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ADDIS ABABA UNIVERSITY SCHOOL OF COMMERCE

***The Effect of Learning and Development Program on employees
Competency Development in Key Leadership positions the case of
Commercial Bank of Ethiopia***

***A Thesis Submitted to Addis Ababa University School of Commerce,
Graduate Studies in Partial Fulfillment of the Requirements for the
Degree of Master of Arts in Human Resource Management***

By

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May 2018

ADDIS ABABA, ETHIOPIA

ADDIS ABABA UNIVERSITY
SCHOOL OF COMMERCE POST GRADUATE STUDIES

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Letter of Certification

This is to certify that this research paper titled, “The Effect of Learning and Development Program on employees Competency Development in Key Leadership positions the case of Commercial Bank of Ethiopia.”, undertaken by Girma Lewoyehu and submitted in partial fulfillment to the requirements of masters of degree in human resource management

At Addis Ababa University, is an original work and not submitted earlier for any degree either at this university or any other university.

Abdurazak M. (PhD)

Research advisor

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May, 2018

Abstracts

The Main objective of this study is to explore the effect of learning and development on leadership competency development of key leaders in Commercial Bank of Ethiopia. The study covers different middle level managers at Head office, grade III and IV managers at branches, District operation managers and credit appraisal managers. Leadership competency is the dependent variable in the study, while, Training, coaching and mentoring are the independent variables in the study. The methodology employed in this research was explanatory type research on which the effect and relation of factors were tested through regression and correlation analysis. A total of 126 Questionnaires were distributed to managers at different processes and sub processes across the bank which were categorized under pool two of the career succession management program in CBE. 104 Questionnaires were returned and the response rate is 82.5%. The correlation analysis in the study show that there is a positive relation among variables. The independent variable training is moderately and positively correlated and accounts for ($r=.557, P <.01$), similarly coaching and mentoring was strongly and positively related with the independent variable leadership competency and accounted for ($r=.584, P <.01$). As a result we can found that training interventions had strong relation as well moderately and positively affect leadership competency, in the same way coaching and mentoring also had strong relation, and strongly and positively affect leadership competency development of middle level managers in CBE. The researcher recommends that the bank should farther strengthen and increase the level of learning and development

intervention in order to attain the strategic objectives as well as competitive edge of the firm.

Keywords: *Competency, Leadership Competency, Competency Model, Learning and development, Development, Training, Coaching, Mentoring.*

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Chapter One - Introduction

1.1 Background of the study

The human capital approach is one in which individuals are viewed as part of the capital resources of a company who must be trained in order to increase the worth of this capital resource to maintain a competitive advantage (Watkins 1989; Jon & Randy 2008).

As Pares (1986) pointed out, human capital approach is a derivative of economic theory and refers to “the productive capabilities of human beings that are acquired at some cost and that command a price in the labor market because they are useful in producing goods and services. Now a day’s learning and development is a huge investment to most organization financed on their most valuable asset i.e., Human resource.

Due to this fact, training and development is among the most commonly used variables that constitutes the largest realm of HRD activity. *Training and development* is defined as a process of systematically developing work-related knowledge and expertise in people for the purpose of improving performance. Training and development is seen as “the planned growth and expansion of knowledge and expertise of people beyond the present job requirements” Swanson (1996) in (Richard and Elwood 2001).

According to (Richard and Elwood 2001). Training is necessary for the development of workers especially for escalating the three vital components of competency i.e. Knowledge, Skill and attitude (KSA) by examine the gap through the lens of performance.

These three vital elements (KSA) are known as Competencies which are capabilities that facilitate and enable one to be successful. They are thought of as a collection of skills, which are more specific capabilities for effective action in relation to a particular goal. So, Competencies here are considered at the individual level, relevant to the employee and the job, rather than the organization level, where organizational competencies are considered as a “transformative process combining resources and

activity *inputs* into operational *processes* that result in specific competitive performance *outcomes* (Lewis 2003; Jon Randy 2008).

According to (Zarifian1999).Competency is an action which results from the Personal resources: (knowledge, abilities, qualities, experiences, cognitive capacities, emotional resources etc.). He draws four elements from the individual personality: *Knowledge*, this includes, theoretical knowledge, (understanding a phenomenon, object, situation, an organization or a process). Environmental knowledge, (the context, comprising, *Skill*; this includes, Formalized know-how (how to use procedural knowledge). empirical know-how (learning from practical experiences which require sight, discernment, reflexes, intuition, sensitivity, etc.). Cognitive know-how (the intellectual operations necessary for the formulation, analysis and resolution of problems, conceiving and conducting projects, decision making, creation, invention, generalization, analogical reasoning, etc.) which is very similar to Zairians (1999) description when defining competency as *aptitude or quality*, related to knowing-how-to-be, and referred to as behavioral competencies; such as abilities in relationships, flexibility, pro-activity, etc.

Mclagan (1996), Identified six approaches in defining and developing models for competency, Many of the competency models developed in the past and used by organizations among these competency models Commercial Bank of Ethiopia (CBE) adopted Knowledge, Skill and Attitude (KSA) model which define competency as a cluster of related Knowledge, kills and attitudes that correlates with effective job performance. For the implementation of its human resource strategy in different learning and development intervention, pinpointing potential candidates, selecting and promoting ,Evaluating employees performance as well as in identifying potential successors in key leadership positions. Commercial Bank of Ethiopia used three competency dimensions, leadership, core value and technical competencies with four proficiency levels (Novice, Intermediate, Advanced and Expert) levels in different job grades in order to measure its human resource learning and development interventions. Therefore, the study concentrates on competency transition made due to different learning and development interventions in Commercial Bank of Ethiopia specifically in key

leadership role players categorized under pool two in its succession management Program (Grade III, IV branch managers, Operation managers and credit appraisal manager and managers in different parts of HO Processes).

1.1 Statement of the problem

After the implementation of Business Process Re-engineering in 2008 G.C, Commercial Bank of Ethiopia has identified the employees' competency gap in all types of competency category, where critical for the prevailing change in the organization work force competence requirements. i.e., *Leadership competencies, Behavioral (Core) competencies* as well as Technical *competencies*.

Owing to the change requirements of the job, Commercial Bank of Ethiopia (CBE) design strategic human resource management and human resource development, in order to develop the competency level of employees and the organization at large.

To attain its strategic objective, the bank works with Frankfurt school of finance and management (FSFM) since 2016, for the development of strategic human resource management. In consult with the bank of Frankfurt school of finance and management consultants and develops the competency directory, competency matrix and, identified the four proficiency level expected from each level of job category.

Based on this finding or identified gaps in all types of competencies (leadership, core value and technical competencies), a 360-degree assessment was made on employees with different key leadership roles and following this findings, the Bank provided comprehensive Learning and development interventions to fill the already identified gaps commencing from 2013. CBE Succession Planning System report (2011) page 34.

However, the transfer of those different learning and development intervention are not yet studied. Hence, this research is going to be designed to show the competency transition categorized on key leadership position under **pool two** of succession management.

The bank has identified the critical Job Position as (President, Chiefs, Vice Presidents, Directors, District managers, Branch managers (III and IV)), and as a long term strategy additional managerial positions and key professional positions will also be incorporated. And grouped in in five different successors pools with different managerial responsibilities. Among this the study only focus on pool two of the successors program in CBE which includes, (Branch managers (III and IV), District appraisal managers, District operational managers, and different managers at head office) as successors for District managers and Directors. Since successors in this pool needs *Leadership competencies* as their priority, the researcher specifically focus on assessing the effect of learning and development intervention on the development of *Leadership competencies* in this category of successors'' pool, Pool two.

1.1.1 Research Questions

The study is guided by the following research questions:

- 1) What is the effect of training on employee's leadership competency development existing job role on expected level of proficiency?
- 2) Does learning and Development will assist employee's leadership competency transition on for the superior Job positions as successor?
- 3) How competency based learning provide leaders on key positions to attaining their leadership role for implementation of company's strategy?

Based on review literature the three hypotheses which lead the study were set:

H1. Training measures is positively related to enhancement of employee's leadership competency;

H2. Coaching is positively influence for the development of leadership competency

H3. Leaders mentoring enhance and positively influence the development of leadership Competency.

1.1.2 Research Objectives

The general objective of the study is to examine how learning and development programs affect employees competency development in Commercial Bank of Ethiopia using a pool of successors in key leadership role player's Pool two (Grade III, IV branch managers, Operation managers and credit appraisal manager in district offices and managers in different parts of HO Processes).

The specific objectives of the study are as follows, to:

- 1) Investigate the effect of training and development on employees leadership competency development ;
- 2) Examine how training and development bridged identified leadership competency gaps; (within same proficiency level) and
- 3) Examine how learning and development contribute to competency transition of employees. In different proficiency level from (Novice to intermediate, advanced or Expertise level)
- 4) Make a clear indication that, whether the intended objective on competency transition of key leadership roles were attained as expected or not.

1.1.3 Significance of the study

The primary purpose of this study were to assess the effect of learning and development intervention in leadership competency of key role players in succession pool two of the succession program of Commercial Bank of Ethiopia and come up with recommendation and possible solution so as to bridge the possible gap identified.

Second, the recommendation directly benefiting the target bank, in designing different learning and development intervention to the targeted population and other pool of successors in the future, it also benefits other organization indirectly in the country in developing of their leaders as successors for the continuity as well competitive edge of the firm .

Finally, this research will open up the opportunities for further research to be conducted by other researchers in the future.

1.1.4 Scope of the study

The research believes it could have been appropriate to conduct the study in large scale. However, the limited time budget, the study has limited to commercial Bank of Ethiopia and only on selected key leadership role (pool two) of the successors pool.

Conceptually the research confined to see the effect of learning and development on leadership competency of key role players in commercial Bank of Ethiopia, among the three basic competency requirements as priority for leaders in this category than their behavioral (core) value and technical competency of the targeted population.

Geographically the study cover managers in different process and sub processes ,Grade III and IV managers and District credit appraisal managers and District operation managers who are categorized under pool two of the succession program in Addis Ababa and outline districts in the country by disregarding oversea branches of Djibouti and south Sudan.

Methodologically the study used explanatory and descriptive type of study so as to describe the relation, cause and effect of different variables via different statistic techniques. Both qualitative and quantitative data were collected by using different instruments like questioner, documents and different empirical data analyzed through different statistical analysis regression and correlation techniques.

Finally the study is concentrated only on pool two members of the succession program mainly on the effect of learning and development intervention provided to them from 2013 up to 2018.

1.1.5 Definition of key terminologies

Learning: - is defined as a relatively permanent change in behavior, cognition, or affect that occurs as a result of one's interaction with the environment. It is the process of acquiring new knowledge and expertise on which the change must be long listing before we can say learning has really occurred (Jon and Randy 2012).

Development: - the planned growth and expansion of the knowledge and expertise of people beyond the present job requirements. This is accomplished through systematic training, learning experiences, work assignments, and assessment efforts predominantly experiential and no institutional (Cseh 1998).

Competencies: - are abilities, behaviors, knowledge, and skills that impact the success of employees and organizations. Some common competencies are analytical thinking, communication, flexibility, integrity, and teamwork. Laci (2016).

A competency model: - Modeling competencies is an alternative approach to the traditional job analysis which focuses on a set of characteristic features that an employee should possess in order to effectively perform his/her professional duties. (Steward & Brown, 2009, p. 134).

A competency proficiency scale: - is a defined rating or measurement that assigns an expected level of competence on a given competency. Leading practice scales have behavioral indicators as their building blocks with related behaviors organized under each competency. Scale ratings range from three to seven mastery levels, with five levels being the most common. (Laci 2016).

Competency management: - is the set of management practices that identify and optimize the skills and competencies required to deliver on an organization's business strategy. Competency management provides the foundation to manage strategic talent management practices such as workforce planning, acquiring top talent, and developing employees to optimize their strengths. Palan (2003).

Competency Transition: - Effective and automated competency management creates a real-time and predictive inventory of the capability of any workforce. By defining and automating job roles and associated competency proficiency, leadership can readily identify strengths and skill gaps. Competency management then informs targeted skills development learning solutions improving individual and organizational performance, leading to better business results. (Laci 2016).

