



# **Assessment of Training Practice In The Public Banks of Ethiopia**

**By**

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**Assessment of Training Practice  
In The Public Banks of Ethiopia**

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## **Declaration**

I Bethlhem Tewolde, hereby declare that this thesis entitled “Assessment of Training Practice in The Public Banks of Ethiopia” is my original work and has not been presented for any other program or university. I also assure that all sources of materials used in undertaking this thesis have been duly acknowledged.

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Date

## **Statement of Certification**

I certify that Bethelhem Tewelde has carried out her research work under my guidance on the topic of “Assessment of Training Practice in The Public Banks of Ethiopia”.

This work is suitable for submission as a partial fulfillment requirement for the award of master’s degree in human resource management.

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**Advisor:** Fisseha Afework (Assistant Professor)

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## **ABSTRACT**

*Training helped people to learn how to be more effective at work by modifying knowledge, skills or attitudes through learning experience to achieve effective performance. In particular, this study examined to assess the training practice in the public banks of Ethiopia. This study used questionnaire, interviews and document review as instrument of data collection. Stratified random sampling method was used to select samples from the target population (clerical and managerial employees who are working in Addis Ababa). The study employed quantitative survey research design to gather data from a total of 293 employees of the public banks. Semi structured interview was also scheduled to gather the qualitative information from the team leaders of learning and development department of the three public banks to find out the management view on the training practice of the banks. In order to assess the existing training practice of the public banks of Ethiopia, the study emphasized on the four process of training. These are training needs assessment (TNA), training design (TD), training delivery method (TDY) and training evaluation (TE). And all of them were checked individually on the analysis. After the required data are collected descriptive (i.e. frequency, percentage and mean) analysis were used to analyze the data using SPSS version 20. The results of this study revealed that each of the training processes of the public banks are not conducted properly. Moreover, the overall training practice of the public banks of Ethiopia, are not effective as they should be. And this is due to the gaps that are seen in each training process and these in return decrease the effectiveness of the training program of the public banks. Furthermore, it provided practical suggestions to overcome the problems that were seen in the training process of the public banks of Ethiopia. In order to have an effective training practice the public banks should have to conduct each and every process properly. The existence of training programs in place by itself doesn't assure the effectiveness of the training program unless it is supported by systematic training process. Therefore, since each processes are interrelated they need to be conducted with due care and on- time delivery of the training should also be given the necessary attention to have an effective training practice in place and in order for it to make impact on employee performance improvement.*

**Key words:** *Training, Training Need Assessment, Training Design, Training Delivery Method and Training Evaluation*

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## **Acronyms**

**CBB** – Construction and Business Bank

**CBE** – Commercial Bank of Ethiopia

**DBE** – Development Bank of Ethiopia

**TD** – Training Design

**TDY** – Training delivery (Implementation)

**TE** – Training Evaluation

**TNA** – Training Need Assessment

**SPSS** – Statistical Package for Social Science

# CHAPTER ONE

## 1. Introduction

### 1.1 Background of the study

Human Resource has become strategic resource to gain sustainable competitive advantages in this age of globalization (Elnaga & Imran, 2013). The knowledge and skills of an organization's workforce have become increasingly important to its performance, competitiveness, and innovation. Workplace learning and continuous improvement are now considered essential for an organization to remain competitive. (Tharenou, M.Saks, & Moore, 2007)

Human resource development is like many other virtues in that those who advocate it easily outnumber actual practitioners. Some organizations do indeed a great deal in this area and do it extremely well. (David & Geoffrey, 2009)

Every organization needs well-adjusted, trained, and experienced people to perform its activities. As jobs in today's dynamic organizations have become more complex, the importance of employee education has increased (Decenzo & Robbins, 2010). Employee training has become increasingly important as jobs have become more sophisticated and influenced by technological and corporate changes.

Training is a learning experience that seeks a relatively permanent change in individuals that will improve their ability to perform on the job. Investments in training are fundamental to the formation of human capital. Through employee training, individuals learn to adjust to the corporate culture of an organization and become or remain productive under changing conditions. (Decenzo & Robbins, 2010)

Training is generally defined as a planned and systematic effort to modify or develop knowledge, skills and attitudes through learning experiences, to achieve effective performance in an activity or a range of activities. Training refers to a planned effort facilitate the learning of job related knowledge, skill and behavior by employee. (Goldstein & Ford, 2007)

Decenzo and Robbins states that “training is designed to assist employees in acquiring better skills for their current job” and through training firms “attempt to reach the goal of having competent, adapted employees who possess the up-to-date skills, knowledge and abilities needed to perform their current jobs more successfully”. In other words, the purpose of firms’ training programs is to improve employees’ job performance by changing their skills, knowledge, abilities and behavior in their work environment (Decenzo & Robbins, 2010)

Thus, by considering the above importance of training it is crucial to give effective training to those who work in the financial institution like the public banks of Ethiopia in order to improve the performance and competence of its employees since, they provide service to different customers.

As it is known there are three banks under the public bank of Ethiopia namely Commercial Bank of Ethiopia (CBE), Construction and Business Bank (CBB) and Development Bank of Ethiopia (DBE), who are established to serve the society as a whole and to become one of the great pillars of the country’s economy by playing the major role in the economy of the country. Therefore, the purpose of this study was to investigate the experience of the actual training practice of the Public banks of Ethiopia as a case study and to provide suggestions to the organizations as how they can make best use of training program by improving the training practice of the banks.

## **1.2 Background of the organizations'**

A public bank is a bank that is principally funded by a government body rather than by private investors. Its mission is to serve the public good not private investors. A state, tribal, county, or city government deposits its revenue, taxes, fees, and other earnings, in the bank. It can borrow from the bank or target lending to the community that it represents. Currently there are three public banks in Ethiopia: these are Commercial Bank of Ethiopia (CBE), Construction and Business Bank (CBB) and Development Bank of Ethiopia (DBE).

### **I. Commercial Bank of Ethiopia(CBE)**

Commercial Bank of Ethiopia is one of the pioneer and the leading Bank in Ethiopian Banking Industry, established in 1942. Currently, the Bank has been expanding its business operation to more than 900 branches stretched throughout the country and four branches in South Sudan (that has been in the business since June 2009).

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

#### **VISION**

- To become a world-class commercial bank by the year 2025.

#### **MISSION**

- We are committed to best realize stakeholders' needs through enhanced financial intermediation globally and supporting national development priorities, by deploying highly motivated, skilled and disciplined employees as well as state-of-the-art technology. We strongly believe that winning the public confidence is the basis of our success.

## VALUES

- Corporate Citizenship
- Customer Satisfaction
- Quality Service
- Innovation
- Teamwork
- Integrity
- Employees
- Public Confidence (Source: [www.combanketh.et](http://www.combanketh.et))

## II. Construction and Business Bank (CBB)

Construction and Business Bank S.C. (CBB) is a wholly government-owned public enterprise and successor of the Housing and Savings Bank (HSB) which was formed in 1975 through the merger of two financial institutions namely, Imperial Savings and Home Ownership Association, and Savings and Mortgage Corporation of Ethiopia which were nationalized at the on-set of the socialist era of Ethiopia. CBB was converted into a share company in September 2000. Originally serving as a saving and mortgage bank, it now deals in most customers oriented banking transactions. The bank has its principal place of business in Addis Ababa, Ethiopia, with 110 branches throughout the country. (Source: <http://www.cbb.com.et/>)

## VISION

- To be the best performing bank in Ethiopia by 2020.

## MISSION

- “We are devoted to provide banking services to add value to the stakeholders thereby to foster national economic development.”

## VALUES

- Customer oriented
- Seeing changes as opportunity
- Team work
- Commitment
- Impartiality
- Strive for more
- Integrity
- Accountability
- Providing quality service

### **III. Development Bank of Ethiopia (DBE)**

The development bank of Ethiopia (DBE) is one of the financial institutions engaged in providing short, medium and long term development credits. DBE's distinguishing feature is its "project" based lending tradition. Project financed by the Bank are carefully selected and prepared through appraised, closely supervised and systematically evaluated.

Since its establishment in 1909, the bank has been playing a significant role in promoting overall economic development of the country. DBE, being one of the state owned financial institutions, it extends its credit service through the Head office and five Regional Offices and 35 Branch offices throughout the country and has clear mission of accelerating the national economic development.(Source: <http://www.dbe.com.et/>)

#### **VISION**

- "100% Success for All Financed Projects by 2020"

#### **MISSION**

- "The Development Bank of Ethiopia is a specialized financial institution established to promote the national development agenda through development finance and close technical support to viable projects from the priority areas of the government by mobilizing fund from domestic and foreign sources while ensuring its sustainability."

The Bank earnestly believes that these highly valued objectives can best be served through continuous capacity building, customer focus and concern to the wider environment.

#### **VALUES**

- Commitment to mission
- Customer focus
- Integrity
- Team work
- High value to employees
- Learning organization
- Concern to the environment

### **1.3 Statement of the problem**

Organization effectiveness largely depends on the ability to acquire effective and efficient use of the existing work forces. This is because human resource (who form and work within the organization) is a strategic asset for the success of the organization. Those strategic assets (employees) in order to perform their duties and make meaningful contribution to the success of organizational goals and objectives they need to acquire the relevant skills and knowledge. And this can be achieved through appropriate training and development programs that can respond to the changing environment. (Steen, Noe, Hollenbeck, Gerhart, & Wright, 2009)

One significant function of Human Resource Management to the effective use of human resources is training and development. Almost everyone now recognizes the significance of training on the success and growth of organizations. Employees are a very crucial and expensive resource to every organization. There are significant changes today in terms of the value of the employee. Along with these changing values trends at the workplace that have significant impact on employees' knowledge and skills. Training is therefore, necessary to enhance the knowledge, skills and attitude of employees. It will also make it easier for employees to acquire further knowledge based on the foundation gained from the training and further effect changes in other coworkers. (Jagero, Komba, & Mlingi, 2012)

Basically training is a formal & systematic modification of behavior through learning which occurs as result of education, instruction, development and planned experience (Armstrong, 2000). According to Getahun (Getahun, 2012) due to practical implications of training, it is important to have training that is effective. In most cases, there may be gap between employees knowledge, skill and abilities and what the job demands. Thus, training is one of the major techniques that organizations undertake to fill this gap and improve the skill and competency levels of their employees.

The major essence of employee training is to enhance the skills, knowledge, attitudes and abilities of employees. Of course, training has to result in tangible changes in behavior. If staffs do not apply what they have learned, the investment is wasted. Learning is not only about becoming smarter, but about changing behaviors and improving decision making (Lovelock &

Wirtz, 2008). With this understanding and fact, whatever training budget or fund is allocated, whatever lots of training are delivered, training is nothing but wastage of time and resource, if it is not effective.

The importance of training is usually to reduce errors and to improve productivity and safety. So, properly planned and executed training benefits both the employer and the employees (Marinescu & Toma, 2013). The Absence of well-established training policy, lack of adequate budget, inadequate need assessment, inappropriate training objective, outdated training method, lack of close supervision and follow up are some of the major problems related to training in most organization in Developing Countries. (Zheng, Hyland, & Soosay, 2007)

Currently many organizations' in Ethiopia understand these essence of training and they make the condition favorable for their workers both within the country and abroad and indeed the public bank sectors in Ethiopia like other organizations engaged and invest considerable amount of resource to train their employees. As mentioned above, the three public banks have emphasized on the importance of training and development for their employees'. However, giving emphasis by itself doesn't assure the effectiveness of the training program unless it is supported by systematic training process. From the preliminary study conducted, the researcher has found some indicators of problems related to training and employee performance like training are given for few individuals repeatedly without identifying gaps between employees actual performance and desired level of performance (inadequate needs assessment), not giving timely training meaning not giving the training on time, assigning trainers' without identifying the good quality of the trainer, not evaluating the outcomes of the training delivered and the like.

Due to the existence of the above perceived problem this study empirically aimed to assess the training practice of the banking sector of Ethiopia, in particular public banks of Ethiopia.

## **1.4 Research Questions**

This research was tried to answer the following questions;

1. How the training need assessment is conducted in the public banks of Ethiopia?
2. How is training designed in the public banks of Ethiopia?
3. How is training delivered in the public banks of Ethiopia?
4. How is training evaluated in the public banks of Ethiopia?
5. How do employees' perceive the training practice of the organizations?

## **1.5 Objective of the study**

### **1.5.1 General Objective**

The general objective of the study was to assess the overall training practice of the public banks of Ethiopia.

### **1.5.2 Specific Objectives**

More specifically the study is aimed to

1. To assess how the training need assessment is conducted in the public banks of Ethiopia.
2. To examine how training is designed in the public banks of Ethiopia.
3. To examine how training is delivered in the public banks of Ethiopia.
4. To identify how training is evaluated in the public banks of Ethiopia.
5. To find out employees attitude towards the training practice of the organizations'.

## **1.6 Rational**

Employees are a blood stream of any business (Elnaga & Imran, 2013). They are the most valuable asset of every company as they can make or break a company's reputation and can adversely affect profitability and productivity of an organization. Without proper training, employees both new and current do not receive the information and develop the skill sets necessary for accomplishing their tasks at their maximum potential. Employees who undergo in proper training tend to keep their jobs longer than those who do not.

Banks that focuses on service quality and customer satisfaction realized the importance of investing in training, and thus recognizes the worth of employee development. Due to the cutthroat competition, increased preference of consumers towards quality oriented products and services, more customer orientation, rapid technological advancements resulting in methodical alterations and an ever changing business environment signifies, more than ever, the need of training to the employees in the banking industry.

The accomplishment or failure of the firm depends on its employee performance. Hence, top management realized the importance of investing in training and development for the sake of improving employee performance. Therefore the researcher needs to assess the training practice and to provide suggestion as to how the public Banks of Ethiopia can improve their training practice and employee performance through effective training programs.

Thus, in this study the researcher wanted to assess any variations and gaps, in general problems that has been seen on the ongoing training practices that the public banks are undertaking in addressing the overall organizational mission, vision, objectives, strategies and goals. On the other hand, the researcher was aimed to analyze whether the training practices that are formulated by the banks is effective and really contributing to improve the skills, competencies, knowledge and overall performance of employees. In addition the study tried to shades some light on the possible training and development approach that should better suits with the nature of the job.

Therefore these are the main reasons that persuades the researcher to conduct this research on this interesting topic, Training has a crucial role in shaping the skills and performance of the employees, through which organizations can take a lead in their competitive business environment. And as it has been known currently skilled manpower is categorized as one of the main determinant of economic growth and it serves as a barrier in the development goal of any country and as it has effect on employees, organizations and in the country overall.

