Sonargaon University

Internship Report

On

"Human Resource Practice of Exim Bank Limited"

Submitted by:
Muhammad Abu Sayed Prodhan
ID: BBA1903018010
Program: BBA (Major in HRM)
Semester: Summer2023

Submitted to:

Department of Business Administration
Sonargaon University (SU)

Submitted for the parial fulfillment requirement of the degree of Bachelor of Business Administration

Date of Submission: 05 September, 2023

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Supervised by:
Nowshin Mahmood Tahiya
Lecturer
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Letter Of Transmittal

05 September, 2023

To,

Nowshin Mahmood Tahiya

Lecturer

Department of Business Administration

Sonargaon University.

Subject: Human Resource Practice of Exim Bank Limited

Performance Analysis of Islami Bank Bangladesh Limited".

Dear Mam,

With best respect and honor, I would like to inform you that I have completed my internship report on "Human Resource Practice of Exim Bank Limited". It is an immense pleasure for me to place the same before you.

I have tried my level best to prepare this report and to accumulate relevant and insightful information. It is a great experience for me to work on this topic. I have tried to make the report vivid and comprehensive within the scheduled time and limited resources.

I sincerely hope that this report will help you to evaluate me. I will be obliged to clarify any matter or to provide any further information regarding this report.

Thanking you for your kind supervision.

Sincerely yours,

Muhammad Abu Sayed Prodhan
ID: BBA1903018010
Program: BBA (Major in HRM)
Sonargaon University (SU)

Letter of Acceptance

This is to certify that Muhammad Abu Sayed Prodhan bearing ID No BBA1903018010, student of BBA Program, Sonargaon University, has completed the internship report under my supervision. He has worked with Exim Bank Limited as an intern and completed the report entitled "Human Resource Practice of Exim Bank Limited" as a partial requirement for obtaining BBA Degree. He has completed the report by himself. He has been permitted to submit the report.

Muhammad Abu Sayed Prodhan bears a strong moral character and a very pleasing responsibility. It has indeed been a great pleasure working with him. I wish him all success in life.

_____

Nowshin Mahmood Tahiya
Lecturer
Department of Business Administration
Sonargaon University (SU)

DECLARATION

Muhammad Abu Sayed Prodhan, a student of BBA Program, Department of Business Administration, Sonargaon University, hereby declare that the internship report titled "Human Resource Practice of Exim Bank Limited" has been prepared after the completion of my internship at Islami Bank Bangladesh Limited, supervision and guidance of Nowshin Mahmood Tahiya, Lecturer, Sonargaon University.

I also declare that this report is an original work and no part of this report has been copied from elsewhere. In addition I would also like to mention that this report has not been published or submitted for being published or submitted for awarding any degree, diploma or recognition.

Nowshin Mahmood TahiyaLecturer
Department of Business Administration
Sonargaon University (SU)

ACKNOWLEDGEMENT

First of all, I would like to express my deep gratitude to the almighty Allah for fruitfully preparing this internship report. It was a great pleasure to prepare an internship report on the various aspects of banking activities focusing Human Resource Practice of Exim Bank Limited. I would like to thank and convey my gratitude to honourable supervisor, Nowshin Mahmood Tahiya, Lecturer, Department of Business Administration, Sonargaon University, for letting me to prepare this report. I would also like to express my sincere appreciation to her for her wholehearted support and guidance. Also shower of thanks to those entire respondents who responded each and every time in collecting necessary data.

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CHAPTER-1

INTRODUCTION

INTRODUCTION

PROJECT BACKGROUND

The project work is the fulfillment of an active part of the project program as per requirements for completing the MBA program. As a part of project work attached with the Exim Bank Limited, naturally the selected project will be related to the area by which the organization can be influenced.

Bank is very old institution that is contributing toward the development of any economy and is treated as an important service industry in the modern world. Economic history shows that development has started everywhere with the banking system and its contribution towards financial development of a country is the highest in the initial stage. Modern banks play an important part in promoting economic development of a country.

Bank provides necessary funds for executing various programs in the process of economic development .they collect savings from large masses of people scattered throughout the country, which in the absence of banks would have remained ideal and unproductive, these scattered amounts are collected, pooled together and made available to commerce and industry for meeting the financial requirements. Bank plays a vital role in the economy by providing means of payment and mobilizing resources. Bank is the most important financial institution in the economic development of a country depends on the development of banking sector. Today's modern banks are not only providing traditional banking but also expanding the many financials services. In today's world the life of the people directly are within the arena of banking whether conventional or Islamic banking is not a newer concept in Bangladesh as it has started its operation since 1983, very few people are aware about its operation. But things are changing. Islamic banking is also getting popularity in the country.

Human resource department is an essential part of the Exim Bank Limited. An organization is valueless without its manpower/human resource. Human resource is the most powerful element/key of an organization. An organization without human resource is like a ship without engine. Exim Bank has better planning motive that's why they also introduced it's own training institute for the employees to fulfill all the required lacking each employees.

The project work is essential for every student, especially for the students of Business Administration, which helps them to know the real life situation, for this reason a student takes the project program at the last stage of the bachelor's degree, to launch a career with

some practical experience. Against this backdrop, I have completed my three months project work about the Exim Bank Ltd. which has helped me a lot to understand the real life situation life situation of banking business. In this report, I tried to show a clear picture of training & development to make it understandable to the beneficiaries.

Origin of the Study

After completion of one years in the MBA program, ASA University Bangladesh, three months Project Work is mandatory. So the preparation and submission of this report is partial requirement for the completion of the Master of Business Administration (MBA). This report is outcome of the three months long Project work in Exim Bank Limited. These are the reputed private commercial banks in our country. Both the academic and organization supervisor assigned me to complete this report. The report is based on Training & Development practices which a part of HRM activities about Exim Bank Limited.

Justification

In our economy, there are mainly three types of schedule commercial banks are in operation. They are Nationalized Commercial Banks, Local Private Commercial Banks and Foreign Private Commercial Banks. This Bank has discovered a new horizon in the field of banking area, which offers different General Banking, Investment Management System, Fund management and Foreign Exchange banking system as well as the HRM Practices. So I have decided to study on the topic "***Training & Development- The part of HRM Activities in Exim Bank Limited".*** Because the project work of the university is an integral part of the MBA program. So it is obligatory to undertake such task by the students who desirous to complete and successfully end-up their MBA degree. This also provides an opportunity to the students to minimize the gap between theoretical and practical knowledge. During the project work the teachers of the department are attached to actively and constantly guide the students. A student are required to work on a specific topic based on their theoretical and practical knowledge acquired during the period of the project work and then submits it to the teacher. That is why I have prepared this report.

And this report is for the identified the problems and prospect as well as the total procedure of the assigned topic which is Training & Development- The part of HRM Activities in Exim Bank Limited and to clarify the importance of the Training and Development system as well as to show the impact of it's on the banks profitability.

OBJECTIVE OF THE STUDY

The objectives of this study are as follow:

- To know about the Training & Development procedure of Exim Bank.
- To identify the impacts of Training & Development on the Banking Sectors.
- To identify the current problems of Training & Development.
- To compare the current Training & Development system with international standards.

SCOPE OF THE STUDY

The report has been prepared from everyday working experience, extensive discussion with the concern dealing officer of human resource department of Exim Bank and the theoretical learning that I have achieved from different text books, surfing internet etc.

LIMITATION OF THE STUDY

With the limited 3 month study I tried the best to utilize it to maximum. Though it was very challenging to prepare a report on T&D of Exim Bank, but I love to have challenge and enjoyed thoroughly with tight working schedule.

I encountered a major problem during the study. These problems are as follows-

➢ Non-availability of data

Non-availability of the most recent data was the most limitation of my study. Some desired information could not be collected due to confidentiality of business.

➢ Lack of time

I had to complete this report within a very short span of time that was not sufficient for investigation. The time period of this study is very short. I had only 8 weeks in my hand to complete this report, which was not enough. So I could not go in depth of the study.

➢ Lack of experience

Much experience must be needed to complete this vast report. But I have a little experience as much to complete this report.

➢ Lack of help of personnel

Some of the company personnel were not helpful in providing information which they consider as confidential (such as new management system that is not approved yet, quantitative figure of any report, evaluation form etc.)

CHAPTER-2

Literature Review

2.1 Human Resources Management:

Human resource management (HRM) consists of those activities designed to provide for and coordinate the people of an organization. These include determining the organizations human resource needs, assisting in the design of work systems, recruiting, selecting, training and developing among others. HRM seek to build and maintain environment for quality excellence to better enable the workforce to achieve the company's quality and operational performance objectives **(**(Evans and Lindsay, 1999).

According to Pearce and Robinson (2009), outsourcing has been found to be successful 11 in human resource management. They reported that a survey of human resource executives in America revealed that 35% have personal experience leading an outsourcing effort within their organizations and two-thirds of pension departments have outsourced at least one human resource function.

HRM activities, costs and assets associated with the recruitment, hiring, training, development and compensation of all types of personnel, labor relations activities, and development of knowledge-based skills must be given equal and parallel attention, (Pearce and Robinson, 2009). Writing on key functional tactics in HRM, Pearce and Robinson (2009) outlined three typical questions that HRM tactics should answer with respect to career development and training that is

- What can our future human resource needs?
- How can we prepare our people to meet these needs?
- How can we help our people to develop?

The strategic importance of human resource management (HRM) tactics received widespread endorsement in 1990 (Evans and Lindsay, 1999). HRM tactics aid long-term in the development of managerial talent and competent employees, and guiding the utilization of human resources to achieve both the firm's short-term objectives and employee's satisfaction and development. The career development and training component should guide the action that personnel take to meet the future human resources needs of the overall business strategy.

