	29
4.4.	Practice on Design of HRD Program.....	33
4.5.	Current Practice on Training.....	34
4.6.	Practice on Career Development.....	36
4.7.	Practice on Organizational Development.....	38
4.8.	Approaches used by the Bank.....	40
4.9.	Challenges in Faced During Human Resource Development Program .....	40
4.10.	Qualitative Data Discussions .....	43
	<b>Chapter five</b> .....	44
	<b>Summary of findings, conclusions and recomendations</b> .....	44
5.1.	Summary of Findings.....	44
5.1.	Conclusion .....	45
5.2.	Recommendation .....	46
5.3.	Limitation of the Study .....	47
	REFERENCES .....	I
	APPENDIX I: QUESTIONNAIRE FOR RESPONDENTS .....	III
	APPENDIX II: INTERVIEW QUESTIONS.....	IX

## **LIST OF TABLES AND FIGURES**

Figure 1.1 Framework of human resource development .....	9
Table 3.1. Sample size at 95 percent confidence level .....	25
Table 4.1 Gender coverage of respondents .....	28
Table 4.3 Educational background .....	29
Table 4.5. The banks practice on human resource development design programs.....	34
Table 4.6. The banks practice on training.....	35
Table 4.7. The banks practice on Career development .....	37
Table 4.8. The banks practice on organizational development.....	38
Table 4.9. Human resource development approaches used by the bank .....	40
Table 4.10. Challenges faced on human resource development program .....	41

## **ACKNOWLEDGEMENTS**

First of all I would like thank my kind advisor Doctor Solomon Markos for his academic comments and kind guidance and ideas that he put to this research. His kind support will be buried in my heart.

Secondly I would like to thank my family members who were there supporting me emotionally and motivating me to succeed.

I would like to give my sincere thanks to Ato. Solomon Lemma, Woy. Hirut Lemma, Ato. Abreham Tesfaye and to all my friends for their courageous assistance for the accomplishment of this study. Without their support it would not be possible to do this achievement.

I also thank Nib International Bank S.C. workers who were currently working at the head office their cooperation was great. I thank them for their honest responses and genuine cooperation during data collection for the study

Finally, I thank St Marry university administrators for all the assistance for this significant achievement in the completion of my research and facilitating students by providing mental support that has contributed to the success of this work.

## **LIST OF ACRONYMS**

HR: Human Resource

HRD: Human Resource Development

HRM: Human Resource Management

IP: Information professionals

NIB: Nib International Bank S.C.

OD: Organizational Development

T&D: Training and Development

## **ABSTRACT**

*This study assesses human resource development practice of Nib International bank including functions such as training and development, organizational development and career development. The study focused on professional employees at head office who were currently working at Dembel City Center. The study puts emphasis on the link between bank's strategy and human resource development, the bank's HRD practice, its human resource development approaches and the major challenges related to human resource development implementation. Data was obtained from 135 professional employees who were selected by employing convenience sampling technique. Descriptive statistics were used to analyze the data. Interview was conducted with two directors of the bank. The study found that the corporate strategy is well linked with human resource development strategy of the bank. The bank has human resource development platform. However, human resource development opportunities were not given to employees equally. The study revealed gaps in the skill and knowledge applied at work place, individual career development plan, the management support, and human resource development systems.*

*Key terms: human resource development, training and development, career development and organizational development*

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the study

As human resource development (HRD) seeks to develop people's knowledge, expertise, productivity, and satisfaction; for personal or group/team gain, or for the benefit of an organization, community, nation, ultimate focus should be given to the field. As so training and development activities constitutes a major part of human resource development, activities such as coaching, career development, team building, and organization development are the main aspects of human resource development. HRD programs must respond to job changes and integrate the long-term plans and strategies of the organization to ensure the efficient and effective use of resources. Werner & Desimone (2006)

Organization development (OD) stresses both macro and micro organizational changes. The macro changes intended in improving the effectiveness of the organization on the other hand micro changes focuses on individuals, small groups, and teams. (Ibid)

According to Swanson & Holton (2001) career development is overlooked as a contributor to HRD. Especially career development theories pertaining to career choice among young people are less important to HRD because they do not fit traditional venues for HRD practice. But career development theories that describe adult career development are important contributors to HRD practice because they describe adult progression through work roles—a primary venue for HRD practice. Fundamentally, these theories are a special type of change theory at the individual Level. Career development as an ongoing process involves career planning and management whereby individual progress is maintained through a series of stages characterized by a relatively unique set of issues, themes, and tasks.

Even though the training and development of individuals is important, developing collective organizational 'people capabilities' that are hard for competitors to copy and so can be a source of competitive advantage is the focal point of strategic HRD. Although there is a strong case for

an HRD strategy in organizations there are difficulties in formulating and implementing such approaches. (Pilbeam & Corbridge, 2010)

Even though HRD and utilization programs are not the only solution for improving individual and organization performance, they are among those, which an organization needs to achieve its objectives. Effectiveness in HRD and utilization practices leads to organizational improvement affecting both individual and organizational performance. (Tessema, Craft &Subhani, 2015)

Considering HRD function implications to the development of the organization it is advisable constitutes career development stressing individual progress of their career, organizational development which is all about coping with change and training helping employees bust their performance.

## **1.2. Statement of the problem**

According to Schweyer, (2004)in corporate planning and strategy formulation, HR executives should be closely involved to assure that corporate strategy is realistic by realizing the organization's current talent pool and skill sets, and what both are capable of developing at the time required. Human resource brings information to the table only if it has an intimate knowledge of the organization's talent, its deficits and surpluses where particular skills and competencies concerned, sourcing capacity, ability to develop skills and competencies among existing staff, and talents available outside and inside of the organization. This discloses the fact that organizations need to be informed of the availability of human resources as a supporting factor in their strategic goals attainment.

According Pynes (2009) career development improves the skill levels and provide long - term opportunities for the organization's workforce. Career development programs provide incumbents with advancement opportunities within the organization so that they took advantage of the internal human resource. Taking the time and spending resources to develop employees' signals to themthat they are valued by the agency.

The researcher conducted preliminary interview with the human resource and information system manager of Nib International Bank S.C. and found out that human resource development

platform was developed but were not implemented. Human resource development has not been being paid the necessary investments to support the corporate strategic goals. The bank (Nib International Bank S.C.) faced obstacles like lack of commitment between the department heads and the management members, because of this the corporation faced up with substantial expense and loss in human investment.

Even though having human resource development program and making it into practice and monitoring the progress made helps the bank to save losses; in contrast not putting it into effect incurs problems that result the bank in losses which hinder the company's competitiveness, knowledge management, revenue, and performance.

Amare (2014) conducted a research on selected Tigray Bureaus and found ineffectiveness in assessing training needs, setting performance objective, problems in searching aids for internal and external training and development, planning training strategies and preparing training schedules and modules as well as assessing training and development efforts influencing human resource development adversely. Research conducted by Zeleke(2014)at Vision Ethiopia Congress for democracy training institution lack of adequate budget, training rooms, and inadequate time allocated and insufficient distribution training modules were reflected as the major constraints of the training institution also there was no training, development section or unit and financial resources with qualified staffs to facilitate the training and development functions. Considering that their focus was on training & development problem the researcher reached into consensus to give emphasis on the practice and challenges of human resource development.

### **1.3. Research Questions**

With regard to the above mentioned factors the researcher aims to assess the practice of human resource development on Nib International Bank by answering the following questions:

1. What does the bank's corporate strategy state toward human resource development?
2. What human resource development approaches are applied by the bank?
3. How do employees perceive the current practice of human resource development?



4. What challenges impede effective execution of human resource development in the bank?

## **1.4. Objective of the study**

### **1.4.1. General objective**

The general objective of the study is assessing the practice of Nib International Bank S.C. on the human resource development.

### **1.4.2. Specific objectives**

Specifically the researcher focuses on the following specific objectives:

- To determine the linkage between the bank's strategy and human resource development
- To identify human resource development approaches that are applied by the company
- To assess the practice of human resource development of the bank
- To examine the challenges related to human resource development implementation

## **1.5. Delimitation of the study**

This paper is delimited to the topic of assessment of practices and challenges of human resource development in the case of Nib International Bank S.C. The study area encompasses training and development, organizational development and career development. Even though performance appraisal is important in affecting human resource development as immense it is and broad familiarity with subject matter the researcher will exclude this area from the study. Considering the homogeneity of the population the researcher conducted the study on professional employees at head office who were currently working at Dembel City Center exclusive of other branches.

## **1.6. Significance of the study**

For the company it tries to describe human resource development challenges and problems to revolve solutions for problems found in the company. Since human resource development helps to have knowledge about the organization's talent pool, its deficits and surpluses, its sourcing

capacity, its ability to develop skills and competencies among existing staff, and talents available outside and inside: the study tries to elaborate the study area by stressing the concepts in the field. Lastly the study might motivate other researchers to grasp the reality of the practice of human resource development in comparison to theoretical view and carry out further deep study on the area adding more concepts that might not be stressed on this study.

## **1.7. Definition of Basic Terms**

- Human Resource- people who make up the workforce of an organization, business sector, or economy.
- Human Resource Development- the job of helping employees develop their skills and knowledge
- Career- an occupation undertaken for a significant period of a person's life and with opportunities for progress.
- Training- a process of bringing a person to an agreed standard of proficiency by practice and instruction.
- Strategic Management- the management of an organization's resource to achieve its goals and objectives.
- Organization- a social unit of people that is structured and managed to meet a need or pursue collective goals.
- Organizational Development- technique used for bringing change in the entire aspect of the organization, rather than focusing attention on the individual.

