



ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**ASSESSMENT OF TRAINING AND DEVELOPMENT PROGRAM:
A CASE STUDY ON THE HEAD OFFICE OF OROMIA
INTERNATIONAL BANK S.C**

**BY:
LENSA TAKELE**

**FEBRUARY, 2015
ADDIS ABABA, ETHIOPIA**

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INTERNATIONAL BANK S.C**

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**A THESIS SUBMITTED TO ST.MARY'S UNIVERSITY, SCHOOL
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DECLARATION

I declare that the thesis work entitled “Assessment of Training and Development Program: A case Study on Oromia International Bank” is my original work, prepared under the guidance of Wolde Emmanuel Walombo (PhD). All sources of material used for the work have been duly acknowledged.

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St. Mary’s University, Addis Ababa

February, 2015

ENDORSEMENT

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

Advisor

Signature

St. Mary's University, Addis Ababa

February, 2015

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ACRONYMS

- ✓ HR –Human Resource
- ✓ HRM-Human Resource Management
- ✓ IR-Industrial Relation
- ✓ HRD-Human Resource Development
- ✓ T&D-Training and Development
- ✓ OIB-Oromia International Bank
- ✓ NBE- National Bank of Ethiopia

ABSTRACT

The purpose of the study is Assessing the training and development program: A case study in head office of Oromia International Bank. The study basically pin points on challenges or problems faced when implementing training and development program, the positive and negative effects of training and development program, the competence of trainers. In addition to this, it focuses on kinds of training and development methods used and kinds of instruments used to solve the challenges and problems. To achieve this, descriptive survey research design has been deployed with mixed (both quantitative and qualitative) research approach. The study employs simple random sampling technique based on which 71 respondents were selected for gathering data through self developed questionnaire, which is the main data collection instrument. The results of the questionnaire were compiled by using SPSS. Descriptive statistics method was used for analyzing data obtained through questionnaire while the data obtained from interview thematically. The outcomes of the analysis were presented using tables and graphs. Finally, findings and conclusions are presented to summarize the analysis and finally, the researcher give recommendation to solve the stated problems shown in the analysis.

CHAPTER ONE

INTRODUCTION

1.1 Back ground of the Study

An organization success increasingly depends on knowledge, skills and ability of employees particularly as they help established a set of core competencies that distinguish an organization from its competitors. When employees' talents are valuable, rare, and difficult to imitate, organization can achieve a sustainable competitive advantage through people, (O'Brien, 2004).

In general we can say that management is a process that involves planning, managing resources to accomplish the set objectives, and measuring the result achieved. When we say resources we mean to say not only human recourses [HR] but also the other resources that are needed to accomplish the tasks or objectives. Human resource management is the strategic and coherent approach to the management of an organization's most valued asset i.e. the people who individually and collectively contribute to the achievement of the objectives of the business, (Dessler, 2003).

Human resource management means a process of acquiring, training, developing, appraising and compensating employees, and attending to their labor relation, health and safety and fairness concurs [Dessler,2003:40]. This technique forces the managers of an enterprise to express their goals with specificity so that they can be understood and undertaken by the work force and to provide the resources needed for them to successfully accomplish their assignment. Employees need to be trained and developed to use the given resources, perform their tasks effectively and efficiently, to adapt new technology, and also to achieve organizational goals and objectives.

Training and development program is useful to fulfill skill gaps that the employees face while performing their tasks to effectively work with the interest of the organization. Training means learning the basic skills and knowledge necessary for a particular job or a group of jobs. In other words, training is the act of increasing the knowledge for doing a particular job. But development refers to the growth of an individual in all respects. An organization works for the

development of its executives or potential executives in order to enable them to be more effective in performing the various functions of management.(Tejinder,2005:253).So this program will be successful when the organization use generally accepted procedures. Those procedures includes, specific measurable knowledge and performance objective, produce the training program content and worked out the training program by presenting it to small representative audience, implement the program on targeted employee group, evaluate and follow up to access the program success or failure.

1.1.1 Back Ground of the Organization

Oromia International Bank S.C. (OIB) was established in accordance with the pertinent laws, regulations and the 1960 Commercial Code of Ethiopia, by the Monetary and Banking Proclamation No. 83/1994 and by the Licensing and Supervision of Banking Proclamation No. 592/2008. At the time of its establishment, OIB's authorized capital was Birr 1.5 billion, whereas its subscribed capital was Birr 279.2 million, and its paid-up capital Birr 91.2 million. OIB began operation on October 25, 2008 by opening its first branch at the Dembel City Center.

Established with the commercial banking business objectives, OIB is undertaking a universal commercial banking service such as deposit mobilization, lending of money, remittance service, and international banking services and interest free banking. Preparations are already underway to start Internet and mobile banking services. The bank currently has 118 branches and purchased a 13 storey building in Addis Ababa at Bole area near the Getu Commercial Center. It has also exceeded the new directive passed by NBE requiring a minimum capital of 500 million birr.

Vision Statement:

“To be the bank of your first choice”

Mission Statement:

“We are committed in proving full-fledged and best quality commercial banking service within the pertinent regulatory requirements with due diligence to sustainable business while empowering the wising middle and discharging social responsibility by engaging highly

qualified, skilled motivated and disciplined employees and state of the art information technology, adding real value to the share holders interest and with the public trust”.

1.2 Statement of the Problem

The success of an organization in achieving its objective and fulfilling its mission is highly dependent up on its employees. Employees are the key and vital assets of an organization. Effective training and development programs are important for the success of the organizations

Training and development make employees capable in improving their performance through updating knowledge, skills, or attitudes. In a broad sense, it includes experiences intended to meet essential job requirements, update skills, prepare people for career development, rectify knowledge or skill deficiencies, and evoke new insights or even create new knowledge. It is thus an important tool for changing individuals by giving them new knowledge and skills. The presence of non value adding activities and people in the value chain affects quality, cost, speed, efficiency and effectiveness of the product /service that the organization provides. This affects customer satisfaction, image and interest. So therefore in order to achieve its objective every organization needs to update the skills that the employees need to perform their jobs, thus training and development given much weight and many organizations used it in their respective area, (Dessler, 1997).

By considering the above statement, Oromia International Bank faces a number of challenges and gaps in implementing effective training and development programs. Since training is a short term mechanism and should focus on the day to day activities performed and developments a long term, and mainly depends on knowledge base to the future, it must be assessed on how well OIB gives attention for both. Applying training and development program by itself is not the final phase, but evaluating the skills of the trainees, follow up the training program and forwarding feedback is vital. Hence, these areas of the training and development program should be assessed and have to improved. Otherwise it will be difficult to remain successful within this competitive environment unless the bank builds a concrete training and development program. Therefore, there is a need to know the current status of training and development program of Oromia International Bank in order to find out a workable training strategy which insures the desired organizational excellence.

1.3 Research Questions

The study gives an answer for the following Basic Research Questions

- 1.3 What are the challenges or problems faced when implementing training and development programs?
- 1.4 What are the positive and negative effects of training and development programs for rendering efficient and effective services to the customers?
- 1.5 How is the competence of the trainers towards training and development program?
- 1.6 What kind of training and development methods could be used to achieve Oromia International Bank's goals?
- 1.7 What kinds of instruments are used to solve challenges and problems of training and development program?

1.4 Objective of the study

1.4.1 General objective

The general objective of the study is: To assess the Training and Development programs in Oromia International Bank to achieve short term and long term goals.

