

CAREER DEVELOPMENT AND STAFF MOTIVATION IN THE BANKING

INDUSTRY: A CASE STUDY OF BANK OF UGANDA

BY

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REG. NO. 2004/HD14/0435U

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**A Dissertation submitted in partial fulfillment of the requirement for the award
of a Master of Arts degree in Public Administration and Management (MAPAM)
degree of Makerere University**

November 2010

DECLARATION

I hereby declare that this is my own work and that it has not been submitted anywhere for any academic award. Sources of information used here have been duly acknowledged.

Signed.....Date.....

Research Approval

This dissertation has been submitted with my approval as supervisor.

Professor Peter Baguma

Signed.....

Date.....

DEDICATION

This work is dedicated to my dearly beloved parents, Reverend Canon Yafesi

K. Mwanje and the late Erinnah Agnes N. Mwanje. It is also dedicated to my late brothers Daniel, Samuel, John and Steven. It is, again, dedicated to my sisters Rachel, Phoebe and Penina and my angelic nieces and nephews.

ACKNOWLEDGEMENT

I am deeply indebted to many people without whose assistance; I would not have succeeded in completing my research.

First and foremost, I wish to extend my heartfelt thanks to Professor Peter Baguma without whose direction, I would not have been able to do this study. His patience, guidance and great intellect have been of great value in the production of quality work.

My gratitude goes to the lecturers of the department of Political Science and Public Administration. They equipped me with the theoretical base and knowledge that have been vital to the production of this work.

I am grateful to the management of Bank of Uganda for the financial assistance that enabled me to undertake my post-graduate studies. Special thanks go to Mr. Stephen Matanda and Mr. David Behena, my former Heads of Department and Division respectively, for their tremendous support and facilitation.

I wish to extend my warm appreciation to the Bank's management for allowing me to carry out my research in the institution; and to senior management and staff for being a rich source of information for my study.

Special thanks go to Pastor Imelda Namutebi Kula whose spiritual guidance, encouragement and prayers have helped me through turbulent times. Also, I warmly thank Dr. Tamale-Ssali and his team at Women's International Hospital and Fertility Centre, whose blessed hands and treatment have given me the chance to be a healthier person after a decade of illness.

My deepest thanks go to my family for their patience and love when I have been away for long periods either reading or working on my study. Their understanding has been of great value to me.

Most importantly, I thank the Almighty God without whose divine favor this study would not have been completed.

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A List of Abbreviations

BBC	:	British Broadcasting Corporation
BoU	:	Bank of Uganda
MAPAM	:	Masters of Arts in Public Administration & Management
The Bank	:	Refers to Bank of Uganda

ABSTRACT

Lack of career advancement after training in Bank of Uganda is an area of great interest and concern. The lack of career advancement affects motivation and performance. However, how training influences motivation is not well researched in BoU. The objectives of this study were to assess career advancement after training, identify constraints to career advancement, assess the level of motivation among trained personnel, establish strategies to minimize constraints to career advancement and assess the effect of career advancement on motivation. The study employed a case study research design where information was solicited mainly through the use of self administered questionnaires and face-to-face interview guides. Respondents for the self administered questionnaires were picked through stratified sampling. From each stratum or group, a random sample was selected. Purposive sampling was employed for key informants who were subjected to face-to-face interviews. Data analysis was done using percentages. The study revealed that among other things, low chances of promotion after training seem to point to the irrelevance of training to promotion. A marked lack of opportunities regarding career paths was revealed. The study revealed that although Bank of Uganda recognized skills and accomplishments after training, staff at levels do not benefit from career advancement after training. It was revealed, through the study, that the inflexible organizational structure, poor policies on promotion, favoritism and irrelevant training were responsible for lack of career advancement after training. The study identified setting clear and transparent policies on promotion and free and fair competition for promotion as a few of the strategies that could minimize constraints to career advancement. The study also revealed that career advancement had a highly significant effect on motivation. The study has recommended among other things, that Bank of Uganda improves the relationship between training and promotion through a more flexible structure and new reward system.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Background to the study

Career development and staff motivation are key strategic considerations for all organizations regardless of size, sector, market or profile.

The development of the capacity and capability of the organization's managers has a fundamental impact on efficiency, effectiveness, morale and profitability of an organization. High performing organizations increasingly pay close attention to the validity of their recruitment practices and are becoming equally vigilant about developing their employees in order to ensure they achieve optimum performance both in the present and the future. This is confirmed by Mwenebirinda (1998) who acknowledges that employee performance can be enhanced by training that addresses identified weaknesses.

One of the most significant developments in the banking industry in recent times is the increasing importance given to human resources. Torrington and Hall (1987) agree and point out that due to their use of labour intensive activities and increasing competition within the industry, financial services in general and banks in particular have embarked on considerable investment in training. More and more attention is being paid to motivational aspects of human personality, particularly the need for self-esteem, group belonging and self-actualization.

This new awakening of humanism and humanization all over the world has in fact enlarged the scope of applying principles of human resource management in the banking industry. The development of people, their competencies and the process of development of the total organization are the main concerns of human resource management (Pareek and Rao, 1992).

Proper planning and management of human resources within the banking industry is essential to increase the capabilities, motivation and overall effectiveness of employees.

Stones and Freeman (1992) list special training for career development and motivation undertaken by supervisors as: Career Planning and Development for Personnel. A career refers to all of the jobs that people hold during their working lives. Career planning is the process by which employees plan their career goals and paths. Career development refers to all of the technical and managerial skills employees acquire to achieve their career plans. Career advancement, which gives a picture of future opportunities in terms of promotion, is a motivating factor for performance and development of skills.

According to Armstrong (2001) motivation is goal-oriented behavior. Most employees are motivated when their expectations regarding goal attainment can be clearly linked to specific anticipated actions on part of management. Basically, motivation concerns “motives” and “needs”; and Beardwell, Holden and Claydon (2004) point out that motivation is increasingly seen by managers as a mechanism for improved

performance through the development of positive attitudes in employees. That is why a lot of attention should be directed to the administration of reward systems and strategies within organizations, which greatly affect employees' "self-esteem" or "self-worth".

The management of any organization can motivate employees through incentives, rewards, participatory leadership, satisfying work and an enabling environment in which work is done. Here issues regarding an "equitable" payment system, training opportunities and real opportunities for career advancement are very pertinent to the satisfaction of employees' needs. Motivation contributes greatly to productivity in organizations. This is a point highlighted by Armstrong (2001) who asserts that issues regarding motivation should be closely monitored in organizations because they affect the sustenance of high levels of performance through people; from whom management expects results that are in accordance with organizational goals and objectives. Performance involves employees' application of their abilities and efforts; that is why employee motivation is so vital to overall performance of any organization. This study is focusing on career development in general and career advancement in particular.