1.1.6 Organization of the study

The study is structured in to six chapters, chapter one gives a brief introduction of about the subject of the study. Which includes the back ground of the study, statement of the problem, of the study, objective of the study and definition of key concepts and terminologies, finally the organization of the study is described.

Chapter two of the study prevails, the theoretical position of the study which mainly focuses on HRD practices, like learning and development needs, employee's competency development, effect of learning and development in leadership employees.

Chapter three disclosed the study methodology and discusses the procedures used in order to so as to obtain the data, the reason use the method, reliability and validity of the study and limitation of the study.

Chapter four will demonstrate the study results and their related analysis finally, chapter five include the conclusion and possible recommendation of the study at the same time suggestion for future research.

Chapter Two - Literature Review and Theoretical Framework

2.1 Introduction

The purpose of this chapter is to review related literatures in connection with the study and the review is framed as theoretical foundation , empirical evidences and theoretical framework The most relevant literature is reviewed concerning the research questions starting with which function of Learning and development activities will adopt the competencies model, knowing that different learning and development intervention, affect each individual competency at different proficiency level as well the final outcome of competency based learning and development is reviewed as well as prior studies as empirical evidence are also assessed on this part finally the theoretical framework is disclosed.

2.2 Theoretical foundations

2.2.1 *Definition of Human Resource Development.*

Before we see learning and development in detail let us look at about HRD preamble as Richard Swanson has defined, “a process for developing and unleashing human expertise through training and development and organization development for the purpose of improving performance.”

As Mclean HRD is a set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job demands. Focused most broadly, to develop people’s “knowledge, expertise, productivity, and satisfaction, whether for personal or group/team gain, or for the benefit of an organization, community, nation, or, ultimately, the whole of humanity. (McLean 2001).

Other scholars treated HRD defined as a work place learning and “the process used by individuals when engaged in training programs, education and development courses, or some type of experiential learning activity for the purpose of acquiring the competence necessary to meet current and future work requirements. (Robert and John 2009).

Due to its long term effect on employees and organization learning HRD is defined as “the field of study and practice responsible for fostering long-term, work-related learning capacity at the individual, group, and organizational levels in organizations Watkins(1989) in(Robert and John 2009).

According to (Robert and John 2009) as a field of profession HRD is large and widely recognized, that exists in a large number and variety of organizations, HRD can take on a variety of names and roles. This can be confusing to those outside the profession and even sometimes confusing to those in the profession. We take the position that this variation is not always bad. HRD, embracing the thinking underlying, Training, Training and development, Employee development, Technical training, Management development, Executive and leadership development, Human performance technology, Organization development, and organizational learning. The ethical concerns are believed to be best expressed through recognition and adherence to the following core beliefs:

1. Organizations are human-made entities that rely on human expertise in order to establish and achieve their goals.
2. Human expertise developed and maximized through HRD processes for the mutual long- and/or short-term benefits of the sponsoring organization and the individuals involved.
3. HRD professionals are advocates of individual/group, work process, and organizational integrity.

2.2.2 *Learning*

The words learning and development are sometimes used loosely and even interchangeably, but to understand them they need to be distinguished and clearly defined.

Learning is a process within the organism which result in the capacity for changed performance which can be related with experience rather than maturation (Ribeaux and poppleton 1978). According to (Binsted1980) it is not just a cognitive process that involves the assimilation of information in symbolic form as in the book learning, but it is also an effective physical process. In this case learning leads to skillful and effective adaptation to and manipulation of the environment

which is one element in a much-quoted definition of intelligence as Wechsler (1958), through learning, a person qualitatively Changes the way he or she conceived something (Burgoyne and Hudson 1983). On the other hand conclude that Learning leads to change, whether positive or negative for the learner.

2.2.3 *Significance of learning and development*

Learning and development has significant outcome not only on the individual themselves but also to the organization that employee with different dimension (Bloom 1956). The significant outcome of learning and development is demonstrated through the development of different learning and development elements on which learning is made from:

2.2.4 *Psychomotor skills;*

According to (Julie and Amanda 2014), as part of learning Psychomotor skills are `doing` skills needed at every level of an organization, from the senior manager's ability to operate a desktop computer to the cleaner's operation of a floor-scrubbing machine while more sophisticated skills are needed to operate complex and expensive technology. Skill can be defined, the acquisition of such skill start with the ability to make a general response to a signal, after which learner develops a chain of two or more stimulus –response links including verbal chain and associations; to achieve concept learning and identify a class of objects or events; to learn rules through the acquisition of a chain of two or more concepts; and, finally, to combine rules and so achieve problem solving. Gagne, (1970) in (Stammers and Patrick 1975).

2.2.4.1 *Soft Skills;*

According to CIPD soft skills are 'feeling 'skill: self-management, interpersonal, language and social skills. They include, asking, listening and focusing; responding, interpreting and questioning ;arguing ,persuading and criticizing; developing ,modifying and comparing; acting ,influencing and solving. These are needed for communication, team working and leadership in organization. CIPD (2010) in (Julie B. & Amanda T. 2014).

2.1.1.1 Knowledge;

Gardner (1985) disclosed that there are several kinds of knowledge, and these are learned in different ways. Sometimes a simple distinction is drawn between propositional Knowledge, and 'know that'; which is derived from formal thinking and learned through education, and know-how: which is in part learned from performance.

2.1.1.2 Cognitive Skill;

As disclosed by (Julie and Amanda 2014). 'thinking 'skill can be defined in terms of sequences of increasing levels or hierarchies, with the lower level being prerequisites for, and subsumed by, the higher. This is seen in Bloom widely used taxonomy of cognitive skills: Remembering (retrieving, recognizing, and recalling knowledge from long term memory), Understanding (constructing meaning from oral ,written and graphic messages through interpreting , exemplifying, classifying ,summarizing ,inferring ,comparing and explaining) , Understanding (constructing meaning from oral ,written and graphic messages through interpreting , exemplifying, classifying ,summarizing ,inferring ,comparing and explaining) , Applying (carrying out or using a procedure through executing or implementing) , Evaluating (making judgments based on criteria and standards through checking and critiquing); Creating (putting elements together to form a coherent or functional whole recognizing element in to a new pattern or structure through generating, planning or producing. Bloom et al (2000) in (Anderson and Krathwohl .2001).

2.1.1.3 Competency/Competence;

Common definition refers to the ability to apply Knowledge and skill which understanding to a work activity which is assessed via performance, as in; An underlining characteristic of a person which result in effective and/or superior performance in a job Boyatzs (1982) on the other hand Enas Hamzi (2011); defined as the ability to perform the activates within an occupational area to the levels of performance expected in employment. Training Commission, (1988) in (Julie B. & Amanda T. 2014).

2.1.1.4 Employability

It is an indirect outcome of learning and development, employability is the capability to gain initial employment Hillage and Pollared (1998) in (Julie B and Amanda T. 2014). It focuses on the individual's asset (knowledge, skill, attributes and behaviors), how the individual deploys them and presents those to an employer, and the context of the work that is sought UKCES (2009) in (Julie B. & Amanda T. 2014). To this are added the personal skills of self-management, thinking and solving problems, working together and communicating understanding the business. Increasingly employers are emphasizing the need for those 'soft skills'. This employability which takes a longer-term view of it and relates it to individual learning and development. (Yorkte and Knight 2006) suggest that it should cover understanding, beliefs about self-efficacy, the development of skills and Meta cognition. And Watts (2006) adds career development skill.

2.1.2 Theories of learning

In order to deal about the effect of learning in the development of both employees as well the organization at large how it is associate with different contexts in this regard we therefore, let us see three main and well known theories of learning below:

2.1.2.1 Behaviorist approach;

According to (Julie B. & Amanda T. 2014), the behaviorist (positivist) approach is frequently used to encouraging desired behaviors in children and animals, and in basic forms of training. It regards learning as the process by which a particular stimulus(S), repeatedly associated with, or conditioned by, desirable or undesirable experiences' comes to evoke a particular response (R) this conditioning can be of two kinds. With classical conditioning, a stimulus leads automatically to a response. It significantly indicates that it is through repetition of learning and development experience that learning will resulted as desired.

2.1.2.2 Cognitive approach;

As the behaviorist approach pays no attention to the cognitive processes that come to associate a stimulus with a particular response: it does not investigate what is in the Black Box, However,

cognovits learning theories, influenced by constructivism, again originally based on animal studies, do so. They see learning as an association of stimulus with stimulus(S-S).The learner develops expectations that stimuli are linked and so develops a cognitive map or latent learning. Hence, insightful behavior appropriate to a situation takes place without the strengthening association. (*Julie B. & Amanda T. 2014*).

2.1.2.3 Social constructivist approach

According to (Vygotsky1978) Learning to the behavioral and cognitivist theories is largely decontextualized. The social constructivist approach to the understanding of learning, however, recognizes the significance of context, culture and social interaction. Rather than being a solely individual experience, learning is a social process that takes place through interaction and collaboration with others on the other hand(*Julie B. & Amanda T. 2014*).View places emphasis upon language, which it considers to be socially constructed, and on the role of other people in an individual learning. (Lave and Wenger 1991) develop further in their notion of situated learning individual learning through socialization and imitation as they try to address problems in a specific context and in interaction with others. This is therefore, that the above theories tries to indicate how learning is done and associated with the learner, and how it can influence the skill, knowledge and attitude of the individual is a crucial concern for the these study.

2.1.3 Learning models

There are several models of the process through which learning occurs, which HR developers could use to point to ways in which learning might be facilitated, made more effective or impeded

2.1.4 Sequential models

One approach is to see learning as one information processing system in which a signal, containing information, is transmitted along a communication channel of limited capacity and subject to interference and ‘noise’ stammers and Patrick (1975). The effectiveness of learning depends on attention being paid only to the relevant parts of the stimuli, the rapid selection of appropriate

responses, the efficient performance of them, and the feeding back of information about their effects in to the system.

Gagne (1974) in (Fontana, 1981) analyzed that the sequence of learning, a chance of events, and some internal and other external to the learner. It begins with the learner's readiness to receive information (motivation or expectancy), and continues as the Lerner perceives it. Distinguish it from other stimuli make sense of it and relates to what is already known the information is stored in the short run or long run memory.

(Burgoyne and Hodgson 1983).Use a variation of this in their analysis of how managers learn. Managers gradually build up experience created out of specific learning incidents, internalize this experience and use it, both consciously and unconsciously, to guide their future action and decision making. In three levels this process are:

Level 1 learning, which occurs when managers simply take in some factual information or data that is immediately relevant but does not change their views of the world.

Level 2 learning, which occurs unconscious or tacit level. Managers gradually build up a body of personal 'case law' that enables them to deal with future events.

Level 3 learning when managers consciously reflect on their conception of the world, how it is formed, and how they might change it

(Dreyfus et al 1986; Cooley 1987 and Quinn et al. 1990) in the other hand set out a more elaborative model of the acquisition of skills that is relevant to understanding the development of cognitive skills. Their five stage model moves from the effective performance of lower to higher order skills.

Stage 1: the novice. Novice follow context free rules, with relevant components of the situation defined for them; hence they lack coherent sense of the overall task.

Stage2: the advanced beginner. Through their practical experience in concrete situation, learners begin to recognize the contextual elements of their task. They begin to perceive similarities between new and previous experience.

Stage 3: competent. They begin to recognize a wider range of cues, and become able to select and focus up on the most important of them. Their reliance up on rules lessens; they experiment and go beyond the rules, using trial and error.

Stage 4: proficient. Those who arrive at this stage achieve the unconscious, fluid effortless performance referred to in the definition of skill given earlier. They still think analytically, but can now 'read' the evolving situation, picking up new cues and becoming aware of emerging patterns; they have an involved, intuitive and holistic grasp of the situation.

Stage 5: Expert. At this stage, according to (Cooley 1987) highly experienced people seem to be able to recognize whole scenarios without decomposing them in to elements or separate futures, they have multidimensional maps of the territory; they frame and reframe strategies as they read changing cues' Quinn et al (1990) with the intuitive understanding of the implications of situations, they can cope with uncertainty and unforeseen situations.

