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**Addis Ababa University
College of Business and Economics
MBA Program**

**Assessment of Learning and Development Practice: The Case of Dashen
Bank**

**A Research Paper Submitted to MBA Program in Partial fulfilment of
Requirements for Degree of Masters of Business Administration (MBA)**

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CERTIFICATE

This is to certify that Habtamu Derbie has carried out his research work on the topic entitled, "Assessment of Learning and development practice In Dashen Bank" for the partial fulfilment of Masters of Business Administration at Addis Ababa University- College of Business and Economics. This study is an original work and not submitted earlier for any degree either at this university or any other University and is suitable for submission of Maters Degree in Business Administration.

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Abbreviations and Acronyms

L&D	Learning and development
NBE	National Bank of Ethiopia
HRD	Human Resources Development
HRM	Human Resource Management

Abstract

The research aims at assessment of Learning and Development practices in Dashen Bank with due emphasis on L&D alignment with business strategy, management support of L&D practice ,L&D evaluation mechanisms, nature of L&D system and L&D integration with reward and Performance management system. Accordingly, all the necessary data has been gathered from primary sources using questionnaires and interviews and secondary data such as source manuals of Dashen Bank. Simple random sampling technique was used and the number of participants was 344 Head office and city branch employees. The researcher used descriptive analysis with the help of tables and percentages to analyse the data. The study revealed that the major weaknesses of the company in learning and development practices being absence of integration with reward system of the organization, failure of line managers' support and the functional position of L&D in the organization structure. The identified strengths include being provision of technical trainings, suitable training facility, and top level management commitment on Valuing of L&D function . Hence, the Company needs to keep up with its strengths and alleviate its weaknesses by adopting a strategic approach of L&D practices.

Key Words: *Learning and Development, Dashen Bank and assessment of L&D Practice.*

Chapter One

Introduction

This chapter is an introductory chapter for the study which introduces the overall study. This part consists of background, problem statement, research questions, objectives, significance, and scope of the study and organization of the research work. Each of these sub topics are discussed in detail.

1. Background of the study

The ever changing global market place, characterized by increased technological advancement, firms demand a more flexible and competent employee to be adaptive and competent. Thus, the demand for a well qualified workforce becomes a strategic objective (Nikandroua et al, 2008). Human Resource Management is now often seen as the major factor which differentiates between successful and unsuccessful organizations, more important than technology or finance in achieving competitive advantage. This is especially important in the service sector such as Banks, Insurance and other financial intermediaries, where employees are the primary source of contact with customers, either face-to-face in a service encounter or over the telephone or the internet (Mujahid et al, 2014).

Learning and development is one of the imperatives of human resource management as it can cultivate performance at individual, collegial and organizational levels. It basically deals with the acquisition of understanding, know how, techniques and practices (Tahir et al, 2014). For Jehanzeb and Beshir (2013), systematic Learning and development program enable companies to reap its profit from the market and remain competitive in the job market. Such practices coupled with effective training methods will significantly help firms to retain the most valued human resource, especially those who have a lot of experience with in the organization. According to Diamantidis and Chatzoglou (2012), employee training and development activities must be designed in a way that fulfils employees' training needs and, at the same time, incorporates the firm's strategic planning in order for both firm and employees to gain maximum benefit.

In 1970's, L&D transformed become what we know it as today. The workforce filled with people from different walk of life: war veterans, Great Depression survivors, and young baby boomers. Thus employers forced to move from one type of training fits all to a more customized training approach. The workplace is even more diversified today than it was then.

Luckily, technology advancement make the specific training requirements of each employee a lot easier to accomplish than ever (Findley et al, 2013)

Scholars argues that L&D should be systematic, in that it is planned, designed, implemented and evaluated; in order to meet predefined needs (Armstrong, 2012).A systematic L&D ensures the reduction of randomness in managing the related interventions. Furthermore, firms are advised to prepare L&D strategy that is line with and derived from the organizational overall strategy (Anderson, 1993). The organizational strategy should be followed by determination of HR strategy, in which a value statement about how employees will be treated in the organization should be placed; thereafter, L&D strategy should be prepared (Bee and Bee, 2003).

The main components of a learning and development strategy need to be clearly linked with the organization's strategy and goals. Each point in the learning and development strategy should refer to a corresponding one in the organizational strategy. This idea was proposed to ensure that all L&D efforts are linked to, driven from and aligned with the organization's overall objectives and strategies, to confirm that all these efforts will reflect positively on the performance of the organization. (Mustefa, 2013).

Many authors agree that the support of management is vital for effective L&D practice. According to Ellstrom and Ellstrom (2013), the differences in managerial support may also be due to a lack of skills and/or to a lack of rewards and recognition from senior managers for their taking on a more supportive role. A broader understanding of managerial support improved knowledge and skills regarding how to lead and organise learning and development processes in a workplace Therefore, for L&D to be effective and productive, it has to have the support of management, supervisor, and line managers.

In financial service providers such as banks, employee training and development is compulsory for the betterment of work force performance (Athar and Shah, 2015). Abomeh and Peace (2015) suggest that a well-designed learning and development activities equipped employees with required competencies and ensures the achievement of organization objectives in the insurance industry. It was also discovered that there is a relationship between manpower training and the profitability of commercial banks (Bature, Friday and Mustapha, 2013). On the case study conducted by Tahir et al (2014), it was revealed that banks' management interested in its productivity and efficiency had no other option than to adopt learning and development.

Thus, the issue of banks' learning and development practice is crucial to the financial sector of developing country like Ethiopia. This study enables banks review the practice of learning and development and helps them to tailor its practice as per the requirements of the banking industry. Therefore, this paper aimed at assessing the practice of learning and development in Dashen Bank.

1.1 Statement of the problem

Global competition, increasing consumer demand for better quality products or services, technological advances and the changes in the business environment have created the need for organizations to continuously provide their employees with certain skills, knowledge and abilities in order to maintain market competitiveness and business survival (Porkodi & Jahan, 2015). According to Rahman and Nas (2013), employee training and development serves dual purpose in fulfilling employee's career needs and organization requirements. Furthermore, Jehanzeb and Bashir (2013) supported this by describing that employee learning and development is important for any organization to stay solvent and competitive in the market.

People within many professions and occupations like finance sector may refer to learning and development as professional development. The empirical study on the area of learning and development practice factors is largely focus on effectiveness of the practice rather than strategic approach of learning and development in Ethiopian commercial banks. Since the strategic approach of learning and development of commercial banks deposit were not studied, there is a research gap and need to assess the practice of learning and development in the case of Dashen Bank.

Continuously developing and training employees has been acknowledged for enabling organizations to acquire the core competencies that needed for competitive advantage and flexibility. But Ethiopian financial organizations did not practice the learning and development in a way to reap its benefits. Thus it is perceptible to know more about the L&D practice in the finance sector.

Therefore, the purpose of this study is to investigate the learning and development practice in Ethiopian finance sector with respect to the nature, evaluation mechanisms and management support. The study also examines the alignment of L&D with the business strategies of finance organizations and the linkage of L&D with other elements of human resource development.

1.2 Research questions

- How does the learning and development align with in the business strategy of Dashen Bank?
- How does the management support the learning and development practice of employees in Dashen Bank?
- What is the nature of L&D practice in Dashen Bank?
- What mechanisms are employed to evaluate impacts of L&D in Dashen Bank?
- How does the L&D integrated with the reward and performance management system of the Bank?

1.3 Objective of the study

1.3.1 General Objective of the study

The purpose of this study is to investigate of the learning and development practice of Dashen Bank.

