

Assessment on Manpower Training Practice (The Case of Nib International Bank, Ethiopia)

Abreham Tesfaye Abebe (PhD)

Department of Business Management
Selinus University
abreham07@gmail.com

Abstract- The document assesses the manpower or workforce training practices of Nib International Bank. The Bank that operates in Ethiopia, a country in the horn of Africa. The researcher deployed a research methodology that fits for the purpose of the research and come up with a recommendation. Training and development has impact on the performance of individual employees, which in turn affects the organization's performance at large.

Keywords – manpower, training, development, performance.

I. INTRODUCTION

Nowadays, there is a strong competition on the market for employees. Companies start to search and recruit candidates which enable organizations to be competent. As managers can meet their company goals through others effort, which requires effective management of people, human resource management issues have been major concern for managers at all levels. Effective human resource management practices provide all managers with knowledge that enables them to perform more effectively (Kettley & Reilly, 2003).

However, according to Greer (2001), the HRM function has faced a scuffle in justifying its position in organisations. Firms easily justify expenditures on training, staffing, reward, and employee involvement systems in favourable conditions, but when faced with financial difficulties, such HR systems become prime target for cutbacks.

Armstrong, M. (2009), noted that strategic human resource development involves introducing, eliminating, modifying, directing and guiding processes in such a way that all individuals and teams are equipped with the skills, knowledge and competences they require to undertake current and future tasks required by the organization.

Armstrong, M. (2009) further stated that learning organizations are firms that recognize the critical importance of continuous performance related tasks. He added that training is the heart of a continuous effort designed to improve employee competency and organizational performance. Upgrading employees' performance and improving their skills through training is a necessity in today's competitive environment. However, the training process brings with it many questions that managers must answer.

Scholars argue as many occupational groups and industries will require workers that are more educated in the coming years. Especially, in the Banking industry, at present, the number of jobs requiring advanced knowledge is expected to grow at a much more rapid rate than the number of other jobs. This growth will make people without the expected qualification (skill, knowledge and ability) increasingly to be at a disadvantage. In short, there is a growing gap between the knowledge and skills required by many jobs and those possessed by employees.

The purpose that is related to human resource training is strategic. An opportunity to train employees will enable organizations be ready for future vacant posts and skill and knowledge requirements. There has been an increased emphasis on training employees to fill the gap they may have at present works, but this no longer makes organizations competitive.

The main objective of this paper is to assess the manpower training in Nib International Bank S.C. Since it is believed that manpower training has a great impact on strategic decisions of an organization, these decisions do have an impact on organizational performance and for Nib International Bank S.C. too.

Nib international Bank S.C. is one of the institutions running in the banking industry of the country, Ethiopia. The Bank was established in 1999 G.C. now it has more than 7500 employees with more than 400 Branches around the country.

The workforce training and development is performed by Learning & Development Department. The Department is structured under Vice President Strategy & Transformation. Under the department, there are two divisions, Technical Learning Division & Managerial & Behavioural Learning Division.

To fill skill deficiencies at organizations, organizations must assess accurately the knowledge and skills of existing employees and the need for specific jobs too. In addition, they need to make trainings and development activities for future jobs and skills available for employees at all levels. To this regard, Nib International Bank S.C.'s overall practice in relation to work force training is assessed.

II. STATEMENT OF THE PROBLEM

As the Bank's manpower is growing and the cases being experienced are becoming more complex, an accurate and timely decision brings a great difference in the organizational performance. In this regard, Nib International Bank S.C. provides trainings to its employees on various topics that support its organizational goal achievement. To this end, how trainings are planned, the criterion for selecting employees for training, and how the impact of the training is assessed in the case of Nib International Bank S.C. will be examined in the study.

III. LITERATURE REVIEW

1. Overview of Training

Of the functions of human resource management, work force training and development, function has great importance to the effective and efficient use of human resource. The strategies that organizations follow have an impact on most HR activities, including training. Increasingly, employers are recognizing that training their human resources is vital. Training is indispensable and as old as man's own history, the role that training plays in human resource management functions is mentioned by Craig (1976) as follows: "When there is a difference or gap between actual performance and what is needed (the standard), productivity suffers. Training can reduce if not eliminate this gap. It does so by changing the behaviour of individuals by giving them whatever additional specific items of knowledge, skill or attitude they need to perform up to that standard".