2.1.4.1 Cyclical Model

The Lancaster model is an example of learning as cyclical process, and is based on analysis of managers' learning. It represents all types of learning 'Including Cognitive, Skill development and effective, by any process Bsted (1980). It identifies three different forms of learning: receipt of input/generation of output, discovery and reflection they take place in both the inner and outer worlds of the individual.

The best-known model of the learning cycle in the management field of Kolb learning has two dimensions Kolb (1984): which states that, concrete/ abstract (involvement / detachment) and active reflective (actor/Observer). Effective learning is an integrated cognitive and effective cyclical process. The learner moves in a cyclical manner from becoming fully involved in concrete, new

experiences; through observation and reflection on these experience from many perspective; using theories to integrate their observation to active experimentation in decision- making and problem solving and so on Kolb (1983).

2.1.4.2 Critical elements to learning

Organization have a choice about which learning strategy or intervention they identify to meet the needs established in the previous stage and the decision is highly circumstantial or contextual. Criteria can be employed to help to make the appropriate decision, which can include the extent to which the learning Reid (2004): fits with objectives of the firm, is likely to be transferred to the work place, and Matches available resource and takes into account learner-related factors.

2.1.5 *Types of Learning*

2.1.5.1 On the job training

Davies et.al (2011). Defined as activates that would be recognized as training by staff, and that take place at the individual's immediate work position, but not the sort of learning by the experience that takes place on an ongoing basis. On- the- job learning is learning that takes place at the individual's immediate work situation and includes activates that may not always be recognized by staff as development, e.g. staff meetings, discussion, reflection, observation, team working undertaking a project, assignment consultancy taking on a new area of responsibility. (*Julie and Amanda 2014*).

2.1.5.2 Observation

According to (*Julie and Amanda 2014*).*Observation is* Obtaining job knowledge from colleagues is the most obvious and cheapest method on the job development and is how the vast majority of employees learn their job and how best to perform it. Social learning theory provides the conceptual bases for this approach. While much of this type of learning happens in an ad hoc, unplanned way, it can be a valid planned way of transferring learning knowledge in the work place. In order to be effective, it relies on good structuring, planning and monitoring.

2.1.5.3 Coaching/Understudy Approach

As (Julie and Amanda 2014) disclosed here the trainee works directly with a senior manager or with the person he or she is to replace; the latter is responsible for the trainees coaching. Normally, the understudy relieves the executive of certain responsibilities, giving the trainee a chance to learn the job. The relationship is usually time limited and goal oriented (Greene and Grant 2006) and aims to raise awareness and responsibility in the cache. Whit more (2009)

2.1.5.4 Action Learning

As (Robert and John 2008).Action learning programs give managers and others released time to work analyzing and solving problems in departments other than their own. Its basics include carefully selected teams of 5 to 25 members, assigning the team's real-world business problems that extend beyond their usual areas of expertise, and structured learning through coaching and feedback. The employer's senior managers usually choose the projects and decide whether to accept the team's recommendations.

2.1.6 Off-the-Job Management Training and Development Techniques

2.1.6.1 THE CASE STUDY METHOD

As (Robert & John 2008) disclosed the case study method presents a trainee with a written description of an organizational problem. The person then analyzes the case, diagnoses the problem, and presents his or her findings and solutions in a discussion with other trainees. *Integrated case scenarios* expand the case analysis concept by creating long-term, comprehensive case situations. To create such scenarios, scriptwriters (often employees in the firms training group) write the scripts. Gary Dessler (2013).The scripts include themes, background stories, detailed personnel histories, and role-playing instructions. The scenarios aim to develop specific skills, such as interviewing witnesses.

2.1.6.2 MANAGEMENT GAMES

As a learning intervention computerized management games enable trainees to learn by making realistic decisions in simulated situations. For example, *Interpret* is a team exercise that explores team communication, the management of information and the planning and implementation of a

strategy. It raises management trainee's communication skills, helps them to better manage the information flow between individuals and the team, and improves planning and problem solving skills with some games, trainees divide into teams, which compete in a simulated marketplace. This can develop leadership skills and foster cooperation and teamwork. (Robert and John 2008).

2.1.6.3 OUTSIDE SEMINARS

Numerous companies and universities offer Web-based and traditional classroom management development seminars and conferences. Recently, for instance, offerings ranged from developing your emotional intelligence to assertiveness training, assertiveness training for managers, and assertiveness training for women in business, dynamic listening skills for successful communication, and fundamentals of cost accounting. (Mathis and John 2008)

2.1.6.4 ROLE PLAYING

The aim of role playing is to create a realistic situation and then have the trainees assume the parts (or roles) of specific persons in that situation. Each trainee gets a role, such as: The aim is to develop trainee's skills in areas like leadership and delegating. For example, a supervisor could

Experiment with both a considerate and an autocratic leadership style, whereas in the real world the person might not have the luxury of experimenting. It may also train someone to be more aware of and sensitive to others feelings. (Mathis and John 2008).

2.1.6.5 BEHAVIOR MODELING

Mathis and John (2008). Describes that, **Behavior modeling** involves as (1) showing trainees the right (or model) way of doing something, (2) letting trainees practice that way, and then (3) giving feedback on the trainee's performance. Behavior modeling training is one of the most widely used, well researched, and highly regarded psychologically based training interventions.

2.1.7 *Development*

According to, (Julie and Amanda 2014). Development, whether of an organism, individual or organization is the process of becoming increasingly complex, more elaborate and differentiated as a result of learning and maturation. It is a process of both continuity and discontinuity. It is sometimes

interpreted as progression and advancement; it is irreversible although regression to earlier phases can occur quantitative change lead to qualitative changes or transformation. The disintegration of the existing phase creates the conditions for a new one that is not entirely new it is a transformation. Each succeeding phase is more complex, integrating what has gone before Peddler (1988). This opens up the potential for new ways of acting and responding to the environment, which in turn leads to the need and opportunity for even further learning.

Generally, development is not synonymous with learning, but it cannot take place without learning. Lifelong learning and development mean continuous adoption, increased knowledge and improved skills enlarge the individual's capacities to adopt to the environment and to change that environment, so allowing new possibility to emerge. (Julie and Amanda 2014).

Learning involves activities that influence personal and professional growth. Development activities generally help employees learn skills that will be helpful in future jobs. This differs from employee training, which is concerned with ensuring that employees have the knowledge and skills to perform their current jobs; closely related to employee development is **career development**, which includes activities that help people manage the progression of their work experiences across their lives.(Mathis and John 2008).For organizations, the primary benefit of providing development opportunities is that it enhances their ability to respond to changing environmental forces. It does so in two ways: (1) by increasing the range of skills that employees possess and (2) by increasing the chances that the most capable employees will be attracted and remain committed to the organization. In other words, development practices help a company compete by ensuring a continual supply of employees who are talented and committed.

2.1.7.1 Corporate Universities

As many firms, particularly larger ones, establish in-house development centers (often called corporate universities). Such centers typically offer a catalogue of courses and programs aimed at supporting the employer's management development needs. Employers often collaborate with

academic institutions, and with training and development program providers and Web-based educational portals, to create packages of programs and materials. (Mathis L. and John H. 2008).

2.1.7.2 *Executive Coaches*

Many firms retain executive coaches to develop their top manager's effectiveness. An executive coach is an outside consultant who questions the executive's boss, peers, subordinates, and (sometimes) family in order to identify the executive's strengths and weaknesses, and to counsel the executive so he or she can capitalize on those strengths and overcome the weaknesses. (Mathis and John 2008).

2.1.7.3 *Committee Assignments*

In this case assigning promising employees to important committees may broaden their experiences and help them understand the personalities, issues, and processes governing the organization. For instance, employees on a safety committee can gain a greater understanding of safety management, which would help them to become supervisors. They may also experience the problems involved in maintaining employee safety awareness. However, managers need to guard against committee assignments that turn into time-wasting activities. (Mathis and John 2008).

2.1.7.4 *Management Mentoring*

According to (Mathis and John 2008).A method called management mentoring is a relationship in which experienced managers aid individuals in the earlier stages of their careers. Such a relationship provides an environment for conveying technical, interpersonal, and organizational skills from the more-experienced person to a designated less-experienced person. Not only does the inexperienced employee benefit, but the mentor may enjoy the challenge of sharing his or her wisdom. Fortunately, many individuals have a series of advisors or mentors during their careers and may find advantages in learning from the different mentors.

2.1.8 Competency

2.1.8.1 Definition and origin of Competency

The first time the term competency was introduced to the psychology literature was in 1973. In his article 'Testing for competence rather than for intelligence' McClelland (1973). Claims that the content offer additional tests of academic aptitude and knowledge in fact have neither predicted job performance nor success. A competency can be defined as "an underlying characteristic of a person which results in effective and or superior performance in a job Boyatzis (1982); Enas (2011).

As (Lustri 2007;Zarifian1999), defined competency as an individual's capacity to take initiative, to do more than what is expected, to understand and control new emerging situations and to be responsible for decisions, hence achieving recognition.

Le Boterf, (2000) stated that competency is an action which results from the Personal Competency refers to any aspect of a competence, such as knowledge, skill, attitude, ability, or learning objective. The term "competency" is to be interpreted in the broadest sense to include learning objectives - those things that are sought - as well as competencies - those things that are achieved (IEEE St2007;Kukasz S. ; Anna J. and et al 2014).

2.1.8.2 Types of competency

While we see the types of competency there are different competences in different organizational contexts for this study emphasis is given for leader ship competency among three most known types competencies, these are core value (behavioral) competencies, managerial (leadership competence) and technical competency. The behavioral competency approach was first advocated by McClelland (1973). He recommended the use of criterion-referenced assessment. Criterion referencing or validation is the process of analyzing the key aspects of behavior that differentiate between effective and less effective performance. But the leading figure in defining and popularizing the concept of competency in the USA and elsewhere was (Boyatzis1982;Enas H. 2011).He conducted research that established that there was no single factor but a range of factors that differentiated successful from

less successful performance. These factors included personal qualities, motives, experience and behavioral characteristics. Armstrong (2010).

2.1.8.3 Competency profile and proficiency level.

A competency profile is a set of all competencies that describe a given job or a given organizational role. Competencies specified in a profile should be described in a way that is characteristic of the behaviors required from an employee. The competency profile also specifies the level of competencies required from an employee. The competency model (and competency profiles existing within it) provides the 'binding' that is needed to coordinate the actions among the different systems of human resources management in an organization (Dubois & Rothwell 2008). A competency profile is a set of competencies along with specified levels of proficiency, which are closely related to the work performed. (Miao, van der Klink, Boon, Sloep & Koper 2009). Descriptions of competencies are universal, i.e. they are applicable to all professional roles in each of the business units. Managers are trained to use the model and adapt the descriptions of competency levels to specific roles within their organizational unit. Certainly, early involvement of the senior management staff in the development of these tools pays dividends. For each of the professional roles performed by employees a profile, i.e. the list of core competencies necessary to fulfill the tasks in a given business area, has been determined. Competency profiles ensure the clarity of expectations and the same criteria being applied to all employees. The profiles provide a uniform and comprehensible description of competency requirements associated with the work performed. They specify the recruitment criteria and development needs and justify decisions related to human resources. Currently, a competency profile consists of about 8–10 core competencies necessary to perform tasks. In case of competency proficiency, the individual job category or specific job perform have expected proficiency level of accomplishment or standard based the proficiency level set for the job. To set a clear expectation from each job role and individual performer on a specific job a proficiency level is set from beginner (Novice), Intermediate, advanced and expert, however different writers used different naming to them. (Kukasz.S, Anna J and et al. 2014).

2.1.8.4 Competency models

Many empirical studies were made in the past that, organizations are looking for new methods and ways to maximize the use of employees' knowledge, skills and social competencies in ongoing operations and in the implementation of ongoing-term strategies. In the broadest sense, all activities of an organization are always based on the competencies of employed persons. Therefore, the main task and challenge of human resources management is to identify and develop competencies in a way that will enable the most efficient operation of the organization. This is possible thanks to the development and Implementation of competency models, which in consequence lead to seeking methods of the most effective management of employee competencies in organizations. The competency model is a set of all competencies required of employees in a given organization that are grouped into appropriate sets for individual jobs or organizational roles. These sets are called competency profiles. Primarily, the competency model determines the following:

- 1 What skills, knowledge and characteristic features are needed to perform a job?
- 2 What behaviors have the most significant impact on performance and success in a given job?