1.3.2 The specific objectives of the study

Based on the main objective of this study and the problem statement, the study will have the following specific objectives

- To investigate the alignment of the learning and development with in the business strategy of finance organisations.
- To identify the level of management support in the practice L&D in the sector
- To explore the nature of L&D practice in the Bank.
- To identify the mechanisms of L&D evaluation in Dashen Bank.
- To investigate the integration of L&D integrated with reward and performance system of the Bank.

1.4 Significance of the Study

The findings of this study are believed to have a number of significances. Included are:

- Primarily, the highlights of the findings will contribute to understand the practice of learning and development in Dashen Bank. This understanding may help Dashen Bank

to consider how to improve the L&D practice and be able to implement effective L&D programme

- Secondly, it may have a contribution to the literature and serve as one reference for students and improve the quality of the next research in employee training scheme.

1.5 Scope of the study

The scope of this study is limited to the practice of learning and development in Ethiopian financial sector. Thus, it is intended to assess the existing learning and development practices. In addition, the study was covered out at the Ethiopian financial sector in Addis Ababa City.

1.6 Limitation of the study

Although the research is believed to reach its aims, it has some restrictions; this research is conducted on a small size of population. Therefore, the result may not be applicable to all staff in the organization including up country employees.

1.7 Definition of Terms

The definition of the terms and phrases that are used in this study and the sources of the definitions are given below.

Learning- learning employee specific skills for a particular job. (Armstrong, 2006)

Development- deals with the growth of employees in all aspects. (Armstrong, 2006)

Assessment:- in this study an assessment refers to the process of gathering and identifying information about practices of employees Learning and development in Dashen Bank .

Employee Development: - increasing the capacity of employees through various training methods and education to introduce knowledge and new skills which strengthen their competencies

1.8 Organization of the study

This study contains five chapters as follows:

Chapter One: “Introduction”. This chapter provides an overview of the background to this study. It presents the introduction, statement of the problem, significance of the study, research questions and objectives.

Chapter Two: “Review of related literature”. This chapter discusses the theoretical backgrounds of L&D and various philosophical perspectives on it. Moreover, the chapter focuses on L&D definition, process and techniques to reflect the specific interest of this study. Finally, this chapter ends by discussing the conceptual frame work of Learning and Development Practice.

Chapter Three: “Research Methodology”. This chapter introduces the theoretical assumptions underpinning the methodological procedures that were employed to conduct this research. Therefore, the chapter discusses Method of Data Collection and justifies the chosen research methodology and design.

Furthermore, this chapter presents a profile and justification of the samples and participants. Details of data collection and analysis approaches are highlighted.

Chapter Four: “Data Analysis and Interpretation”. This chapter presents the data analysis of the study. It is divided into two main sections; Characteristics of respondents and responses of research participants.

Chapter Five: “Summary, Conclusion and Recommendations”. The aim of this chapter is to present the summary and conclusion of the study. This chapter aims to present the research`s original contribution to knowledge on academic and managerial levels. Furthermore, the chapter ends by proposing areas for future studies.

CHAPTER TWO

Review of Related Literature

This chapter deals with the general concepts and principles of Learning and Development practice. The review raises issues in Learning and Development such as Learning and Development system, alignment of L&D and business strategy and the role of management support.

2.1 Introduction

The effectiveness and success of an organization lies on its human capital. Therefore, for the employees to be able to perform their tasks and make meaningful contributions to the achievement of the organizational objectives need to acquire the relevant competencies. In appreciation of this fact, firms conduct learning and development programs for employees found in the different levels of the organizational structure (Isiaka , 2011).

2.2 Definition and Concepts of Learning and Development

L&D can be best understood by defining the most related terms, which are to a great extent interrelated in the HRD discipline, learning, training and development. Although these concepts are sometimes used interchangeably, there are some dimensions distinguishing them.

Learning was defined as “a relatively permanent change of behaviour as a result of past experience. Learning is taken to mean more than acquiring knowledge, it encompasses the way in which our model values and techniques are shed in favour of new ones” (Price, 2011:461). Noe et al. (2006, p. 257) define training as “a firm’s planned effort to facilitate the learning of job-related knowledge, skills and behaviour by employees”. DeCenzo and Robbins (2005, p. 42) state that “training is designed to assist employees in acquiring better skills for their current job”. Training defined as an “efficient process of getting knowledge, abilities, skills and the behaviour to meet the requirements of the job” (Gomez-Mejia 2007). “Training is systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job”(Armsrong,2001)

Development comprises a very broad range of activities, which can be formal or informal (McDowall and Mabey, 2008), may or may not entail an explicit career-relevant element, and may or may not be formally planned and agreed (Rowold and Kauffeld, 2009).

As for development, Cullen and Turnbull (2005) argue that development is ‘a long-term process designed to enhance potential and effectiveness. It is also defined as the growth or realization of a person’s ability, through learning, often from planned study and experience.

Development can encompass a wide range of activities, including coaching and more formal educational commitments and experiences, and is generally used to encompass a wider scope than learning‘ or training‘—which may, in fact, be included in the concept of development (Chiaburu et al., 2010)

Grossman and Salas (2011), on the other hand, argue that this conflation of training and development is confusing and inappropriate. Instead, he distinguishes training defining it as a learning activity that is designed for immediate impact, for the job or role that one does at present. Development, on the other hand, is a learning activity that is designed for future impact, for a role or job one will do in the future. In both cases, this suggests, learning‘is the broader umbrella term under which both training and development are best understood.

2.3 Evolution of Learning and Development

Learning and Development has been evolved for edges. Its earliest roots date back to the middle ages in the form of apprenticeships (Shane, 2012). These evolved into vocational schools in the early 1800’s (Desimone, Werner, & Harris, 2002). The introduction of mass production forced firm’s apprenticeship programs transformed training. It wasn’t until the twentieth century that training became a profession and formal training as we know it became the norm (Shane, 2012; Desimone, Werner, & Harris, 2002). In 1970’s, L&D has changed into become what we know it as today. The diversity of workforce who came from different walks of life forced employers to stay from one type of training fits all and move towards a more focused L&D approach. Although L&D is still evolving today to make it more efficient, the workplace will never be able to conduct one training fits all again. The workplace is even more diversified today than it was then. Luckily, as technology advances it makes meeting the specific training requirements of each employee easier to accomplish.

Learning and development in the United States emerged in the period during and after its involvement in World War II. During this period, there was a dramatic increase in the demand for trained workers brought on by the expanding wartime economy and by technological innovations.

The rise of the U.S. labor movement during this period also contributed to the growth of employee training and development. After overcoming substantial resistance to its establishment during the early 1900s, the U.S. labor movement has become a strong proponent of training (Glass, 2013).

During the World War II, training had become established in many companies. With the gradual return to a peacetime economy, training, although reduced in size, was to remain a permanent fixture in most companies. As a catalyst to the development of human resource development (HRD) decades later, the wartime training movement had also established a new profession—the training director (Carnevale, Gainer, & Villet, 1990). The increasing prevalence of training directors across industry and business and the need for a professional network and forum for continuing education led to the formation in 1945 of the American Society of Training Directors, the precursor to the American Society for Training and Development (ASTD) and the Association for Talent Development (ATD) (Steinmetz, 1976).

2.4 Benefits of Learning and Development

Organizations find it difficult to stay competitive in recent global economy. Importance of employee training development program is growing for the organizations those pursuing to receive an advantage among competitors. Regarding firms' competitive advantage, Noe et al. (2006) state that employee training may provide the opportunity to create an intellectual capital that fits the firm's culture perfectly. Specifically, they support that this capital should incorporate basic and advanced job skills linked to a firm's strategic goals so they cannot be easily adopted by competitors.