Training has emerged as formal corporate function, integral element of corporate strategy, and is recognized as profession with distinct theories and methodologies as companies increasingly acknowledge the fundamental importance of employee growth and development, as well as the necessity of a highly skilled workforce, in order to improve the success and efficiency of their organizations (Gielly, et. al., 2009).

According to Armstrong (2009) "training is a process whereby people acquire capabilities to aid in the achievement of organizational goals. It involves planned learning activities designed to improve an employee's performance at her/his current Job. Training refers to the methods used to give new or present employees the skills they need to perform their jobs."

2. The training process

To accomplish the purpose of the planned training organizations should follow different process. Hence, the model below traces the steps necessary in the training process that most organizations practiced (Bratton and Gold, 1999).

2.1 Organizational Objectives

The objective of the organization and the training goal should be congruent and not be opposite each other.

- Needs Assessment
 - Training needs can be assessed by analysing the organization as a whole, the job characteristics and the needs of the individuals.
- Training Objectives
 - The goals of the training program should relate directly to the needs determined by the assessment process.
- Select the Trainees and trainers
 - Training programs should be designed considering the ability of the employee to learn the material and to use it effectively, and to make the most efficient use of resources possible.
- Select the Training Methods and Mode
 - The training methods can be on-the-job or off the job, and shall be selected carefully based on the training type and attendants of the training. Some of the training methods are lecture, case method, simulations, apprenticeship, internships, coaching and mentoring, discussions, games, role-playing, computer-based, multi-media, virtual reality, video training, and vestibule training.
- Administer Training
 - Questions to consider before training begins include location, facilities, accessibility, comfort, equipment, and timing. Careful attention to these operational details will contribute to the success of the training program.
- Evaluate the Training
 - 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.

3. The Importance of Training

Armstrong (2009) stated the benefits of training as it increases job satisfaction and morale, increases motivation, increases efficiencies in processes, resulting in financial gain, increases capacity to adopt new technologies and methods, increases innovation in strategies and products, and reduces employee turnover.

However, some scholars also argue that training is not always the answer to performance problems. They believe that training can be a great investment and training can be a waste of money when the desired behaviour does not occur. Kettley & Relilly (2003) acknowledges that not all performance problems can be addressed by training. In many cases, non-training interventions are necessary. The key is to identify what problems can be attributed to training deficiencies and, once that is accomplished, to insure that the right training is implemented. Without the

right training, employees can be the biggest liability for an organization. But if they are trained effectively, they can become the biggest asset for an organization (Smither & London, 2009).

4. The four stages of Training Cycle

According to Stredwick, J. (2005) the training cycle has four stages:

Stage 1 – Assessing training needs

A training need arises due to the identified gap between the required knowledge, skill and experience for the individual carrying the work and that actually possessed by the employee.

Stages 2 – Planning and carrying out the training

There is no distinct cutting-off point between planning and implementing the training. Inherent within the planning process is the decision on a number of issues: should the training take place on-the-job or off the job? Should it be held in the company or outsourced to a training vendor? Which technique should be used?

Stages 3 – Selecting styles and techniques of training

Many of the styles and techniques to be described can apply only to off-the-job situations but some can also apply to on-the-job training. Another way to divide the techniques is between those that have considerably active learning ingredients, such as action learning, computer-based learning or working with case studies, and those that are essential passive, such as demonstrative, lecture and videos. A final division is between those techniques that can apply to individual training, such as mentoring and those which apply to groups, large or small, such as role-play or workshop.

Stages 4 – Evaluating the training

The last part of the cycle is vital to the whole process. Unless there can be reasonable proof that the training actually added value, then it becomes easy to dismiss it as a waste of time and money. There are two forms of evaluation, subjective and objective. Subjective evaluation can be made by the trainer, who will be aware whether or not the training went well. It will also emerge from the trainees who should be asked for their opinion at various stages through the program, both verbally and in written “happy sheets”. A final evaluation by the trainees should move towards the objective viewpoint, having to answer questions such as: “How has this training benefited you in the workplace?”, or “name a number of areas where you will put into effect improvements that have arisen from what you have learnt during this training.”