Over the years, Bank of Uganda (BOU) has developed training and career development policies and over the years many employees (both senior and junior staff) have trained. According to the BOU Training Policy (2001) this has been done to facilitate among others, the promotion of career and professional development of

staff, preparation of staff for higher responsibilities and the synchronization of required knowledge, skills and attitudes to the need for performance improvement. It is assumed that after training these employees should be promoted so that they advance their careers. This would also motivate them. However, this seems not to be the case. There is lack of career advancement after training in Bank of Uganda (BOU); this is likely to seriously affect the motivation of employees to perform their duties. This seriously affects their motivation. If motivation is affected, the Bank's performance will suffer and Bank of Uganda will not achieve its objectives.

1.2 Statement of the Problem

Many people have trained but they have remained stagnant with little evidence of career advancement. There is a level from which employees (whether clerical staff or officer cadre) find it difficult to move upwards or get promoted yet the Bank needs employees who perform their duties well. Lack of career advancement after training is a problem. However, how lack of career advancement affects the motivation of employees remains not well understood in BOU. In addition the hindrances to career advancement are not known and the solutions to these hindrances are not known either. If this problem continues and motivation gets seriously affected, the performance of the employees is likely to dwindle and this could seriously affect the achievement of the goals and objectives of the Bank. Furthermore, it may not be defensible for the Bank to continue spending large amounts of money on training, which may not lead to career advancement and improved organizational performance. The focus of this study, therefore, was to assess whether there was career advancement

after training, the hindrances to career advancement after training and the effect of this on employee motivation.

1.3 Objectives of the study

1.3.1 General objective

The purpose of the study was to analyze the nature of career development and staff motivation in the banking industry.

1.3.2 Specific objectives

- 1) To assess career advancement after training.
- 2) To investigate constraints to career advancement.
- 3) To assess the level of motivation among trained personnel.
- 4) To discuss strategies to minimize constraints to career advancement.
- 5) To assess the effect of career advancement on motivation.

1.3.3 Research Questions

- 1) What is the level of career advancement after training?
- 2) What are the constraints to career advancement?
- 3) What is the level of motivation among trained personnel?
- 4) What strategies can be used to minimize constraints to career advancement?
- 5) What is the impact of career advancement on motivation?

1.4 Significance of the Study

This study has created knowledge about career advancement and its hindrances and how the hindrances can be overcome and its effect on motivation. The first beneficiary would be Bank of Uganda. It was hoped that the findings of the study would enable policy makers to seriously address the lack of career advancement after training.

Institutions like for example other Central Banks in the region, which may have similar problems, would learn from BOU's experience and they would give more attention to their career development and career advancement policies.

Researchers would use the dissertation as reference material.

Managers in banks interested in manpower planning and career development would use the findings of this study to evaluate possible/likely strategies that could adequately address the lack of career advancement after training in institutions.

1.5 Conceptual Framework

Training is supposed to lead to career advancement, which should lead to motivation. In some instances, training does not lead to career advancement due to hindrances which can be political, individual, organizational, social to mention but a few.

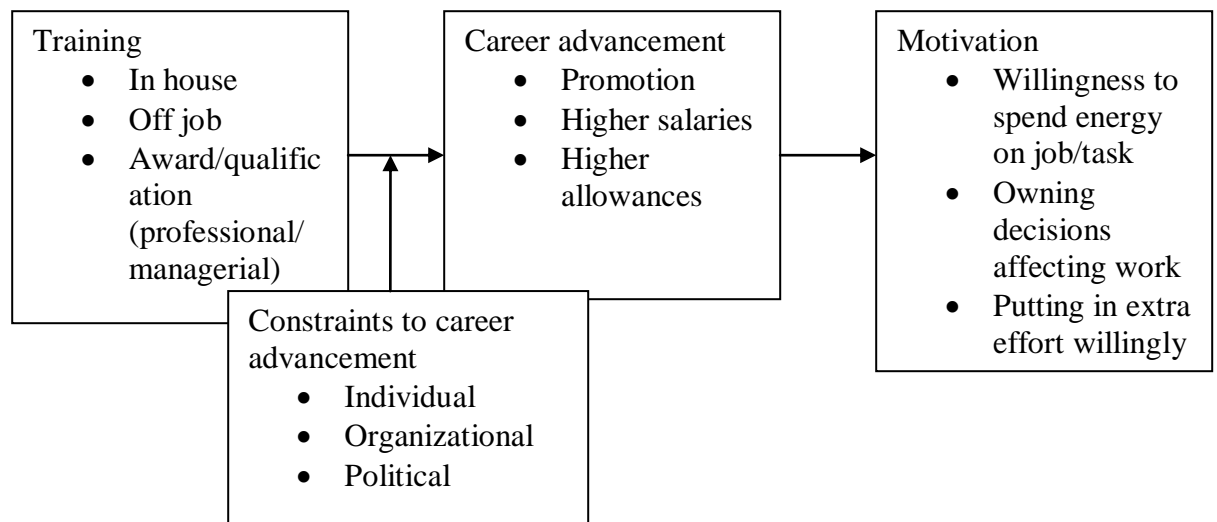


Figure 1: The Conceptual framework for the study

In BOU training seems not to always lead to career advancement and this is the focus of the study. As outlined in the conceptual frame work, training can take various forms including in house programs and off the job courses which may lead to the award of an attendance certificate, a diploma or professional/managerial qualification. Training normally leads to improved performance. Improved performance should result into career advancement in the form of for example, promotion, higher salaries and higher allowances.

However, there are hindrances to career advancement, which may be due to individual limitations, organizational weaknesses or political pressure and influence. On the other hand, career advancement should motivate employees and induces them to willingly spend energy on the job or task, to own decisions affecting their work and to willingly put in extra time and effort on the job.

1.6 Definition of Concepts

1.6.1 Career development

Beardwell I, Holden L and Claydon T. (2004) noted that individual development interacts with the organization and its development through the individual's career. It is a very broad term and this study will limit itself to the definition of career development as the process through which an individual's moves and experiences through the organization are seen to be rising to higher levels or otherwise, and how he/she interprets those experiences. Career development would then meet the needs of both the individual and the organization.

1.6.2 Career advancement

For purposes of this study career advancement will be taken to imply progression through the ranks of the organizational hierarchy.

1.6.3 Training

According to Armstrong, (2001.), training is the process through which learning formally and systematically modifies behavior through education, instruction, development and planned experience. In the context of this study, training is a

deliberate action focused at bringing about improvement in job performance and hence facilitates career advancement.