According to Pearce and Robinson (2009), indicated that in support of its long-term objectives, it has incorporated extensive early career training and on-going career

development programmed to meet its expanding need for personnel with multiple competencies.

2.2 Training and Development:

Training involves an expert working with learners to transfer to them certain areas of knowledge or skills to improve in their current jobs (McNamara, 2008). Development is a broad, ongoing multi-faceted set of activities (training activities among them) to bring someone or an organization up to another threshold of performance, often to perform some job or new role in the future (McNamara, 2008).

According to Asare-Bediako (2002) employees must be trained, and where possible developed to meet their own career needs and the need of the organization. Training is job or task-oriented. It aims at enabling individuals to perform better on the jobs they are currently doing. Development on the other hand, is career oriented rather than job-oriented. It aims at preparing people for higher responsibilities in the future (Asare-Bediako, 2002). Organizations must therefore have the responsibility to develop and implement training and development systems and programmes that best help them to achieve their objectives.

2.3 Purpose of Training and Development:

According to Quinn, Anderson and Finkelstein (1996), the goal of training is for employees to master the knowledge, skill, and behaviors emphasized in training programmers and to apply them to their day-to-day activities. They contend that recently it has been acknowledged that to gain competitive advantage, training has to involve more than just basic skills development. Reasons for emphasizing the growth and development of personnel include;

- Creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organization.
- Enhancing the company's ability to adopt and use advances in technology because of a sufficiently knowledgeable staff.
- Building a more efficient, effective and highly motivated team, which enhances the company's competitive position and improves employee morale.
- Ensuring adequate human resources for expansion into new programs.
- Research has shown specific benefits that a small business receives from training and developing its workers, including:
- Increased productivity.

- Reduced employee turnover.
- Increased efficiency resulting in financial gains.
- Decreased need for supervision.

2.4 The Training Process:

The model below traces the steps necessary in the training process:

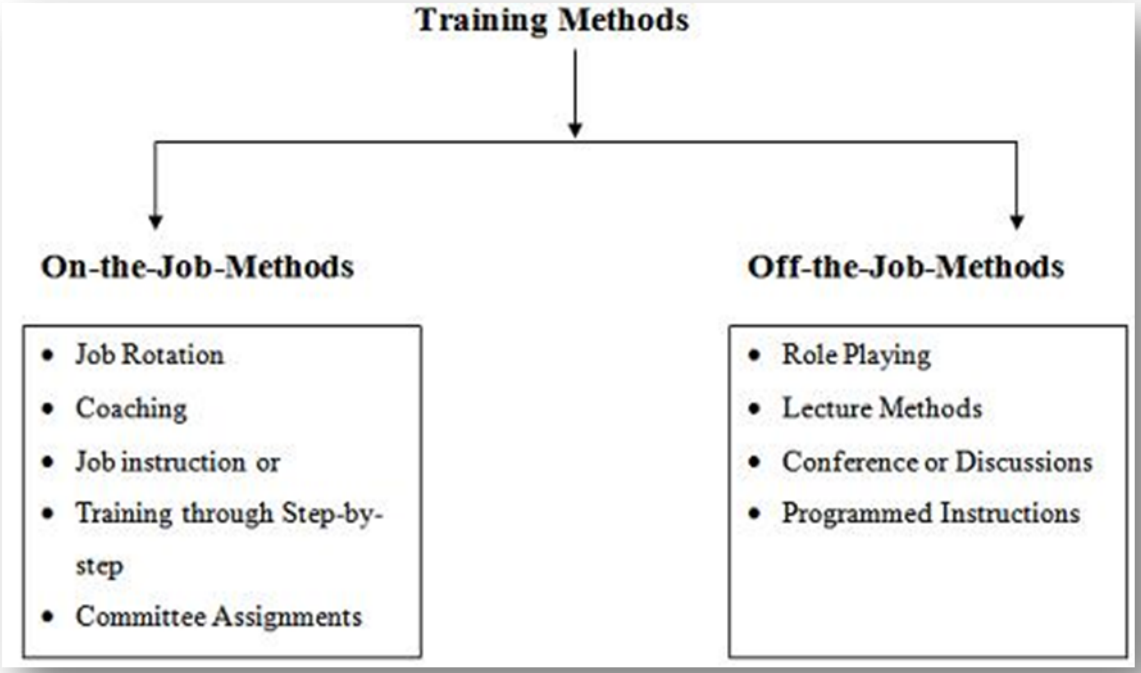
- Organizational Objectives
- Needs Assessment
- Is There a Gap?
- Training Objectives
- Select the Trainees
- Select the Training Methods and Mode
- Choose a Means of Evaluating
- Administer Training
- Evaluate the Training (Noe, 2002).

2.5 Training Goals:

The goals of the training program should relate directly to the needs determined by the assessment process outlined above. Course objectives should clearly state what behavior or skill will be changed as a result of the training and should relate to the mission and strategic plan of the company. Goals should include milestones to help take the employee from where he or she is today to where the firm wants him or her in the future. Setting goals helps to evaluate the training program and also to motivate employees. Allowing employees to participate in setting goals increases the probability of success.

2.6 Training Methods showed by figure:-

There are two broad types of training available to businesses: on-the-job and off-the-job techniques. Individual circumstances and the "who," "what" and "why" of your training program determine which method to use.



On-the-job training is delivered to employees while they perform their regular jobs. In this way, they do not lose time while they are learning. After a plan is developed for what should be taught, employees should be informed of the details. A timetable should be established with periodic evaluations to inform employees about their progress. On-the-job techniques include orientations, job instruction training, apprenticeships, internships and assistantships, job rotation and coaching.

Off-the-job training include lectures, special study, films, television conferences or discussions, case studies, role playing, simulation, programmed instruction and laboratory training. Most of these techniques can be used by small businesses although, some may be too costly.

2.7 Literature review:

The banking and pharmaceuticals sectors of Bangladesh is playing a significant role and playing as a leader in the financial, industrial and commercial activities. Training and development play a vital responsibility to enhance banking and pharmaceuticals sector in Bangladesh. Debnath (Debnath, 2003) indicates that productivity of manpower in the banking and pharmaceuticals sector of Bangladesh will have to be increased by proper training both on the job and off the job as well as development. Moreover, Decenzo &

Robins (Decenzo, Robins 2003) state "training brings about the changes in ability, awareness, approach and behavior". Besides, Griffin (Besides, Griffin 2003) supports training usually in human resources management perspective refers to teaching operational and technical employees as to how to do the job for which they were hired. Furthermore, Mathis & Jackson (Mathis, Jackson 2004) state 'training as a procedure whereby people obtain capabilities to assist in the accomplishment of organizational objectives'. Besides, McGehee and Thayer (McGehee, Thayer 1999) support training and development as, "the formal procedures a company uses to facilitate employees' learning so that their resultant behavior contributes to attainment of the company's goals and objectives". More specifically, training is a systematic approach to skills and knowledge acquisition or attitudinal enhancement that improves performance (Goldstein, 2001). Therefore, Rothwell, (Roth well, 2002) indicates effective training as systematically designed learning, based on a complete analysis of job requirements and trainee compatibility. This clarification implies a definite training process, one highly regarded model for describing the systematic development of training programs is the instruction design process.

This model states that there should be a logical flow in training practice moving from planning to implementation to evaluation. The instructional design process revolves around three basic steps: needs assessment, training design and training evaluation.

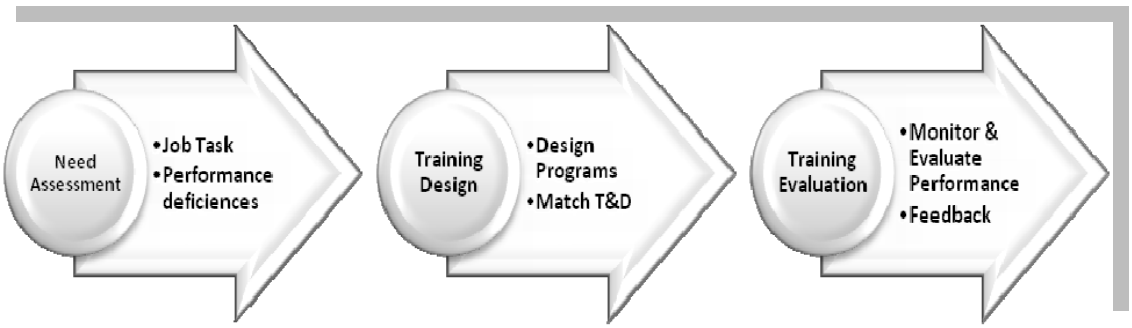


Figure 1. Basic Instructional Design Process

Training evaluation is concerned with the achievement of a desired level of proficiency and the attainment of requisite knowledge and skills. Therefore, training evaluation is a two-fold process that involves establishing indicators of learning or training transfer and determining exactly what job related changes have occurred as a result of training (Goldstein, 2001). Moreover, the most widely-used evaluation model was developed and revised by Kirkpatrick (Kirkpatrick, 1994). In this model, training may be evaluated at four different

levels. Level One evaluation canters around the general affective reaction participants have to the program. Level Two evaluation focuses on demonstrated mastery of concepts in training. Level Three evaluations go a bit further and focus on a demonstrated behavior change on the job. At Level Four training is assessed by whether or not it impacts organizational results. In recent years, this taxonomy has been expanded to include additional evaluative criteria such as return on investment (ROI) and cost/utility analyses (Phillips, 2002).