## **1.8. Organization of the study**

This research proposal encompasses four chapters. The first chapter will deliver the introduction part of the research. These are background of the study, statement of the problem, research questions, and objective of the study, delimitation of the study, significance of the study, organization of the study. The second chapter presents review of related literatures. Chapter three is about research design and methodology, data presentation and analysis parts. The last and the fourth chapter entails of summary, conclusion and recommendation part of the research study. Bibliography and other important documents are attached at the end.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. Definition of Human Resource Development**

Werner & Desimone (2006) defined human resource development (HRD) as set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job demands. And also Meifert (ed. 2012) defined HRD as the sum of activities that are conducted for an organization's people under one single systematic umbrella.

Jackson & Mathis (2010) development efforts initiate in improving employees' abilities to handle a variety of assignments and cultivate their capabilities beyond what the current job requires. Some of the capabilities that require developments are decision making skill, action orientation, ethical values and technical skills. Because it is long term issue HRD enables to measure whether the qualified peoples are available, the possibility of promotion within the organization and attainment of HR-based competition advantage.

#### **2.2. Elements of Human Resource Development**

There are three key elements of human resource development according to Armstrong (2011). These are learning, training & development.

- A. Learning is where process by which a person acquires and develops new knowledge, skills, capabilities, behaviors and attitudes.
- B. Training – the planned and systematic modification of behavior through learning events, programmes and instruction that enables individuals to achieve the levels of knowledge, skill and competence needed to carry out work effectively.
- C. Development – the growth or realization of a person's ability and potential through the provision of learning and educational experiences.

## **2.3. The Objective of HRD**

According to Bates (2002) HRD is directed of human resource development, its rational and optimal use, and the establishment of an enabling environment to create a situation in which these resources to be used successfully and efficiently. The purpose of HRD is to enhance learning, human potential and high performance in work-related systems and contribute to sustainable human development.

### **1) Performance**

Outcomes from goal-directed work system behavior correspond to aggregation of behaviors over time and across tasks, groups, individuals leading in optimization of the human resources.

### **2) Work System**

Work systems reflect ordered networks of smaller work systems fit together allowing the larger system to respond to a broader range of customer demands and environmental threats or opportunities. HRD assumes work systems that enhance the human condition and entities that do not exist independently from the people that comprise them.

### **3) Learning**

HRD objectives are achieved through continuous learning. The learning process encompasses structured and unstructured self-directed learning, as well as unplanned, spontaneous learning that often occurs when one learns from one's work. Acquisition of verbal information, intellectual skills, motor skills, attitudes, and cognitive strategies that enhance the ability or potential of individuals will be attained through learning.

### **4) Human Potential**

Capabilities in humans for growth and development drive ongoing adaptation, change, and well-being of individuals and work systems.

### **5) Sustainable Development**

Societies and other work systems manage economic, social, political, and ecological processes to shape development safeguarding the preconditions of development for future generations.

### **6) Increase Competitiveness**

As Ahmeti (2015) stated to become more competitive and to in line with new needs emerged by new markets and globalized economy, human resource development is absolutely mandatory.

## **2.4. From Strategic Management to Strategic HR Development**

Strategy safeguards the future of the business. For strategy to support the development of the business, it has to be aligned with the potential in the organization for learning, knowledge acquisition, and adaptation for future success.

Meifert (ed. 2012) listed the three possible constellations of the HR development strategy and the corporate strategy:

a) The HR development strategy follows the corporate strategy

HR development strategy should be designed to support for the execution of the corporate strategy.

b) The corporate strategy follows the HR development strategy

Strategies can only be executed if people have been taken into account to carry them out. It implies that the organization can achieve its objective if the peoples working there act to the achievement of the objectives. This point of view is called the resource-oriented approach, where reveals that corporate strategy is delimited to the human factor in the expense of the capability of the business management. In cases of uncertainty, a company can directly intervene by. The company may invest in training or recruitment from the outside if its peoples are not ready yet to implement a strategy.

c) The HR development strategy is an integral part of the development of the corporate strategy

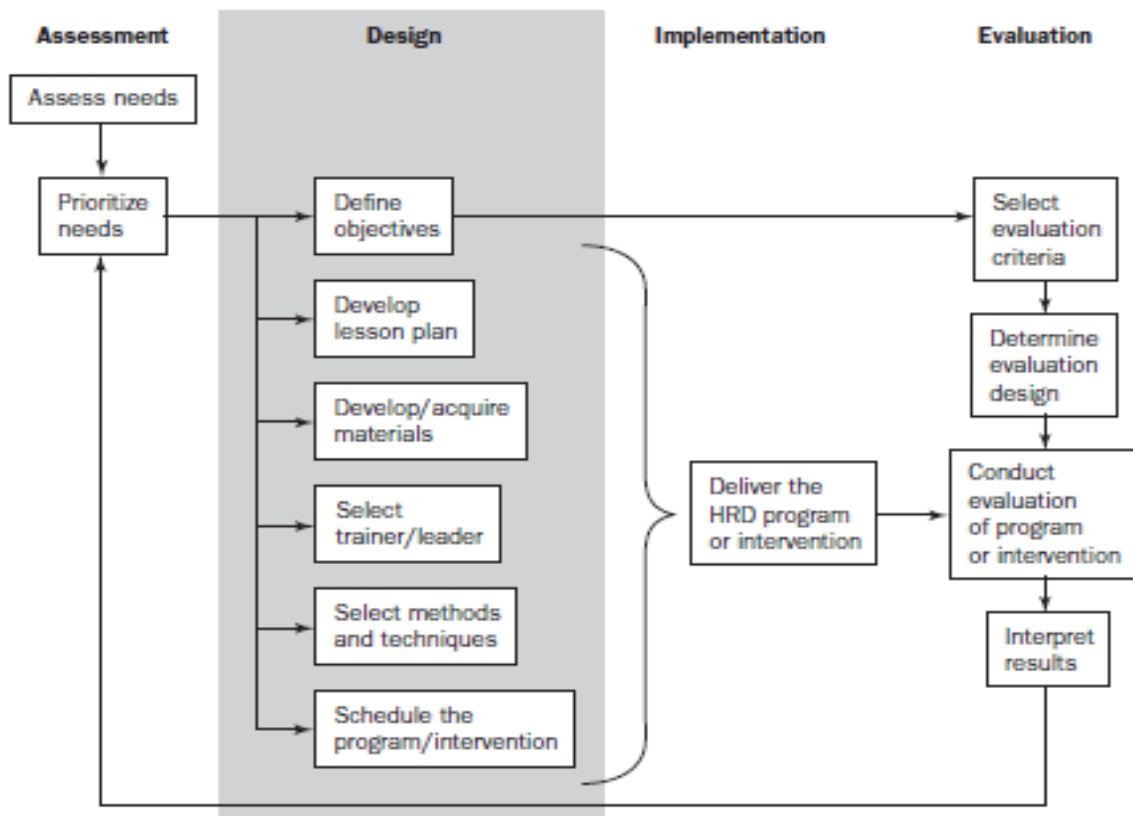
The HR development strategy is one of functional strategies and a part of the general HR strategy. It specifies and prioritizes the tasks of HR department and to coordinate interfaces of functional areas. The design of functional strategy has to be long-term fundamental strategy and deal with actual implementation of that master plan. Strategy will linger in effect over a period of years, whereas campaigns typically work within a time frame of less than a year, enabling the

system as a whole to respond to changes in the environment or within the organization itself. Recent discourse has challenged the basic assumptions of this factual argument.

## 2.5. Framework for Human Resource Development

According to Werner & Desimone (2006) HRD should follow steps embraces defining the purposes and conducting need assessment that incorporates the strategic/organizational analysis, task analysis & person analysis. Effective HRD program has to be designed incorporating the objectives of the HRD intervention, selection of the trainer, training methods and media, scheduling the HRD program & registration and enrollment issues needs to be communicated with trainees. Formerly after these steps are followed the HRD programs will be implemented. Finally the execution of the program will be evaluated.

**Figure 2.1 Framework of human resource development**



## 2.6.1. Career Development

A career is series of work related positions a person occupies through put life Jackson & Mathis (2010).

### Views of careers

- Protean career- assumes individuals are the drivers of their career and they define their goals to fit their life.
- Career without boundaries- this view that managers have many trajectories for a career across many organizational boundaries.
- Portfolio career- portrays that career are collections of skills and interests who are self-managed,
- Authentic career- people achieve a high level of personal insight and use this to follow a true-to-self career.

Career development involves career planning involving activities performed by an individual, often with the assistance of counselors and others, to assess his or her skills and abilities in order to establish a realistic career plan and the other is career management involving necessary steps to achieve that plan, and focuses on what an organization can do to nurture employee career development. Werner & Desimone (2006)

Two perspectives of organizational and individual career planning are extracted by Jackson & Mathis (2010). These are as described below:

- a) Organizational perspective- these perspective includes determining organizational staffing needs, planning career ladders, asses individual potential and training needs, match organizational needs to individual abilities and developing and auditing a career system for the organization.
- b) Individual perspective- includes identification of personal abilities and interests, plan of life and work goals, assessment of alternative paths inside and outside the organization and note on changes in interests and goals as career and life stage changes.

### 2.6.1.1. Capabilities to be developed

When preparing for a career, capability development is the most important question by far. As Stated by Pankl et al. (2010) capabilities determine market value. Information Professionals (IPs) must enter the workforce armed with the proper capabilities coupled with the ability to adjust quickly to the demands of a dynamic market place.