1.6.4 Motivation

In this study, motivation will mean the process through which employees are given the impetus to maintain high performance levels through among others rewards, supervision, incentives and work situations and as noted by Armstrong (2001) motivation can be best described as goal directed behavior.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter reviews the related literature available on the problem under study according to selected themes that are related to the study. It ends with a conclusion that highlights the research gap. Focus is on career development in general, learning as a life long process, career advancement, training, the relationship between training and career advancement, hindrances to career advancement after training, motivation and the relationship between career advancement and motivation.

2.1.1 Career development: a general perspective

According to Armstrong (2001) career development is of great importance to both the individual employee and the organization. This is so because there is interaction between the organization for which he/she works and the development of the organization through the employees' career. An employee develops his/her career through a continuous acquisition of managerial or professional skills and experience which may bring about rewards and promotion. Graham and Bennett (1995) agree with this and contend that career development involves higher status and responsibilities which can take place in one organization or through movement between organizations or a combination of both. Employees could move from one institution to another not necessarily in the same career, but probably from one field to another or from one level to another.

In today's competitive market, successful businesses regardless of size need employees who have the necessary knowledge and skills to make an effective

contribution as drivers towards achieving a competitive edge. Therefore, vision of a competent, confident, loyal and valued workforce delivering high quality, person-centered services is rightly ambitious. Armstrong (2001) agrees and points out, that today's dynamic environment requires continuous professional and managerial development. Stakeholders should put in place, if not already available, a range of structures and processes to support the development of the workforce we need now and for the future. Pareek and Rao (1992) concur and argue that training and development of employees should be seen as an investment, not a cost; and that bad performance, ignorance and low commitment to duty are very costly barriers in business. It is pointed out that the key to high levels of performance lies in having employees who are willing to work, are well managed, well led, well motivated and are always re-skilling. Career development covers an employee's working life. It starts with, for example staff orientation, on-job training, experience, short courses, professional courses, post graduate degrees or diplomas.

2.1.2 Lifelong learning for life changing work.

According to the National Strategy for the Development of the social service workforce in Scotland (2005), employee development is the foundation on which the confidence and competence of individual staff is built. It is for all posts and people within an organization. Implementation of the Scottish credit and qualifications framework makes it possible to build up credit from a range of learning which contributes towards qualifications and help with recognition of prior learning and credit transfer from previously gained qualifications.

Furthermore, even with policies in place and everyone committed to the principle of continuous learning and development, it is important to acknowledge the challenge of meeting the full range of learning and development needs in organizations ranging from prior learning, induction, core social services qualification provision (initial qualifications and continuing employees development for all staff.

Beardwell, Holden & Claydon (2004) indeed argue that lifespan development embraces the total development of the individual over time; and that people are therefore continuously engaging in learning processes as they seek balance between changing self and changing environment.

2.1.3 Career Advancement

Career advancement normally entails a clearly marked path of progression through the ranks of an organization. It is based on merit without regard for race, gender, age or ethnicity. Deserving cases become eligible for advancement. When employees get to know that each one of them has an equal chance of making it to the top, it becomes easy for them to put in their best. Graham and Bennet (1995) agree and note that the prospect of career advancement might in itself motivate employees to work hard. Baguma and Rwabwera (n.d.) also confirm that employees aspire to progress steadily in organizations for which they work.

Under normal circumstances, career advancement would involve the existence of alternative career paths based on the individual employee's and organizational needs. As Capelli and Hamori (2005) point out lack of advancement, for any reason, damages a manager's chances of making it to the top. Their study involving 100 executives

brought out an interesting fact – that the longer one stays in a job the less likely his/her chances of advancement.

2.1.4 Training

Training is crucial for any organization's success. As the Tanzania Institute of Bankers (2003) points out training is work oriented; and that it changes attitudes and imparts knowledge. Employees grow and develop through a continuous process of learning and training. Identifying and developing talents becomes a key factor in organizations in which employees are facilitated to realize their professional ambitions. The point is expounded further by Torrington and Hall (1987) who assert that training is necessary for effective performance and job satisfaction. Indeed, the Tanzania Institute of Bankers (2003) argues that training reduces dissatisfaction, discontent, absenteeism and employee turnover. The institute further points out that promotional training which gives priority to existing staff is a great morale booster. It leads to greater efficiency for the concerned staff. Due consideration has to be given to organizational needs, availability of resources and an organizational setting that facilitates effective work performance.

The two scholars mentioned above point out that investment in training especially management development produces tangible results in the long run. Nakauka Kalanzi (1998) agrees and notes and after training a manager aspires to put in excellent performance. The desire to excel is very real. In her study on three banks in Uganda, regarding the effect of management training on managerial performance, Nakauka Kalanzi highlighted the fact that training plays a major part in harmonizing individual

and organization goals. In the same vein, Baguma and Rwabwera (n.d) brought out an interesting point that nations can improve their economies when management training brings about effectiveness in the way organizations carry out their activities. The Tanzania Institute of Bankers (2003) also emphasizes management development as a tool which among other things, ensures and aids effective succession planning. It also increases managerial capacity, motivates and aids retention of capable managers and encourages the pursuit of career development for managers.

2.2. Relationship between training and career advancement

To develop skills required for the different roles an employee takes on as he/she progresses/advances through the ranks takes time: the progress is facilitated by training and the development of managerial and professional skills. Mullins (2005), points out that training provides more opportunities for ‘career progression’ because it may boost competence levels of individuals and the organization. Training is, therefore, seen as vital for career advancement for employees in general and managers in particular. The study conducted by Tharenou, Latimer and Conroy (1994), concerning Australian organizations, revealed that indeed training enhanced and even led to career advancement for managers (although men gained more from training than women!). Managerial advancement was measured through managerial hierarchy, salary and span of control (subordinates under one’s control). It is argued further that training, especially ‘formal off-the job courses’ prepare staff for progressive advancement to higher levels of management; that this posits a positive path from training to managerial advancement. Indeed, Nakauka Kalanzi (1998) in her study of Bank of Uganda, UCBL and Co-operative bank, found out that training of managers

positively affected their performance and that training contributed to improved performance of both the individual and the organization. Training can lead to development of individual's professional and managerial skills, credence and eligibility and thus facilitate career advancement in general and promotion in particular. This is in line with the objectives of BOU's Training Policy which focuses on among other things, staff performance, professional development of bank staff, preparation of staff for higher responsibilities and imparting required competencies, knowledge, skills and attitudes needed for performance improvement. The philosophy behind BOU's Training Policy, therefore, recognizes that training leads to the enhancement of self, professional and career development which would, normally, lead to career advancement. Mullins (2005) revealed that training is normally geared towards ensuring that there is continuity in employees' career development.