CHAPTER-3

METHODOLOGY

METHODOLOGY OF THE STUDY

The study is qualitative in nature. In-depth interview of the company personnel, various official documents and brochures were used as instruments to collect information. Several group discussions arranged with the concern officials of Exim Bank. The study contains enough amounts of data. In preparing this report, I had to follow some methods to collect information. This report is prepared according to the primary data & secondary data.

- **Primary data:** For collecting primary data I followed interview method. I collected my primary information through face-to-face interview with the employees of Exim Bank.
- **Secondary data:** For secondary data /information I have gone through different types of publications. I had also used published data. These are
    - Various publications of Exim Bank.
    - Annual report.
    - Various reports were collected from internal bodies.

CHAPTER-4

Findings of the Study

2 FINDINGS

Exim Bank Limited is one of the top ranked private-sector commercial bank in Bangladesh, with 16 years of experience. Adaptation of modern technology both in terms of equipment and banking practices and strong HR Practice ensures efficient service to clients.

DURING MY OBSERVATION I FOUND THE FOLLOWING PROBLEMS OF EXIM BANK LIMITED

In general banking system they follow the traditional banking system. The entire general banking procedure is not fully computerized & automated.

- Lack of human resources where sensitive parts banking tasks are conducted by Internee in regular basis.
- Few officers make repeated errors while doing their responsible tasks and from the HRD there are no active actions are taken.
- In case of online banking service EXIM BANK LIMITED is clearly in down position then the other commercial bank.
- According to some clients, opinion introducer is one of the problems to open an account. If a person who is new of the city wants to open account, it is a problem) or him/her to arrange an introducer of SB or CD accounts holder.
- Bankers face enormous problem to fill up loan related paper like parties loan application, stock report, Net worth valuation report etc.
- Proper documentation under traditional rules is some creates serious problems for investment taking practices.
- Lack of Team work is a major problem in general section. It is one of the most important criteria for development of customer service in this branch.
- Sometimes the valuation of properties are does not calculate properly for that reason customer is sufferer. It does not offer various loan projects than other Bank.
- Employees are exposed to customer excessively which is an obstacle in systematic and prompt service.

CHAPTER-5

AN OVERVIEW OF EXIM BANK LIMITED

5.1 INTRODUCTION

With the objective of achieving success here & hereafter by pursuing the way directed by Allah and the path shown by His Rasul (SM), EXIM Bank Limited was established (registered) as a private limited company on 18 June 1995. The inaugural ceremony took place on 27 September 1995. The authorized capital of the Bank is Tk. 5000.00 million and the paid up capital is Tk. 4677.28 million as on 31.12.2010. Renowned Islamic Scholars and pious businessmen of the country are the sponsors of the Bank. 100% of paid up capital is being owned by indigenous shareholders.

The equity of the bank stood at Tk. 9647.45 million as on 31 December 2010, the manpower was 1711 and the number of shareholders was 49,386. It has achieved a continuous profit and declared a good dividend over the years. High quality customer service through the integration of modern technology and new products is the tool of the bank to achieve success. The bank has a diverse array of carefully tailored products and services to satisfy customer needs.

The Bank is committed to contribute significantly to the national economy. It has made a positive contribution towards the socio economic development of the country with 78 branches of which 21 is AD throughout the country.

5.2 Vision, Mission & Commitments

Vision

- To be a pioneer in Islami Banking in Bangladesh and contribute significantly to the growth of the national economy.

Mission

- Achieving the satisfaction of Almighty Allah both here & hereafter.
- Proliferation of Shariah Based Banking Practices.
- Quality financial services adopting the latest technology.
- Fast and efficient customer service.
- Maintaining high standard of business ethics.
- Balanced growth.
- Steady & competitive return on shareholders' equity.
- Innovative banking at a competitive price.
- Attract and retain quality human resources.
- Extending competitive compensation packages to the employees.
- Firm commitment to the growth of national economy.
- Involving more in Micro and SME financing.

Commitments

- Ours is a customer focused modern Islamic Banking sound and steady growth in both mobilizing deposit and making quality Investment to keep our position as a leading Islami bank in Bangladesh.
- To deliver financial services with the touch of our heart to retail, small and medium scale enterprises, as well as corporate clients through our branches across the country.

5.3. THE CORPORATE STRUCTURE OF Exim BANK LIMITED

The Board of Directors, the apex body of the Bank, formulates policy guidelines, provides strategic planning and supervises business activities and performance of management while the Board remains accountable to the company and its shareholders. The Board is assisted by the Executive Committee and Audit Committee.

BOARD OF DIRECTORS

The board of Directors consists of 20 members elected from the sponsors of the bank.

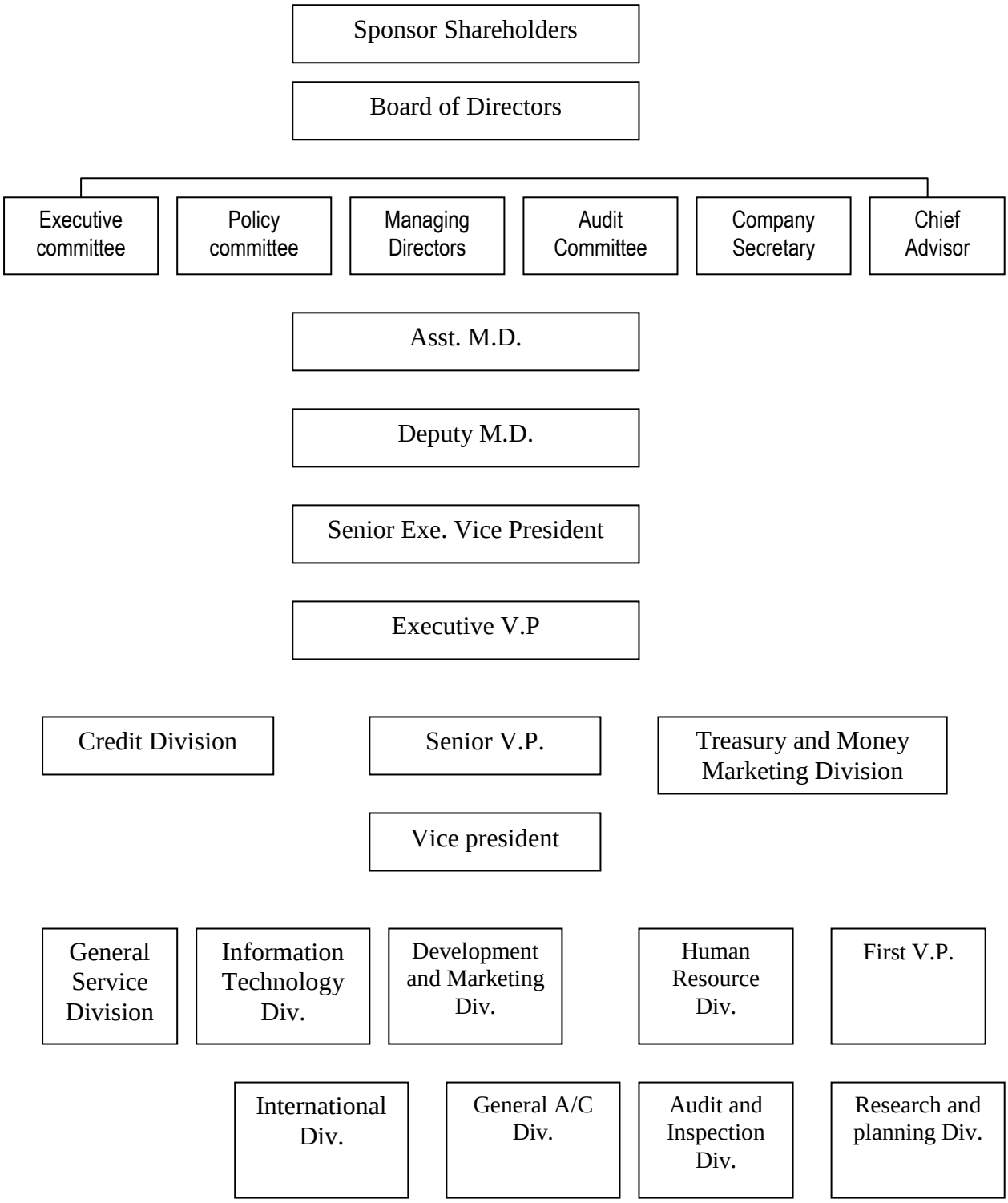
EXECUTIVE COMMITTEE

All routine matters beyond delegated powers of management are decided upon by or routed through the executive committee, subject to ratification by the board of Directors.

AUDIT COMMITTEE

All matters relating to the principles, policies, rules and regulations, ethics etc. for operation and management of the bank are recommended by the committee to the Board of Directors.

5.4 ORGANIZATIONAL CHART



5.5. OPERATION OF EXIM BANK LIMITED

The importance of the mobilization of savings for the economic development of our country can hardly be over emphasized. The bank considers savings and deposits as lifeblood of the bank. More the deposit greater is the strength of the bank. So they intend to launch various new savings schemes with prospect of higher return duly supported by a well-orchestrated system of customer services. Technologies such as computer, ATM, telecommunication etc. all would be harmonized and adapted to the system in order to provide found the clock and any branch services to the clients.

The Three main operating divisions of Exim Bank Ltd. are as follows:

5.5.1 GENERAL BANKING:

It is the most important side for a bank. Bank is nothing but a middleman between lenders (surplus sector) and borrowers (deficit sector). To provide loan, bank needs a huge amount of money from the lenders. General banking is the side where bank offers different options to the clients to deposit (save) and remit their money. To invite the clients, bank offers different options in front to their clients. Most of these options are very much similar between the banks, but the customer services and facilities may not be the same.

