ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

AN ASSESSMENT OF TRAINING AND DEVELOPMENT PRACTICES THE CASE OF COMMERCIAL BANK OF ETHIOPIA EAST ADDIS ABABA DISTRICT

BY

SISAY SHUME

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Advisor: Goitom Abrham (Asst. Prof)

A THESIS SUBMITTED TO ST. MARY'S UNIVERSITY'S SCHOOL OF GRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS OF BUSINESS ADMINISTRATION

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APPROVED BY BOARD OF EXAMINERS

_____   _____
Dean, Graduate Studies   Signature and Date

_____   _____
 Advisor   Signature and Date

_____   _____
External Examiner   Signature and Date

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ACKNOWLEDGEMENTS

ACRONYMS

ASTD- American Society for Training and Development

CBE- Commercial Bank of Ethiopia

CSM- Customer Service Manager

CSO- Customer Service Officer

EAAD- East Addis Ababa District

GDP- Growth Domestic Product

HRM- Human Resource Management

HRD- Human Resource Development

KSA- Knowledge, Skill, Attitude

SRSM- Simple Random Sampling Method

SPSS- Statistical Package for Social Sciences

SMU-St. Mary's University

TNA- Training Need Assessment

T & D- Training and Development

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ABSTRACT

The current trends and new business challenges have necessitated the adoption of strategic approaches to training and development. Training and development of employees ensure that the organization has effective employees to meet the demand of its dynamic environment. The purpose of this study is to assess the practice of training and development in Commercial Bank of Ethiopia and thereby give practical recommendations on the identified gaps based on the findings. To this effect, the study examined the need assessment, program design, program implementation, evaluation practices, and the effectiveness of training and development program, policy issues of the program and major challenges in conducting the program. The research design appropriate for this study is descriptive research design with mixed approach. Data streams for the study are both primary and secondary source. A systematic simple random sampling method is implemented to collect the data. Out of 2,756 employees 319 of the population is selected for the sample from eight branches by using a simple random sampling technique. The data was collected through interviews and questionnaires. For data processing, both qualitative and quantitative approaches were adopted and frequencies and percentages are the mainly used processing tools. Therefore, it has been recommended that the program shall be designed in a way that is useful for the employees. The quality of the training material and the duration of the training sessions need improvement. Furthermore, the evaluation-training program in CBE shall be done at each level continuously.

Key words: Training, Development, Effectiveness, Assessment

CHAPTER ONE

INTRODUCTION

This chapter is an introductory part of the whole study. It was presents the background of the study, statement of the problem, research questions, objectives of the study, significance of the study, limitation of the study, definition of key terms, scope of the study and organization of the study report.

1.1. Background of the Study

An organization success depends on knowledge skill and ability of employees particularly as they help establish a set of core competency that distinguishes an organization from its competitors. When employees talents are valuable Rare and difficult to imitate organization can achieve sustainable competitive advantage through people (Brien, 2004,p.152).

Recruiting and selecting high-potential employees doesn't guarantee that they will perform effectively (Dessler, 2009, p. 268). In most cases, there may be gap between employee knowledge and skill and what the job demands. The gap must be filled through training and development programs. Hence, personnel training retraining are one of the major ways that work organizations attempt to maintain the competency levels of their human resources and increase their adaptability to changing organizational demands (Scarpello and Ledvika, 1998, p.265).

Training is important to achieve the success of the organization mission and goal. The employee is the most important asset of an organization, and investing on people is the greatest capital. Training takes place fundamentally to satisfy training needs that problem, challenges or new and pressing problems (Eddie D. 2008). Training should be carefully planned to fit with the strategic plan of the organization. Consequently training programs should go in line with employees and organizational needs. Training should be conducted continuously in planned manner. In a service-oriented industry such as banking, people are among the most important assets and a bank must efficiently manage its employees during every phase of employment in this

competitive arena. It is concluded that public sector banks undertake training and development programs for their employees to increase their efficiency (Jadhav, 2014).

From the broadest perspective, the goals of training and development are to contribute to the organizations overall goals. Training programs should be developed with this in mind. Managers should keep a close eye on the organizational goals and strategies and orient training accordingly. The actual contribution made by training and development to organization's results must be ascertained. Evaluation is a key tool for this purpose (Pineda, 2010, p.674).

The purpose of this study is to assess the training and development practices of CBE and thereby gives practical recommendations on the identified gaps based on the findings.

1.2. Background of the organization

Commercial Bank of Ethiopia has been playing a noticeable role in the country's economic development. Through its large network and solid capital base, CBE has been the main provider of loans to the various sectors of the economy. Investment activities in the construction and manufacturing sectors, trade-activities both domestic and international, and purchase of essential inputs such as fertilizers and improved seeds to the small operators in the agricultural sector, etc. are financed by CBE. As it is evidenced by its recent and past performance in order to meet the goals and objectives set by the government, CBE is expected to play an even higher role with respect to supply of finance domestically.

In the prevailing dynamic and competitive business environment, excellence in service provision is crucially important to maintain a sustainable business growth and to attain the vision of the CBE, which is to become the world-class commercial bank by the year 2025. To this end the CBE is undertaking a range of reform initiatives; particularly human resource development activities to enhance the quality and productivity of its employees through training and development (Rahel, 2012, p.1). However, placing high priority for training programs does not guarantee that employee's performance is improved through increase in productivity. The important issue is whether or not the need is assessed, an objective is established, appropriate methods and media are selected, the program is well implemented and close evaluation and follow up is carried both during and after the program (Dessler, 2009,p. 270).

Commercial Bank of Ethiopia (CBE) is the largest commercial bank in Ethiopia. The history of the Commercial Bank of Ethiopia (CBE) dates back to the establishment of the State Bank of Ethiopia in 1942.CBE was legally established as a share company in 1963.

In 1974, CBE merged with the privately owned Addis Ababa Bank. Since then, it has been playing significant roles in the development of the country. It is Pioneer to introduce modern banking to the country. It has strong correspondent relationship with more than 50 renowned foreign banks like Commerz Bank A.G., Royal Bank of Canada, City Bank, HSBC Bank. (www.cbe.portal)

CBE has a SWIFT bilateral arrangement with more than 700 others banks across the world. It combines a wide capital base with more than 33,000 talented and committed employees. Pioneer to introduce Western Union Money Transfer Services in Ethiopia early 1990s and currently working with other 20 money transfer agents like Money Gram, Atlantic International (Bole), and Xpress Money... (www.cbe.selfservice)

CBE has opened four branches in South Sudan and has been in the business since June 2009.

CBE has reliable and long-standing relationships with many internationally acclaimed Banks throughout the world.

As of Dec 2017 it had about 1151 branches all over the country, 20.8 billion US Dollar (485.7 Billion ETB) in assets and held approximately 67% of deposit and about 53% of all Bank loans in the country. As, CBE's vision is to become a world-class commercial bank by the year 2025. (www.cbe.portal)

As the success of the Bank highly depends on the quality of its human resources, the Bank has been giving large emphasis in recruiting qualified professionals and training the existing staff. In doing so, the Bank is committing to ensuring that its workforce is equipped with the necessary knowledge and technical skills (www.cbe.selfservice)

1.3 Statement of the Problem

Human resource is the most valuable asset of any organization. For any organization to be productive, training and development of employees need to be made compulsory. As

organizations strive to compete in the global economy, differentiation on the basis of the skills, knowledge, and motivation of their workforce takes on increasing importance. Many studies have gathered support for the benefit of training for organizations as a whole. These benefits include improved organizational performance as well as other outcomes that relate directly or indirectly to performance of the organization (Aguinis & Kraiger, 2009).

In today changing global context, both individual and collective skills are the most important assets for organizations and determine their productivity competitiveness and ability to adapt and to be proactive when faced with an uncertain environment. Thus training is a key strategy for generating skills in people, since it enables them to both learn and unlearn skills in other words to acquire new skills and change inappropriate skills (Pineda, 2010, p.674).

Generally, absence of well-established training and development policy, lack of adequate budget, inadequate needs assessment, inappropriate training and development objectives, trying outdated training and development methods, lack of close supervision and follow up are some of the major problems that Ethiopian organization are facing in general (Tamrat, 2010,p.14). These problems later on lead the organizations to lack of optimum man-task relationship, resistances of employees in taking future assignments, decrease in productivity, increase in operational error, increase in employee turnover and absenteeism and decrease in employee morale and confidence.

As per the student researcher CBE branch based observation were considered for the study, related with training and development activities. So based on the above observation, some CBE branch employees were dissatisfied with the training and development program that is given by the bank.

This study is designed to assess the human resource training and development practices of CBE East Addis Ababa District and suggest the measures that should be taken to improve the situation.

1.4. Research Questions

The following basic research questions are used as a frame of reference for the study;

➢ To what extent are training and development programs in the Bank guided by pre-determined training and development policy?

➢ How aligned are training and development plans with the corporate plan of CBE EAAD?

➢ How are training and development programs managed at CBE EAAD?

➢ How do the employees of CBE EAAD perceive the relevance and quality of the training and development program offered?

1.5. Objectives of the Study

1.5.1. General Objective of the Study

The general objective of this study was to assess the training and development practices in CBE.

1.5.2. Specific Objectives of the Study

The specific objectives of this study were:

• The practices of training and development program with the pre-determined training and development policy;

• The training and development programs with regard to corporate plan of CBE EAAD;

• Demonstrate training and development programs management of CBE EAAD;

• Examine the perceptions of the employees on the training and development practices;

1.6. Definition of Key Terms

Training – is the application of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily (Armstrong, 2009).

Development - is an unfolding process that enables people to progress from a present state of understanding and capability to future states in which higher-level skills, knowledge and competencies are required (Armstrong, 2009).

Policy: principle, rules guidelines formulated or adopted by organization to reach its long-term goal (Stephen and Mary, 2014, p.186)

Management: is the process of working with and through others to achieve organizational objective in changing environment (Robert, 2014, p.5)

1.7. Significances of the Study

Training is a key strategy for human resource development and in achieving organizational mission, vision and objectives (Pineda, 2010, p.673). The significance of the study is to assess the human resources training and development practices of the Bank and provides also the following significances;

- ✓ It provide possible suggestion to remove the weaknesses of the training and development department of the Bank;
- ✓ It will help the Bank to improve the way it conducts the training and development activities;
- ✓ *This study would also be of great value to other companies that implement training and development practices*;
- ✓ It helps the researcher to acquire knowledge and practical experience.