### **1.7 Significance of the study**

Even if training is most directly related to employee, its ultimate effect goes to organization because the end user is the organization itself. This study will help public Banks of Ethiopia to understand the importance of training and as a result to improve the training quality. And it will also help to understand which factors are important to keep in mind while conducting the training to the trainees. Additionally it is important to employees, customer, stakeholder, government and other financial institution and furthermore it helps for management of the organizations by providing input for decision on policy setting regarding training and development.

In addition the research aims to increase the researcher's level of understanding in the area of training. It will also serves as a source document for those who want to pursue further study in the area of this study.

## **1.8 Delimitation/Scope of the study**

As it can be seen from the objectives of the study, this research was focused on assessing the existing provision of training practice. Moreover, the study entirely concentrated on the prevailing practice in relation to the Training practices only by excluding other human resources activities of the Bank. Most literatures suggest that there are four processes of training which makes the training practice of any organization effective, these are training needs assessment, training design, delivery approaches and training evaluation.

This research was done on employees of public banks of Ethiopia (CBE, CBB and DBE). Since there are a lot of branches under the public banks and it's difficult to address its employees, this research was focused only on those selected branches in Addis Ababa and head offices of the banks.

## **1.9 Limitation of the study**

Lack of awareness among the respondents to fill out questionnaires with due care and return them on time and lack of willingness to fill questionnaires were some of the limitations that the study faced while collecting the data from the respondents.

## **1.10 Operational Definitions**

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

**Training Need Assessment (TNA)** –TNA- is the process of evaluating the organization, individual employees, and an employee tasks to determine what kinds of training, if any, are necessary. (Noe, HollenBeck, Gerhart, & wright, 2008)

**Training Design** – is the process of developing a plan of instruction for each training program to be offered to meet training objective. (Goldstein & Ford, 2007)

**Training Delivery (Implementation)** – is a multitude of methods of training that is used to train employees. (Decenzo & Robbins, 2010)

**Training Evaluation** – is a way to evaluate the effectiveness of a training program based on cognitive, skill-based, affective and result outcomes (Noe, HollenBeck, Gerhart, & wright, 2008).

## **1.11 Organization of the study**

The study is organized in to five main chapters (parts). The first chapter deals with the introductory part which is back ground of the study, statement of the problem, objective of the study (general and specific objectives), significance of the study, scope and limitation of the study. The second chapter of the research includes review of related literature to the study. The third chapter includes mainly the Research methodology part which includes data sources, data gathering methods, sampling and sampling procedures, data analysis techniques and background of the organizations'. Chapter four deals with analysis and discussion of the results based on the data collected using the questionnaire and interview. The last chapter (fifth) concentrates on the conclusions and recommendations that have been given based on the findings of the study.

## CHAPTER TWO

### 2 Literature Review

This chapter mainly emphasize on the theoretical and literature part of the study undertaken. On the first part of the chapter it tried to see the theoretical base for training and training practice (process). Under this their definition and components under this topic will be discovered. On the later part of the chapter conceptual framework and related researches done before by different scholars and their results in terms of the target purpose will be seen.

#### 2.1 What is Training?

Rothwell and Sredl (2000) describe training as “a short-term learning intervention. It is intended to build on individual knowledge, skills, and attitudes to meet present or future work requirements”. Training should have an immediate and highly specific impact on work performance and should be grounded on the organization’s requirements and unique corporate culture. It differs in this respect from education and employee development, which prepare the individual for life and work. (Dubois & Rothwell, 2004)

Training is the process of obtaining knowledge, skills, and/or abilities needed to carry out a specific activity or task. (Gilley, Gilley, Quatro, & Dixon, 2009)

**Employee training** is a learning experience: it seeks a relatively permanent change in employees that improves job performance. Thus, training involves changing skills, knowledge, attitudes, or behavior. This may mean changing what employees know, how they work, or their attitudes toward their jobs, co-workers, managers, and the organization. (Decenzo & Robbins, 2010)

Training is a systematic process, which helps people to learn how to be more effective at work by modifying knowledge, skills or attitudes through learning experience to achieve effective performance (Buckley & Caple, 2000).

Training is usually provided to adults and is aimed at producing an improvement in performance at work, by addressing weaknesses in knowledge, skills, or attitudes. It tends to be more practically focused and can take place in a variety of environments and concerned with the acquisition of knowledge, skills and attitudes. (Itika, 2011)

**Training:**

- Giving new or present employees the skills they need to perform their jobs.
- A planned effort by a company to facilitate employees' learning of job-related competencies.
- Enhances the capabilities of an employee to perform his/her current job.
- focuses on the current job

There is a difference between **employee training** and **employee development** for one particular reason: Although both are similar in learning methods, their time frames differ. Training is more present-day oriented; it focuses on individuals' current jobs, enhancing those specific skills and abilities needed to immediately perform their jobs. For example, suppose you enter the job market during your senior year of college, pursuing a job as a marketing representative. Despite your degree in marketing, you will need some training. Specifically, you'll need to learn the company's policies and practices, product information, and other pertinent selling practices. This, by definition, is job-specific training, or training designed to make you more effective in your current job. (Decenzo & Robbins, 2010)

Employee development, on the other hand, generally focuses on future jobs in the organization. As your job and career progress, you'll need new skills and abilities. For example, if you become a sales territory manager, the skills you need to perform that job may be quite different from those you used to sell products. Now you must supervise sales representatives and develop a broad-based knowledge of marketing and specific management competencies in communication skills, evaluating employee performance, and disciplining problem individuals. (Decenzo & Robbins, 2010)

Most of managers give training to their employees for three main purposes (Belcourt, Wright and Saks, 2000), which are: -

- (1) To increase productivity or the performance of employees;
- (2) To achieve organizational goals; and
- (3) To invest in employees to succeed in the unpredictable and turbulent business environment

The *goal of training* is for employees to:

- master the knowledge, skill, and behaviors emphasized in training programs, and
- apply them to their day-to-day activities

Training should answer the following questions:

- What skill gaps are there in the organization?
- Which problems can be solved by training?
- What are the appropriate non-training solutions?
- What will happen if no training is provided?
- What would be the best way to provide the training?

## **2.2 Benefits of training**

The best way to answer the question why organizations should train people is to answer the question what will happen if they are not well trained. Training becomes important if there are deficiencies that should be addressed through training, or if there are changes in the organization which have to be put in place by having well trained employees. Training is required if there is a change in technology, working conditions, products, inadequate performance, shortage of staff.

Training has many advantages for the individual, the department and the organization because it is expected to provide a skilled pool of human resources, improvement of existing skills, an increase in knowledge and experience of employees, improve employees' motivation, job performance, customer service, and personal growth and opportunity for career development. (Itika, 2011)

The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. (Nassazi, 2013)

There are so many benefits associated with training. Cole (Cole, 2002) summarizes these benefits as below:

- 1) High morale – employees who receive training have increased confidence and motivations;
- 2) Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;

- 3) Lower turnover – training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism is avoided;
- 4) Change management – training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;
- 5) Provide recognition, enhanced responsibility and the possibility of increased pay and promotion;
- 6) Help to improve the availability and quality of staff.

## 2.3 Types of Training

Dubois and Rothwell, (Dubois & Rothwell, 2004) in their book states that there are various types of training. These are:-

**Remedial training** - helps people meet the basic screening or entry-level requirements for a job.

**Orientation training** - helps to socialize individuals into a corporate culture.

**Qualifying training** - assists individuals with meeting basic performance expectations and thus increases their productivity.

**Second-chance training** - is provided to those who may be transferred or terminated because they are not meeting organizational work standards.

**Cross training**- is for people who are trying to master new jobs or job skills.

Retraining provides upgrading to keep skills current as technological or organizational conditions change.

**Outplacement training** - prepares individuals for departure from an organization in the wake of retirement, or organizational staffing changes.

There are also other types of training, namely:-

**Skill Training** - Focus on job knowledge and skill for: Instructing new hires, Overcoming performance deficits of the workforce.

**Retraining** - Maintaining worker knowledge and skill as job requirements change due to: Technological innovation and Organizational restructuring

**Cross-functional Training** - Training employees to perform a wider variety of tasks in order to gain: Flexibility in work scheduling, Improved coordination.

**Team Training** - Training self-directed teams with regard to: Management skills, Coordination skills and Cross-functional skills.

**Creativity Training** - Using innovative learning techniques to enhance employee ability to spawn new ideas and new approaches.

**Literacy Training** - Improving basic skills of the workforce such as mathematics, reading, writing, and effective employee behaviors such as punctuality, responsibility, cooperation, etc.

**Diversity Training** - Instituting a variety of programs to instill awareness, tolerance, respect, and acceptance of persons of different race, gender, etc. and different backgrounds.

**Customer Service Training** - Training to improve communication, better response to customer needs, and ways to enhance customer satisfaction.

## 2.4 Steps in Training Process

The way in which a firm plans, organizes, and structures its training affects the way employees experience the training, which in turn influences the effectiveness of the training. Effective training requires the use of a systematic training process. (Mathis & Jackson, 2011)

There are different models that show the steps in the training process, though the contents are more or less the same. According to Kulkarni, (Kulkarni, 2013)The training process involves four stages, namely:

1. Assessment of training needs.
2. Designing the training programs.
3. Implementation of the training program.
4. Evaluation of the training program

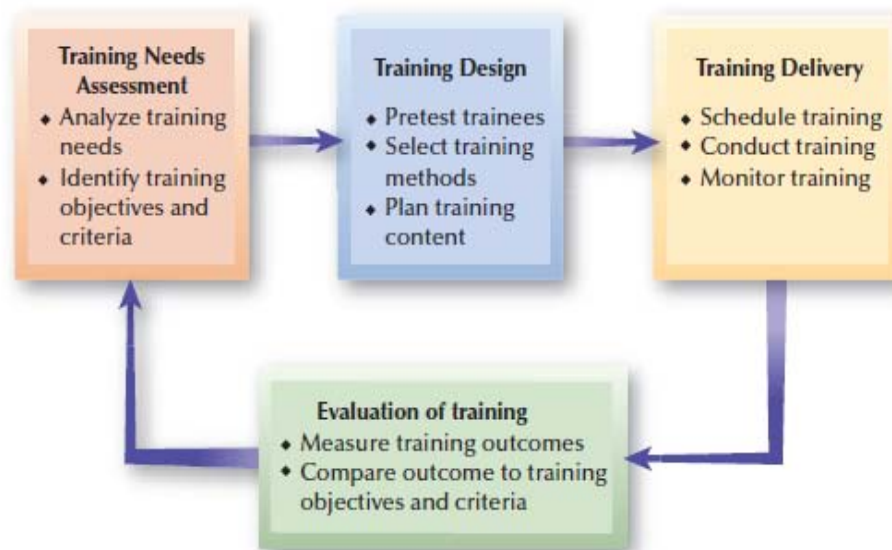


Figure 1: Steps of Training Process

Source: (Mathis & Jackson, 2011)

Training should be conducted in a systematic order so as to derive expected benefits from it. Using such a process reduces the likelihood that unplanned, uncoordinated, and haphazard training efforts will occur. (Mathis & Jackson, 2011)

## 2.4.1 Training Needs Assessment

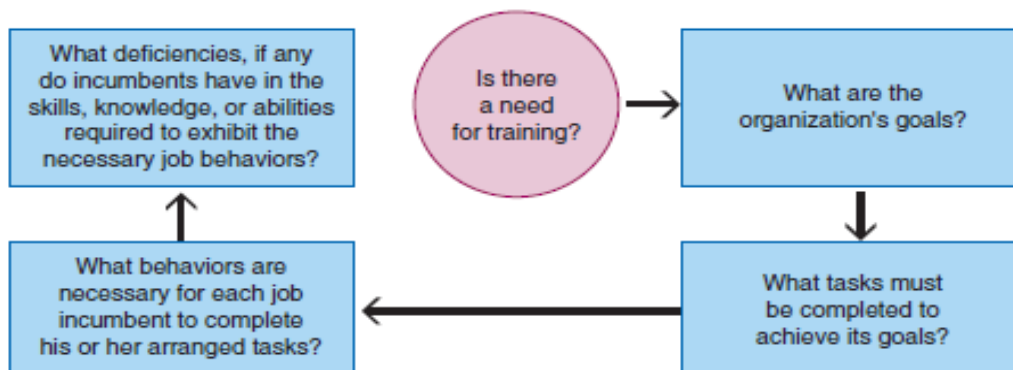
Training needs are discrepancies between identifiable shortfalls in knowledge, skills and attitudes of the employee vis-à-vis what is required by the job, or the demands of organizational change. (Itika, 2011)

Training need is a gap between actual performance and desired performance or between current abilities and job requirements that can be closed by training. (Mcconnell, 2003)

Need assessment refers to the process used to determine if training is necessary (Noe, HollenBeck, Gerhart, & wright, 2008). Needs assessment occurs at two level-group and individual. An individual obviously needs training when his or her performance falls short of standards, that is, when there is performance deficiency. Inadequacy in performance may be due to lack of skill or knowledge or any other problem. The problem of performance deficiency caused by absence of skills or knowledge can be remedied by training. Faulty selection, poor job design, improving quality of supervision, or discharge will solve the problem. (Garg, 2009)

Assessing organizational training needs is the diagnostic phase of a training plan. This assessment considers issues of employee and organizational performance to determine if training can help. Needs assessment measures the competencies of a company, a group, or an individual as they relate to what is required. It is necessary to find out what is happening and what should be happening before deciding if training will help, and if it will help, what kind is needed (Mathis & Jackson, 2011). Determining training needs typically involves generating answers to several questions. (Decenzo & Robbins, 2010)

Figure 2: Determining Training Needs



Source: (Decenzo & Robbins, 2010)

## Who Initiates the Identification of Training Needs?

Training should be designed, offered, and conducted for some purpose—to meet some objective—to fulfill some identified need. (McConnell, 2003)

So, who initiates the process that identifies a training need? The usual sources are:

☐ **Managers**—who recognize possible training needs due to department performance results, individual employee performance reviews, future plans, and new equipment and systems.

☐ **Employees**—who recognize possible training needs to improve their current performance or prepare for other jobs.

☐ **Staff departments**—who recognize possible training needs based on activities such as employee opinion surveys, external consultant evaluations, succession planning, budget reports, and exit interviews.

☐ **Training employees**—who recognize possible training needs through conducting existing training courses and regular training performance surveys.

☐ **External consultants**—who recognize possible training requirements as part of other projects, such as organizational studies, performance assessments, and management assessments.

### A. Analysis of Training Needs

The first step in training needs assessment is analyzing what training might be necessary (Mathis & Jackson, 2011). A training needs analysis is a systematic process by which training needs are investigated and consolidated to provide the basis for the training program. (Itika, 2011)

Needs assessment typically involves organizational analysis, person analysis and task analysis.