Beardwell, Holden & Claydon (2004) agree and conclude that individuals expect reward for their training or development; they have put in effort, become more skilled and expect greater reward in the form of promotion, pay increase and more demanding or higher status jobs; a point which appears to be acknowledged by Bartlett, albeit in another context. Kenneth Bartlett discovered, in his study among registered nurses (published on-line 29th January 2002 <http://www3.interscience.wiley.com/cgi-bin/abstract/900010666>, that the perceived benefits of training are positively related to organizational commitment (and implicitly, job satisfaction). Mullins (2005) also contends that training provides an opportunity for salary increase and promotion.

2.3 Hindrances to career advancement after training

2.3.1 Organization Structure

The organizational structure as noted by Tharenous et al (1994) may indeed play a part in one's job situation as far as training and career advancement are concerned. It is argued further that an organization whose hierarchy is dominated by men may impact negatively for career advancement for women managers.

In addition, a rigid structure which provides very few job openings impacts negatively on career advancement after training. Beardwell, Holden and Claydon (2004) observe and rightly so that effective management development should give due consideration to career paths and opportunities for promotion and progression. Today, due to rapid changes in organizations, (as organizations are delayed) there is a great deal of uncertainty and no clearly defined progression paths; promotion is no longer 'automatic' as was the case in the structures and cultures of traditional organizations. This scenario is very real as BBC workers found out in the 1990s due to organizational changes and 'corporate-belt tightening' in the 1980's (Hilton 1991). The issue is explored by Torrington & Hall (1995) who attribute the decreasing opportunities for upward promotion which appeals to most employees, to organizational layering; they go further and point out that in the longer term, constant change and reshaping in organizations turn career planning into an exercise in 'fortune telling' (futility).

2.3.2 Individual factors

Torrington and Hall (1995), note that the responsibility for managing a career is with the individual, although the organization may play a key role in facilitating and

supporting this. Indeed an employee who pursues training that is inconsistent with the organization's set goals and objectives would not advance his/her career. This point is also advanced by Mullins (2005) who argues that for self development to be supported by management, it has to be relevant to organizational needs and goals. Graham and Bennett (1995) concur and in their discussion of jobs and careers argue that employees should set and aim at specific targets, identify career priorities and consistently monitor their achievements and failures.

2.3.3 Political factors

Organizational politics may prove to be a hindrance to career advancement after training in whatever form it takes (from nepotism, ethnicity, 'corruption' to favoritism). Nzuve (2007) states that, in some institutions, managers create 'coalitions' to assist, block, protect or hinder some employees. On the other hand, some organizations for example may have to be conceptualized in the larger context of national politics. Indeed The Evergreen Business Group (2006) in their discussion on accelerating career success, acknowledge that organization politics can be a real problem that can stretch from victimization, disregard for ethics, talent and manipulation by supervisors. Robbins (2010) points out that, systems that can be manipulated by managers in order to reward and recognize 'favorite' employees demoralize the rest of the staff. Cranfield University's School of Management (2006) agree and send a stark warning that organization politics, which concerns motives, power, positions and competition, if not used constructively, can impact negatively on various aspects of the workplace.

2.3.4 Social Factors

Taking a break from employment to raise young children halts one's career advancement. Branching out in a new field for a more flexible job in which to raise children also puts a stop to one's aspirations in an organization which had provided stable employment; this interruption of one's career path way is highlighted by Torrington & Hall (1998). Even issues regarding accommodation of husband/partner's career may come into play here. In addition, feelings of inferiority among women and racial minorities, or 'social class identity' as Torrington & Hall (1998) describe it, may limit career choices or even advancement in as much as promotional interviews are concerned.

2.4 Motivation

Studying motivation, as noted by Graham and Bennett (1995), is an integral part of human resource management. The two scholars point out that motivation focuses on reasons that explain the way people behave. As Nzuve (2007) points out, all managers should address themselves to issues of employee motivation. He concludes that the life span of organizations depends very much on their ability to achieve personal and organizational goals. Graham and Bennett (1995) confirm the issue of needs or motives. The two scholars contend that our behavior as human beings is "goal-seeking". Armstrong (2001) agrees that indeed motivation is "goal-directed" behavior. Beardwell, Holden and Claydon (2004) also concur and argue that motives direct the way employees behave at the work place. This point is also highlighted by Nzuve (2007) who confirms that motivation 'energizes', 'directs' and 'sustains' behavior. This is confirmed by Stoner, Freeman and Gilbert (2002) who point out

that motivation is a great contributor to the extent of employee commitment. They also argue that motivation cannot be in isolation it must go hand in hand with, among other things, 'learning' and 'ability'.

According to Nomura Research Institute Ltd (2005) future leaders ought to be selected on the basis of their 'ability to stimulate organizational motivation'. It is, therefore, very important, for organizations to take the issue of motivation seriously in administration of reward systems because job satisfaction or lack of it affects productivity and the achievement of organizational goals. The Tanzania Institute of Bankers (2003) notes that, the force that is behind motivation drives employees to act and put in (willingly) their best performance towards the achievement of expected results. Managers, therefore, need to 'understand' the needs and aspirations of their employees. Kakama (1995) also highlights the point that reward systems can motivate or demotivate employees. He notes that managers must know what motivates employees so as to bring about improvement in job performance. He goes further to argue that where employees' goals are not met (and organizational goals are not in conformity with personal goals of employees), employees may not identify themselves with organization goals. As a consequence, organizational goals may be put in jeopardy.

While discussing motivation, the State of Queensland "(Disability Services Queensland,2003)"<http://www.disability.qld.gor.au/workprice.planning/toolkit/issues/cd-practice-benefits.cfm> observed that keeping staff motivated is good for business;

that it results in higher productivity, better levels of customer service and staff retention (thereby reducing on recruitment and training new staff).

2.5 Relationship between career advancement and motivation

Lynton and Pareck (1990) emphasize that employers should always encourage staff to re-skill as a means of benefiting the organization. These scholars equate any reduction regarding learning and development to “commercial suicide”; and they contend that organizations that actively encourage learning become more competitive (and profitable) to cope with today’s increasingly demanding and selective customers.

The State of Queensland (Disability Services Queensland) 2003.
<http://www/disability/qld.gov.au/workforceplanning/toolkit/issues/cd-practice-benefits.cfm>, observed the benefits that highlight the relationship between career advancement and motivation.