1.8. Scope of the Study

All organizations whether they are for profit or not, government or non-government need effective training and development practices to update their employees' skills and experiences, which contribute to their productivity and profitability. For the sake of quality, specialization and to cope with the available time and resource constraints, this study focused only on management and non-management staffs of East Addis Ababa Districts of CBE.

 The study is conducted to examine the training and development programs of CBE East Addis Ababa District. It specifically addressed issues in relation to training and development such as need assessment, program design, program implementation, evaluation practices and the perception of employees on the effectiveness of training and development program. As of Dec 2017, CBE it had about 1151 branches all over the country. However, this study covered eight selected branches of CBE East District which are Urael branch, Megenagna branch,

Teferadegefe branch, Meskel square branch,andAfricaAvenue, Andinet, Bole and China Africa branches.

This research was done on employees of EAAD of CBE. Since there are a lot of branches under the EAAD of CBE and it's difficult to address its employees, this study would be more important, if all private and government Commercial Banks included. However, it would be practically unattainable to conduct due to time and cost constraints. This research was focused only on those selected samples branches of EAAD of CBE. And also this study delimitated to contemporary practices of training and development of EAAD of CBE.

1.9. Organization of the Study Report

The study was organized into five chapters. The first chapter is an introductory part of the study in which background of the organization, background of the study, statement of the problem, research question, and objective of the study, definition of terms and de limitation/Scope of the study. The second chapter deals with related literature review of the study. The third chapter is about methodology of the study. Chapters four analyzed the data and present the findings. The last chapter that is, chapter five included a summary of findings, conclusions, and recommendations given to make the required improvements on the weaknesses identified.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed the relevant literature on the topics of training and development practices, methods, processes, training need assessments, evaluation and challenges to conduct training and development programs.

2.1. Theoretical Literature Review

Training and development refers to the process to obtain or transfer KSA (Knowledge, Skills and Abilities) needed to carry out a specific activity or task; therefore, benefits of training and development both for employer and employees are strategic in nature and hence much broader. In order to meet the current and future challenges of our business, training and development assumes a wide range of learning actions, ranging from training of the employees for their present tasks and more so, knowledge sharing to improve the business horizon and customer's service. It also focuses on their career development, thus expanding individual, group and organizational effectiveness. A comprehensive training and development program helps in deliberating on the knowledge, skills and attitudes necessary to achieve organizational goals and also to create competitive advantage (Peteraf, 1993). In fact, in the start of the twenty-first century Human Resource Managers have opined that one of the main challenges they are to confront had involved issues related to training and development (Stavrou, Brewster and Charalambous, 2004).

2.1.1. Definition of Training

Training is systematic development of the knowledge, skills and attitudes (KSA) required by an individual to perform a given task or job adequately (Armstrong, 2009). Training is the nerve that suffices the need of fluent and smooth functioning of work, which helps in enhancing the quality of work life of employees and organizational development too. Whereas, development is a process that leads to qualitative as well as quantitative advancements in the organization, especially at the managerial level; it is less considered with physical skills and is more concerned

with knowledge, values, attitudes and behavior in addition to specific skills. Hence, development can be said as a continuous process whereas training has specific areas and objectives (Kulkarni, 2013).

Different scholars define training. Even though it is define and express in different ways, the central idea is likely to be perfectly similar. Among the various writers, Fisher et al (1999, p.389) explained the essence of training in terms of its purposes that it intends to achieve. Accordingly, training is give for many reasons: to orient new hires to the organization or teach them how to perform in their initial assignment, to improve the current performance of employees who may not be working as effectively as desired, or to prepare employees for future promotions or for upcoming changes in design, processes, or technology in their present jobs.

Training is service function, which provides management with professional support in meeting the organization's objectives. Training is an act of imparting or improving or updating the knowledge and skill of an employee (whether existing or new) for performing a particular job in an effective manner .in other words, training is a process of helping employees to acquire more knowledge of the job and to learn or sharpen the needed skill, attitudes and values associated with efficient performance of their job (Abraham, 2012, p.196-197).

Training is a learning experience in that it seeks a relatively permanent change in an individual that will improve the ability to perform on the job. Its focus is on individual's current jobs, enhancing those specific skills and abilities to immediately perform their job. Employee development on the other hand, generally focuses on future job in the organization (Decenzo & Robbins, 1999, p.227-228).

Though training and development have different definition, it is difficult to distinguish one from the other and there are no scholarly research papers that signify the differences of training and development (Mathis and Jackson, 2000, p.220).

2.1.2. Definition of Development

Development is the growth or realization of person ability through conscious or unconscious learning. Developments usually include elements of planed study and experience and are frequently supported by coaching and counseling facility. This definition was subsequently broadened from person ability to individual or group thus reflects the growing concept of

organization learning (Kushion, 2000, p.136).

Development is a long-term educational process of improving the overall personality of employees. It is career oriented .The purpose of development it is to have a long-term development of personal by providing philosophical, conceptual and theoretical knowledge. Both training and development programs are necessary for any organization (Abrham, 2012,p.203).

By Kumar and Ghosh (2003, p.253). Development occurs when a gain in experience is effectively combined with conceptual understanding that can illuminate it, giving increased confidence both to act and perceive how such action relates to context .it can be seen from the definition that development indicates movement to an improved situation that for the individual means advancing towards the physical and mental potential we all possess. In many respects development indicates growth and movement by the learner rather than learning itself.

Human resource development is a title, which represents the latest evolutionary stage in the long tradition of training, education and developing people for the purpose of contributing towards the achievement of individual organization and societal objective (Sharma, 2005, p.112).

 In the present environment, sources of competitive advantage are quickly overcome competitors and thus the only the only source of competitive advantage is ability of the organization to learn more quickly than others. This learning does not occur in abstract from within the organization but in minds of individual and groups. Building on this understanding of the value residing with employees has been recognition that unlike capital asset, which can be used up and also, depreciates over time, the value of individual can actually increase. For the reason and from a strategic perspective there is increased emphasis on the investment in human asset through training and development (Chalofsky, 1992 p.235).

2.1.3. Distinction between Training and Development

Sometimes a distinction is drawn between training and development, with development being broader in scope and focusing on individuals gaining new capabilities useful for both present and future jobs (Dessler 2003). Employee training is different from management development or executive development. While the former refers to training given to employees in the operational, technical and allied areas, the latter refers to developing an employee in the areas of

principles, and techniques of management, administration, organization and allied ones (Jadhav 2014).

Table 1: Training versus Development

	Training	**Development**
Focus	Learn specific behaviors and actions; Demonstrate techniques and processes	Understand information concepts and context; Develop judgment; Expand capacities for assignments
Content	Technical skills and knowledge	Technical skills and knowledge
Time Frame	Shorter-term	Longer-term
Effectiveness	Performance appraisals,	Qualified people available
Measures	Cost/benefit analysis, passing tests, or certification	When needed; promotion from within possible; HR-based competitive advantage
For whom	Non-managerial	Managerial person

Source: Dessler, 2003

2.1.4. Justifications for Training and Development

According to Kulkarni (2013), Training and development programs are the basic structural and functional foundations for the development of the employees. These foundations are important

for guiding the employees through different situations. Training and development programs are the framework for helping employees to develop their personal and professional skills, knowledge, and abilities.

2.1.5. Objectives of Training and Development

The objectives of training inform the trainees that what is expected out of them at the end of the training program. Training objectives are of great significance from a number of stakeholder perspectives trainer, trainee, designer, and evaluator. Because this process is tied to a variety of organizational purposes, training can be viewed either narrowly or broadly. In a limited sense, training provides employees with specific, identifiable knowledge and skills for use on their present jobs. The principal objective of training is to make sure the availability of a skilled and willing workforce to the organization. In addition, there are four other objectives of training: Individual, Organizational, Functional, and Social (Kulkarni, 2013).

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

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

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

Social Objectives– Social objectives ensure that the organization is ethically and socially responsible to the needs and challenges of the society.

Further, (Kulkarni, 2013) stated additional objectives of training and development as follows:

- To prevent obsolescence.
- To impart the basic knowledge and skill in the new entrants that they need for an intelligent performance of a definite job.
- To prepare the employees for higher-level tasks.

- To assist the employees to function more effectively in their present positions by exposing them to the latest concepts, information and techniques and developing the skills they will need in their particular fields.
- To build up a second line of competent officers and prepare them to occupy more responsible positions.
- To ensure smooth and efficient working of the departments.
- To ensure economical output of required quality.

Cost and Benefits of Training

According to Dessler (2003) below are some costs and benefits that may result from training. While some benefits (such as attitude changes) are hard to quantify, comparison of costs and benefits associated with training remains the best way to determine if training is cost effective. For example, one firm evaluated a traditional safety-training program and found that the program did not lead to a reduction in accidents. Therefore, the training was redesigned so that better safety practices resulted.

Table.2. Cost and benefits of training

COSTS	BENEFITS
Trainer's salary	Increase in production
Materials for training	Reduction in errors
Living expenses for trainer and trainees	Reduction in turnover
Costs of facilities	Less supervision necessary
Equipment	Ability to advance
Transportation	New capabilities
Trainee's salary	Attitude changes
Lost production (opportunity cost)	

Source; Dessler 2003

2.1.6. Justifications for Management Development

Development is important for all employees, but especially so for managers. Unless managers are appropriately developed, resources (including employees) throughout the organization may not be managed well. Management development should be seen as a way of imparting the knowledge and judgment needed by managers to meet the strategic objectives of the organization. Among these skills is leading, dealing with change, coaching and advising subordinates, controlling operations, and providing feedback. Development is beneficial to both the organization and the individuals. Employees and managers with appropriate experiences and abilities enhance the ability of an organization to compete and adapt to a changing competitive environment. In the development process, the individuals' careers also gain focus and evolve (Dessler, 2003).

Development programs are designed to meet specific objectives, which contribute to both employee and organizational effectiveness. There are several steps in the process of management development. These includes reviewing organizational objectives, evaluating the organization's current management resources, determining individual needs, designing and implementing development programs and evaluating the effectiveness of these programs and measuring the impact of training on participants quality of work life (Kulkarni, 2013).

Management development processes must be related to the needs of particular managers in specific jobs and these processes may or may not include techniques such as those listed above. Those needs should include not only what managers should know now but also what they should know and be able to do in the future, if they have the potential. Thus, management development may include 'broadening program' aimed at giving managers an understanding of the wider, strategic issues, which will be relevant at higher levels in the organization (Armstrong 2009).

Self-development– managers need to be encouraged to develop themselves and helped to do so. Performance management will aim to provide this guidance.