Figure 3: Analysis of Training Need



Source: (Noe, HollenBeck, Gerhart, & wright, 2008)

- **Organizational Analysis** – is a process for determining the business appropriateness of training. Organizational analysis considers the context in which training will occur. That is organizational analysis involves determining the business appropriateness of training, given the company’s business strategy, its resources available for training, and support by managers and peers for training activities. (Noe, HollenBeck, Gerhart, & wright, 2008)

Training needs can be diagnosed by analyzing organizational outcomes and looking at future organizational needs. Organizational analysis comes from various operational measures of organizational performance. Departments or areas with high turnover, customer complaints, high grievance rates, high absenteeism, low performance, and other deficiencies can be pinpointed. Following identification of such problems, training objectives can be developed if training is a solution. During organizational analysis, focus groups of managers can be used to evaluate changes and performance that might require training. (Mathis & Jackson, 2011)

- **Task/ job analysis** – is the process of identifying the important tasks and knowledge, skill and behaviors that need to be emphasized in training for employees to complete their tasks. (Noe, HollenBeck, Gerhart, & wright, 2008). By comparing the requirements of jobs with the KSAs of employees, training needs can be identified.

• **Person analysis-** is a process for determining whether employees need training, and whether employees are ready for training. The competencies of current jobholders could also be assessed to determine their suitability for their jobs. (Noe, Hollenbeck, Gerhart, & Wright, 2008)

Person analysis involves

1. Determining whether performance deficiencies result from a lack of knowledge, skills or ability (a training issue) or from a motivational or work design problem
2. Identify who needs training
3. Determining employees' readiness for training

Carrying out a training needs analysis is a task for an experienced trainer, but it also requires a good understanding of what goes on in the job and what the management is thinking. (Itika, 2011)

#### **B. Training Objectives and Priorities: -**

Once training requirements have been identified using needs analyses, training objectives and priorities can be established by a "gap analysis," which indicates the distance between where an organization is with its employee capabilities and where it needs to be. (Mathis & Jackson, 2011)

Training objectives and priorities are then determined to close the gap. Three types of training objectives can be set:

- *Attitude*: Creating interest in and awareness of the importance of something (e.g., sexual harassment training)
- *Knowledge*: Imparting cognitive information and details to trainees (e.g., understanding how a product works)
- *Skill*: Developing behavioral changes in how jobs and various task requirements are performed (e.g., improving speed on an installation)

Once it has been determined that training is necessary, training goals must be established.

Management should explicitly state its desired results for each employee. It is not adequate to say we want change in employee knowledge, skills, attitudes, or behavior; we must clarify what is to change and by how much. These goals should be tangible, verifiable, timely, and

measurable. They should be clear to both the supervisor and the employee (Decenzo & Robbins, 2010).

Because training seldom is an unlimited budget item and because organizations have multiple training needs, prioritization is necessary. Ideally, management looks at training needs in relation to strategic organizational plans and as part of the organizational change process. Then the training needs can be prioritized based on organizational objectives. Conducting the training most needed to improve the performance of the organization will produce visible results more quickly (Mathis & Jackson, 2011).

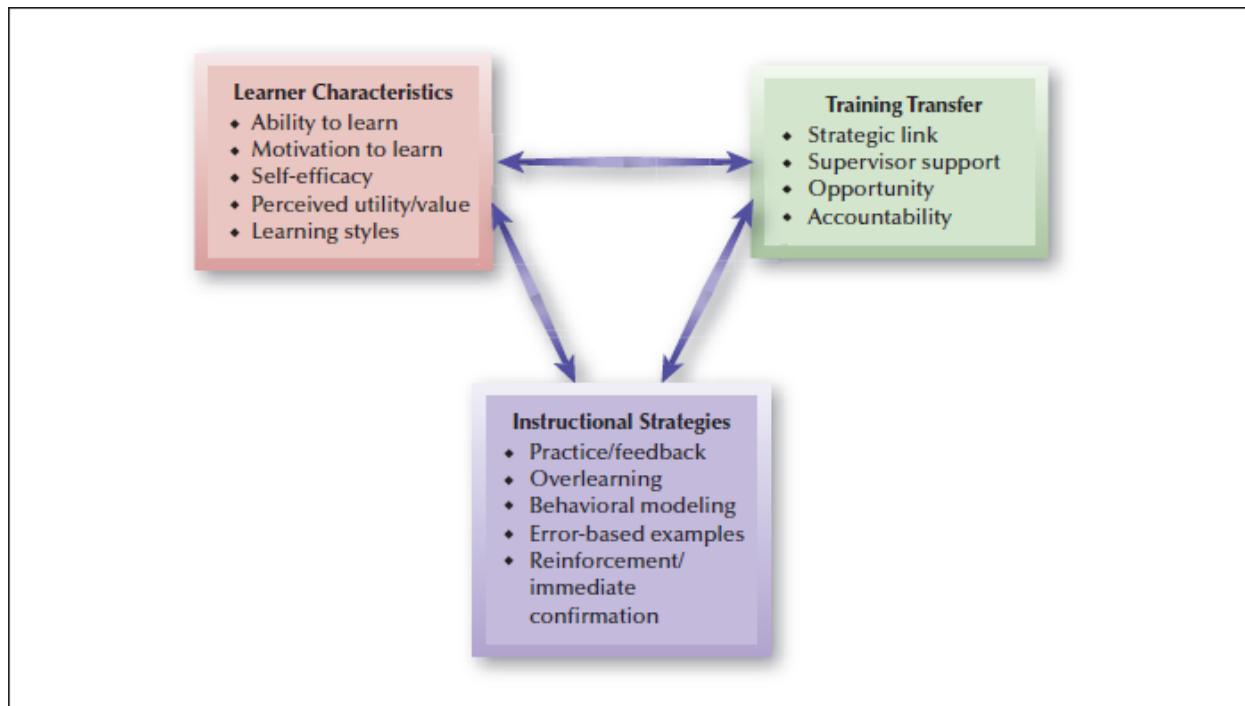
### **2.4.2 Training Design**

Once training needs have been identified using the various analyses, and then training objectives and priorities must be established. All of the gathered data is used to compile a gap analysis, which identifies the distance between where an organization is with its employee capabilities and where it needs to be. Training design is the process of developing a plan of instruction for each training program to be offered to meet training objective. (Goldstein & Ford, 2007)

Training design process refers to a systematic approach for developing training programs. Training design process should be systematic yet flexible enough to adapt to business needs (Noe, Hollenbeck, Gerhart, & Wright, 2008). Whether job-specific or broader in nature, training must be designed to address the specific objectives. Training objectives are set to close the gap. The success of training should be measured in terms of the objectives set. Useful objectives are measurable. This objective serves as a check on internalization, or whether the person really learned. Objectives for training can be set in any area by using one of the following four dimensions: such as Quantity, Quality, Timeliness, and Cost savings as a result of training. (Sishan Solomon, 2014)

Effective training design considers the learner characteristics, instructional strategies, and how best to get the training from class to the job (training transfer) in order to produce learning. (Mathis & Jackson, 2011)

Figure 4: Training Design Elements



Source: (Mathis & Jackson, 2011)

### **Learner Characteristics**

For training to be successful, learners must be ready and able to learn. Learner readiness means that individuals have the ability to learn, which many people certainly have. However, individuals also must have the motivation to learn, have self-efficacy, see value in learning, and have a learning style that fits the training. (Mathis & Jackson, 2011)

### **Instructional Strategies**

An important part of designing training is to select the right mix of strategies to fit the learners' characteristics. Practice/feedback, over-learning, behavioral modeling, error-based examples, and reinforcement/immediate confirmation are some of the prominent strategies available in designing the training experience. (Mathis & Jackson, 2011)

### **Transfer of Training**

Trainers should design training for the highest possible transfer from the class to the job. Transfer occurs when trainees actually use on the job what knowledge and information they

learned in training. The amount of training that effectively gets transferred to the job is estimated to be relatively low, given all the time and money spent on training. Effective transfer of training meets two conditions. First, the trainees can take the material learned in training and apply it to the job context in which they work. Second, employees maintain their use of the learned material over time. A number of things can increase the transfer of training. Offering trainees an overview of the training content and how it links to the strategy of the organization seems to help with both short-term and longer-term training transfer. (Mathis & Jackson, 2011)

Every training and development program must address certain vital issue who participates in the program?

- Who are the trainers?
- What methods and techniques are to be used for training?
- What should be the level of training?
- What learning principles are needed?
- Where is the program conducted?

Trainers should be selected on the basis of self-nomination, recommendations of supervisors or by the HR department audience.

It is very necessary for the organization to design the training very carefully (Armstrong, 2000). The design of the training should be according to the needs of the employees. Those organizations which develop a good training design according to the need of the employees as well as to the organization always get good results. It seems that Training design plays a very vital role in the employee as well as organizational performance. A bad training design is nothing but the loss of time and money (Raja, Furqan, & Muhammed, 2011).

### 2.4.3 Training Delivery

Once training has been designed, the most important decisions to make are how the training will be delivered. Nadler, 1984 as cited in Nassazi, 2013 noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization so as to be able to meet organization's current and future objectives. Training methods vary greatly, so it is essential to get the right combination to ensure the highest possible rate of learning and the subsequent return on investment. Organizations should identify the training method that best fits their employees' learning styles, be flexible enough to allow for changes when needed, and ensure that the training can be transferred into everyday job skills. Regardless of the method used, ensuring that training is effective is the primary goal. (Gilley, Gilley, Quatro, & Dixon, 2009). HRM needs to determine which training methods are the most appropriate for the skill and the employee. It may be necessary to combine several methods. (Decenzo & Robbins, 2010)

Depending on the type of training that needs to be delivered, you will likely choose a different mode to deliver the training. When choosing a delivery mode, it is important to consider the audience and budget constrictions. The most effective method depends on the learner and the skill being learned. Training methods are categorized into two groups: -

- i. On-the-job Training
- ii. Off-the-job Training

On-the-job training is a training that is given to organizational employees while conducting their regular work at the same working venues and off-the-job training involves taking employees away from their usual work environments and therefore all concentration is left out to the training.

## Types of Training Delivery Method

### On-the-job Training

Job Instructions

Apprenticeship & Coaching

Job Rotation

Committee Assignment

Internship Training

Training through step by step

### Off-the-job Training

Programmed Instructions

Class Room Lectures

Simulation Exercises

Business Games

- Case Study Method

- Audio- visual Method

- Experiential Exercises

- Vestibule training

- Computer Modeling

- Behavioral Modeling

- Role Playing

- Conference/ Discussion Method

- Workshop / Seminars

**Source:** Ms. Pallavi P. Kulkarni, 2013)

Each approach you choose will have advantages and disadvantages. It is the task of the human resource managers in collaboration with the particular functional manager(s) to decide on the best approach from an available list. (Itika, 2011)

Different organizations are motivated to take on different training methods for a number of reasons (1) Depending on the organization's strategy, goals and resources available,

(2) Depending on the needs identified at the time, and

(3) The target group to be trained which may include among others individual workers, groups, teams, department or the entire organization. (Greer, 2003)

### **i. On-the-job training**

On-the-job training is the most common approach in which an employer may invest in human capital needed for strategic advantage. Such investments may be made by structuring a job so that employees learn while they work. (Greer, 2003)

On job training is planned and structured training that takes place mainly at the normal workstation of the trainee (Beardwell, Holden, & Claydon, 2004). Although people often associate training with classrooms, much learning occurs while employees are performing their jobs. **On-the-job training (OJT)** refers to training methods in which a person with job experience and skill guides trainees in practicing job skills at the workplace. (Noe, Hollenbeck, Gerhart, & Wright, 2011)

On the job training can range from relatively unsophisticated ‘observe and copy’ methods to highly structured courses built into workshop or office practice (Beardwell, Holden, & Claydon, 2004). It is a simple and cost-effective training method. It is relatively inexpensive trainees learn while producing; and there is no need for expensive off-site facilitates learning, since trainees learn by doing and get quick feedback on their performance

The in proficient as well as semi- proficient employees can be well trained by using such training method. The employees are trained in actual working scenario. The motto of such training is “learning by doing.” (Onyango & Wanyoike, 2014)

### **Types of on the job training**

**Coaching-** an experienced worker or the trainee’s supervisor trains the employee. This may involve simply acquiring skills by observing the supervisor or having the supervisor or job expert show the new employee the ropes, step- by step. (Dessler & Varkkey, 2010)

Every employee, from the clerk to CEO, gets on-the-job training when he or she joins a firm.

**Job rotation-** in which an employee moves from Job to job at planned interval to broaden their understanding of all parts of the business and to test their abilities. (Dessler & Varkkey, 2010)

**Apprenticeship-** is a process by which people become skilled workers, usually through a combination of formal leaning and long term on the job training. (Dessler & Varkkey, 2010)

**Internships** are opportunities for students in higher education to utilize their instruction and training in a chosen profession as part of their education. Internships vary from very unstructured to highly structured and may include college credit. (Decenzo & Robbins, 2010)

**Advantage (pros) of on the job training**

- Provides realism.
- Allows active practice.
- Provides immediate feedback.
- High motivation.
- High transfer to job.
- Lowers training cost
- Less expensive than off-job training

**Disadvantage (cons) of on the job training**

- Disruptions to operations.
- May damage valuable equipment.
- Inconsistent across departments.
- Inadequate focus on underlying principles.
- Lack of systematic feedback.
- Transfer of improper procedures.
- Trainee stress.

**ii. Off-the-job training**

Off the job training, off the job training methods are those in which training is provided away from the actual working condition. It is generally used in case of new employees. Instances of off the job training methods are workshops, seminars, conferences, etc. Such method is costly and is effective if and only if large number of employees have to be trained within a short time period. (Noe, HollenBeck, Gerhart, & wright, 2008)

**Types of off the job training**

**Classroom Lectures and seminars-** Traditional forms of instruction revolve around formal lecture courses and seminars. These help individuals acquire knowledge and develop their conceptual and analytical abilities. Many organizations offer these in-house, through outside vendors, or both. (Decenzo & Robbins, 2010)

**Simulated training (vestibule training)** - is a method in which trainees learn on the actual or simulated equipment they will use on the job, but are actually trained off the job. It is necessary when it's too costly or dangerous to train employees' on the job. (Dessler & Varkkey, 2010)

**Multimedia Learning** can demonstrate technical skills not easily presented by other training methods. This may include videos and DVDs that may be offered online. (Decenzo & Robbins, 2010)

**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. (Dessler & Varkkey, 2010)

**Role playing-** is to create a realistic situation and then have the trainees assume the parts (roles) of specific person in that situation. (Dessler & Varkkey, 2010)

**Behavior modeling-** involves showing trainees the right (model) way of doing something, letting trainees practice the way, and then giving feedback on the trainees' performance.