2.5.1 Benefits to Employees

Career advancement after training leads to the development of new skills and competencies; increased job satisfaction (more challenging work, greater variety etc.) aligning work with personal values and motivations; provides a map for employees to see how they might be able to move laterally or vertically in the organization; provides individuals with a degree of influence and control over the direction of their careers and an ability to identify and plan their development. Indeed it is argued further that career advancement makes it possible for an organization to have a well motivated workforce - and this creates among others: improved ability of managers to plan ahead for the staffing of key positions (succession planning); better identification of the

organization's workforce planning needs; increased staff morale through a sense of development and feeling valued; lower staff turnover levels and a more stable workforce; increased internal recruitment activity (rather than external), and the associated cost savings; retention of more experienced and skilled staff and improved level of service to people with a disability and families. It should be noted, however, that some organizations prefer external recruitment in a bid to select the best person for the job.

Armstrong (2001) agrees with this and notes that people are motivated when they expect that a course of action is likely to lead to the attainment of a goal and a valued reward - one that satisfies their needs. He goes even further to assert that the organization can provide the framework that can facilitate high levels of motivation through the provision of incentives and rewards, satisfying work and opportunities for learning and growth. The manager's role here, in motivating employees to perform cannot be overemphasized. Nomura Research Institute Ltd (2005) point out that rewards are vital for staff acquisition and retention. Baguma and Rwabwera (n.d) concur and agree that promotion is necessary for job satisfaction and that it stands for increased incentives in recognition of the employee's performance and contribution. Nomura Research Institute Ltd (2005) agreed that career advancement and reward systems are 'sources' of motivation at the work place. It is, therefore, logical to believe that there may be a negative impact on motivation, morale, job satisfaction and performance in instances where employees' expectations for advancement are not met.

Indeed in their study, Nomura Research Institute Ltd (2005) found out that employees (especially young people) get apathetic when they feel there is little chance of personal growth in their career.

2.6. Conclusion

From the literature reviewed, career advancement is suggested to lead to motivation. The study was expected to support this assertion. Most of the research has been done abroad. Not much has been done in Uganda. Furthermore, the literature has failed to identify hindrances to career advancement. It also fails to establish the relationship between career advancement and motivation in a Ugandan setting.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the elements of methodology that will be applied in the study. The chapter covers research design, area of study, population of the study, sample size, sampling procedure, data collection methods and instruments, procedure for data collection and data analysis; it ends with ethical issues and anticipated problems and solutions.

3.2 Scope of the study

3.2.1 Geographical scope

The study was carried out at the Bank of Uganda (BOU) Kampala district. Bank of Uganda was selected because it is a banking institution and it is where the researcher works. Most importantly, there is a large pool of employees who have undergone training at the Bank's headquarters. In addition, the researcher believed that BOU as a pacesetter might provide a rich source of information that will be provided without fear.

3.2.2 Content scope

The study covered the following variables:

Career advancement after training, motivation, constraints to career advancement and strategies to minimize constraints to career advancement.

3.2.3 Time/Period scope

This study covered the period from July 2001 to June 2006. These are 5 financial years, fitting the length of strategic plans for most organizations. A period of 5 years is also good for testing a policy.

3.3 Research Design

The study employed a case study research design with both qualitative and quantitative aspects. The qualitative part supplemented the quantitative part.

Case study research design was selected because it enables the researcher, among other things, to focus attention on a particular group of people within a specific context (Colorado State University, 1993-2009). The aim of this study, as noted by Stake (1995) in his discussion on case study research, was to ‘catch’ an existing, unique, complex and very interesting single case; and as Yin (2004) noted, a case study focuses on a contemporary issue. In addition, case study research facilitates the in-depth examination of all variables at play with a view of providing rich data and a more comprehensive understanding of issues and problems applicable in a real-life situation (Soy, 1997).

Case study research has been criticized for subjectivity, high costs and ethical concerns (credibility and integrity). In conducting this study, the researcher has been objective. There has been no conflict of interest or preconceived notions and the cost has not been prohibitive. The findings of the study are based on actual data collected by the researcher. On issues of validity, reliability and generalization, the study has combined qualitative (through face-to-face interviews) and quantitative methods (through self-administered questionnaires) in data collection. There has been corroboration and consultation with respondents on data provided. That is a key strength of case study research design (Soy 1997). As regards issues of generality, a case study was never meant for general representation or applicability (Garson, 2008). This study may probably only be ‘comparable’ to similar studies in other central banks in the Eastern and Central African region. The validity and reliability of the study’s findings were strengthened by checking the validity of data (re-interviewing respondents and then cross checking both interviews), increased flexibility in settings during collection of data, direct contact with respondents, the use of various techniques (e.g. interviews, questionnaires and observation) and the use of a large

sample which reduced sample bias and promoted credible generalization of findings to the wider organization.

3.4 Population of the study

Bank of Uganda employed a total of 938 (Nine hundred thirty eight) staff at the time. The study population comprised of employees at the Bank Headquarters who had trained from July 2001 to June 2006; these are staff that had been trained by the Bank and staff that had used their personal resources to further their education.

Key informants, in this study, included senior management of the Bank and officials charged with implementing Bank policy.

3.5 Sample Size

Total sample size was 212 respondents for the self administered questionnaires.

To arrive at the sample size for the quantitative data, the researcher divided the total study population of about 445 employees (who had trained during the period under study) into 2 strata or groups. This was done according to gender and rank from Head of Department, Divisional Heads (or Deputy and Assistant Directors). Senior Principal Banking Officer and Principal Banking Officer, Senior Banking Officer I, Banking Officer II to clerical staff.

The tabular method suggested by Professor Israel D. Glenn states that from a study population of 450 people, the researcher should derive a sample of 212 respondents to form the sample for quantitative data (Glenn 1992, reviewed 2009). The study population was 445 trained employees, a figure which is closer to that (450) quoted in Professor Glenn's table. The researcher proceeded to select a random sample from each stratum or group and handed out self administered questionnaires to 212 respondents.

For qualitative data, the key informants were selected through purposive sampling; these are information rich cases that facilitated in depth interviews. The sample size was 14 people who were senior managers and policy implementers.

3.6 Sampling Procedure

Sampling as described by Sarantakos (1997) is the process of choosing the units of the target population which are to be included in the study in such a way that the sample of selected elements represent the population. The study adopted stratified random sampling. It respects the categories of employees and offers accurate results. Purposive sampling was employed in the case of key informants because they were knowledgeable about career advancement and motivation issues.

3.7 Data Collection Instruments

Data was collected using different instruments. Hence use of:-

3.7.1 Face-to-face interviews

According to Bailey (1994), an interview is an instance of social interaction between two individuals, the interviewer and the respondent. The interviewer fills in the instrument as the respondent answers questions he or she asks him or her.