Experiential learning– if learning can be described as a modification of behavior through experience then the principal method by which managers can be equipped is by providing them with the right variety of experience, in good time in the course of their careers, and by helping them to learn from that experience coaching and action learning are methods of achieving this.

Formal training– courses can supplement but can never replace experience and they must be carefully timed and selected or designed to meet particular needs. A 'sheep dip' approach, which exposes all managers to the same training course maybe desirable in some circumstances, but the focus, should generally be on identifying and meeting individual learning needs.

Training and development in today's employment setting is far more appropriate than training alone since human resources can exert their full potentials only when the learning process goes for beyond the simple routine. Development can be said as a continuous process whereas training has specific areas and objectives. So, every organization needs to study the role, importance and advantages of training and its positive impact on development for the growth of the organization (Kulkarni, 2013).

2.1.7 Approaches to Training and Development

Reactive Approach

The traditional approaches to training can be generally termed as reactionary, driven by tactical delivery of technical skills in bricks and mortar, classrooms trainings and where training is seen as an event oriented activity.

Proactive Approach

In the learning organization this approach aligns all learning activities with the corporate business strategy, and its focus is on developing competencies.

Active Learning Approach

In this approach, trainees play a leading role in learning by exploring issues and situational problems under the guidance of their facilitator. The trainees learn by asking thought-provoking questions, searching for answers, and interpreting various observations made during the process. The active learning approach has its lasting impact on learning since it helps in long-term retention and finding better solutions in the challenging situations.

2.1.8. Training and Development Methods or Techniques

Job-Site Methods

This is one of the most common and least expensive training and development techniques, which are followed by most of the organizations. On job (job site) training is the process of learning skills while working where the employees obtain the knowledge and skills for the completion of their tasks through a systematic training program (Kunche et al, 2011). A number of job-site development methods are available. A major difficulty with development that takes place on the job site is that too often, unplanned activities are regarded as development. It is imperative that managers plan and coordinate development efforts so that the desired development actually occurs (Dessler, 2003).

a. **Coaching**

The oldest on-the-job training and development technique is coaching, which is the daily training and feedback given to employees by immediate supervisors. Coaching involves a continual process of learning by doing. Coaching is a part of the normal process of management, which focuses on making people aware of how well they are performing

b. **Mentoring**

Mentoring refers to programs in which companies select mentors also called advisers, counselors, and role models for trainees or let trainees choose their own. When Trainees have questions or need help, they turn to their mentors, who are experienced workers or managers with Strong communication skills (Dessler, 2003).

c. **Committee Assignments**

Assigning promising employees to important committees can give these employees a broadening experience and can help them to understand the personalities, issues, and processes governing the organization.

d. Job Rotation

Job rotation is the process of shifting an employee from job to job. In some organizations, job rotation is unplanned; other organizations have elaborate charts and schedules, precisely planning the program for each employee (Dessler, 2003). Through job rotation, companies can create a flexible workforce capable of performing a variety of tasks and working for multiple departments or teams if needed (Kunche et al, 2011).

e. "Assistant-To" Positions

An "assistant-to" position is a staff position immediately under a manager. Through such jobs, trainees can work with outstanding managers they might not otherwise have met. Some organizations have "junior boards of directors" or "management cabinets" to which trainees may be appointed.

Off-Site Methods

Off-the-job-site development techniques can be effective because they give the individual an opportunity to get away from the job and concentrate solely on what is to be learned. Moreover, meeting with other people who are concerned with somewhat different problems and come from different organizations may provide an employee with new perspectives on old problems. (Dessler, 2003) stated the following;

a. Classroom Courses

Many off-the-job development programs include some classroom instruction. The advantage of classroom training is that it is widely accepted because most people are familiar with it. But a disadvantage of classroom instruction is the lecture system, which encourages passive listening and reduced learner participation.

b. Human Relations Training

Human relations training originated with the well-known Hawthorne studies. Initially, the purpose of the training was to prepare supervisors for "people problems" brought to them by their employees.

c. Case Studies

The case study is a classroom-oriented development technique that has been widely used. Cases provide a medium through which trainees can study the application of management or behavioral concepts.

d. Role Playing

A development technique requiring the trainee to assume a role in a given situation and act out behaviors associated with that role.

e. Simulation

A development technique that requires participants to analyze a situation and decide the best course of action based on the data given.

f. Apprenticeship

This training approach began in the middle Ages when those who wanted to learn trade skill bound themselves to a master craftsman and worked under his guidance. Apprenticeship training is a structured process by which people become skilled workers through a combination of classroom instruction and on-the-job training.

2.1.9. Stages of Training and Development Programs

According to (Kulkarni, 2013), training should be conducted in a systematic order so as to derive expected benefits from it. The training system involves four stages, namely: Assessment of training and development program's needs, designing the training and development programs, implementation of the training program and evaluation of the training program.

2.1.9.1. Need Assessment of Training and Development

According to (Aguinis & Kraiger 2009), conducting a thorough need assessment before training is designed and delivered helps set appropriate goals for training and ensure that trainees are ready to participate. This process will consist of various elements like training need identification, selection of right participants and imparting training through an appropriate

method with proper application of training techniques. The training need identification and selection of participants are the two interdependent elements of the 'planning part'. The adoption of suitable methods and appropriate techniques belong to the 'execution part' (Chidambaram &Ramachandran 2012).

2.1.9.2. Training Design and Development

In this stage, the organization should identify the skills and knowledge of the trainee. For this, it requires properly designed and developed training. Even though the properly designed and developed, the training would go wastes for those people who already have knowledge on that job resulting in waste of time (Kunche et al, 2011). The design process helps to determine the learning objectives, both in knowledge and performance. The objectives are determined by using the task requirements and performance information collected during analysis stage to specify the knowledge, skills, and attitudes that are provided in the training. The trainer will organize the knowledge and performance objectives, instructional materials, course design, and model from the design stage are put together for employees to achieve learning objectives (Manu 2004).

2.1.9.3. Training Implementation

According to (Kunche et al, 2011) training implementation is in a critical step in getting their sources allocated by the management in an effective manner. It addresses some activities and methods, which ensures that training to be developed for better performance of the employee.

This stage is the process that cannot be taken for granted. This is when conditions are determined (who, what, when, where) under which the training will be offered and the solution implemented. This is done by reviewing the data collected during the life of the project, reviewing the lessons-learned about field conditions from the validation, and discussing with employees who are knowledgeable about conditions at the job (Manu, 2004).

2.1.9.4. Training Evaluation

Evaluation of training compares the post-training results to the objectives expected by managers, trainers, and trainees. Too often, training is done without any thought of measuring and evaluating it later to see how well it worked. Because training is both time-consuming and

costly, evaluation should be done. The management axiom that "nothing will improve until it is measured" may apply to training assessment. In fact, at some firms, what employees learn is directly related to what they earn, which puts this principle of measurement into practice (Dessler, 2003). Evaluation helps in assessing to what extent the training and development efforts contribute to improved performance and results. Evaluation is the fundamental aspect of good program management at all levels. In the process of evaluation we first need to monitor the things. So both monitoring and evaluation get together (Kunche et al, 2011).

Kirkpatrick's Four-Level Training Evaluation Model

Donald Kirkpatrick, Professor Emeritus at the University of Wisconsin and past president of the American Society for Training and Development (ASTD), first published his Four-Level Training Evaluation Model in 1959, in the US Training and Development Journal. The model was then updated in 1975, and again in 1994, when he published his best-known work, "Evaluating Training Programs." This is the best method for evaluating the training effectiveness and widely accepted and followed by many organizations. According to this model evaluation should always start from the basic level and further evaluation of other levels would be done basing on the need for the situation (Kunche et al, 2011).

Armstrong stated the four levels of evaluation suggested by Kirkpatrick are as follows (Armstrong, 2009):

Level 1: Reaction– at this level, evaluation measures how those who participated in the training have reacted to it. In a sense, it is a measure of immediate customer satisfaction. Kirkpatrick suggests the following guidelines for evaluating reactions:

- ➢ Determine what you want to find out;
- ➢ Design a form that will quantify reactions;
- ➢ Encourage written comments and suggestions;
- ➢ Get 100 percent immediate response;
- ➢ Get honest responses;
- ➢ Develop acceptable standards;
- ➢ Measure reactions against standards, and take appropriate action;

> ➤ Communicate reactions as appropriate.

Level 2: Evaluate Learning – this level obtains information on the extent to which learning objectives have been attained. It will aim to find how much knowledge was acquired, what skills were developed or improved, and the extent to which attitudes have changed in the desired direction. So far as possible, the evaluation of learning should involve the use of tests before and after the program – paper and pencil, oral or performance tests.

Level 3: Evaluate Behavior– this level evaluates the extent to which behavior has changed as required when people attending the program have returned to their jobs. The question to be answered is the extent to which knowledge, skills and attitudes have been transferred from the classroom to the workplace. Ideally, the evaluation should take place both before and after the training. Time should be allowed for the change in behavior to take place. The evaluation needs to assess the extent to which specific learning objectives relating to changes in behavior and the application of knowledge and skills have been achieved.

Level 4: Evaluate Results – this is the ultimate level of evaluation and provides the basis for assessing the benefits of the training against its costs. The objective is to determine the added value of learning and development program – how they contribute to raising organizational performance significantly above its previous level. The evaluation has to be based on 'before' and 'after' measures and has to determine the extent to which the fundamental objectives of the training have been achieved in areas such as increasing sales, raising productivity, reducing accidents or increasing customer satisfaction.

By going through and analyzing each of these four levels, one can gain a thorough understanding of how effective your training was, and how can improve in the future.

2.1.10. Current Trends in Training and Development

There is no particular method for developing the employee training, however particular significant methods that would be measured. A perfect employee training and development program must be the mixture of knowledge, career development and goal setting. These approaches will benefit the program to be more useful for the employees and organization (Jehanzeb & Ahmed Bashir, 2013).

The following are current global trends in training and development (Bhatia &Kaur, 2014):

Strategic focus: Organizations are aligning their practices towards the organization's overall business strategy.

Employee Training and development governance: Organizations are focusing on the proper governance of the Employee Training and development function, in line with corporate governance principles.

Proactive needs analysis: Organizations are running training needs analyses proactively, with a direct link to business goals and future priorities.

Combined learning: Organizations are using a blend of different methodologies to facilitate learning, with a particular emphasis on electronic learning.

Performance improvement: Organizations are no longer doing training purely for the sake of training; but there is a shift towards delivering only training that improves the business.