BM is one of the most widely used, well researched and highly regarded psychologically based training interventions. (Dessler & Varkkey, 2010)

#### **Advantages of off the job training**

- Avoids disruptions to normal operations
- Minimizes distractions
- Avoids safety concerns

#### **Disadvantages of off the job training**

- Transfer of training may be more difficult due to differences between the training setting and the work setting
- Costs may be higher due to the cost of the training facility
- Trainee motivation may be reduced because the job-relevancy of the training is not as obvious

## 2.4.4 Training Evaluation

The evaluation phase is crucial. It focuses on measuring how well the training accomplished what its originators expected. Once a company implements a training program, it must evaluate the program's success, even if it has produced desired results for other companies and even if similar programs have produced desires for it. (Garg, 2009)

Objectives of Training Evaluation are:-

- To monitor the quality of training
- To provide feedback
- To appraise the overall effectiveness of the investment in training
- To assist the development of new methods of training
- To aid the individual evaluate his or her own learning experience

Evaluation is an attempt to obtain information (feedback) on the effects of training programs, and to assess the value of the training in the light of that information available. We answer the question: How far has the training has achieved its purpose? This is not an easy task because it requires effort, resources, and skills to separate the effects of training on the job performance from other potential environmental factors. (Itika, 2011)

It is best to consider how training is to be evaluated before it begins. The most well-known and used model for measuring the effectiveness of training programs was developed by Donald L. Kirkpatrick in the late 1950s. Kirkpatrick identified four levels at which training can be evaluated.

- **Level 1 – Reaction:** - measures the reactions of the participants toward the training and answers questions about whether the participants liked the training; felt they achieved their learning goals; how much they liked the trainers; and any suggestions they have for improving the training. (Decenzo & Robbins, 2010).

To what extent did the participants find the training useful, challenging, well-structured, organized, and so on?

- **Level 2 – Learning:** - measures how well trainees have learned facts, ideas, concepts, theories, and attitudes (Mathis & Jackson, 2011). This could be accomplished by pre- and post-testing the participants or by evaluating the participants against a control group that has not been trained. (Decenzo & Robbins, 2010)

To what extent did participants improve knowledge and skills and change attitudes as a result of the training?

- **Level 3 – Behavior:** - measures whether the training actually changes the employee's behavior when he or she returns to the job. This might be evaluated by the participants, supervisors, or trainer (Decenzo & Robbins, 2010). This means measuring the effect of training on job performance through observing job performance.

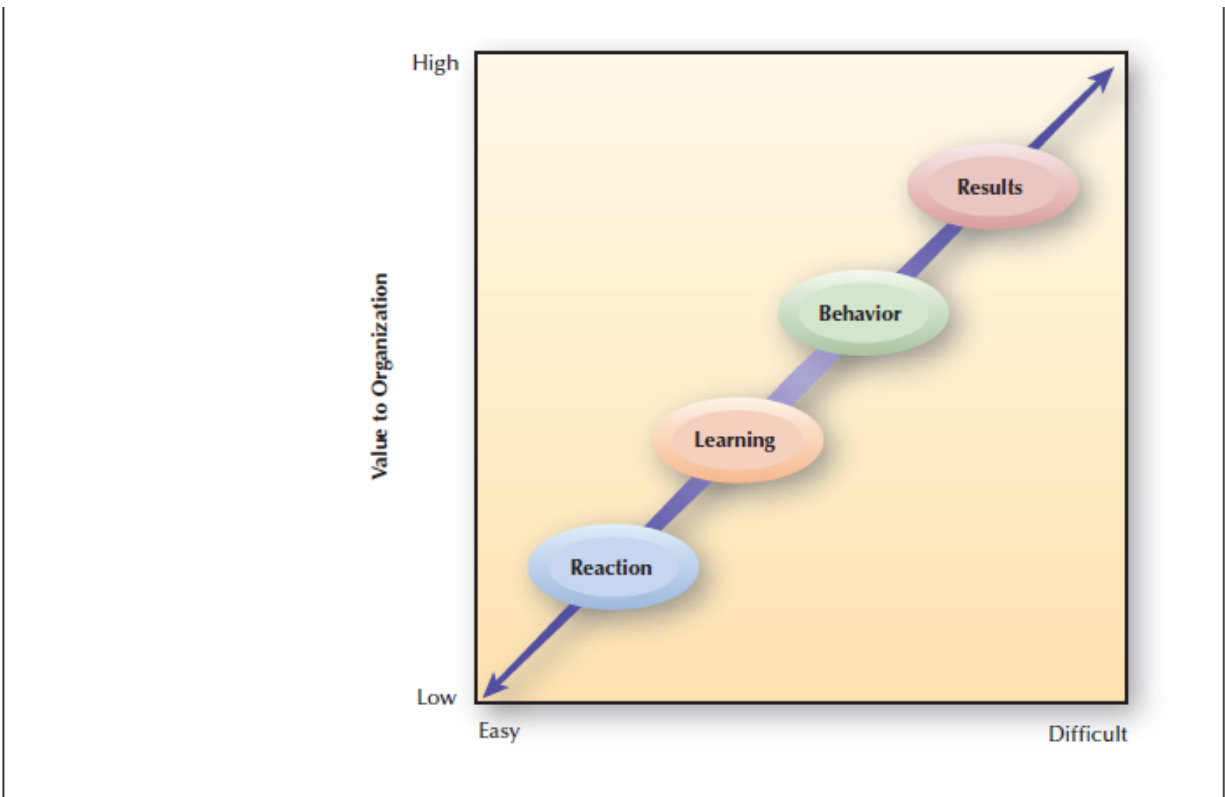
To what extent did participants change their behavior back in the workplace as a result of the training?

- **Level 4 – Results:** - measures whether the training benefited the employer or not. This means measuring the effect of training on the achievement of organizational objectives. Because results such as productivity, turnover, quality, time, sales, and costs are relatively concrete, this type of evaluation can be done by determining ROI or by evaluating a behavior against another standard, such as a benchmark. (Decenzo & Robbins, 2010)

What measurable organizational benefits resulted from the training in terms such as productivity, efficiency and sales revenue?

The difficulty and cost of conducting an evaluation increases as you move up the levels. So, you will need to consider carefully what levels of evaluation you will conduct for which programs. You may decide to conduct Level 1 evaluations (Reaction) for all programs, Level 2 evaluations (Learning) for "hard-skills" programs only, Level 3 evaluations (Behavior) for strategic programs only and Level 4 evaluations (Results) for programs costing over \$50,000. Above all else, before starting an evaluation, be crystal clear about your purpose in conducting the evaluation. (Decenzo & Robbins, 2010)

**Figure 5: Kirkpatrick's Levels of Training Evaluation**



**Source:** (Mathis & Jackson, 2011)

Katharine & Barbara, 2007 as cited in (Mathis & Jackson, 2011) stated that the evaluation of training becomes successively more difficult to do as it moves from measuring reaction to measuring learning to measuring behavior and then to measuring results. But the training that affects behavior and results versus reaction and learning provides greater value in viewing training as a strategic performance contributor.

### **Training Evaluation Metrics**

Training is expensive, and it is an HR function that requires measurement and monitoring. Cost-benefit analysis and return-on-investment (ROI) analysis are commonly used to measure training results, as are various benchmarking approaches.

## Cost-benefit analysis

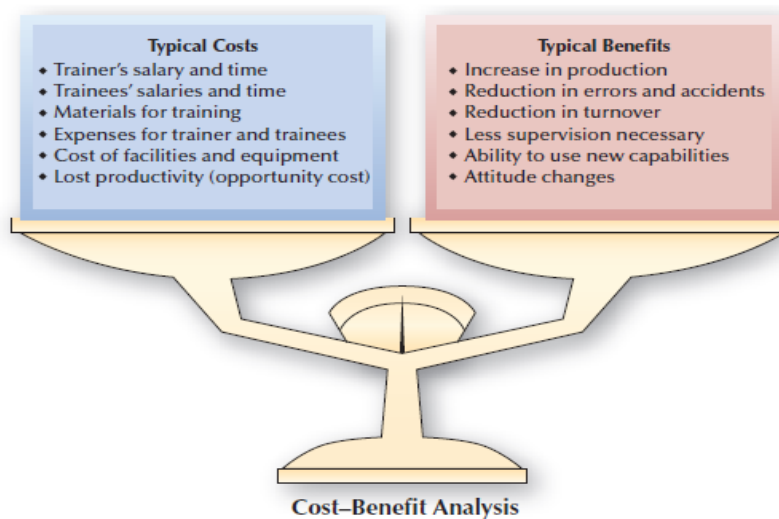
Any training or development implemented in an organization effort must be cost effective.

The benefits gained must outweigh the costs of the learning experience. It is not enough to merely assume that any training an organization offers is effective; we must develop substantive data to determine whether our training effort is achieving its goals. Did the training correct the deficiencies in skills, knowledge, or attitudes we assessed as needing attention? (Decenzo & Robbins, 2010) Training results can be examined through cost– benefit analysis, which is comparison of costs and benefits associated with training.

There are four stages in calculating training costs and benefits:

1. *Determine training costs.* Consider direct costs such as design, trainer fees, materials, facilities, and other administration activities.
  2. *Identify potential savings results.* Consider employee retention, better customer service, fewer work errors, quicker equipment production, and other productivity factors.
  3. *Compute potential savings.* Gather data on the performance results and assign dollar costs to each of them.
  4. *Conduct costs and savings benefits comparisons.* Evaluate the costs per participant, the savings per participant, and how the costs and benefits relate to business performance numbers.
- Therefore, in principle no training should take place unless it is commercially justifiable (the benefits exceed the costs), and it complements the strategy of the organization.

**Figure 6: Possible Costs and Benefits in Training**



Source: (Mathis & Jackson, 2011)

## **Return-on-Investment Analysis and Benchmarking**

In organizations, training is often expected to produce an ROI. This is easier if some output can be measured such as an increase or decrease in costs, sales, production, employee turnover, or revenue. In these cases, HR can calculate a return on the investment (ROI) by determining the benefit of the training and dividing it by the training expense. (Decenzo & Robbins, 2010)

In addition to evaluating training internally, some organizations use benchmark measures to compare it with training done in other organizations. To do benchmarking, HR professionals gather data on training in their organization and compare them with data on training at other organizations in the same industry and in companies of a similar size. (Mathis & Jackson, 2011)

## **Performance-Based Training Evaluation Measures**

According to Decenzo & Robbins (Decenzo & Robbins, 2010), with or without benchmarking data, internal evaluations of training programs can be designed in a number of ways. These are the post-training performance method, the pre–post-training performance method, and the pre–post-training performance with control group method.

- i. **Post-Training Performance Method:** - is evaluating training programs based on how well employees can perform their jobs after training. Participants' performance is measured after attending a training program to determine if behavioral changes have been made. The post-training performance method may overstate training benefits.
- ii. **Pre–Post-Training Performance Method:** - is evaluating training programs based on the difference in performance before and after training. In the **pre–post-training performance method**, each participant is evaluated prior to training and rated on actual job performance. After instruction—of which the evaluator has been kept unaware—is completed, the employee is reevaluated. As with the post-training performance method, the increase is assumed to be attributable to the instruction. However, in contrast to the post-training performance method, the pre–post-training performance method deals directly with job behavior. People often perform better when they know their efforts are being evaluated.
- iii. **Pre–Post-Training Performance with Control Group Method:** - is evaluating training by comparing pre- and post-training results with individuals. The most sophisticated evaluative approach is the **pre–post-training performance with control group method**.

Two groups are established and evaluated on actual job performance. Members of the control group work on the job but do not undergo instruction; the experimental group does receive instruction. At the conclusion of training, the two groups are reevaluated. If the training is really effective, the experimental group's performance will not only have improved but will be substantially better than the control group. This approach attempts to correct for factors other than the instruction program that influence job performance.

Of the numerous methods for evaluating training and development programs, these three appear to be the most widely recognized. Furthermore, the latter two methods are preferred because they provide a stronger measure of behavioral change directly attributable to the training effort.

## **2.5 On Time Training**

Just-in-time training is training that is closely linked to the pressing and relevant needs of people by its association with immediate or imminent work activities. It is delivered as close as possible to the time when the activity is taking place. The training will be based on an identification of the latest requirements, priorities and plans of the participants, who will be briefed on the live situations in which their learning has to be applied. The training program will take account of any transfer issues and aim to ensure that what is taught is seen to be applicable in the current work situation (Armstrong, 2009). Even if the training is designed properly and delivered in a proper way, if it is not given on time it would be a waste of time. So organization should consider in delivering the training on time.

## **2.6 Empirical Findings**

A number of researches' that have been made by many researchers' were trying to assess and examine the effect of training on employee performance using proposing their own hypothesis. Each of the researches has their own distinctions and conducted with different context and in different country. However their findings are almost the same.

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

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

Sultan et al., (2012) conducted a study on impact of training on employee performance. In their study Training practices of Telecommunication Sector in Pakistan were examined to determine their impact on Employee performance. Based on a combination of literature review and questionnaire surveys, their paper explores that for any organization to succeed in achieving the objectives of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity. The researchers used 360 questionnaires that should be distributed among the employees of five telecom companies in Pakistan. The proposed hypothesis of the study states that there is positive effect of training on employee performance. From the analysis the researchers found that there is a strong positive effect of training on employee performance. The research observed that most organizations meet their needs for training in an ad hoc and haphazard way while others set about identifying their training needs, then design training activities in a rational manner and finally assess the results of training. The study concludes that if organizations invest in right type of employee training it can enhance employee performance as well as competencies and skills. In addition, training is seen as a useful means of coping with changes fostered by technological innovation; market competition, organizational structuring and most importantly it plays a key role to enhance employee performance. (Sultana, Irum, Ahmed, & Mehmood, 2012)

Tharenou, Saks & Moore, (2007) conducted A review and critique of research on training and organizational-level outcomes. Their paper aims to increase the understanding of the effects of training on organizational-level outcomes by reviewing the results of previous studies that have investigated the relationship between training and human resource, performance, and financial outcomes.

The results of meta-analysis from 67 studies suggest that training is positively related to human resource outcomes and organizational performance but is only very weakly related to financial outcomes. The relationship between training and firm performance may be mediated by

employee attitudes and human capital. Furthermore, the researchers said that training appears to be more strongly related to organizational outcomes when it is matched with key contextual factors such as organization capital intensity and business strategy, in support of the contingency perspective. The paper concludes with a critique of previous studies and directions for future research. Particular emphasis is given to the need for future research to integrate individual-level (micro) and organizational-level (macro) training research, models, and theory (Tharenou, M.Saks, & Moore, 2007).