2.4.1 Individual Benefits from Learning and Development Program

In every sector the accomplishment of any organization is tremendously rely on its employees. However, there are different other aspects that perform a major part; an organization need to ensure efficient employees in line with financially dominant and competitive in the market.

a) Career Competencies

Employee development program help employees to survive in the future and develop their abilities to cope up with new technologies, to appraise their professional capabilities to sustain their employment.

Due to this situation numerous employees have rehabilitated their attitude to acquire promotion inside their organizations to work and develop out of the organization (Feldman, 2000).

b) Employee satisfaction

Companies which are willing to invest money on their employees, give value to work with those companies, even though that investment eventually benefits the organization (Wilson,2000).L&D programmes enhances organization's reliability for the reason that employees recognize their organization is spending in their future career (Rosenwald, 2000).

c) Employee Performance

Training effects on behaviour of employees and their working skills which resulted in enhanced employee performance and constructive changes that serves as increase trained employee. Benefits of training program are also related to technical skills of the employees. L&D efforts positively affects employees' performance. Technical and professional skills are very important for the employees to perform a job in an effective way. Providing training opportunities to employees can enhance the performance of the employees (Jehanzeb and Bashir, 2013).

2.4.2 Organizational Benefits from Learning and Development Program

The organizations which are using employee development programs are getting positive results from the individuals by using this program.

a. Market Growth

Employee development programs are important for any organization to stay solvent and competitive in the market. Though it is expensive for the organization to spend the money on their employees but this investment is positive for the organizations to hold the place in the market.

Greengard (2000) described that organizations are required to develop and maintain such learning environment for the employees that expand the knowledge of organization and competitive ability. However, L&D programmes derived through a huge investment, but have a positive impact on return-on-investment.

b. Organizational Performance

Investment in training and development program can be justified by the impact it creates to developed individual and organizational effectiveness (Bartel, 2000).

To evaluate the effectiveness of training and development program it has been advised that check directly the relationship of training and organizational commitment. Further it has been revealed as certainly correlated to the efficiency of the organization (Bartlett 2001).

c. Employee Retention

It has confirmed that there is strong relationship between employee training and development, and employee retention (Rosenwald,2000). Therefore, companies which are providing training and development programs to their employees are getting success in retaining them. On other side, numerous employees participate in employee training programs are not assured of a conventional association between programs and employee retention (Rosenwald,2000); several managers found that positive learning atmosphere directed to higher retention rates (Dillich 2000).Organizations that are offering employee development programs are getting success with retaining employees. Ahmad (2013) argues that employees' decision to stay for a longer period of time can be influenced by L&D activities.

2.5 Learning and Development System and Practice

Learning and development practices allow firms to adapt, compete, excel, innovate, produce, be safe, improve service, and reach goals (Salas et al 2012). However, not all Learning and development practices are effective in achieving organizational objectives (Pineda, 2010). In order to be effective, it is advisable to adopt a systematic approach that benefits both firms and employees (Armstrong, 2006).

2.5.1 *Analyzing Learning and Development Needs*

It is the first step in any learning and development practice that deals with conducting a proper diagnosis of what needs to be trained, for whom, and within what type of organizational system (Salas et al., 2012). Salas et al. (2012) pointed that training is not always the ideal solution to address performance deficiencies, and a well conducted needs assessment can also help determine whether a non-training solution is a better alternative.

According Salas et al. (2012), a thoroughly conducted assessment provides the following outcomes: Expected learning outcomes, guidance for training design and delivery, ideas for training evaluation, and information about the organizational factors that will likely facilitate or hinder training effectiveness. .

A. Individual –level need assessment

This level concentrates on which individuals require L&D and what their particular needs are (Griggs et al., 2010). For the assessment of individual L&D needs, there are several approaches; each of these techniques has its own advantages and drawbacks.

I. Performance appraisal

Performance appraisal constitutes active responsible relationship based on mutual visibility and understanding and punctuated with formal review sessions (Pettinger, 2002) it subject to appraiser and appraisee relationship (Pettinger, 2002)

II. Assessment centres

It is designed to enable participants to demonstrate a range of personal, managerial and technical abilities or competencies, under the eye of trained observers. This method often focuses on skills (Griggs et al., 2010).It is Considered as time and effort consuming and relatively formal ways of need assessment (Hackett, 1997).

III. Self – assessment

The formal method is inviting the employees to rate their competency against predetermined standards and ask for training if they would benefit. The informal method leaves it up to the employee to work out their need and to ask for training (Hackett, 1997)

It encourages individuals to take greater responsibility and ability to identify areas where they require development (Griggs et al, 2010) This could be used to indicate personal preferences, whether or not they are what the organization actually needs (Pettinger, 2002)

IV. Peer assessment:

Positive debates among peers to determine which gaps are best filled by L&D activities and which are not (Pettinger, 2002) It is likely to draw attention to deficits in particular aspects of departmental, divisional or functional performance. The concern of `spotlighting`, where a particular function emerges as a cause of problems (Pettinger, 2002).

V. Direct observation

This refers to watching an employee performing the various tasks which make up the job over a certain period of time (Buckley and Caple, 1990). Observation may be either open (the employees know it is taking place), or unobtrusive (the employees do not know). The analyst has direct access to the job and does not have to rely on fallible recall. Observation of a task in the context of the overall work situation means that other factors are less likely to be

overlooked but it is time consuming. The observation may change or interfere with the very activities which are to be observed (Patrick, 1992).

VI. Interview

Typically, the interview is between the analyst and the employee, where the analyst may question the employee either during task performance or afterwards. Sometimes more than one analyst may be used or more than one employee may participate (Patrick, 1992). Greater opportunity to capture the actual employees L&D needs. The interview would help to guide the job holder through a detailed description of the job (Rae, 1994) It is considered as time and effort consuming.

VII. Questionnaire

Questionnaire focus on performance requirements, self-assessment of capabilities, potential improvement and personal aspirations (Beevers and Rea, 2010) it allows the respondents more time to reflect on the questions, This is also provides a written record of responses.

B. Job- level need assessment

Griggs et al. (2010) indicate that the analysis at this level could be done through different methods. The basic methods are summarised as follows:

I. **Job analysis** is the process of examining a job in order to identify its component parts with relation to the responsibilities and competencies of the job holder (Griggs et al., 2010). Job analysis usually consists of two components: Job description: refers to a statement or outline of the whole job which shows the nature of the job, main purpose, duties and responsibilities involved (Rae, 1991). It should also include the output to be produced (Wills, 1998). The description also may include relations, physical, social and economic, working conditions, prospects and current L&D opportunities and difficulties (Buckley and Caple, 1990). Therefore, the job description should help to avoid time and effort being wasted on peripheral or irrelevant matters. Besides, the description of the physical, psychological and social environment in which the job has to be performed may have clear implications for L&D programme design. The second method refers to job specification: a detailed statement of the skills, knowledge, attitudes, physical and mental activities which are required by the individual in order to carry out the duties involved in the job (Rae, 1991). Buckley and Caple (1990) indicate that drawing up a job specification may benefit L&D in various areas, first, to ensure that the programme provided is relevant to the real needs of trainees. Second, it gives a clear picture of all the possible training requirements.

Third, it helps to identify the appropriate technique for a particular task or task element. Finally, it could serve as a checklist for identifying specific individual's L&D needs.

II. **Key task analysis** is a method is relatively similar to job analysis, but focuses on prioritizing the elements within the job that have the greatest impact on performance (Griggs et al., 2010). Thus, key tasks are analysed to explore the knowledge, skills and attitude required to perform them.

C. Organization - level need assessment

Pettinger (2002) claims that this level consists of strategic and operational considerations, product or service effectiveness measures, profitability and viability review. Organizational needs could be analysed throughout different methods to find out any problems or to highlight any possible opportunities.