Create Learning culture: Organizations keep the perspective that training is a waste of time if there is no environment conducive to learning and growth

Outcomes-based learning: There is a global shift towards outcomes-based learning, in which the focus is on clear outcomes and applied competencies rather than a great deal of interesting but inappropriate information.

Learner support: Training departments are developing focused learner- support strategies to support learning and remove obstacles to learning and growth.

Mentoring and coaching: Training alone is not enough; supportive mentors and coaches are needed in the workplace to accelerate learning and growth.

Training measurement: Companies are measuring the impact of training based on clear tangibles in terms of the financial value of training.

Talent management: Employee Training and Development is being integrated into talent management strategies, in which talented employees are given opportunities to develop their talents further so that their potential can be optimized in the workplace.

2.1.11. Factors that Affect Training and Development

Strategic positioning of training and development directly promotes organizational business goals and objectives. Key business challenges require that companies thoughtfully evaluate their market position and determine the talent, skills and knowledge to be successful. According to Research Quarterly, (2008), the following are trends that affect training and development:

> ➢ Focus on business needs and performance.
> ➢ Training and development seen as a key change management vehicle.
> ➢ Emphasis on captures, interactive update, storage, protection and use of intellectual capital.
> ➢ Promotion of learning management systems, integration of business processes and real-time learning.
> ➢ Development of partnerships for training.
> ➢ Increasing demand for virtual work arrangements.
> ➢ Delivery of training through new technologies.

2.1.12. Training Effectiveness

As to (Behara & Suryanarayana, 2011), a training program is said to be effective when training outcome matches with its objectives. The degree with which outcome is closer to objective determines training effectiveness. Evaluation is the most important means to determine the effectiveness of training, however, other factors including transfer of learning, ability of the trainer to deliver and trainees to absorb, ability of the institute and the trainers to recognize the needs and properly address them, and adequate matching of training package to trainees requirements also have an influence on the effectiveness of training.

The importance assigned to Training and Development function in an organization can be understood by knowing commitment from top managers, investment and time spent on training, major responsibility associated with human resource or specialist trainer and involvement of line manager. Managerial staff at all levels need training in performance appraisal to enhance effectiveness in practice as a system is only as good as the people who operate it (Kulkarni, 2013).

The following is a four-stage model to measures effectiveness of training program (Behara & Suryanarayana, 2011): training needs, training design, trainer performance and trainee performance.

Stage 1: Trainee's needs assessment

In this stage of a training program, evaluation should be made for training objectives. To evaluate effectiveness of training program, training objectives should fulfill following criteria: training objectives should be measurable, training objectives should set benchmark, and training needs should evolve objectively from trainee requirements. There are various ways of collecting training needs, such as detailing employee job description, the gap between required skill levels and current skill levels of employees, etc.

Stage 2: Training design

Training design refers to the degree to which the training has been designed and delivered in such a way that provides trainees the ability to transfer learning back to the job. Training design includes training schedule, material, source of trainer decisions, training methods will be used, and training aids required, gaps/breaks during training program.

Stage 3: Trainer performance

Trainer performance has a great impact not only in attracting trainees towards goals of program, but also to the entire effectiveness of training. No matter, whether training goals are formulated to befit, training aids, methods are good, but if trainer performance is not good, entire training program will eventually turn ineffective.

Stage 4: Trainee performance

Trainee performance evaluation should be tailor made for an organization. Performance management system outputs can be utilized to know the difference in performance of trainees after training program. If training program is intended to impart technical aspects, after application of these learned skills into a project or regular work by trainee, enhanced results should be considered in determining impact of training on trainee; or to measure trainee performance. If training program is intended to impart behavioral aspects, again after application

of these skills into real work, trainee performance is measured. The degree with which these results meet with training objectives, determines training effectiveness.

2.1.13. Training and Development in Banks

There is a need for the continuous training and development of the staff in Banks especially in the areas of customer care services on operational aspects and behavioral aspects of the business. The training needs are assessed through task analysis and performance analysis, which can be conducted through surveys, or from the information furnished by the heads of the departments, customer complaints, even from the reports on 360 degree feedback systems.

In case of a large Bank, there are two ways of conducting training programs through an established department having a full time Human Resource Development (HRD) functionary who oversees all the training and development functions of the banks or through external trainers coordinated by the HRD department. These days' banks have recognized the need for training and re-training their staff, in order to develop a competitive edge over their competitors in delivering high quality services to the customers (Jadhav, 2014)

2.1.14. Challenges of Training and Development

Human resource training and development programs may be hampered by different factors. Among the factors according to Gomiz, (1995) cited by Mengistu (2014);

Management capacity and attitude: The attitude of top management affects training and development effectiveness in the organization. Top-level management commitment to support training and development programs is essential unless and otherwise influences the process and expected results of the program. Managers at all level particularly top management should provide real support for training and development of the organization. In addition managers should be committed to involve in the HRD process, which are curial in integrating the training and development activities to the strategic process.

Availability of resources: The other factor, which affects the effectiveness of training program, is the availability adequate resources include materials, facilities, personnel, and time.

Inadequate time and resource allocated amount would affect the amount and quality of training and education.

Therefore, the organization that has considerable shortage of one or more of these resources would face the problem of training and development of its human resources.

Financial problems: the amount of fund available for training and development will clearly affect the quality of training and development program that can be undertaken.

2.2. Empirical Literature Review

Empirical finding are one of the important components of the literature review in the research study. This type of literature contribute a lot to the effectiveness of the investigation under study by revealing the gap what the researcher wants to find out and how the researcher under take the study which helps the researcher by providing insight about what and how assume the investigation he/she stand for. In general organization should manage their work force effectively and efficiently and they should give greater attention for training and learning of employees to meet goal of the organization and to achieve the best result, which are directly related to the investigation. Tazebachew, (2011) has conducted a study to determine the impact of training on work performance in public sector organization using federal democratic republic of Ethiopia ministry health. The objective of this study was to investigate the actual training practice and its effect in improving the performance of employee by collecting data through interview and questionnaire augmented by different literature found in organization. The researcher is key finding indicated that employees training positively and significantly correlated and influence employees work effectiveness, efficiency and comment collectively employee performance. These results are also supported by (Hwang 2003). Hwang suggests that it is top management who view future to build competencies must develop ways to develop employees and further discuss his strategies to training increasing competencies and original member can develop the required know how and expertise. Likewise Khan et al (2011) conducted a research study on similar issue impact of training and development on organization performance.

Sohel, R, Enamul H, Iftekharul, I. &Ujjal, B, (2015) states that, In the bank sector technologies, systems, processes, and procedures are changing time to time e.g., online banking, automated

teller machine, e-cash, debit cards, credit cards, computer-based data entry, and propensity of using customer friendly new technologies consequently the employees need to know and adapt to a new environment or situation through the training and development processes.

Ahmed, N., N. Iqbal, M.S. Mir, Z. Haider and N. Hamad (2014) examined the impact of training and development on employee performance while focusing a case study from different banking sector of north Punjab. The results disclosed that all the three factors namely training and development, on the job training and its delivery style has positive impact on employee's performance. They further concluded that employee's training need assessment should be conducted in every organization in order to make the employees more productive after delivering necessary training to them. Al-Kassem (2014) concluded that training must be designed to fill gap between actual performance and what was needed. New employees were not usually aware with the environment of the new organization. Initially new employees had to understand the organizational culture and working environment, for the purpose they needed basic training to accommodate them in new organization. Training helped the organization to reduce that gap; however it could not be completely eliminated. Effective training reduced the employee's turnovers and enhanced the employee's commitment in the organization.

Jadhav, (2013) studied the training and development programs undertaken by banks for their employees. The main objectives of the present study were to analyze effectiveness of training and development programs for employees to discharge their duties and to study how training and development programs helps to achieve customer satisfaction. For this study primary data was collected through questionnaire filled by the bank employees. A sample of 40 employees is selected by the use of random sampling from different banks like HDFC, ICICI, Vijaya bank, Bank of Baroda, and Dena Bank located in suburban area of Mumbai. It is concluded that private and public Indian banks undertake training and development programs for their employees to increase their efficiency. Banks provide training programs to enhance their knowledge and skills to satisfy the customers. Growth of banking sector in India is the result of skilled manpower, which is the outcome of training and development.

It is better for organizations to give their employees on the job training, because it is cost effective and time saving (Taylor, 2004) .It is good for organization to give their employees on the job training so that their employees learn in practical way. Bauan (2007). And Sultan (2012)

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on their study on training practice of telecommunication sector in Pakistan was examined to determine their impact on employee performance based on combination of literature review and questionnaire surveys. This paper explores that for any organization to successes in achieving the objective of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity .it has been observed that most organization meet their need s for training needs, the design training activities in rational member and finally assess the result of training. The study concludes that if organizations invest in right type of employee training of can enhance employee performance as well as competencies and skill, in addition innovation market computation; organizational structure and most importantly is plays key role to enhance employee performance. Training generates benefit for the employees as well as the organization by positively influencing in employee performance through development of employee knowledge, skills ability, competencies and behavior (Benedicta et al, 2010). A research on judicial service of Ghana were mainly concerned with offering learning and development opportunities or staff and improvement of knowledge and skill levels in the organization Kennedy (2009).

Singh and Mohanty (2012) emphasized that the organizations should expand in training of its employees, because training enhanced the employee productivity as a result the revenue of organization increased. Without training the performance of employees went down and de-motivated. Productive employee could better contribute for achievement of the organization objectives. AlYahya, M.S., N.B. Mat and A.M. Awadh (2013) stated that human resource development was required by every organization to meet the challenges. Therefore effective training and development programs were needed by the organization to ensure well-trained workforce in the organization. Training intervention has been an important function to increase the effectiveness of human resource development in organization. The training outcome would be more productive and effective when the numbers of participation of workforce would be attentive and present regularly.

Existing literature presents evidence of an existence of obvious effects of training and development on employee performance. Some studies have proceeded by looking at performance in terms of employee performance in particular (Elnaga& Imran, 2013; Sultana, A., Irum, S., Ahmed, K., & Mehmood, N., 2012; Onyango &Wanyoike, 2014) while others have extended to

a general outlook of organizational performance (Tharenou, P., Saks, A. M., & Moore, C., 2007). In one-way or another, the two are related in the sense that employee performance is a function of organizational performance since employee performance influences general organizational performance.

2.9 Conceptual Framework

Training and development should be systematic in that it is specifically designed, planned and implemented to meet defined needs Armstrong (2009). There are different models that show the steps in the training and development process, through the contents are more or less the same, According to Kulkarin (2013), there are four steps: Assessment of training needs, designing of training programs, implementation (Delivery) of training programs and evaluation of training programs.