In general, from different literatures and summary of some researchers' findings we can understand that there is a relationship between training and employees' performance. When we say training it has four processes, these are training need assessment, training design, training delivery and training evaluation. So since previous researchers did not indicate the training practice of the public banks of Ethiopia, the research tries to assess the training practice in the public banks to bridge the gap in the area.

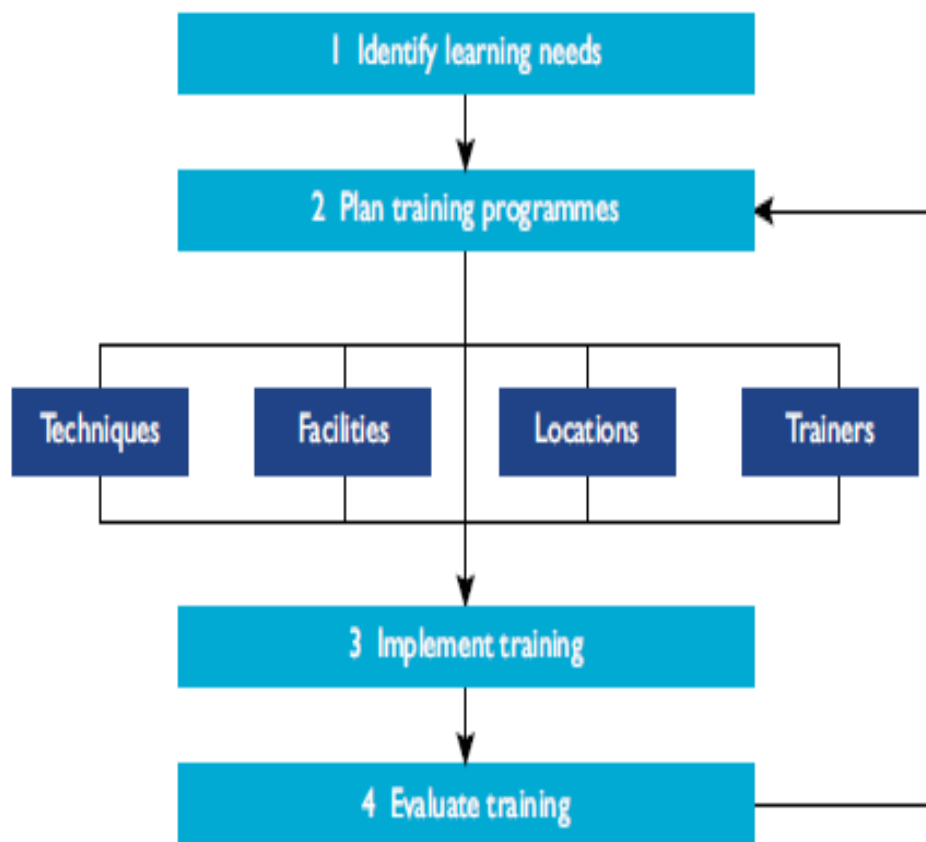
## **2.7 Conceptual Framework**

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

Identifying individual and company-wide training needs is a first step to increasing productivity and performance, creating sustainable value from human capital, and retaining talented employees (Gilley, Gilley, Quatro, & Dixon, 2009). Once training needs have been identified using the various analyses, training objectives and priorities must be established to design the training properly. (Sishan Solomon, 2014) Delivery style is a very important part of Training and Development. Employees are very conscious about the delivery style (Armstrong, 2000). If someone is not delivering the training in an impressive style and he/she is not capturing the

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

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



**Figure 7:** Conceptual Framework

**Source:** (Armstrong, 2009)

## **2.8 Summary of Literature**

Training is one of the most profitable investments an organization can make. No matter what business or industry organizations are in, the steps for an effective training process are the same and may be adapted anywhere. Formal training is indeed only one of the ways of ensuring that learning takes place. In the development of organizations, training plays a vital role, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top. Organizations that are dedicated to generating profits for its owners (shareholders), providing quality service to its customers and beneficiaries, invest in the training of its employees.

Training should be systematic in that it is specifically designed, planned and implemented to meet defined needs. It is provided by people who know how to train and the impact of training is carefully evaluated. If any organizations have ever thought about developing a training program, they should consider what matters before, during, and after training (i.e. the four basic training steps) as all four of these steps are mutually necessary for any training program to be effective and efficient.

The way training is designed, delivered, and implemented can greatly influence its effectiveness. That well-designed training is important as continuous learning and skill development are now a way of life in modern organizations. To remain competitive, organizations and countries must ensure that their workforce continually learns and develops. Therefore, decisions about what to train, how to train, and how to implement and evaluate training should be given a necessary attention.

The needs analysis is the starting point for all training. The primary objective of all training is to improve individual and organizational performance. Establishing a needs analysis is, and should always be the first step of the training process. By determining training needs, an organization can decide what specific knowledge, skills, and attitudes are needed to improve the employee's performance in accordance with the company's standards.

For training to be effective, the fundamentals of training design will need to have been followed. These basics include selecting the right trainees, matching performance objectives to organizational outcomes, delivering at the right time and choosing the appropriate methods and delivery modes.

After training has been designed properly, the most important decision to make is how the training will be delivered. This step is responsible for the instruction and delivery of the training program. Once organizations have designated trainers, the training technique must be decided (i.e. on-the-job training and off-the-job training). And before presenting a training session, the organizations should have a thorough understanding of the following characteristics of an effective trainer. For a training program to be successful, the trainer should be conscious of several essential elements, including a controlled environment, good planning and use of various training methods, good communication skills, and trainee participation.

Once a company implements a training program, it must evaluate the program success. Evaluation is part of an effective training system. Evaluation allows organizations to continue conducting training that works and to modify or discontinue training that does not work. Without it, organizations do not have a true indication of the effectiveness of the training.

In general, developing an effective employee training program is vital to the long-term success of any business. Training programs provide multiple benefits for employees and the company, but only if they are carefully planned and properly implemented. Clear understanding of policies, job functions, goals and company philosophy lead to increased motivation, morale and productivity for employees, and higher profits for business. Training is a means to a specific end, so keeping goals in mind during the development and implementation stages of training program will assist in creating a clearly defined and effective program.

## **CHAPTER THREE**

### **3 Research Methodologies and Design**

This chapter deals with the research methodology employed for data gathering as well as the relevant statistical analytical tools that are employed for analyzing the survey results gathered during the study.

#### **3.1 Research Design**

Business research can be classified on the basis of either technique or purpose. One is based on their purpose. In terms of their purpose we can divide the research in to exploratory, descriptive or causal study. Matching the particular decision situation with the right type of research is important in obtaining useful research results. (William, Barry, Carr, & Griffin, 2010)

This study used a descriptive design through surveys to assess the training practice of the public banks. This type of research design helps to portray accurately the characteristics of a particular individual, situation or a group. The descriptive survey research design is appropriate choice, because it is a cross sectional study and the study aimed at measuring the attitude of the employees about the training they are getting from their company (Creswell, 2003).

This study has applied both quantitative and qualitative data (mixed method research) in order to study the effect of training process on employees' performance. A mixed method approach is one in which the researcher collects, analyzes, and "mix" or "integrates" both quantitative and qualitative data in a single study to understand a research problem (Creswell, 2003). Hence, by applying the mixed method the researcher has ensured the strength of the findings towards being more objective and generalizable to the entire population.

#### **3.2 Types of Data collection**

According to William, et al., (2010), there are two types of data, primary and secondary. The primary data are those which are gathered for the first time and afresh and thus collected for the case at hand (Kothari, 2004). Secondary data is defined as Data that have been previously collected for some purpose other than the one at hand. For the purpose of this study in order to obtain relevant information both primary and secondary data was used.

For collecting primary data the study has used questionnaires and interviews from the employees of the public banks. The questionnaires were based on those variables that are stated above and the mentioned research questions. This is because questionnaires are advantageous in collecting large number of data from large number of respondents and help respondents to fill the questionnaire at their convenient time without the interviewer bias. And the study also used interview because interview has a higher response rate and it clarify the questions well if the questions are not clear, since questionnaire doesn't.

The secondary data sources were collected from different published and unpublished materials such as reference books, handouts, journals and the internet. In addition company reports and brochures, annual reports, HR manuals and strategies of the concerned public banks.

### **3.3 Data Collection Method**

The study used a developed questionnaire from different papers with slight adjustment to best fit with the existing situation of the study. The questionnaire had closed- ended questions that were measured by a five-point Likert scale (From Strongly Agree to Strongly Disagree).

First the reliability and validity of research instrument was checked, then after questionnaires were distributed to the participants of the study. After the questionnaires were carefully filled, the researcher personally collected and arranged the completed questionnaires and was arranged for data discussion and analysis. Finally, the collected data were inserted into data set and make ready for data analysis and discussion by using statistical software application programs (SPSS).

Semi structured interview was also scheduled to gather information on the subject from the team leaders of Learning and Development department of the three public banks to find out the management view on the training process of the banks.

As a final point the result was summarized, tabulated and interpreted appropriately and lastly conclusions and recommendations were also forwarded.

## **3.4 Sampling Design**

### **3.4.1 Target population**

As discussed above, this research was aimed at assessing the training practice in the public banks of Ethiopia. So the total population of the research were the employees' of the three banks (CBE, CBB and DBE). Though, incorporating all employees' idea on the analysis would have been better for conclusion and generalization, economically and operationally it was very difficult to contact all employees in the research. Therefore, taking a representative sample of the population of the employees' was found to be feasible.

### **3.4.2 Sampling method**

Since the target population of the study was the public banks of Ethiopia, the researcher used stratified random sampling method to select samples from the target population. As it is mentioned in Kothari (Kothari, 2004) stratified sampling results in more reliable and detailed information and enables to get more representative samples. The three different public banks were the three strata that were used to collect data. Simple random sampling technique was employed once the three different strata's are identified. This is because all the branches in a given stratum are homogenous (have same level of educational backgrounds and level of job category) and this means all employees who are in different branches have an equal access and information about the training practice of the organizations. Purposive Sampling Technique was used to interview team leaders, and responsible persons in public Banks of Ethiopia.

### 3.4.3 Sample Size

As of December, 2014 the three public banks have a total of 25,597 employees who are working all over the country.

		Public Banks					
		CBE		CBB		DBE	
		City Branches (Addis Ababa)	Regional Branches	City Branches (Addis Ababa)	Regional Branches	City Branches (Addis Ababa)	Regional Branches
Employee Categories	Clerical Staffs	8,887	11,107	827	433	639	471
	Non-clerical staffs	873	1,458	156	578	70	98
Total		9,760	12,565	983	1011	709	569

**Table 1:** Number of employees in the public banks

- ❖ **N.B** -Clerical staffs include both the managerial level and clerical (professional) staffs
- City branches include both the head office and branches employee

As it is mentioned above out of the 25,597 employees of the banks, 22,325, 1,994 and 1,278 employees are working in CBE, CBB & DBE respectively. However, out of the total number of employees the research was focused only on those employees who are working in Addis Ababa branches and under head offices of the banks. The study was also took only the clerical and managerial level employees of the organizations', since clerical employees are mainly engaged in the training program. The researcher excludes the non-clerical employees from the three banks due to they are not participate in the training programs that are given by the banks and also they are not included in the study because of their level of awareness in filling questionnaire.

Therefore, the target population of the study was 10,353 employees of the three public banks who are working in Addis Ababa (i.e. 8,887 employees of CBE, 827 employees of CBB and 639 employees of DBE).

In order to determine the sample size, the study used the formula below based on 95% of confidence interval and 5% of acceptance error

$$n = \frac{z^2 \cdot p \cdot q \cdot N}{e^2 (N - 1) + z^2 \cdot p \cdot q}$$

Where,

N = is size of total population;

n = is size of sample.

P = is sample proportion, q = 1-p;

Z = is the value of the standard variants at a given confidence level and to be worked out from table showing area under Normal Curve; At 95% confidence level the value of Z = 1.96

e = is acceptable error

Source: (Kothari, 2004)

$$n = \frac{1.96^2 \times (0.5) \times (0.5) \times 10,353}{0.05^2 \times (10,353 - 1) + 1.96^2 \times (0.5) \times (0.5)} = 370.4498$$

$$n \approx 370$$

Therefore, from the target population of 10,353, the sample size was 370 clerical employees of the three banks. (i.e. both the managerial & clerical (non-managerial) staffs).

The total sample size was allocated to the three banks proportional to their population size by the following formula.

The strata sample is determined as  $n_x = \frac{N_x}{N} \times n$

$$\text{Commercial Bank of Ethiopia} = \frac{8,887}{10,353} \times 370 = 318$$

$$\text{Construction \& Business Bank} = \frac{827}{10,353} \times 370 = 29$$

$$\text{Development Bank of Ethiopia} = \frac{639}{10,353} \times 370 = 23$$

Thus, the study was took a total of 370 sample size of which 318 employees was taken from CBE, 29 employees from CBB and 23 employees from DBE.

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

After the required data are collected from the primary sources, it was analyzed through quantitative and qualitative data analysis methods.

Descriptive statistics helps to describe the general level of agreement of respondents. It reveals the conformity of respondents' attitude about the training practice in the public banks. In addition, Frequency and percentage was used to present the data. And Tables and charts were also used to ensure easily understanding of the analysis. Finally, the result of statistical analysis was summarized, tabulated and interpreted appropriately.

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

### 3.6 Reliability and Validity of the Instrument

Validity refers to the extent to which a test measures what we actually wish to measure. Reliability has to do with the accuracy and precision of a measurement procedure. (Kothari, 2004). The questionnaire was pre-tested with 37 employees to test the content validity of the instrument and also to check the clarity, length, word ambiguity and structure and their suggestion were incorporated before the final distribution of the questionnaire.

Cronbach's Alpha was used to measure the reliability. Cronbach's alpha is a coefficient of reliability. Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. Ideally, the Cronbach's alpha coefficient of a scale should be above 0.70. (Pallant, 2005)

Accordingly, the following tables show the Cronbach's alpha result of the questionnaires

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.876	28

The results from analysis indicated that the Cronbach's Alpha value is 0.876. This suggested that the internal reliability in this study was acceptable and signified to be good.

### 3.7 Ethical Issues

The study was conducted in such a way that it will consider ethical responsibility. Ethical responsibility include, providing information about the study for respondents (like who's conducting the research, for what and who will benefit), also the study provided anonymity, means the information from the respondents was confidential and was not used for any personal interest.