2.5.2 Designing and delivery stage

At this stage, the organization should translate the determined L&D needs into programmes. Before discussing this stage, it is appropriate at the outset to indicate that the terms `design` and `delivery` are inextricable. To clarify this point, this stage is targeted to decide L&D methods that the organization is going to use to fulfil the predetermined L&D needs. In this context, Glaister et al. (2010) argue that the choice of a particular method or combination of methods might be appropriate in terms of ability to meet purpose, but unrealistic in terms of cost or time. Thus, reaching an appropriate and applicable method is the core aim of this stage. Consequently, trying to separate the mentioned terms would be meaningless. However, for the purpose of clarification, in this study, this stage will be referred to as the designing stage. The designing stage is generally shaped by several factors

2.5.3 Implementation stage

This stage is also called the transfer stage. Baldwin and Ford (1988) define the implementation as the degree to which gained skills, knowledge and attitudes can effectively be applied at work. Holton (1996) developed the Learning Transfer System Inventory (LTSI) to evaluate factors affecting implementing of knowledge, skills or attitudes acquired through L&D programmes to workplace. The LTSI includes 16 factors that either assist or inhibit the transfer. In this context, they argue that transferable design refers to the degree to which a programme has been designed in a way that provides trainees the ability to transfer learning back to the job (Holton, 1996).

The other factor refers to individual characteristics; they argue that there are several individual characteristics that affect the implementation of acquired skills and knowledge. Some of these characteristics are cognitive ability, locus of control, conscientiousness, achievement motivation, motivation to learn and to transfer, anxiety, self-efficacy, and valence. Others are job involvement, organizational commitment, organizational cynicism and job satisfaction. Of these characteristics, performance self-efficacy has been argued to strongly relate to both learning and transfer of L&D. Furthermore, they suggest that trainees must have the ability to retain the knowledge instilled during the programme to facilitate the transfer process. Similar to cognitive ability, training retention is the degree to which trainees retain the content after the programme is completed. Thirdly, the work environment variables include organizational culture and climate. Velada et al. (2007) indicate that when employees perceive that the organizational climate is supportive, they are more likely to apply their new knowledge in the work environment. Furthermore, performance feedback, specifically, feedback regarding the newly learned knowledge and skills and how these relate to job performance increases the likelihood of its transfer to the work context. Finally, supervisor support can be described as the extent to which supervisors support and reinforce the use of newly learned knowledge and skills on the job. In this regard, they argue that the dominant literature suggests that when trainees perceive that their supervisors support the application of newly developed knowledge and skills, they are more likely to transfer these competencies back to the job.

Furthermore, the motivational theory tells that behaviour which is not rewarded is not willingly engaged in again (Mumford,1997). Thus, using an appropriate rewards and incentives system, and ensuring their fair and equitable use could be considered as a critical factor that affects the T&D implementation. Kontoghiorghes (2001) who conducted research investigating factors affecting training effectiveness in the context of the introduction of new technology give a broader view of this criterion, as he implies that a training intervention would have a better chance of becoming successful when implemented in a participative organization where the employees are not only encouraged to learn and apply new skills and knowledge, but also recognized for doing so. What can also be inferred from the findings of this study is that training effectiveness is dependent not only on the appropriate of the training programme and the prevailing training transfer climate, but on the entire organization as a whole. It seems that high performance work systems not only act as catalysts to higher levels of performance but are also prime motivating forces for learning and its application back to the workplace.

Overall, the implementation stage involves ensuring effective and efficient delivery of L&D opportunities in the workplace. This stage is affected by several factors that could be related to the organizational learning culture, management support, the nature of the job performed and individual's differences. Holton et al. (2000) argue that the transfer of learning is perhaps the most critical outcome of HRD effort. Finally, this stage is highly connected with the evaluation stage.

2.5.4 Evaluation

Evaluation is striving to investigate whether or not L&D activities are producing relevant and valued output through an efficient and well managed process (Hackett, 1997). Albahussain (2000:55) indicate that evaluation encompasses the validity and adequacy of L&D objectives, the content and appropriateness of L&D programme, the instructional modes and techniques and the instructors used in the L&D activities. Beevers and Rea (2010) state that L&D evaluation is likely to include validation which concerns whether L&D objectives have been achieved, but evaluation includes other factors like the L&D investment. Therefore, Beevers and Rea (2010) indicate that a useful way of viewing evaluation is by recognizing four main purposes of evaluation, which are prove, control, improve and learn. Prove is to demonstrate that L&D has worked and it has had the desired outcome. Control is also to check and ensure that L&D initiatives are being delivered in the way that is required. Improve is to explore and identify how L&D activities can be adapted and improved. Learning is to aid and reinforce individual learning.

In 1959, Kirkpatrick introduced his ideas regarding techniques for evaluating L&D programmes, to describe how training would lead to learning, which would lead to on-the-job application, in turn leading to desired results. These ideas were modified later to become Kirkpatrick's model for evaluating L&D effectiveness at four levels.

Level 1: the reaction level, refers to the trainees' reaction to their L&D experience, and should reflect the participants' reaction to the content of the programme, method, general learning conditions and the degree to which the objectives of the programme have been achieved (Buckely and Caple, 1990). Questionnaire, feedback forms and on-line evaluation or verbal reactions are among methods used for collection of such information

Level 2: the learning level, refers to the degree to which participants acquire the intended knowledge, skills and attitudes based on their participation in learning events.

Thus, this level seeks to establish whether trainees did actually learn. There are many different measures of learning performance including, for example, paper-and-pencil tests, learning curves and job components (Goldstein, 1974).

Level 3: the behaviour level, the measurement of the extent to which trainees apply what they learned during L&D programmes on the job. At this level, the assessment of the effectiveness of learning moves from the programme context into the work environment, in other words, how well has the L&D programme enabled the trainee to perform certain duties, tasks and responsibilities to the required standards.

Level 4: the result level; also known as organizational level. It refers to the measurement of the targeted outcomes that occur as a result of the learning events. At this level the value of L&D needs to be viewed from a wider and long –term perspective, as the organization needs to know what organizational improvements and results L&D has brought (Buckley and Caple,1990). Some of the results that could be examined include productivity, cost, profit, turnover, absenteeism, complaints and morale.

Devins and Smith (2010) argue that the Kirkpatrick`s model does not consider the time lag between learning and its use. The other limitation of this model is that the learning is affected many other variables other than L&D activities such as learning culture. Furthermore, Beevers and Rea (2010) added that other models of evaluation could include Return on investment (ROI) which refers to a measure of the financial impact of L&D activities on the organization. In other words, it is concerned with comparing total L&D costs with derived benefits. The limitation of this model refers to the complicatedness of transferring the L&D activities as well as the L&D outcomes -which may vary from change in behaviour, to acquisition of new skills or knowledge- to monetary value (GAO, 2004). Therefore, it is important to recall that the evaluation is part of L&D cycle whose components are dynamic and flow into others (Beevers and Rea, 2010). Thus it is important to consider evaluation as something to be done on an ongoing basis and as a major part of continuous improvement that could affect and amend, before or following any of the L&D stages.

2.6 Strategic approach of L&D

Strategic approach of L&D is a part of strategic human resource development. McCracken and Wallace (2000) dictate in their propose criterion that there are nine characteristics of SHRD.

The integration with business strategy and goals, management support and existence of complementary HRM activities will be discussed as follows.