1.4.2 Specific objectives

- To critically examine the challenges or problems of training and development, so as to suggest possible solutions.
- To clearly show the positive and negative effects of training and development programs towards employees.
- To measure the capability of trainers towards training and development program of Oromia International Bank.
- To clearly state the effectiveness of the methods that the bank currently uses in training and development programs in order to achieve organizational goals.

- To see the effectiveness of the instruments that is used in implementing the training and development program. if any,

1.5 Significance of the Study

The result of this study is believed to contribute a valuable and comprehensive training program for the bank. It will also helps Oromia International Bank to have clear information about how much the training and development programs benefits the organization and employees and which areas of the programs need correction and also what kind of mechanisms has to be used to get the most out of the program and employees. For the employees this study indicates how much this program add value and useful to their knowledge and ability to perform their jobs. In the other hand for the researcher gives knowledge about training and development program and give experience about preparing research. For readers gives additional knowledge about training and development programs, also for decision makers give additional information and helps them to select the best decision among the alternatives.

1.6 Scope of the Study

The scope of the study is limited to describe the extent of “Assessment of Training and Development program: A case Study on Oromia International Bank”. The reason for this is that researcher believes it could be harder to include training and development programs given by other organizations due to time, information, supporting document and Budget constraints.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Human Resource Management

Human recourse management is planning ,organizing ,directing ,and controlling of procurement ,development ,compensation ,integration ,maintenance and separation of human resource to the end that individual ,organizational ,and social objectives are accomplished, (Dessler, 1997).

As Kogan (2001), Human Resource Management (HRM) is management functions that help managers recruit, select, train and develop members for an organization. HRM is concerned with the people's dimension in organization.

The scope of HRM is indeed vast. All major activities in the working life of a worker- from the time of his or her entry into an organization until he or she leaves-come under the purview of HRM. Specifically, the activities included are HR planning, job analysis and design, recruitment and selection, orientation and placement, training and development, performance appraisal and job evaluation, employee and executive remuneration, motivation and communication, welfare, safety and health, industrial relations (IR) and the like, (Dessler, 1997).

2.2 Function of Human Resource Management

Human recourse management deals with design of formal systems in an organization to insure the effective and efficient use of human talent to accomplish the organizational goal (Kogan, 2001)

2.3 Objective of Human Resource

Different authors put the different kinds of objectives of Human Resource the main are:

- To have highly committed eligible/qualified, talented 'and happy workers.

- Development of employees:-by giving attention for employees' growth, it will lead to efficient working maintenance, motivation and retention of work force. (Kumar and Ghosh,2003)
- Growth and development of the organization:-is to bring about the overall development and growth of the organization. Human resource management department serves all the department of the organization, (Dessler, 1997).
- To develop human resource function and climate:-to develop an effective human resource function for development and maintenance of human resource, (Olaniyan, 2008).
- Objective for the welfare of the society:-human resource management seeks to do maximum good to the society and also tries to minimize the effects of the so called social problem, (Sharma, 2005).

2.4 Human Resource Development (HRD)

2.4.1 Development

Development is the growth or realization of a person's ability, through conscious or unconscious learning. Development programs usually include elements of planned study and experience, and are frequently supported by a coaching or counseling facility. This definition was subsequently broadened from 'a person's ability' to 'an individual's or a group's ability' thus reflecting the growing concept of organizational learning, (Kushion, 2000).

By Kumar and Ghosh, (2003) Development occurs when a gain in experience is effectively combined with the conceptual understanding that can illuminate it, giving increased confidence both to act and to perceive how such action relates to its context. It can be seen from the definitions that development indicates movement to an improved situation that for the individual

means advancing towards the physical and mental potential we all possess. In many respects development indicates growth and movement by the learner rather than learning itself.

Human Resource Development (HRD) is a title which represents the latest evolutionary stage in the long tradition of training, educating and developing people for the purpose of contributing towards the achievement of individual, organizational and societal objectives.(Sharma, 2005). In other term Human resource development is the study and practice of increasing the learning capacity of individuals, groups, collectives, and organizations through the development and application of learning-based interventions for the purpose of optimizing human and organizational growth and effectiveness, (Chalofsky, 1992).

As Kogan,(2001) defined HRD is a set of systematic and planned activities designed by an organization to provide its members with the necessary skills to meet current and future job demands.

HRD is both an area of professional practice and an emerging interdisciplinary body of knowledge. The inter-relatedness of these two aspects makes HRD similar to most other applied professions, most of which have emerged to meet some important social or organizational need. HRD is concerned with improved performance within the work environment. It is not concerned with improving people's health or their personal relations with their family, (Kumar and Ghosh,2003).

HRD utilizes the theories of change and how these relate to the organization. Change affects individuals, groups and the organization and HRD is predominantly concerned with the change of individuals. There would thus appear to be a professional need to define the territory of HRD, no matter how limited it may be, in order that those involved with it either as deliverers or receivers can have a reasonable understanding of what it encompasses, (Chalofsky, 1992).

2.4.2 Strategic HRD

Strategy is the direction and scope of an organization over the long term: ideally, which matches its resources to the changing environment and in particular its markets, customers or clients so as

to meet stakeholder expectations. A number of strategic pressures have contributed to the increasing importance and strategic role of HRD (McLagan and Suhadolnik, 1989) and these include:

- ✓ Accelerated rate of change
- ✓ Focus on quality
- ✓ Globalization of business
- ✓ Increased flexibility and responsiveness of organizations
- ✓ Increased pressure to demonstrate the contribution of human resources
- ✓ New competitive structures
- ✓ New technology

With all these pressures it is apparent that HRD contributes in a variety of ways and at all organizational levels to provide support.

Today's business environment requires that HRD not only supports the business strategies or organizations, but that it assumes a pivotal role in the shaping of business strategy. As a primary means of sustaining an organization's competitive edge, HRD serves a strategic role by assuring the competence of employees to meet the organization's present performance demands. Along with meeting present organizational needs, HRD also serves a vital role in shaping strategy and enabling organizations to take full advantage of emergent business strategies, (Kogan, 2001).

(Rothwell and Kazanas, 2005), suggests, Strategic HRD can be viewed as a proactive, system-wide intervention; with it linked to strategic planning and cultural change. HRD can only be strategic if it is incorporated into the overall corporate business strategy. It is in this way that the HRD function attains the status it needs to survive and to have a long term impact on overall business performance and respond to significant competitive and technological pressures.

In the present environment, sources of competitive advantage are quickly overcome by competitors and, thus, the only source of competitive advantage is the ability of an organization to learn more quickly than others. This learning does not occur in an abstract form within the organization but in the minds of individuals and groups. Building on this understanding of value residing with the employees has been a recognition that, unlike capital assets which can be used

up and also depreciate over time, the value of individuals can actually increase. For this reason and from a strategic perspective there is increased emphasis on the investment in human assets through training and development, (Chalofsky, 1992).

2.5 Training

Training is often looked upon as an organized activity for increasing the knowledge and skills of people for a definite purpose. It involves systematic procedures for transferring technical know-how to the employees so as to increase their knowledge and skills for doing specific jobs with proficiency. In other words, the trainees acquire technical knowledge, skills and problem solving ability by undergoing the training program, (Aguinis 2009).

Kogan, (2001), defines training as, Training refers to a planned effort by a company to facilitate employees' learning of job-related competencies. These competencies include knowledge, skills, or behaviors that are critical for successful job performance in the immediate term or near future. This is in contrast with development, which is training that provides employees with competencies for anticipated future jobs and roles. The goal of training is for employees to master the knowledge, skill, and behaviors emphasized in training programs and to apply them to their day-to-day activities.