## CHAPTER FOUR

### 4 Data Presentation and Analysis

In this chapter, the results obtained from the public banks of Ethiopia and the data obtained through semi structured interviews which are forwarded to Learning and Development team leaders of the three public banks are presented and analysed. First demographic characteristics of the respondents are presented. Such information includes demographic profile and general information on training. Then it follows with description of the data gathered, discussed and analyzed the findings carefully in order to assess the training practice of the public banks of Ethiopia. Presentation of findings has been organized in accordance with the study objectives.

As stated in the previous chapter, the questioners were distributed to a total of 370 employees' of the public banks. However, only 293 questionnaires were appropriately filled and returned. Out of the total sample 63 questionnaires were uncollected and the remaining 14 questionnaires were rejected due to some problems. And this gives a 79.2% return rate.

#### 4.1 Demographic Information

##### 4.1.1 Demographic profile of the respondents based on Gender and Age

Variables	Category	Frequency	Percent
Gender	Male	191	65.2
	Female	102	34.8
	<b>Total</b>	<b>293</b>	<b>100.0</b>
Age	20-25 years	120	41.0
	26-31 years	119	40.6
	32-40 years	39	13.3
	> 41 years	15	5.1
	<b>Total</b>	<b>293</b>	<b>100.0</b>

**Table 2: Demographic profile of the respondents based on Gender and Age**

**Source:** Survey Result (2015)

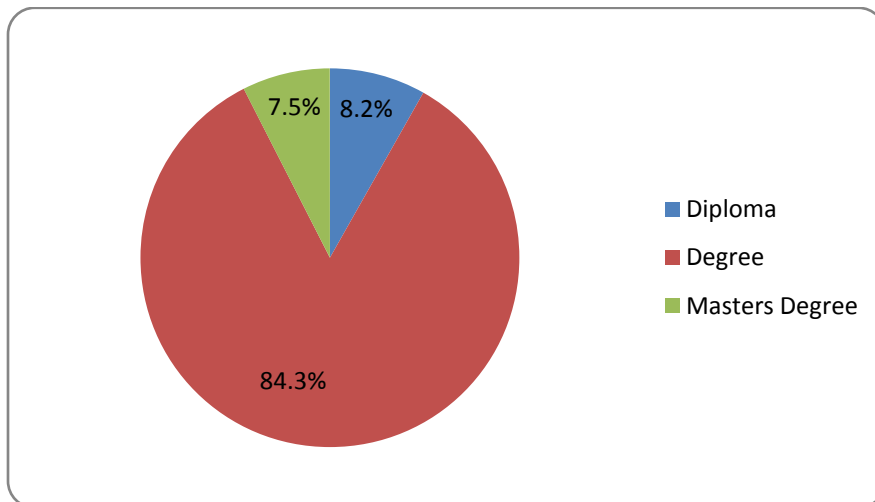
The data obtained from the questionnaire, shown in the above table, reveals that out of the 293 respondents 191 (65.2%) were male and the remaining 102 (34.8%) were female. This explains

that the number of male respondents were greater than female respondents who were participated in the study.

With regard to respondents` age category, 120 respondents were between 20-25 years representing 41.0% and the next higher groups were between the age of 26-31 years representing 40.6% and they were 119 in number. The third and fourth group of respondents were 39(13.3%) and 15(5.1%) fall under the age category of 32-40 and >41 respectively. So from this we can conclude that the majority groups of respondents are less than 31 years of age and this implies that the employees` of the public banks are young.

#### 4.1.2 Demographic profile of the respondents based on Educational Qualification

The third demographic question was on respondents` educational qualification. The chart below shows the response received from the employees regarding the current educational qualification.

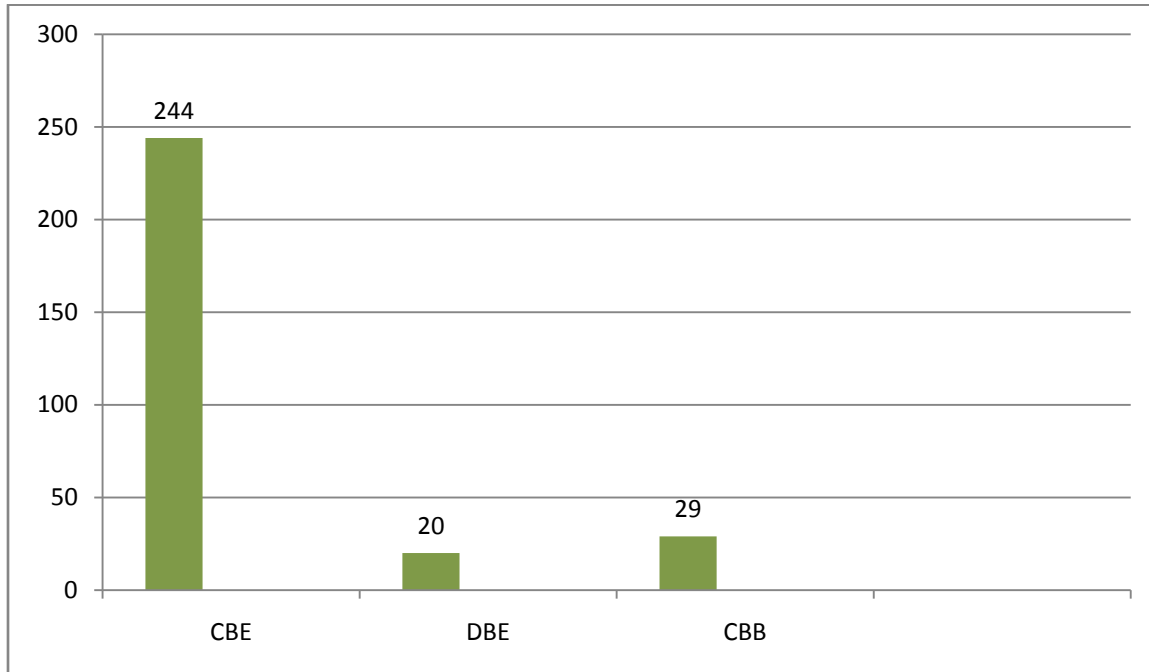


**Figure 8: Employees response on educational qualification**

It is evidenced that the employees of public banks of Ethiopia hold a range of educational qualification from Diploma to Master`s Degree level. The majority of the respondents which represents 84.3% (247 in number) were Degree holders followed by diploma holders which represents 8.2 %( 24 in number), while the remaining 7.5%(22 in number) of the respondents were Masters Degree holders. This implied that the public banking sector has fairly educated employees.

### 4.1.3 Demographic profile of the respondents based on Name of the organization

As shown in the above chart most of the respondents (n=244, 83.3%) are working in commercial bank of Ethiopia and the remaining (n=29, 9.9%) and (n=20, 6.8%) are working in construction and Business bank and Development Bank of Ethiopia respectively. From this we can conclude that the total number of employees of CBE is by far greater than the number of employees in CBB and DBE.



**Figure 9: Number of respondents in the public banks of Ethiopia**

### 4.1.4 Demographic profile of the respondents based on Service year in the organization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 3 years	142	48.5	48.5	48.5
	3 - 5 years	79	27.0	27.0	75.4
	6 - 8 years	25	8.5	8.5	84.0
	More than 8 years	47	16.0	16.0	100.0
	Total	293	100.0	100.0	

**Source:** Survey Result (2015)

The above table indicates that the majority 142 (48.5%) of the respondents have been working in the bank for less than three years. Similarly 79 (27.0%), 47 (16.0%) and 25 (8.5%) of them served the bank for 3-5 years, >8 years and 6-8 years respectively. This indicates that since majority of them are less than 3 years and more or less new to the environment, they need a proper training in order to become effective and increase their performance.

## 4.2 Training related questions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	285	97.3	97.3	97.3
	No	8	2.7	2.7	100.0
	Total	293	100.0	100.0	

**Source:** Survey Result (2015)

As the aim of this paper was to assess the training practice of the public banks, the respondents were asked whether their organization provides them with training and 285 (97.3%) of the respondents agreed. The remaining 2.7% claims that they didn't get any form of training since they joined the bank. Based on the interviewees' responses all three public banks give training to their employees and they follow a four stage of training processes to deliver the training to their employees. These are the training need identification stage, training design stage, the training delivery/implementation stage and the training evaluation stage. This clearly demonstrates that the public banks of Ethiopia have a training practice in place.

### 4.2.1 Results on how respondents are selected for training programs

Table 5 below shows that 101(34.5%) of the participants took the training when joining the company, 88(30.0%) of them took the training because its compulsory for all employees, 48(16.4%) of the respondents do not know how they are selected for the training and 44(15.0%) were selected by supervisors recommendation while 11(3.8%) of them because of performance appraisal and the rest 1(0.3%) up on their request.

**Table 5: how respondents are selected for training**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	On joining the company	101	34.5	34.5	34.5
	Supervisors recommendation	44	15.0	15.0	49.5
	Compulsory for all employees	88	30.0	30.0	79.5
	Upon employee request	1	.3	.3	79.9
	Performance appraisal	11	3.8	3.8	83.6
	I don't know	48	16.4	16.4	100.0
	Total	293	100.0	100.0	

**Source:** Survey Result (2015)

#### 4.2.2 Results on frequency of training

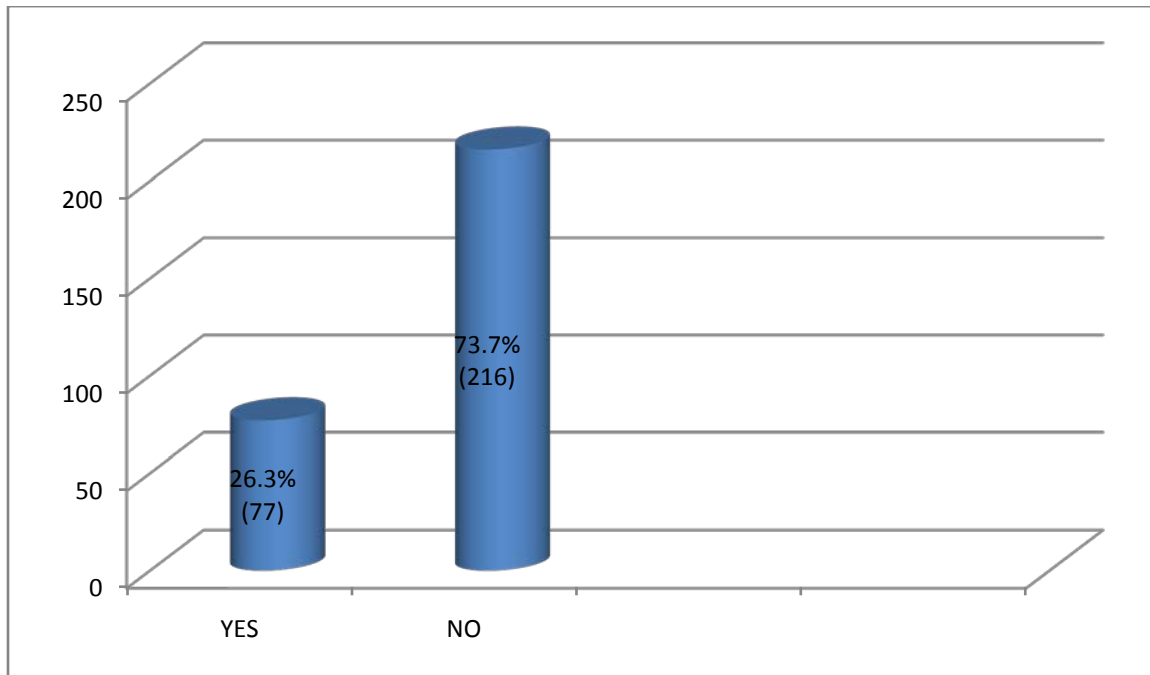
The frequencies at which respondents are attend training programs are shown in Table 6 below, the result indicated that out of the 293 respondents who took training since they joined the bank, 47.1% of the employee are trained several times, 23.5% are trained twice and the number of respondents who are trained only once and rarely are same in number i.e. 14.7%

<b>Table 6: Frequency of Training</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Only once	43	14.7	14.7	14.7
	Twice	69	23.5	23.5	38.2
	Several times	138	47.1	47.1	85.3
	Rarely	43	14.7	14.7	100.0
	Total	293	100.0	100.0	

**Source:** Survey Result (2015)

Even if the majority of the respondents took the training several times there are some respondents who took the training only twice and rarely and this clearly demonstrates that there is a gap in allocation of employees for training program, as it is indicated in the interview this is due to lack of proper data management.

### 4.2.3 Results on on-time training



**Figure 10: Employees response on On-Time training**

As it is indicated in the above graph among the respondents the majority which means 73.7% (216) of the respondent claimed that their organization is not providing them with on time training. Even if the public banks have a training program in place and give training to the employees several times they fail to give this training at the right time.

### 4.2.4 Training Need Assessment

#### **Objectives One: Assessment on how training needs assessment is conducted**

The table below shows the response of the respondents whether their organization conducts a formal training needs assessment properly or not. As it is stated in the table 142 (48.5%) of the respondents agreed that there is a proper formal needs assessment in their organization. In the contrary, the remaining 151 (51.5%) of the respondents believes that the training needs assessment of the public banks is not conducted properly.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	142	48.5	48.5	48.5
	No	151	51.5	51.5	100.0
	Total	293	100.0	100.0	

As the table above shows the number of respondents who said “Yes” to the question is almost the same with number of respondents who said “No”. Thus, from this we can understand that there is a formal training need assessment practice in the public banks of Ethiopia however; the training need assessment practice is not conducted properly.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Questionnaire	45	15.4	31.7	31.7
	Direct observation of immediate supervisor	55	18.8	38.7	70.4
	Through a job description	22	7.5	15.5	85.9
	Personal face to face interview with employees	5	1.7	3.5	89.4
	Performance appraisal result	11	3.8	7.7	97.2
	Group interview with managers and supervisors	4	1.4	2.8	100.0
	Total	142	48.5	100.0	
Missing	7	151	51.5		
Total		293	100.0		

**Source:** Survey Result (2015)

As the above table indicates, among the respondents who are agreed that there is a proper formal training need assessment in the organization 55(18.8%) agreed that the identification of training needs of employees’ is done using a direct observation of immediate supervisor. 45(15.4%) of the respondents said that it is done using questionnaire and the remaining 22(7.5%), 11(3.8%), 5(1.7%) and 4(1.4%) said that it is done using a job description, performance appraisal result,

personal face to face interview with employees and group interview with managers and supervisors respectively. And this tells us the public banks mostly use direct observation & questionnaire to identify training needs of employees'. As it is shown in the above table the identification of training needs using the performance appraisal result is low and the absence of this practice make it difficult to differentiate the actual performance gap of employees which will be filled by training.