The researcher used face-to-face interviews to allow an in-depth examination of the key informants, who comprised of senior managers and policy implementers, on issues related to career advancement and motivation. These were information rich cases and normally very busy people who did not have time to complete questionnaires. On the advantages of interviews, Campion and Hudson (1994) observe that face-to-face interviews enable the interviewer to establish rapport with respondents; allow interviewer to observe and listen; permit complex questions to be asked than in other

types of data collection and allows extensive delving to establish interviewees emotions, feelings, attitudes, prejudices and opinions. The face-to-face interview guide contained a basic checklist for relevant topics to be covered (see Appendix 1). This instrument assessed the level of career advancement after training, hindrances to career advancement and strategies that can be employed to minimize the hindrances.

3.7.2 Questionnaires

The researcher employed self administered questionnaires which are as Bailey (1994) noted instruments of data collection that are handed out to respondents and are filled by them without any assistance from the interviewer.

A motivation questionnaire based on Warr, Cook and Wall (1979) was used to assess the level of motivation among employees who have trained. A questionnaire on advancement by the Alaska Psychological Association (2002 – 2006) was adapted and modified so that it could be used to discover and assess the level of advancement, hindrances to advancement and recommendations to remove the hindrances.

The researcher chose this instrument because she wanted to cover a large representative sample of 212 respondents. Face-to-face interviews would have taken too much time and effort to be of any use. As Cano (2000) observed, self-administered questionnaires are cheaper to use and can be distributed on a large scale. In addition, sensitive topics, like the one covered by the researcher, can only be effectively studied or examined using questionnaires. Further more, standardized questionnaires used by in this study eliminated interviewer bias and solicited a very high response rate as Bernard (2006) had observed.

The questionnaire was semi-structured and had open ended and closed questions. To ease the processing of data, options for answers were provided where applicable.

3.7.3 Pre-testing the instruments

A pilot study involving 20 (twenty) selected respondents was carried out to test the instruments and as Bailey (1994) observed, to identify and address any inadequacies therein.

Comments from the pilot participants threw light on questions that participants would not have understood or would have misinterpreted. The researcher was able to provide more answers or options on the scales in the place of the many questions that had been included. That feedback helped to ensure that the instruments were not too long. In addition, the researcher improved on the clarity of instructions. Academic and professional courses were separated; and in the face of too many short courses undertaken, the choice was revised and limited to the most recent two or three courses.

The researcher showed the instruments to the supervisor. Comments from experts were sought. Incorporation of adjustments into final version facilitated improvement in the validity and reliability of the instruments. Reliability was 0.90 which is high.

3.8 Procedure for Data Collection

The researcher communicated to the Human Resources Department to seek authority to access records pertaining to senior and junior employees who had trained from July 2001 to June 2006. The researcher explained that the information provided was purely for research purposes.

The face-to-face interview guide was employed for key informants in their respective capacities through appointments. Self-administered questionnaires were given out personally by the researcher to the selected sample of BOU employees. There was a scale regarding the answers provided against which a respondent could only tick one that bore close relation to the question asked in the questionnaire.

3.9 Data Management and Analysis

3.9.1 Qualitative analysis

Qualitative data was edited, coded and analyzed using themes derived from the objectives of the study which are career advancement after training, constraints to career advancement and strategies that can be employed to minimize or remove constraints to career advancement.

3.9.2 Quantitative analysis

The data collected was checked and edited for clarity, legibility, relevance and adequacy. This involved checking for non-response and acceptance or rejection of answers, which had been pre-coded by the researcher (textual responses were allocated numerical codes or values e.g. 1, 2, 3, 4, or 5 according to the scale or range). These codes eased the process of data entry. The data was cleaned, tabulated and weighted and percentages were used to analyze the data.

Bivariate analysis was done using correlational analysis to establish relationships or associations or significance tests regarding the variables under study: career advancement after training, motivation, constraints to career advancement and strategies to minimize constraints to career advancement.

3.9.3 Report writing

After data analysis, the report writing process started. The report involved five (5) chapters from Introduction to the Study, Literature Review, Research Methodology, Results and Interpretation and Discussion, Conclusion and Recommendations.

3.10 Ethical Issues

Ethical issues in this research concerned, among other things, maintaining confidentiality about the information gathered from respondents, using secured data for academic purposes only and ensuring that the respondents' personalities were not exploited.

3.11 Encountered Problems and Solutions

Against the issue of limited time, the researcher intended to ask for some days of leave to allocate sufficient time to carry out her research. The study had been scheduled to be completed and the dissertation submitted by 31st July, 2006. However, due to the researcher's poor health the deadline could not be met. The researcher periods of ill health and had to undergo major surgery. Recovery was slow.

The researcher had felt that some respondents would fear to disclose information concerning malpractices for fear of anticipated repercussions and to return questionnaires. Other respondents would have been likely to conceal vital information for fear of being accused of indulging in malpractice. The researcher convinced them of confidentiality and anonymity. Throughout this study, the researcher endeavored to seek authorized access to information, which she declared as solely for research purposes. The subjects under study, were, the researcher believed, of great interest to the majority of Bank of Uganda trained employees. The researcher anticipated a high degree of co-operation from them and she got it.

CHAPTER FOUR

RESULTS AND INTERPRETATION

4.1 Introduction

This chapter analyses the empirical data in an attempt to assess the factors that hinder career advancement after training and how this affects staff motivation. It also sets out to identify strategies that can minimize the constraints to career advancement after training. The interpretation, discussion and assessment of the data were carried out in relation to the objectives of the study and in comparison with the cited literature review. To present the findings, the researcher has used tables and figures. Quotations from primary data have also been used to present a richer perspective to the findings. In this chapter, findings from self-administered questionnaires are combined with analysis and assessment of interview guides.

4.1.1 Demographic characteristics of the sample

The study set out to cover 212 respondents through self-administered questionnaires. Face to face interviews were targeted at another 14 key informants. The researcher received responses from 198 respondents (through self-administered questionnaires) and interviewed 12 key informants (through face-to-face interview guides). Position, Department, Age, Sex, Marital status, Number of children, Years in present position, Length of service, Basis (terms) of employment, Higher Qualification and Details regarding qualification presented the demographic characteristic of the respondents.

4.2. Background characteristics about the main sample

4.2.1 Distribution of respondents by position held

The distribution of positions reported by the respondents is shown in Table 4.1.

Table 4.1: Distribution of respondents by position held

This table showed the details of respondents according to their rank or position held.

