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DEPARTEMENT OF HUMAN RESOURCES MANGEMENT

**THE ASSESSMENT OF EMPLOYEE TRAINING AND
MANAGERIAL DEVELOPMENT PRACTICES**

(IN THE CASE OF UNITED BANK S.C)

**A THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY SCHOOL OF
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FOR MASTER OF ARTS DEGREE IN HUMAN RESOURCES
MANAGEMENT**

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MASTERS' PROGRAM IN HUMAN RESOURCES MANAGEMENT

**THE ASSESSMENT OF EMPLOYEE TRAINING AND MANAGERIAL
DEVELOPMENT PRACTICES**

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ABBREVIATIONS

ADDIE - Analysis, Design, Development, Implementation and Evaluation

KSA- Knowledge, Skill and Ability

OJB- On the job training

ABSTRACT

In this competitive world, organization requires employees who have the necessary skill and knowledge and experiences in order to survive the competition. Employees' training and Managerial development are one of the methods organization use to obtain the necessary skill, knowledge and attitude. The main objective of the study was to assess the training and development practices in united bank. The bank has 65 branches located in Addis Ababa and 56 branches are located in major cities in the country. The bank employ are around 1,700 in Addis Ababa. A total 221 bank employees and 97 assistant and branch managers participated in the study. The research approach of the study was a Quantitative research. A convenient sampling was used in this study. The data was collected through interviews and questionnaire the data's were analyzed using a descriptive analysis. The study indicates that the bank has overall good practices in the training where, majority of the employees agreed in the design, development, implementation and evaluation of the training process. However, the study also indicated that the bank does not analyze the impact of training on employees. Similarly, the study also indicates that majority of the participant agree in the design, development, implementation and evaluation of the training process. However, the bank should also have a specific training schedule and should develop procedure on evaluation the impact of training and Managerial development.

CHAPTER ONE

1.1 Background of the Study

In the competitive world of business, having a resource and utilizing it is vital for organization to sustain their competitiveness. The human resource is one of the resources that have important role to play in the organization. In order to develop the skill, ability, knowledge and to be competitive, training and development programs are required.

Training and development programs are planned, continuous effort by the organization to improve employees' competency level and performance. Training and development are usually used interchangeably; however there are distinctions between these two terms (Mondy, 1998). Training can be defined as a tool used by organization to enable the skills or behavior of employees' crucial for the performance in their jobs. It gives employees an opportunity to learn and develop while creating conducive work environment which results in attracting new talents and achieve the business strategy (Noe et al, 2008). It helps organization in instructing their employees on what they supposed to do and how they want them to do it. Training is also defined as program that enables employees to develop the skill and knowledge necessary to perform in their current job and develop for the future (Gray et al, 2010). On the other hand, development refers to acquiring knowledge, skill and abilities that enable the employees' to face the challenges and requirement demanded by the job.).

Development programs are designed to give employees opportunity to learn beyond today. It focuses on the future of employees in the organization. It supports employees to keep up with the new technology changes and growth of the organization (Mondy, 1998). There are development programs that are specifically given to the managers this are called Managerial development. Managerial development is programs that are used to develop individual skill, ability and knowledge in order to make the individual competent on their job. It is a learning process where by the organization plan to improve the effectiveness of its employees (Maphatar, 2010). Its purpose of designing this program is to make a permanent change in the behavior and performances and enable them to do their current and to the higher positional jobs in the future. (Maphatar, 2010).

Past research has shown a positive relationship between training and development with job satisfaction and commitment. Absar et al (2011) in their study have indicated that there is positive relationship between training and development with job satisfaction. From the different human resource practice they have studied, training and development programs had a positive correlation with job satisfaction. Vasudevan in his study indicated that the way the training are designed and having a clear purpose affects the employees' work commitment, job satisfaction and performance in the organization. Rowden and Connien stated in Sahinds and Bouris (2007) that training can be used as one of the tools to increase job satisfaction.

Although many researchers have indicated the importance of training and development on employees' job satisfaction and commitment, there are still managers who view training and development programs as a cost to the organization. When organization face difficult situation, the budget for these programs are likely to be cut. This may lead to high turnover and the cost of hiring new employees may affect the profitability and productivity of the organization (Elnaga and Imran, 2013). Designing the training programs is important to improve the performance of the organization, however organization usually don't analyze the aftermath of training and development programs. Whether the skills and knowledge employees learned in training and development programs are transferred on their job is still in doubt.

United Bank S.C was established in September 10 1998 according to the commercial code of Ethiopia. The bank has strived to build itself in progressive and modern banking institution. The bank provides its customers with domestic and international banking services. The domestic services include loan, saving accounts, current accounts, fixed time account and foreign currency deposit while in the international banking includes correspondent banks and Forex bureau service. In addition the bank provides internet banking to its customers. The bank is aiming to strength its customer service its capital base, maximizing return and to keep up with the latest development in technology. The bank has 121 branch offices, where 65 of the branches is located in Addis Ababa and the other 56 branch offices is located in major towns of the country. The bank has developed its own training and development policies and practices. The purpose of the study is to assess the training and Managerial development practices in the bank.

1.2 STATEMENT OF THE PROBLEM

Every organization requires well trained and experienced employees in order to improve performance, as job are changing dynamically, the importance of employees education has come to the spot light. Employees training and development is one of the tools organization are implementing to acquire a permanent change in employees skill, ability, knowledge, attitude and behavior. These practices may lead to a change in what employees know, how they work, and their attitude towards their colleagues, their job and management (Decenzo and Robbins, 2005). When management plan and invest on building the capacity of employees' through training and development programs, organization can cope with uncertain situation while improving employees performance. Employees recognize the interest of the organization; they strive to achieve the goals of the organization and high performance on their job (Elnaga and Imra, 2013).

The united bank has an experience of more than a decade in the bank sector. The bank has training and development policy which contains the methods used in training and development programs and the design of training and development program. From the data collected, the bank has challenge in designing the content of the training. The content of the training and the actual training given is different. Training and development designing refers to a process to develop training and development programs (Noe et al., 2008). The design of training and development programs begin with need assessment followed by instructional design, validation and implementation and then evaluation of the program respectively (Gray et al., 2010). Most organizations have difficulties in evaluating their training and development programs. In evaluation, the focuses should be on transferring the knowledge and skill employees have acquired in training to the job. This requires organization to have work condition that is suitable to apply what they acquired (Noe et al, 2008). The bank has difficulties in progressively evaluating employees' performance after these programs have been given.

Implementing the skill developed from the training and development is important in order to improve employee's performance, be satisfied and committed to organization. There are different tools that the bank uses in order to evaluate employees during and after training has ended however, the bankdoes not analyze the impact of the training and managerial development on employees performance on their job.

1.3 RESEARCH QUESTION

In assessing the training and managerial practices in the organization the following research questions were examined.

1. How does the bank design its training and development programs?
2. How does the bank implement its training and development practices in the bank?
3. Does the bank evaluate the training and development programs it provides to its employees?

1.4 OBJECTIVE OF THE STUDY

The main objective of the study was to assess training and development practice in the bank. The specific objectives of the study were the following;

- to analyze the training practices, procedures that exist with the united bank
- to analyze the Managerial development practices and procedures programs that exist with the bank
- To assess the evaluation process of the training and Managerial development in the bank.

1.5 SIGNIFICANCE OF THE STUDY

In the competitive world of business, possessing employees with the necessary skill, knowledge and ability is vital if the organizations want to stay in their respective sectors for a long time. Training and Managerial development are tools organization use in order to improve employee's performance and productivity. Research has shown that training and development programs have effect on employee's performance and productivity (Vasudevsan2014).

Training and development programs have benefits in the employees as it provides confidence in their self to do tasks that might be difficult or challenging furthermore; it will help employees in obtaining the new skill and knowledge. The main objective of the study is to examine the training and Managerial development practices in the organization. The study hoped that the managers of the bank to see their training and Managerial practices as not cost or provide

training and Managerial programs for the sake of it rather to see these training as way to improve the performance of the organization.

1.6 DELIMITATION

The objective of the study was to examine Training and Managerial Development practices in United Bank. The study was done on the bank branches as the main operation of the bank is done. The bank has more than a hundred branch offices located all over the country, due to time and money branches located in and near Addis Ababa was studied. While doing this study the branch has added eight branches which could not be included in the study. Unfortunately, the study can't be generalized to other Industries or other banks since the study was only on one bank.

1.7 ORGANIZATION OF THE RESEARCH REPORT

The study was organized in five chapters.

Chapter one contains the background of the study, statement of the research problem, the research question, objective of the study, definition of terms, significance of the study and scope of the study

Chapter two deals with reviewing literature related to this study. This chapter will be divided in two, where the first section will be looking at the theory evidence while the second section focuses will be on the empirical evidence

Chapter three contains the research methodology of the study. Under this chapter, the design of the study, conceptual framework, the source of the data's collected, the data collection instrument used, the procedures and method of analysis will be included.