Core capabilities to be developed by IPs are:

1. **Technical capabilities** the employer looks for specialized foundational skills for initial employment. In essence, all capabilities developed should be highly valued capabilities within the information market.
2. **Innovation capability** - Customers possess problems that require utilizing data strategically to solve problems. Time, money, and people always will be resource constraints. However, those who are able to create solutions to overcome resource constraints will be valued highly. Innovation is not about technology; innovation is a mindset transformation that leads to new insight. To develop innovation capabilities, obtain exposure to various methodologies of thought generation.
3. **Facilitation capability** - Facilitation often conveys negative images of time wasting meetings. However, without good facilitators most meetings have little chance of being productive.
4. **Presentation capability** - Without good presentation skills, selling ideas to diverse audiences may prove difficult. Well written presentation in service to a good idea can be a powerful instrument of change”.
5. **Project Management & change** - Without a project management discipline, organizations cannot respond effectively to market threats, launch new products or services, or improve processes.

### 2.6.1.2. Career Development

Pynes (2009) stated that managers and supervisors should prepare a development plan that focuses on employee growth and development. The plan should have measurable development objectives and an action plan. Two career tracks are available:



- A) Credential track is for positions that require specific degrees and licenses, such as social worker, licensed practical nurse, or child protective associate investigator.
- B) The certificate track - Employees take courses related to the sections of the exam in which they did not demonstrate proficiency. After employees complete the required course work, they are retested. After they demonstrate proficiency in all segments of the exam, they are issued a certificate. The certificate gives an employee priority for the next vacancy in that title in any agency, even if the title is in another bargaining unit job.

### **2.6.1.3. Designing Career Development Systems: Principles and Practices**

Currently essays edited by Schweiger & Papenfub (ed.1992) suggest twelve key principles to be used in designing a career development system.

#### **A. Needs: Defining the Present System**

The key Principles are addressing specific needs and target groups, assessing current human resource structures and investigate organization culture

#### **B. Vision: Determining New Directions and Possibilities**

Principles are building a conceptual base or model, design multiple interventions for employees and the organization and involve managers

#### **C. Action Plan-Deciding on Practical**

Principles are assuring top management support, Co-design and. manage project with an advisory group and create a pilot and establish a budget and staffing plan.

#### **D. Results: Maintaining the Change**

Principles are creating long-term formalized approaches, publicize the program and evaluate and redesign.

## **2.6.2. Organization Development**

Organizational development is a system-wide application of social science knowledge (primarily psychological, systems, and economic theories) to the planned development, improvement, and reinforcement of the strategies, structures, and processes that lead to organization performance, Swanson & Holton (2001). According to Decenzo & Robbins (2010) organizational development is part of HRM that addresses changes in the organization that involves continuous

improvements, diversity and work process engineering required to move the organization forward. As OD assists in applying planned change it facilitates long-term organization-wide changes.

### **2.6.2.1. Techniques of OD**

- 1- Survey feedback- the changes encountered is assessed by conducting survey on employees by out bringing their attitudes and perceptions on the change.
- 2- Intergroup development- allows the organization to be more cohesive by changing attitudes, stereotypes and perceptions of groups with one other. (Ibid)

### **2.6.2.2. Characteristics of OD**

According to McLean (2005) the following conclusions are drawn about the core characteristics of OD:

- OD is an interdisciplinary and primarily behavioral science approach that draws from such fields as organization behavior, management, business, psychology, sociology, anthropology, economics, education, counseling, and public administration.
- A primary, though not exclusive, goal of OD is to improve organizational effectiveness.
- The target of the change effort is the whole organization, departments, work groups, or individuals within the organization and, as mentioned earlier, may extend to include a community, nation, or region.
- OD recognizes the importance of top management's commitment, support, and involvement. It also affirms a bottom-up approach when the culture of the organization supports such efforts to improve an organization.
- It is a planned and long-range strategy for managing change, while also recognizing that the dynamic environment in which we live requires the ability to respond quickly to changing circumstances.
- The major focus of OD is on the total system and its interdependent parts.
- OD uses a collaborative approach that involves those affected by the change in the change process.

- It is an education-based program designed to develop values, attitudes, norms, and management practices that result in a healthy organization climate that rewards healthy behavior.
- OD is driven by humanistic values.
- It is a data-based approach to understanding and diagnosing organizations.
- It is guided by a change agent, change team, or line management whose primary role is that of facilitator, teacher, and coach rather than subject matter expert.
- It recognizes the need for planned follow-up to maintain changes.
- It involves planned interventions and improvements in an organization's processes and structures and requires skills in working with individuals, groups, and whole organizations.
- It is primarily driven by action research (AR)

### **2.6.2.3. When and why should an organization use OD?**

OD might be used in any of the following situations:

- To develop or enhance the organization's mission statement (statement of purpose) or vision statement for what it wants to be
- To help align functional structures in an organization so they are working together for a common purpose
- To create a strategic plan for how the organization is going to make decisions about its future and achieving that future
- To manage conflict that exists among individuals, groups, functions, sites, and so on, when such conflicts disrupt the ability of the organization to function in a healthy way
- To put in place processes that will help improve the ongoing operations of the organization on a continuous basis
- To create a collaborative environment that helps the organization be more effective and efficient
- To create reward systems that are compatible with the goals of the organization
- To assist in the development of policies and procedures that will improve the ongoing operation of the organization
- To assess the working environment, to identify strengths on which to build and areas in which change and improvement are needed

- To provide help and support for employees, especially those in senior positions, who need an opportunity to be coached in how to do their jobs better
- To assist in creating systems for providing feedback on individual performance and, on occasion, conducting studies to give individuals feedback and coaching to help them in their individual development. McLean (2005)

### **2.6.3. Employee Training**

According to Decenzo & Robbins (2010) employee training is present-oriented training that focuses on individuals current jobs where as employee development is future oriented training focuses on employee personal growth.

#### **Steps in conducting training**

Four-stage training cycles were provided by Stredwick (2005). As described below;

##### **Stage 1 Assessing 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.

##### **Stage 2 Planning and carrying out the training**

On-the-job training is appropriate where immediacy and realism are essential. 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. Social aspects of the job, the informal culture and the small details that are often omitted from training manuals or job descriptions can also be communicated.

Off-the-job training is a training school or appropriate facilities away from the immediate workplace. This allows the trainee to concentrate on learning the new job without distraction and for the training to be delivered systematically. Immediate good first impression for a new employee can also be provided. 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.

Outsourcing the training is appropriate if training skills required are not present within the organization. This applies with managerial, professional and technical training where the specialist training organization has built up a reputation for running special courses. They may run these courses in their own premises, or within the company or in convenient hired premises, such as hotels or conference centers. It allows experts to provide high quality training and expose employees to situations that they have not experienced.

### **Stage 3 Styles and techniques of training**

Many of the styles and techniques to be described can apply only to off-the- job situations but some can also apply to on-the-job training. The techniques are action learning, computer-based learning or working with case studies, and those that are essential passive, such as demonstrations, lectures and videos. A final division is between those techniques that can apply to individual training, such as mentoring and those which apply to groups, large or small, such as role-play or workshops.

### **Stage 4 Evaluate the training**

There are two forms of evaluation, subjective and objective. Subjective evaluation can be made by the trainer, who will be aware whether or not the training went well. A final evaluation by the trainees should move towards the objective viewpoint, having to answer questions such as: 'How has this training benefited you in the workplace?', or 'name a number of areas where trainee will put into effect improvements that have arisen from what the trainee have learnt during this training.'

#### **2.6.3.1. Kinds of Training Materials**

**1. Program Announcements-** the audience need has to be informed of the training program. The purpose of the program, the schedule, the place where it takes place and required criteria to participate in the program should be clearly communicated to employees.

**2. Program Outlines/Course Syllabi** are documents that communicate the content, goals, and expectations for a program. These are like course objectives, topical areas to be covered, materials or tools needed requirements of each trainee, and a tentative schedule of events. It is

used to establish behavioral expectations, including punctuality, attendance, work habits, class participation, and courtesy toward other trainees.

**3. Training Manuals or Textbooks-** documents are organized into modules that make it easy to organize the training program into sessions. Training manuals can be readily produced by an organization, particularly given the availability of desktop publishing software. Werner & Desimone (2006)

### **2.6.3.2. Models and frameworks of evaluation**

#### **Kirkpatrick's evaluation framework**

Kirkpatrick argues that training efforts can be evaluated according to four criteria: reaction, learning, behavior, and results. (Ibid)

1. Reaction (Level 1) - Focus is on the trainees' perceptions about a program and its effectiveness. Positive reactions to a training program make it easier encouraging employees to attend future programs. The main limitation reaction level is information is it cannot indicate whether the program met its objectives beyond ensuring participant satisfaction.
2. Learning (Level 2) - Measuring whether someone has learned something in training may involve a quiz or test clearly.
3. Behavior (Level 3) -At this level we look in weather the trainee use what was learned in training back on the job.
4. Results (Level 4) - Meeting this criterion is considered the bottom line as far as most managers are concerned. It is also the most challenging level to assess, given that many things beyond employee performance can affect organizational performance.

Werner & Desimone (2006) to have greater confidence that the outcomes observed were brought about by the training (and not some other extraneous factor), the following practices should be included in a research design:

1. Pretest and post-test—including both a pretest and a post-test allows the trainer to see what has changed after the training.
2. Control group— including group of employees similar to those who receive training, but they don't receive training at the same time.

The ideal scenario occurs when the training group and the control group have similar scores before training, and then the scores for the training group increase after training, while those of the control group remain constant.

## **2.7. HR Development Approaches**

Jackson & Mathis (2010) provided two approaches in human resource development. These are job site development and offsite development approaches. Off-the-job development techniques give individuals opportunities to get away from their jobs and concentrate solely on what is to be learned. According to Werner & Desimone (2006) Job site development approaches occur in the employee's normal work setting.