Position held	No. of respondents	Percentage
Director/Deputy Director/ Assistant Director	33	16.7
Senior Principal Banking Officer	37	18.7
Senior Banking Officer	34	17.2
Banking Officer	28	14.1
Personal Secretary	21	10.6
Other	42	21.2
Non-response	3	1.5
Total	198	100.0

Source: Primary data

The majority of respondents were from category “other” 21.2% as compared to other categories namely, Director/Deputy Director/Assistant Director 16.7%, Senior Principal Banking Officer 18.7%, Banking Officer 14.1% and Personal Secretary 10.6%. All categories had equal changes of presentation in this study.

4.2.2: Distribution of respondents by department.

Respondents were asked to indicate their departments. A frequency distribution was done and results appear in Table 4.2.

Table 4.2: Distribution of respondents by department

Department	No. of respondents	Percentage
Administrative Services	25	12.6
Research	20	10.1
Financial Markets	14	7.1
Banking	48	24.2
MIS (now IT)	8	4.0
Legal	4	2.0
Audit	14	7.1
Security	18	9.1
NPSS (now Payments and Settlement)	3	1.5
Communication	8	4.0
Human resources	6	3.0
Medical	9	4.5
Accounts	8	4.0
Non-response	13	6.5
Total	198	100.0

Source: Primary data

It has been ascertained from the findings of the study that the majority of respondents were from Banking department 24.2% as compared to those from Administrative Services department 12.6%, Research department 10.1%, Security department 9.0%, Financial Markets department 7.0%, Audit department 7.0%, Medical department 4.5%, MIS department 4.0%, Communication department 4.0%, Accounts 4.0%, Human Resources department 3.0%, Legal department 2.0% and NPSS department 1.5%.

4.2.3: Distribution of respondents by age

The age distribution among respondents is shown in table 4.3.

Table 4.3: Distribution of respondents by age

Age	No. of respondents	Percentage
Below 20 years	4	2.0
21-25 years	28	14.1
26-30 years	51	25.8
31-40 years	42	21.2
41-45 years	46	23.2
46-50 years	26	13.1
Non-response	1	0.5
Total	198	100.0

Source: Primary data

The findings from the table above indicate that the majority of respondents were 26-30 years old 25.8%. This is in comparison to other categories, 41-45years 23.2%, 31-40years 21.2%, 21-25years 14.1%, and 46-50years 13.1%. Respondents below 20 years of age were very few indeed 2.0%.

4.2.4 Distribution of respondents by sex

The study established that the distribution of sex among the sample. See Table 4.4 for the results.

Table 4.4: Distribution of respondents by sex

Respondents' distribution of according to sex or gender is shown in the table below.

Sex	No. of respondents	Percentage
Male	105	53
Female	93	47.0
Total	198	100.0

Source: Primary data

The frequencies in the table 4 above indicate that more than 50% of the respondents were male. Both male and female respondents had an equal chance to be represented in the study.

4.2.5 Distribution of respondents by marital status

The findings regarding marital status are shown in table 4.5.

Table 4.5: Distribution of respondents by marital status

Marital status	No. of respondents	Percentage
Married	129	65.2
Single	54	27.3
Separated	9	4.5
Widowed	5	2.5
Non-response	1	0.5
Total	198	100.0

Source: Primary data

It was established from the table above that the overwhelming majority of respondents were married 65.2%, compared to singles 27.3%. Respondents who disclosed that they were separated or widowed came to an insignificant 4.5% and 2.5% respectively.

4.2.6 Distribution of respondents by number of children they had:

The study established the number of children per each respondent. The distribution appears in Table 4.6

Table 4.6: Distribution of respondents by the number of children they have

No. of children	No. of respondents	Percentage
None	37	18.7
1-2	57	28.8
3-5	83	41.9
Above 5	21	10.6
Total	198	100.0

Source: Primary data

The results shown in the table above indicate that only 21 respondents 10.6% had more than 5 children. 37 respondents 18.7% disclosed that they had no children, while 57 respondents 28.8% mentioned they had 1-2 children. The remaining 83 respondents 41.9%, the majority, had 3-5 children.

4.2.7 Distribution of respondents by years in present position held

Job tenure is a key organizational variable that influences motivation. Job tenure was thus assessed and results appear in Table 4.7.

Table 4.7: Distribution of respondents by years spent in present position held

Respondents indicated the number of years they had spent in their positions at that time.

Years in present position held	No. of respondents	Percentage
1-2 years	77	38.9
3-5 years	71	35.9
Above 5 years	47	23.7
Non-response	3	1.5
Total	198	100.0

Source: Primary data

The findings illustrated by the table above show that the majority of respondents had spent less than 3 years 38.9% in their present position. All other respondents had spent 3 or more years in the present position they held.

4.2.8 Distribution of respondents by length of service

Length of service was assessed among the respondents. See Table 4.8 for the results

Table 4.8: Distribution of respondents by length of service in Bank of Uganda

This table shows the number of years respondents had worked for the Bank.

Length of service	No. of respondents	Percentage
Less than a year	3	1.5
1-2 years	12	6.0
3-5 years	32	16.2
6-10 years	24	12.1
11-15 years	34	17.2
16 or more years	93	47.0
Total	198	100.0

Source: Primary data

It is evident, from the findings tabulated above, that respondents that had served the Bank for less than a year were a very insignificant 1.5% whereas the majority of respondents had served the Bank for more than 15 years 47.0%.

4.2.9 Distribution of respondents by basis (terms) on which employed

Terms of employment were likely to affect the level of motivation of workers and it was assessed in this sample. The terms of service among the respondents are reflected in table 4.9

Table 4.9: Distribution of respondents by basis (terms) on which employed

Respondents were asked to indicate the terms or basis on which they were employed.

Basis (terms) on which employed	No. of respondents	Percentage
Permanent	179	90.4
Contract	17	8.6
Other	1	0.5
Non-response	1	0.5
Total	198	100.0

Source: Primary data

The overwhelming majority of respondents were employed on permanent basis 90.4%. Insignificant levels were recorded for respondents on contract 8.6% and those on other terms 0.5%.

4.2.10 Distribution of respondents by qualification & field

The qualifications and the field in which the qualification was attained are shown in table 4.10.

Table 4.10: Distribution of respondents by details regarding qualification and field

Each respondent indicated his or her qualification and the field in which that qualification was held.