Chapter four comprises the interpretation and discussion of the finding from chapter three while Chapter five deals with the conclusion and recommendation of this study.

CHAPTER TWO

Literature Review

Training and development programs are used to develop not only the productivity of employees but also the organization. This chapter has two sections theoretical framework and conceptual frame work. The theoretical frame emphasize on the definition of training and Managerial development, the process of training and Managerial development and the definition of job satisfaction and commitment .This chapter addressed the different research on the relationship between training and development with job satisfaction and commitment

2.1 Training and Managerial Development

2.1.1 Training

The competitive environment of business forces managers to have capable and experienced employees in the organization. However, having potential employees does not assure their success in the organization rather having employees who know what they are doing and how it is desired to be done is vital. To gain employees who can be competent and capable in the business environment, organization need to train employees. Training can be defined as a tool used to acquire skill, knowledge and abilities that are needed to perform their current job. According to DeCenzo and Robinson (2010),”training is a learning experience” , it permantly change the behavior or attitude, the skill and knowledge of employees. In addition, training changes the way employees know how they work or the attitudes they have on their current job, their relation with their coworkers and their organization. Byars and Rue (1994) agreed that training is a” learning experience “, they asserted that learning is a process by which the organization can acquire skill, concepts, rules or attitude to increase the performance of employees. Training is a planned effort of the organization to enable employees’ to obtain job related skill, knowledge, abilities and attitudes with the goal of applying these to the job. (Noe et al, 2008).

Most researcher and scholars, see training as a way to obtain the KSA’s to perform their job, while others researchers believe that training can be used to achieve the organization objectives and goals. For instance, Vasudevan, defined training as “one of the process organization use to achieve its goals through attracting and managing employees effectively” (2014, p 187).Training enables employees acquire the essential KSA.s for the organization to be productive and attain

the goals they have planned. It is related to the skill the management considered as necessary for the organization to increase the possibility of achieving the organization goals (Sahinidis and Bouris, 2007). For the future success and prosperity of the organization rests on the skilled, knowledge and experienced workforces (Rahman, 2013). Elnaga and Imran (2013) explained that improving the skill of employees is necessary for the organization to achieve its goals. Furthermore, the researchers discussed training as a “bridging the gap between the current performance and standard desired performance” (2013, p 139).

Management need to observe the deficiency employees have in order to fill the gap. The deficiency in the employees’ skill and knowledge can cause employees’ to be frustrated and perform poorly on their job. Chen et la cited in Sahinidis and Bouris(2007) stated that employees who are not well acquainted with their work may feel anxious and frustrated. This may result in feeling less competent and the possibility of leaving the organization. However, not all deficiency that occurs in the organization can be solved by training. Managers need to analyze the organization and Personal before deciding whether the problem could be remedied through training.

The aim of training programs is to enable employees to have the skill and knowledge or attitude to apply in their daily activities so that employees can perform their job successfully (Noe, 2010). More ever, Batool and Batool (2010) stated that the major purpose of organization requiring training is to upgrade the competences and abilities of employees to cope up with the situation and the different task they are assigned in which they can easily understand.

2.1.2 Managerial Development

Organization need to impart a specific knowledge, attitude, skill and abilities of the employees in order to be productive, nevertheless managers also need to consider the overall growth of their employees. This can be done through development. Employees’ development can be defined as enhancing the capabilities and abilities of employees to increase their performance. Development is process that support employees to progress from their current state of understanding and capability they hold to a future state which requires employees to acquire higher level of skill, abilities, knowledge and competence(Armstrong, 2006). The process of development can be anticipatory, reactive or motivational. As an anticipatory process managers can contribute to the to the long term objective of the organization. In reactive, development programs can be used to

resolve difficulties and as motivational, development can help managers to realize their career aspiration (Armstrong, 2006). Development is broad in its nature and multi faced activities (which also include training) which enable to perform their current and new job (Mahapatra, 2010).

Management development is concerned with imparting the skill, experience and attitude that are need for managers to be effective in their job. It is required to have management development for the managers to improve their performance in their present job and prepare them to face new responsibilities that awaits them in the future (Armstrong, 2006). Mahapatra(2010), defined Managerial development as “Management development is planned, systematic and continuous process of learning and growth designed to include behavioral changes in individuals by cultivating their mental abilities and inherent qualities through the acquisitions, understanding and use of new knowledge, insights and skills as they are needed for effective managing” (p 301). Other author such as defined Managerial development in Mahapatra(2010) as planned effort of the organization to achieve the desired performance of employees. On the other hand Flippo also agreed that Managerial development is a process however, he stated in Mahapatra (2010) that the skills and abilities that employees or managers acquire in this process are not only for their current job or position but also for their future. The nature Managerial development Programs includes behavioral change, self-development and continuous process. Managerial development programs require the managers are expected to have a change in their knowledge and ability to perform their job after undergoing these programs. Managers are also expected to self- develop them using this program. Organization will provide them with the necessary facilities however; managers or employees are responsible for their own development Mahapatra (2010).

Management development has its roots from the organization’s mission, strategies and objective (Noe, 2010). It consists of assessing the strategies of the organization, analyzing the present performance of its employees and providing them development programs (Gray, 2011). These programs are required for all level managers not only for the These programs require the support top level of executives. Now days, development is provided not only to management but also for employees that are not managers. Managerial Development is often the result of experience and maturity of employees and require growth in the area such as judgment, responsibility, decision making and communication that are gained through life experience and planned programs, with

job changing, employees are in need of these programs to tackle the different tasks and assignment the job requires (Mathis and Jackson,2008).

2.2 Training and Managerial Development Process

Training and development programs need to be organized and structured in way that address what it was designed for and in return attain the goals and objective of the organization (Mathis, 2008). For these programs to be effective, it requires systematic process that meets the specific needs that organization entails (Noe et al, 2008). Training and development design can be defined as a systematic approach used to develop training and development programs. In structural System Design (ISD) and the ADDIE (Analysis, Design, Development, Implementation and Evaluation) model can used to design these programs. These models are process of systematically developing training and development programs to achieve the specific needs of the organization (Noe et al, 2008). The model has five plans in developing and planning these programs. The first step is need assessment followed by designing, developing and implement these programs and ends with evaluating of the training and developing programs.

2.2.1 Need Assessment

Need assessment indicates the diagnostic phase of the plan. Need assessment considers the performance of employees and organization to determine whether the problem could be solved through training and development programs. . It measures the competence level of its employees as an individual and group as well as the company to meet its strategic plan (Mathis and Jackson, 2008). Need assessment identify the tools that are required to ensure that employees are effective and productive is a tool that helps to identify course and activities that are required to produce work productivity (Mahaptra, 2010). In addition an effective need assessment can lead and serve as basis for next steps in designing the training and development programs (Vasudevan,2014).

A variety of condition can initiate the organization to conduct need assessment. Noe et al (2008), collective names the variety condition as “pressure points” that enforce organizations to train or develop their employees. The “pressure points” includes performance problem, new technology,

and new product, internal and external problems, customer request and lack of basic skill of employees can prompts organization to train or develop their employees. However, it should be noted that not all the problems that occur requires these programs. Managers need to be aware as to whether the problem could be solved through training and development. When conducting a need assessment, it involves analyzing, the organization, person and the task the employees are doing.

Organizational Analysis

The organization analysis is the process of analyzing the appropriateness of training and development programs in line with the organization business strategies. It considers the context of the organization and when the training and development can be applied (Noe et al, 2008). It analyze the need of the organization KSA's that are required for the present and future jobs (Mathis and Jackson, 2010). Analyzing the organization current status helps to identify what it does, how it does it and its member's abilities to do tasks. This can provide some benchmarks to compare with the effectiveness of these programs (Mahapatra, 2010). Organizational analysis involves determining the appropriateness of training and development programs in light with the business strategy, its resource and availability for training and support of managers and peers for these activities. Managers need to be aware of the business strategy the organization is moving towards. Whether its growth or reduction of its employees, or other strategies the organization is following, the training and development programs need to be according to the business strategy. In addition, the resources the organization possesses also need to be considered when conducting organizational analysis. The time, resource and expertise the organization possess needs to be considered as well. Still, the support of managers and peers is vital in these programs. Without the willingness of the managers and peers support on how employees can be more effective through these programs and providing a conducive environment for employees to apply the knowledge and skill on their job, these programs will be waste of energy and time (Noe et al, 2008).