According to (Chalofsky, 1992), training involves the development of skills that are usually necessary to perform a specific job. Its purpose is to achieve a change in the behavior of those trained and to enable them to do their jobs better. Training makes newly appointed employees fully productive in lesser time. Training is equally necessary for the old employees whenever new machines and equipment are introduced and/or there is a change in the techniques of doing the things.

Employees are expected to acquire new skills and knowledge, apply them on the job, and share this information with other employees. Managers take an active role in identifying training needs and help to ensure that employees use training in their work. To facilitate the sharing of knowledge, managers may use informational maps that show where knowledge lies within the company, (Kumar and Ghosh, 2003).

2.5.1 Significance of Training

Training is essential for any human resource development exercise in organizations in the rapidly changing environment. It is an essential, useful and productive activity for all human resources working in an organization, irrespective of the job positions that they hold. It benefits both employers and the employees, (Kumar and Ghosh, 2003).

As Chalofsky, (1992), defined the basic purpose of training is to develop skills and efficiency. Every organization has to introduce systematic training programs for its employees. This is because trained personnel are like valuable assets of an organization, who are responsible for its progress and stability. Training is important as it constitutes a vital part of managerial control. Most progressive organizations view expenditure on training as a profitable investment. Large organizations hire a large number of persons every year, who might not know how to perform their jobs. There are also certain types of jobs where no one can afford an untrained person.

The responsibility for imparting training to the employees rests with the employer. If there is no formal training program in an organization, the workers will try to train themselves by trial and error or by observing others. But this process will take a lot of time, lead too many losses by way of errors and will ultimately result in higher costs of training. The workers may not be able to learn the best operative methods on their own, (Sharma, 2005).

Benefits of Training to Employers

(Pallavi, 2013) puts some major benefits that the employer gets from training. The employers invest in training because they reap several benefits out of the exercise, which can be summed up as under:

(i) Faster learning of new skills

Training helps the employers to reduce the learning time of their employees and achieve higher standards of performance. The employees need not waste time in learning by observing others. If a formal training program exists in the organization, the qualified instructors will help the new employees to acquire the skills and knowledge to do particular jobs quickly.

(ii) Increased productivity

Training increases the skill of the new employee in while performing a particular job. An increased skill level usually helps in increasing both quantity and quality of output and hence increase productivity. Training can be of great help even to the existing employees. It helps them to increase their level of performance on their present job assignments and prepares them for future assignments.

(iii) Standardization of procedures

Training can help the standardization of operating procedures, which can be learnt by the employees. Standardization of work procedures makes high levels of performance rule rather than exception. Employees work intelligently and make fewer mistakes when they possess the required know-how and skills, (Pallavi, 2013).

(iv) Lesser the need for supervision

As a generalization, it can be stated safely that trained employees need lesser supervision. Training does not eliminate the need for supervision, but it reduces the need for detailed and constant supervision. A well-trained employee can be self-reliant in his/her work because the employee knows what to do and how to do. Under such situations, close supervision might not be required.

(v) Economy of operations

Trained personnel will be able to make better and economical use of the materials and the equipment and reduce wastage. Also, the trained employees reduce the rate of accidents and damage to machinery and equipment. Such reductions can contribute to increased cost savings and overall economy of operations, (Pallavi, 2013).

(vi) Higher moral.

The morale of employees is increased if they are given proper training. A good training program moulds employees' attitudes towards organizational activities and generates better cooperation and greater loyalty. With the help of training, dissatisfactions, complaints, absenteeism and turnover can also be reduced among the employees. Thus, training helps in building an efficient and co-operative work force.

(vii) Managerial Development

The top management can identify the talent, who can be groomed for handling positions of responsibility in the organizations. Newer talent increases the productivity of the organizations. By providing opportunity for self-development, employees put in their best effort to contribute to the growth of the organization, (Pallavi, 2013).

Benefits of Training to Employees

The employees are the ultimate link in /an/ any organization, who carry out the operations. Training can help them in several ways, as mentioned below:

(i) Increasing Confidence

Training creates a feeling of confidence in the minds of employees, who feel comfortable while handling newer challenges. It gives a feeling of safety and security to them at the work place, (Pallavi, 2013).

(ii) New Skills.

Training develops skills, which serves as a valuable personal asset of a worker. It remains permanently with the worker himself.

(iii) Career advancement.

The managers can develop their skills to take up higher challenges and work in newer job dimensions. Such an exercise leads to the career development of the employees, who can move up the corporate hierarchy faster, (Sharma, 2005).

(iv) Higher earnings

Higher earnings are a consequence of career development. A highly trained employee can command high salary in the job market and feel more contented.

(v) Resilience to change

In the fast changing times of today, training develops adaptability among workers. The employees feel motivated to work under newer circumstances and they do not feel threatened or

resist any change. Such adaptability is essential for survival and growth of an organization in the present times, (Neitzel, 2006).

(vi) Increased Safety

Trained workers handle the machines safely. They also know the use of various safety devices in the factory, thus, they are less prone to accidents. It can be concluded that in light of several benefits, training is an important activity, which should be taken very seriously by the employees as well as the employers, (Sharma, 2005).

Benefit for the Company

In general terms the following benefits can be expected, as training is only one of many variables which influence business activities:

The standard of quality of work required by the company is more likely to be achieved and maintained if employees are well trained.

A greater volume of work can be expected from a trained staff, partly because they work more rapidly and partly as they make fewer mistakes. A reduction in work errors benefits a company to other ways, first, management can spend more time on planning and development activities instead of correcting mistakes. Secondly costs of correcting errors, often involving over time, are eliminated, (Neitzel, 2006).

Labor turnover among new staff, if caused by ineffective learning and inadequate training, can be reduced. Staff members, who are helped by efficient training to learn their job rapidly, are more likely to achieve a high level of job satisfaction soon after joining the company and thereby tend to remain longer, (Neitzel, 2006).

Retaining of staffs is an advantage to a company only so long as the skills and knowledge of its employees contribute to the companies' operations. By retaining staffs new abilities replace obsolescent expertise.

Training in safe working practices reduces accidentals resulting social financial benefits to both the employees and the company, a company needs a flexible work force to operate efficiently when the staff members are absent on sicknesses or a way on holiday. A company with reputation for providing good training tends to attract better applicants.

Finally, there are the private benefits enjoyed by those who trained. Training increases the knowledge of an individual. There are also important non financial benefits which trained people enjoy, including higher status a greater degree of job security (trained staffs are a valuable asset which employers are loath to lose) better promotion prospects, and, because their work talents are fully used, greater job satisfaction, (Neitzel, 2006).

2.6 Training and Development

No longer do the organizations talk of training in isolation. It is usually addressed along with development. While referring to the conjugation of the two processes, (Dale Yoder 2004) has observed “The use of the terms training and development in today’s employment setting is far more appropriate than ‘training’ alone since human resources can exert their full potential only when the learning process goes far beyond simple routine”.

Although the terms training and development are used together, they are often confused. Training means learning the basic skills and knowledge necessary for a particular job or a group of jobs. In other words, training is the act of increasing the knowledge for doing a particular job. But development refers to the growth of an individual in all respects. An organization works for the development of its executives or potential executives in order to enable them to be more effective in performing the various functions of management. An executive development program aims at increasing the capacities of the individuals to achieve the desired objectives. Executive capacities imply his personal abilities and potentials. Increasing the capacities implies that change must, occur in the executive and through him in his subordinates. The distinction between training and development is shown in Table 1.1. (Sharma, 2005:26).