5.5.2 CREDIT DEPARTMENT

It is a very important department and it's a major income side for a bank. This department mainly deals with loans and advances. There is two major part of this department:

a. Funded Part (Providing Cash Amount to the Creditor).
b. Non-Funded Part (No Cash Amount Involve).

A) FUNDED PART:

Over Draft and loan comes under this section. By taking a collateral (most of the time holding nay financial instrument, like FDR, Sanchay Patra etc.) from the borrower bank allow to take over draft facility is a continuous process (borrower can deposit and withdraw money at same time) borrower has to pay interest on the withdrawn money. Interest of credited amount is *15%*. To provide a loan, bank job is to do-lending risk analysis. There are two types of loan:

- Time loan (not more than one year).
- Term loan (more than one year).

B. NON-FUNDED PART:

There is no cash amount involved in this kind of loan. BLC (Bill for L/C) and bank guarantee falls in this kind of loan. In case of BLC foreign exchange department mainly deals with it.

5.5.3 FOREIGN EXCHANGE

This department deals with foreign currency and the transaction of it. The major jobs of this department are listed below:

- Letter of Credit (For Export and Import).
- Dollar/Traveler Cheque (TC) endorsement,
- Foreign Remittance.
- Foreign Currency Account

A. LETTER OF CREDIT (L/C)

In case of any foreign trade there must be a L/C procedure. As we know, there is no guaranteed relationship between importer and exporter. As a result, they use a media to secure their goods and currency. So, exporter and importer use their respective bank as a media and L/C is a legal obligation between exporter and importer. In case of import the importer have to submit necessary documents to his respective bank (the issuing bank).

B. DOLLAR AND TRAVELER'S CHEQUE ENDORSEMENT:

EXIM BANK LIMITED is an authorized dealer of American Express T/C. At the same time, they can buy and sell T/C and dollar every morning they get a telex from head office, which carries the rate of foreign currency of that day. EXIM BANK LIMITED do not fix the rate by them, they use the rate of Janata Bank. At the end of each month, they submit all supportive documents and transaction condition of the whole months and balance to Exim Bank and their head office.

C. FOREIGN REMITTANCE:

Foreign DD and paying or receiving any bill from foreign country is known as foreign remittance. The amount of foreign remittance is very significant in EXIM BANK LIMITED.

D. FOREIGN CURRENCY ACCOUNT:

A foreigner a wage earner working in foreign country can open this account. EXIM BANK LIMITED mainly maintain Dollar account, but it is possible to open an account in other recognize foreign currency (British pound, Deutsche Mark, Franc etc.). The account holder gets a cheque book against the account. and has to mention the amount m respective currency.

5.5.4.ONLINE BANKING:

Online Banking is an optional service to the EXIM BANK LIMITED clients. The interested clients should apply for the service. The service charge for this sort of service is Tk. 600 per year.

5.5.5. ATM & CREDIT CARD:

EXIM BANK LIMITED is committed to provide ATM & Credit Card service for its valuable customers which adds an extra edge to its competitive strength.

5.7.TRAINING & DEVELOPMENT WITH IT'S APPLICATION/PRACTICE IN EXIM BANK LIMITED

5.7.1. NATURE OF TRAINING AND DEVELOPMENT

In simple terms, training and development refers to the imparting of specific skills, abilities and knowledge to an employee. A formal definition of training & development is… it is any attempt to improve current or future employee performance by increasing an employee's ability to perform through learning, usually by changing the employee's attitude or increasing his or her skills and knowledge. The need for training & development is determined by the employee's performance deficiency, computed as follows:

Training & development need = standard performance – actual performance.

We can make a distinction among training, education and development. Such distinction enables us to acquire a better perspective about the meaning of the terms. Training, as was stated earlier, refers to the process of imparting specific skills. Education, on the other hand, is confined to theoretical learning in classrooms.

Table 1. Training and Education Differentiated	
Training	**Education**
Application	Theoretical Orientation
Job Experience	Classroom Learning
Specific Tasks	General Concepts
Narrow/Perspective	Broad Perspective

Training refers to the process of imparting specific skills.
Development refers to the learning opportunities designed to help employees grow.
Education is theoretical learning in classroom

5.7.2. AIMS/OBJECTIVES OF TRAINING & DEVELOPMENT

The fundamental aim of training is to help the organization achieve its purpose by adding value to its key resource – the people it employs. Training means investing in the people to enable them to perform better and to empower them to make the best use of their natural abilities. The particular objectives of training are to:

- Develop the competences of employees and improve their performance;
- Help people to grow within the organization in order that, as far as possible
- It's future needs for human resource can be met from within;
- Reduce the learning time for employees starting in new jobs on appointment, transfers or promotion, and ensure that they become fully competent as quickly and economically as possible.

5.7.3. INPUTS IN TRAINING AND DEVELOPMENTS

Any training and development program must contain inputs which enable the participants to gain skills, learn theoretical concepts and help acquire vision to look into distant future. In addition to these, there is a need to impart ethical orientation, emphasize on attitudinal changes and stress upon decision-making and problem-solving abilities.

SKILLS

Training, as was stated earlier, is imparting skills to employees. A worker needs skills to operate machines, and use other equipments with least damage or scrap. This is a basic skill without which the operator will not be able to function. There is also the need for motor skills. Motor skills refer to performance of specific physical activities. These skills involve training to move various parts of one's body in response to certain external and internal stimuli. Common motor skills include walking, riding a bicycle, tying a shoelace, throwing a ball and driving a car. Motor skills are needed for all employees – from the clerk to the general manager. Employees, particularly supervisors and executives, need interpersonal skills popular known as the people skills. Interpersonal skills are needed to understand one self and others better, and act accordingly. Examples of interpersonal skills include listening, persuading, and showing an understanding of others' feelings.

EDUCATION

The purpose of education is to teach theoretical concepts and develop a sense of reasoning and judgment. That any training and development program must contain an element of education is well understood by HR specialist. Any such program has university professors as resource persons to enlighten participants about theoretical knowledge of the topic proposed to be discussed. In fact organizations depute or encourage employees to do courses on a part time basis. Chief Executive Officers (CEO's) are known to attend refresher courses conducted by business schools. Education is important for managers and executives than for lower-cadre workers.

DEVELOPMENT

Another component of a training and development is development which is less skill oriented but stressed on knowledge. Knowledge about business environment, management principles and techniques, human relations, specific industry analysis and the like is useful for better management of the company.

ETHICS

There is need for imparting greater ethical orientation to a training and development program. There is no denial of the fact that ethics are largely ignored in businesses. Unethical practices abound in marketing, finance and production function in an organization. They are less see and talked about in the personnel function. If the production, finance and marketing personnel indulge in unethical practices the fault rests on the HR manager. It is his/her duty to enlighten all the employees in the organization about the need of ethical behavior.

ATTITUDINAL CHANGES

Attitudes represent feeling and beliefs of individuals towards others. Attitude affects motivation, satisfaction and job commitment. Negative attitudes need to be converted into positive attitudes. Changing negative attitudes is difficult because –

1. Employees refuse to changes
2. They have prior commitments
3. And information needed to change attitudes may not be sufficient

Nevertheless, attitude must be changed so that employees feel committed to the organization, are motivated for better performance, and derive satisfaction from there jobs and the work environment

DECISIONS MAKING AND PROBLEM SOLVING SKILLS

Decision making skill and problem solving skills focus on method and techniques for making organizational decisions and solving work-related problems. Learning related to decision-making and problem-solving skills seeks to improve trainees' abilities to define structure problems, collect and analysis information, generate alternative solution and make an optimal decision among alternatives. Training of this type is typically provided to potential managers, supervisors and professionals.

5.8. TRAINING AND DEVELOPMENT AS SOURCE OF COMPETITIVE ADVANTAGE

Training & Development offers competitive advantage to a firm by removing performance deficiencies; making employees stay long; minimized accidents, scraps and damage; and meeting future employee needs.

5.8.1THE BENEFITS OF EMPLOYEE TRAINING

How Training Benefits the Organization:

Leads to improved profitability and/or more positive attitudes towards profit orientation.
Improves the job knowledge and skills at all levels of the organization
Improves the morale of the workforce
Helps people identify with organizational goals
Helps create a better corporate image
Fosters authenticity, openness and trust
Improves relationship between boss and subordinate
Aids in organizational development learns from the trainee
Helps prepare guidelines for work
Aids in understanding and carrying out organizational policies.
Provides information for future needs in all areas of the organization
Organization gets more effective decision-making and problem-solving skills
Aids in development for promotion from within
Aids in developing leadership skills, motivation, loyalty, better attitudes, and other aspects that successful workers and managers usually display
Aids in increasing productivity and/or quality of work
Helps keep costs down in many areas, e.g. production, personnel, administration, etc.

Develops a sense of responsibility to the organization for being competent and knowledgeable

Improves Labor-management relations

Reduces outside consulting costs by utilizing competent internal consultation

Stimulates preventive management as opposed to putting out fires

Eliminates suboptimal behavior (such as hiding tools)

Creates an appropriate climate for growth, communication

Aids in improving organizational communication

Helps employees adjust to change

Aids in handling conflict, thereby helping to prevent stress and tension.