The model allows primarily those competencies to be recognized that are required for an adequate or exemplary performance of a job in the context of roles assumed by an employee, of responsibility and dependency in an organization and in its internal and external surroundings there are various approaches used in framing and making sense of competencies. (McLagan1996; Zane B. Marie D. et al 2002) identified six approaches to defining and developing Models for competency:

- 1) Job tasks;
- 2) Results of work efforts;
- 3) Outputs;
- 4) Knowledge, skill and attitude (KSA)
- 5) Qualities of superior performance; and
- 6) Bundles of attributes.

2.1.8.5 Competency based Learning and Development

The model of competency-based human resources management relies on the conviction that employees, treated individually, possess special, unique sets of knowledge, skills and attitudes.

Proper analysis and use of this potential makes it possible to improve the selection and recruitment processes, efficiency management, rewarding of employees and their development instruments of increasing their motivation but also ways for an organization to gain knowledge. The acquisition of new information, knowledge and experience by employees contributes to raising the creative potential of the entire organization, since it may result in innovative solutions, improvements, patents, licenses etc. Thus, training aimed at developing employee competencies is a way to obtain knowledge not only by employees but also by an organization Staniewski (2008) in (Kukasz S.; Anna J and et al. 2014).

A learning and development strategy should be adjusted to the needs of an organization in such a manner that it supports the achievement of business objectives and the promotion of advantage in terms of human capital. At the same time, this strategy should be adjusted to the needs and aspirations of employees (Armstrong, 2011, p. 571). In Human Resources Management, Michael Armstrong (2010) divides learning in the workplace in to informal and formal learning. Informal learning is based on experience and it takes place when we learn something while working. There are many ways to develop and support informal learning in an organization, with coaching and mentoring among the most important ones. According to Armstrong, employees achieve 70% of the information essential to perform their duties in an informal way. Formal learning is planned and systematic. It is provided by means of structured training programs including lectures and practical classes on-the-job or off-site. Armstrong (2011), after (Stern and Sommer land 1999), distinguishes three main characteristics of workplace learning:

1 The workplace as a site of learning. In this case, learning and working are specially separated, with some forms of structured learning taking place near the working place. Learning can take place in a

company training center or in a training place on the shop floor, where learners can observe a production process being reproduced especially for them.

2 The workplace as a learning environment. In this case, the workplace itself becomes an environment where knowledge is acquired. Different activities related to work occur there, which are more or less structured. The education is intentional and planned. It is aimed to support, monitor and structure employee learning process.

3 Learning and working are inextricably linked. In this case, learning is informal. It is part of daily work and is embedded in routine tasks. Employees acquire skills and knowledge through solving problems arising in the course of their duties. As (Zuboff 1988; KukaszS.; Anna J. and et al. 2014).States: Learning is not something that requires time out from being engaged in productive activity, learning is the heart of productive activity. Making a distinction between the terms ‘learning’ and ‘training’ is important from the point of view of informal learning in the workplace. In the literature, these terms are often used interchangeably, which prevents proper understanding of the learning processes that occurs in the workplace. Whereas learning is considered to be a process by which a person constructs new skills, knowledge and capabilities, training is one of a portfolio of responses an organization can undertake to promote learning (Reynolds, Caley, & Mason 2002). Scheduled in advance, a training program, along with selected training methods, creates an environment in which employees, guided in a suitable manner, have the opportunity to improve their competencies, or acquire the content delivered to them by the training provider.

Sloman (2003) makes a distinction between learning, which lies within the domain of the individual, and training, which lies within the domain of the organization. Professor Henry Krol provides the following definition of training, formulated on the basis of a literature review and previous experience: A training method is the appropriate way to transfer professional knowledge to trainees, develop their skill, and shape proper attitudes (towards work, organization, superiors, co-workers and customers) to increase their individual (and the organization’s) human capital Sloman (2003). In order to be effective, training should be systematic, i.e. designed, planned and performed in such a

way as to match specific needs. It should be delivered by individuals with the relevant educational background and training results should be carefully evaluated. Training designed in a systematic way should consist of four stages: (1) identification of training needs, (2) selection of a training course appropriate to those needs, (3) employment of experienced and qualified trainers, (4) monitoring. The goal of the training should be clearly defined in terms of competencies (learning outcomes) to be achieved as a result thereof. This goal should be expressed with the following words: After completion of this training, the trainee will be able to... Defined in this way, the goal and the expected competencies will form the basis for an assessment, which is an essential element of successful training Armstrong (2011). Methods of developing employee competencies can be divided according to the form and mode of knowledge transfer and according to the methods and tools applied. The following methods may be distinguished: information and demonstration methods, simulation and improvement methods based on practical activities. They can be implemented on-the-job or off-the-job (Listwan2010)

Workplace related methods of competency development rely on the transmission of knowledge, skills and attitudes from a designated person (supervisor, another employee, mentor, coach) to an employee in the place of performing job-related tasks. The most popular methods are: coaching, mentoring, tutoring, job rotation, delegating assigned tasks, appointing replacement for certain positions, Assistantship, Quality circles.

Off-the-job methods of human resource development can be implemented both within the organization and outside of it, by external training providers. These methods make use of information and demonstration or simulation techniques of teaching, including: lecture, discussion, case study, conferences and seminars, role playing, games and simulations.

Methods and techniques utilized for employee learning are widely discussed in the literature on the subject. The significance of this area of HR functioning is growing due to the strategic importance of human resources to the organization. Properly stimulated and controlled development of employees translates into increased competitiveness of enterprises, with this effect being most visible in

organizations based on the knowledge of their employees. Employee development is understood as the controlled process of staff capability enhancement, which results in increased competencies useful for current and future tasks of the organizations załkowski (2002). These changes should occur both at the level of employers, who will consciously strive to shape human capital formation in their organizations and base their success on knowledge, and at the level of employees who, having the right conditions for doing so, will develop their potential, aspirations and value in the labor market.

2.1.8.6 Competency-based employee development

By devoting time and money to support learning and development of people, we place a deposit in the bank of their loyalty (Fitz-enz 2001; Kukasz and Anna 2014).

Increasing the pool of competencies and flexibility of the staff is one of the basic goals of introducing competency models into human resources management. Therefore, an extremely important feature of competency solutions is promoting the development of employees and encouraging them to acquire new competencies. When employees have a broad knowledge, skills and other competencies, they are able to perform more tasks than they can in traditional systems, in which the employee is expected to possess competencies in the scope of a given (single) job position. Monitoring the development level and pace of people employed in the organization is even considered the essence of competency-based management (Sidor- Rządowska 2011).

The competencies approach in the area of employee development Lucia (1999):

- 1) Enables focusing on skills, knowledge and other competencies, which have the greatest impact on the performance of employees,
- 2) Ensures the link between trainings and strategy as well as values of the organization,
- 3) Ensures the most efficient use of time and funds dedicated to trainings.

The development competencies of employees in the organization should take into account external (market) conditions. Depending on the circumstances outside of the organization (in particular, on the situation of the labor market), managers in the organization must make decisions concerning the directions to be taken in the development of employee competencies, in particular those competencies

that are difficult to replace, and their value is essential to the company. Possessing information on what competencies are sought by an organization, in the case that they are easily available, management may make a decision to obtain them from outside of the organization (Phillips & Ford, 1996). The decision concerning the development of human capital within various groups of employees in the organization (or obtaining this capital from outside) depends most frequently on the analysis of two dimensions: the strategic value of the competency and market uniqueness of the competency based on the (Lepak and Snell model 1999). The model assumes four various forms of obtaining human capital: internal development of human capital, its contracting, acquiring human capital and creating alliances in the area of human capital. Internal development of human capital assumes an aspiration to have employees whose competencies are both unique and valuable. Contracting human capital concerns most often employees, whose competencies are neither rare, nor are of strategic value for the organization. Therefore, investments in the development of these employees are limited, as they are easy to obtain on the external (open) labor market. Obtaining human capital (most often from competitors) is a characteristic approach for employees, whose competencies are of high strategic value for the organization, but are rather easy to obtain on the labor market. It enables cost externalization of the development of competencies, with simultaneous internalization of the benefits by the enterprise. Creating alliances in the area of it may be stated that responsibility for the development of an employee's competencies is shared by the organization and the individual. It is particularly true in the case when development is understood broadly and not simply identified with training employees. In accordance with the definitions, which function in the HRM area, training employees is the process of increasing qualifications (competencies) related to the job requirements in order to improve performance Listwan (1999) Human capital concerns employees with unique competencies, but are not key for the functioning of the organization. This approach proposes sharing costs of the development of human capital by undertaking joint-initiatives in the area of competency development with public sector entities (e.g. higher or vocational education institutions), but also supporting initiatives of individuals. Regardless of the adopted perspective, the competency-based approach for employers means the obligation to support the development of

employees through the creation of appropriate opportunities for shaping competencies, which are a critical factor of success both for the whole company, and for individual employees. Of course, the organization's responsibility for the development of employees must co-exist with personal responsibility and motivation. Competency-based employee development assumptions and results Rządowska (2011). Observed: An employee is (or at least should be) the person responsible for his or her own development. It is difficult not to agree that undertaking work in a contemporary organization is becoming, to a high extent, tantamount to undertaking learning. In view of the dynamic transformations taking place, the need for continuous perfecting one's competencies is something obvious.

2.1.8.7 The outcome of competency base Learning and Development.

According to (Dreyfus, Stuart E.; Dreyfus and Hubert L.1980) the outcome of competency development in relation with different human resource practices is stated below: competency development and its impact on selection, training and development , performance management , Career paths , Succession planning and finally it enables to manage talent of the organization.

1) **Selection:** The use of behavioral interviewing and testing where appropriate, to screen job candidates based on whether they possess the key necessary job competency profile:

- a. Provides a complete picture of the job requirements
- b. Increases the likelihood of selecting and interviewing only individuals who are likely to succeed on the job
- c. Minimizes the investment (both time and money) in people who may not meet the company's expectations
- d. Enables a more systematic and valid interview and selection process
- e. Helps distinguish between competencies that are trainable after hiring and those are more difficult to develop

- 2) **Training and development:** Development of individual learning plans for individual or groups of employees based on the measurable “gaps” between job competencies or competency proficiency levels required for their jobs and the competency portfolio possessed by the incumbent.
- A. Focuses training and development plans to address missing competencies or raise level of proficiency
 - B. Enables people to focus on the skills, knowledge and characteristics that have the most impact on job effectiveness
 - C. Ensures that training and development opportunities are aligned with organizational needs
 - D. Makes the most effective use of training and development time and dollars
 - E. Provides a competency framework for ongoing coaching and feedback, both development and remedial
- 3) **Performance management:** Provides regular measurement of targeted behaviors and performance outcomes linked to job competency profile critical factors.
- A. Provides a shared understanding of what will be monitored, measured, and rewarded
 - B. Focuses and facilitates the performance appraisal discussion appropriately on performance and development
 - C. Provides focus for gaining information about a person’s behavior on the job
 - D. Facilitates effectiveness goal-setting around required development efforts and performance outcomes
- 4) **Career paths:** Development of stepping stones necessary for promotion and long term career-growth
- A. Clarifies the skills, knowledge, and characteristics required for the job or role in question and for the follow-on jobs
 - B. Identifies necessary levels of proficiency for follow-on jobs
 - C. Allows for the identification of clear, valid, legally defensible and achievable benchmarks for employees to progress upward
 - D. Takes the guesswork out of career progression discussions

- 5) **Succession planning:** Careful, methodical preparation focused on retaining and growing the competency portfolios critical for the organization to survive and prosper
- A) Provides a method to assess candidates' readiness for the role
 - B) Focuses training and development plans to address missing competencies or gaps in competency proficiency levels
 - C) Allows an organization to measure its "bench strength"—the number of high-potential performers and what they need to acquire to step up to the next level
 - D) Provides a competency framework for the transfer of critical knowledge, skills, and experience prior to succession – and for preparing candidates for this transfer via training, coaching and mentoring
 - E) Informs curriculum development for leadership development programs, a necessary component for management succession planning
- Competency Models

2.2 Empirical evidences on competency based learning

Many research has been made to ascertain the importance of competency based learning and development among these studies some of them are discussed below.