No	Training	Development
1	Training means learning skills and knowledge for doing a particular job and increases skills required for a job.	Development refers to the growth of an employee in all respects.
2	Training generally imparts specific skills to the employees.	It is more concerned with shaping the attitudes.
3	Training is job centered in nature. The role of trainer or supervisor is very important in training.	Development is more general in nature and aims at overall growth of the executives.
4	Training is concerned with maintaining and improving current job performance. Thus, it has a short-term perspective.	Development builds up competences for future performance and has a long-term perspective

(Sharma, 2005:26)

2.6.1 Objective of Training and Development

Werther and Davis (1996) stated that Training and Development objectives must be specific, measurable, and time-targeted. The main objectives of staff training and development are to improve the qualities of the trainee, formulation, of objectives for different needs and ways of achieving it. The training objective is very important because it determines the designed and content of the training programs. Contents of the training remain the same no matter the type of training involved. It is to increase personnel efficiency, professional growth, and smooth and more effective organization's operations. (Olaniyan and Lucas, 2008), an objective is a specific outcome that the training or the development program is intended to achieve. In most cases, training and development objectives are set for the trainees. These objectives define the performance that the trainee should be able to exhibit after training, (Scarpello and Ledvinka, 1988).

The objectives of training can vary, depending upon a large number of factors. The objectives depend on the nature of the organization where training has to be provided, the skills desired and the current skill levels. It is difficult to draw generalizations but many organizations believe that the principal objective of training is to make sure the availability of a skilled and willing workforce to the organization. In addition to that, there are four other objectives: Individual, Organizational, Functional, and Social, as stated by Pallavi (2013).

- ✓ Individual Objectives – These objectives are helpful to employees in achieving their personal goals, which in turn, enhances the individual contribution to the organization.
- ✓ Organizational Objectives – Organizational objectives assists the organization with its primary objective by bringing individual effectiveness.
- ✓ Functional Objectives – Functional objectives are maintaining the department's contribution at a level suitable to the organization's needs.
- ✓ Social Objectives – Social objectives ensures that the organization is ethically and socially responsible to the needs and challenges of the society.

Further, the additional objectives are as follows:.

- To bring about change in the attitudes of the workers towards fellow workers, supervisor and the organization.
- To improve the overall performance of the organization.
- To make the employees handle materials, machines and equipment efficiently and thus to check wastage of time and resources.
- To impart the basic knowledge and skill in the new entrants that they need for an intelligent performance of a definite job.
- To prepare the employees for higher level tasks.
- To build up a second line of competent officers and prepare them to occupy more responsible positions.
- To ensure smooth and efficient working of the departments. To ensure economical output of required quality, (Pallavi, 2013).

2.7 The Five Steps in Training and Development process

Training programs consists of five steps. The first, or need analysis step, identifies the specific job performance skills needed, analyzes the skills and needs of the prospective trainees, and develops specific, measurable knowledge and performance objectives. In the second step, instructional design, you decide on compile and produce the training program content, including work books exercises and activities; here, you will probably use techniques like on the job training, computer assessing learning. There may be third, validating step in which the bugs are worked out of the training program by presenting it to a small representative audience. The fourth step is to implement the program, by actually training the target employee group. Fifth is an evaluation and follow up step, in which management asses the program's success or failure. Most employers probably do not (and need not) create their own training materials, since many materials are available on and off line, (Dessler, 1997).

2.8 Methods of Training and Development

Training methods are the means, which enable to change the designed program in to practice. Variety of training methods are available and used by training agencies and organizations(Saiyadain;1995:223).As Foot and Hook (2005:211) explained, once a decision has been made about the training is to take place, it is also important to decide on the most appropriate training method (technique) to use. According to (Spector,2000:380-381) many of the styles and techniques to be described and also Decauza et al (1996:70) explained that the most popular training and development method used by organizations can be classified as either on-the-job or off-the-job.

Dessler, (1997), "Once you have decided to train employees and identified their training needs and goals, you have to decide the training program. You can create the content and program sequence yourself, but there is also a vast selection of online and offline content and packages from which choose."

In any case, there are a various methods companies use to actually deliver the training. They include:

2.8.1 On the Job Training

It means having a person learn a job by actually doing it. Every employee, from mailroom clerk to company president, gets on the job training when he or she joins a firm. In many firms on the job training is the only training available, (Dessler, 1997).

The most familiar type of on the job training is the coaching or under study method. Here, an experienced worker or the trainee's supervisor trains the employee. At lower levels trainees may acquire skills by observing the supervisors. But this technique is widely used as top management levels, too. Job rotation, in which an employee, (usually a management trainee) moves from job to job at planned interval, is another on the job training technique, (Kumar and Ghosh, 2003).

On the job training has several advantages. It is relatively in expensive; trainees learn while producing; and there is no need for expensive off-site facilities like class room or programmed learning devices. The method also facilitates learning, since trainees learn by doing get quick feedback on their performances, (Dessler,1997).

Here are some steps to help ensure on the job training success.

Prepare the learner, present the operation, do a tryout, follow up.

2.8.2 Off the Job training

This is any form of training which takes place away from the immediate workplace. Off-the-job training includes more general skills and knowledge useful for work, as well as job-specific training. Training may be provided by specialist trainers working for National Grid or by an outside company hired to help with training. Off-the-job training is particularly effective for non-technical skills, as employees can use these across different areas of the company, (Dessler, 1997).

According to (Sharma, 2005) this occurs when employees are taken away from their place of work to be trained. Common methods of off-the-job training include:

- Day release (employee takes time off work to attend a local college or training centre)
- Distance learning / evening classes

- Block release courses - which may involve several weeks at a local college
- Sandwich courses - where the employee spends a longer period of time at college (e.g. six months) before returning to work
- Sponsored courses in higher education
- Self-study, computer-based training

2.8.3 Apprenticeship Training

It is a structured process by which people become skill workers through a combination of classroom instruction and on the job training. It is widely used to train individuals for many occupations.

2.8.4. Informal learning

Employers should not underestimate the importance or value of informal training. Most surveys show that employees learn on the job they learn not through formal training programs but through informal means, including performing their jobs on daily basis in collaboration with their colleagues, (Dessler,1997).

2.8.5 Job instruction training

As (Dessler, 1997) stated many jobs consist of a logical sequence of steps and are best through step by step. This step by step process is called job instruction training. To begin, list all necessary steps in the job, each in its proper sequence. Alongside each step also list corresponding key points if any. The steps show what is to be done, and the key points show how it is to be done and why.

2.8.6 Lectures

Lecturing has several advantages. It is quick and simple way to provide knowledge to large group of trainees, (Dessler,1997).

2.8.7 Programmed learning

Whether the medium is textbook, computer or the internet programmed learning (or programmed instruction) is a step by step, self learning method that consists of three parts.

- a. Presenting questions, facts or problems to the learner
- b. Allowing the person to respond
- c. Providing feedback on the accuracy of answers.

Generally, programmed learning presents facts and follow up questions. The learner can then respond in subsequent frames provide feedback on the accuracy of his/her answers.

2.8.8 Audiovisual Based training

Audiovisual based training techniques like films power points, video conferencing, audio tapes and video tapes can be very effective and are widely used.

Audiovisuals are more expensive than conventional lectures. But offer some advantages. Of course, they usually tend to be more interesting, (Dessler,1997).