2.6.1 Integration with Business Strategy

The integration of L&D strategy with the organizational mission and goal is the first condition of effective management of the L&D function (Alhiti, 2003). This idea was proposed to ensure that all L&D activities are linked to, driven from and integrated with the organization's overall objectives and strategies, to confirm that all these efforts will reflect positively on the performance of the organization. Wang (2008) indicates that the isolation of L&D strategy from the overall organization business strategy is one of the major factor which hindered the effectiveness of L&D programmes.

Many scholars argue that L&D should play a more proactive role in the organization by contributing in formulating the organization business strategy (Lee, 1996 and Anderson, 2010). Besides, Lee (1996) came up with the term training maturity which is used to describe the level of sophistication which the organization has with regard to training and the extent to which training helps to shape and formulate the firm strategy. Thus a model was proposed starting from no systematic training where organizations rely on an unstructured and informal process of learning to the top level where L&D strategy shapes the organization strategy rather than follow it.

2.6.2 Management Support for L&D

Although Garavan (1991) listed top management support and line management commitment in separated points, many authors perceive they are inseparable. In this context, Albahussain (2000) states that L&D is a joint responsibility. Therefore, for L&D to be successful, the support of management, supervisor, and line managers is paramount. In addition, L&D units should work in alliance and integration with all levels of the organization.

The role of top management is expected to be supportive and active as they give the overall direction mission and objective (Olian et al., 1998). Besides, the top management should communicate each units of organization that the L&D outcomes is expected to be clear.(GAO, 2004). The middle managements play vital role in demonstrating the link between the L&D activities and firm's mission and objectives. The front line manager's role includes the provision of data about L&D needs.

They also play a key part in supporting employees and in creating conducive environment for them to receive feedback and engage in subsequent L&D programmes. (Boydell and Leary, 2003). Kontoghiorghes (2001) shows that the supervisory support is influential in training transfer and acquiring new skills and knowledge. McCracken and Wallace (2000) emphasize that the top management support should be replaced by the management leadership rather than be supportive.

Therefore, it could be argued management support is vital for successful L&D activities and effective training transfer of new skills and knowledge in work place.

2.6.3 Integration with reward and performance management system

Learning and development activities should be integrated with other functions of the company. According to Armstrong (2008), performance management process must be utilized to identify learning and development needs. Besides performance and management activities may be a tool to employee development. As to reward system, employees are valued and rewarded for the level of skill and competency they reach (Armstrong, 2008). Hence, the reward system of the company must be linked to the employee development program.

2.7. Summary of Review of Related Literature

Reviewing the related literature highlights the way L&D is practiced and its various elements. To do this study, the most important elements in Learning and Development practice i.e., alignment of L&D with business strategy, management support, L&D evaluation mechanisms, integration with reward and performance management system and the nature of L&D system. In strategic human resource development, human resource practices must be integrated to achieve a higher level of performance, providing it also achieves high levels of fit with its competitive strategy. Management involvement in L&D programs creates a good climate for new skills and innovation. Top management commitment towards L&D elevates all management engagement. These factors coupled with a systematic approach of L&D could be heightened the success of L&D practice. Moreover, without evaluation of L&D outcomes; realization of impacts as well as potential future improvements cannot be considered (Armstrong, 2008). The overall research framework is shown next.

2.8 Theoretical Framework for Learning and Development Practice

Learning and development practice

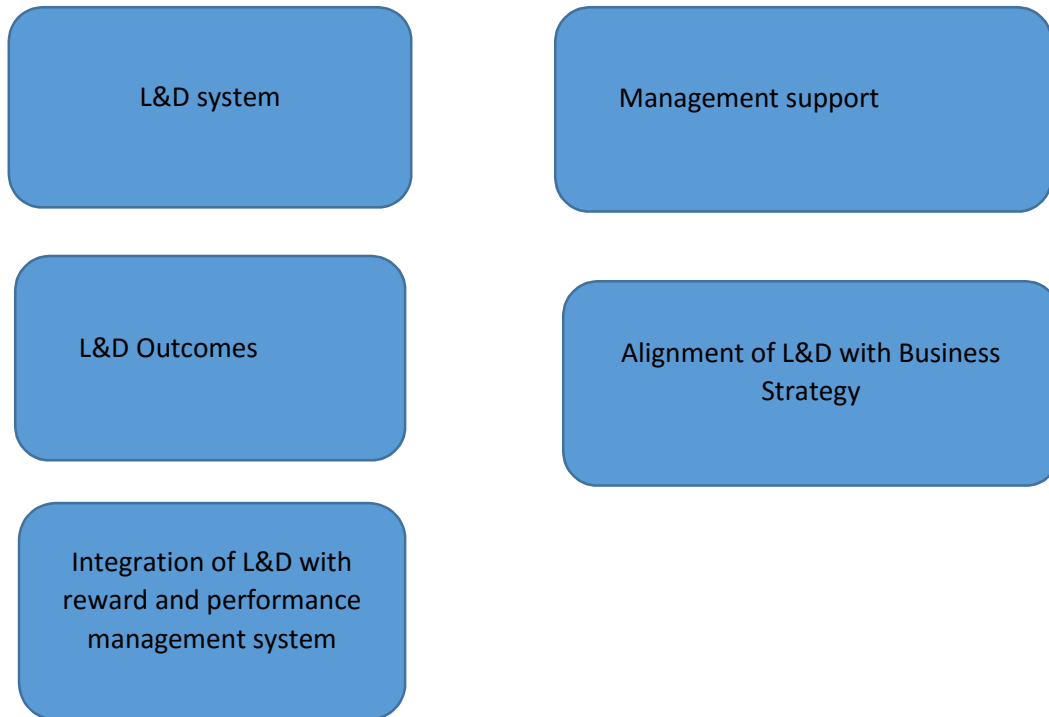


Figure 2.1 Theoretical framework of L&D practice

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter incorporates the detail research design and methodology in general. It explain the research design, the sample size and sampling technique, data source and collection method, procedure of data collection uses to analyse and to get the proper assessment result from Dashen Bank.

3.1 Research Design

The study was conducted using mixed research approach. The rationale for combining both quantitative and qualitative data is important to better understand a research problem by combining both numeric values from quantitative research and the details of qualitative research in order to neutralize limitations of applying any of a single approach. According to Creswell (2011), the mixed research approach uses separate quantitative and qualitative methods as a means to offset the weaknesses inherent within one method with the strengths of the other method.

Descriptive method of research was used. Descriptive method of research design helps to clearly describe relevant aspects of the phenomenon of interest about a particular individual, group, or situation (Sekaran, 2003). For the purpose of describing L&D practices, questionnaire was developed.

3.2. Method of Data Collection

The data for the study was collected using questionnaire and interview. Questionnaire consisting of semi structured or close-ended and open ended questions were used to collect the primary data for the study from selected samples in order to take the opinions of Branch managers and employees on L&D practices of the banks and to complement the data which were obtained through distributing to Human resource officers .

In making appropriate and valuable study, researcher applied self-developed questionnaire that was prepared based on tested sample research questions. The questionnaire has 4 point Likert scales ranging from 1- strongly disagree to 4- strongly agree. The reason for choosing questionnaire as a means to gather data is to keep the confidentiality of the respondent and so the answer could be as honest as possible

In all, 359 questionnaires was distributed to the selected samples and the researcher personally collected 344 questionnaires. The interview was conducted for 15 senior human resource officers of Dashen Bank

3.3 Target Population

The population used for this study is Dashen bank employees and managers residing in Addis Ababa. According to National bank of Ethiopia `s quarter report 2016/17, there are a total of 90 branches that all Dashen bank are having in the city.

The respondents are employees, Human resource officers and Branch managers. Human resource officers are responsible for Human resource practices at the corporate level and therefore they are in the best position to describe the various human resource activities of their banks. Thus, collecting information from the employees, human resource officers and Branch managers would well supplement the focus of this study.