1. Training policy

The statement of training policy is a key document. It describes how cost-effective training is achieved by means of central control and application of the system approach training in practice. The training policy need to be adapted

to suit specific requirements of various organizations. (Baratton & Gold, 1999)

1. Training & Employee Performance

As per Carter & McMahon (2005) performance is defined simply as achieving the required results. Whilst many organizations try to come to grips, with ‘people management’ (as in the number of products or services produced in a given time to a given standard) there is an absence of providing coaching and good feedback processes about individual and group conduct or behaviour. Furthermore they state that conduct or behaviour cannot be left out or treated separately. Because it is not just about the elimination of bad or illegal behaviours but it is about building good and worthwhile behaviours. In this regard, the code of conduct and coaching guide people to support and deliver the expected.

Training is a powerful tool to improve performance of employees and organizational capabilities. Yet relatively expensive in terms of time and money, so it needs to be focused where it will make the greatest difference. Moreover, employee performance is an important building block of an organization and factors, which lay the foundation for high performance, must be analysed by the organizations. Since not every organization can progress by one or two individuals’ effort, it is collective effort of all the members of the organization. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization (Smither & London, 2009).

Gilley, et. al. (2009) is of the opinion that the objectives of training are to: provide the skills, knowledge and aptitudes necessary to undertake required job efficiently. Therefore, she or he has the potentials, he may progress, increase efficiency by reducing spoilt work, misuse of machines and lessening physical risks. Moreover, others also state the aim of training as developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organization growth. The need to perform ones job efficiently and the need to know how to lead others are sufficient reasons for training and the desire to meet organizations objectives. It is to increase personnel efficiency, professional growth, and smooth and more effective organizations operations.

According to Carter & McMahon (2005), employee performance may be related to numerous factors within the workplace, such as overall job satisfaction, knowledge, and management. But there is a definite relationship between training and performance, as training programs can address numerous problems that relate to poor performance.

IV. RESEARCH METHODOLOGY

The overall purpose of the study is to get a higher degree of understanding on human resource training

practices of Nib International Bank. Since qualitative research, as pointed out by Creswell (2003) “is fundamentally interpretative”, this approach is the most appropriate for serving the purpose of this research. Moreover, it is preferable to use a method that makes it possible to understand, describe, and discover meaning as at the same time, as it is flexible and evolving method. The samples are selected randomly. It is believed that the random sampling method enables the researcher to get the available resources and respondents to give suggestions of other people that could be appropriate for the study. Of the total population of 7500 employees and 410 Branches, 3845 employees and 210 branches are located in Addis Ababa. And from this population, there will be 346 employees (samples) to be met for the purpose of conducting the study. As the sampling strategy is random it is believed that this sample population will represent the total population.

It is intended to gather information from as many different sources as possible in order to gain a wide perspective when investigating about human resource training at Nib International Bank S.C. Therefore, the data collection will involve different strategies for gathering information such as conducting interview, observation, and distributing questionnaires. It is considered to be of importance that using different information gathering techniques or methods, since there is no single source of information that can provide a comprehensive and complete perspective on the study.

In order to fill the purpose of this study, in addition to the primary sources that will be gathered through the above stated ways, secondary sources will also be used. The secondary data are collected from journal, articles, research publications, books and from various documents including internet.

V. DATA PRESENTATION AND ANALYSIS

1. Research findings

In this part, the results of the study are reported. Results are presented in respect of how work force training is being practiced and its impact on performance. 346 questionnaires were circulated and of which 318 were received.

1.1 Gender of respondents

Table 1 below presents data on gender of respondents. The table shows that the male and female respondents are almost equal of the target population with a total of 163 (51.26%) male & 155 (48.74%) are female. From this data it can be understood that since the gender combination of the Bank is almost equal, it is also very good chance for the Bank to provide trainings for almost equal opportunities of gender share.

Table 1: gender combination of the Bank

S.No.	Gender	Number of Respondents	Percentage
1	Male	163	51.26%
2	Female	155	48.74%
Total		318	100%

1.1 Age of Respondents

Table 2 below summarizes the data obtained on the ages of respondents. The data helps to categorize employees of Nib International Bank.