2.2.2 Design

Personal Analysis

The personal analysis identifies which employees are in need of these programs, their readiness and the skill, knowledge and attitude that is required. (Noe et al, 2008). The person that is doing the job should be analyzed for the managers to determine the skill and knowledge the employees are requiring. In assessing the training and development programs, managers should identify the variable that might affect these programs. The primary variables that influence the performance of employees are knowledge and skill. Whether it is a problem of deficiency or to develop employees for the future assignment or roles, managers need to assess their employees. According to Mathis and Jackson (2008), Individual or Personal analysis requires the focuses on individual and how they perform their job. Individual analyses evaluate employees' current competence level with the standard or anticipated need of the organization. The difference between these two may require these programs (Matharpra, 2008)

Task Analysis

The third diagnosis in the need assessment is the tasks employees are performing. Task analysis includes reviewing the job involved with employees' skill and knowledge (Mathis and Jackson, 2008). It provides a detailed study about the job and the required skill of the job employees are performing (Grey, 2011). The characteristics of the job and the person involved should be the concern of this assessment. Job description and Job specification is vital during the assessment as well as the environment and condition the employees are performing will not be overlooked (Noe et al, 2008).

The result from the three analysis can be used as an input for designing the training and development programs, that is why need analysis is essential to be done frequently for the organization to be aware of training needs (Edralin, 2004).

After training and development need analysis has been identified then the next step in Training and development process is to design or plan. The designing the training and development consist of establishing objective and priorities and selecting the methods. The designing process begins with establishing the objective and priorities to be achieved. Establishing effective objective clearly helps the organization to identify what it wants in the department, individual and the organization after training and development has been finalized (Byer and Rue, 1994).

According to Mathis and Jackson (2008), there three objective organizations establish for trainees.

1. Knowledge: - Providing detail information on the training and development and cognitive process.
2. Skill: - Changing behavior that assists in performing the various task employees are required.
3. Attitude: - Making employees be aware and have interest on the essential part of the training.

According to Noe et al (2008), establishing objective of the training and development has many benefits. The first reason they stated was having a clear objective helps employees to be focused and helps them to achieve the objective established. Furthermore, they added that establishing a clear objective facilitate the communication between the trainer and trainee. And finally, establishing a clear objective of the training and development can be used as measurement of whether they succeeded or not. It is also important to have priorities established when training and development is designed. The result from the need analysis might indicate multiple training and development for employees however, organization must prioritize urgent problems and improvement that are required and it should also consider their limitation such as the budget when prioritizing (Mathis and Jackson, 2008). When designing the training and development programs organization should have three primary considerations, learners' readiness, learning style and transfer of training. Transfer of training refers to applying the knowledge, skill and attitude acquired during training and development on their job. Transfer of training is influenced by the climate of transfer, manager and coworker support, opportunity to apply what they have learned and self-management skill however, if employees have not learned anything then the support from employees will not have impact since the transferring of the skill and knowledge is unlikely to be transferred (Noe et al, 2008).

Selection of Training

After designing the objectives and taking the three primary considerations the next is to plan the method of delivering and the content of the training and development. The delivery approach of the training should consider the task and job characteristics in order to impart the knowledge and skill necessary to implement on the job (Vasudevan, 2014). For the training to be effective the method for the training and development should be on based on the design model the organization has. It also require need assessment, work environment and transfer of learning is important to have an impact on these programs to be effective (Noe et al, 2008). There are different methods that are used in training and development.

Training method

There are different methods that organization can use to train and develop employees; some authors divided them in to three categories while others in two; The concern is not how the methods are divided, rather the transfer of the needed skill and knowledge to improve employee's performance. According to Noe et al (2008), they categorized training in two three, hand on method, presentation method and group method

Hand on method

Hands on method are used when there is need for developing a specific skill and behavior and how these skills can be used on the completing the task and issues such as interpersonal issues can be addressed (Noe et al, 2011). Hand on method includes on the job training (OJB), and simulation. OJB refers to techniques that are used when employees are doing their job. It saves time to train employees and can be given when employees are doing on their job regularly (Mahaptar, 2010). OJB can be in the form of Apprenticeship and internship. Apprenticeship is developing employees to do different tasks in the organization while internship or assistantships are usually given to employees who are prospective trainee on a manager; it is combination of class room and OJB (Mahaptar, 2010). Simulation refers to a method that is similar to the work environment or a real life situation that result in minor of the real situation on the job (Noe et al,2008).

Presentation Method

These are methods that are used to present new information, facts, philosophy and problem solving solution or process (Noe et al, 2008). It includes classroom instruction, audiovisual techniques and E- learning. Class room instructions are traditional method of where by the trainer train a group of trainee (Noe et al, 2008). Lecture and discussion are the major part of class room instruction and it is important for the trainer to recognize that employees require different learning style (Mathis and Jackson, 2008). Audiovisual methods are methods that use video and audio aids to train employees (Mahaptar, 2010). The disadvantage of this method is one way communication. E- Learning is method that involves using an internet to train employees.

Managerial Development Method

There are also some managerial development methods that are used to impart skill, knowledge and attitude. There are some specific skill organization uses to develop their employees such as coaching, experience, Mentoring, Job rotation, and on the job training.

Coaching emphasize on the managers responsibility in developing its subordinate (Byars and Rue, 1994). Under this method, managers guide and advise employees in solving managerial problems. Employees are expected to develop their own approach to management with the help of experienced managers (Byars and Rue, 1994)

Experience;- In this method, employees are allowed to learn of their own through their experiences in their daily activities However, this method has a drawback because employees can make a serious mistakes (Byars and Rue, 1994).

Mentoring: - is another method where by employees are developed, Many skill for high position is learned via this method and also provides employees with viable role models, candid feedback, instruction, insight into the organizations politics, guidance and other support that can serves as valued capacities (Greer,2003).

When selecting the methods for training and development it is important to consider some factor such as cost, number of employees, completion of time line, nature of the subject matter, training resource, to train individual or group, self-paced or guided and the purpose of training (Mathis, and Jackson, 2008).

2.2.3 Development

The third process in this model is Development which is concerned with the content of the programs. After the two steps are done, there need to be consideration on the content that is given to the trainees. It is important to consider the training the content because it determines what the employees are learning. According to Lehman (2007), it is not only important to give focuses on the content but also to give emphasize to the how the content will be delivered. He outlined the products that are translated from the content which includes training lessons and guidance's, trainee resources, training and job aids, evaluation instrument, assessment on trainees knowledge skill and attitude and reviewing of implementation and evaluation of the cost.

2.2.4 Implementation

The development or implementation covers the actual training and development and logistic aspect of the training. The logistic aspect includes the venue, food, budget, equipment, resources, transportation and participant (Edralin, 2004). Implementation occurs when employees are actually training (Mathis and Jackson, 2008). According to Noe et al (2008), employees are likely to learn from the training if it is related to their current job or task. In addition, it is better to use acquainted concepts and materials so that they can easily learn. They further added that Practices sessions are required so that employees can implement what they have learned.

2.2.5 Evaluation

The evaluation is important phase in the training and development process. It measures what trainees have learned and what the organization wanted employees to learn (Mathis and Jackson, 2008). The evaluation should be not only at the end of the program but also during the training and development process and any gap between the actual and the expected performance (Mahaptar, 2010). There are many things managers can measure during and after the training ends such as what employees have learned, what extent that they have changed their behavior or result after the training(Gray, 2011).

Evaluating the training and development can have many benefits other than identifying what has been and changed in their behavior or attitude. It also helps in identifying programs that are

ineffective and withdraw it to save time and money. Furthermore, Programs that are weak can be evaluated and given solution (Byars and Rues, 1994). Evaluation can be divided into four areas, the four areas that are used in evaluating training and development is based on Kirkpatrick (1959) model. It is one of the most influential model that is used to evaluate programs (Mahaphar, 2010). It consists of reaction, learning, behavior and result.

1. Reaction: - In evaluating training and development programs include their reaction on the programs. After training, organization need to evaluate trainees reaction to what they have learned and if it significant to them (Gray, 2011). Reaction evaluation can consists of the topic, programs, achievement of the objective, instructor, quality of the environment and suggestion on improvement (Byars and Rue, 1994). Questionnaires can be prepared for the trainees to fill immediately after the training and their reaction can be taken as a proof for improvement in performance (Byars and Rue, 1994).
 2. Learning; - is assessing on whether the objective and goals the training have been achieved (Mahaptar, 2010). According to Gray (2012), it is testing whether trainees' have learned the required skill, concept or principle and facts that required. In order for the organization to know what employees have learned Standard test or trainers can prepare test before and after the programs have ended (Byer and Rue, 1994).
 3. Behavior: - It is evaluating on whether the organization have changed their job behavior. It is one of the most difficult to evaluate than reaction and learning (Byer and Rue, 1994). Behavior evaluating is assessing on whether their performance have changed have the training programs have been administered (Maphatar, 2010)
 4. Result:- the result evaluation is emphasized on the cost versus the benefits. It raises the question of whether the training had benefits rather than just the cost to the organization. It measures the changes of different variables such as reduced turnover, cost, improved efficiency, reduction in grievance etc (Maphatar, 2010). Pretest, post-test and control group are necessary to evaluate result evaluation (Byer and Rue, 1994).
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CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter presents the methodology that was used during the study. It includes the research design, sampling and sampling technique, sources/ tool of data collection, method of analyzing the data that was collected as well as the procedure of data collection and the delimitation of the study.