Figure 1: Conceptual Framework Source; Armstrong (2009)

Identifying individual and company-wide training needs is a first step to increasing productivity and performance, creating sustainable value from human capital, and retaining talented employees (Gilley, Gilley, Quatro, & Dixon, 2009). Once training needs have been identified using the various analyses, training objectives and priorities must be established to design the training properly. (Sishan Solomon, 2014) Delivery style is a very important part of Training and Development. Employees are very conscious about the delivery style Armstrong (2000). If

someone is not delivering the training in an impressive style and he/she is not capturing the attention of the audience it is means he/she is wasting the time. It is very necessary for a trainer to engage its audience during the training session. And even if the training is delivered in a proper manner if it is not delivered timely to the trainees' it will be a waste of time. Training evaluation is a difficult and complex task but the most important activity in the training process because it is the final logical stage; and organizations should assess their training efforts systematically. The main objective of training evaluation is to prove that the training has actually taught what was intended and to improve the course contents for future use Hamidun (2009).

Every phase should be inter-related and in order to come up with an effective training program, close attention should be given right from the first step up to the last step of the process.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

In this chapter the overall research design and methodology was explained. Hence, the type of research design, sample size and sampling techniques, data source, data analysis techniques and data gathering tools was presented.

3.1. Research design and approach

As the primary purpose of this study is assessing the training and development practices in CBE East Addis District, the research design appropriate for this study is descriptive research design. As the name implies, descriptive research includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present (Kothari, 2004). Hence, this design enables the researcher to assess and describe the existing practices, processes and methods of training and development at CBE. It also allows the use of different data collection techniques at various divisions using questionnaires and structured interviews. It is considered to be very efficient in answering research questions compared to the quantitative and qualitative approach when used in isolation (Creswell, 2003).

As stated in Cooper and Schindler (2008, p.140), research design constitutes the blue print for the collection, measurement, and analysis of data. Hence the study employed a descriptive research design in order to assess the human resource training and a development practice of CBE. Because in order to collect detailed and factual information.

3.2. Sources of Data and Data Collection Tools Used

3.2.1 Source of Data

Sources of data for the study were both primary and secondary. The primary data was collected from clerical employees of selected branches of EAAD of CBE by using systematic simple random sampling method. Secondary data was gathered from published and unpublished documents of the Bank. The secondary data sources were used to complement the primary data

and the information is related to training and development practices in Commercial Bank of Ethiopia.

3.2.2. Data Gathering Tools

Closed ended questionnaire and interview data gathering methods were used to gather data for this research paper. Close-ended questions were rated with Likert scale method. Likert scale is "A psychometric response scale primarily used in questionnaires to obtain participant's preferences or degree of agreement with a statement or set of statements". Likert scales are non-comparative scaling techniques and are uni-dimensional (only measure a single trait) in nature. Respondents are asked to indicate their level of agreement with a given statement by way of an ordinal scale." Accordingly a 5-pointlikert scale ranging from "Strongly Disagree" on one end to "Strongly Agree" on the other end was used for this research.

Multiple closed ended questions were adapted. These questions were adapted from different scholars' works that have conducted research on similar topics. Three hundred sixty (360) questionnaire papers were distributed to the selected employees. Because of minimized the samples error and to get the actual data, the researchers' distributed 360 questioners. Interview sessions were also conducted with 4 Human Resource Heads and District Officers they were selected based on their level of position in training and development department. The employee's logbook at HR experts' office was observed to check the number of trainings offered for every employee at home and abroad. Crosschecking of qualitative data with quantitative data was done just to minimize biasness.

3.3. Population, Sample Size and Sampling Techniques

The population of the study were employees of Commercial Bank of Ethiopia founding in Addis Ababa region specifically EAAD. CBE as a whole has 33,365 employees and 1,251 branches as of Dec 2017. Among this total population 400 branches and 11,253 employees are found in Addis Ababa region. Addis Ababa region is subdivided in to four districts; North District has 106 branches, South 89, East 94, West 111 and North 3,038 employees, South 2,759, East 2,756 and West 2,700. This research focused on employees of CBE East Addis Ababa District and Based on the branches performance, having more of employees, the branches grade and year of service

eight branches were selected for the study. The sample size of this study was determined by using the formula developed by Taro Yamane (1967).

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

Where, n is the sample size

      N is the population size,

      E is the level of precision or sampling error= (0.05)

$$n = \frac{2756}{1+2756(0.05)^2}$$

Thus, **sample size of 349** employees was selected from the population of 2756, currently comprising the workforce of CBE, East Addis Ababa District Office branches.

3.4. Procedures of Data Collection

Using interview and questioner as tools collected the primary data. The secondary data also have been collected from the bank's procedures, manuals, report and other source document. As suggested in Saunders, et al. (2009, p.363) self- administered questionnaire provide reliable data. After the instrument's validity and reliability is evaluated by the research advisor and experts who have knowledge on the subject matter; the distribution as well as the collection, conducting interviews and the explanation about questionnaire filling and convenience consolation have been accomplished by the researcher so as to avoid contamination with the respondents and there by maintain data reliability.

3.5. Methods of Data Analysis

After the required data were collected from the primary sources, they were analyzed using quantitative and qualitative data analysis methods. Descriptive statistics was used to describe the general level of agreement of respondents. It revealed the conformity of respondents' attitude about the training and development practice in the EAAD of CBE. Thus, frequency count and percentage were used to present the data. And Tables were used to ensure easy understanding of

the analysis. Finally, the results of the statistical analysis were summarized, and interpreted appropriately. Meanwhile, responses from the interview were reported in line with the questions forwarded to the interviewees. And then, these findings were combined and summarized together with the quantitative data findings to the results accordingly.

3.6. Reliability and Validity of Measures

3.6.1. Validity

Validity refers to the extent to which a test measures what we actually wish to measure. To assure particularly the content validity of the study, the questionnaire was carefully developed based on the relevant literature review compiled to answer the research questions. The questionnaire was then given to subject experts and practitioners for review. Accordingly, the comments given were incorporated. Moreover the comments of the thesis advisor were included, and through this process effort was made to enhance the content validity of the instruments. The questionnaire was also tested with 27 respondents to ensure content validity.

3.6.2. Reliability

Reliability has to do with the accuracy and precision of a measurement procedure. (Kothari, 2004). The questionnaire was pre-taste with 27 employees to test the reliability of the instrument and also to check the clarity, length, word ambiguity and structure and their suggestion were incorporated before the final distribution of the questionnaire. Cronbach's Alpha was used to measure the reliability. Cronbach's alpha is a coefficient of reliability. It is a measure of internal consistency that is, it measures how closely related a set of items are as a group. Ideally, the Cronbach's alpha coefficient of a scale should be above 0.70 (Pallant, 2005). Accordingly, the following table shows the Cronbach's alpha result of the questionnaires.

Table 3.Reliability analysis of variables

Variables	No. Items	Cronbach's Alpha	Reliability range
Training and development needed assessment	4	.970	Excellent
Training and development Design	5	.858	Very good
Training and Development Delivery	8	.974	Excellent
Training and Development Evaluation	4	.800	Very good
Challenges of Training and development	6	.978	Excellent
Total/avarage	27	.916	Very good

Source: SPS output Result (2019)

The results from pilot test indicate that the Cronbach's Alpha value of 0.970 for Training and development needs assessment practice, 0.858 training and development program design, 0.974 for training and development delivery or implementation, and 0.800 and 0.978 for training and development evaluation and challenges of training and development practice respectively. Overall, the results from pilot test indicate that the Cronbach's Alpha value for the variables is greater than 0.70.This suggests that the internal reliability of this study is acceptable.

3.7. Ethical Considerations

In the study, ethical issue are taken into consideration .The respondents were assured that the response they will be used with complete confidentiality. They were also informed about the purpose of the questionnaire by the researcher. The researcher also took individual responsibility for conducting the research by adhering to the time schedule agreed upon with the supervisor and management. The researcher was also open and honest when communicating with the respondents. Furthermore, the study was conducted with the consent of the targeted organization and due attention was given in using polite words while writing the research report. On the other hand, all sources consulted to compile the relevant literature.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This chapter presents the analysis and interpretation of the quantitative and qualitative data collected for the study. The results have been presented systematically ranging from background information to the policy issues of the program as surveyed from the employees of the Bank and interviewing human resources department managers. The presentation, analysis and interpretation of results of the study are shown below:

4.1. Response Rate of Distributed Questioners

Table.4.1a. Response Rate of Distributed Questioners

S.N	Branch	Distributed Questioner	Returned (Valid)	Not returned	Rejected	Response Rate (%)
1	Urael	45	40	4	1	93.33
2	Meskel square	45	40	4	1	93.33
3	Andinet	45	41	3	1	91.11
4	Africa Avenue	45	42	2	1	93.33
5	Bole	45	37	5	3	77.78
6	Megenagna	45	40	4	1	84.44
7	Teferadegefe	45	40	4	1	88.89
8	Chaina Africa	45	39	5	1	86.67
	TOTAL/average	360	319	31	10	88.61

  Source: own survey, 2019

As indicated in Table 4.1a questionnaire was distributed to all selected branches employees of the Bank. Which 88.61% were kind enough to fill and return the questionnaire, 8.36% failed to

return the questionnaire distrusted to them. The remaining 2.79% questionnaires were not considered or rejected because of validity problems. An interview has been conducted with 4 Human Resource heads and district officers.

As stated in the course material of Chalchisa (2009, p. 51) return rate of more than 80% increase confidence that the returned data correctly reflects the sample, which in turn, reflects characteristics in the population from which the sample was drawn. Having this, the return rate of 88.61% in the above table implies the sample is representative of the population under study.

4.2 General Characteristics of Respondents

Table 4.2a age and gender distribution of the sample respondents

NO.	Description of respondents		Population size (N=349)	
			Number	%
1	Age	Male	176	55.17%
		Female	143	44.83%
		Total	319	100.00%
2	Gender	≤25	77	24.14%
		25-35	231	72.41%
		36-40	11	3.45%
		41-50	0	0
		≥51	0	0
		Total	319	100.00%

Source: own survey, 2019

The demographic information of the respondents employees of CBE's under the study is presented for the analysis. The analysis was to provide information related to age and gender.

As can be learned in table 4.2a; item i, majority of the respondents are male and the difference is characterized for female respondents regarding the age, all the respondents are young between 18-40 years.