Table 2: Age Distribution

S.No.	Age	Number of Respondents	Percentage
1	21-30	102	32.06%
2	31-40	154	48.70%
3	41-50	49	15.39%
4	51-60	13	3.85%
Total		318	100%

Analyzing the data obtained from the questionnaire, table 2 reveals that 38 respondents were between 31-40 years representing 48.72% formed the majority. The second largest respondents were between the ages of 21-30 (32.06%), they were 25 in number. The remaining group of respondents were fall under the age category of 41-50 and 51-60 representing 15.39% and 3.85%, respectively. Of the data presented, the respondents categorized under the age group of 21-40 ranges about 81% of the population which are young & expected to do a lot for the Bank. Moreover, this group of people are expected to take over all the responsibilities of the Bank from its predecessor.

1.2 Educational background

In order to know or identify the type of training that is appropriate for the Bank, it was essential to understand the educational background of respondents. In this regard the data of educational background of respondents is presented as follows.

Table 3: Education Background

S.No.	Educational Qualification	Number of Respondents	Percentage
1	High School Complete	4	1.29%
2	Vocational School complete	12	3.85%
3	Diploma	8	2.57%
4	First Degree	139	43.59%
5	Second Degree	155	48.70%
Total		318	100%

From table 3, it is can be seen that respondents hold a range of educational qualifications from high school complete to second degree. Majority of the sample population holds First Degree and Second Degree, 294 in total. As it can be viewed, taking the understanding level

of the employees in to account, since there are different qualification holders, to improve the performance of employees it requires different levels of training.

1.3 Years of service in the organization

Table 4 below represents the categories of years of service as indicated by the respondents.

Table 4: years of Service in the Organization

S.No.	Year of Service	Number of Respondents	Percentage
1	<2	41	12.82%
2	2-5	82	25.65%
3	5-8	134	42.31%
4	>8	61	19.23%
Total		318	100%

From the above table it can be understood that the Bank has an experienced and young professionals as well who require constant training to update their skills and perform on the job they are expected of. The respondents who have served for 5-8 years representing 42.31% formed the majority while respondents who have served for 2-5 years followed representing 25.6%. The remaining respondents who have served less than 2 years & greater than 8 years are 12.82% and 19.23% respectively.

1.1 Purpose of training in NIB

As it is well stated in the literature, specifically according to Greer (2001), the purpose of training is mainly to improve knowledge and skills, and to change attitudes or behaviour. It is one of the most important potential motivators, which can lead to many possible benefits for both individuals and the organization. Changing technology requires that employees possess the knowledge, skills and abilities needed to cope with new processes and production techniques.

When we look on the respondents answer in relation to their participation in trainings, the table below shows that 83.33% have responded as they have participated in trainings organized by the Bank and 8.97% were not yet participated in any training, the rest were used to be neutral because they didn't answered the question, which counts 6 in number. Thus it is noted that, the organization provides and give a chance to employees to participate in various training.

Table 5: participation in trainings organized by the Bank

S.No.	Participation in trainings	Number of Respondents	Percentage
1	Yes	265	83.33%
2	No	29	8.97%
3	No Answer	24	7.7%
Total		318	100%

In relation to the frequency of training given in NIB, 32.05% argues that it is organized in connection with specific requirements. But others who amount for 29.48% argue that it is being organized annually. The remaining 23.07% and 15.40% of the respondents argue that trainings are organized quarterly and semi-annually. From this it can be understood that respondents via which they got chance to participate in trainings vary accordingly.

Table 6: frequency of trainings organized by the Bank

S.No.	Frequency of trainings	Number of Respondents	Percentage
1	Specific	102	32.05%
2	Quarterly	73	23.07%
3	Annually	94	29.48%
4	Semi-Annually	49	15.40%
Total		318	100%

At this spot many respondents have answers as there is a regular sessions for training by the Bank's Learning & Development Department. However, some still comments as the focus more relies on clerical staff and they suggest as the professional and managerial development shall get as much focus as the clerical level training. The changes in technology & competition in the market requires the Bank to update its employees in order to survive. Most respondents (almost all) agree that training and development is defined as to learn knowledge and skills, to learn behaviour in the organization and to learn about abilities and attitudes of a particular job.

Trainings are given to employees to help them improve their skills, knowledge, abilities and competencies. The ultimate objective is as many agree is to improve individual and organizational performance. Even if 65.38% of the respondents agree that trainings have brought change on their performance. 25.64% did not agree with the above idea. The rest 7 respondents seem to be neutral because they did not answer the question.