3.1 Research Design

Research design can be defined as structure with in which the research is conducted .It is a conceptual structure which included the blue print for collection, measurement and analysis of the data (Kohrita, 2004). It can also be defined as a detailed work plan of what needs to be done in order to complete the research or project (De vans, 2001). Furthermore Jonker and Pennink (2010) described research design as “a (flexible) set of assumptions and considerations leading to specific contextualized guidelines that connect theoretical notion and elements to dedicated strategy of inquiry supported by methods and techniques for collecting empirical material.”

There different classification of research design by different researchers, one of the classifications is Qualitative, Quantitative research and the mix of Qualitative and Quantitative research.

Qualitative research can be defined as a systematic approach into an inquiry of complex social setting or process through which observational, interactions, and naturalistic approach is used to uncover social setting that cannot be studied by the traditional scientific research (Bhattacharjee, 2012). While Quantitative research includes a systematic measurement and employing statistics that presumes that reality can be abstracted from their independent context (Bhattacharjee 2012, Marczy et al, 2005). Mixed Method research can be defined as an approach that mix or combination qualitative and quantitative research to a study (Creswell, 2009). In order to answer the research questions Quantitative research approach was adopted. Quantitative research is a means in examining relationship with variables where the variables are measured and analyzed through statistical procedures (Creswell, 2009).

Descriptive type of research was used in this study. Descriptive research is a research that describing a phenomena or a characteristics of an individual or situation. It is simply describes

thedescribes the situation or individual but does not attempt to understand or explain (Adams et al, 2007)

3.1.1 Sampling and Sampling Technique

The main objective of the study was to examine training and development practices in United Bank S.C The United Bank has 121 branch offices where 65 branches and 56 branches are located in the major towns of the country. The bank has a total population of 2500 employees where approximately 1700 employees are employed in Addis Ababa. For the purpose of this study convenient sampling was used.

Convenient sampling refers to a non-probability sampling in which units or people are obtained through conveniently or easily accessible (Saunders et al, 2007). It is the easiest and cheapest sampling where the researcher,. The bank head offices as well as the department and the branches are located all over the country. For this reason, those branches located in and near Addis Ababa which are convenient to the researcher were selected.

United bank has 65 branches operating all over Addis Ababa. These branches have a direct contact with the customers and main operation of the bank relies on these branches to deliver so it is necessary for the bank to train their employees as well as provided development for their managers in order to sustain their competitiveness..

The branches staff is divided into clerical and non-clerical staffs. The main emphasize of the study were the clerical staff of the branches. There are approximately 521 clerical staffs and around 135 branch managers are employed Addis Ababa, in order to determine the sample size of the study Kathari (2004) sample size equation will be used.

$$n = \frac{z^2 \cdot p \cdot q \cdot N}{e^2}$$

$$e^2 (N-1) + z^2 \cdot p \cdot q$$

Where,

N= size of the population

n= size of the sample

e= acceptable error

P= sample proportion of success, p can be determined by $p=1-q$

Z= the value of standard variation

For clerical staff

$$n = \frac{1.96^2 \times 0.5 \times 0.5 \times 521}{0.05^2(521-1) + 1.96^2 \times 0.5 \times 0.5}$$
$$n = 221 \text{ clerical staff}$$

For Assistant and Managers Branch

$$n = \frac{1.96^2 \times 0.5 \times 0.5 \times 130}{0.05^2(130-1) + 1.96^2 \times 0.5 \times 0.5}$$
$$n = 97$$

According to Kathari (2004) sample size determination, 221 training and 97 managerial development questionnaire were distributed to the employees.

3.1.2 Source and Tools/Instrument of Data Collection

The data was collected from primary and secondary sources. The primary data source includes interview with the personal and questionnaires were prepared for employees of the branch. The secondary sources includes books, articles, reports and internet. Two separate close ended questionnaire were prepared for employees who had undergone training and managerial development. Both of the questionnaires had four sections where the first section was on the background information of employees, the second and third section entails on training and job satisfaction respectively while, last section of questionnaire includes questions on commitment.

Questionnaire contain Likert five point scales were used where it ranges from 1=strongly agreed, to 5= strongly disagree.

3.1.3 Method of Analysis

Quantitative data and Qualitative data were collected through questionnaire and interview. These data's were analyzed by using descriptive analysis and inferential analysis. Descriptive analysis includes describing the result found used from different method through percentage, means, standard deviations and range of scores (Creswell, 2009) Descriptive analysis provides as data in the profile, characteristics and composition on the subject of the study. (Kotharia, 2004). SPSS version 16 was used analyze the Quantitative data that was collected.

3.1.4 PROCEDURE OF DATA COLLECTION

From the Kathari (2004) sample size determination 221 training questionnaires and 97 managerial questionnaires were distributed to 20 branches located in and near Addis Ababa. The researcher herself contacted with the Assistant managers and the purpose of the study was addressed. Upon the due date that was set by the assistant managers the questionnaires were collected.

3.1.5 POILT TESTING

Before distributing the questionnaires a pilot study was done on one of the banks. The pilot testing was done in order to ensure employees can understand the questions as well as to make sure there was no problems with wording and measurement. Accordingly, Bekelobet Branch was chosen for the pilot testing and a total of 20 questionnaires were distributed to the clerical staff. Overall some questions were excluded and revised to ensure the main population can understand questionnaire. Furthermore, human resources expert reviewed the questionnaire and was revised accordingly.

3.3 RELIABILITY AND VALIDITY

Reliability

Reliability refers to degree to which the instrument measures the same way whenever it is used in the same conditions with the same subject matter (Adams et al, 2007). It is concerned with the degree of consistence of the instrument. In other words if the measurement of something many times and the result is the same then the outcome is reproducible and the measurement instrument is reliable (Adam et al, 2007). If the measurement is reliable then there is a lesser probability that the result is randomly and measurement error (Marczyk et al, 2005). To ensure the measurement instrument is reliable CronbachAlphatest was applied.

Table 3.1 Reliability Statistics

Item	Cronbach's Alpha
Training	.720
Managerial Development	0.87

Source: Own Survey, 2015

In cronbach's alpha reliability test, the closer to 1 the greater the internal consistency(Ismail,) the cronbach alpha measures

- Reliability less than 1 considered to be poor
- Reliability in the range of 0.7 is considered to be acceptable
- Reliability more than 0.8 is considered to be excellent.

From the table indicates the cronbach's alpha for training is 0.720 and managerial development is 0.87.If the alpha greater than 0.7 there is an internal consistency. According the result from the cronbach alpha indicates that the measurement is above 0.7 indicating internal consistency.

Validity

Validity refers to the degree to which the measurement actually measures what it supposed to measure (Kothari, 2004). According to Adams et al (2007), Validity is “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”. The researcher herself developed the training questions to ensure to measure what it is supposed to measure Furthermore a human resources expert reviewed the questionnaires to make sure the instrument measure actually supposed to measure.

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3.5 VARIABLES

3.5.1 Training and Managerial Development

Human resources is one of the vital factor that can affect the performance of the organization. Their level of efficiency and productivity is assumed to increase the organization performances. One of the different strategies organization use to increase performances is employees training and development (Gamage&Imbulana, 2013).Employees training and development is one of the influential factors that can shape employees attitude and motivate to display discretionary employees which can lead to job satisfaction (Latif, 2014). Kathikeyank et al stated on Rahman (2014), that employee have responsibility in accomplishing the different tasks provided by the organization. It is necessary for the organization to provide training programs that can improve their performance as well as the organization. The way in which this training and development is designed can have an effect on employee’s job satisfaction and commitment (Vasudevan, 2014).

ADDIE(Analysis, Design , development and Implementation and Evaluation) is one of the models that can be used when designing the training and development programs. There five processes in the model Need Analysis, Design, Development, Implementation and Evaluation. The Need analysis is the first step in the process of training and development process, it concerned with identifying the gap between what is expected and the actual performances while the design is establishing the objective and priorities of the training and development (Byer and Rue, 1994). In the development process concerned with the content of the training and

development program while the implementation is preparing the necessary facilities as well as resources that are vital for an effective training and development process (Lehman 2007 , Edralin 2004). The final step in the model is the Evaluation is concerned with measuring what the organizations want them to learn or acquire (Mathis and Jackson, 2008).

3.6 Ethical Consideration

The head office was contacted during the training and with the permission of the head offices a letter of request for cooperation was send to the 20 branches. Then questionnaire was distributed to through the assistant managers. The front page of the study which indicated the purpose of the study and a separate section was provided for the confidentiality of the information and a signature that the respondent had read the confidentiality clause.

CHAPTER FOUR

RESULTS, DISCUSSION AND ANALYSIS

This chapter presents the result or findings and interpret and discussion of the findings. The chapter has two sections where the first section entails the descriptive analysis of the background information, Training and managerial development and job satisfaction and commitment. The second section includes the relationship between training and development with job satisfaction and commitment.