3.4 Sampling Technique and Sample Size

According to Sekaran (2003), sampling is “the process of selecting a sufficient number of elements from the population, so that a study of the sample and an understanding of its properties or characteristics would make it possible for us to generalize such properties or characteristics to the population elements.” The samples are drawn from the total collection of all members (population) about which this study wishes to draw conclusions. The population for this research is 3522 which includes Head office employees and city branch employees of Dashen bank situated in Addis Ababa.

Qualitative researchers make use of almost solely purposive sampling strategies (Gelo et al., 2008). Purposive sampling was used in selecting senior HR officers for interview. The rationale behind this sampling is senior HR officers has got more experience of Human resource Therefore, 359 respondents were selected as per sampling method used.

When the target population size is known, Yamane's (1967) provides a simplified formula to calculate sample size. His formula was used and it is presented as follows.

$$n = \frac{N}{1 + 0.05^2 * N}$$

Where, n= sample size N= population size e= the desired level of precision Krejcie and Morgan, (1970) suggest that for business and social science research a confidence level of 95 percent, margin of error ± 5 percent is acceptable. So based on Yamane's formula sample size is determined as follows.

$$n = 3522 / (1 + 3522 * 0.05^2) = 359$$

3.4.1 Sampling Frame

Table 1 shows the details of the sample frame. The third column (sub population) indicates the number of employees in city branches has in Addis Ababa city where as the forth column indicates the number of employees selected from each bank.

Table 1 Sample size determination

S.No	Name of the Bank	Population	To be distributed
1	Head office	1080	110
2	City Branches	2442	249
	Total	3522	359

3.5 Methods of Data Analysis

Quantitative procedures combined with some qualitative procedures was used to analyse the data collected for this study. The qualitative data obtained through the open ended questions and interview will be analysed qualitatively and presented in the form of a summary.

On the other hand, the quantitative data obtained through the questionnaires analysed descriptively in terms of frequencies and percentile values and the results will be presented in tables.

The data that were collected from employees through questionnaire was analysed by the help of SPSS software version 24.0. Cronbach's alphas were calculated for testing the reliability of the scales used in this study. Third, frequency statistics were calculated to get information about the percentile and frequency for each of the variables of interest. Fourth, through the data the researcher tried to give answer for the research questions.

Then, the findings interpreted and discussed in relation to the research questions, literature review and the theoretical framework regarding L&D practice. .

3.6 Validity and Reliability

Validity: is the strength of our conclusions, inferences or propositions. It involves the degree to which you are measuring what you are supposed to, more simply, the accuracy of your measurement (Adams et al, 2007). Triangulation is defined to be “a validity procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a study” (Creswell & Miller, 2000).

In this study triangulation results from the use of multiple data collection methods including questionnaires, interview and document analysis. Interview respondents were 15 senior human resource officers who are likely to provide consistent and reliable data.

The reliability of questionnaire was tested each set of items using Cronbach Alpha.

Table 2 Reliability

Constructs	Cronbach`s Alpha
Business Strategy alignment with L&D	0.889
Management Support	0.704
L&D system and practice	0.743
L&D effectiveness	0.808
L&D integration with HR function	0.748

Reliability: estimates the consistency of the measurement or more simply, the degree to which an instrument measures the same way each time it is used under the same conditions with the same subjects.

3.7. Ethical Issues

Before the research was conducted on the selected bank, the researcher informed the participants of the study about the objectives of the study, and was consciously consider ethical issues in seeking consent, avoiding deception, maintaining confidentiality, respecting the privacy, and protecting the anonymity of all respondents

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This section of the study deals with presentation, analysis and interpretation and discussion of the data gathered through questionnaires, interview as well as the document analysis.

4.1 Data analysis

The collected data is analysed to answer the basic questions of the study by categorize it in to the following groups.

- How does the learning and development align with in the business strategy of finance organisations?
- How does the management support the learning and development practice in the organization?
- What is the nature of L&D practice in the Dashen Bank?
- What mechanisms are employed to evaluate impacts of L&D in the Bank?
- How does the L&D integrated with the other human resource development elements?

4.1.1 How does the learning and development align with in the business strategy of organization?

Table 3 Alignment of L&D with Business strategy

Item	Level of agreement				Total	
		SD	D	A		SA
L&D STRATEGIES AND PLANS REFLECT ORGANIZATION CAPABILITY REQUIRMENTS AGAINST BUSINESS OUTCOMES..	N			207	137	344
	%			60.2	39.8	100
LEARNING OBJECTIVES ALIGNES TO HR PLANNING.	N		69	206	69	344
	%		20.1	59.9	20.1	100

On the learning and development strategies and plans reflect organization capability requirements against business outcomes, the Majority 207 (60.2%) of employees from Dashen Bank agree, while 137(39.8%) is strongly agree .It indicate that the L&D strategy tailored to match the business needs of the company.

From the above table it is possible to understand that most of the employees do agree with the statement of “learning objectives aligns to human resource planning and business needs”. Out of the total population 69(20.1%) disagree, 207(59.9%) agree and 69(20.1%) strongly agree.

4.1.2 How does the management support the learning and development practice of employees in the finance sector?

Table 4 Management support

Item	Level of agreement					Total
		SD	D	A	SA	
TOP MANAGEMENT INVOLVE IN L&D OF ORGANIZATION TO ENSURE THE COMMITMENT OF ALL MANAGEMENT.	N	19	76	106	143	344
	%	5.5	22.1	30.8	41.6	100
THE BEHAVIOR OF TOP MANAGEMENT CONSISTENTLY DEMONSTRATE THAT LEARNING IS VALUED IN OUR ORGANIZATION.	N	7	91	97	149	344
	%	2	26.5	28.2	43.3	100
LINE MANAGERS ARE COMMITTED TO L&D ACTIVITY INTENDED TO IMPROVE PERFORMANCE.	N	3	175	95	71	344
	%	0.9	50.9	27.6	20.6	100
LINE MANAGERS PROVIDE RIGHT KIND OF CLIMATE TO IMPLEMENT NEW IDEAS AND METHODS ACQUIRED BY THEIR SUBORDINATES DURING TRAINING	N	51	119	101	73	344
	%	14.8	34.6	29.4	21.2	100

Reference to the above table 106(30.8%) and 143(41.6%) of employees agree and strongly agree with the statement. On the other hand 19(20.1%) disagree with statement. The result implies that the top management concerned and valued learning and development practice.

The above table shows that 43.3% of respondents strongly agree with top management consistency in demonstrating that L&D is valued.2%, 26.5% and 28.2% of respondents

strongly disagree, disagree and agree respectively. This indicate that top management established heightened profile for learning.

From the above table it is possible to understand that most of the employees disagree with the statement of “line managers are committed to L&D activity intended to improve performance”. Out of the total population 175(50.9%) disagree and 3(0.9%) strongly disagree whereas 95(27.6%) and 71(20.6%) agree and strongly agree respectively. It entails most of the employees hesitate line managers` commitment toward L&D activity intended to improve employee performance.

Line managers see the operation of L&D at the operational level and identify important performance-related needs; they must be committed to L&D effort intended by providing objective data about L&D needs (Harrison, 2002).

The agreement level of the respondent shows that most of the employees 51(14.8%) and 119(20.1%) strongly disagree and disagree. While 101(29.4%) agree and 73(21.2%) strongly agree. The result indicate that majority of the employees believe that line managers failed to provide right kind of climate to implement new ideas and methods acquired by their subordinates during training.