### **2.7.1.1. Techniques of Job Site Development Approaches**

#### **Coaching is a technique**

Continual learning by doing applied on condition of that training and feedback provided by immediate supervisors. Jackson & Mathis (2010)

#### **Job Instruction Training (JIT)**

JIT is a sequence of instructional procedures used by a trainer to train employees while they work in their assigned jobs. Training manual, handouts, or other job aids that can be used as references will be provided to the trainees. Presenting the task should be carried out in such a way that a trainee understands and can replicate the task. Follow-up should be carried out in order to ensure that the trainee is making progress. Werner & Desimone (2006)

#### **Committee Assignments**

Assigning promising employees to important committees may broaden their experiences and help them understand the personalities, issues, and processes governing the organization. Jackson & Mathis (2010)

## **Job Rotation**

The trainee will probably learn more by observing and doing than by receiving instruction. At this technique the trainee will be portray series of assignments to different positions or departments for a specified period. The trainee is supervised by the supervisor, who is responsible for orienting, training, and evaluating the trainee. Information gathered and assessment results throughout the rotation will be used to tackle on unique employee abilities. Werner & Desimone (2006)

## **Assistant Positions**

An assistant staff position immediately under a manager (e.g., Assistant to HR Director) provides useful experiences if they present challenging or interesting tasks to trainees. Jackson & Mathis (2010)

### **2.7.1.2. Techniques of Off-Site Development Approaches**

#### **Classroom Courses and Seminars**

Classroom training can be any training space set away from the work site, such as the company cafeteria or a meeting room. Werner & Desimone (2006)

#### **Sabbaticals and Leaves of Absence**

Sabbatical is time off the job given to employees to develop and rejuvenate oneself. These prevent employee burnout, offer advantages in recruiting and retention, and boost individual employee morale. Jackson & Mathis (2010)

#### **Learning Organizations and Development**

This approach focuses on employees who want to develop new capabilities, and they can learn from others in the organization because informal (and formal) teaching and learning is the norm in such organizations. Knowledge-based organizations that deal primarily with ideas and information must have experts at one or more conceptual tasks. As they continuously learn and solve problems in their areas of expertise. Developing such employees requires an



“organizational learning capacity” based on solving problems and learning new ways not previously used.(Ibid)

### **Corporate Universities and Career Development Centers**

Large organizations may use corporate universities to develop managers and other employees. Companies and traditional universities can design and teach specific courses for employers. Career development centers are also often set up to coordinate in-house programs and programs provided by suppliers. They may include assessment data for individuals, career goals and strategies, coaching, seminars, and online approaches. (Ibid)

### **Self-paced/computer-based training media and methods**

According to Jackson & Mathis (2010) Computer-Aided Instruction- programs like electronic workbooks, using the drill-and-practice approach, to compact disc read-only memory (CD-ROM) presentations of a traditional training program.

### **Internet- and Intranet**

Werner & Desimone (2006) stated that millions of computers are connected to one another via modems, telephone and cable lines, superconducting (ISDN, T1, T3) transmission lines, and the internet. Intranets are computer networks that use Internet technology, software tools, and protocols for finding, managing, creating, and distributing information within one organization. Technology-based training today is referred to as e-learning (electronic learning) and most of it makes use of Internet or intranet technology and systems.

### **Intelligent Computer-Assisted Instruction**

ICAI/intelligent tutoring systems/emphasizes further about flexibility and the ability to qualitatively evaluate learner performance. ICAI program discerns the learner’s capability from the learner’s response patterns and by analyzing the learner’s errors. (Ibid)

### ***Role Playing***

Role playing allows trainees to practice interpersonal and communication skills by applying to lifelike situations. Participants are expected to act out the roles they would play in responding to specific problems that they may encounter in their jobs. (Pynes, 2009)

## **2.8. A Culture Sensitive Human Resource Development Strategy**

HR strategy for dealing with cultural reality when senior managers give little or no attention to cultural differences:

- Utilizes an action learning approach emphasizes on self-directed problem-solving. Managers are exposed to differences in order to generate creative solutions to their own problems,
- Focuses explicitly on performance problems,
- The process uses managers' priorities to introduce them to unrecognized dimensions of the problem,
- Has inter-local, local and corporate components,
- Inter-local visits involve peer managers who address related problems rather than upper level managers who visit either for visibility and information gathering or for evaluation. This difference reduces the threat of the visit and resulting defensive responses,
- The corporate level of the strategy can begin simultaneously with the inter-local and local levels. This component includes: cross-regional, senior management, action learning programs focused on senior management problems, and cross regional peer gatherings for functional sharing and input,
- Orchestrated multi-level strategy where by a corporate HR person that recognizes and respects cultural differences. Corporate HR helps orchestrate the inter-local/local process by facilitating local problem identification, helping arrange visits and offering matching funds for financing the activity. (Niehaus & Price, ed. 1991)

## **2.9. Ongoing Employee Development**

Pankl et al. (2010) Learning new skills via online training sessions, others enjoy meeting and collaborating at professional conferences. Many employees have come to expect not only release time from their employers to attend such training, but also financial support as well.

## **2.10. Challenges of HRD**

**Globalization and coping with rapidly changing environment**

Ahmeti (2015) successfully applying what is learnt in the work place and monitoring the progress made that hinder for the effective execution of HRD programs. Werner & Desimone (2006) also mentioned globalization and increasing diversified work force being challenge in the execution of HRD programs as the world is radically changing.

### **Design and application of the right system**

According to Ahmeti (2015) design of main guidelines, training and development of staff, development of a new and more contemporary recruitment system and selection needs to be considered to successfully attain the benefits of human resource development programs.

### **Unskilled managers and executives of HRD**

For managers and executives appropriate development and training system needs to be established given the situation that they face in making more informed decisions, on deciding for future employee training.(Ibid)

### **Unincorporated HRD strategy with the master strategy**

Organizations active involvement in human resource management in the development of institutional strategies is also a main factor for the success of HRD programs, Ahmeti (2015). Meifert (ed. 2012) the annual share of expenses in the total payroll is a vital factor in the success of the HRD program.

### **Training systems and modalities**

According to Ahmeti (2015) one has to tackle out from practicing outdated traditional training systems and modalities will in adversely pulls away the organization from applying effective system for human resource management and can resolve with more integrated and sustainable human resources structure, therefore creating new contemporary systems and practices vital factor. Meifert (ed. 2012) on approaches side the training or learning process should promote task oriented activities that go with clear and structured methods in effective class management.

### **Top management commitment**

Meifert (ed. 2012) demonstrated that experience of HR Directors has side effect on the HRD as effective they are they are will be effective in conducting HR activities. Ahmeti (2015) stated

that decision-makers should apply more dedication to the importance of particular learning and developing systems.

In general by implementing the best practices in developing its employees, organizations can increase staff retention and satisfaction, as most satisfied employees are the skilled one. The more developed and trained the employee will become, the level of motivation will rise, and more knowledge will be applied in their day-to-day work. (Ibid)

## **2.11. Empirical review**

### **2.12. Dimensions on which HRD is measured**

The quantity of inputs to HRD is determined in monetary form. The managements support towards HRD can be showed through the development of clear vision, dedication to develop employees' competencies an emphasis on competent employees. Employees' to HRD as it can be seen on the hours spent on training those employees per year. The benefit obtained by the employees is also major factor in improving abilities and skills. Lastly commitment of employees and the financial performance of the company as ROI (Return on Investment) interrelated with HRD. Choi & Sung (2014)

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1. Research Design**

The research type used in the study was descriptive research as it helps the study to describe the condition of relationships as it exists at present. The researcher conducted survey methods by presenting the findings in tables, in addition to frequency and percentage; mean and standard deviation was used by illustrating and generalizing the findings.

Mixed research approach was employed for this study. Survey was conducted on professional employees applying quantitative research approach that enables the researcher to assume the characteristics or relationships of population. On the other hand the researcher used qualitative research approach to gain knowledge about facts on attitudes, opinions and behaviors by conducting interviews with directors. This enabled the researcher to have insights on facts that were not discovered by using survey method.

#### **3.2. Target Population, sample size and sampling techniques**

##### **3.2.1. Target Population**

In order to attain accurate data and answer the research questions the researcher collected data from the selected samples. The study focused on employees who are currently working at head office and main branch excluding those who are working in other outlying branch as a result of the homogeneousness of the population of the area when compared with other branches.

During this study the source population were professional staff members and directors of department heads of both head office and main branch employees this is taken into consideration in order to get more accurate data on the subject matter and answer the research questions of the study population. From the staff strength data obtained from the bank the total population of the bank at head office and main branch included under the study comprised of 364 professional and the management staff as of January 06, 2018. To determine appropriate respondents from the

management and the professional staff members were selected by using convenience sampling technique.

### 3.2.2. Sample Size

Saunders et al. (2016) the larger the sample's size the lower the likely error in generalizing to the target population. Probability sampling is therefore a compromise between the accuracy of your findings and the amount of time and money you invest in collecting, checking and analyzing the data.

**Table 3.1. Sample size for different sizes of target population at a 95 percent confidence level**

Target population	Margin of error			
	5%	3%	2%	1%
50	44	48	49	50
100	79	91	96	99
150	108	132	141	148
200	132	168	185	196
250	151	203	226	244
300	168	234	267	291
400	196	291	343	384
500	217	340	414	475
750	254	440	571	696
1 000	278	516	706	906
2 000	322	696	1091	1655
5 000	357	879	1622	3288
10 000	370	964	1936	4899
100 000	383	1056	2345	8762
1 000 000	384	1066	2395	9513
10 000 000	384	1067	2400	9595

As seen from Table 3.1, the smaller the absolute size of the sample and, to a far lesser extent, the smaller the relative proportion of the target population sampled, and the greater the margin of error. Professional employees currently working in the bank are 355 and 14 directors. As the population is 355 implies taking 168 professional staff members to be representative of the target population. From the population of the management staffs (14 directors) were considered in the study.