In the early 1970s, David McClelland, a former Harvard psychologist, was one of the first persons to propose the idea of testing competency rather than intelligence. McClelland was asked by the US foreign Service to find new research methods that could predict human performance and reduce the bias of traditional intelligence and aptitude testing, hence the notion of measuring competencies was born (McClelland, 1973).

Despite criticisms of competence practices, the use of a competency model as the basis for human resource practices has become widespread in the United States (Athey & Orth, 1999; Gangani, et al. 2006). The American Society for Training and Development (ASTD) is the example of an organization that has created several competency models for more than 30 years.

ASTD Competency Models in the United States Since 1973, there have been a number of competency studies published in the HRD literature. Some of the major studies from the United States, sponsored by the ASTD, are reviewed below.

In 1978: A Study of Professional Training and Development Roles & Competencies were conducted by Pinto and Walker the first competency study sponsored by the (ASTD). They conducted a study of professional training and development roles and competencies. The purpose of their study was twofold. The first purpose was to define the basic skills, knowledge, understanding, and other attributes required by professionals for the effective performance of training and development activities. The second purpose was to provide a listing of activities that could be grouped so a model and set of competencies for training and development (T&D) professionals could be created.

The researchers sent questionnaires to the ASTD members in the United States, Canada, Mexico, and other countries. From 2,855 returned questionnaires, 14 activities were identified, and a model that described the primary areas of T&D professionals was extrapolated from the data (Pinto & Walker, 1978).

There were few limitations in this study. It was limited to the characteristics of T&D practitioners in ASTD only. In addition, this study was limited to defining only the current position of the T&D field, and not the future direction of the field example in 1983: Models for Excellence, McLagan's (1983) Models for Excellence examined the Training and Development (T&D) field by defining its current position and future directions. Patricia McLagan carried out a series of studies that focused on T&D and the trainer's role. She focused on how T&D was related to and different from other HR specialty areas, and what knowledge and skills enabled people to work in the field. This study represented the first modern attempt to define T&D. It also established the format for all the competency model studies that have come since (Bernthal, 2004). In the development of competency Model there were several groups that participated in the study. For instance, the study Team involved 12 professionals. The ASTD Professional Development Committees consisted of 18 members. The Study Review

Board was formed by a group of 36 senior professionals from a variety of sectors: business, government, academia, not-for-profit organizations, consulting, and instructional systems companies.

The methodology for achieving each research objective was very similar. In general, the Study Team provided a preliminary list that was adopted from previous studies or books. Then, the list was reviewed and revised in an iterative questionnaire process by the Study Review Team. This Study team and the professional development committee then made judgments, reviewed, and analyzed the results. Finally, the edited list was presented (McLagan, 1983).

There were nine major results of McLagan's (1983) study: (a) the Human Resource Wheel, (b) the definitions of T&D, (c) the future forces, (d) 15 T&D roles, (e) 102 critical outputs of the T&D field, (f) the competency model for the T&D, (g) the role profiles, (h) role clusters, and (i) the roles/competencies matrix.

McLagan (1983) noted possible implications stemming from the results of the study to: business, ASTD members, government and non-profit organization leaders, T&D practitioners, academic community, and persons interested in T&D careers. However, the study did not describe areas for future investigations. In 1989: *Models for HRD Practice*; After six years, since the focus in the Training and Development (T&D) field had shifted sequentially from T&D to Human Resource Development (HRD), the ASTD's Board of Directors decided to update the 1983 *Models for Excellence* (McLagan, 1983); McLagan (1989) researched the implementation of competency theories into practical tools within the training and development community. The 1989 publication of *Models for HRD Practice* (McLagan, 1989) research was sponsored by the ASTD that addressed the need for a common language on competencies among HRD professionals. This 1989 study was groundbreaking because it expanded the profession beyond training and development to include career development and organization development (Bernthal, 2004).

The main purpose of the 1989 Models for HRD Practice study was to identify a list of possible future forces for HRD work, outputs for each role, a list of quality requirements for each output, a list of ethical issues, and a list of competencies required for the HRD professionals.

A team, led by McLagan and a local ASTD chapter, developed a draft model of HRD. That draft included subject matter experts' opinions from career development, organization development, and training and development areas. This first draft of the questionnaire was mailed to 1,057 HRD professionals, and 705 questionnaires were returned. After revision and modification, the second draft was sent to 1,010 experts and 473 questionnaires were returned. After the analyses of the results from the second draft of questionnaires, the final HRD model was defined.

The results of the study presented: (a) a definition of HRD, (b) a position of HRD through a Human Resource Wheel, (c) 13 future forces that affect this field, (d) 74 outputs of HRD work, (e) quality requirements for each output, (f) 35 competencies, and (g) 13 ethical issues for HRD. The major evolution of this model compared to the 1983 Model for Excellence (McLagan, 1983) was the change of role categories and the addition of new competencies

The model includes three layers of knowledge and skill areas: foundational competencies, areas of professional expertise, and roles. Some highlights of the 2004 ASTD Competency Model follows.

Foundational competencies. The foundational competencies are clusters of skills, knowledge, abilities, and behaviors that are required for success across all jobs. According to Bernthal et al. (2004), job success will be difficult to achieve without some level of expertise in the majority of these fundamental competencies. The study results have identified 12 foundational competencies. They are organized into three primary clusters: interpersonal competencies, business/management competencies, and personal competencies. Each competency contains a list of key actions. Survey respondents of the 2004 ASTD study rated each competency in terms of its importance for effectiveness in their current job. Results showed that no one competency was dramatically more important than the others (Bernthal, 2004).

2.3 Empirical studies on leadership competency

Due to limited space, the researcher will take only a snapshot from selected previous studies. The section will focus on interrelationships among project managerial competencies, leadership competency development.

Burke and Day (1986) applied meta-analysis to available managerial training and development studies to determine the types of management training that were effective for enhancing leaders competency, to what degree they were effective, and the relative effectiveness of the different training methods in improving learning or the acquisition of skills. The meta-analysis conducted by Burke and Day is commonly regarded as the principal empirical support for the effectiveness of managerial training and leadership development programs. Yet, Lynham (2000) believed that the field of leadership development “may be well served by further purposeful and scholarly inquiry and study” on the other hand, Burke and Day’s (1986) described leadership competency development on studies which included 70 published and unpublished studies spanning from 1951-1982 in their meta-analysis involved managerial or supervisory personnel, evaluated the effectiveness of more than one training program, and included at least one control or comparison group. in the study identified that

- 1) General management training taught facts, concepts, and skills and included training topics such as labor relations, a broad focus on management theory and practice, company policies and procedures, labor economics, and general management functions.
- 2) Training in the human relations content area focused on the human relations problems of leadership, supervision, attitude toward employees, and communications.
- 3) Studies that were coded into the self-awareness training content area involved the understanding of one’s behavior, how others view one’s behavior, and learning one’s strengths and weaknesses. Examples in the self-awareness content area were sensitivity training and transactional analysis.
- 4) Problem solving training included studies with a wide range of work problems that managers encounter including generalized problem solving and decision making skills.

5) Rater training programs taught participants to minimize errors in observing and evaluating subordinates.

6) Motivation/values training included programs designed to increase the manager's motivation and modify manager's values or attitudes. Burke and Day (1986) also categorized studies by training method. Training methods used were: lecture, lecture/group discussion, leader match, sensitivity training, behavioral modeling, lecture/group discussion with role-playing or practice, and multiple techniques. In addition, four criterion-measure categories were developed by Burke and Day (1986) on the basis of two dimensions: (a) level of criterion and (b) subjectivity objectivity.

The level of criterion dimensions was determined according to Kirkpatrick's evaluation model (1976). Three of Kirkpatrick's four levels were used: learning, behavior, and results. Categories of subjective learning, objective learning, subjective behavior, and objective results were used as criterion-measure categories. Descriptions of these criterion-measure categories are as follows:

Burke and Day's (1986) study clarified the breadth of managerial training, but indicated that more empirical research was needed before conclusive statements could be made. They found that managerial training was pervasive and primarily focused on improving individual managerial Competencies (skills and on-the-job performance.)

Leddick (1987) analyzed 48 field experiments between 1971-1981 to explore differences in the effectiveness of training programs on developing leader's competency. Across all studies and multiple research design types, the analysis produced an overall effect size of .67, with a .98 effect size for managers only. Leddick found that effect sizes were smaller when true controls or non-equivalent control groups were used than single groups (i.e., control group effect sizes were .39 while single group effect sizes was .96 on the same dependent variable). An additional conclusion from Leddick's study was that knowledge objectives seemed to be associated with stronger productivity improvements than other types of objectives.

Mullera and Turner, (2010) study titled: "*Leadership competency development*", aimed to examine the leadership competency profiles of successful project managers in different types of projects. Four hundred responses to the Leadership Development Questionnaire (LDQ) were used to profile the

intellectual, managerial and emotional competencies (IQ, MQ, and EQ, respectively) of project managers of successful projects. Differences by project type were accounted for through categorization of projects by their application type (engineering & construction, information & telecommunication technology, organizational change), complexity, importance and contract type. Results indicate high expressions of one IQ sub-dimension and three EQ sub-dimensions in successful managers in all types of projects. Other sub-dimensions varied by project type. The comparison was made to existing profiles for goal oriented, involving and engaging leadership styles.

Theoretical Framework effect of learning and development on competency development of key role players (Leaders)

Independent Variable

Dependent Variable

Learning and Development

Leadership Competency

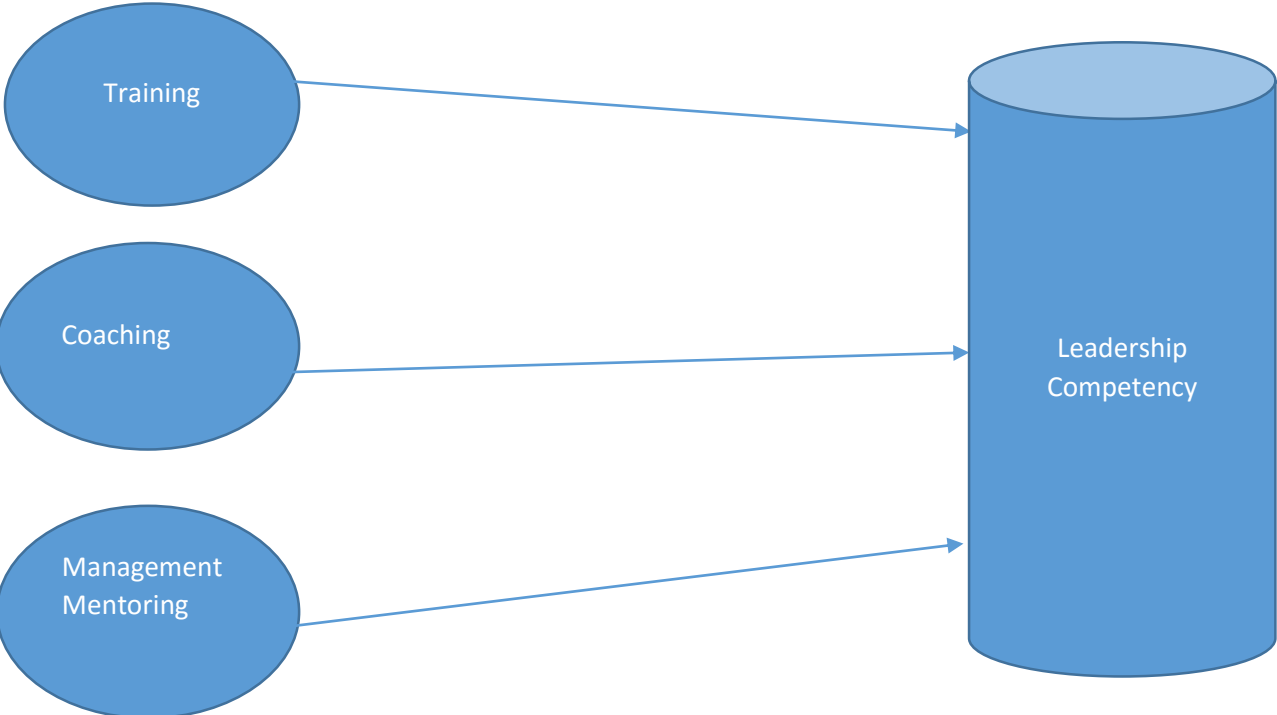


Figure 2.1 Theoretical Framework effect of learning and development on competency development

The reviewed literature in this study examined many variables that influence the effect of learning and development in leadership competency development, however, we only consider three main interventions namely training, Coaching, Management mentoring which are implemented in commercial bank of Ethiopia. For the purpose of testing the aforesaid interventions hypotheses are developed. Which is presented below.