4.1.3 What is the nature of L&D system and practice in the organization?

Table 5 L&D system and practice

Item	Level of agreement					Total
		SD	D	A	SA	
THE ORGANIZATION HAS STRUCTURED AND ACCOUNTABLE APPROACH TO THE MANAGEMENT OF L&D.	N	35	58	175	76	344
	%	10.2	16.9	50.9	22.1	100
ALLOCATION OF RESOURCES IS PROPORINATE TO THE NEED THAT THE LEARNINING IS DESIRED TO ADDRESS	N	20	18	193	113	344
	%	5.8	5.2	56.1	32.8	100
ALLOCATION OF RESOURCES IS PROPORINATE TO THE NEED THAT THE LEARNINING IS DESIRED TO ADDRESS	N	44	11	142	147	344
	%	12.8	3.2	41.3	42.7	100

L&D PRACTICES HAVE IMPROVED KNOWLEDGE AND SKILL OF EMPLOYEES	N	44	11	142	147	344
	%	12.8	3.2	41.3	42.7	100
L&D FUNCTION IN THE COMPANY IS SUCCESSFUL IN ACHIEVING ITS OBJECTIVES.	N	31	50	105	158	344
	%	9	14.5	30.5	45.9	100

As shown in the table majority of the employees 175(50.9%) agree with the organization has structured and accountable approach to the management of L&D. Similarly 76(22.1%) of the respondents strongly agree with the statement. According to the above table 35(10.2%) and 58(16.9%) strongly disagree and disagree with statement respectively. The result signifies that the organization has systematic approach to the management of L&D.

According to the above table 193(56.1%) and 113(32.8%) the respondents support that allocation of resources is proportionate to the need that the learning is desired to address while the 20(5.8%) and 18(5.2%) of respondents strongly disagree and disagree with the statement. Based on the result it can be concluded that the organization allocate adequate resources to the need that the learning is desired to address.

Out of the total respondents of Dashen SC, 142(41.35%) agree L&D practices have improved knowledge and skill of employees while 147(42.7%) strongly agree and 44(12.8%) strongly disagree and the rest 20(5.8%) disagree. Meanwhile from this table, it is possible to say that the L&D practice in the firm is successful in improving the competency of employees.

The agreement level of the respondent shows that most of the employees 105(30.5%) and 158(45.9%) agree and strongly agree. While 50(14.5%) and 31(9%) disagree and strongly disagree. The result indicate that majority of the employees believe L&D function in the company is successful in achieving its objectives.

4.1.4 How does the L&D integrated with reward and performance management system?

Table 6 L&D integration with reward and performance management

Item	Level of agreement					Total
		SD	D	A	SA	
BENEFITS AND COMPENSATIONS ARE DESIGNED TO SUPPORT L&D PROCESS.	N	43	105	98	98	344
	%	12.5	30.5	28.5	28.5	100
EXISTING REWARDING SYSTEM IS USED TO L&D TO ACHIEVE DESIRED ORGANIZATIONAL GOALS.	N	69	207	68		344
	%	20.1	60.2	19.8		100
PERFORMANCE MANAGEMENT PROCESS IS USED TO IDENTIFY L&D NEEDS IN THE ORGANIZATION.	N	134	141	69		344
	%	39.0	41.0	20.1		100
PMS IS CLEARLY USED AS A TOOL TO DEVELOP EMPLOYEES IN THE ORGANIZATION	N	1	131	143	69	344
	%	0.3	38.1	41.6	20.1	100

As depicted in the above table the majority of respondents which accounts for 105(30.5%)and 43(12.5%) disagree with the statement while 98(28.5%) of respondents agree. This indicate that the benefit and compensation was not aligned with L&D efforts.

The respondents level of agreement regarding statement “benefits and compensations are designed to support L&D process” range from “Strongly disagree” to “Agree”. However majority of respondents tend toward disagreeing, i.e. 60.2% showed strongly disagree and 20.1% of respondents against the stated statement. 19.8% of respondents replied agree with the statement. This implies the respondents did not believe that L&D are aligned together with reward system of the organization.

As the above table shows 40.1% and 20.1% of respondents agree and strongly agree that the performance management process is used as tool to identify employee development needs. It implies that performance appraisals used for L&D need assessment.

As per the above table, 41.6% and 69% of respondents agree and strongly agree with the statement where as 38.1% and 0.3% of respondents disagree and strongly disagree. This implies that performance management system used to employee development.

4.1.5 What mechanisms are employed to evaluate impacts of L&D in the sector?

Table 7 L&D outcomes

Item	Level of agreement					Total
		SD	D	A	SA	
INTENDED OUTCOMES FROM L&D HAVE REASONABLE POTENTIAL TO CONTRIBUTE TO IMPROVED PERFORMANCE AT INDIVIDUAL, GROUP AND ORGANIZATIONAL LEVEL.OF L&D.	N	19	69	131	125	344
	%	5.5		38.1	36.3	100
OUTCOMES OR RESULTS ARE ANALYZED FOR THEIR VALUE OR BENEFIT IN RELATION TO COST OR RETURNS ON INVESTMENT WHERE APPROPRIATE.	N	69	69	137	69	344
	%	20.1	20.1	39.8	20.1	100
LEARNERS ARE SATISFIED WITH ACCESIBILITY AND QUALITY OF L&D.	N		138	137	69	344
	%		40.1	39.8	20.1	100

The above table indicates that only 69(20.1%) of the respondent disagree with the statement but 131(38.1%) and 125(36.3%) respondents agree and strongly agree respectively. It implies that most of the employees believe that L&D objectives has been met.

The majority 137 (39.8%) of the total respondent employees of Dashen SC with the statement, while 69(20.1%) strongly agree about the L&D outcomes are analysed in relation with the cost or returns.

According to the above table, the majority 138(40.1%) disagree, while 137(39.8%) agree, and 69(20.1%) strongly agree about learners are satisfied with accessibility and quality of L&D. From the table we can infer that employees are not satisfied with the quality of L&D.

4.2 Interview Analysis

To gather more information about employee Learning and development practice of Dashen Bank both structured and unstructured interview questions were forwarded to the learning and development senior officers of Dashen Bank. Interviewees' responses to the questions are depicted briefly as follows.

- **The Existence of Learning and Development strategy:** Dashen Bank has a learning and development strategy. L&D strategy helps the bank to formulate L&D plans and L&D objectives.

Management outlook toward L&D: In Dashen Bank, Top management shows commitment in allocating adequate fund needed to implement the Learning and development program. Adequate fund is budgeted at the beginning of the new fiscal year to carry out effectively Learning and Development programs. According to interviewee, line managers failed in creating good working environment for new skills and innovations.

Horizontal and Vertical Integration of L&D: As the company aligned L&D strategy with it's the organization's overall objectives and strategies. But the company fails to integrate its reward system with Learning and Development. As per senior officers, the company links the performance management system in order to identify L&D needs..

The base for selecting right trainees for the right trainings: For internal training and development programs, work unit heads and line managers are responsible to nominate appropriate trainees for appropriate training. Right trainees were selected by taking in to consideration their past and current job performance, (performance evaluation), the number of years of service in the bank and the nature of jobs they were assigned for. For abroad trainings, top management were responsible to nominate appropriate trainees.

Management Development: As the interviewee said, the bank gives management development trainings for front line managers and Middle level managers.

Training methods : In Dashen Bank, appropriateness of the facilities for the objectives it is aimed is the basic factors considered in selecting instructional methods and media. Moreover, desired training program content, trainer preference and capabilities are also considered.

4-3 Documentary Analysis

This section aims to represent the L&D document analysis. The purpose is basically to explore the construction of the L&D unit, in terms of and positioning in organizations structure.