### **3.2.3. Sampling Technique**

Taking the homogeneity of the population into consideration non probability sampling technique was used. To gather data from respondents the researcher particularly used convenience sampling technique. This sampling technique was selected as a result of its simplicity and inexpensiveness to distribute& collect the data. It needs use of personal judgment to select cases that will best answer research questions and to meet objectives. Kothari (2004)

### **3.3. Data Types& Sources**

Types of data used for the study were both primary and secondary data types. The management and professional staff members' are considered as source of primary data which was collected by distributing questionnaires and conducting interviews. Books, thesis and electronic data; was used as secondary sources of data, on the other hand documents like policies, training manuals, organizational brochures, publications and website information to support secondary sources of data.

### **3.4. Method of Data Collection**

The data collection technique used in the study was survey method. To obtain error free data the researcher supervised the staff field workers closely while distributing questionnaires and interviews were conducted to directors. The data collected was processed and analyzed by coding the questionnaires, tabulating the data and statistical tools were also applied.

#### **3.4.1. Questionnaire**

Questionnaires can be used for descriptive or explanatory research with this in mind the researcher used this method of data collection to get data from the sample respondents. To identify and describe the variability of the study phenomena undertaking attitude and opinion, questionnaires and questionnaires of organizational practices the researcher will conduct survey. (Saunders et al, 2016)

### **3.4.2. Interview**

Predetermined identical set of questions were clearly communicated to directors. The researcher readied out each question and then records the response on a standardized schedule. To minimize the risk of collection of biased data preliminary explanations were provided and the questions were asked exactly as it is written and in the same tone of voice. This structured interview helped the study in collecting qualitative data given the problem at hand.(Ibid)

### **3.5. Methods of Data Analysis**

As descriptive statistics helps the study to describe and compare the variables numerically the researcher use it to analyze the data collected through questionnaire. To maximize the quality of the study data collected from each questionnaire were coded and edited. Frequency and percentages were be used in order to classify and present it in tabulated format, in addition this mean and standard deviation were used to make the results easily understood and analysis of the results were made in narration, Kothari (2004).

### **3.6. Ethical Consideration**

As stated by Kothari (2004) one needs to consider the potential for ethical issues to arise when seeking access. It should not attempt to apply any pressure on intended participants to grant access. It important to assure that the respondent will not be harmed or privacy will not be intruded. Once respondents or organizations have consented to take part in the research, they still maintain their rights. This means that they have the right to withdraw, and that they may decline to take part in a particular aspect of your research. Therefore the researcher will respect the decision of respondents and their privacy will not be available to any party.

### **3.7. Reliability Test**

Kothari (2004) the test of reliability is a test if it provides consistent results. Reliable measuring instrument does contribute to validity. Applying SPSS application the researcher checked the reliability of the data collected using the Cronbach's Alpha test and obtained 98.4% from 138 items meaning that it is reliable.



## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1. Introduction

Considering the homogeneity of respondents as its focus at head office 168 questionnaires were distributed for selected professional employees of Nib International Bank S.C. From those 168 distributed questionnaires 155 were collected from the respondents. And from those 155 questionnaires provided 135 gave full information on the subject matter where analysis made on those 135 questionnaires.

#### 4.2. Demographic Characteristics of Respondents

##### Gender of Respondents

As shown on the table 4.1 below most of the respondents were male professional workers 62.2 % of respondents as the remaining respondents were female workers of which constitute of 37.8%.

**Table 4.1 Gender Coverage of Respondents**

<b>Variables</b>	<b>Frequency</b>	<b>Percent</b>
Male	84	62.2
Female	51	37.8
<b>Total</b>	<b>135</b>	<b>100.0</b>

Source: *Own survey, 2018*

##### Age Information of Respondents

As seen on table 4.2. most of the respondents were at age of between 18-28 years rated 46.7% leading respondents who stand on between 29-39 years rating 42.2% the remaining 11.1% of the employees were between age coverage of 40-50 years. Lastly there were no respondents found at the age of above 50 years.

**Table 4.2 Age of respondents**

<b>Variables</b>	<b>Frequency</b>	<b>Percent</b>
18-28	63	46.7
29-39	57	42.2
40-50	15	11.1
<b>Total</b>	<b>135</b>	<b>100.0</b>

Source: *Own survey, 2018*

### **Educational Background**

As it can be seen on table 4.3. most of the respondents which constitutes 73.3% of the respondents possess 1st degree and 20% of the respondents were 2<sup>nd</sup> degree holders, whereas the remaining 6.7% of respondents were MA holders which is a good representative of the selected number of professional employees.

**Table 4.3 Educational background**

<b>Variables</b>	<b>Frequency</b>	<b>Percent</b>
1 <sup>st</sup> Degree	99	73.3
2 <sup>nd</sup> Degree	27	20.0
Above 2 <sup>nd</sup> Degree	9	6.7
<b>Total</b>	<b>135</b>	<b>100.0</b>

Source: *Own survey, 2018*

### **4.3. Practice of the Bank on Human Resource Development**

Below on table 4.4. the researcher presented in general view about HRD to assess the practical practice of the bank considering the respondents response on these issues listed below.

**Table4.4. Issues of human resource development program**

<b>Variables</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
I am aware of HRD	135	3.53	0.96
Management support toward HRD	135	3.22	0.92
Strategy that is incorporated within the corporate strategy	135	3.31	0.89
HRD seek to increase performance, work system learning, employee potential & Sustainable development	135	2.98	0.93
HRD stress OD, T&D & career development	135	3.07	1.07
HRD added value to employees	135	2.96	1.04
HRD Platform	135	3.42	0.96
Equal opportunities to OD, career development & T & D	135	2.58	1.18
Selection of HRD experts on criteria	135	3.08	1.08
Experienced HRD experts	135	3.18	1.12
Assist employees to acquire skills & knowledge	135	3.44	0.98
Objectives are clearly stated	135	3.09	1.16
Provision of resources (human, material, Budget ...)	135	3.13	0.89
Structure that support effective execution of the program	135	3.04	1.06
Appropriate staffs assignment for the program execution	135	3.16	0.97
<b>Overall mean</b>	<b>135</b>	<b>3.15</b>	<b>1.01</b>

Source: *Own survey, 2018*

An average of 3.53 respondents agreed on their awareness on human resource development and standard deviation of 0.96 showed a spread of respondents' response deviating from average

response. Meaning they are aware of human resource development and know it pursues them to develop their knowledge, experience, performance, and satisfaction for the benefit of the bank & community. Werner & Desimone (2006)

Even though McLean (2005) stated one function of human resource development; organizational development recognized the top management involvement, commitment and support. The researcher found out that an average of 3.22 was found from the research on the management support towards human resource development with a deviation of 0.92 from the average response.

The link between corporate strategy and human resource development strategy scored mean value of 3.31. On the other hand Meifert (ed. 2012) states that the human resource strategy should be designed to support for the execution of the corporate strategy and standard deviation of 0.89 from the average response rate.

Bates (2002) HRD enhances learning, human potentials and performance in work-related systems and contribute to sustainable human development but from the study conducted mean deviation of 2.98 were discovered with 0.93 spread of scores from the average response of respondents.

From the functional perspectives view Werner & Desimone (2006) like training and development as major part of human resource development; career development and organization development are also the main aspects of human resource development. Taking this into account the respondents were asked on this effect and average mean value score 3.07 were obtained with a deviation of 1.07 of the respondents from the average response score.

As described by McLean (2005) one of the main function of human resource development; organizational developments should be driven by humanistic values these means that it has to add value to employees in order to become effective. In contrast the respondents averaged the value to the effect of 2.96 with standard deviation to the average mean of 1.04.

From the preliminary interview it has been found that the organization produced human resource development platform and the selected respondents were asked if they were aware on the subject matter in regard to this mean deviation of 3.42 agreed on the fact with 0.96 standard deviation of 0.96 from the mean deviation.

As seen on the table above the opportunities given to the selected respondents the average score for the variable was 2.58 with a higher deviation of 1.18 from the average score. Werner & Desimone (2006) stated job changes has to incorporate the long-term plans and strategies ensuring efficient and effective use of resources as human resource is the main factor in affecting those plan and goals set by the organization. Each employee has to be given equal opportunities as to use those resources effectively achieving long-term plans.

Clear guidelines for the development of a new, contemporary recruitment system and selection methods has to be applied to successfully attain the benefits of human resource development programs Ahmeti (2015). Respondents replayed to the selection of human resources using the banks criteria for human resource development program score average value of 3.08 with a deviation from the mean responses of 1.08.

To have experienced human resource development experts, managers and executives should establish appropriate development and training system in assisting them to be empowered to make informed decisions Ahmeti (2015) average point of 3.18 on experts of human resource development revealed from the respondents were obtained with deviation from the mean of score 1.12 points.

Ahmeti (2015) skill and knowledge will be applied at work place and the more developed and trained the employee will perform effectively. When respondents were asked about this they agreed on average of 3.44 with a deviation of 0.98 spread of score around the mean.

Respondents were asked if human resource development program objectives have been clearly stated and an average of 3.09 agreed on this deviating value from the mean of 1.16. On the other hand human resource development program to be effective it has to be designed incorporating the objectives of the HRD intervention. Objectives need to be addressed accordingly with matching it with the gaps. Werner & Desimone (2006)

One of the resources that affect human resource development is budget allocated for the program to be executed therefore, Meifert (ed. 2012) stressed on his book that the annual share of expenses in the total payroll as a vital factor in the success of the HRD program. And also Werner & Desimone (2006) mentioned materials or tools needed have to be prepared and used.

For this question mean deviation of 3.13 was discovered and spread of respondents score from the mean of 0.89 value of standard deviation.