According to the data gathered from the interview conducted with the training and development team leaders of the public banks the training process of the organizations is started from the identification of training needs. To identify those needs they use a questioner and in addition they ask the managers to identify the areas of gaps in which training is needed. And after they received the identified gaps that need to be filled with trainings, they will prioritize the trainings to be given via the aforementioned process based on the urgency of the performance gap to be improved. As mentioned by the team leaders the big problem that they faced in this process is that the immediate managers of employees are failed to identify those needs properly.

**Table 9: Employees Response on Training Needs Assessment**

Items												
	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	Mean
	F	%	F	%	F	%	F	%	F	%		
The organization review its strategies and objectives to reveal valuable information for training	15	5.1	53	18.1	149	50.9	58	19.8	18	6.1	293	3.04
The Training needs analysis methods used by your organization produce relevant findings on performance gaps.	29	9.9	125	42.7	94	32.1	37	12.6	8	2.7	293	2.56
The Training needs analysis methods of the organization enable to clearly identify the required training that employees' need to perform their job.	12	4.1	102	34.8	117	39.9	37	12.6	25	8.5	293	2.87
The Training need assessment conducted in your organization is able to differentiate performance problems caused by employees' lack of skills, knowledge and abilities	16	5.5	55	18.8	96	32.8	102	34.8	24	8.2	293	3.22

**Source:** Survey Result (2015)

Table 9 shows the employees' response regarding the needs assessment of training in their organization. They are asked whether their organization's training need analysis method review the organization's strategies and objectives, the majority of the respondents remained neutral to this question with a mean of 3.04. even if 37(12.6%)of the respondents are agreed, 125(42.7%) of the respondents are disagreed that the training needs analysis method of their organization produce relevant findings on performance gaps still,32.1% of the respondents remained neutral to this question. 34.8% of respondents are disagreed that the organizations training need analysis method is enabled clearly identify the required training that employees' need to perform their job and the remaining 39.9% of the respondents are remained neutral to this idea. And for the question whether their organizations training need assessment is able to differentiate performance problems caused by employees' lack of skills, knowledge and abilities, the majority of respondents are agreed with a mean value of 3.22.

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
TNA	293	1.00	5.00	2.9189	.71795
Valid N (list wise)	293				

Even though the mean value for the training need assessment method of the organization is 2.9 (which is almost neutral) it's difficult to conclude that everybody is neutral with regard to the raised questions as mean usually indicates the central tendency of all responses. So the number of respondents who disagreed and remained neutral shows that the public banks training need assessment practice did not identified the gaps and conducted properly as it is mentioned in the interview discussion above.

#### 4.2.5 Training Design

##### Objectives Two: Assessment on how training design is conducted

**Table 10: Employees Response on Training Design**

Items												
	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	Mean
	F	%	F	%	F	%	F	%	F	%		
The organization sets measurable training objectives	20	6.8	130	44.4	85	29.0	48	16.4	10	3.4	293	2.65
The organization has clear training objectives for its training Program	8	2.7	147	50.2	75	25.6	48	16.4	15	5.1	293	2.71
The organization target the training objectives when designing training programs	9	3.1	125	42.7	98	33.4	46	15.7	15	5.1	293	2.77
The contents of training that I have taken are relevant for my current job	11	3.8	50	17.1	41	14	117	39.9	74	25.3	293	3.66
The training design is compatible with the actual job to be performed.	14	4.8	37	12.6	81	27.6	111	37.9	50	17.1	293	3.50

**Source:** Survey Result (2015)

In the above table, item no. 1 shows that the majority respondents i.e. 130 (44.4%) disagreed that the organization sets measurable training objectives while designing the training, 85(29.0%) of the respondents remain neutral for this question and the remaining 48(16.4%), 20(6.8%) and 10(3.4%) of respondents agreed, strongly disagree and strongly agree respectively for the same question. As item no. 2 indicates the majority 147(50.2%) of the respondents disagreed that their organization sets a clear training objectives for its training program. Even though there are some respondents who are agreed for Item no. 3, 125(42.7%) of the respondents disagreed that the organizations target the training objectives when designing.

The other question that was asked to the respondents was whether the contents of training are relevant to their current job even if some of the respondents disagreed, the majority i.e. 117(39.9%) of the respondents agreed to this idea. In item no. 5 the majority i.e. 111 (37.9%) agreed that the training is designed to be compatible with the actual job to be performed, in

contrary 28(9.6%) disagrees on this idea. From this figure it's possible to say that even if the majority employees agree on the compatibility of training design to the actual job to be performed, a substantial number of employees also don't have any idea on the raised issue.

The interviewees' replied that following the needs assessment stage the banks continue to be engaged in the training design stage based on the design policy of the bank. According to the team leaders, the banks designed the training program based on the identified training needs. The design stage involves identifying the type of training to be given, content of the training, the method of training delivery, venue and duration of the training, the trainer, and specific training materials to be used during the sessions by setting clear and measurable training objectives while designing the trainings. In additions, the training department also tries to ensure that the trainings being given to employees have a direct relevance to current job of the trainees. However, as it is mentioned in table 10 above the employees are disagreed with this idea. Moreover, the team leaders stated that they are continuously being challenged with the needs assessment gap that exists from the managers side. They stated that the needs assessment stage precedes the design stage and hence whatever mistakes or errors made during the assessment stage has a hampering effect on the appropriateness of the design stage. And this implied that even if there is a training design policy in place the public banks did not implement it properly as the result is shown clearly.

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
TD	293	1.00	5.00	3.0580	.73637
Valid N (list wise)	293				

The total mean scale for training design is 3.05. From this we can conclude that even if the mean of training design is neutral, we should not ignore the variables of training design measurements which were rated below 3(i.e.2.65, 2.71, 2.77) in table 10. In those points the numbers of respondents who disagreed and who are indifferent are significant in number. And this shows that there is a gap in the training design method of the public banks. And the effect of training needs assessment is reflected in this process because trainings are designed based on the identified needs.

#### 4.2.6 Training Delivery Methods

##### Objectives Three: Assessment on how training delivery methods are conducted

According to the interview, training delivery method is the third process of training in the public banks. And they use both the on-the job and off-the job training methods to deliver the training.

Training delivery methods are categorized into two groups. These are on-the job training and off-the job training. Similarly, the respondents were asked whether their organization uses both the training delivery methods i.e. on-job and off-job training and the majority 178(60.8%) of the respondents agreed and this match with the information that is found in the interview.

Even though 79(27.0%) and 64(21.8%) of the respondents remained neutral and disagreed, 108(36.9%) of the respondents believed that the training delivery method of the public banks is convenient to get the necessary knowledge and skills.

**Table 11: Employees Response on Training Delivery Method**

Items												
	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	Mean
	F	%	F	%	F	%	F	%	F	%		
The organization gives both on-job and off-job training	5	1.7	21	7.2	25	8.5	178	60.8	64	21.8	293	3.94
The delivery method that the organization used is convenient to get the necessary knowledge and skills.	5	1.7	64	21.8	79	27.0	108	36.9	37	12.6	293	3.37
The organization implements participatory training delivery method.	11	3.8	130	44.4	80	27.3	57	19.5	15	5.1	293	2.78
The trainers in my organization can transfer and demonstrate the training appropriately.	14	4.8	61	20.8	136	46.4	58	19.8	24	8.2	293	3.06
The trainer was capable and knowledgeable about the subject matter.	10	3.4	24	8.2	83	28.3	128	43.7	48	16.4	293	3.61
The training materials and teaching aids are complete and appropriate to the level of trainees.	14	4.8	116	39.6	85	29.0	48	16.4	30	10.2	293	2.88
The training environment is conducive to conduct training.	19	6.5	104	35.5	92	31.4	52	17.7	26	8.9	293	2.87
The training delivery method has enabled me to transfer the skills acquired back to my job.	9	3.1	48	16.4	62	21.2	132	45.1	42	14.3	293	3.51

Source: Survey Result (2015)

As the above table shows from the items listed under delivery style dimensions, the item with the lowest mean (2.78) is whether there is an opportunity of participation in the training delivery method and the majority 130 (44.4%) of the respondents disagreed on the availability of participatory environment. Even if majority 128 (43.7%) of the respondents agreed that trainers were capable and knowledgeable about the subject matter, 136 & 31 of respondents are remain neutral and disagreed on the ability of trainers in transferring and demonstrating the training appropriately.

The second lowest mean (2.87) refers to the environment in which the training is conducted. Even though some 52(17.7%) of the respondents agreed that there is a conducive environment to conduct training in the public banks, majority 104 (35.5%) of the respondents disagreed and 92 (31.4%) remains neutral. This indicate that environment is an important aspect that the trainee may be put off and distracted by the noise or apparent confusion of a totally new experience and finds it difficult to cope with learning ,to work with new people, as well as a new job.

The statement “the training materials and teaching aid complete and appropriate to the level of the trainers” contributes to the third lowest mean (2.88). The majority of the respondents 116 (39.6%) and 85 (29.0%) disagreed and remains neutral to this statement, which indicates employees give more emphasis to the training materials and teaching aid when training is conducted.

Lastly the respondents were asked whether training delivery method has enabled them to transfer the skills acquired back to their job and majority 132 (45.1%) of the respondents were agreed But some of the respondents were neutral and disagreed to this idea.

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
TDY	293	1.50	5.00	3.2521	.58488
Valid N (list wise)	293				

As the information gathered from the interview explained that the trainers are taking a TOT (training of trainers) and communicated in advance to properly deliver the trainings. Some

employees mentioned that even though some of the trainers are knowledgeable they are not able to demonstrate the training properly and this shows that there is a gap in the trainers. This implies that the training delivery practice of the public banks is not effective and satisfactory as it needs to be.

#### 4.2.7 Training Evaluation Method

##### Objectives Four: Assessment on how training is evaluated

According to the interview training evaluation is the last step in the training process of the public banks. The chart below shows the response of the respondents on the question “Does your organization evaluate the training program properly?” As it is clearly stated in the chart 145(49.5%) of the respondents agreed that there is a proper evaluation of training in their organization. In the opposite, the remaining 148 (50.5%) of the respondents believed that there is no a proper evaluation of training programs in their organization.

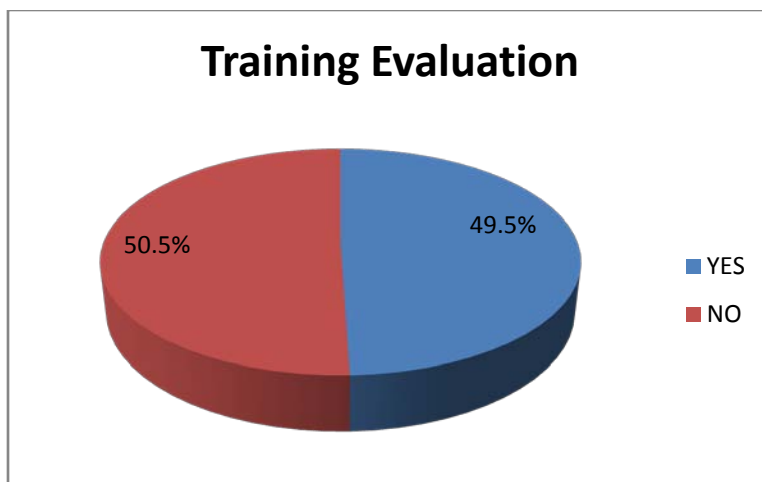


Figure 11: Employees response on training evaluation

This implies that even if 49.5% of the respondents agreed that there is a proper evaluation of training in Ethiopian public banks almost half of the respondents (50.5%) disagreed to this question and this assured us even if there is the practice of evaluating the training in the public banks it is not conducted properly i.e. the effectiveness of training evaluation in the public banks is not satisfactory. This implies that the training evaluation method is not clear and well understood by the employees' of the public bank.

**Table 12: Employees Response on Training Evaluation**

Items												
	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	Mean
	F	%	F	%	F	%	F	%	F	%		
The organization tests the trainees before and after the program	97	33.1	168	57.3	12	4.1	9	3.1	7	2.4	293	1.84
The organization asks the trainees through questioners at the end of the training program	9	3.1	32	10.9	22	7.5	203	69.3	27	9.2	293	3.71
The organization Asks the trainees' manager or immediate supervisor	19	6.5	171	58.4	81	27.6	18	6.1	4	1.4	293	2.38
The organization Looks the performance appraisal report to evaluate the training	29	9.9	158	53.9	66	22.5	28	9.6	12	4.1	293	2.44

**Source:** Survey Result (2015)

Among the respondents 203(69.3%) of the respondents said that the evaluation is done using questioners (i.e. asking the trainees through questioners at the end of the training programs) and as it is shown in the above table the majority 168(57.3%) of the respondents are disagreed that the evaluation of training is done by testing the trainees before and after the program. In a similar way 171(58.4%), 158(53.9%) which are the majority of the respondents disagreed that it is evaluated by asking the trainees' immediate supervisors and looking the performance appraisal report respectively. Thus, this shows us the public banks asks the trainees through questioners to evaluate the training and this type of evaluation method is only evaluates the reaction of the trainees' towards that specific training. But the training evaluation method should be more than that means it should evaluate the change on the performance that comes after the training program. And to do this testing the trainees'' before and after the training and looking the performance result of the trainees' would be better since this shows the exact change on performance of the trainees' nevertheless the public banks only evaluates the reaction and they fail to evaluate the training properly.

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
TE	293	1.25	3.75	2.5887	.43031
Valid N (list wise)	293				

The above mean indicated that the respondents were not agreed with the effectiveness of training evaluation methods of the public banks. Even if the mean for the second item (asking trainees' through questioners) is high, the public banks are hardly effective with the listed evaluation methods. And this implies that not using the evaluation method properly makes it difficult to differentiate the change in performance of employees that was caused by the training and also the effectiveness of the training that were delivered to the employees. This implies that the public banks are ineffective in implementation of the training evaluation method.

#### 4.2.8 Employees perception on the training practice

##### Objective Five: To assess the employees perception on the training practice

Employees of the public bank were asked their perception towards the training practice of their organization and changes in their performance after attending training and their response is summarized in the next table.