Table.4.2b. Educational status and work experience of the sample (in percentage)

No.	Description of respondents		(N=349)	
			Number	**%**
1	Educational background	Diploma	11	3.45%
		First Degree	220	68.97%
		Masters	88	27.59%
		PhD	0	0
		Total	319	100.00%
2	Work Experience	1- 5 years	198	62.07%
		6-10 years	110	34.48%
		11-15 years	11	3.45%
		Above16 years	0	0
		Total	319	100.00%

Source: own survey, 2019

The result sees table 4.2b show that the majority of the respondents (62.07%) are in the experience range between 1-5 years, 6-10 years (34.48%) and 11-15 years (3.45) of the respondents.

4.3. Analysis and Interpretation of Data Collected For the Study

The survey, interview and document analysis on training and development program contents and practices consists of seven major aspects. These are: the need assessment activities, program design, training and development implementation, evaluation of the program, effectiveness of the program, and challenges of the training and development programs and finally policy issues of the training programs given so far.

The questionnaire consisted of a series of statements, where the employee respondents needed to provide answers in the form of agreement or disagreement to express their attitude towards the training program. A four pointLikert scale was used so that the respondents could select a numerical score ranging from 5 to 1 for each statement to indicate the degree of agreement or disagreement, whereby, 5 indicates - Strongly agree, 4 - Agree, 3 - Neutral, 2- Disagree, and 1- Strongly Disagree. The agreement levels indicated in the following results sum up choices 4 and 5 to include both "Agree" and "Strongly Agree" respondents together. Similarly, the disagreement levels are summed up using choice 1 and 2 ("Strongly Disagree" and "Disagree"). The results of the finding are summarized in tables and figures, as indicated below;

Table 4.3a: Respondents' views on training and development need assessment practice

S/N	Items		Responses N=349					RATE
			SD 1)	DA (2)	N (3)	A (4)	SA(5)	
1.	Employees in the Bank participate in determining the training they need	N	0	0	11	176	132	319
		%	0	0	3.45	55.17	41.38	100
2.	The employees need is assessed before and after the training	N	44	33	66	132	44	319
		%	13.79	10.34	20.69	41.38	13.79	100
3.	The techniques used by the organization to assess training and development needs are appropriate	N	44	44	121	99	11	319
		%	13.79	13.79	37.93	31.03	3.45	100
4.	Selection of trainees is based on the criteria set by the Bank	N	22	33	66	143	55	319
		%	6.90	10.34	20.69	44.83	17.24	100
5.	In general, I am satisfied with the assessment of needs	N	22	44	77	143	33	319
		%	6.90	13.79	24.14	44.83	10.34	100
	Total/average	N	26.4	30.8	68.2	138.6	55	319
		%	8.28	9.65	21.38	43.45	17.24	100

Source: own survey, 2019

From Table 4.3a, it can be seen that on average about 55.17% agree with the Bank's need assessment performing practices being satisfactory. While 3.45% of them are neutral and only 13.79% are dissatisfied with the existing need assessment practices. However, the least satisfaction is shown on the appropriateness of the technique used to assess the employees' need. The least agreement level 31.03% given for this aspect demonstrates this. This implies that the Bank needs to revise the techniques that are being used to assess the training and development needs.

About 44.83% of the employees agree with the selection criteria used to determine the participants for the training, which is, based the Bank's predetermined standards. Accordingly, the training and development managers explained that trainees are selected based on the analysis

of a need assessment questionnaire and direct request of immediate supervisors and departmental managers.

About 55.17% of the employees agree that the Bank participate the employees in determining the training that they need. Hence, the overall agreement level in this first aspect of the program process is about 43.45% (Table 4.3a).

Result from the interview;

 Mr. ELIAS: head of human resource department CBE EAAD said that the employees assessed before and after the training as a continuous manner. He also said that employees need assessment is usually based on the banks need assessment criteria. ELIAS said that employees of the bank actively participate in the determining the training that they need. The managers also explained that questionnaire is usually used to assess the individual employees need. Whereas to assess the organizational training and development needs, with related to the new structure of the Bank conducts future trend and opportunity analysis.

Table 4.3b: Respondents' opinion on training design practice

S/N	Items		Responses N=349					RATE
			SD (1)	DA (2)	N (3)	A (4)	SA(5)	
1.	Training and development programs are well planned	N	44	66	44	110	55	319
		%	13.79	20.69	13.79	34.48	17.24	100
2.	The Bank links training and development with its business strategy	N	11	33	33	187	55	319
		%	3.45	10.34	10.34	58.62	17.24	100
3.	The objectives of the training and development are known to all employee	N	22	33	44	154	66	319
		%	6.90	10.34	13.79	48.28	20.69	100
4.	The training objectives are relevant to my CBE roles	N	11	0	55	154	99	319
		%	3.45	0	17.24	48.28	31.03	100
5.	The training topics were carefully chosen after collecting enough information about their quality and suitability	N	22	66	88	121	22	319
		%	6.90	20.69	27.59	37.93	6.90	100
6.	Training contents are clear, and well structured	N	22	44	66	132	55	319
		%	6.90	13.79	20.69	41.38	17.24	100
7.	The training materials given out was of good quality	N	22	33	66	154	44	319
		%	6.90	10.34	20.69	48.28	13.79	100
8.	The length of the training is adequate to cover contents	N	33	66	55	99	66	319
		%	10.34	20.69	17.24	31.03	20.69	100
9.	In general, I am satisfied with the design and quality of the training	N	22	44	77	121	55	319
		%	6.90	13.79	24.14	37.93	17.24	100
	Total/average	N	23.22	42.78	58.67	136.89	57.44	319
		%	7.28	13.41	18.39	42.91	18.01	100

Source: own survey, 2019

The second aspect of the training and development program process is the training and development program design. The information regarding this aspect is captured using nine questions that revolve around planning, duration, objective, quality of the program and link with business strategy.

About 34.48% of the respondents agree on that the programs are well planned while about 13.79% are neutral and also 13.79% respondents their disagreement. About 58.62% of the

respondents agree on that the bank links training programs with its business strategies, while 10.34% of the respondents are neutral and 10.34% showed their disagreement. Similarly, most responders believe that the training contents are clear and well structured as shown with 41.38% agreement level. During the interview the managers remarked that the Bank usually provides training materials for the majority of the trainees. However, the analysis of the questioner showed that the least agreement is given for the length of the training to cover the contents and the design and quality of the training (31.03% and 37.93% respectively). These features and the rest are shown in (table 4.3b). The data obtained from interview and document analysis also revealed that the lengths of the training sessions are not adequate to cover contents of the training. Furthermore, the managers noted that often times the training schedule and timeline do not consider the workload of the employees.

The overall satisfaction on the design and quality of the training is 37.93%. The Bank needs to give extra attention to the training material quality and the time it allocates for a given training. During the interview the managers indicated the existence of policy and strategy with enough guidelines to manage the various activities of the program. This is also observed from the documents obtained from the Bank. However, the interviews revealed that the training and development policies and strategies were not communicated well to the employees. The detail of these responses is presented in the above (Table 4.3b) by frequencies and percentage.

Table 4.3c: Respondents' opinion on the training implementation/delivery practice of the

S/N	ITEMS		RESPONSE N=349					RATE
			SD (1)	DA (2)	N (3)	A (4)	SA (5)	
1.	Methods used are well suited to the objectives and contents	N	22	22	55	121	99	319
		%	6.90	6.90	17.24	37.93	31.03	100
2.	The training methodology was suitable and engaging	N	11	33	44	121	110	319
		%	3.45	10.34	13.79	37.93	34.48	100
3.	The method of training and development used by the organization is effective	N	22	11	77	132	77	319
		%	6.90	3.45	24.14	41.38	24.14	100
4.	The trainers exhibited good knowledge of the subject matter	N	0	11	11	220	77	319
		%	0	3.45	3.45	68.97	24.14	100
5.	The trainers communicate the contents clearly	N	0	33	22	176	88	319
		%	0	10.34	6.90	55.17	27.59	100
6.	The trainers used enough teaching aids for the course that they taught	N	0	44	66	121	88	319
		%	0	13.79	20.69	37.93	27.59	100
7.	The trainers facilitation skills is adequate	N	**0**	44	44	143	88	319
		%	0	13.79	13.79	44.83	27.59	100
8.	The training was supported with practical work	N	33	55	77	110	44	319
		%	10.34	17.24	24.14	34.48	13.79	100
9.	The trainers help employees set realistic goals for performing their work as a result of their training	N	11	22	33	198	55	319
		%	3.45	6.90	10.34	62.07	17.24	100
10.	In general, I am satisfied with the training and development implementation	N	0	55	110	110	44	319
		%	0	17.24	34.48	34.48	13.79	100
	Total/average	N	9.9	33	59.90	145.2	77	319
		%	3.1	10.34	16.90	45.52	24.14	100

organization

Source: own survey, 2019

The third aspect of the program deals with the training implementation. These aspects are captured using ten questions. These generally include on the facility, trainer quality and training methods.

On this aspect about 45.52% of the respondents agreed with the overall aspect. Specifically, the trainers' level of knowledge and the subject matter they presented has the highest level of satisfaction showing the good selection of trainers. Neutrality has about 16.99% of the respondents and only 10.34% of the respondents do not agree on the used methods. Thus, one-third of the employees think that there needs to be some improvement on the training methods that should be used in the Bank. Generally, the overall satisfaction of the utilized methods and systems is about 45.52% and the remaining is strongly dissatisfied on the program implementation process.

The training and development managers explained that the Bank uses both on-the-job and off-the- job methods. The off-the-job methods include formal lecture, seminar, and demonstration techniques. Seminar and formal lectures are more utilized by trainers. These methods are mostly used by the Bank to deliver the training objectives. As Behara&Suryanarayana (2011) stated, trainer performance has a great impact not only in attracting trainees towards goals of program, but also to the entire effectiveness of training.

Whether training goals are formulated to benefit the trainees using effective training aids and methods if the trainer performance is not good, the entire training program will eventually become in effective. The perception on the trainers' facilitation skills has 44.83% adequacy agreement. However, the data obtained from interviews revealed that the availability of qualified trainers is one of the barriers for the effectiveness of the program in CBE. Similarly, the personnel assigned in the training and development sections are not adequate in number to facilitate the training and development program. The detail of these responses is presented in (Table 4.3c).