H1a. Training measures is positively related to enhancement of employee's leadership competency.

H2. Coaching is positively influence for the development of leadership competency

H3. Leaders mentoring enhance and positively influence the development of leadership competency

Chapter Three - Research Design and Methodology of the study

3.1 Introduction

This unit of the study is mainly focus on the methodology used in the study, which includes the methods of the research, source of the data, sampling technique, data gathering instruments, procedure of data collection, and method of data analysis.

3.2 Method of Research

According to Bowerman and O'connel (2003), the research method employed is determined by the research topic. As mentioned earlier, the major purpose of this study was to assess the effect of learning and development intervention on leadership competency development of key leader's II, IV branch managers, operation managers, district credit appraisal managers, managers at different HO organs in Commercial bank of Ethiopia. Hence, explanatory survey method were used in this study with the assumption that it could help the researcher to reveal the effect of learning and development on key role players at Commercial Bank of Ethiopia. This method of study was appropriate because it helps to investigate the cause and effect relation of variables in the study as well as existing status leadership competency level of target groups. It is concerned with conditions or realities that exists, opinions that are held, process that are going on, effect that are evident or trends that are developing. It is primarily concerned with the present, although it often considers also past events and influences as they related to current conditions (Best and ahn, 1999).

3.3 Source of the Data

The data in this research was gathered from primary as well as secondary sources. Primary source data in the study was collected from (pool two) of the succession management program of commercial Bank of Ethiopia from 126 managers at head office and districts over all of the bank in the form of questioner. on the other hand secondary data in the study were collected from Commercial bank of Ethiopia HR polices, HR strategic documents learning and development and,

succession management producer's as well as competency directory and competency matrix of CBE , as well as other related publications and article journals related with the study were assessed.

3.4 Population and sample

In conducting this study, the population enumerated in this study are 54 Managers at head quarter at different departments and 72 managers from grade three and four which are in leadership position and they are categorized under pool two of the career and succession management program of CBE. In this regard the total population (Pool two) were considered in the study and the sampling method used in study was census survey method.

3.5 Data Source and Type

The data was gathered both from primary and secondary sources. Primary data's were collected through questioner, questioner were distributed to 54 managers at head office and 72 grade 3 and 4 managers via e-mail, outlook and mail for all population of the study. In case of secondary data different HRD strategic documents like carrier and succession management procedures, learning and development procedures and other different human resource development reports and magazines of Commercial Bank of Ethiopia as well as other relevant data sources such as related article journals and HR policy of the Bank were reviewed and relevant data's were gathered.

3.5.1 Data Gathering Instruments

The data were collected by using of the following instruments:

1) Questionnaire

In conducting this research the study used questioner as a primary data gathering source. The data were collected mainly using closed ended questionnaire. Questions to measure independent variable were based on training usefulness measure employed by Stephen (2007). 12 items and Questions used to measure coaching and mentoring Questionaries' are 15 items taken from study Mclean, Yang, Kuo, Telbert, Larkin (2005). Similarly for the measurement of the dependent variable leader ship competency 25 questionnaires employed by Gill and Johnson (2002) and modified and used by the

researcher. In this study a comprehensive questionnaires' of 53 items whose reliability tested at .83 Cranach's alpha and congeneric Model (Joreskog ,1969) were used.

Finally this questioners were distributed to 54 managers at head quarter and 72 grade 3 and 4 branch managers of pool two successors in commercial bank of Ethiopia. The questionnaire was developed based on management and leadership competency frameworks. This questionnaires tried to indicate which type of learning and development is highly influenced or affected by which type of leadership competency. Respondent's rate their feelings between five to one that corresponds to their answer from strongly agree to strongly disagree (on a five point Likert scale) (5) strongly agree, (4) Agree, (3) Indifferent (2) Disagree, and (1) strongly disagree

No	Scale	questioners	No of questions
1	Training	1-12	12
2	Coach and mentor	13-27	15
3	Leadership competency	28-53	25

Table 3.1 Items of each scale in both dependent and independent variable of the study

2) Ethical Consideration

Ethical consideration can be specified as one of the most important parts of the research that the researcher should give due consideration in the dissertation, by seeing this the researcher give a great deal of concern to look at the research should be in compliance with universally accepted ethical principles and norms. According to (Bryman and Bell 2007). The ethical consideration that should be considered in social researches. For ethical clearance the study confirmed the following information:

- A) The participation of each respondent's in the research will be based on the individual or organization prior interest and should provide willingly.

- B) The researcher should ensure that there is no use of offensive, discriminatory, or other unacceptable language needs in the formulation of questionnaire /interview and focus group questions.
- C) Privacy and anonymity of respondent's is of a paramount importance.
- D) Acknowledgment of the works of other authors used in any part of the dissertation of this research is sited properly.
- E) Maintenance of the highest level of objectivity in discussion and analyses throughout the research.

3) Data Analysis

After compilation of collecting the data, the data has to be processed and analyzed in line with the predesigned out line, for this purpose on the research plan. This contemplated comparison and analyses includes, editing of data, Coding, classification and tabulation of collected data. And then Demographic variables description, reliability and validity tests, descriptive statistics, correlational analysis, and regression analysis were conducted to analyze the collected quantitative data through the SPSS version 20. Software.

As indicated in the methodology section of the research this study is explanatory type of research on which the relation and correlation between two or more variables will be analyzed in both qualitative and quantitative data analysis.

In this case the study made a clear relation and correlation between the dependent variable employee's competency development with that of the independent variable ie different learn and tis relation are analyzed through correlation, regression analysis in chapter four of the study.

4) Validity and Reliability of the study

Sound measurement must meet the tests of validity, reliability and practicality. In fact, these are the three major considerations one should use in evaluating a measurement tool. Validity is the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure to make it real in this regard the researcher tried to assure validity. First the researcher

adopted the questionnaire from other studies and modified it according to the researcher's variables. In addition, pilot test was undertaken on four managers in commercial bank of Ethiopia at HRD in the study. Regard to reliability test is another important test of sound measurement on which it concerned with security dependable result the researcher used Cronbach's Alpha which is an internal consistency test that measures the degree to which the items or measurements consistently measures the underlying construct. On the other hand in case of practicality the measurement instruments used in this study were economical, convenient, interpretable and easy to administer by the respondents of the research.

5) Procedure of data Collection

The following procedures were considered in relation to the study of the effect of learning and development in leadership competency development of successors in Commercial bank of Ethiopia in pool two of the succession management program. Frist relevant literatures in both learning and development and competency development were assessed, second relevant statistical data were assessed, third research proposal and research questioners were developed finally data gathering tools were designed based on review of related literature.

Chapter Four - Data presentation and analysis

The central objective of this study was to identify the effect of learning and development in employee's competency development especially in leadership competency of senior managers in commercial bank of Ethiopia. Specifically the study concentrated on addressing:

1. The effect of Training and development on leadership competency development.
2. Whether learning and development enhance employee's leadership competency.
3. Whether competency based learning and development enables to attain the company's strategy.

So as to address the research objective this chapter had include five main sections for analyzing, interpreting the already gathered data. This are:

1. Demographic information
2. Reliability and validity of measures.
3. Descriptive statistics.
4. Correlation analysis.
5. Regression analysis.

4.1. Demographic information

From the total 126 questionnaires distributed to senior managers in pool two of the succession management at head office , districts and branches of grade III and IV, 105 (83%) of the questioners were returned. The remaining 22 (17%) questioners were failed to return due to various factors as 7 (5.5%) of the respondents were in annual leave, 9(7%) of the respondents were out of their office for different assignments and the reaming 6(4.5%) of them are failed to respond for unknown reason.

From the total population of the study 92(88%) of the respondents were identified themselves as males and the reaming 12 (12%) of the respondent's identified themselves as females.

When we see the age category of respondent's 28 (27%) of the respondents were above 45 years old, 57 (55%) of them were between 36- 45 years old, the remaining 19 (18%) of the respondents were between the age of 25-35 years old.

When we see the educational background of the respondent's 38(36.5%) hold BA degree, the remaining 66(63.5%) of the respondents have master's degree.

While we see service year of the respondent's 70 (67.3%) serve the organization for more than fifteen years, 16(15.4%) of the respondents have between 10 to 15 years of experience,17(16.3%) of the respondents in other hand serve between 5-10 years ,lastly one respondent serve the organization below five years.

As the job category of the respondents 11(10.6%) are reported as branch manager III, 50 (48.10%) are reported as branch manager IV, the other 14(13.5%) respondents are district credit appraisal managers and operational managers, 29(27.9 %) are managers at different processes and sub process of the head quarter of the bank. The demographic information described above is illustrated in

Table4-1

Gender of respondents		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	92	88.5	88.5	89.5
	Female	12	11.5	11.5	100
	Total	104	100	100	
Age of respondents		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-35 years	19	18.3	18.3	18.3
	36-45 years	57	54.8	54.8	73.1
	above 45 years	28	26.9	26.9	100
	Total	104	100	100	
Educational back ground of respondents		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor Degree	38	36.5	36.5	36.5
	Master's degree	62	59.6	59.6	96.2
	Others	4	3.8	3.8	100
	Total	104	100	100	
Service year of respondents		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than five years	1	1	1	1
	5-10 years	17	16.3	16.3	17.3
	10-15 years	16	15.4	15.4	32.7
	above 15 years	70	67.3	67.3	100
	Total	104	100	100	
Job Category of respondents		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Branch M III	11	10.6	10.6	10.6
	Branch M IV	50	48.1	48.1	58.7
	Dis operation M	14	13.5	13.5	72.1
	Manager HO	29	27.9	27.9	100
	Total	104	100	100	

Table 4.1 Demographic information

4.2. Test of reliability Cronbach's alpha test

Cronbach's alpha is most commonly used when you want to assess the internal consistency of a questionnaire (or survey) that is made up of multiple Likert-type scales and items. In the study the three variables training 12 items, Coaching and mentoring 15 items and leadership competency 25 were tested individually and in total in the study.

In most cases, reliability coefficient should be at least .70 and greater is preferable "(Frnenkel and Wallen, 1996). On the other hand as suggested by Churchill (1979). If a scale item were registered an item total correlation of .25 or less, that item should not be included in further analysis. In this study the total reliability coefficient is greater than .70. Individually questioners related to training .739, Coaching and mentoring .708 and questionnaires for leadership competency .880 alpha coefficient. The overall cronbach's alpha test in the study shows .782

No	Variables	Reliability Coefficient (Cronbach' alpha)
1	Training 12 items	.739
2	Coach and mentoring 15 items	.708
3	Leadership competency 25	.880
	Over all cronbach's alpha test	.782

Table 4.2 Reliability coefficients for 3 variables for a total of N=53 items

Items of the questionnaire for this project were from well utilized instruments (Stephen, 2007, Markland and Hardy, 1997 and Lam, 2009) for training related questionnaires and measure related to coaching and mentoring Questionaries' are 15 items taken from study Mclean, Yang, Kuo, Telbert, Larkin (2005), and for leader ship competency 25 questionnaires were adopted from questionnaires employed by Gill and Johnson (2002)

4.3. Descriptive Statistics

The means for the dependent and the independent variables were calculated and are presented in Table 4-3 Below. From this table, it can be noted that all mean scores were well above the mid-point (2.5) of

the scale. The highest mean score recorded was for the variable of employees' leadership competency (M = 4.24) while the lowest mean score 3.88 was the lower mean score on which the mean score describes of employees' perception on contribution of training for the development of their leadership competency development. On the other hand the mean score of the other variables indicated 4.02 that employees responded that they are satisfied on coaching and mentoring provided to them.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Training	104	2.67	4.83	3.8806	.42662
Coach and Mentoring	104	3.20	4.80	4.0212	.35693
Leadership competency	104	3.04	5.00	4.2430	.35317
Valid N (list wise)	104				

Table 4.3 Distractive statistics

So as to determine the relation, nature and strength of association between variables there is a need of reminding the research question which drive the research, as well it is also valuable to consider Pearson's product moment correlation procedure in order to analyze the association between variables.