**Table 13: Employees’ response of their perception on the training practice**

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	Mean
	F	%	F	%	F	%	F	%	F	%		
	Training programs establish a clear view of work roles and increase performance	4	1.4	14	4.8	62	21.2	159	54.3	54		
Training programs encourage teamwork and self –managed team culture	5	1.7	22	7.5	61	20.8	149	50.9	56	19.1	293	3.78
Training programs improved skills, knowledge and attitude which increase performance on the job	6	2.0	20	6.8	51	17.4	152	51.9	64	21.8	293	3.85
The training provided by the bank helped me to perform my work effectively and efficiently.	7	2.4	20	6.8	64	21.8	152	51.9	50	17.1	293	3.74
I realized change on my performance after taking any form of training in my organization.	8	2.7	42	14.3	109	37.2	92	31.4	42	14.3	293	3.40
I have enough training that enables me to do my job as required	39	13.3	81	27.6	75	25.6	77	26.3	21	7.2	293	2.86
There is an effective training practice in my organization	20	6.8	131	44.7	67	22.9	65	22.2	10	3.4	293	2.71

The above table 13 shows that 72.7% of the respondents agreed (strongly agree and agree) on the statement that training programs establish a clear view of work roles and increase performance. On the other hand, 6.2% of the respondents were disagreed. While, 21.2% of them replied neither agree nor disagree. The second point as shown in the above table is that training programs encourage teamwork and self- managed team culture and 149 (50.9%) of the

respondents were agreed but 61 (20.8%) and 22 (7.5%) of the respondents remained neutral and disagreed to this point. The majority (51.9%) of the respondents were agreed on the statement that training programs improved the skills, knowledge and attitude which increase performance on the job. In contrary, 6.8% of the respondents disagreed and 17.4% of the respondents remained neutral. Therefore, as we have seen it in the above discussion the employees' believes that training programs in general can establish work roles, encourage team work and improve skills, knowledge and attitude and this agrees with the existing literatures.

When we see the mean of item 4 and item 5, it shows us that the training that the respondents received helped them to perform their work efficiently and effectively in addition to this it helped them to realize change on their performance. But a significant number of respondents disagreed and remain neutral to this idea and this implies that the gaps in each steps of training process prevent them to recognize any change on their performance and not getting effective training practice.

Even if, 77 (26.3%) of the respondents are agreed majority of the respondents 81 (27.6%) were disagreed that they didn't get enough training and 13.3% and 25.6% strongly disagreed and remained neutral respectively. With regard to the effectiveness of training practice of the public banks 44.7% of respondents disagreed that there is an effective training practice in their organization and 22.2% of respondents agreed that there is an effective training practice in their organization but 22.9% of respondents remained neutral to this idea. And this ineffective training practice of the public bank has occurred may be due to the execution of inappropriate training process.

#### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic
EP	293	1.29	5.00	3.4544	.67873
Valid N (list wise)	293				

The above mean indicated that the respondents were moderately agreed that the training practice of the public bank improved their performance. Even though the respondents claimed that they

didn't get enough training that would enable them to do their job, as it mentioned in the training design table10 some of the trainings that employees' took are relevant and compatible with their actual job to be performed. So this helped them to see a little change on their performance and helped them to perform their work effectively and efficiently. However, when we see the overall training practice of the public banks of Ethiopia, it is not effective as it should be. And this is due to the gaps that are seen in each training process as it is explained in the previous tables of the training practice. And also as it is mentioned in figure 3, failing to deliver the training at the right time will also decrease the effectiveness of the training program.

## CHAPTER FIVE

### 5. Conclusion and Recommendations

#### 5.1 Conclusion

This study was conducted in the Ethiopian public banks with the general objective of assessing the training practice of the organizations. Questionnaire was the main source of data. These questionnaires are distributed for 370 employees of the public bank. Among them, 293 clean questionnaires were collected and used to analyze the data. An interview was also conducted with the 3 training and development team leaders of the public banks.

Based on the data presented and analyzed in chapter four of the study, the following particular findings were observed:

The analysis indicates that there are some respondents who took the training several times while some of them took the training only a couple of times and this clearly demonstrates that there is a gap in allocation of employees for training program, as it is indicated in the interview this is due to lack of proper data management. Also according to the finding, majority of the respondent claimed that their organization is not providing them with on time training. Even if the public banks have a training program in place and give training to the employees several times they failed to give this training at the right time.

In order to assess the existing training practice of the public banks of Ethiopia, the study emphasized on the four process of training. Training process include training needs assessment (TNA), training design (TD), training delivery method (TDY) and training evaluation (TE). And all of them were checked individually on the analysis.

Training needs assessment was the first variable to be discussed. The result regarding whether the organizations conduct a formal training needs assessment properly reveals that majority (51.5%) of the respondents believed that the training needs assessment of the public banks is not conducted properly. To identify the training needs of employees the public banks use a questioner. In addition they use a direct observation of immediate supervisors to identify the areas of gaps in which training is needed. Four questions were asked to measure the

appropriateness of the training needs assessment of the organizations. Based on the results of analysis, training needs assessment methods of the public banks did not identified the gaps properly. The interview made with the team leaders also indicated that even if their training process is started with the identification of training needs, the training need assessment practice of the public banks did not identified the gaps and conducted properly and this is may be due to the lack of managers commitment to properly identify the performance gaps that should be filled with trainings.

Training design is the second stage of the training process. Summary of the result shows that even if there is a training design policy in place the public banks did not implemented it properly. And this implied that the public banks did not communicate the training objectives properly to their employees. And this showed that there is a gap in the training design method of the public banks. Moreover these gaps are produced due to the gaps that are created in the training needs assessment process of the organizations. The consequence of training needs assessment stage is reflected in this process because trainings are designed based on the identified needs in the needs assessment process.

The third process of training is the delivery (implementation) of training. The information gathered from the interview explained that the trainers are taking a TOT (training of trainers) and communicated in advance to properly deliver the trainings. But some employees mentioned that even if some of the trainers are knowledgeable, they are not able to demonstrate the training properly and this shows that there is a gap in the trainers. And also the majority of the respondents are disagreed on the availability of participatory environment and complete and appropriate training materials. This point out that, employees are highly sensitive to encouraging environment, knowledgeable and skillful trainers, and well prepared teaching materials. From this we can conclude that the training delivery practice of the public banks is not effective and satisfactory as it needs to be.

The last stage of training process is training evaluation. According to the analysis 50.5% of the respondents believed that there is no proper evaluation of training programs in their organizations. This assured us even if there is the practice of evaluating the training in the public banks it is not conducted properly i.e. the effectiveness of training evaluation in the public banks

is not satisfactory. Even though the public banks used a questionnaire to evaluate the reaction of trainees' after the training program, they are failed to use the other evaluation methods properly this showed us that the public banks of Ethiopia are hardly effective with the listed evaluation methods. And this implies that not using the evaluation method properly makes it difficult to differentiate the change in performance of employees that was caused by the training.

## **5.2 Recommendation**

The findings from this study indicate a need for the management of the concerned public banks to improve the current training practice in an attempt to satisfy their employees' needs and inspire them for higher levels of performance. Based on the finding and analysis of the study, the following recommendations are proposed.

1. The public banks should strengthen their data management system towards training management i.e. they should have an up to date records of those who attended training from those who haven't taken training so as to reduce the tendency of giving trainings repeatedly to the same employee.
2. The public banks should give the training at the right time in order to bring the desired outcome. Even though the training is designed and delivered in a proper way, if it is not given on time it would be a waste of resource. So the public banks should consider in delivering the trainings on time.
3. Since the training need identification of the public banks are done using questionnaire and direct observation of managers, managers should be equipped with the proper skills on identifying training needs of employees. In addition, on top of developing their skills managers should be orientated on the purpose of providing trainings to employees and why need identification takes the bigger chunk of the training process. Moreover, identification of training needs using the performance appraisal report is reported to be very low and the absence of this practice makes it difficult to differentiate the actual performance gap of employees which will be filled by training. Hence, the public banks should improve their performance assessment system and should be properly linked so that they can identify the exact performance deficiency caused by the absence of skills or knowledge that can be remedied by training.

4. The analysis indicated that there is a training design policy in the public banks but it is not being implemented properly. According to Mathis and Jackson (Mathis & Jackson, 2011), effective training design should consider the learner's characteristics, instructional strategies, and how best to get the training from class to the job (training transfer) in order to produce learning. Therefore, the public banks need to give due attention during the designing stage. They also need to ensure that they adhere to the design policy of the bank during this stage. Furthermore the public banks should communicate their training objective so that training can play a positive role in the organization.
5. Employees are very conscious about the delivery style of trainings (Armstrong, 2000). Thus, Training delivery approaches of the public banks should be relevant to the job functions of employees. The public banks should consider other more effective training techniques that could enhance the employees' degree of acceptance and also the public banks must be serious about the selection of good trainers. Trainers should be qualified, with good communication skills, good understanding of the management philosophy, objective and importance of the training program. Even the most well designed training system is worthless unless the company's are committed to ensuring that it is conducted properly and consistently. To have a positive result from training program, organizational commitment should be tied closely with appropriate effective training methods and training delivery mechanism.
6. Though the training evaluation system being used by the public banks is a good idea it only measures the immediate reaction of the trainees and lacks the ability to address post test performance improvement or behavioral change occurring due to the training. Hence, it is recommended that the public banks apply training impact analysis in order to assess the effectiveness of the training program by measuring the trainees' performance before and after training.
7. Finally in order to have an effective training practice the public banks should have to conduct each and every process properly. The existence of training programs in place by itself doesn't assure the effectiveness of the training program unless it is supported by systematic training process. Therefore, since each processes are interrelated they need to be conducted with due care. On time delivery of the training should also be given the necessary attention in order to make the training practice effective and productive.

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# APPENDIX

## APPENDIX ONE: Questionnaire

**Addis Ababa University School of Commerce  
Department Of Human Resource Management**

Dear Sir/Madam

This questionnaire has been designed to solicit information purely for academic purposes. This research is conducted as a partial fulfillment of the award of Master degree in Human Resource Management in Addis Ababa University, School of Commerce, under the title; **“Assessment of Training Practice in the public banks of Ethiopia”**. Therefore, your participation in giving reliable information has a vital contribution for the success of this study. So, I respectfully request your kind cooperation in answering the questions as clearly and genuinely as possible. I would like to assure you that the information you provide will be used for research purpose only and all responses will be treated in strict confidentiality.

### Note

- Please don't write your name.
- Please answer by putting “√” mark on the box with point which highly reflects your idea parallel to your choice.
- All information will be treated confidentially.
- Your honest & unbiased response will greatly contribute for the research to achieve its objectives.

For any questions and comments please contact me through 09-13-69-57-29

Bethlehem Tewelde

**I would like to thank you in advance, for your sincere cooperation and valuable assistance  
for the success of this research !!**

**Part One**

**Section 1 - Background Information**

1. Gender                    Male                        Female
2. In which age group are you?  
                                 20-25                     26-31                     32-40                     40& above
3. What is your current Educational Qualification?  
  
                                 Diploma                                        Degree              
  
                                 Masters Degree                                Other, [please specify] \_\_\_\_\_
4. What is the name of your organization?  
  
Commercial Bank of Ethiopia (CBE)     Development Bank of Ethiopia (DBE)      
  
Construction and Business Bank (CBB)
5. What is your Service year in the company?  
                                 Less than 3 years                                        3 to 5 years                      
                                 6 to 8 years                                        more than 8 years

**Section 2 –General Information on Training**

6. Does your organization provide you a training program since you joined the organization?  
  
                                 Yes                        No
7. How were you selected for training?  
a) On joining the company                    b) Supervisors recommendation  
c) Compulsory for all employees                    d) upon employee request  
e) Performance appraisal                    f) I don't know
8. How often do you attend training programs?  
                                 Only once                                        Twice              
                                 Several times                                        Rarely
9. Does your organization give you on time training? (at the right time)  
  
                                 Yes                        No

**Part Two – Information on Training Need Assessment**

1. Does your organization conduct formal Training Need Assessment (TNA) properly?

Yes  No

2. If your answer to Q1, is yes, which of the following methods are used to determine training need in your organization

- a) Questionnaire
- b) Direct observation of immediate supervisor
- c) Through a job description
- d) Personnel face to face interview with employees
- e) Performance appraisal result
- f) Group interview with managers and supervisors

**N.B 1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree**

No		1	2	3	4	5
1	The organization review its strategies and objectives to reveal valuable information for training					
2	The Training needs analysis methods used by your organization produce relevant findings on performance gaps.					
3	The Training needs analysis methods of the organization enable to clearly identify the required training that employees’ need to perform their job.					
4	The Training need assessment conducted in your organization is able to differentiate performance problems caused by employees’ lack of skills, knowledge and abilities					

**Part Three- Information on Training Design Measurements**

**N.B 1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree**

No		1	2	3	4	5
1	The organization sets measurable training objectives					
2	The organization has clear training objectives for its training Program					
3	The organization target the training objectives when designing training programs					
4	The contents of training that I have taken are relevant for my current job					

5	The training design is compatible with the actual job to be performed.					
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**Part Four- Information on Training delivery practice**

**N.B 1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree**

No		1	2	3	4	5
1	The organization gives both on-job and off-job training					
2	The delivery method that the organization used is convenient to get the necessary knowledge and skills.					
3	The organization implements participatory training delivery method.					
4	The trainers in my organization can transfer and demonstrate the training appropriately.					
5	The trainer was capable and knowledgeable about the subject matter.					
6	The training materials and teaching aids are complete and appropriate to the level of trainees.					
7	The training environment is conducive to conduct training.					
8	The training delivery method has enabled me to transfer the skills acquired back to my job.					

**Part Five-Information on Training evaluation**

1. Does your organization evaluate the training program properly?

Yes

No

**N.B 1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree**

No		1	2	3	4	5
1	The organization tests the trainees before and after the program					
2	The organization asks the trainees through questioners at the end of the training program					
3	The organization Asks the trainees' manager or immediate supervisor					
4	The organization Looks the performance appraisal report to evaluate the training					

**Part Six – Information on perception of employees towards the training practice**

Listed below are statements that represent your perceptions towards the training practice of your organization and changes in your performance after attending training

**N.B 1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree**

No.		1	2	3	4	5
1	Training programs establish a clear view of work roles and increase performance					
2	Training programs encourage teamwork and self –managed team culture					
3	Training programs improved my skills, knowledge and attitude which increase my performance on the job					
4	The training provided by the bank helped me to perform my work effectively and efficiently.					
5	I realized change on my performance after taking any form of training in my organization.					
6	I have enough training that enables me to do my job as required					
7	There is an effective training practice in my organization					

❖ If you have any additional comment, please write

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**Thank You**

## **APPENDIX TWO: Interview Questions**

### **Addis Ababa University School of Commerce Department Of Human Resource Management**

#### **Interview Questions**

This interview has been designed to seek information purely for academic purposes. The main purpose of the study is to conduct a thesis on the topic: “Assessment of Training Practice in the public banks of Ethiopia”. Thus, as a Training and Development team leaders of the bank, it is hoped that the success of the study depends on the information you provide.

#### **Thank You**

1. What is the training process in your organization?
2. How does your organization assess and prioritize the training needs of employees’?
3. How does your organization design the training program?
4. What methods of training are used?
5. How is training evaluated in your organization?
6. Do you think that there is an effective training practice in your organization?