Table 4.3d: Respondents' reaction on the training evaluation practice of the organization

S/N	Items		Responses N=349					RATE
			SD (1)	DA (2)	N (3)	A (4)	SA (5)	
1.	Trainers solicit information about the reaction of trainees on the content of material preferred, the methods used, the teaching usage, and the practical activities at the end of each teaching session.	N	22	11	132	121	33	319
		%	6.9	3.45	41.38	37.93	10.34	100
2.	Trainers evaluate to what extent trainees have grasped the topics treated in the training sessions.	N	22	44	66	165	22	319
		%	6.9	13.79	20.69	51.72	6.9	100
3.	Evaluation is carried out when trainees are back to their jobs to determine whether behavioral changes are seemed.	N	33	44	121	88	33	319
		%	10.34	13.79	37.93	27.59	10.34	100
4.	Training results or impact evaluation with carried out when trainees are back to their work place.	N	33	33	110	121	22	319
		%	10.34	10.34	34.48	37.93	6.9	100
	Total/average	N	27.5	33	107.25	123.75	27.5	319
		%	8.62	10.34	33.62	38.79	8.62	100

Source: own survey, 2019

The fourth aspect, the evaluation practice involves the collection of information on whether trainees were satisfied with the program, learned from the material, and were able to apply the knowledge and skills back on their job.

The evaluation of previously given training and development programs is relatively weak in CBE. The responder showed their agreement level of 51.72% (Table 4.3d) trainers evaluate trainees what they grasped in the training session. The trainers solicit information about the reaction of trainees on the content of the material they used are 41.38% and. Another remarkable thing is that more than one-third respondents are neutral on their replies regarding the evaluation practices. This can be due to employees having limited knowledge about the evaluation process

or having indifferent attitude towards evaluation. Thus, this is one aspect that needs improvement in the CBE evaluation practice process.

Result from the interview;

According to the managers, the Bank distribute questionnaire at the beginning and at end of program to evaluate the training and development program by using of computer system. Nevertheless, the managers indicated that the evaluation is not carried out in consistent manner. Since this aspect of evaluation obtained the least rating it needs the Bank's attention for improvement in their future activities.

Table 4.3e: Respondents' feelings on the effectiveness of training programs organized

S/N	Items		Responses N=349					RATE
			SD (1)	DA (2)	N (3)	A (4)	SA (5)	
1.	The training met my expectations	N	11	11	88	176	33	319
		%	3.45	3.45	27.59	55.17	10.34	100
2.	The training increase my knowledge and skills	N	11	0	44	209	55	319
		%	3.45	0	13.79	65.52	17.24	100
3.	The training and development program helped me to adopt new Working methods and technologies	N	11	11	22	209	66	319
		%	3.45	3.45	6.90	65.52	20.69	100
4.	The training received is useful for my specific job	N	33	22	0	231	33	319
		%	10.34	6.90	0	72.41	10.34	100
5.	The training helped me to improve my work quality and quantity of production	N	11	0	33	231	44	319
		%	3.45	0	10.34	72.41	13.79	100
6.	The training increases my efficiency and productivity	N	11	11	44	209	44	319
		%	3.45	3.45	13.79	65.52	13.79	100
7.	The training received is useful for my career development	N	11	33	66	165	44	319
		%	3.45	10.34	20.69	51.72	13.79	100
8.	The training helped me to improve my motivation to work	N	22	33	11	209	44	319
		%	6.90	10.34	3.45	65.52	13.79	100
9.	The training helped me to increase job satisfaction	N	22	22	44	198	33	319
		%	6.90	6.90	13.79	62.07	10.34	100
10.	The training time table was suitable	N	22	22	66	143	66	319
		%	6.90	6.90	20.69	44.83	20.69	100
11.	The facilities allocated for the training are appropriate	N	11	22	44	187	55	319
		%	3.45	6.90	13.79	58.62	17.24	100
12.	The budget allocated for the training is enough	N	22	0	77	165	55	319
		%	6.90	0	24.14	51.72	17.24	100
13.	The organization has been efficient in using the training budget and satisfactory	N	22	33	66	143	55	319
		%	6.90	10.34	20.69	44.83	17.24	100
	Total/average	N	16.92	16.92	46.54	190.38	48.23	319
		%	5.31	5.31	14.59	59.68	15.12	100

Source: own survey, 2019

The other aspect of the training and development process, the effectiveness of the training is studied. (Table 4.3e) below summarizes the perceptions of the respondents regarding the effectiveness aspect of the program.

The importance assigned to training and development function in an organization can be understood by knowing commitment from top managers, investment and time spent on training, major responsibility associated with human resource or specialist trainer and involvement of line manager (Kulkarni 2013). Most respondents (55.17%) are satisfied with the emphasis given for the training and development program requirement for the performance of the Bank's improvement (Table 4.3e).

Although the employees were not that satisfied with the evaluation process, 59.68% of the respondents agreed with the effectiveness of the training and development program. About 65.52% respondents think that their knowledge and skills have improved because of the training program. This is also supported by the data obtained from the interview the managers explained that employees have been better inspired and acquired better knowledge that are relevant both to the Bank's business and to their personal development.

As the training and development managers explained during, adequate fund is budgeted at the beginning of the new fiscal year to carryout effectively training and development program. They were also noted that the Bank makes huge investment not just on attracting but also on developing and retaining its human capital. This is also verified through the document analysis. Thus, no significant problems are observed regarding the budget allocated for the training and development program. However, only 51.72% of the responders claimed that the organization uses the budget allocated for the training efficiently. In the effectiveness aspect, about one-fifth of the respondents are neutral on their replies. The highest neutrality is seen in the budget aspect (about 24.14%) that shows lack of information on the budget or transparency issue from the Bank's side.

Additionally, the neutral responses might show for the Bank's employees the training program is not entirely relevant or they are not fully satisfied on the improvement that they obtain on their work quality and quantity of product/service they give. However, on average only 9.26% of the responders disagree on the effectiveness of the program, which is relatively low value. Hence,

the Bank needs to work more on improving the satisfactory level of the neutral respondents and work on the low number of disagreeing people. About 58.62% of the respondents think that the facilities allocated for the training are appropriate. Similarly, about 44.83% of the respondents claimed that the training timetable was suitable. However, during the interview managers explained that they have received complaints about the timetable that sometimes it does not consider the workloads of the employees. The employees didn't know the training timetable ahead of time to get prepared.

About 51.72% of the respondents believed that the training received is useful for their career development.

Result from interview;

The managers more focus given to the short term trainings that prepare the employees beyond their current roles. The managers remarked that the CBE's training and development program should be the mixture of knowledge, career development. Most of the time, the Bank uses its own facilities for training, which is training, and excellence center located in hidase branch in megenagna.

Table 4.3f: Respondents' views on issues related to training and development policy availability and implementation

S/N	Items		Responses N=349					RATE
			SD (1)	DA (2)	N (3)	A (4)	SA (5)	
1.	Trainees are considered for training based on selection Criteria of the training policy of the organization.	N	33	33	77	121	55	319
		%	10.34	10.34	24.14	37.93	17.24	100
2.	Training programs are aligned with the organization's corporate plan.	N	22	22	44	209	22	319
		%	6.90	6.90	13.79	65.52	6.90	100
3.	The management plans training programs properly.	N	11	66	77	121	44	319
		%	3.45	20.69	24.14	37.93	13.79	100
4.	Employee's participation in planning training programs is high.	N	44	77	44	121	33	319
		%	13.79	24.14	13.79	37.93	10.34	100
5.	There is a separate office that coordinates training and development activities in the organization.	N	11	22	88	121	77	319
		%	3.45	6.90	27.59	37.93	24.14	100
	Total/average	N	24	44	66	139	46	319
		%	7.586	13.79	20.69	43.45	14.48	100

Source: own survey result; 2019

The above (Table 4.3f) showed that the general level of agreement in (%) and aspects of program policy issues in statement. From this about 37.93% of the responders agree that the training program are based on selection criteria of the training policy of the organization, 24.14% of the respondent are neutral on the same question. Whereas 33(10.34%) of the responders (strongly disagree and disagree) on this question. The other questions item no 2. 65.52% of the respondent agrees on the organization training programs are aligned with the bank's corporate plan. Whereas, 22(6.90%) of the responder showed that the same view which is (strongly disagree, disagree and strongly agree) on the same question. The remaining 13.79% of the respondents 'are neutral. About 37.93% of the respondent agrees that the management properly plans the training programs. 24.14% of the respondents were neutral on the same question. On the other disagree and strongly disagree of the responders (20.69% and 3.45%) respectively.

The other question that was asked to the respondent was whether employees participate in planning training programs, even if some of the respondents disagreed, neutral and strongly

disagree, the majority i.e. 37.93% of the respondents agreed to this idea. Item no.5 the majority of the responders i.e. 37.93% agreed that yes there is a separate office that coordinates training and development activities in the organization. The other 27.59% of the respondents are neutral on the same question.

Result from the interview;

The above program policy issue confirms with interview, plus to the above responders view. CBE EAAD human resource manger said that the bank has its own program policy issues for the implementation of training and development program and training and development programs are aligned with the organization's corporate plan, training programs are properly planned by the management, employees adequately participated in planning process and the bank has its own separate office that coordinate training and development activates.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Major Findings

This study has been conducted to assess the training and development practices in EAAD of CBE. The study examines the practices, methods, processes, evaluation techniques, policy issues regarding to training and development, factors limiting the effectiveness of the training and development at EAAD of CBE.

Descriptive research design with a mixed approach was applied to conduct the study. For fair representation of employees at each branch, simple random sampling technique was used to select the samples from each branch. The data was collected from both primary and secondary sources. The total number of population was 349 employees at CBE EAAD. Interviews were conducted with training and development personnel.

The survey consists of six major aspects of training and development. These are: the need assessment, program design, program implementation, evaluation of the program, effectiveness of the program, and finally training and development policy issues. Statistical Package for Social Sciences (SPSS) software version 20 is used to analyze the primary data collected through questionnaire. The data collected from the interviews were analyzed and interpreted qualitatively. Below is the summary of major findings:

✓ The data obtained from interview revealed that mostly questionnaires are used to assess individual training needs. Also, departments and sections do formally request the Bank the training type that they need. The study shows that 139 respondents' about 43.45% agree with the Bank's need assessment practices being satisfactory.

✓ During the interview, the training and development managers revealed that the training and development of employees is given adequate importance in the Bank. Similarly, most of the respondents (55.17%) are satisfied with the emphasis given for the training and development program.

- ✓ The Bank has policy and strategy with enough guidelines to manage the various activities of the program. The data obtained from questionnaires, observations, interviews and document analysis revealed that the lengths of the training sessions are adequate but it is the least to cover the training contents.