Benefits to the Individual Which in Turn Ultimately Should Benefit the Organization:

Helps the individual in making better decisions and effective problem solving

Through training and development, motivational variables of recognition, achievement, growth, responsibility and advancement are internalized and operationalized

Aids in encouraging and achieving self-development and self-confidence

Helps a person handle stress, tension, frustration and conflict

Provides information for improving leadership, knowledge, communication skills and attitudes

Increases job satisfaction and recognition

Moves a person towards personal goals while improving interactive skills

Satisfies personal needs of the trainer (and trainee)

Provides the trainee an avenue for growth and a say in his/her own future

Develops a sense of growth in learning

Helps a person develop speaking and listening skills; also writing skills when exercises are required. Helps eliminate fear in attempting new tasks

Benefits in Personnel and Human Relations, Intra-group & Inter-group Relations and Policy

Implementation:

Improves communication between groups and individuals

Aids in orientation for new employee and those taking new jobs through transfer or promotion

Provides information on equal opportunity and affirmative action

Provides information on other government laws and administrative policies

Improves interpersonal skills.

Makes organizational policies, rules and regulations viable.

Improves morale

Builds cohesiveness in groups

Provides a good climate for learning, growth, and co-ordination

Makes the organization a better place to work and live

5.8.2 TRAINING PROCESS

Figure #1 below outline important steps in a typical training process.

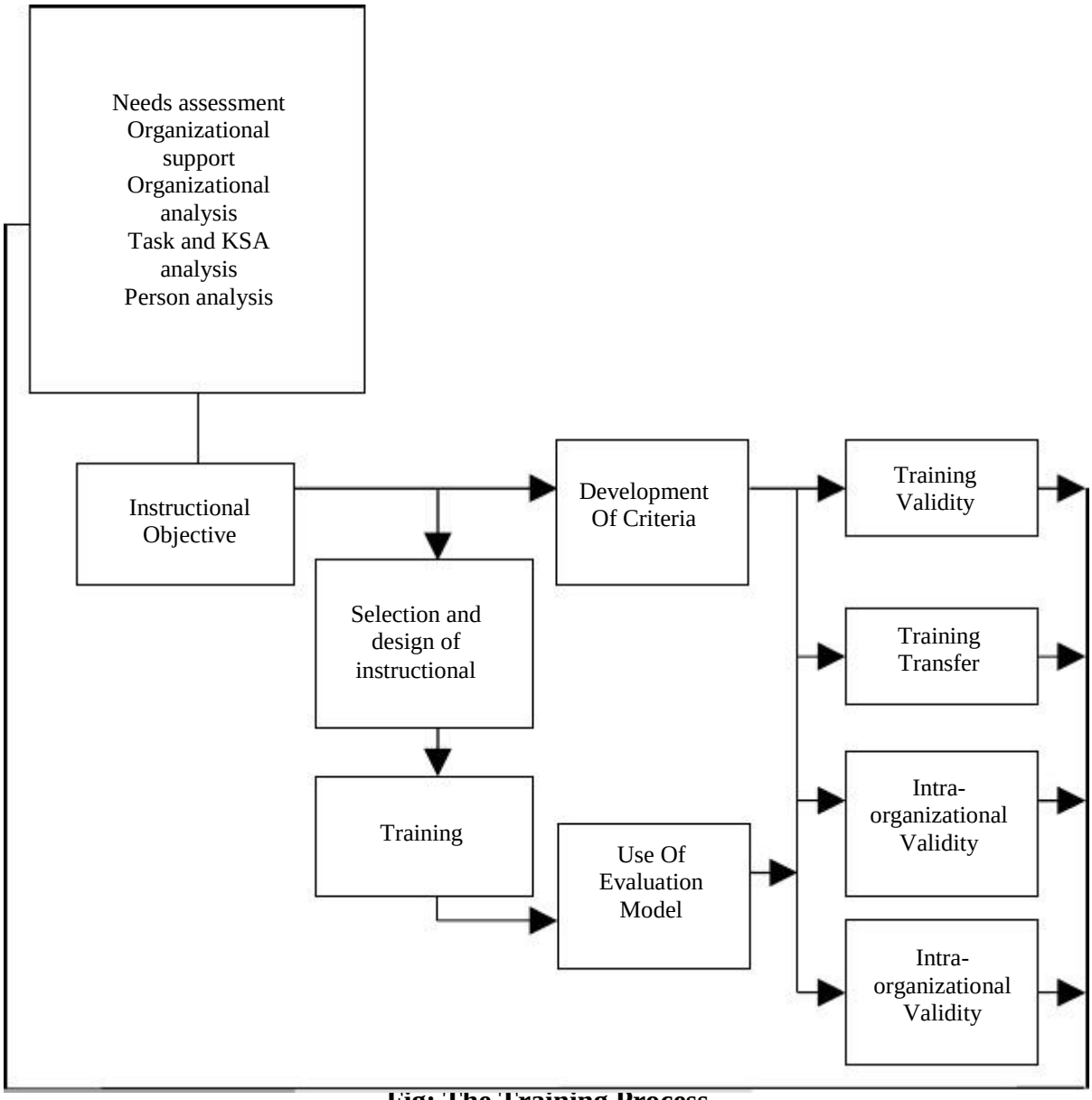


Fig: The Training Process

NEED ASSESSMENT

Needs assessment diagnoses present problems and future challenges to be met through training and development. Organizations spend vast sums of money (usually as a percentage on turnover) on training and development. Before committing such huge resources, organizations would do well to the training needs of their employees. Organizations that implement training program without conducting needs assessment may be making errors. For example, a needs assessment exercise reveal that less costly interventions (e.g. selection, compensation package, job redesign) could be used in lieu of training.

Needs assessment occurs at two-level ls-group and individual. An individual obviously needs when his or her performance falls short of standards, that is, when there is performance deficiency. Inadequacy in performance may be due to lack of skill or knowledge or any other problem. The problem of performance deficiency caused by absence of skills or knowledge can be remedied by training. Faulty selection, poor job design, uninspiring supervision or some personal problem may also result in poor performance. Transfer, job redesign, improving quality of supervision, or discharge will solve the problem. Figure below illustrates the assessment of individual training needs and remedial measures.

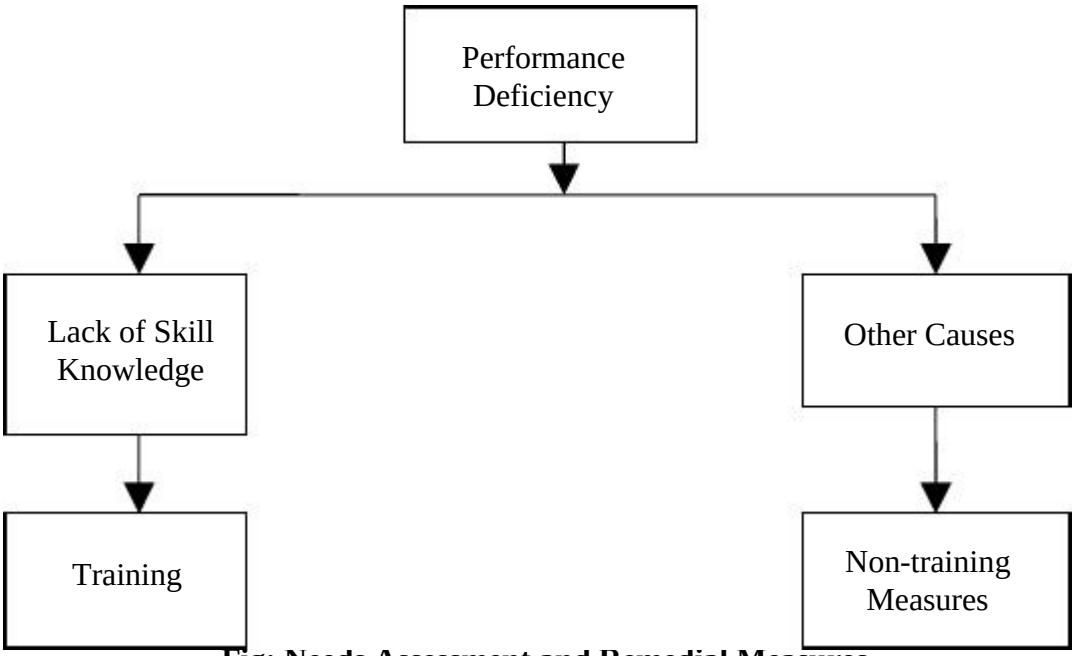


Fig: Needs Assessment and Remedial Measures

Assessment of training needs must also focus on anticipated skills of an employee. Technology changes fast and new technology demands new skills. It is necessary that the employee be acquire new skills. This will help him/her to progress in his or her career path.

Training and development is essential to prepare the employee to handle more challenging tasks. Deputation to a part-time MBA program is ideal to train and develop such employees.
Individuals may also require new skills because of possible job transfers. Although job transfer common as organizational personnel demands vary, they do not necessarily require training efforts. Employees commonly require only an orientation to new facilities and jobs. Recently however, economic forces have necessitated significant retraining efforts in order to assure continued employment for many individuals. Jobs have disappeared as technology, foreign competition, and the forces of supply and demand are changing the face of our industry.
Assessment of training needs occurs at the group level too. Any change in the organizations strategy necessitates training of groups of employees. For example, when the organization decide to introduce a new line of products, sales personnel and production workers have to be trained to produce, sell and service the new products. Training can also be used when high scrap or accident rates, low morale and motivation, or other problems are diagnosed. Although training is not all, such undesirable happenings reflect poorly-trained workforce.