4.1 TRAINING PROGRAM PROCESS

A total number of 221 training questionnaire and 97 managerial questionnaires were distributed to the employees of 20 bank branch managers (see the list of the bank at Appendix). Out of the 221 training questionnaires 183 questionnaires were collected where 175 was usable and 8 was discarded because of the missing value

4.1.1 DEMOGRAPHIC CHARACTERISTICS OF TRAINING RESPONDENT

The training questionnaires were divided into four sections. The first section includes the demographic information of the participant while the second section entails training, job satisfaction and commitment.

From the data collected) on training, majority of the respondent were male with 62% while female comprise of 38%. This indicates that majority participant in this study are male.

Table 4.1.Demographic Characteristics of Training Respondent

Items	Frequency	Percentage
Gender		
Male	108	62%
Female	65	38%
Total	173	100
Age		
20-30	106	61%
31-40	61	35%
41-50	6	4%
Total	173	100
Number of Service		
1-5 years	130	75%
6-10 years	37	21%
11- 20 years	6	4%
Total	173	100
Level of Education		
Diploma	57	33%
Degree	109	63%
Masters	8	4%
Total	174	100
Monthly Salary		
2000-5000	77	44%
5001-7000	40	23%
7001-9000	29	17%
9001-12000	20	12%
Above 12000	8	4%
Total	174	100

Source: Own Survey, 2015

The majority of the respondent in this survey are in the age group of 20-30 with 61% while 35 % are between 31-40 age group and only 6% are in the age group of 41-50.

As illustrated in Table above, it is evident that 75% of the respondents have worked in the bank for 1-5 years while 21% have worked in the bank for 6-10 years and the remaining 6% have worked for the bank for 10-20 years. This indicates that most employees have worked in the bank for 1-10 years.

In terms of the education level of employees in the different branches, the survey indicates that 63% of employees had education level of degree while 33% had education level of Diploma and only 4% of employees had education level of Masters'. This indicates that most of the employees have education level above diploma.

The above table indicates that 44% of employees had monthly salary that range between 2000-5000 while 23% and 17% of employees had monthly salary between 5001-7000 and 7001-9000 while 12% of employees are in the range between 9001-12000 and the remaining 4% employees had a monthly salary of above 12000.

Respondent Participation in Training

The result of the survey below indicates that, 94% of the respondents have undergone training while only 6% of employees did not participated in training. This indicates that most of the employees have undergone training.

4.2 Table Respondent Participation in Training

Items	Frequency	Percent
Yes	164	94%
No	10	6%
Total	175	100

Sources: Own Survey, 2015

This is a good indication as to training employees from the bank. Training employees have positive effect not only on the performances of employees but, also contributes to the satisfaction

of customers (Batoool and Batoool, 2012). On the other hand 5% of the respondent had not undergone training. One of the reasons noted by the respondents who have not undergone training was that they were recruited from another banks and organization and have not been exposed to some kind of training.

Interview with the bank manager indicated that the bank provides training to its employees. Some of the reasons the bank provides training include new technology, performance of employees and on newly joining the organization. However, the bank doesn't provide employees who have joined the bank from other banks.

Training Schedule

Table 4.3 Training Schedule

Item	Frequency	Percent
Quarterly	12	7%
Six Month	25	15%
Once a year	34	21%
Every Two years	7	4%
No specific Schedule	84	53%
Total	162	100

Source: Own Survey, 2015

The schedule for training at bank above indicates that majority of the respondent had not participated in a schedule training with 53% while 7% of the respondents had participated in training quarterly, 15% every six month and 21% once a year. On the other hand, 4% of the respondents had participated in training every two years. This implies that there are not particular schedule where employees can participate in the training.

Method of Training

The way training is delivered to employees is vital to transfer necessary knowledge, skill and ability on their job. The delivery approaches are capable to impart the required KSA's or task information to the trainees (Vasudevan, 2014).

Table 4.4 Method of Training

Item	Frequency	Percent
On the job	91	57%
Lecture	42	26%
Audio visual	5	3%
Simulation	3	2%
Others	20	12%
Total	161	100
Missing	14	

Source: Own Survey, 2015

The way training is delivered to employees is vital to transfer necessary KSA's on their job. The delivery approaches are capable to impart the required KSA's or task information to the trainees (Vasudevan, 2014). As table 6 indicates that the most common methods identified by the respondents were OJB and Lecture with 57% and 26% respectively while Audio visual and simulation were also used with 3% and 2% respectively. On the hand other method such as the combination of OJB and lecture and also class room represents 12% of the methods that bank uses to train its employees. This indicates the bank method uses hands on method and presentation method. This can be explained as the nature of the business the bank is in requires its employees to have a direct relationship with customers, so the bank requires its employees to provide a quality services.

Training Need Analysis

Training need analysis is required to identify whether employees need to be trained. It further helps as basis for the following process which is Design and development (Vasudevan, 2014).

Table 4.5 Training Need Analysis

Items	Frequency	Percent
Yes	122	70%
No	44	30%
Total	166	100

Source: Own Survey, 2015

The table indicates that 70% of employees believe that the bank conduct training need analysis and 30% are not convinced on the bank conducting need analysis. The banks conduct need analysis through the assistant and branch managers. The bank assumes managers have a close contact with their employees and their performances. The need analysis is important as to whether to training is needed for the specific performance.

Interview with the Training officer shows that the bank conducts need analysis before providing training. Training need analysis consists of individual, organization and the job itself. From the data collected through interview, individual analysis is conducted through assistant and branch managers. The assistant managers identify employees who require training and the training offices accordingly provides the required training. The bank has a separate department in the Human Resources to deal with training issues. Accordingly, the training office conducts organizational analysis. Based on the business strategy the training offices and HR department drive the plan for the training. The table above has positive indication, as most of the employees believe that bank conduct need analysis. Training need analysis is essential as it evaluates employees' performance accurately and be used as a basis for the following steps in training and development process

4.2 TRAININGDESIGN PROCESS

Table 4.6 Training Design Process

Items	SA		A		N		D		SD	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
I have clear understanding of the training objectives	57	36%	91	57%	5	3%	6	4%	2	1%
I have participated when the training is designed and developed?	21	13%	44	28%	17	11%	81	33%	25	15.5%
The Training has developed my skill, knowledge and attitude?	57	35%	88	54%	8	5%	7	5%	1	1%

Source: Own Survey, 2015

From the data collected, 57% employees agreed that they had clear understanding of training objectives while 4% disagreed on clearly understanding the training objectives. This indicates that the bank design their training objectives in way those employees can understand. Having clear objectives facilitates the communication during the training and helps employees to acquire the necessary skill and knowledge that can be transferred on the job (Noe et al, 2008). According to Byer and Rue, (1994), having an objective helps the organization on effectively delivering and ensuring the skill, knowledge and ability that the organization require to improve employee's performances. On the other hand 33% of employees have not participated on designing and development of employees while 13% have participated in designing the training. It is important for employees to participate in the training so that programs that may not be effective can be reduced which can save time and money. From the interview with the Training officer indicates that the bank does not give the opportunity for their majority employees in participating in the designing process.

According to Mathis and Jackson (2008), there three objective organizations establish for trainees, knowledge, skill and attitude. From the data collected above table (Table 4.2.1) indicates that majority of the respondent with 54% agreed that the training provided by the bank has developed their skill, knowledge and attitude while 5% disagreed. The purpose of any training is to have a behavioral change in employees. According to Khan et al (2011), Training a design is important to improve the performance of employees, if training are not designed well then they are a waste of money and time.

4.3 TRAINING DEVELOPMENT PROCESS

Table 4.7 Training development Process

Items	SA		A		N		D		SD	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
The necessary resource and facilities is presented during training	49	30%	83	52%	8	5%	18	11%	3	2%
The Training I have received is relevant to my current job?	56	34%	85	52%	12	7%	9	6%	2	1%
The Training provided by the bank has helped me on the job	71	44%	76	47%	7	2%	8	6%	1	1%

Source: Own Survey, 2015

In providing the necessary facilities to the employees during training, 52% agreed that the necessary facilities have been provided to them while 11 disagreed while 5% was Neutral on the bank providing the needed facilities. The necessary resources should be provided in order to facilitate the training process. According to this study, the bank has provided the necessary resources to their employees as majority of the respondent agreed.

For the table above indicates that, 44% strongly agreed while 47% agreed and 1% of employees disagreed on the training helping them on their job. Researches have shown the Training programs have an impact on employees' performances on their job. The training that employees have received has been relevant to their job, 52% agreed that it is relevant and 34% strongly agreed while 6% disagreed and 1% strongly disagreed on the training being relevant to their job. Elnaga and Imran(2013) in their study have indicated that training has an effect on the way employees perform on their job. When designing the content of the study it is important to consider the training that will be relevant to their current job otherwise it will be irrelevant for the employees (Noe et al, 2008).