2.9 Training for a new Breed of Bankers

The training system in the banks must be geared to ensure achievement of continued excellence of the bank sector in all its areas of achievement. An in-depth look into the present demands on the banking system of the country calls for new breed of bankers –bankers who can sensitively analyze the environment and skillfully convert the same into effective schemes; bankers who cannot only dispense credit but also create conditions for its effective end use and provide knowledge, expertise and help in developing skills and appropriate attitudes to bring about not only a socio-economic but also cultural change in the community they serve. The present day bankers by sheer necessity of changing times are cast in the role of change agents for undertaking this task of national development. The acceptance of this imperative need of a continuously developing a new breed of bankers is indeed a very important responsibility that the banking system must accept, (kumar and Ghosh2003).

To increasingly achieve positive results and to help without the fruits of training to the entire staff engaged in operational as well as planning activities of the bank, training has to be regarded

as one of the strongest supportive systems. It must have also the support of the top managements of respective banks. In the new era of banking, the approach to training has to focus on the following three aspects, (kumar and Ghosh2003).

1. Bridging the knowledge gaps. Dissemination of knowledge is all modern banking activities including development of priority sectors (Agriculture, small scale industries and small business) banking is the primary responsibility of any training system. The vast number of employees in the banking world of today coming from various disciplines need to acquire professional knowledge and experiences for effective job performance in their work situation. They must be given job related training at the time of their entry and later on by way of a planned training strategy as and when they move latterly and/or vertically. Imparting of knowledge should also embrace the rational of the various activities of banking operations and the fast changing operative, instructions so that they can always remain alert in protecting the banks from the dangers of frauds, forgeries, etc. in the global necessitating inter dependence among countries of the world, the new breed of bankers also needs acquisition of knowledge in highly technical and complex area such as credit appraisal and international banking operations.
2. Development of proper skills. This is another important area which any training system must encompass. The skills of developing methods for greater customer satisfaction as well as efficient handling of various transactions including processing of proposals, application of system and procedures, etc. are very necessary. Apart from this the bank personnel also require to imbibe to themselves the practical acumen of using the knowledge gained by them in the day to day discharge of duties. To this end skill orientation assumes significant importance.
3. Attitudinal orientation. Perhaps the most vita aspect of training which the new breed of bankers requires is appropriate attitudinal orientation. Emphasis on this is essential individually and in groups, so that people are effective in their respective roles. The potential and productivity of each individual employees need to be prospected and stretched for optimizing contribution to the organization through appropriate inputs to

meet both functional and managerial requirements for all round development of an individual employees. For integration of organizational objective with those of the individuals, exploration of self through applied behavioral science techniques and group dynamics helps total growth of an employee, (Kumar and Ghosh, 2003).

It is the culture and climate of any organization and the leadership qualities of its employees which, in ultimate analysis, contribute to its stability and continued improvement of the Excellency of the employees. This efforts need to be build in by way of training interventions in all programs for developing prospective culture and generating conducive problem solving climate for the attainment of organizational priorities. Training in positive attitudes needs to begin from the entry point itself and to be reinforced periodically, (Kumar and Ghosh,2003).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

The researcher adopted descriptive research design method in order to collect detailed and factual information, since, the aim of the research is to describe and present actual happenings, and hence descriptive survey research was selected as an appropriate design. In addition to this both qualitative and quantitative techniques were used. Thus, applying those mixed approaches help to capture the best of both research methods, and to obtain the desired data type for the study.

3.2 Data Source

To obtain relevant, detailed and factual information about the Training and development programs used in Oromia International bank, the researcher applied both primary and secondary data collection method. The primary data collected from employees, different level Managers of the bank, and from Administrative staffs through questionnaire and interview. Secondary data collected from customer suggestion book, bank module, web address, related literatures and others.

➤ Questionnaire

This technique was chosen because it is flexible and can be used to gather information from large number of respondents. Besides, it is relatively inexpensive to administer and allow respondents to fill out at their own convenience.

➤ Interview

Interviews were conducted with supervisors and others that might not fill questionnaire. This method is selected because people may sometimes fail to reflect their true opinion on self administered questionnaire or may get board or even may not be good at reflecting their opinion in writing. Besides, it helps to obtain information on issues that are difficult to address through

questionnaire and gives chance for the researcher to make sure that the respondents have understood what the researcher wants to ask.

3.3 Population and Sampling Techniques

The population of the study includes the Management, Trainers, Trainees and Administrative Staffs of Oromia International Bank at the head office. Thus, there are a total number of 420 population sizes at the head office of OIB. Since it is not possible to study the whole population, Simple Random Sampling technique is installed in order to select the number of sample respondents and reached a total number of 80 respondents using the following formula, Created by Yamane (1967:886)

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

Where, n = sample size, N= Population size and e= level of precision (Sampling error) which is, ± 10 .

3.4 Method of Data Analysis

The primary data that was collected through questionnaire and interview will be analyzed by using descriptive statistics such as mean, frequency and percentage. And will be presented by using tables and graphs depending on the nature of the data. In general the researcher chooses those methodologies to deeply examine and give an appropriate conclusion, recommendations and relevant suggestions.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRITATION

This chapter focuses on the presentation, analysis and interpretation of data collected from Oromia International Bank head office respondents. It is to find appropriate answers to the basic questions raised at the beginning of the study. To this effect the necessary data for the study were collected by using instruments like questionnaire and interview. The respondents involved in this study were employees and administrative staffs of the bank. The researcher believes that the respondents are direct stakeholders and as the result they were considered to be relevant as main source of information for the study.

Two techniques were used in collecting the data for the study; questionnaire and interview. A total of 80 questions were distributed to the employees of Oromia International Bank head office employees and management staff. Out of questions administered, 71 have been collected. This makes the response rate to be 88.75%.The remaining nine questions, not returned. In order to increase the validity of the information obtained, interview was conducted with three different managerial position personnel. The basic rationale of using this different data gathering technique is mainly to obtain clear information and to triangulate the information secured through questionnaire so as to improve the validity of the information for interpretation.

4.1 Demographic Information of Respondents

Under this section, the profile of the respondents of the study is summarized in light of their gender, age group, educational status, work experience, and their position classification.

Table 4.1 Demographic Data

Gender			
	Frequency	Percent	Valid percent
Male	42	59.1	59.1
Female	29	40.9	40.9
Total	71	100	100

Age Group			
20-30	28	39.4	39.4
31-40	24	33.8	33.8
41-50	13	18.3	18.3
51-60	4	5.6	5.6
Above 60	2	2.9	2.9
Total	71	100	100

Source: Survey Questionnaire

Out of the total 71 respondents, about 59.1% (42) of the respondents were male while the remaining 40.9% (29) were female. Regarding the age group of the respondents, the larger portion of the respondents that is 39.4% (28) fall within the age group of 20 to 30. Age group from 31 to 40 and 41 to 50 hold 33.8% (24) and 18.3% (13) number of respondents respectively. There are 4 respondents from age group 51 to 60 that contribute 5.6% of total respondents. And above 60 age group contains the least number of respondents, which is 2 (2.9%).

This implies that majority of the employees are with the age group of 20 to 40. This shows OIB organized with fresh and young age work force. This benefits the bank to easily adapt with a new technology and global working environment. Also it assists the bank to give its service in a speedy manner.

Table 4.2: Educational Status

	Frequency	Percent	Valid percent
Certificate	3	4.2	4.2
Diploma	15	21.1	21.1
Degree	43	60.5	60.5
Masters	10	14.2	14.2
Total	71	100	100

Source: Survey questionnaire

Regarding educational status of the respondents, the number of degree graduates takes the largest share which is around 60.5% (43) of the total respondents. Respondents with diploma graduates and master degree holders take the second and third larger share of respondents which is 21.1%

(15) and 14.2% (10) respectively. The remaining 4.2% (3) of the total respondents were certificate graduates. In all, the fact that almost all of the respondents being educated though in different levels is believed to contribute for the understanding of the questionnaire as desired by the researcher.