NEEDS ASSESSMENT METHODS

How are training needs assessed? Several methods are available for the purpose. As shown in the below table, some are useful for organizational-level needs assessment others for individual needs assessment
At this point, it is worthwhile to elaborate on important techniques of training. We explain the following-lectures, audio-visuals, on-the-job training, programmed instruction, computer aided instruction, simulation and sensitivity training.

ORGANIZATIONAL SUPPORT:

Needs assessment is likely to make inroads into organizational life. The assessment tends to change patterns of behavior of employees. When the needs assessment is carefully designed and supported by the organization, disruption is minimized and co-operation is much more likely to occur. Obviously, the analyst needs to take steps to work effectively with all parties and gain the trust and support of the participants in the needs assessment.

ORGANIZATIONAL ANALYSIS:

Having obtained organizational support, the next step in the needs assessment is an organizational analysis, which seeks to examine the goals of the organization (short-term and long-term), and the trends that are likely to affect these goals. The analyst needs to ask and answer the following questions:

- Is there a sufficient supply of people?
- How does the firm attract, retain and motivate diverse work-force?
- How does the firm compete for individuals with the right skills, knowledge abilities and attitudes?
- How do employees make the firm competitive, domestically and internationally?

Which are the target jobs that require training?

These issues enable the analyst identify skill gaps in people, which training seeks to fill.

TASK AND KSA ANALYSIS

In addition to obtaining organizational support and making

ORGANIZATIONAL ANALYSIS

It is necessary to assess and identify what tasks are needed on each job and which knowledge, skills and abilities (KSAs) are necessary to perform these tasks. This assessment helps prepare a blueprint that describes the KSAs to be achieved upon completion of the training program.

PERSON ANALYSIS

This analysis obliviously targets individual employees. A very important aspect of person analysis is to determine which necessary KSAs have already been learnt by the prospective trainee so that precious training time is not wasted repeating what has already been acquired. Also, employed who need to undergo training are identified at this stage.

5.8.3 BENEFIT OF NEEDS ASSESSMENT

Training programs are designed to achieve specific goals that meet felt needs. There is always the temptation to begin training without a thorough analysis of these needs. Should this happen, the training program becomes inappropriate and its administration turn to be perfunctory. There are other benefits of needs assessment are other benefits of needs assessment:

1. Trainers may be informed about the broader needs of the trainees.
2. Trainers are able to pitch their course inputs closer to the specific needs of the trainees.
3. Assessment makes training department more accountable and more clearly linked to other

human resource activities, which may make the training program easier to sell to line manager.

5.8.4 DERIVING INSTRUCTIONAL OBJECTIVES

The next phase in the training process is to identify instructional objectives. Needs assessment helps prepare a blueprint that describes the objectives to be achieved by the trainee upon - completion of the training program. Instructional objectives provide the input for designing the training program as well as for the measures of success (criteria) that would help assess effectiveness of the training program.

DESIGNING TRAINING AND DEVELOPMENT PROGRAMME

Every training and development program must address certain vital issues (1) who participate in the program? (2) Who are the trainers? (3) What methods and techniques are to be used for training? (4) What should be the level of training? (5) What learning principles are needed? (6) Where is the program conducted?

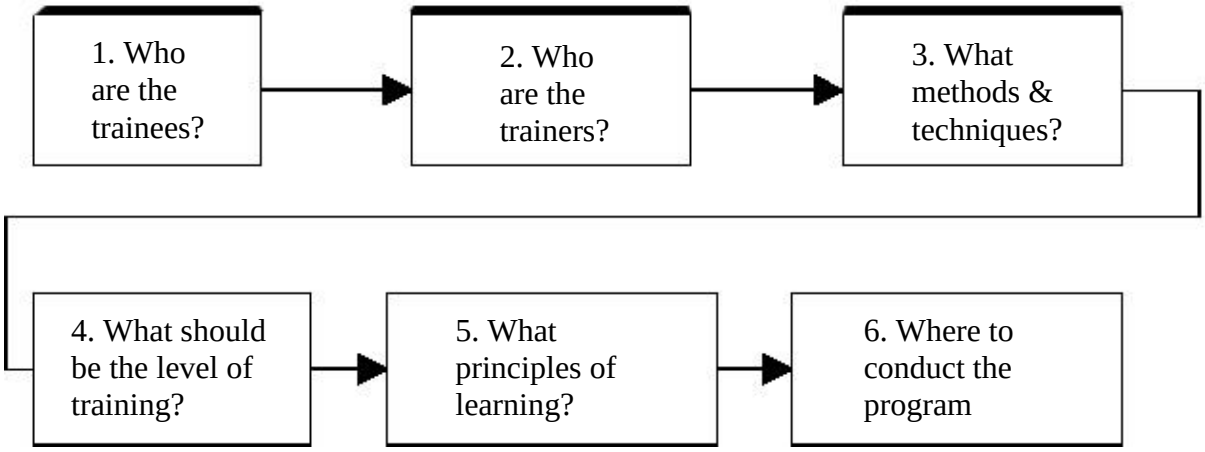


Fig: Designing Training & Development Programme

5.8.5 METHODS & TECHNIQUES OF TRAINING

LECTURES:

Lecture is a verbal presentation of information by an instructor to a large audience. The lecturer is presumed to possess a considerable depth of knowledge of the subject at hand.

AUDIO-VISUAL:

Visuals Audio-visuals include television slides, overheads, video-types and

films. These can be used to provide a wide range of realistic examples of job conditions and situations in the condensed period of time. Further, the quality of the presentation can be

controlled and will remain equal for all training group. But, audio-visuals constitute a one-way system of communication with no scope for the audience to raise doubts for clarification. Further, there is no flexibility of presentation from audience to audience.

ON THE JOB TRAINING (OJT)

Majority of industrial training is of the on-the-job-training type.

OJT is conducted at the work site and in the context of the job. Often, it is informal, as when an experienced worker shows a trainee how to perform the job tasks

PROGRAMMED INSTRUCTION (PI)

This is a method where training is offered without the

intervention of a trainer. Information is provided to the trainee in blocks, either in a book of thought a teaching machine. After reading each block of material, the learner must answer a question about it. Feedback in the form of correct answers is provided after each response. Thus, programmed instruction (PI) involves:

1. Presenting questions, facts, or problems to the learner
2. Allowing the person to respond
3. Providing feedback on the accuracy of his or her answers
4. If the answers are correct, the learner proceeds to the next block. If not, he or she repeats the same.

The main advantage of PI is that it is self-paced-trainees can progress through the program at their own speed. Strong motivation is provided to the learner to repeat learning. Material is also structured and self-contained, offering much scope for practice.

The disadvantages are not to be ignored. The scope for learning is less, compared to other methods of training. Cost of preparing books, manuals and machinery is considerably high.

COMPUTER-ASSISTED INSTRUCTION (CAI)

This is an extension of the PI method. The speed memory and data-manipulation capabilities of the computer permit greater utilization of basic PI concept. For example, the learner's response may determine the frequency and difficulty level of the next frame.

CAI is an improved system when compared to the PI method, in at least three respects. First, CAI provides for accountability as tests are taken on the computer so that the management can monitor each trainee's progress and needs. Second, a CAI training program can also be

modified easily to reflect technological innovations in the equipment for which the employee is being trained. Third, this training also tends to be more flexible in that trainees can usually use the computer almost any time they want, and thus get training when they prefer. Not to be ignored is the fact that from CAI is as rich and colorful as modem electronic games, complete with audio instruction displays. A deterrent with regard to CAI is its high cost, but repeated use may justify the cost.

SIMULATION:

A simulator is any kind of equipment or technique that duplicates as nearly as possible the actual conditions encountered on the job. Simulation then, is an attempt to create a realistic decision-making environment for the trainee. Simulations present likely problem situation and alternatives to the trainee. For example, activities of an organization may be simulated and the trainee may be asked to make a decision in support to those activities. The results of those decisions are reported back to the trainee with an explanation of what would have happened had they actually made in the workplace. The trainee learns from this feedback and improves his/her subsequent simulation and workplace decisions.

The more widely held simulation exercises are case study, role playing and vestibu1 training

CASE STUDY:

It is a written description of an actual situation in business which provokes, in the reader, the need to decide what is going on, what the situation really is or what the problems are, and what can and should be done. Taken from the actual experiences of organizations, these cases represent to describe, as accurately as possible, real problems that managers have faced. Trainee studies the cases to determine problems, analyses causes, develop alternative solutions, select the best one, and implement it. Case study can provide stimulating discussions among participants as well as excellent opportunities for individuals to defend their analytical and judgment abilities. It appears to be an ideal method to promote decision-making abilities within the constraints of limited data.

ROLE PLAYING:

Generally focuses on emotional (mainly human relations) issues rather than actual ones. The essence of role playing is to create a realistic situation, as in case study, and then have the

trainee assume the parts of specific personalities in the situation. For example, a male worker may assume the role of a female supervisor, and the supervisor may assume the role of a male worker. Then, both may be given a typical work situation and asked to respond as they expect others to do. The consequences are a better understanding among individuals. Role playing helps promote interpersonal relation. Attitude change is another result of role playing. Case study and role playing are used in MDPs

VESTIBULE TRAINING:

It utilizes equipment which closely resembles the actual ones used on the job. However, training takes place away from the work environment. A special area or a room is set aside from the main production area and is equipped with furnishings similar to those found in the actual production area. The trainee is then permitted to learn under simulated conditions, without disrupting ongoing operations. A primary advantage of vestibule training it relieves the employee from the pressure of having to produce while learning. The emphasis is on learning skills required by the job. Of course, the cost of duplicate facilities and a special trainer is an obvious disadvantage.