Learning and Development department structure: Initially, it is important to describe the HRD division structure as Learning and Development department is located under this directorate`s supervision. In this regard, the HRD division was established along with the establishment of the company. The HRD division is affiliated with Vice president of Resource and Facilities. According to this company`s classification, HRD directorate is considered to be within the middle managerial level. Basically; the HRD division consists of three main departments: the Performance Management Department; Learning and Development Department; Succession Career Development Department.

According to the organizational structure, the Learning and Development department should report to the HRD division manager who reports to the Vice President for Resource and Facilities. The latter reports to the President.

Strategic Position of L&D - This long hierarchal line indicates that the Learning and Development department is not considered to be significant enough to report to the CEO directly. Moreover, it shows that it does not have sufficient independence to make autonomous decisions. This point reinforces the idea that the HR division is considered to be functional division rather than a strategic one.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

A study has been conducted to assess Learning and Development practices in Dashen Bank. Based on the data presented and analysed in chapter four of this study, the following summary of finding, conclusion and recommendations are drawn.

5-1 Summary of findings

The following findings are drawn based on the cumulative result of Dashen Bank employees.

1. **Learning and Development alignment with business Strategy:** It is confirmed that the L&D strategy and plans reflect organization capability requirements against business outcomes. Learning objectives aligns to Human resource planning .This shows the vertical integration of L&D with the company business strategy.

2. Management support

The management support towards L&D practice has two faces in the Bank. The top management commitment in ensuring the focus of all management and making learning is valued. But the line managers failed in creating good climate for trainee`s to demonstrate new skills as confirmed by the respondents.

3. **Nature of Learning and Development Practice:** In Dashen, It is found that the organization has well-structured L&D function. The respondents agree that the company allot sufficient fund for L&D practice. The respondents suggest that the L&D activities were able to improve skills.

4. **Integration with other HRM activities:** As per respondents, there is a link between the performance management system and L&D practice. It was assured that the performance management process has been utilized for identification of L&D needs. The respondent claim that there were no integration of L&D with the reward system of the company.

5. **L&D Effectiveness:** It is found that most of the employees believe that L&D objectives has been met. The L&D outcomes are also analysed in relation with the

cost or returns. But the finding shows that employees are not satisfied with the quality of L&D.

5.2 Conclusion-

- ✦ Based on the findings, it was observed that the DB developed L&D strategy which helps to formulate L&D plans. The L&D strategy reflected organization mission and objectives. It is clear that the results obtained the L&D strategy aligned with business strategy.
- ✦ The top management support towards employee development is positive .But the involvement of line managers is neglected. Line managers has been shown low engagement in creating good environment to new skills and innovation.
- ✦ Performance management process has been utilized for employee development and to identify L&D needs .This the strength of the company and helps to extract benefit from integration of both functions.
- ✦ The existing reward system has no link with L&D activities of the organization.. Benefit and compensation did not support the L&D practice, which did not attract trainees to participate in the training process as desired.



The L&D budgets, inputs and facilities were in a good position to deliver effective training.

5-3 Recommendations

Based on the findings and conclusions made from this study, the following recommendations can be forwarded.

- Learning and Development activities largely help an organization to accomplish its goals and objectives. This is possible when L&D efforts are linked with reward system of the company. Employee's development programs should be attached benefits other than learning transfer. Therefore, all concerned bodies have to exert effort to integrate the reward system of the company with employee development activities. In doing so, it is recommended that there should be integration of both human resource activities.

- It recommended that the DB should involve line managers in supporting L&D programs. According to Garavan et al(1995), It is recommended that the if managers from all levels believe in, understand and support the objectives of L&D, they can create good opportunities for employees to engage successfully in L&D efforts and effectively implement new skills and knowledge acquired at training sessions.
- Setting L&D objective at the start would help managers to decide whether the trainings are good enough for the attainment of organizational goals and directs the trainers to know what to train and trainees to decide whether the objectives set are related to accomplishment of their tasks. Thus it is recommended that the preparation of training objectives should be done with meaningful participation of all concerned bodies.
- The quality of training service provision of the bank largely depends up on having qualified and motivated trainers. To this end, it has to develop and ensure satisfaction of employees and it is also can attract and retain professionals, trainers, consultants and researchers.
 - Types and range of Learning and development should be all rounded. That is, it is better to take into consideration of career development and management development programs.

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**ADDIS ABABA UNIVERSITY,
FACULTY OF BUSINESS AND ECONOMICS,
THESIS ON THE LEARNING AND DEVELOPMENT PRACTICES OF
ETHIOPIAN FINANCIAL SECTOR
[MBA PROGRAM]**

Survey Questionnaire

The purpose of this questionnaire is to assess the overall L&D practices of Ethiopian financial sector. Your valuable feedback is a basis for the researcher to determine the current L&D practices in terms of its relevance, appropriateness, capacity building, reaction, performance on the job and outcomes. The study is purely for academic purpose and thus doesn't affect you in any case. Your genuine, frank and timely response is vital for the success of the study. Therefore, I do kindly request you to respond to each question carefully and responsibly.

Note: - No needs of writing your name. Where alternative answers are given, encircle your choice and put "x" mark where necessary; and please return the completed questionnaire in time. Thank you, in advance for your cooperation and timely response.

1. Please State the approximate number of employees working in your Organization

2. How many Human Resource professionals in your HR Department?

3. Are there specialists in Learning and Development?

Yes

No

Keys:

SDA: Strongly Disagreed

DA: Disagreed

A: Agreed

SA: Strongly Agreed

Part I – Please

TICK sign (✓) to your levels of

agreement in each of the following items with regards to your organization

L&D Alignment with Business Strategy	SDA	DA	A	SA
	1. Our organization does have Learning and Development strategy			
2. Learning and development (L&D) strategies and plans reflect organization capability requirements against business outcomes				
3. Learning objectives aligns to HR planning and business needs				

L&D Integration with Other HR Functions	SDA	DA	A	SA
	4. Learning and development practices are linked to human resourcing plans			
5. Benefits and compensation are designed to support learning and development processes				
6. Existing rewarding system is used to advance learning and development to achieve desired organizational goals				
7. Learning practices are exercised in-line with career development processes				
8. Performance management processes is used to identify Learning and Development needs (skill and behavioral) in the organization.				
9. Performance Management System is clearly used as a tool to develop employees in the organization.				

L&D System and Practice	SDA	DA	A	SA
	10. The organization has a structured and accountable approach to the management of L&D			
11. Allocation of resources is proportionate to the need that the learning is designed to address				

12. Learning and development practices have improved knowledge and skills of employees				
13. L&D function in the company is successful in achieving its objectives				
L&D outcome	SDA	DA	A	SA
14. Intended outcomes from learning have reasonable potential to contribute to improved performance at individual, group and organizational level				
15. Outcomes or results are analyzed for their value or benefit in relation to cost, or as returns on investment where appropriate				
16. Learners are satisfied with the accessibility and quality of L&D				
17. Outcomes are analyzed and framed in relation to business goals				

Indicator-Management Support	SDA	DA	A	SA
30. Top management involve in L&D of organization in order to ensure the commitment of all management				
31. The behavior of top management consistently demonstrates that learning is valued in our organization, and managers consistently make learning a priority				
32. Line managers are committed to L&D activity intended to improve performance				
33. Line managers provide right kind of climate to implement new ideas and methods acquired by their subordinates during training.				

INTERVIEW

1. Does the company have Learning and Development Strategy to formulate L&D plans?
2. Does the company allot sufficient fund to carry out L&D programmes?
3. How does the performance management of your organization integrate with L&D?
4. What the mechanisms of evaluation of L&D are out comes?
5. How does the company link L&D goals to its overall goals and objectives?
6. At which level does the company evaluate the effectiveness of its L&D programmes? For example individuals, groups, job or company? Why?