From the above analysis most of the employees are degree holder and above, this implies that the bank organized with educated and skilled employees in order to add value on their profession so as to render effective services to the customers by introducing modern ways of banking techniques.

Table 4.3 Year of service in OIB

	Frequency	Percent	Valid percent
< 1 year	7	9.9	9.9
1	11	15.5	15.5
2	19	26.7	26.7
3	23	32.4	32.4
4	4	5.6	5.6
5 & Above	7	9.9	9.9
Total	71	100	100

Source: Survey questionnaire

Around 32.4% (23) of the total respondents fall within three years service in OIB, which takes the largest portion of the total respondents. On the other hand, the number of respondents with four years working experience in OIB is found takes the least proportion 5.6% (4). The numbers of respondents with less than one year and above five years of working experience have an equal number respondent which is 7 (9.9%). Two years working experience takes 19 respondents which is 26.7%. Since, the bank was established around 6 years ago, the majority of the employees have 3 years and below working experience. Among them most of the respondents have 2 to 3 years stay in OIB. Thus, it makes them to have good understanding about the training and development program provided by the bank.

Table 4.4 Position Classification

	Frequency	Percent	Valid Percent
Managerial	8	11.3	11.3
Supervisory	15	21.1	21.1
Professional	38	53.5	53.5
Other support staff	10	14.1	14.1
Total	71	100	100

Source: Survey questionnaire

With regard to the position classification of respondents, the larger share of respondents was professionals and supervisory positions, comprising around 53.5% (38) and 21.1% (15) of respondents, respectively. The remaining 11.3% (8) goes to respondents working in managerial and other supporting staffs with around 14.1 % (10).

4.2 The Implementation of Training and Development Program

Table 4.5

No	Item	SA		A		N		DA		SD	
		F	%	F	%	F	%	F	%	F	%
1	OIB implement training program	71	100	-	-	-	-	-	-	-	-
2	OIB implement development program	-	-	-	-	-	-	-	-	71	100
3	The training program is important for the employees and the bank	71	100	-	-	-	-	-	-	-	-
4	The attitude of employees towards the training program	65	91.5	6	8.5						

Source: Survey questionnaire

The above table indicates that all respondents have stated that, training is implemented in the Oromia International Bank and all 71 (100%) respondents argue that training program is important for both the employees and for the organization. 65 (91.5%) of the respondents strongly agree that the attitude of the employees towards training program is very high. 6 (8.5%) of respondents agree on the attitude of training program. But all the respondents have replied that development program is not implemented in Oromia International Bank.

An interview was conducted with the training and development department manager, as to why OIB didn't implement development program to the employees? The manager response was that,

the bank knows development program is important for the company. But OIB is newly introduced to the business, the bank believes development program is a future oriented and needs much more resources (budget, time), for now, the bank focuses on the training program but for the future OIB plans to build a development program.

From the above analysis once can deduce that training program is implemented in Oromia International Bank and it is important for all employees and for bank as well. Moreover, all of the employees of the bank have good attitude towards the training program of Oromia International Bank. However, development program is not implemented at all.

From the interview question three higher level managers were asked if there are untrained employees in the bank. And three of them replied that there are untrained employees in OIB, this is because, since banking industry have similar working environment there is no need to train those that have banking experience in other banks.

4.3 Problems towards the Training Program

Table 4.6

No	Item	SA		A		N		DA		SD	
		F	%	F	%	F	%	F	%	F	%
1	Oromia International Bank gives attention for training program	-	-	21	29.6	15	21.1	24	33.8	11	15.5
2	OIB gives continues training on different kind of work performed	-	-	12	16.9	16	22.5	24	33.8	19	26.8
3	OIB follow up the training program at the time of training	-	-	13	18.3	7	9.9	29	40.8	22	31
4	OIB facilitate the required materials and equipment at the time of training	16	22.5	28	39.4	6	8.5	16	22.6	5	7

Source: Survey questionnaire

Regarding the questions distributed about the problems towards the training program given in OIB, 21 (29.6%) respondents agreed that Oromia International Bank gives attention for training program. The other 15 (21.1%) respondents are neutral idea regarding the question, that the banks' attention towards training program. Although, 24 (33.8%) of the respondents disagree on the idea of OIBs'

attention towards training program and the rest 11 (15.5%) respondents strongly disagree on the above idea.

In addition from the table an interview was made with the T&D manager about if there is any measurement for the skill gap emerged between the employees and their job, currently OIB uses suggestion and minor correction mechanism, but in the near future OIB is developing a training program in order to analyze the skill gaps between employees and the job so that the gaps will be eliminated.

As indicated on the table number 6, the continuity of training on different job performed, the majority i.e. 24 (33.8%) of the respondents disagree. While, 12 (16.9%) agreed that OIB gives continuous training on different kinds of job performed and it is the least among the respondents. 26.8% (19) and 22.5% (16) respondents' responds strongly disagree and neutral respectively.

Here also an interview was conducted with managers about what selection mechanism did OIB uses to select trainees, and their answer was, training program was given for fresh entrants from different university and collage because the bank believes that they are new for the whole working environment. Plus training is also given for newly promoted employees as they also are new for the position lacking necessary skill and competence.

In relation with problems towards the training program, respondents were asked if OIB follows up the training program at the time of training, but almost half of the respondents, 29 (40.8%) disagree, and 22 (31%) of the total respondents strongly disagree that, the bank follows up the training program. Other groups which are 13 (18.3) and 7 (9.9%) of the total respondents replied that they are agree and neutral respectively.

As the above table indicates 16 (22.5%) respondents strongly agree that OIB facilitates the required materials and equipment at the time of training and 28 (39.4%) respondents agreed that OIB facilitates the required materials and equipment at the time of training. 6 (8.5%) respondents are neutral. At last 16 (22.6%) and 5 (7%) of the respondents suggest that they disagree and strongly disagree respectively.

From the above analysis we can depict that, for most of the employees, Oromia International Bank didn't give much more attention for training program, plus OIB didn't make follow ups and continuous training for different jobs. But the bank facilitates the required materials and equipment. In the contrary from the minorities suggest that OIB gives much more attention for training program, and also the bank make follow ups and continuous training for different jobs performed. However, the minorities also suggest the bank fails to facilitate required and essential materials for the training.