The advantage of simulation is the opportunity to 'create an environment' similar to real situations the manager incurs, but without the high costs involved should the actions prove undesirable. The disadvantage is (i) it is difficult to duplicate the pressures and realities of actual decision-making non the job and (ii) individuals often act differently in real-life situations than they do in acting out a simulated exercise.

SENSITIVITY TRAINING:

Sensitivity training uses small numbers of trainees, usually fewer than 12 in a Group. They meet with a passive trainer and gain insight into their own and others' behavior. Meeting have no agenda, are held away from workplaces, and questions deal with the 'here and now' of the group process.

5.8.6 WHAT SHOULD BE THE LEVEL OF LEARNING?

The next question in designing training and development program is to decide on the level of learning. As was pointed out earlier, the inputs passed on to trainees in training and development program are education, skills, and the like.

In addition, there are three basic levels at which these inputs can be taught. At the lowest level, the employee or potential employee must acquire fundamental knowledge. This means developing a basic understanding of a field and becoming acquainted with the language, concepts and relationships involved in it. The goal of the next level is skills development, or acquiring the ability to perform in a particular skill area. The highest level aims at increased operational proficiency. This involves obtaining additional experience and improving skills that have already been developed.34 All the inputs of training can be offered at the three levels. How effectively they are learned depends on several principles of learning.

LEARNING PRINCIPLES:

Training and development program are more likely to be effective when they incorporate the following principles of learning:

1. Employee motivation,
2. Recognition of individual differences,
3. Practice opportunities,
4. Reinforcement,
5. Knowledge of results (feedback),
6. Goals
7. Schedules of learning,
8. Meaning of material, and
9. Transfer of learning.

5.8.7 CONDUCT OF TRAINING:

A final consideration is where the training and development program is to be conducted. Actually, the decision comes down to the following choices:

1. At the job itself
2. On site but not the job-for example, in a training room in the company
3. Off the site, such as in a university or college classroom, hotel, a resort, or a conference centers.

Typically, basic skills are taught at the job, and basic grammar skills are taught on the site. Much of interpersonal and conceptual skills are learnt off the site.

5.8.8 IMPLEMENTATION OF THE TRAINING PROGRAMME:

Once the training program has been designed, it needs to be implemented. Implementation is beset with certain problems. In the first place, most managers are action-oriented and frequently say they are too busy to engage in training efforts. Secondly, availability of trainers is a problem. In addition to possessing communication skills, the trainers must know

the company's philosophy, its objectives, its formal and informal organizations, and the goals of the training program. Training and development requires a higher degree of creativity than, perhaps, any other personnel specialty.

Scheduling training around the present work is another problem. How to schedule training without disrupting the regular work? There is also the problem of record keeping about the performance of a trainee during his or her training period. This information may be useful to evaluate the progress of the trainee in the company.

program implementation involves action on the following lines:

1. Deciding the location and organizing training and other facilities.
2. Scheduling the training program
3. Conducting the program
4. Monitoring the progress of trainees.

5.8.9 EVALUATION OF THE PROGRAMME:

The last stage in the training and development process is the evaluation of results (see Fig. #1). Since huge sums of money are spent on training and development, how far the program has been useful must be judged/determined. Evaluation helps determine the results of the training and development program. In practice, however, organizations either overlook or lack facilities for evaluation

NEED FOR EVALUATION:

The main objective of evaluating the training program is to determine if they are accomplishing specific training objectives, that are, correcting performance deficiencies. A second reason for evaluation is to ensure that any changes in trainee capabilities are due to the training program and not due to any other conditions. Training program should be evaluated to determine their cost effectiveness. Evaluation is useful to explain program failure, should finally, credibility of training and development is greatly enhanced when it is proved that the organization has benefited tangibly from it.

PRINCIPLES OF EVALUATION:

Evaluation of the training program must be based on the principles:

1. Evaluation specialist must be clear about the goals and purposes of evaluation.
2. Evaluation must be continuous.
3. Evaluation must be specific.

4. Evaluation must provide the means and focus for trainers to be able to appraise themselves, their practices, and their products.
5. Evaluation must be based on objective methods and standards.
6. Realistic target dates must be set for each phase of the evaluation process. A sense of urgency must be developed, but deadlines that are unreasonably high will result in poor evaluation

CRITERIA FOR EVALUATION:

The last column in Fig. 9.1 contains a number of potential goals 1.Training validity: Did the trainees learn during training?
2.Transfer validity: What has been learnt in training, has it been transferred on the job enhanced performance in the work organization?
3.Intra-organizational validity: Is performance of the new group of trainees, for which the training program was developed, consistent with the performance of the original training group?
4.Inter-organizational validity: Can a training program validated in one organization be used successfully in another organization?
These questions often result in different evaluation techniques.

TECHNIQUES OF EVALUATION:

Several techniques of evaluation are being used in organization may be stated that the usefulness of the methods is inversely proportional to the ease with which evaluation can be done. One approach towards evaluation is to use experimental and control groups. Each group is randomly selected, one to receive training (experimental) and the other not to receive training (control). The random selection helps to assure the formation of groups quite similar to each other. Measures are taken of the relevant indicators of success (e.g. words typed per minute, quality pieces produced per hour, wires attached per minute) before and after training for both groups. If the gains demonstrated by the experimental groups are better than those by the control group, the training program is labeled as successful.

CLOSED-LOOP SYSTEM:

It may be observed that the model suggests that a training program should be a closed-loop system in which the evaluation process provides for continual modification of the program. The information may become available at several stages in the evaluation process. For example, an effective monitoring program might show that the training program has not been implemented as originally planned. In other instances, different conclusions might be supported by comparing data obtained from the evaluation of training. In addition, even when

the training program achieves its stated objectives, there are always developments that can affect the program, including the new training techniques or characteristics of trainees. Obviously, the development of training program needs to be viewed as a continuously evolving process.

5.8.10 IMPEDIMENTS TO EFFECTIVE TRAINING

There are many impediments which can make a training program ineffective. Following are the major hindrances:

MANAGEMENT COMMITMENT IS LACKING AND UNEVEN

Most companies do not spend money on training. Those that do, tend to concentrate on managers, technicians and professionals. The rank-and-file workers are ignored. This must change, for, as a result of rapid technological change, combined with new approaches to organizational design and production management, workers are required to learn three types of new skills: (i) the ability to use technology, (ii) the ability to maintain it, and (ill) the ability to diagnose system problems. In an increasingly competitive environment, the ability to implement rapid changes in products and technologies is often essential for economic viability

AGGREGATE SPENDING ON TRAINING IS INADEQUATE

Companies spend minuscule proportions of their revenues on training. Worse still, budget allocation to training is the first item to be cut when a company faces a financial crunch.

EDUCATIONAL INSTITUTIONS AWARD DEGREES BUT GRADUATES LACK SKILLS

This is the reason why business must spend vast sums of money to train workers in basic skills. Organizations also need to train employees in multiple skills. Managers, particularly at the middle level, need to be retrained in team-playing skills, entrepreneurship skills, leadership skills and customer- orientation skills.

LARGE-SCALE POACHING OF TRAINED WORKERS

Trained workforce is in great demand. Unlike Germany, where local business groups pressure companies not to poach on another company's employees, there is no such system in our country. Companies in our country, however, insist on employees to sign 'bonds of tenure' before sending them for training, particularly before deputing them to undergo training in foreign countries. Such bonds are not effective as the employees or the poachers are prepared to pay the stipulated amounts as compensation when the bonds are breached.

NO HELP TO WORKERS DISPLACED BECAUSE OF DOWNSIZING

Organizations are downsizing and de- layering in order to trim their workforces. The government should set apart certain fund from the National Renewal Fund for the purpose of retraining and rehabilitating displaced workers.

EMPLOYERS AND B SCHOOLS MUST DEVELOP CLOSER TIES

B Schools are often seen as: responding to Labor-market demands. Business is seen as not communicating its demands to B Schools. This must change. Businessmen must sit with Deans and structure the courses that would serve the purpose of business better.

ORGANIZED LABOUR CAN HELP

Organized Labour can play a positive role in imparting training workers. Major trade unions in our country seem to be busy in attending to mundane issues such bonus, wage revision, settlement of disputes, and the like. They have little time in imparting training to their members.

5.8.11 HOW TO MAKE TRAINING EFFECTIVE?

Action on the following lines needs to be initiated to make training practice effective:

1. Ensure that the management commits itself to allocate major resources and adequate time to training. This is what high-performing organizations do. For example, Xerox Corporation, in the US invests about $ 300 million annually, or about 2.5 per cent of its revenue on training. Similarly, Hewlett-Packard spends about five per cent of its annual revenue to train its 87.OC: workers.
2. Ensure that training contributes to competitive strategies of the firm. Different strategies need different HR skills for implementation. Let training help employees at all levels acquire the needed skills.
3. Ensure that a comprehensive and systematic approach to training exists, and training and retraining are done at all levels on a continuous and ongoing basis.
4. Make learning one of the fundamental values of the company. Let this philosophy percolate down to all employees in the organization.
5. Ensure that there is proper linkage among organizational, operational and individual training needs.
6. Create a system to evaluate the effectiveness of training. (Evaluation of training has been discussed above.)

5.8.12 HOW EXIM BANK CONDUCT TRAINING

Exim Bank Limited follows the effective training methods where they have additional **TRAINING INSTITUE** where they conduct training with all the facilities of environmental to faculties, all the required technologies.