4.1.3 TRAINING IMPLEMENTATION PROCESS

Table4.8 Training implementation process

Items	SA		A		N		D		SD	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
I was able to transfer the skill, knowledge and attitude I have acquired to my job?	50	30%	97	60%	8	5%	6	3%	1	1%
Supervisors and managers have helped me during the Training?	52	32%	58	36%	22	14%	21	13%	8	5%
The helpful environment in my organization is of great support for the Training programs I undergo?	33	21%	83	54%	24	16%	10	6%	4	3%

Sources: Own Survey, 2015

The above table indicates that majority of the transferring their skill and knowledge to their job, the majority of respondent (60%) agreed while 3% disagreed and only 1% strongly disagreed. Transferring of skill can be defined as applying what the employees have learned on their job. From the data collected, the majority agreed that they were able to transfer the skill and knowledge they have learned on the training (Noe et al, 2008). Supervisors and managers play an important role during and after the training. According to the table above, indicates that majority of the respondent agreed that there was a support from their supervisors and managers with 32% while 13% disagreed and while 14% were neutral. Supervisors and managers provide employees with the opportunity to apply what they acquired to the training. There needs to be a conducive environment in the organization for employees to transfer the KSA's to the job. This study indicates that 54% agreed while 6% disagreed and 16% were neutral on conducive environment in the organization in helping employees during training.

4.1.5 TRAINING EVALUATION PROCESS

Evaluation is the final process in ADDIE model. It measures on whether the organizations have succeeded on employees learning what the organization wants them to learn (Mahaptar, 2010).

Table 4.9 Training Evaluation Process

Items	SA		A		N		D		SD	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Do you believe there is evaluation during the training	46	28%	82	51%	22	14%	9	5%	3	1%
Post-test and Pre test are provided after and before the training.	21	14%	39	24%	42	27%	39	23%	13	9%
Questionnaires are provided after the training have ended	22	15%	64	42%	20	13%	34	23%	11	7%
There is an opportunity to use the skill and knowledge acquired from the training on the job.	43	27%	93	58%	14	9%	8	4%	3	2%
Supervisors Have helped me after the training has been concluded?	26	16%	67	42%	36	23%	22	14%	7	5%
There is feedback during and after the training?	27	17%	82	51%	20	12%	27	17%	5	4%

Source: Own Survey, 2015

The above table indicates that 51% agreed that there is evaluation process in the organization while 5 % disagreed and 14% where neutral. Post and Pretest are used by the organization in order to evaluate whether employees have learned what the organization wants them to learn. From the table above, 24%agreed and 23.5 % disagreed while 27 % agreed where neutral on the bank providing pro and pretests. Questionnaires are used to evaluate the reaction of employees to the training. According to the study, 42% agreed and 14% disagreed while 9% were neutral on

whether questionnaires were provided after they undergo training. The table above also indicates that, 51% agreed on having feedback while 17% strongly agreed as well disagreed on the feedback while in training. Evaluation is the vital stage in the organization as it measures what employees have learned during the training. In addition, evaluation helps the organization to identify programs that are not effective and provide modification. It helps the organization to decide which programs are worthy and which should be removed or modified to save time and money. However, interview with the bank managers indicate that the bank does not analyze the impact of the training due the number of branches that are located overall the country, it is difficult to analyze the impact of training on employees.

4.2 MANAGERIAL DEVELOPMENT PROCESS

A total 45 questionnaires were distributed and 39 questionnaires were collected where 33 was found usable. The managerial development had response rate of 53%. The majority of the respondents in this study were male with 67% while female consists 33%. The managerial questionnaires had a four section, where the first section contains questions on the Demographic information on employees while the second section entails on the managerial development and the last two sections include questions on employee's job satisfaction and commitment

4.2 MANAGERIAL DEVELOPMENT

4.2.1 Demographic Characteristics of Managerial Development Respondent

The majority of the respondents in this survey are in the age group of 31-40 with 79% while 14 % are between 20-30 age group and only 7% are in the age group of 41-50. This indicates that most of the assistant managers and managers are in the middle age group and have been working in the bank for 6-10 years. This is a good indication that the bank promotes its employees and this requires the bank to develop its employee.

As illustrated in Table 10, it is evident that 12% of the respondents have worked in the bank for 1-5 years while 58% have worked in the bank for 6-10 years and the remaining 30% have worked for the bank for 10-20 years. This indicates that most employees have worked in the bank for 1-10 years.

In terms of the education level of employees in the different branches, the survey indicates that 91% of employees had education level of degree while 6% had education level of Diploma and only 3% of employees had education level of Masters'. This indicates that most of the employees have education level above diploma, which indicates that, their value of training to acquire new skill and knowledge.

Table 4.10 Demographic Characteristics of Managerial Development

Items	Frequency	Percentage
Gender		
Male	10	67%
Female	22	33%
Total	33	100
Age		
20-30	4	12%
31-40	26	79%
41-50	2	6%
Total	33	100
Number of Service		
1-5 years	4	12%
6-10 years	19	58%
11- 20 years	10	30%
Total	33	100
Level of Education		
Diploma	2	6%
Degree	29	91%
Masters	1	3%
Total	164	100

Source: Own survey, 2015

Respondent Participation in Managerial Development

Table 4.11 Respondent Participation in Managerial Development

Items	Frequency	Percent
Yes	23	70%
No	9	30%
Total	32	100
Missing	1	

Source: Own Survey, 2015

Table 11

The result of the survey above indicates that, 70% of the respondents have undergone training while only 30% of employees did not participated in training. This indicates that most of the employees have undergone development. This is a good indication as to developing its employees from the bank. Interview with the Training officer indicates that the bank has a succession planning where by the organization can be able to identify and provide employees with development programs.

Managerial Development Schedule

Table 4.12 Managerial Development Schedule

Items	Frequency	Percent
Quarterly	3	13%
Six Month	3	12%
Once a year	5	21%
Every two years	3	12%
No specific schedule	10	42%
Total	24	100
Missing	9	

Source Own Survey, 2015

The schedule for Managerial development at bank above indicates that majority of the respondent had not participated in a schedule training with 42% while 13 % of the respondents had participated in training quarterly, 12% every six month and 21% once a year. On the other hand, 12% of the respondents had participated in training every two years. This implies that there

are not particular schedule where employees can participate in the Managerial development as well as in the training

Methods of Managerial Development

Table 4.13Methods of Managerial Development

Methods	Frequency	Percentage
On the job	19	66%
Mentoring	4	14%
Others	6	21%
Total	29	100.0
Missing	4	

Source: Own survey, 2015

As the table above indicates that the most common methods identified by the respondents were OJB and mentoring with 66% and 14% respectively .On the hand 21% represents the other methods that bank uses to develop its employees. This indicates the bank method OJB and Mentoring. This can be explained as the nature of the business the bank is in requires its employees to have a direct relationship with customers, so the bank requires its employees to provide a quality services

4.2.2MANAGERIAL DEVELOPMENT DESIGN PROCESS

Table4.14 Managerial Development Designing Process

Items	SA		A		N		D		SD	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
I have clear understanding of the MD objective	4	12%	21	66%	5	5%	2	1%		

The MD I have received helped me on my current and future job	5	16%	21	66%	4	12%	1	4%	1	3%
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Sources: Own Survey, 2015

The above table indicates that majority of the respondent with 66% indicate that they have clear understand of the objective of the Managerial development programs while only 1% disagreed and 5% were neutral. Managerial development has its root in the organization strategies so when the Managerial development isset a clear understanding of the objective is important to make sure that managers clearly understand the objective to facilitate the development. The purpose of the Managerial development is to bring behavioral change in employees. According to this study, majority of the respondent with 66% agreed that the managerial development they have undergone has helped them on their current and in their future while 4% disagreed and 12% were neutral.

4.2.3 MANAGERIAL DEVELOPMENT PROCESS

TABLE 4.15DEVELOPMENT PROCESS

Items	SA		A		N		D		SD	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
There are necessary resources and facilities during the MD?	2	6%	21	56%	2	25%	4	13%		
I believe the skill and knowledge will be helpful in the future?	8	24%	19	58%	4	9%	2	6%	1	3%
The MD programs have impacted my performance on my job?	7	21%	21	64%	4	12%	1	3%		
The method that is used during the development was useful in developing my skill and knowledge.	4	12%	25	76%	2	6%	2	6%		

Source: Own survey, 2015

The above table indicates that 56% agreed that the necessary resources and facilities were present during the managerial development program while 13% disagreed and 25% were neutral. Managerial development program are provided for employees not only for the current job they are performing but also for the future position they will perform on. In this study, 58% agreed that the managerial development programs they have undergone have provided them with their future while 6% disagreed and 9% were neutral. On the other hand 64% agreed that the Managerial development program had an impact on their performances while only 3% disagreed and 12% were neutral. The method that is used in the development process is vital since, it facilitate the transfer of the skill, knowledge and ability (Vasudevan, 2014). From the table above indicates that 76% of the respondents agree that method used in the training has helped them in the developing their skill and knowledge. It is important to note not only the training develop employees it also requires the self -development of managers themselves.