4.4 Employees Satisfaction Towards Training Program

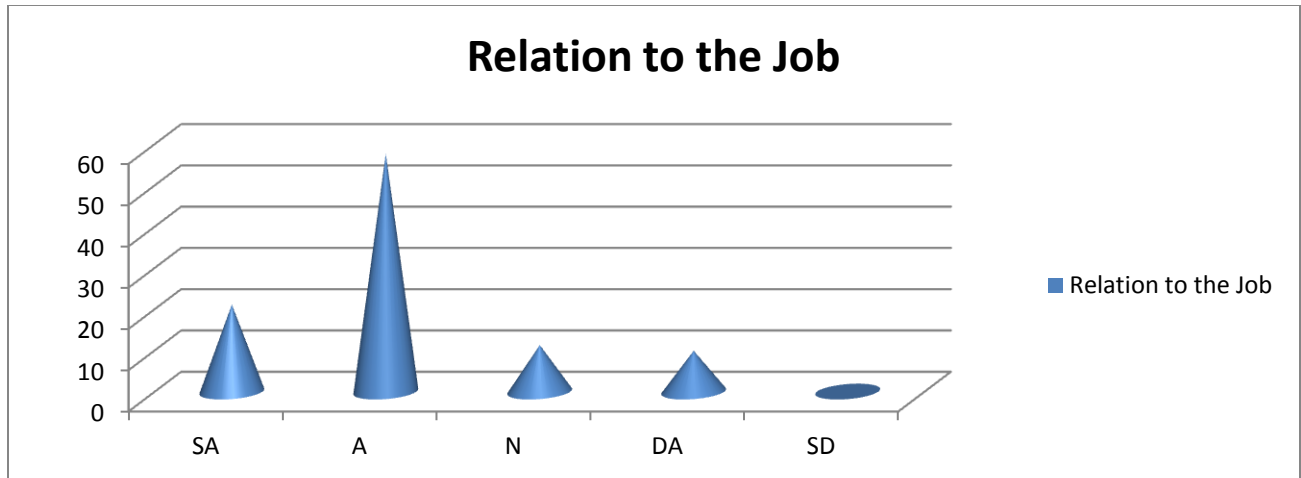
Table 4.7

No	Item	SA		A		N		DA		SD	
		F	%	F	%	F	%	F	%	F	%
1	I am satisfied with the training program of OIB	2	2.8	9	12.7	15	21.1	28	39.4	17	24
2	The training program is related with your job	15	21.1	41	57.7	8	11.3	7	9.9	-	-
3	Because of the good training practice of the company ,employees are committed for their work and for the company	3	4.2	12	16.9	36	50.7	7	9.9	13	18.3
4	I get additional skill from the training	26	36.6	39	55	3	4.2	3	4.2	-	-
5	This training program benefits me as I expects	-	-	2	2.8	9	12.7	28	39.4	32	45.1

Source: Survey questionnaire

Regarding the question distributed about employee satisfaction on training program given in OIB, 2 (2.8%) respondents strongly agreed which makes it the least. The other 9 (12.7%) respondents agreed the idea regarding the question, although, 15 (21.1%) of the respondents are neutral for the question. The highest number is recorded one disagree side i.e. 28(39.4%) and the rest 17 (24%) of respondents strongly disagree on the above idea.

Graph 4.1



Source: Survey questionnaire

As clearly shown on the above graph more than half of the respondents which is 41 (57.7%) agree that the training given in the bank is related to their day to day job, next 14 (21.2%) respondents strongly agree the relatedness of the training with their job. Out of the total respondents 8 (11.3%) of them are neutral. Finally 7 (9.9%) respondents disagree. There is no respondent for disagree.

Respondents were asked about the relation between the training given and employee commitment, half of the respondents, 36 (50.7%) neutral, and 13 (18.3%) of the total respondents strongly disagree about the relation between training practice and commitment. Other groups, which are 12 (16.9%), 7(9.9) and 3 (4.2%) of the total respondents are agree, disagree and strongly agree respectively.

The table portrays that 26 (36.6%) strongly agree, 39 (55%) agree, 3(4.2%) neutral and again 3 (4.2%) disagree about the additional skill gain from the training respectively.

With regard to the benefit of the training program with respect to employee expectation, the largest share of respondents, 32 (45.1%) strongly disagree whereas 28 (39.4%) disagree and 9 (12.7%) of respondents are neutral respectively. The remaining 2 (2.8%) agree.

From the above analysis we can depict that, majority of the employees believe that OIB's training program is not interesting and didn't benefits them as they expected. But the training program is related with their job. For some of the employees OIB's training program is interesting and benefits them as they expected. But the training program is not related to their job. It is also difficult to know the rest of employee's opinion since their answer is neutral.

4.5 The Positive and Negative Effects of Training Program

Table 4.8

No	Item	SA		A		N		DA		SD	
		F	%	F	%	F	%	F	%	F	%
1	The training program includes different way of learning mechanisms	-	-	3	4.2	9	12.7	36	51	23	32.3
2	OIB's training program includes exercises the job by actually doing it	21	29.6	18	25.3	12	17	20	28.1	-	-
3	The training program evaluated during or at the end of the training program	8	11.3	26	36.6	11	15.5	18	25.3	8	11.3
4	The training program shows what is to be done, how it is to be done.	19	26.8	22	31	15	21.1	15	21.1	-	-

Source: Survey questionnaire

From the above table, the respondents were asked if OIB uses different ways of training mechanism, but around 51% of the respondents disagree followed by strongly disagree which are 32.3% of them. Neutral respondents contribute the 12.7% and the rest 4.2% falls on agreed choice. From the above analysis once can say that Oromia International Bank didn't use different mechanisms to facilitate the training program.

On the other hand, the respondents were also asked that if the training program includes different exercises by the trainee and more than half strongly agree and agree i.e. 21 (29.6%) and 18 (25.3%) respectively. Respondents that select neutral contribute 12 (17%) and disagree 20 (28.1%) respond the training program includes actual exercises.

From the above analysis one can describe that for most of the employees on the job training (exercise the job by actually doing) is included in the training program of the bank and that makes the employees exercise the job and meet the needed achievement, rather, it is difficult to know the perception of some employees and the rest of the employees didn't believe on the job training is given.

Graph 4.2



Source: Survey questionnaire

The graph above illustrates the application of evaluation during the training session in OIB. And it clearly shown that the largest share falls on the agree alternative which is 36.6% or 26 respondents. 25.3% or 18 respondents disagree the application of evaluation and 15.5% or 11 respondents didn't take sides and they are neutral. Finally the strongly agree and strongly disagree alternative score equal respondents which is 11.3% or 8 respondents for both.

Also interview made with the three managers of the bank about the evaluation mechanism of the trainees. They said that after training ends the trainees are evaluated by giving written exams and rank them to know how much of the trainees actively attend the training program of the bank.

At last the last question was if the training program shows what is to be done, how it is to be done, and why? The majority agreed, and strongly agree i.e. 22 (31%) and 19 (26.8%) respectively for the question. Furthermore the neutral and disagree alternatives got equal share 15 (21.2%) each.

4.6 Training Methods Used

Table 4.9

Item	Method	F	Percent
Training method used at OIB	On the job training	13	18.3
	Apprenticeship training	-	0
	Informal learning	-	0
	Lectures	28	39.4
	Programmed learning	11	15.5
	Audiovisual based training	19	26.8

Source: Survey questionnaire

Respondent were asked about the method that Oromia international bank uses for training. According to table 9 the majority which is 39.4% or 28 of the respondents takes the training in lecture mode 19 or 26.8% of them takes it through audiovisual based and 13 or 18.3% takes the training is on the job training. The remaining 15.5% or 11 of the total respondents mark on the bank use programmed learning method to train.

From the above analysis we can point out that the bank mainly uses lecturing method followed by audiovisual, on the job training and programmed learning methods. But, yet apprenticeship and informal training are not introduced.