HOW EXIM BANK LIMITED SELECT & INFORM EMPLOYEE FOR TRAINING

HR Division of EXIM BANK LIMITED collects individual report by performance wise data monthly from the respective branches and then they analyze data for training requirement. Even if they produces new services, they also create training sessions for the officers/employees.

After analyzing data, finally they upload the trainee list to their web server also sends hard copy of training paper belongs to inward for confirmation to individuals.

The paper contains training specification, date and time for the each individual. Depending on the training specification, sometime EXIM BANK LIMITED hires visiting faculties for the training conduction.

5.8.13 TRAINING ACTIVITIES IN EXIM BANK LIMITED:

I have completed my internship program at Jatrabari Branch, of Exim Bank Limited. In the time of my internship program I have to assign by my supervisor for preparing a report on ***Training & Development*** of Exim Bank Limited. So I tried my level best to concentrate on the activities related to the specified topic. From my practical experience, observation and discussion with the employees I found the following thing regarding training of EXIM BANK LIMITED:

EMPLOYEE'S OFF THE JOB TRAINING DETAILS:

The employees of the bank are taken several training based on Bank related activities which are mostly arranged by the EXIM BANK LIMITED training institution. Among the training program Foundation course on Banking, Basic training for Bankers, Anti Money Laundering Act., Foreign Exchange Transaction Reporting, etc. are taken by the employees mostly. As today automation is made now a days to all the activities of the banking but there are only some employees are taken automation related training based on Bank activities.

EMPLOYEE'S ON THE JOB TRAINING DETAILS OF THIS BRANCH:

The employees who are newly appointed they are taking on the job training for a period of 45 working days. In this time they gather knowledge from practical working experience from the Branch.

FRESHERS TRAINING IN EXIM BANK LIMITED:

Job	Description	Duration
Welcome	Orientation of the Branch by the Head of Branch.	1 day
Account Opening	Front Desk services of the branch. Opening of various types of accounts. Like as CD, SB, STD, FDR and all types Scheme Accounts KYC & transaction profile. Issuance of Cheque books & its procedure.	3 days
Cash & Cash items	Receipts and Payments of Cash, cash balance book.	1 day
Remittance & Bills	Issuance of TT, DD, PO, PS, OBC, IBC, etc. Detail procedure.	3 days
Accounts and Subsidiary Ledgers	Preparation of daily vouchers & posting. To understand General Ledger. Statement of affairs and daily Head Office General Account Statement. Operation of Bankers account. Preparation of various statements/returns related to Head Office & Bangladesh Bank.	3 days
Clearing	Operation of clearing house. Preparation of necessary vouchers, posting & maintenance of registers etc.	4 days
Advance	Preliminary knowledge for processing of various credit Proposals. Different types of Loans and Advances. Loan documentation and disbursement. CIB Enquiry. Loan classification and statement preparation. Preparation of various statements.	15 days

Foreign Trade & Foreign Remittance (Inward & Outward)	Opening of Letter of Credit (L/C). Lodgment of documents Post shipment finance (Sight L/C) Export L/C advising &security. Opening of Back to Back L/C. Negotiate and Collection of export document. Primary knowledge of exchange control regulations, UCP-600, URR, URC, ISBP, Import policy, Export policy. Lodgment of vouchers. Issuance of IMP & EXP. Follow up & monitoring of RMG finance. Foreign remittance, FC endorsement, Issuance of TC. Monthly reporting of Foreign Exchange transactions. Obtaining bill of entries & matching.	14 days
Establishment & Administration	Processing of leave, Maintenance of leave record resister, attendance register, stationery items, dead stock articles & registers. Dispatch & receipt of letters. Maintenance of Inward and Outward mail registers. All other administrative job.	1 day
Marketing of Liabilities and Assets	The branch should utilize the services of the officers for marketing of deposits.	As and when required
Total		45 days

By these training, EXIM BANK LIMITED tries to give close observation about their activities to their newly appointed employees for doing better in their actual work position. The new employees are easily can match and understand about the activities and objectives of the EXIM BANK LIMITED.

CHAPTER-6
SWOT ANALYSIS

6.1 SWOT ANALYSIS Of Exim Bank Limited:

SWOT is a short form for the internal strength and weakness of a firm and the environmental Opportunity and Threat facing that firm. So if we consider Exim Bank ltd. as a business firm and analyze its strength, weakness, opportunity and threat the scenario will be as follows:

STRENGTH:

- Energetic as well as smart team work.
- Good Management
- Cooperation with each other
- Membership with SWIFT
- Good banker-customer relationship
- Strong Financial Position
- Huge business area

OPPORTUNITY:

- Launching own ATM card services with VISA/MAESTRO/AMEX Logo.
- Change in political environment
- Growth of sales volume
- Online Banking Services

THREATS

- Other Commercial bank those provide large networked online banking.
- High interest paid by other Commercial bank in FDR.
- Daily basis interest on deposit offered by other banks in Bangladesh

WEAKNESS:

- Few of the parts are conducted by INTERNEE with many errors.
- Lack of own ATM services
- Lack of experienced employees in junior level management
- Regular training arrangement makes slow service impacts to serve daily banking services.

CHAPTER-7

CONCLUSION
&
RECOMENDATION

7.1 CONCLUSION

Exim Bank Ltd. constantly looks for ways and means to improve productivity by rendering to its clients in order to remain competitive in the market. The success is resulted from dedication, commitment and dynamic leadership of its management over the periods.

From the statements of the top authority it is understandable that how much they aware about the proper use of HRM practices and regular development in Exim Bank Limited. I hope that the authority always aware about employees so they can provide excellence service with efficiency, accuracy and proficiency to the clients and meet the ultimate objectives of EXIM BANK LIMITED.

7.2 RECOMMENDATION

Through my practical experience, observation and discussion with the employees about HRM Practices in this Branch I found out their limitation and made some important recommendation in my points of view.

- Traditional recruitment procedure should be avoided, recruitment should be based on competency. In this case, they should go to the Career Counseling in different public and private universities.
- More training arrangements for the employees who makes repeated errors, sensitive works should be avoided by doing with internee. **Exception:** Some internee does great job, in some cases better than existing employees. This type of internee should get proposed & recruited by the HR Division according to their performance where they can help to attain efficiency to reach organizational goal.
- I found that the employees of this Branch are more concentration on collecting deposits as official order and sometimes it create hamper to their actual duties and responsibilities. Though collecting deposits are essential for the Bank but the top authority should also concern about this matter.
- Up to date banking software should be use to give batter service to the customers. The Software in General Banking as well as foreign exchange should be upgraded.
- Regular Performance Appraisal and assuring promotion/reward depending upon that will resist the employees switching tendency.
- Internal conflict among the employees should be mitigate

Many people face different problems to arrange an introducer in the time of opening accounts and they sometime looses interest to avail account with the EXIM BANK LIMITED and switch to other banks as their convenient.

Reference:

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Annexure

Questionnaire

The questionnaire attempts to collect information from the employees to find out their perception on the development of employees by training in the organization, employee motivation to learn and perceived enablers and barriers for learning.

May I request you to fill the questionnaire? I assure you that the information given by you will be kept strictly confidential and used for academic purpose only. No part of this study will be printed nor be disclosed. Your kind cooperation and guidance is important for the success of this study and will be very much appreciated.

Name of the Organization:

Name of the Respondent:

Designation:

1) How long do you work in your institution?

(a) 0-5 years
(b) 5-10 years
(c) 10-15 years
(d) Above 15 years

2) Are you satisfied with the designation you get from the management where you work?

(a) Highly satisfied
(b) Satisfied
(c) Dissatisfied
(d) Highly dissatisfied

3) Some employees are given proposal to arrange more effective training session for those who are inefficient in work?

(a) Strongly agree
(b) Agree
(c) Somewhat agree
(d) Disagree
(e) Strongly disagree

4) What are the methods followed for training in your organization?

(a) Coaching
(b) Lectures
(c) Seminars
(d) Workshops

5) To whom the training is given more in your organization?

(a) Senior staff
(b) Junior staff
(c) New staff
(d) Based on requirement

6) What types of training is being imparted for new recruiters in your organization?

(a) Technical training and professional training.
(b) Management training
(c) Presentation skills
(d) Others _____

7) Whether the training methods in your organization are incorporating recent trends?

(a) Up to date
(b) Regularly
(c) Sometimes
(d) Traditional method

8) Preferred methods of training are -

(a) Lecture method
(b) Case study method
(c) Role plays
(d) E-learning method

9) What types of training do you consider for an employee is badly needed as?

(a) On monthly basis
(b) Quarterly basis
(c) yearly basis
(d) Annual basis.

10) How many training programs are normally occurred in your institution for an employee in a year?

(a) 0-5 per year
(b) 1-2 per year
(c) 5-7 per year
(d) None.

11) What types of training programs conducted in your organization?

(a) Leadership development programs
(b) Executive development programs
(c) Technical development programs
(d) Safety related programs
(e) Moral professional development program.

12) How often training is conducted in your organization?

(a) Quarterly
(b) Half yearly
(c) Monthly
(d) Depends on requirement
(e) Annual.

13) Is there any evaluation sheet is prevailing in your training session?

(a) Yes
(b) No.

14) Does your superiors/subordinates are communicating well about your performance after training program?

(a) Strongly agree
(b) Agree
(c) Somewhat agree
(d) Disagree
(e) Strongly disagree.

15) How much satisfied with the training materials that are provided your training in your institution?

(a) Highly satisfied
(b) Satisfied
(c) Dissatisfied
(d) Highly dissatisfied

Thank you, for your valuable support, time and co-operation. All the data that you have provided is strictly confidential and will be use only in research purpose.