Table 6: improvement in performance after trainings

S.No.	Improvement in Performance after trainings	Number of Respondents	Percentage
1	Yes	208	65.38%
2	No	82	25.64%
3	Neutral	28	8.98%
Total		318	100%

From this it can be seen that even if a significant number of respondents are sure that the trainings delivered have had brought improvement in their performance, the remaining 25.64% are not sure if the trainings have brought improvement on their performance, which is also a significant number.

Many of the trainings, as per interview respondents, which range about 80.78%, argue that trainings are conducted to fill gaps on current and future job needs. From this it can be noted that the trainings are concerned on current gaps, which the Bank feels as a gap and future needs of the Bank and the market as well. This in turn will create an opportunity for the Bank to help be adoptive to the changes which will takes place in the industry and update its employees with the upcoming technologies.

1.4 Training policy in NIB

In connection with the question related to knowledge of the training policy, 38.46% employees have responded as they know. This is a very great problem for the Bank. Because employees should have to know the policy and procedures of the Bank, by which they are operating in. The rest have stated as they don't know the training policy of the Bank.

Table 6: knowledge of training policy of the Bank

S.No.	Knowledge of training policy	Number of Respondents	Percentage
1	Yes	123	38.46%
2	No	195	61.54%
Total		318	100%

However, the number of respondents who have known the training policy is 38.64%. As it is, well-known training policies are the expressions of the training philosophy of the organization and training policies provide guidelines for training, and ensures a company's training resources are allocated to predetermined requirements (Armstrong, 2006).

From the information gathered through interview it was argued that the knowledge of employees regarding the training policy of the Bank also matters on the effectiveness of the Banks training. As some respondents have answered, they failed to know the policy and they are not aware of how participants are selected for training.

1.1 Training Practices in NIB

The training practices and methods of NIB were assessed using responses from questionnaires administered to the sample population and an interview conducted with some employees and supervisors of the Bank. As shown in the following table below relating to requesting feedback from employees during trainings, majority of the respondents (66.67%) which agreed that the management requests feedback from employees during training. There are also respondents (33.33%) that indicated, as the management do not request for feedback from employees during training.

Table 7: Management requesting feedback from employees

S.No.	Management requesting Feedback	Number of Respondents	Percentage
1	Yes	212	66.67%
2	No	106	33.33%
Total		318	100%

From this it can be understood that the management tries to collect feedback when the training is held. But there is no document gained that shows about a training evaluation made which shows that it is only limited to an immediate or on spot assessment of trainers, trainees and the training program during and after completion of the training.

Many respondents also argued that it is only off-the-job training that is being conducted by the Bank, unless fresh graduates have joined the Bank immediately after graduation for which on the job class room & practical trainings are organized for specified period. The program, as per respondents, is organized under a title "Trainee Bankers Program". Employees in this stance likes the off the job training because they said that it will give them a chance to get out of office and let the hectic environment and have something good and share experience with others on issues pertaining to the same subject.

Beyond who have responded by questionnaire, the interviewees also believes that training and development have impact on performance of NIB by increasing employees morale and increased speed of work that will in turn impacts the efficiency of the organization. Hence, they further agreed that the training programs conducted at NIB have helped the Bank to achieve its objective. Especially respondents have quoted the digital banking related new technologies being implemented by the bank.

As it is stated on the literature part of this research, the most popular training method used by organizations can be classified as either on-the-job or off-the-job. As, also, it was understood from the response both training methods are available even if the first type of training is most of the time given for those who join the Bank immediately after graduation. Regarding the types of training, respondents indicated that NIB engages in orientation training for new employee, other training for existing employees, and other types. Concerning training methods, they mentioned on the job training, seminar, and workshops as the methods of training mainly adopted by the Bank. Besides, some interviewees complained on the implementation of the learning & development policy of the Bank mentioning the dictates of the policy as more on-the-job training shall be provided. Moreover, National Bank of Ethiopia issues a directive for banks to implement a 2% of their recurrent budget for training and development related issues. This, in turn, has insisted the bank to arrange many trainings as per some interviewed staff.

1.2 Training and Employee Performance

As noted in the literature review, Smither & London, (2009), training is a powerful tool to improve performance of employees and organizational capabilities. Yet relatively expensive in terms of time and money, so it needs to be focused where it will make the greatest difference. Moreover, employee performance is an important building block of an organization and factors which lay the foundation for high performance must be analysed by the organizations.