Though sustainable human resources structure supports in applying effective system for human resource management, respondents were asked if the bank has structure for human resource development program accordingly average value of 3.04 were discovered that deviated from the average by 1.06.

Staff members which facilitates the execution of the program need to be assigned in so the researcher asked whether appropriate staff members are assigned and 3.16 mean average were obtained with a standard deviation of 0.97.

#### **4.4. Practice on Design of HRD Program**

Werner & Desimone (2006) put steps to be followed for effective human resource development program and the researcher aimed to assess the banks practice on the issue presenting it on table 4.5.

Defining the purposes and conducting need assessment incorporating the strategic/organizational analysis, task analysis & person analysis was the first step considering respondents replayed human resource development gaps with average response of 3.13 that varies from the mean with standard deviation of 1.05.

Mean deviation of 2.96 was discovered to the success of human resource development programs where the bank sets objectives considering human resource development.

On the other side selection of the trainer, training methods and media scored mean deviation of 2.96 which deviates from the average value by 1.04 spread of score.

Program scheduling & registration and enrollment issues needs to be communicated with trainees to go forward with the implementation phase respondents gave scored value of 3.33 with a deviation from this average score of standard deviation 1.12 points.

**Table4.5. The banks practice on human resource development design programs**

<b>Variables</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Need assessment conducted to identify gaps	135	3.13	1.05
Objectives are established	135	2.96	0.76
Selection of the trainer and training methods conducted before training is given	135	2.96	1.04
Clear communication schedule and registration program	135	3.33	1.12
Evaluating mechanisms are used	135	2.93	1.07
<b>Overall mean</b>	<b>135</b>	<b>3.06</b>	<b>1.01</b>

Source: *Own survey, 2018*

The program needs to be evaluated after execution phase of human resource development program accordingly respondents agreed on this effect with the average value of 2.93 with deviation of value of 1.07 from the average response.

#### **4.5. Current Practice on Training**

Training is conducted as a result of gap between the required knowledge, skills and experience for the employees carrying out the work and that actually possessed by the employees Decenzo & Robbins (2010). As it can be seen on table 4.6 average response of 3.24 were obtained to this effect with standard deviation of 1.12.

Werner & Desimone (2006) training materials, like books, handouts, and videos have to be prepared for the training. Appropriate space and qualified trainers has to be selected too. As it is presented on the above table the respondents agreed to this aid for the training program with average points of 3.53 showing the spread of data around the mean 1.15 standard deviation.

Appropriate human resource development approaches have to be applied for the success of the training program. The selection of those approaches appropriately by the bank averaged 3.22 with deviation from the mean by 1.14.

**Table 4.6. The banks practice on training**

<b>Variables</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Clearly stated objectives	135	3.24	1.12
Aids(Material, space, qualified trainers) provided	135	3.53	1.15
Selection of suitable HRD Approaches/either on-the-job or off-the-job trainings	135	3.22	1.14
Mechanisms to evaluate effectiveness of training	135	3.20	1.19
Training provided given the gaps identified	135	3.02	1.24
Attractive and attentive training	135	3.29	1.05
Time allocated for training	135	3.18	1.22
Allocation of Budget	135	3.33	1.01
Management is supportive	135	3.04	1.10
<b>Overall mean</b>	<b>135</b>	<b>3.23</b>	<b>1.14</b>

Source: *Own survey, 2018*

Table 4.6. presented the evaluation of the training in regard to it respondents were asked on this effect and 3.2 averaged respondents agreed on the matter. The bank could make subjective evaluation by the trainer or can conduct objective evaluation where trainee evaluates the training in viewing the benefits that he/she obtained.

The extent to which respondents agree on practice of training as if it was based on the gaps identified and average respondents displayed on the table with 3.02 points with standard deviation deviating from the mean of 1.24 value.

Since attentive and attractive training facilitates learning process the banks practice to this effect was enquired to the respondents and 3.29 average points was scored with a standard deviation of 1.05 point shown on the table.

To effectively and efficiently transfer the knowledge that trainees need to posse is affected by the time allotted for the training program. Average point score of 3.18 with standard deviation of 1.22 were revealed for time allotment to training.



Budget allocated for the training program is also the stream line that makes training programs achievable as it requires budget this variable was also brought to respondents and average respondents agreed 3.33 in respect of standard deviation of 1.01.

The top management has to consider training as main tool to support human resource program the researcher put it to the table to the respondents and mean deviation of 3.04 was discovered with spread score around the mean of 1.10.

#### **4.6. Practice on Career Development**

Table 4.7. reveals the respondents response on the career practice of the bank. As it can be seen the overall mean 2.78 with a deviation of 1.07 showing that there is gap that needs to be feed in. Below the more elaborated responses of respondents presented.

Pynes (2009) stated that managers and supervisors should prepare a development plan that focuses on employee growth and development to this end respondents were questioned on if the bank career development and growth program and 2.76 score of agreement was discovered with a spread of score around the mean by 1.12.

By spending time and resources to develop employees get the image that shows them that they are valued by the by the bank. By doing so the management indicates them that they are value them. But when respondents were questioned on this matter they almost disagreed with this variable showing 2.51 average responses with low spread of scores around scoring 0.96 points.

Even though respondents agreed with mean deviation 2.78 with 1.06 of standard deviation was discovered, the bank's strategy should constitute human resource development strategy which lingers career development strategy.

Schweiger & Papenfub (ed.1992) recommend principles to be used in designing a career development system that can be used to effectively plan each individuals career development stages respondents agreed with an average of 2.96 showing a 1.08 standard deviation to the question if the bank has designs that shows career development program for employees.

**Table4.7. The banks practice on Career development**

<b>Variables</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Employee career and development program	135	2.76	1.12
Management support to retain employees	135	2.51	0.96
Strategy that support career development	135	2.78	1.06
Designed career program that show each stage of employee development	135	2.69	1.08
Career development need analysis	135	2.69	1.16
Set objectives for future career developments	135	2.84	1.04
Positive towards career development	135	2.80	1.13
Budget allocated for career development	135	2.96	1.12
Formalization and publicizing of career programs	135	2.96	0.95
Evaluation & redesign of career development program	135	2.84	1.04
<b>Overall mean</b>	<b>135</b>	<b>2.783</b>	<b>1.07</b>

Source: *Own survey, 2018*

Need assessment and current human resource structures with culture in addition need to be addressed 2.69 average responses were obtained deviating 1.16. The extent to which the bank builds conceptual base with for career development programs average response rate was 2.84 with spread of score around the mean by 1.04. Assurance of top management, co-designing and management of the project with an advisory group, creation of a pilot, establishing a budget and staffing plan was the next steps ahead and respondents were asked if the management was supportive 2.80 mean deviation was discovered with deviating value from the mean of 1.13. On the next side budget allocation need to be made by creating a pilot and establishing budget and staffing plan respondents agreed the banks practice to this end with the average value of 2.96 with standard deviation of 2.96. Preparing long-term formalized approaches and publicizing of the program scored 2.96 average points with 0.95 standard deviation and evaluation and redesign

of career development program scored average value of 1.04 dispersing value around the average response by 1.04 points.

#### 4.7. Practice on Organizational Development

As it can be seen on table 4.8. the average response of the overall mean for organizational development value 2.85 with lower spreads of scores around the mean which is 0.90 points. Below the researcher described the respondents' response on the given variables relating to organizational development programs.

**Table 4.8. The banks practice on organizational development**

<b>Variables</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
HRD Program enforces planned change	135	2.87	0.84
Positive cohesive environment as a result of OD	135	2.89	0.97
Attractive and supporting trainings to apply changes	135	2.89	0.93
Goal accomplished in relation to continuous improvement, diversity and work process re-engineering	135	2.76	0.90
Survey & feedbacks collected on OD	135	2.69	0.97
Exchange of attitudes, stereotypes and perception as a result of OD	135	2.93	0.93
OD incorporated in strategic formulation	135	2.91	0.79
<b>Overall mean</b>	<b>135</b>	<b>2.85</b>	<b>0.90</b>

Source: *Own survey, 2018*

Organizational development is all about planned development, improvement, and reinforcement of the strategies, structures, and processes to increase the organization performance, Swanson & Holton (2001). In order to enforce those changes one has to consider organizational development in the human resource development program therefore, respondents agreed to the banks practice on 2.87 points with lower deviation 0.84 points from the mean.

Respondents were asked if there was cohesive environment as a result of organizational development program but 2.89 average employees agreed to the effect holding points of 0.97 standard deviation spread of score around the mean.

Since organization is about change trainings should be given in attractive and attentive way. Respondents replied to this variable with mean deviation value of 0.93 summing to this with lower 0.93 standard deviation.

Exchange of attitudes stereotypes and perception was the other factor attained as result of organizational development the banks practice this end was averaged agreed response of 2.76 having standard deviation deviating from the mean with 0.90 score points. As to Decenzo & Robbins (2010) organizational development involves continuous improvements, diversity and work process engineering required to move the frontward.

Survey and feedback from employees the changes encountered was agreed by respondents with 2.96 points with 0.97 deviation from average score on the contrary conducting survey on employees by out bringing their attitudes and perceptions on the change is vital. Decenzo & Robbins (2010)

Positive cohesive environment leading purring the chance of exchange of attitude and stereotypes and perception as a result of the organizational development was rated on agreed average value score 2.93 with standard deviation 0.93 showing lower spread of respondents response to the average response.

Respondents were asked if the organizational development program was used to assisting strategic formulation and average 2.91 was obtained with lower spread of scores away from the mean that is 0.79 on the contrary of this organizational development programs should be used to make decisions in strategic formulation causing to future achievements. McLean (2005)

#### 4.8. Approaches used by the Bank

As it can be seen on table 4.9. almost all the approaches were used in the bank.