To testify this association a correlation analysis is desirable accordingly the Bartz's (1999) procedures was used to see the association between the independent and dependent variables in the study. Accordingly the hypothesis in the study was tested and the correlation result disclosed below.

Value for R	Description
.80 or higher	Very strong
.60 to .80	Strong
.40 to 60	Moderate
.20 to 40	Low
.20 or lower	Very low

Table 4.4 strength of associations between the variables

4.4. Correlation Analysis

Correlations are a measure of the linear relationship between two or more variables. Table 4-5 describes the correlation coefficient the relationship between variables in the study. This variables are

relevant to the study question and tries to prove the three hypothesis's in the study. As hypothesis one describes, Training measures is positively related to enhancement of employee's leadership competency was addressed as a positive relation between training and leadership competency as shown below in table that a moderate relationship ($r = .557, p < .01$) was exist. When we see hypothesis 2 and hypothesis 3 the two variables are multicollinarity effect on which one is addressed through the other measuring instrument. Accordingly, only the questionnaires for coaching are tested by ignoring the effect of mentoring and compare the relation with that of leadership competency. Accordingly Coaching and mentoring is positively influence for the development of leadership competency and Leaders mentoring enhance and positively influence the development of leadership competency. And the relation was tested and provide a strong relation exists between variables as ($r = .584, p < .01$).

Correlations				
		Training	Coaching and mentoring	Leadership competency
Training	Pearson Correlation	1	.520**	.557**
	Sig. (2-tailed)		.000	.000
	N	104	104	104
Coach Mentoring	Pearson Correlation	.520**	1	.584**
	Sig. (2-tailed)	.000		.000
	N	104	104	104
Leadership competency	Pearson Correlation	.557**	.584**	1
	Sig. (2-tailed)	.000	.000	
	N	104	104	104

Table 4.5 Correlation analysis of variables.

4.5. Regression analysis

In conducting multiple regression analysis, it is important to think carefully about what independent variables should be included in the analysis Allison, (1999).

$$Y_i = (b_0 + b_1 X_{i1} + b_2 X_{i2} + \dots + b_n X_n) + \epsilon_i$$

In multiple regression, independent variables included in the analysis should not have a strong linear relationship to each other. When there is a strong relationship among the independent variables it is referred to us multicollinearity. When there is multicollinearity the two independent variables

already share much of the information about the dependent variable and the analysis will not be able to distinguish the effects of one over the other (Allison, 1999; Norusis, 2009).

Therefore ,before computing the regression analysis, it is essential to make a multicollinearity test in order to show the relation between the two independent variable exist to have perfect relation or not. Accordingly, as shown in the table below level of tolerance is .730 which is below one so no perfect multicollinearity among independent variables in the study variables. There should be no perfect linear relationship between two independent variables training and coaching and mentoring in the study. So, the predictor variables should not correlate too high. At the same time all the VIF value of the analysis shows a result of below 5 which clearly indicates that no multicollinearity problem in the analysis.

Model		Collinearity Statistics	
		Tolerance	VIF
1	Training	.730	1.370
	Coaching & mentoring	.730	1.370

Table 4.6 multicollinearity test of variables

As indicated in table 4.6 below the value of r for the model between the effect of training, coaching and mentoring with leadership competency development is accounted .655 indicates that the leaner combination of the three independent variables (Training, Coaching and mentoring) strongly predicts the actual dependent variable Leadership competency. and the value of R square for the model is .429 which shows the proportion of variance that can be explained in the dependent variable by leaner combination of the independent variables the r square .429 indicates that of the variance in leadership competency development as well the adjusted R square .429 indicates that out of the total 42.9% of the variation in leadership competency development is resulted from the liner combination of the independent variables training, coaching and mentoring. And the P value in this analysis is less than .1% ($P < .001$) and therefore, we can conclude that R and R square and the adjusted for the multiple regression conducted in predicting leadership competency development on leaner combination of training, coaching and mentoring is statistically significant.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.655 ^a	.429	.418	.26942	.429	37.995	2	101	.000

a. Predictors: (Constant), Coaching Mentoring , Training

Table 4.7 model summary of the two independent variables coaching and mentoring ,and Training

As shown in table 4-8 below the relation between independent variable training on dependent variable leadership competency development. The result shows that the independent variable training on leadership competency development has 28.7% of positive impact on leadership competency development and the relationship is significant at 1% level of significance which means that from the overall change in leadership development training accounts 28.7 % of leadership competency development. On the other hand the independent variable Coach and mentor has 40% positive impact on leadership competency development and the relationship is significant at 1% level of significant. From the result we can conclude that from the total learning and development of leadership competency development coaching and mentoring accounts 40% the remaining portion is covered by other variables.

Coefficients ^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics		
	B	Std. Error	Beta			Tolerance	VIF	
1	(Constant)	1.521	.317		4.803	.000		
	Training	.287	.073	.347	3.946	.000	.730	1.370
	CoachMent	.400	.087	.404	4.590	.000	.730	1.370

a. Dependent Variable: Leadership competency

As many writers confirm on their studies reflected that the effect of training is positive as well as significant effect on leadership competency development among these writers some of the related literature are presented below. Training is the act of increasing the skills of leaders for doing a particular job. Goldstein (1993) others disclosed it as a systematic acquisition of skills, rules, concepts or attitudes that results in improved performance in another environment. Chiaburu and Tekleab (2005), Training is the area where organizational, industrial, and individual development can match, and where human resource and organization growth get blended together Sundarajan, (2007). It refers to a planned effort by a company to facilitate employees'

learning of job-related competencies; these competencies include knowledge, skills, or behaviors that are critical for successful job performance (Noe, 2009). From the findings and related literature we can conclude that Training and development help an organization by optimizing the utilization of human resources, through developing the

As the result of the research study indicated coaching and mentoring leaders will strongly & positively affects leadership competency development and which strengthen and compare what is indicated in literature argued that, the purpose of coaching is to help an individual to improve in specific area of his or her job or enhance or extend a valuable skill in a new way. It emphasized the need to encourage managers to lead and improve performance through the development of subordinates. Anderson (1997). Coaching skills can be enhanced through systematic training, the role of coach is “the most difficult one to perform and requires the biggest paradigm shift of any in the new system” Fortunately, coaching skills can be learned and developed through a combination of training and on-the-job follow-up Graham., (1993), and a desired effect on manager coaching behaviors can occur when the training is an integral part of a coaching skills development program Geber, (1992); Kelly, (1985) , Swanson, (1999).described that leadership coaching is the most critical way of developing leaders. Consequently Leadership mentoring as part of learning and development will affect leadership competency development, mentoring can be seen as holistic and fluid concept that attends to professional, corporate and personal development Clutterbuck ,(2001}. On the other hand mentoring as leadership development is also recognized as complex and not without pitfalls or critique. While mentoring leaders can be viewed as a model based on relational learning that is helpful in co-creating a learning environment Beattie, (2002), there is criticism that it addresses only selected people rather than building capacity for the organization Hartley & Hinks man, (2003). As many writers confirmed coaching and mentoring are the most important type of learning and development intervention that strongly influence the development of leadership competency results this study as well as the reviewed literature demonstrated that coaching and mentoring have a strong effect on the development of leadership competency.

Chapter Five - Findings, Summary, Conclusion and Recommendation

The main objective of this study was to examine the effect of learning and development interventions in leadership competency development of key leaders in commercial bank of Ethiopia. Specifically, the study was conducted to provide answer for the three research questions pointed out in the first chapter of the study. Thus, in this part of the research consists of four sections, Findings are presented first, followed by summary, conclusion and recommendations. Consequently, this chapter, findings, summary, recommendation and conclusion.

5.1 Findings

The instruments employed in this study was tested for various statistical measures all the independent variables and dependent variables questionnaires were tested for reliability test of Cronbach's alpha test of 78.2 % for all variables, the lowest reliability test among the three variables was in the independent variable training which is 70.7%, the other independent variable coaching and mentor reliability test 73.8 %, on the other hand the dependent variable leadership competency registered the highest Cronbach's alpha test of 88%.

While we see the descriptive statistics, all the variables as shown in table 4-3 are above average mean value of the mid-point scale (2.5 points). The dependent variable leadership competency has the highest mean value of (4.24) followed by coaching and mentoring (4.02) and the other independent variable training which have the lowest of all with a mean value of 3.88 respectively. This results revealed that of the total respondents 77.6% of the respondents agree or strongly agree with the effect of training on influencing their leadership competency development , in the same way among the 104 respondents 80.4 % of the respondents were agree or strongly agree with the effect of coaching and mentoring that significantly influence their leadership competency development. The other 23.4% in training and 19.6 % of the respondent's in coaching and mentoring have either they

are natural or they are disagree or strongly disagree both Training, coaching and mentoring provided to them have no effect on their leadership competency development.

In case of the demographic information 3.9% of the respondents have above master's degree, 59.6 % of the respondents have master's degree on the other hand 36.5% of the respondents have first degree. In terms of service year 70 (67.3 %) of the respondent's serve the organization more than 15 years, 16 (15.4) respondent's serve the organization 10-up 15 years ,17 (16.3%) of respondent's on the other hand serve the organization between 5-10 years the remaining one respondent serve the organization less than five years.

The research questions in the beginning of the study become a foundation stone for this study. The primary objective of this study was to investigate the effect of learning and development interventions on leadership competency development the research results viewed as follows

The independent variable training and the dependent variable leadership competency correlation analysis result indicated that there was a moderate positive relationship with a correlation coefficient of ($r = .557, p < .01$). As a result training intervention had moderately and positively related with leadership competency development in the same fashion the regression analysis disclosed that the independent variable training on leadership competency development has 28.7.% of positive impact on leadership competency development is significant at 0% level of significance. By this a 28.7 % variation in leadership competency development is influenced by training intervention made by the organization. This result is confirmed by previous study by Zumran et al. (2013) and Garavan et al (2012) that confirms there is a significant and positive relationship between training and leadership competency development as a result it influence the company strategy attainment positively.

Correlation analyses result confirmed that coaching and mentoring has a strong relation with the dependent variable leadership competency and was tested and provide as ($r = .584, p < .01$). Which is positively influence for the development of leadership competency and Leaders mentoring enhance and positively influence the development of leadership competency.

As the same time the regression analysis result revealed that the independent variable coach and mentor on leadership competency development has 40 % of positive impact on leadership competency development and the relationship is significant at 0% level of significance. From the total leadership competency development interventions coaching and mentoring accounts for 40 % variation is in the development of leaders. Coaching and mentoring made in the organization and which in turn has an impact on organization objective or strategy achievement through the development of leaders at all level. (Bolam et al., 1993; Roser& Egan, 2004) on their study strongly argue that mentoring and coaching have strong and positive relation on the development of leaders. The findings of this study suggest that there is a strong and positive relation between leadership competency development and coach and mentoring.

5.2 Summery

The main objective of the research was to exploring the effect learning and development on employee's leadership competency development. The research modelled with three research question in order to investigate the relation and effect of these variables the three questions were asking the effect of learning and development on leadership competency development in order to cross validate the relation and effect of this variables, to examine this relation and effect among this variables the researcher used a correlation analysis using Pearson's product moment correlation procedure , in addition to this the researcher used a regression analysis so as to insure the predictive power of the two independent variables (Training ,Coaching and mentoring)

In order to testify the validity and reliability of instrument measures of the three independent and dependent variables to test the reliability of each variable a croabach's alpha test were made and each individual independent variable test resulted in training= 73.9 % coaching and mentoring 70.8 % and

the dependent variable leadership competency on the other hand registered cronbach alpha of 88% this is therefore, reliability test prove that the internal consistency of each variable were acceptable.