Since every organization cannot progress by one or two individuals' effort, it is collective effort of all the members of the organization. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization. It is understandable that the impact of training on employee performance is not only significant but studies prove that it also increases job satisfaction and commitment towards the organization and training transfer is more likely to increase performance, job involvement, and increases motivation to learn and transfer.

The other issue that respondents were asked is if respondents rate their performance before they took training. But majority of them are not sure if they bring about change and improvement with their performance or not. They are not sure even how participants of trainings are selected. They don't have a clear picture as to how participants of training that are subject to nomination by their respective work units are selected. So it is noted that, NIB still needs improvement in selecting participants of the training. Accordingly majority of the respondents have argued that training is needed for providing response to current and future projects of the Bank. Moreover, many respondents feel that training also contributes to personal growth of the employee. But still a significant number of employees have responded, on the interview made with them, as more the Bank focus on current projects of the Bank, which many also suggested to improve its way.

Especially in today's service providing companies trainings in relation to customer service shall be provided to employees since there is a great competition in the industry. Moreover, as per the respondents, the new entrant Banks are entering the industry by hiring employees who have much experience from the existing once. So in line with this idea Nib International Bank is trying to provide trainings which will enable the Bank to get the intended objective and meet its standard of service.

Respondents also stated as training helped them to share ideas and experiences from other, which would have been difficult to get it if it has been accomplished or tried formally. They have added that the experience they got and brought to their respective work units have added value to the system they engaged.

VI. RECOMMENDATION

Based on the findings of the study, the following suggestions are forwarded:

- The Bank needs to give much attention for trainings that are future oriented and there has to be a regular training, which enables the Bank to be competent enough in the industry it operates.
- The Bank needs to give attention to the training plan; feedback system and training evaluation that will help them take major decisions in line with the need of the market and the Bank as well.
- The Bank should see learning, training as well as training objectives, plan, implementation and evaluation as a continuous process for organizational development and survival.
- The Bank shall develop a system that will follow on the implementation of the training process as per the policy of the Bank.

REFERENCES

- [1]. Armstrong, M. (2006). Strategic Human Resource Management A guide to action. 4th ed. Kogan Page Limited. USA & UK.
- [2]. Armstrong, M. (2009). Hand Book of Human Resource Management Practice. 11th ed. India: Replika Press Pvt. Ltd.
- [3]. Barattton, J. & Gold, J. (1999). Human Resource Management Theory and Practice. 2nd ed. London: Macmillan Press Ltd.
- [4]. Carter E.M.A. & McMahon F.A. (2005). Improving Employee Performance through workplace coaching. Kogan Page Limited. USA & UK.
- [5]. Craig, Robert L. (1976). Training and Development Handbook, New York: McGraw Hill Boor Company
- [6]. Creswell, J.W. (2003). Research Design: Wualitative, Quantitative, and Mixed Methods Approaches (2nd ed.). Thousand Oaks, CA:Sage.
- [7]. Gilley, A., Gilley, J.W., Quatro, S.A.. and Doxon, P. (2009). The Praeger Handbook of Human Resource Management. Greenwood Publishing Group, Inc.
- [8]. Greer, C.R. (2001). Strategic Human Resource Management. 2nd ed. New Jersey: Pearson Education Company.
- [9]. Kettley, P. & Reilly, P. (2003). e-HR: An Introduction. Report No. 398. Brighton: Institute of Employment Studies
- [10]. Smither, J.W. & Lonodon M. (editors) (2009). Performance Management Putting Research into Action. John Wiley & Sons, Inc.

Author Profile



Abreham Tesfaye Abebe (PhD)

Dr. Abreham Tesfaye Abebe was born in 1986G.C. in Addis Ababa, Ethiopia, and holds Doctor of Philosophy Degree in Business Management from Selinus University. Also holds BA in Business Management, BA in Journalism & Communication from University of Gondar and Addis Ababa University, in 2006 and 2011, respectively. Moreover, holds MA in Human Resources Management from Addis Ababa University. Being a father of three (Ruth, Anna and Nathan), he is married to Elizabeth Belete. He has more than 16 years of practical experience in public and private organizations and is an instructor in different universities and colleges. Apart from the professional experiences, he provides trainings on leadership, change management, strategic planning, performance management and related issues. Besides, he extends his efforts by contributing articles on international journals so that he can contribute to the academic community and the domain.