**Table 4.9. Human resource development approaches used by the bank**

<b>Variables</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Coaching	135	2.76	1.02
Job Instructions	135	3.33	1.16
Assignments	135	2.93	1.00
Job Rotation	135	2.67	1.22
Role play	135	2.84	1.06
Assistant Positions	135	3.02	1.03
Classroom Courses	135	2.91	1.17
Time-off from jobs to develop	135	2.60	0.91
Universities & career development centers	135	2.58	1.21

Source: *Own survey, 2018*

Mainly the bank uses job instruction with averaged response of 3.33, assignment position which broadens their experiences with averaged mean 2.93, class room courses 2.91 averaged respondents, role playing where by fresh trainee bankers allowed to practice interpersonal and communication skills by applying to lifelike situations averaged 2.84 points, coaching where by employees learn by doing where feedback provided by immediate supervisors at average rate of respondents 2.76 mean deviation, job rotation where by the trainees learn by observing and doing than by receiving instruction these approach 2.67 mean average, time off the job given to employees to develop and use of universities & career development center average mean of 2.60 and 2.58 respectively was rated averagely by respondents.

#### 4.9. Challenges in Faced During Human Resource Development Program

Below table 4.10 revealed the challenges that organization might face during human resource development program execution. As seen the bank scored lower average mean value of 2.89 agreements on the mentioned variables with respondents' response deviation from the mean with a value of 1.07. Therefore, in general the researcher restated a statement as its mean was scored 2.89 that the bank faced challenges on human resource development.

To this end skilled human resource development is also a factor affecting the human resource development success. Respondents agreed with average 3.44 points deviating scores from the mean of 1.09 points. Managers and directors of the bank are the first victims in making major decisions for the present and future goals considering this they need to take into account human resource development. To do this executives have to be trained and the right system should be administered for facilitating the program. Ahmeti (2015)

**Table 4.10. Challenges faced on human resource development program**

<b>Variables</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Skilled directors and Managers	135	3.44	1.09
Strategy that support HRD	135	3.33	1.08
Sufficient Budget allocated	135	3.13	0.94
Systems to execute HRD Programs	135	2.98	0.98
Gap identification and filling those gaps	135	2.76	1.08
Appropriate systems and modalities	135	2.71	1.03
Effective in applying what is learnt	135	2.80	1.07
Monitoring progress made	135	2.98	0.93
Pre-active in taking advantage of globalization	135	2.80	1.17
Top management commitment	135	2.89	1.31
<b>Overall mean</b>	<b>135</b>	<b>2.98</b>	<b>1.07</b>

Source: *Own survey, 2018*

Since organizations run by the peoples who run the day to day activities driving the bank to meet goals and the need of achieving those goals the bank need to consider human resource development when making strategic plans. Considering these respondents were asked if the banks strategy constitutes human resource development program and to this end 3.33 averaged score with 1.08 standard deviation points away from the mean.

Meifert (ed. 2012) expropriated the annual share of expenses in the total payroll is a vital factor in the success of the HRD program where in the bank the respondents gave averaged score of 3.12 with 0.94 deviation of scores around the mean.

Respondents were asked on the questionnaire if the bank possesses system for the effective execution of the HRD program in regard to this 2.98 mean deviation with a spread of scores around the mean of 0.98.

The banks performance on identifying and filling the gaps with agreed mean deviation of 2.76 and respondent's response spread out with score of standard deviation 1.08. Likewise to get better results needs assessment data is useful for defining program objectives because they identify the deficiencies or challenges to be addressed. Werner & Desimone (2006)

Outdated practice of training systems one has to tackle out from practicing outdated traditional training systems and modalities will in adversely pulls away the organization from applying effective system for human resource management creating new contemporary systems and practices vital factor Ahmeti (2015). Respondents agreed average of 2.71 with a standard deviation of 1.03.

The effectiveness of the trainings given, monitoring of progresses made and the banks response to this globalized world pre-actively scored average mean score of 2.86 with a deviation from the mean with 1.06 standard deviation. Successfully applying what is learnt with monitoring the progress Ahmeti (2015) in addition Werner & Desimone (2006) also cited globalization and increasing diversified work force as a driver to human resource development.

The success of human resource development Meifert (ed. 2012) revealed experience of HR Directors has a greater side effect on the HRD. As effective they become more effective in conducting HR activities. Mean deviation of 2.89 was scored by the average respondents. Ahmeti (2015) decision-makers have to be devoted to the importance of particular learning and developing systems. Also there was deviation from this score by 1.31.

Having the above challenges faced, the researcher concluded to those variables with a lower average values as the bank faced. As these problems are not owning designed systems to execute HRD programs, gap identification and nourishment those gaps, inappropriate systems and

modalities, ineffectiveness on applying what is learnt, monitoring progress made, being a victim of globalization and lower commitment of top management considering the issues on human resource development.

#### **4.10. Qualitative Data Discussions**

Even though the researcher planned to conduct the interview questions with all the management staff members the researcher was able to get contacted with 2 of the management staff members. From the interview the researcher made analysis and presented the finding with narration.

When the management staff members were asked their view on the importance of HRD toward supporting the corporate objectives the interviewees replayed HRD as mandate for the achievement of the banks objectives. In accord of achieving objectives set the bank puts 3% of its annual budget on HRD.

The management members stated that the bank develops plat form even though it failed to put it in practice they also stated that the bank promotes employees who are qualified on the other hand training were also provided to support HRD program.

The management members indicated that career development important and stressed that through promotion programs the bank develops employees' growth even though there was no plan to each individual successive career management and plan developed.

The respondents stated that most of the time that the bank benchmarks on different organizational developmental changes.

All HRD approaches were exercised by the bank as On-the-Job and Off-the-Job Training mechanisms applied.

When the interviewees were asked on what challenges hindered the effective execution of the HRD program lack of commitment in between the management staff members, being a follower on different advancements as compared with other banking sector industries and lack of full system which support the HRD program were discovered in the interview session.



## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMENDATIONS**

#### **5.1. Summary of Findings**

The study focused on the practice of the bank, bank's strategy, the approaches that the bank applies and challenges faced on human resource development. Most of the respondents were male professional workers aged between 18-28 years holding 1<sup>st</sup> degree.

Generally about in banks human resource development program most of the respondents were aware of human resource development and the management support human resource development. The corporate strategy and human resource development strategy is interlinked. The banks HRD program was poorly practiced in enhanced learning, human potentials, performance and sustainable human development. Value was not added to employees by human resource development. The bank has human resource development platform. Human resource development opportunities were not given to employees equally. The bank constitutes human resource development resource selection criteria's. The bank provides appropriate development and training system in assisting the managers and executives to be empowered to make informed decisions. The skill and knowledge applied at work place was not in relation of development and training program.

The bank has stated human resource development program objectives and budget allocated for the program to be executed. The bank has structure for human resource development program and appropriate staff members were assigned. The banks training is conducted as a result of gap identified. Appropriate human resource development approaches, space and qualified trainers, training materials, like books, handouts, and videos were prepared for the training. The training were evaluated on and after it has been given to employees training

The study tried to conceal the career development design of the bank as a result of this the bank defines the purpose and conduct need assessment incorporating the strategic/organizational analysis, task analysis & person analysis.

Specifically to training the bank had problem in gap identification on the contrary the trainings given were attentive and attractive training. Sufficient time was allotted for the training program. Required budget is allocated for the training program. The top management considered training as main tool to support human resource program. Program scheduling & registration and enrollment issues were communicated clearly with trainees. The bank performed less on selection of the trainer, training methods and media.

Employees career development plan were not prepared. The management was not committed in spending time and resources to develop employees that they don't think they are valued. The human resource development strategy mainly focuses on training then career development strategy. Poor design of a career development including need assessment of current human resource structures, in building conceptual, assurance of top management, co-designing and management of the project with an advisory group, creation of a pilot, establishing a budget and staffing plan and formalized and publication of the program.

In general the bank is poor in practicing organizational development which is one of the major functions from the functions of human resource development.

Almost all the approaches were used in the bank to exercise that can be used to effectively execute human development program but mainly job instruction, assignment position, class room courses, role playing, coaching and job rotation were used by the bank.

The bank lacks system for the effective execution of the HRD program, outdated practice of training systems and the question of the effectiveness of the trainings provided, monitoring of progresses made and being a victim to the globalized world with lack of deeper understanding on the issue was major challenges of the hindrance of the success of human resource development.

## **5.1. Conclusion**

The corporate strategy and human resource development strategy is interlinked. The bank has human resource development platform. Human resource development opportunities were not given to employees equally. The skill and knowledge applied at work place was not in relation of development and training program.

Trainings given were attentive and attractive. Required budget and sufficient time was allotted for the training program. The top management considered training as main tool to support human resource program.

Individual career development plan were not prepared. The management was not committed in spending time and resources to develop and grow employees. The human resource development strategy mainly focuses on training then career development strategy as a result of this there is poor design of career development program.

On the other hand the bank is poor in practicing organizational development systems as it is major function of human resource development.

It positive sign that it using different approaches to being exercised in the bank. Among those the bank uses mainly job instruction, coaching and job rotation.

The outdated practice training systems and monitoring progresses and being a victim to the globalized world with lack of deeper understanding about human resource development was major challenges of the hindrance of the success of human resource development program.

## **5.2. Recommendation**

- Even though the bank develops human resource development platform by monitoring the progress made it should practice to execute the plan every of every aspects.
- Respondents argued that human resource development opportunities were not given to employees equally so the researcher suggests the bank to provide this equally to employees.
- The bank should design in a way that the skill and knowledge applied act tothe development and training program.
- The management should show its support by spending time and resources to develop and grow employees as this action increase the commitment, satisfaction and performance of employees.
- The management human resource development strategy mainly focus on training than that of organizational development and career development so the researcher suggest to include this factors in the strategy.