The bank employ on the job training and mentoring during the managerial development. According to Khan et al (2011), on the job training has an impact on the performance of employees. In their study, they indicated that training or developing through on the job training can have significant effect on the performances of the organization as a whole.

4.2.4 MANAGERIAL DEVELOPMENT IMPLEMENTATION PROCESS

TABLE 4. 16 MANAGERIAL DEVELOPMENT OF IMPLEMENTATION

Items	SA		A		N		D	
	Freq	%	Freq	%	Freq	%	Freq	%

There are necessary resources and facilities during the MD?	4	12%	20	63%	5	16%	3	9%
There is opportunity to transfer the skill and knowledge to the job	7	21%	21	64%	2	6%	3	9%

Source: Own Survey, 2015

The above table indicates that majority of the respondent with 63% agreed that the necessary resources and facilities were present during the training while only 9% disagreed and 16% were neutral. Interview with the Training officers indicated that the Managerial development is handled by the head offices of the bank. The bank has a succession plan and accordingly the bank develop its employees based on the plan. On the other hand 64% agreed that there is an opportunity to transfer the skill and knowledge to the job while only 9% disagreed and 6% were neutral.

4.2.3 MANAGERIAL DEVELOPMENT EVALUATION PROCESS

TABLE 4.17 MANAGERIAL DEVELOPMENT EVALUATION PROCESS

Items	SA		A		N		D	
	Freq	%	Freq	%	Freq	%	Freq	%
There is a progressive evaluation of performance after the MD has ended?		12%	20	63%	5	16%	3	9%
There are questionnaire provided after the training has ended.	7	21%	21	64%	2	6%	3	9%

Sources: Own Survey, 2015

In the evaluation process is the focuseson whether the Managerial Development objective is achieved. From the table above indicates that 63% of the respondent that there is progressive evaluation of their performances after the managerial development while 9% disagreed and16% were neutral. On the other hand, 64% agreed that questionnaires are provided after the training

while 9% disagreed. This indicates that majority of the respondent agreed that there is an evaluation process in the organization.

4.3 DESCRIPTIVE ANALYSIS OF TRAINING PROCESS

Table 4.18 Descriptive Analysis: Mean and Standard deviation of Training Questionnaire

Items	Mean	SD
Design process	2.2813	0.99032
I have clear understanding of the training objectives	1.8047	0.78132
I have participated when the training was designed and developed	3.1627	1.33168
The training has developed my skill, knowledge and attitude.	1.87652	0.85798
Mean		
Development Process	1.9279	0.93521
The necessary resources and facilities were provided during the training?	2.0592	0.98019
The training is relevant to my current job?	1.9186	0.93302
The training provided by the bank has helped me on the job	1.8059	0.89242
Implementation Process	2.1273	0.97128
I was able to transfer the KSA'S to my job?	1.8538	0.73302
Supervisors and managers have helped me during the training?	2.3136	1.20114
The conducive environment in my organization is of greater support for the training I undergo?	2.2147	0.97968
Evaluation Process	2.5475	1.1733
Do you believe there is an evaluation process during the training?	2.6000	1.18719
Post and pretest are provided after and before the training?	2.5842	1.21493
Questionnaires are provided after the training method?	2.7799	1.24600
Do you believe the bank progressively evaluates your performance on your job?	2.6625	1.18719

Supervisors have helped me after the training has concluded?	2.5482	1.11495
There is feedback during and after the training?	2.4320	1.08964

Source: Own Survey, 2015

SD= Standard deviation

The above table illustrates that the respondent were satisfied with the designing process with a mean score of 2.2813 and SD of 0.99032. The designing process includes setting objectives and the participation of employees. Having a clear understanding of the objectives can attract and develop employees (Vasudevan, 2014). It is also vital for the employees to participate in the training.. Similarly, the respondents were highly satisfied with the implementation process with a mean score of 2.12and standard deviation of 0.9712. This implementation process includes providing employees to transfer the skill on their on their job through practice and conducive environment where employees can be able to acquire the necessary skill. The same goes for the development and evaluation processes which also indicates that the respondent were highly satisfied with a mean score of 2.54 and 2.172 respectively. However, the evaluation process has a SD of 1.173, indicating that respondent high satisfaction were little over 1 away from the mean.

4.4 DESCRIPTIVE ANALYSISMEAN AND STANDARD DEVIATIONOF MANAGERIALDEVELOPMENT

THE MANAGEMENT DEVELOPMENT QUESTIONNAIRES HAD THREE SECTIONS ON DEVELOPMENT PROCESS WHICH INCLUDES DESIGN, DEVELOPMENT AND EVALUATION.

TABLE 4.19 DESCRIPTIVE ANALYSIS MEAN AND STANDARD DEVIATIONOF MANAGERIALDEVELOPMENT

Items	Mean	SD
Design Process	2.1405	0.778
I have clear understanding of the MD objectives?	2.156	0.7232
The MD I have received helped me on my current and future job?	2.1250	0.8328
Development process	2.13197	0.76914

There are necessary resources and facilities during the MD?	2.437	0.80
I believe the skill and knowledge will be helpful in the future?	2.0606	0.9339
The MD programs have impacted my performance on my job?	1.9697	0.6839
The method that is used during the development was useful in developing my skill and knowledge.	2.0606	0.65876
Implementation	2.12455	0.800
There is support from the Managers during the training?	2.2188	0.7924
There is opportunity to transfer the skill and knowledge to the job	2.0303	0.80951
Evaluation	2.32435	0.89258
There is a progressive evaluation of performance after the MD has ended?	2.2424	0.86712
There are questionnaire provided after the training has ended.	2.4063	0.91804

Source: Own survey, 2015

The managerial development program in the bank is provided by the head offices accordingly. Interview with the Training officer indicates that managerial development programs are given for newly promoted employees (to management positions) or when there is performance problem, or the introduction of new technology. The above table indicates that the design process had score of 2.1405 and standard deviation of 0.778 indicating satisfaction in the bank designing process. This indicates that the assistant and branch managers were satisfied with the design process. The designing process includes clearly stating the objectives of Managerial development programs to meet the needs of managers. Similarly, Managers also require necessary resources and facilities in order to facilitate to learning process.

Accordingly, the implementation and evaluation of employees indicates that there is satisfaction with both training process with mean score of 2.12455 and SD of 0.8 and 2.13197 and standard deviation of 0.76914 respectively. Indicating that respondent are not satisfied with the evaluation process. It is important to evaluate the development programs as it emphasize on what the

organization wants its employees to learn and identify the gap between what has been learned and what the organization wants them to learn. However, the bank doesn't analyze the data's that had been collected from the questionnaire and other method the bank uses in order to see the impact of training and development on employees training.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

This section is the last chapter in this research and contains the conclusion of the research and the researcher forward the recommendation based on the result of the study.

5.1 Conclusion

The main objective of the study was to examine training and development practices in United Bank . A total 175 employees and 97 assistant and branch manager participated on the study a 62% while female and 38% for training while the managerial development 67% male and 33% of managers participated in this study .In this study the majority of the respondents were male for both training and Managerial development. The research was an Descriptive research describing training and development practices on the bank.

The findings reported in this study suggest that overall there is a good practices in the organization. The questionnaire emphasizes on the ADDIE model (Analysis, design, development, Implementation and Evaluation). The results from the questionnaire indicate that the bank has good practices in analyzing the need assessment, as majority of the respondent agreed that there is a need analysis in the bank on the other hand majority of the respondent are satisfied with design and development of the training.

The finding also indicate the managerial development indicates that majority of the respondent bank provides majority of its employees with opportunity to develop as majority of the respondent have participated in the Managerial development. On the other hand Majority of the respondent have indicated their satisfaction on the design and development of employees. The research also indicates that employees are satisfied with evaluation process in the bank However, the bank gather collects data's to evaluation process does not analyze the aftermath of the training. This goes to the managerial development of employees as well. To conclude the bank has an overall a good practices in the organization.

5.2 Recommendation

Employees training and development is one of the tools organization use to develop the skill, knowledge and attitude of employees. So, it is important that organizations should be aware of these programs are designed, developed and evaluated. This section is the final section of this research and based on the finding the following recommendation is forwarded to the bank.