When we see the mean score of both the independent and dependent variable's the mean score and standard deviation were calculated and all the mean scores were above the mid-point (2.5) of the scale

The correlation analysis shows that the relationship between training and leadership competency development were moderate and positive relation ($r=.557, P< .01$). In the same fashion the correlation analysis between the independent variable coach and mentor with employees leadership competency have maintain a strong and positive relation ($r=.584, P<.01$).

The regression analysis were conducted in order to determine the predicting power of the independent variable's and it is found that training account for 34.7 and the 34.7 % variation in employees leadership competency development is explained by the variable training.

On the other hand the regression analysis result on the independent variable coaching and mentoring account for 40.4% with 40 % variation. The variation 40.4 % in employee's leadership competency development is explained by the variable coaching and mentoring.

5.3 Conclusion

The research under investigation is conducted to identify the effect of learning and development on leadership competency development on key leaders in commercial bank of Ethiopia. The findings in this research result found to be a strong relationship between the independent variables training, coaching and mentoring with leadership competencies development. At the same time there is a strong relation exist between coaching and mentoring with leadership competency development. In addition to this it found that the explanatory power of the two independent variable's (training, coaching and mentoring) is strong.

5.4 Recommendation

The study was aimed to examine the effect of learning and development on leadership competency development, the study supports a strong and positive relationship between them. From the results of the study it is concluded that manager must possess leadership skills to perform well and meet performance standards defined by the organization. However it is also known that human resource does not possess a full blend of competency to perform unless it supported with appropriate learning and development interventions.

This study was conducted considering three factors of leadership competency development, i.e. training, coaching and management mentoring the combined effect of these factors influences leadership competency of leaders. As the result of the study revealed that of the total leadership competency development training accounts for 28.7 the remaining part of competency development is resulted from other factors different from training so, in order to farther develop leaders, a comprehensive leadership. Competency development training will provided to them, in order to make the succession management of the bank real and to attain the intended strategic objective of the bank.

As we have seen from the study result in chapter four the factor leaders coaching and mentoring have a strong and positive relation with leadership competency development. As indicated in the regression analysis of the study of the total leadership competency development coaching and management mentoring influence 40.4 % leader's competency development is influenced by the coaching and mentoring made by the organization the remaining 65.9% is affected by other factors. This result tell us in ordered to develop leaders in the organization competent enough a lot of efforts will required to attained the intended result on development of competent leaders. From the above summery the researcher offer the following recommendations.

1. As training is the most known and most valuable learning and development intervention that plays the pivot role on leadership competency development, due to this fact a lot of effort have been expected to make remarkable change in leadership competency in the organization for making significant change in leadership and to keep the competitive edge of CBE and to attain the

career and succession management plan of the firm real due to this fact CBE will extend effort in providing various trainings to its different level leaders to make its vision real and competitive enough in the industry.

2. To cope up with the change nature of work, technological advances and global competition developing leaders is a crucial element that organizations like CBE should care in order to survive and thrive in this competitive world. A popular learning and development intervention that enhance leadership competency is coaching and mentoring of leaders. As we have seen from the research result that coaching and mentoring have strong and positive relation on leadership development due to this fact maintain the existing pace as well farther developing coaching and mentoring of leaders will escalate the leaders competency which intern resulted in for farther attempting to develop more self-managed teams to improve workers performance and for the attainment of organizational strategic objective.

5.5 Limitation of the study

The major limitation of the study was follows:

As most studies designated the effect of training and development is not demonstrated instantly on employees and is difficult to generalize that, the findings of the study can solely a result of learning and development intervention provided to them. Rather the influence of other extraneous factors should have valuable influence in the competency development of study population.

Due to Lack of pre and post assessments conducted on those employees it is difficult to align the findings of the research exclusively to the different HRD activities provided by the bank. Due to this fact the researcher consider this as the major limitation of the study.

As most of the study group are managers at different level the difficulty to get their supervisors and even the respondents due to different assignments outside their office to collect information as well as collecting of data on time.

The scope of the study is limited to commercial bank of Ethiopia and only on leadership competency among the three necessary competencies required competency of leaders is another limitation in relation to scope of the study.

As I have searched over, only few studies were conducted in relation to leadership competency development in the past and no local studies in this topic was the other limitation of the study.

5.6 Future Research Direction

The study was basically aimed to examine the effect of learning and development on leadership competency development in commercial bank of Ethiopia. An explanatory type of study which mainly focus on the effect of learning and development (Training, Coaching and Mentoring) on leadership competency development among the three main parts of leader's competency (core competency, Technical Competency, Leadership competency). Hence the findings of this study specifically concerned with leadership competency development on commercial bank of Ethiopia which invite other researchers to conduct similar studies based on the limitation found in this study.

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Appendix

ADDIS ABABA UNIVERSITY
SCHOOL OF COMMERCE GRADUATE STUDIES
DEPARTMENT OF HUMAN RESOURCES MANAGEMENT

Dear respondents,

I would like to express my gratitude in advance for your willingness by spending your most precious time to provide prompt response in filling this academic use questionnaire. Please don't write your name or any personal identifier on the questionnaire.

Researcher: - Girma Leweyehu

Research Topic: - The Effect of Learning and Development Program on employees Competency Development in Key Leadership positions a case of Commercial Bank of Ethiopia

Purpose: -

The information to be gathered through this questionnaire will be used as part of the empirical research in exploring the effect of learning and development program on employee's competency development in key leadership positions. The information you provide will help the researcher better understand the effects of learning and development provided on key employees' leadership competencies in Commercial Bank of Ethiopia with special emphasis in **pool two** of the succession Program. Your open and real response is highly appreciated there are no right and no wrong answers and what I required is to show the level of your personal opinion to each item.

Confidentiality: -

Please note that the responses you provide through this questionnaire are anonymous and confidential. The questionnaires will be destroyed after the completion of the research.

Contact Address: -

If you have any question, please contact me at e-mail, gileab@yahoo.com Telephone [0911-71-58-21](tel:0911-71-58-21)

Girma Leweyehu

Thank you in advance for your cooperation

Questionnaire to be filled by Leaders under Pool II of the Succession Program of CBE

Part One: Demographic Questions

Please put a check mark (√) just inside the given box in front of each alternative.

- | | | | | |
|---|----------------------|--------------------------|---------------------------------------|--------------------------|
| 1. Gender | Male | <input type="checkbox"/> | Female | <input type="checkbox"/> |
| 2. Age | Under 25 years old | <input type="checkbox"/> | 25- 35 years old | <input type="checkbox"/> |
| | 36- 45 years old | <input type="checkbox"/> | Above 45 years | <input type="checkbox"/> |
| 3. Educational attainment | Diploma | <input type="checkbox"/> | Bachelor Degree | |
| | Master’s degree | <input type="checkbox"/> | Others, please specify -----
----- | |
| 4. For how long have you been employed in this company?
(Tenure) | Less than five years | <input type="checkbox"/> | 5 – 10 years | <input type="checkbox"/> |
| | 10 – 15 years | <input type="checkbox"/> | Above 15 years | <input type="checkbox"/> |
| 5. Your job position in the bank | Branch | <input type="checkbox"/> | Branch | <input type="checkbox"/> |
| | Manager III | | Manager IV | |
| | District Operation | <input type="checkbox"/> | Manager at H.O | <input type="checkbox"/> |
| | Manager | | | |

Part Two: Learning and Development factors questionnaire

Please put a check mark (√) against each question that indicates your level of agreement for each question.

5= Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree and 1= Strongly Disagree

No	Statement	Rating Scale				
		<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
1	I would be able to apply what I had learned on a regular basis in my job.					
2	I had plenty of time to complete all the contents and activities of the learning and development program					
3	I was very confident that I had the knowledge and skills required to successfully complete the learning and development program					
4	The assessments used in the learning and development program were fair					
5	The trainers/facilitators were well prepared					
6	The trainers/facilitators were very helpful in providing necessary assistance					
7	The objectives of the learning and development program were relevant to my job					
8	I was satisfied with the support offered by the trainers/facilitators					
9	The activities in the learning and development program gave me sufficient practice and feedback					
10	The learning and development program exceeded my expectations					
11	I felt the tasks and activities in learning and development program were reasonably challenging					
	Over all I found the learning and					

No	Statement	Rating Scale				
		<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
12	development program extremely helpful to my job function					
13	When asked to share my feelings, I am comfortable.					
14	In difficult work situations, I am open and candid with my opinion.					
15	In conversations with others, I share my feelings openly.					
16	When developing relationships, I openly share my personal values.					
17	When asked about my work experiences, I willingly discuss them.					
18	When asked to volunteer for work related projects, I choose team task.					
19	When a decision is to be made, I prefer to participate with others.					
20	When thinking of ways to achieve objective, I seek input from others.					
21	In decision making, I emphasize feelings over logic.					
22	In my work, I tend to focus more on the people.					
23	I view conflict as constructive.					
24	When others are making career decisions, I stress risk taking.					
25	When seeking solutions to problems, I like to try new solutions.					
26	I find conflict in the workplace exhilarating.					
27	When working with others, I ask questions for which there are many feasible answers.					

Part Three: Leadership Competency Factors Questionnaire

Please put a check mark (✓) against each question that indicates your level of agreement for each question.

5= Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree and 1= Strongly Disagree

Leadership Competencies	No	Expected behavior	Rating Scale				
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Coaches & Mentors	28	I am able to develop employees to improve performance in current role and to prepare for future roles.					
	29	I am good at clearly stating the actual performance compared to expected or desired Performance.					
	30	I am practicing to reinforce effective behaviors or results through acknowledgement, recognition and/or feedback in a timely manner.					
Deals With Conflict	31	I often Provide consultation to or obtain consultation for those who share few common interests and who are having a significant disagreement.					
	32	I Provide helps in refocusing teams on the work and end-goals, and away from personality issues.					
	33	I often Introduce innovative strategies for effectively dealing with conflict (e.g., mediation, collaborative and “mutual gains” strategies).					
Drive for Results	34	I become a one who ensures own and/ or others work meet and exceed specified goals and standards.					
Empowers Others Through Delegation	35	I am in apposition to make others aware of their strengths and importance.					
	36	I often accept and support employees’ points of view, recommendations and actions.					
	37	I provide recognition to employees who perform well.					

Leadership Competencies	No	Expected behavior	Rating Scale				
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Learning Agility	38	I am involved in activities that will challenge and stretch current skills and intellectual capacity.					
	39	I am good in applying new strategies, concepts, behaviors and knowledge to novel problems.					
	40	I do not stick to one way of doing things.					
Manages Performance	41	I deliver consistently high levels of individual/ team performance that are clearly beyond specified performance expectations.					
	42	I regularly identify trends in performance data, and develops strategies to enhance business results.					
Operates from a Strategic Perspective	43	I often define issues, generates options and selects solutions, which are consistent with the strategy and vision.					
	44	I have practiced scanning, seeking out and assessing information on potential future directions, anticipating obstacles and opportunities for the organization.					
	45	I promote strategic objectives energetically and persistently.					
Organizational Awareness & Diplomacy	46	I understand organizational politics, issues and external influences and operates effectively to support achievement of mine and others job objectives.					
Provides Motivational Support	47	I seek opportunities to reinforce organization values and provides high levels of personal energy in overcoming Problems.					
	48	I am trusted by employees to be acting in the interest of the business.					
	49	I understands how leverage on each individual capabilities to achieve their best performance.					

Leadership Competencies	No	Expected behavior	Rating Scale				
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Manages Relationships	50	I drive or contribute to firm's relationship management strategy.					
Sets and Provides Clear Direction	51	I can ensure the department's job goals in my own immediate work or functional area are appropriately aligned with the vision and strategic objectives of the bank.					
	52	I can develop, communicate and execute revised plans quickly and effectively when business priorities change.					
	53	I can make me clear on future direction, and helps others understand their role in goal accomplishment					

Thank you!!