- The bank needs to restructure redesign its system making it more accessible to monitoring progresses and use the advantage of globalized.

### **5.3. Limitation of the Study**

The researcher focused at the head office and main branch considering the homogeneity of the population with the limited of resources available and collected 135 clearly filled questionnaires' as most of the respondents were very busy doing the day today work activities and interviewed two directors as the all other directors were out of office conducting strategic plan. If all the resources were available the study could have brought further deep results.

## REFERENCES

- Ahmeti, F., 2015, 'Human Resource Development and Challenges Faced During the Transition in Developing Economies', FAMA University, 3(1), April,1-17
- Amare, S, 2014, 'Human resource development practice and challenges in public sector: evidence from selected regional public bureaus in Tigray regional state, Ethiopia', MA thesis, Dept. of Management, Mekelle University.
- Armstrong, M., 2011, Armstrong handbook of strategic human resource management, 5th edn., KoganPage, Great Britain and the United States.
- Bates, A.B., 2002, 'Human Resource Development Objectives', School of Human Resource Education and Workforce Development, Louisiana State University, February, 1-7
- Choi, J.N. & Sung, S.Y., 2014, 'Multiple Dimensions of Human Resource Development and Organizational Performance' Nanjig University, August.
- Decenzo, D.A. & Robbins, S.P., 2010, Fundamentals of human resource management, 10thedn., John Wiley & Sons, USA.
- Jackson, J.H. & Mathis, R.L., 2010, Human resource management, 13thedn., Joseph Sabatino, USA.
- Kothari, C.R., 2004, Research methodology: Methods and techniques, 4thedn., New age International (p) Ltd Publishers, India
- Meifert,M.T. (ed.),2012, Management for professionals: Strategic human resource development, Berlin, Germany.
- McLean,G.N., 2005, Organization Development Principles, Processes, Performance, Berrett-Koehler Publishers.
- Niehaus, R.J.&Price, K.F., (eds),1991,Bottom line results from strategic human resource planning, Springer Science+BusinessMedia,New York.

- Pankl, E., Theiss, W.D. & Bushing, M.C., 2010, Recruitment, development, and retention of information professionals: Trends in human resources and knowledge management, Business Science Reference, United States of America.
- Pilbeam, S.&Corbridge,M., 2010, People resourcing and talent planning: HRM in practice, 4thedn.,Pearson Education Limited, England.
- Pynes, J.E., 2009, Human resources management for public and nonprofit organizations: A strategic approach, 3th edn.,Jossey-Bass, United States of America.
- Saunders, M.,Lewis, P. & Thomhill, A., 2016, Business research methods for business students, 7th edn., Pearson Education Limited, England.
- Stredwick, J., 2005, An introduction to human resource management, 3rdedn., Elsevier Butterworth-Heinemann, Britain.
- Schweyer, A., 2004, Talent management systems:Best practices in technology solutions for recruitment, retention and workforce planning, National Library of Canada Cataloguing, Canada.
- Schweiger, D.M. &Papenfub,K., (eds.), 1992, Human resource planning: Solutions to key business issues, GablerVerlag publishing, Wiesbaden: Gabler.
- Swanson,R.A.&Holton III, E.F., 2001, Foundations of human resource development, Berrett-Koehler Publishers, Inc., San Francisco.
- Tessema, M. T., Craft, J. &Subhani, S., 2015, ‘Assessment of HR Development and Utilization: A Conceptual Framework’, Winona State University, March, 32-43.
- Werner, J.M. &Desimone, R.L., 2006, Human resource development, 6thedn., Erin Joyner South-Western, Cengage, Learning USA.
- Zelwke, M., 2014, ‘The practice and problem of human resource development and training at Vision Ethiopia Congress for Democracy Training Institution’, MA thesis, Dept. of Educational Planning and Management, Human Resource and Organizational Development, Addis Ababa University.

# APPENDIX I: QUESTIONNAIRE FOR RESPONDENTS

## Appendix I: Questionnaire for Employees

Dear respondent, the researcher is currently carrying out a study for the purpose of writing a final year research paper as requirement for the award of Master of Business Administration in General Management at St. Mary University. The study to be conducted is on “Assessment of practices and challenges of human resource development the case of Nib international bank S.C.” You have been selected to participate in this study due to the importance of your information for the study. The information you provide will only be used for the partial fulfillment academic purpose and will be treated with utmost confidentiality. Because your name is not required, please feel free and answer all the questions honestly. Thanks in advance for forwarding your wise time and considerable cooperation for the achievement of the study.

**Please tick(√)mark on your appropriate choice.**

### Section One: Respondent’s Background Information

1. Gender: Male  Female
2. Age: 18-28  29-39  40-50  50-above
3. Educational back ground:  
First degree  Secondary Degree  Above Second Degree

### Section Two: Specific Information

In this section the researcher seeks to answer problems encountered about the human resource development /HRD/ practices and challenges observed by the bank. Please ranks the following statement on likert scale ranging from strongly agree to strongly disagree.

**Where:**

- 5= strongly agree 4 = agree
- 3 = not sure 2= disagree
- 1 = strongly disagree

1. Please rate the extent to which you agree or disagree on the following issues toward HRD program keeping in mind your awareness about the existing practice at your bank.

Variables	1	2	3	4	5
How do you rate your awareness on HRD					
There is positive support of management to ward HRD practice					
The bank has HRD strategythat is incorporated in the corporate strategy					
The banks HRD seeks to increase performance /Work system learning, employees potential, sustainable development					
The HRD seeks to stress Organizational Development (OD), Training & Development(T&D) & Career Development					
The banks HRD not brought to employees value					
The bank has HRD platform					
OD, Career Development & T&D opportunities were given to employees equally					
Selection of human resources for HRD were on the basis of the banks criteria					
The bank has experienced HRD experts					
The HRD program assist employees to acquire the skills and knowledge					
HRD program objectives are stated clearly					
The HRD program were supported by required resources(Human, Material, Budget ...					
The HRD program has a structure for effective execution of the program					
Appropriate staff members are assigned to execute HRD program					



**2. Please rate the extent to which the bank designs its HRD programs.**

Variables	1	2	3	4	5
The bank performs need assessment to identify HRD gaps					
There is established objectives to fill HRD gaps					
Analysis of trainer, training methods are conducted before training is provided					
There is clear communication of the schedule and registration program on training					
The bank applies mechanisms to evaluate the effectiveness of HRD program					

**3. Please rate the extent to current practice on training?**

Variables	1	2	3	4	5
Training objectives are clearly stated					
Training aids(material, enough space, qualified trainers) are provided					
Selection of suitable HRD Approaches /On- job-training and Off-the-job training/ are applied to meet objectives					
There is a mechanism that the bank uses to evaluate the success of the training					
Training is conducted in relation to the gap identified					
Training were conducted in attractive and attentive way					
Sufficient time was allocated for training					
Adequate budget was allocated for training					
Management is supportive towards the training program					

**4. Please indicate the extent to which career development practiced in the bank.**

<b>Variables</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The banks HRD program constitutes employee career growth & development					
Management support career development programs to retain employees					
The banks HRD strategy support career development					
There is a designed career development program that shows each stage of employee development					
There is employee career development need analysis					
The bank sets objectives for future development of employees career					
There was positive management support toward the employee career development					
Required budget were allocated for career development					
The bank practices mechanisms for formalizing the program & publicizing the career development program					
The bank evaluates & redesign the career program					

**5. Please specify the extent to which the bank practices Organizational Development /OD/.**

Variables	1	2	3	4	5
The banks HRD program seeks to enforce planned development					
There is positive cohesive working environment as a result of the practice of OD					
The trainings given to employees that drive OD changes are attractive and supportive					
OD in relation to continuous improvement, diversity, work process re-engineering is accomplished in accord of goal attainment					
Survey & feedbacks from employees were incorporated about OD					
As a result of the intergroup development programs there exchange of attitudes, stereotypes & perceptions among employees					
The OD program was executed and used in strategic formulation					

**6. Please rate the extent to which techniques applied by bank.**

Variables	1	2	3	4	5
<b>From Techniques of On the Job Approaches to HRD</b>					
The bank applies coaching with feedbacks					
Job instructions that show procedures on job assignments					
Assignments are given that broaden experience					
Job rotation whereby you were assigned on different position					
Act of roles by responding to specific problems					
Assistant positions in adverse of Heads or Managers sharing experiences					

<b>From Techniques of Off the Job Approaches to HRD</b>					
Class room courses & seminars are given by the bank					
The bank provides time-off from jobs to development & rejuvenate employees					
Universities and career development centers are used by the bank					

**7. Please rate the extent of the challenges that the bank faced on practicing human resource development.**

<b>Variables</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The bank has skilled HRD director and managers					
The bank owns strategy incorporating HRD programs					
The bank sets on sufficient budget for HRD Programs					
The bank owns designed system to HRD programs					
The bank was successful in identifying & filling the HRD gaps					
The training systems and modalities drives in filling gaps identified					
The bank was effective in applying what is learnt					
The progresses attained are monitored when the HRD programs executed					
The bank is active user of globalization					
The top management is committed to the success of HRD programs					

## **APPENDIX II: INTERVIEW QUESTIONS**

1. Do you think that HRD is important to the achievement of the banks objectives?
2. What efforts were made by the bank to support the corporate strategy?
3. What procedures were applied to execute the HRD program?
4. Does the bank consider career development important?
5. In what way does the bank support career development?
6. What is the banks practice toward organization development?
7. What are the approaches used by the bank for effective execution of HRD?
8. What are the challenges that hinder the bank from executing HRD program?