4.7 Capability of the Trainer

Table 4.10

No	Item	SA		A		N		DA		SD	
		F	%	F	%	F	%	F	%	F	%
1	OIB's trainers have good knowledge to train you	-	0	7	9.8	15	21.1	37	52.1	12	17
2	The trainer express things clearly and use different mechanisms like participation, group work	-	0	8	11.2	14	19.7	37	52.1	12	17
3	The trainer motivates you to train	-	0	4	5.7	13	18.3	28	39.4	26	36.6
4	The trainer relates the training with the working environment	-	0	5	7	9	12.7	34	48	23	32.3

Source: Survey questionnaire

Table 4.10 discuss about the capability of the trainer. And for question number 1 and 2 significant 52.1% or 37 number of respondents represents disagreement on the trainer skill and expression of idea, while 17% or 12 of them strongly disagree on the alternatives. 15 or 21.1% goes for neutral and the remaining 9.8% or 7 of the respondents agreed. There is no respondent for strongly agree for both questions. For the third question i.e. motivation ability of the trainer, also the majority of the respondents response lays on disagree and strongly disagree (39.4% and 36.6% respectively) the rest 18.3% and 5.7% belongs to neutral and agree respectively. Again there is no respondent for strongly agree.

For the last question which deals about whether the trainer relates the training with the working environment, majority falls on disagree which is 48% and 32.3% for strongly disagree. 5 respondents goes for agree, the rest 9 are neutral.

The last interview made with T&D manager if there is any evaluation or feedback mechanism used in order to examine the abilities of the trainer. The answer is no, because the trainers are one of the staff members of OIB, since then OIB believes that those trainers have a knowledge on the overall working environment, so that they are capable of what to train and how to train.

When the researcher compare the response of the employees and the manager there was contradictory on the responses. This implies that there is no transparent relation with the employees and the managers of the bank it also shows the relationship between the employees and the managers, communications and sharing of information from one to another is very weak.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

This chapter deals with the major findings and conclusions drawn and recommendations sought in light of the relevant literature developed by scholars on the subject under study.

5.1 Conclusion

The main purpose of the study was to examine the effect of training practices on employee's performance and performance is presented in the form of effectiveness, efficiency, commitment and self confidence of the employees on their job in the case of Oromia International Bank. Hence, the researcher draw the following inferences based on the findings of the study.

Oromia International Bank Implement training program that makes the employees to have good attitude towards training program of the bank. The employees clearly know the importance of training program in the banking industry but there are untrained employees working in the bank because the bank beliefs that the employees already acquired skill through working in the banking environment before joining the OIB. Development program didn't implement in the bank because it is expensive when it relate with the short age of the bank. Regarding to the problems faced towards training program, the bank didn't give attention for training program also OIB didn't give continuous training and follow up mechanism to train employees however the bank facilitate the required materials and equipment for training program at the time of training. The absence of development program may have a negative effect in the realization of the strategic plan in the long run.

The employees of OIB are not interested on the training program of the bank because of this they are not eager for their work also the employees are not such benefited as they expected.

The mechanism that is used in OIB is the same that means the bank didn't use different methods to train employees like exercising the job in practical manner. The bank evaluates the training program moderately during and at the end of training program. The trainees are evaluated after the training program come to the end by using questioners in the exam form. The training program of the bank shows what work is done how and why. The bank focuses on off the job

training technique where the employees leave their work place and devotes their entire time to the training.

Trainer of OIB didn't have required knowledge and skill to train where they face difficulty in expressing their ideas. They also didn't use different mechanisms to show things, therefore, the trainers didn't motivate the trainees even though the training is directly related to the work environment of OIB.

5.2 Recommendation

Based on the conclusion of the study, the following recommendations were forwarded in order to improve training and development program of Oromia International Bank

- In Oromia International Bank development program has to be contained because upgrading employees means getting loyal, skilled employees not only for short period of time but also for long period.
- The bank has to give training program for every employees of the bank whether the employee is experienced or not in other banking industry because every employee of the bank needs to have a clear knowledge about the goals, missions, organizational culture and to work by understanding what is expected from them.
- The skill gap of the employees have to be clearly identified and analyzed in order to reach to the solution or to eliminate the skill gap of the employees within their jobs.
- OIB has to give a high attention for training and development program because the asset of any organization is its employees and benefits the bank by easily getting what is expected from its employees and also reduce excess wastage of materials and equipment.
- OIB has to give continuous training from time to time to broaden employees skill for different type of job and follow up the training program to capture problems and solve it, to keep it up good practice of the training and development program.
- Continuous evaluation mechanism have to be used during and after the training lesson end up in order to make sure that all the trainees understand the training given.
- The materials and equipments that are used for training purpose have to be up to date, understandable and interesting.
- OIB has to use different training methods that is useful to train employees by combining the off the job program with on the job program
- The bank have to participate other training institutes who have good experience on the training and development program.
- Before the trainers train employees the skill talent, ability, knowledge and motivation of the trainers have to be measured and evaluated.
- The last but not the list, the managers and the employees of the bank integrate, share ideas and information to solve their problems in every activities of the job.

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APPENDICES

St. Mary's University
School of Graduate Studies

Questionnaire to be filled by employees of Oromia International Bank Head Office .

Dear respondents, this questionnaire is prepared by post graduating student of St. Mary's University with the aim of obtaining information about your organization. All the information will be only used for research purpose. Your honest response will enable not only practical and valuable accomplishment of the study, but it will also contribute to the effects of training program of Oromia International Bank(OIB)

Instruction

No need to write your name, Put (x) mark for your choice in the box provided.

For the remaining questions use the given space.

Personal information

1. Sex

Male	Female

2. Age

20-30	31-40	41-50	51-60	Above 60

3. Educational Status

Certificate	Diploma	Degree	Masters	other

4. Work experience in OIB (year)

<1	1	2	3	4	5&Above

5. Position;

Managerial	Supervisory	Professional	Other support staff

Keys: Strongly Agree (SA) Agree (A) Neutral (N) Disagree (DA) Strongly disagree (SD)

1. The implementation of training and development program

No	Question	SA	A	N	DA	SD
6	OIB implements training program					
7	OIB implements development program					
8	The training program is important for the employees and the bank					
9	The attitude of employees towards the training program is high					

2. Problems towards the training program

No	Question	SA	A	N	DA	SD
10	Oromia International Bank gives attention for training program					
11	OIB gives continuous training on different kind of job performed					
12	OIB follows up the training program at the time of training					
13	OIB provides the required materials and equipment at the time of training					

3. Employee satisfaction towards training program

No	Question	SA	A	N	DA	SD
14	I am satisfied with the training program of OIB					
15	The training program is related with your job					
16	Because of the good training practice of the company ,employees are committed for their work and for the company					
17	I get additional skill from the training					
18	This training program benefits me as I expects					

4. The positive and negative effects of training program

No	Question	SA	A	N	DA	SD
19	The training program included different way of learning mechanisms					
20	OIB's training program includes practical exercises of the job					
21	The training program is evaluated during or at the end of the training program					
22	The training program shows what is to be done, how it is to be done					

5. Training methods used

No	Question	Method	Mark (X)
23	Training method used at OIB	On the job training	
		Apprenticeship training	
		Informal learning	
		Lectures	
		Programmed learning	
		Audiovisual based training	

6. Capability of the Trainer

No	Question	SA	A	N	DA	SD
24	OIB's trainers have good knowledge to train you					
25	The trainers express things clearly and use different mechanisms like participation, group work					
26	The trainers motivates you to train					
28	The trainers relates the training with the working environment					

7. Interview Questions

1. Why OIB didn't implement development program?
2. Is there an untrained employee in your bank? If yes , why?
3. Do you critically analyze the skill gap of the employees?
4. By what measure the trainees selected for training program?
5. How do you evaluate the trainees after training?
6. Is there any evaluation and feedback for the trainers after the training program?
If No, why?
7. Is there any evaluation or feedback mechanisms used in order to examine the ability of the trainer?

THANK YOU ALL!!!