- ✓ The Bank implemented both on-the-job and off-the-job training methods. Interviews and document analysis revealed that Seminar and formal lectures are the most frequently used techniques to deliver the training. The overall satisfaction of employees on the utilized methods and systems of training and development is about 45.52%.

- ✓ The data obtained from interviews revealed that the availability of qualified trainers is one of the barriers for the effectiveness of the program.

- ✓ The final aspect, the evaluation of previously given training and development programs is relatively weak in the Bank. While the Bank evaluates the training before, during and after the training, but interviews and document analysis revealed that the evaluation is carried out inconsistently.

- ✓ The effectiveness of the training and development program has a positive rating with about 65.52% of the employees claiming their knowledge and skills have improved because of the training program. Nevertheless, there is some dissatisfaction on the organization efficient usage of the budget allocated for the training.

5.2. Conclusions

Training and development of employees ensure that the organization has effective employees to meet the demand of its dynamic environment. The importance assigned to training and development function in an organization can be understood by knowing commitment from top managers, investment and time spent on training, major responsibility associated with human resource or specialist trainer, and involvement of line manager (Kulkarni 2013). The objective of this study is to assess the practice of training and development and major challenges and give practical recommendation based on the outcomes. The study showed that significant majority of CBE's employees have formal academic background in their areas of responsibilities. As the age of the respondents is relatively young, the majority of the employees have below five years' experience in the banking industry. The study also revealed that from the four training and development program processes the evaluation aspect need improvement. The rating for the rest of the three parts (needs assessment, program design and program methods and systems) is at least above average.

Unlike the evaluation practice, the effectiveness of the training and development program has a positive rating with vast majority employees claimed that their knowledge and skills have improved because of the training program. Quite a large number of the employees testified that the overall training and development program in the organization is satisfactory. However, the inadequacy of human resource staff especially in training and development section and the availability of qualified trainers are some of the factors that limit the effective implementation of training and development at CBE.

Some of the areas that may need improvement or attention from the Bank include:

• Allocation of adequate time for the training sessions and the quality of the training materials need improvement.

• The appropriateness of the need assessment and evaluation methods and techniques used by the Bank is not consistent.

• Availability of qualified trainers and adequacy of human resource staff are among the limiting factors for effectiveness of the program.

Based on these results appropriate recommendations are provided in the next section.

5.3. Recommendations

As the current trends and new business challenges have necessitated the adoption of strategic approaches to training and development, the Bank shall improve the employees' skills through strategic training and development process. This helps the organization's successful performance and warranting the need for trainings in the Bank.

The following recommendations are forwarded based on the findings and conclusions of the study:

- ❖ The CBE's training and development program shall be the mixture of knowledge, career development and goal setting. It is not only a social but a moral responsibility of the organization to prepare their employees beyond their current roles and offer opportunities to learn and grow, for their career and social mobility. The program shall be designed in a way that is useful not only for the Bank but also for the employees.

- ❖ The least satisfaction is shown on the appropriateness of the technique used to assess the employees' need; the Bank shall revise the techniques that are being used to assess the individual as well as organizational training and development needs. For effective need assessment, the Bank shall assess through task analysis and performance analysis. This can be conducted through surveys, customer complaints, even from the reports on 360-degree feedback systems. Detailing employee job description and conducting analysis on the gap between required and current skill levels of employees can ease the need assessment process. The Bank shall also use records, reports, future trend and opportunity analysis as a technique to assess the organizational training and development needs.

- ❖ In addition to the existing selection practice, the selection of trainees shall include the employees' training apatite, length of service, and annual performance appraisal.

- ❖ Organizations are no longer doing training purely for the sake of training; but there is a shift towards delivering training that improves the business. The Bank shall measure the impact of training based on clear, tangible measurements in terms of the financial value of training.

- ❖ The quality of the training material and the duration of the training sessions need improvement by preparing standard training materials and allocating enough time to cover the contents of the training.

❖ Management development should be seen as a way of imparting the knowledge and judgment needed by managers to meet the strategic objectives of the organization (Dessler 2003). Among these skills are leading, dealing with change, coaching and advising subordinates, controlling operations, and providing feedback. As training alone is not enough; to accelerate learning and growth, the Bank shall apply mentoring and coaching method especially to train and develop the employees ability to serve the customer and for their personal goal.

❖ The inadequacy of human resource staff especially in training and development section needs to be well addressed.

❖ Evaluation is the most important means to determine the effectiveness of training. The evaluation-training program in CBE shall be done at each level and on a regular basis instead of assessing the immediate reaction of trainees in random manner. As indicated in the literature, the Bank shall implement Kirkpatrick's four-Level Training Evaluation Model is the best method for evaluating the training effectiveness and widely accepted and followed by many organizations.

❖ In general, training opportunities shall be encouraged so that the employees gain new set of skills and learn advanced technologies that can be adapted to the Bank and generally to the Banking industry in Ethiopia.

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APPENDIX A

St. Mary's University
School of Graduate Study

Questionnaire

Dear Respondent,

This research is conducted for a thesis submitted to the school of graduate studies, St. Mary's university, in partial fulfillment of the requirement for the award of master's degree in business administration. By the title of ''Training and Development Practices; the case of EAAD of CBE''. Therefore your answer is very important and valuable for the successful completion of the study. Please fill out of the question to the best your knowledge accordingly the question required .the information you provide will keep confidential and will be used for this research purpose only. I would like to express my appreciation and deepest thanks in advance for your generous time.

Please put a tick mark "√"inside the box for those questions that are followed by choices and write your short and precise answer for those followed by blank spaces. No need of writing your name.

Part One: Basic Demographic Data

1. Gender

Male ☐   Female ☐

2. Age

Less than 25 ☐   25 to 35 ☐   36 to 40 ☐   41 to 50 ☐   51 and above ☐

3. Educational status

College diploma ☐   First degree ☐   Second degree ☐ Third degree (PhD) ☐

Other, specify_____

4. Years of service at CBE:

1 to 5 years ☐   6 to 10 years ☐   11 to 15 years ☐   above 16 years ☐

5. Current Position

CSO☐　　　　　Senior CSO☐　　　　　CSM☐　　　　　Branch Controller☐

Other, specify_____

Part Two: Questionnaire on Training and Development

Please read each statement and show the extent of your **Agreement** or **(Dis) agreement** on the statements by putting a tick mark (√) in the boxes against each rating scale of choice. The rating represents your level of agreement as follows: 1=strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=strongly agree.

S.N	STATEMENT	SD	DA	N	A	SA
		1	2	3	4	5
	I. Training Need Assessment					
1.	Training and development of employees is given adequate importance in the Bank					
2.	Employees in the organization participate in determining the training					
3.	The employee's needs are assessed before the training.					
4.	The techniques used by the organization to assess training and development needs are appropriate					
5.	Selection of trainees is based on the criteria set by the Bank					
6.	In general, I am satisfied with the assessment of needs					
	II. Training and Development Program Design					
1	Training and development programs are well planned					
2	The Bank links training and development with its business strategy					
3	The objectives of the training and development are known to all Employees					

4	The training objectives are relevant to my CBE roles					
5	The training topics were carefully chosen after collecting enough Information about their quality and suitability					
6	Training contents are clear, and well structured					
7	The training materials given out was of good quality					
8	The length of the training is adequate to cover the contents					
9	In general, I am satisfied with the design and quality of the training					

III. Training and Development Implementation

1	Methods used are well suited to the objectives and contents					
2	The training methodology was suitable and engaging					
3	The method of training and development used by the organization is effective					
4	The trainers exhibited good knowledge of the subject matter					
5	The trainers communicate the contents clearly					
6	The trainers used enough teaching aids for the course that they taught					
7	The trainers facilitation skills is adequate					
8	The training was supported with practical work					
9	The trainers help employees set realistic goals for performing their work as a result of their training					
10	In system and methods general, I am satisfied with the training and development					

IV. Training and Development Evaluation

1	Trainers solicit information about the reaction of trainees on the content of material preferred, the methods used, the teaching usage, and the practical activities at the end of each teaching session.					
2	Trainers evaluate to what extent trainees have grasped the topics treated in the training sessions.					
3	Evaluation is carried out when trainees are back to their jobs to determine whether behavioral changes are seemed.					

4	Training results or impact evaluation with carried out when trainees are back to their work place.					
V. Effectiveness of Training and Development Efforts						
1	The training met my expectations					
2	The training increase my knowledge and skills					
3	The training and development program helped me to adopt new Working methods and technologies					
4	The training received is useful for my specific job					
5	The training helped me to improve my work quality and quantity of production					
6	The training increases my efficiency and productivity					
7	The training received is useful for my career development					
8	The training helped me to improve my motivation to work					
9	The training helped me to increase job satisfaction					
10	The training time table was suitable					
11	The facilities allocated for the training are appropriate					
12	The budget allocated for the training is enough					
13	The organization has been efficient in using the training budget					
VII. Training and Development Policy Issues						
1.	Trainees are considered for training based on selection Criteria of the training policy of the organization.					
2.	Training programs are aligned with the organization's corporate plan.					
3.	The management plans training programs properly.					
4.	Employee's participation in planning training programs is high.					
5.	There is a separate office that coordinates training and development activities in the organization.					

APPENDIX B

Interview questions

The following questions require your genuine responses. Please carefully answer your opinion, which you believe to be true.

1. Does the Bank have adequate written documents (e.g. policy, guidelines, manuals etc.) to manage training and development activities?

2. What are the techniques used for assessing organizational training and development needs by the organization?

3. What are the techniques used by the organization for assessing individual needs?

4. What are the bases for selecting appropriate trainees for appropriate training?

5. Does the Bank provide the required training materials to the trainees?

6. What training and development methods are applied in the Bank?

7. Does the Bank allocate sufficient time to carry out training and development program effectively?

8. How often the Bank evaluates the training and development effectiveness?

9. At what stage of the training is evaluation done?

10. What methods are usually used by the Bank to evaluate its training and development programs?

DECLARATION

I, the undersigned, declared that this thesis is my original work, prepared under the guidance of Goitom Abreham (Asst.prof), all sources of materials used for thesis have been fully acknowledge, and I further confirm that the thesis has not been submitted either in part or in full to any other higher institution for purpose of earning any degree.

_____   _____

Name   **Signature**

St. Mary's University, Addis Ababa   **May, 2019**

ENDORSEMENT

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

_____   _____

Advisor   **Signature**

St. Mary's University, Addis Ababa   **June, 2019**