- The study indicates that there is an evaluation process in the bank. The bank use questionnaires, feedback, pre and post –test . However, the bank does not have a specific schedule by which employees are trained and developed. From interview with the training officer indicates that the bank sees training and development as benefits as pervious trends in the bank has shown that training have impacted employees performance. So, the bank should have specific schedule that can be able to effectively train and develop employees.
 - The bank has difficulties in analyzing the impact of training had on their employees. If the bank does not know what skill knowledge or attitude they have obtained then it would be difficult in knowing what they have learned. So, the bank needs a section on its policy on how the bank can evaluate what employees have learned or acquired from the training.
 - From the data collected, most of the employees and managers self-develop themselves without the help of bank. 66.9 % of employees self-develop their self without the bank helps. So, it is important that the bank gives opportunity for the employees to development programs that can help them not only in their current job but also can be used as commitment strategy. Interview with the training officer also indicated the bank provides employees with technical training. However, the bank is in a business sector which recently has been a competitive one and thus, the training and development programs could be strategically linked with the business strategy so that these programs can contribute to the achievement of the bank business strategy. The bank should not only focus on providing employees with technical knowledge but also should view these practices as a way to achieve the bank strategy
-

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APPENDIX

ADDIS ABABE UNIVERSITY

SCHOOL OF COMMERCE

HUMAN RESOURCE MANAGEMENT

Training Questionnaires

Dear Sir/Madam

I am student in Addis Ababa university school of commerce and I am doing a research paper on the effect of training and development on employees' job satisfaction and commitment. I would like you to cooperate in my research by filling these questionnaires genuinely. The researcher will be the only person who analyzes the data and the information you have given will be strictly used for this study. You have the right with draw any time from this study and not answer any question you may believe is uncomfortable. Your participation is necessary for the study. If there is any question my contact information is below. I would like to thank you beforehand.

Confidentiality

I have read to me participant information sheet. I have clear understand the purpose of the research, procedures of the risks and benefits issues of confidentiality, the right to participate and the contact address of my query.. I have been given an opportunity to ask questions which are not clear in the questionnaires and I have the right to withdraw for the study anytime. Therefore, I declare my voluntary consent to participate in the study with signature.

Signature _____

Contact information

E mail: - zemensilm@yahoo.com

I. Training Questionnaires

Instruction: - Please circle one of the answers.

Background Information

1. Gender

- a. Female b. Male

2. Age

- a. 20-30 c. 41-50
b. 31-40 d. 50 above

3. Number of service years in the bank

- a. 1-5 years c. 10-20 years
b. 6-10 years d. 20- 30 years

4. Level of education

- a. Diploma c. Master's Degree
b. Bachelor Degree d. Doctoral Degree
c. What about the others

5. Monthly salary

- a. 2000-5000 d. 9000-12000
b. 5001-7000 e. above 12000
c. 7000-9000
d. No salary below even fprgards/janitors

1. Have you taken training before?
a. Yes b. NO
2. How often do you undergo training? This is a single fact to be gathered from a single source
a. Quarterly
b. Six Months
c. Once a year
d. Every two years e. others_____
3. Do you self-develop yourself without the help of the bank (for instance taking courses, degree, and diploma) related to your work or other fields?
a. Yes b. No
4. What are the methods used in the development program you have used? Are they?
a. On the job
b. Lecture
c. Audio visual
d. Simulation
e. Others_____
-

5. Do you believe the bank properly conduct training need analysis before the training? A single fact
- a. Yes b. No

Instruction: - please put “√” mark on the five choices given below

Training						
No.	Questions	Strongly agree	agree	Undecided	disagreed	Strongly disagreed
6.	I have clear understanding of the Training objectives?					
7.	I have participated when the Training is designed and developed?					
8.	The necessary resource and facilities is presented during training ?					
9.	The Training provided by the bank has helped me on the job. ?					
10.	The helpful environment in my organization is of great support for the Training programs I undergo?					
11.	The Training has helped me improve performances of my job?					
12.	Supervisors and managers have helped me during the Training?					
13.	The Training has developed my skill, knowledge and attitude?					
14.	The Training I have received is relevant to my current job?					
15.	I was able to share knowledge and skill I have acquired in the Training to my colleagues?					
16.	I was able to transfer the skill, knowledge and attitude I have acquired to my job?					
17.	The Training I have undergone has enhanced my career in the bank?					

Training Evaluation						
No.	Questions	Strongly agree	agree	Undecided	disagreed	Strongly disagreed
18.	Do you believe there is evaluation during the training					
19.	Post-test and Pro test are provided after and before the training.					
20.	Questionnaires are provided after the training have ended					
21.	Do you believe the bank progressively evaluate your performance on your job after the training?					
22.	There is an opportunity to use the skill and knowledge acquired from the training on the job.					
23.	Supervisors Have helped me after the training has been concluded?					
24.	There is feedback during and after the training?					

ADDIS ABABE UNIVERSITY

SCHOOL OF COMMERCE

HUMAN RESOURCE MANAGEMENT

Managerial Development Questionnaires

Dear Sir/Madam

I am student in Addis Ababa university school of commerce and I am doing a research paper on Assessing the training and Managerial development practices in United bank . I would like you to cooperate in my research by filling these questionnaires genuinely. The researcher will be the only person who analyzes the data and the information you have given will be strictly used for this study. You have the right to withdraw any time from this study and not answer any question you may believe is uncomfortable. Your participation is necessary for the study. If there is any question my contact information is below. I would like to thank you beforehand.

Confidentiality

I have read to me participant information sheet. I have clear understand the purpose of the research, procedures of the risks and benefits issues of confidentiality, the right to participate and the contact address of my query.. I have been given an opportunity to ask questions which are not clear in the questionnaires and I have the right to withdraw for the study anytime. Therefore, I declare my voluntary consent to participate in the study with signature.

Signature _____

Contact information

Telephone; - =251-911 6979767

E mail: - zemensilm@yahoo.com

Instruction: - Please circle one of the answers.

Background Information

6. Gender

- b. Female b. Male

7. Age

- c. 20-30 c. 41-50
d. 31-40 d. 50 above

8. Number of serviceyears in the bank

- c. 1-5 years c. 10-20 years
d. 6-10 years d. 20- 30 years

9. Level of education

- d. Diploma c. Master's Degree
e. Bachelor Degree d. Doctoral Degree

10. Monthly salary

- e. 2000-5000 d. 9000-12000
f. 5001-7000 e. above 12000
g. 7000-9000

Instruction: - Please circle one of the answers.

1. Have you taken Managerial development programs?
a. Yes b. No
 2. How often do you undergo Managerial development programs?
a. Quarterly e. others_____
b. Six Months
c. Once a year
d. Every two years
 3. What are the methods used in the development program you have used?
a. On the job
b. Mentoring
c. Coaching
d. Job rotation
e. Others_____
 4. Do you self-develop yourself without the help of the bank (for instance taking courses, degree, and diploma) related to your work or other fields?
a. Yes b.NO
-

Instruction: - please put “√” mark on the five choices given below

Managerial Development						
	Questions	Strongly disagree	Disagree	Undecided	Agreed	Strongly agreed
5.	I have clear understanding of the objectives and goals of the Managerial development programs?					
6.	I have participated in the designing the development programs?					
7.	The Managerial development Programs I have received have helped me on the current and future job?					
8.	I believe the skill and attitude I have received will be helpful in the future?					
9.	The Managerial development programs I have received have impact on my career?					
10	The Managerial development programs have impacted my performance on the job?					
11	I have gained the necessary skill and knowledge that has helped in the job performance?					
12	There is support from the bank in the Managerial development process?					
13	There is an opportunity to transfer the skill, knowledge and attitude on the job.					
14	There are necessary resources are available during the Managerial development?					
15	The managerial development I have received can help me on the long-term on my job performance?					
16	The method that is used in the development was helpful in developing my skill and knowledge?					
17	There is a progressive evaluation of my performance after the Managerial development has ended?					

18	There are questionnaires provided after the training has ended?					
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INTERVIEW QUESTIONS

1. How does the bank design the training and development programs (for instance Who identifies the skill required or Need analysis of the employees?
 2. How does the bank evaluate the post training and development programs?
 3. What type of methods the bank use to train and develop their employees?
 4. What kind of policy and procedures the bank follows in the training and development programs?
 5. Does the bank link its business strategies with the training and development programs it provides to employees? If it does how
 6. How the bank measures the job satisfaction and commitment of its employees? Is there a specific tool the bank use to measure job satisfaction and commitment?
 7. Does the bank give opportunities in giving employees to participate in the training and development programs through designing or what kind of training is required?
 8. What is the attitude of the bank towards the training and development programs? Does it see the programs as a cost or benefits?
 9. Does the bank believe that training and development program can contribute to the job satisfaction and commitment of employees?
-

APPENDIX

List of the bank branch

	Branch
1.	Africa Avenue
2.	Alemgena
3.	Arat Kilo
4.	Furi
5.	Gofa
6.	GofaMazoria
7.	Hayahulet
8.	Itega
9.	Kality
10.	Kera
11.	Lideta
12.	MeskelSequare
13.	Misrak
14.	Sidist Kilo
15.	ShiroMeda
16.	Ureal
17.	WelloSefer
18.	Yoseph
19.	Legahar