Details on qualification and field	No. of respondents	Percentage
Masters Development Economics	40	20.20
Bachelors of Science Finance and International Business	17	8.58
Uganda Certificate of Education	13	6.56
Bachelor Commerce- Finance	13	6.56
Bachelor Commerce Accountancy	9	4.54
Bachelor Statistics	7	3.53
Masters of Science Computer Science	6	3.03
Bachelor Business Administration- Accounting	6	3.03
Master Business Administration Finance	5	2.52
Master of Arts Policy and Planning	5	2.52

Bachelor of Arts English Language Studies	5	2.52
Diploma DICM	5	2.52
Bachelor Business Administration- Business Computing	4	2.02
Masters Business Administration	4	2.02
Bachelor of Law	3	1.52
ACCA	3	1.52
Bachelor of Science Electrical Engineering	3	1.52
Diploma Public Relation and Journalism	3	1.52
Bachelor of Science Information Technology and Mathematics	3	1.52
Masters Law	2	1.01
LLB General	2	1.01
ICSA	2	1.01
Diploma Secretarial Advanced Education Training	2	1.01
Master of Science Finance and Banking	2	1.01
Bachelors Procurement Management	1	0.51
Masters Finance and Accounting	1	0.51
Bachelor of Arts Human Resource Management	1	0.51
Uganda Advanced Certificate of Education	1	0.51
Bachelor Business Administration- Finance	1	0.51
Certificate in Public Accounts	1	0.51
Master Business Administration –Procurement	1	0.51
Bachelor of Arts Public Administration and Management	1	0.51
Master of Science Industrial Finance	1	0.51
Degree ICSA	1	0.51
Diploma Management Information Systems	1	0.51
Non-response	23	11.62
Total	198	100.0

Source: Primary data

The result shown above have revealed that 20.2% of the respondents held a Master and of Arts degree in Development Economics. This is in comparison to respondents who were holders of a Bachelor of Science degree in Finance and International Business 8.6%. Respondents who held a Bachelor of Commerce-Finance degree were 6.6%, Uganda Certificate of Education 6.6%, Bachelor of Commerce-Accountancy 4.5%, Bachelor of Statistics 3.5%, Master of Science degree in Computer Science 3.0%, Bachelor of Business Administration-Accounting, Masters of Business Administration-Finance 2.5% and Master of Arts in Policy and Planning 2.5%. Other qualifications and details of field recorded some insignificant level of representation.

4.3. Background characteristics for key informants

This section as mentioned in the introduction under 4.2, analyses and assesses the findings from the interview guides. The researcher successfully interviewed 12 information rich cases through face- to- face interviews.

4.3.1 Distribution of key informants by rank

The study established that the majority of respondents or 66.7% were from senior management category as compared to 33.3% from the middle management category. The findings indicate, quite rightly so, that the majority of respondents were senior managers. They are the policy makers and their views were very important to this study.

4.3.2 Distribution of key informants by age

It was established through the study that the majority of respondents interviewed or 50.0% were above 50 years old. Those between 45-50 years amounted to 33.3% of the sample. While those in categories of between 41-45 years and 31-40 years came to an insignificant 8.3% for each category.

4.3.3 Distribution of key informants by length of service

The findings show that the majority of respondents or 66.7% had worked for the Bank for a period of 16 years and above 66.7%. Those that had served for 11-15 years amounted to 25.0%. Only one interviewee or 8.3% had served for a period under 11 years.

4.3.4 Distribution of key informants by sex.

It was established by the study, that the overwhelming majority of respondents or 83.3% were male as compared to 16.7% female interviewees.

4.3.5 Distribution of key informants by marital status

The study established that the majority of respondents or 91.7% were married as compared to 8.3% single.

4.3.6 Distribution of key informants by number of children they had

The respondents were asked to indicate the number of children each had. The data obtained was analyzed using percentages (see Table 4.11)

Table 4.11: Number of children among the key informants

Respondents indicated the number of children they had in the table below:

Number of children	Number of key informants	Percentage
4	4	33.3
3	2	16.7
5	3	25.0
2	1	8.3
6	1	8.3
Non-response	1	8.3
Total	12	100.0

Source: Primary data

It was established that the majority of interviewees 33.3% had 4 children as compared to 25.0% who had 5 children, 16.7% who had 3 children, 8.3% who had 2 children and another 8.3% who had 6 children.

4.4 Training

4.4.1 Type of training undertaken (main sample)

The respondents were asked to indicate the type of training they had had. The distribution of respondents by type of training undertaken is shown in Table 4.12.

Table 4.12: Distribution of respondents by type of training undertaken

The results by type of training undertaken by respondents are given in table 4.12.

Type of training	No of respondents	Percentage
Induction course	6	3.0
Short course	104	52.5
Undergraduate course	27	13.6
Post graduate course	50	25.3
Other	8	4.1
Non-response	3	1.5
Total	198	100.0

Source: Primary data

The study established that it was the short courses from which the majority of respondents 52.5% had benefited. Post graduate courses accounted for 25.3% of respondents while 13.6% had benefited from undergraduate courses. Insignificant levels were been recorded for induction course 3.0% and category other 4.0%.

4.4.2 Distribution of respondents by length of course undertaken (main sample)

The respondents were asked to indicate the length of the courses they had undertaken. The data obtained was analyzed using percentages (see Table 4.13 for the results)

Tables 4.13 Distribution respondents by length of course undertaken

Respondents indicated the length of courses undertaken from a range of 1 to 6 weeks.

Lengths of course undertaken	No of respondents	Percentage
1-2 weeks	117	59.1
3-5 weeks	43	21.7
Above 6 weeks	20	10.1
Non-response	18	9.1
Total	198	100.0

Source: Primary data

It has been ascertained from the results shown above that the type of training most utilized by respondents or offered by Bank of Uganda was that of short courses of 1-2 weeks for which a score of 59.1% was recorded. Only 10% of respondents undertook courses whose duration was more than 6 weeks while 21.7 % benefited from courses lasting between 3-5 weeks.

4.4.3 Distribution of respondents by stage reached for course undertaken (main sample)

The respondents were asked to indicate the stage they reached in their training. The data obtained was analyzed using percentages (see Table 4.14 for the results).

Table 4.14: Distribution of respondents by stage reached for courses undertaken

The table below showed the stages reached for various courses undertaken by respondents.

Stage reached	No of respondents	Percentage
Completed	108	54.5
Ongoing	50	25.3
Abandoned	2	1.0
Non-response	38	19.2
Total	198	100.0

Source: Primary data

As can be seen from the table 4.14 above, 54.5% of respondents completed the course they had undertaken while 25.3% were still continuing with their courses. An insignificant 1% abandoned the courses they had undertaken.

4.4.4 Distribution of respondents by undertaking professional courses different from academic qualification (main sample)

Respondents were requested to indicate whether or not they had undertaken professional courses that are different from their academic qualifications. (see Table 4.15 for results)

Table 4.15: Distribution of respondents by undertaking professional courses different from academic qualification

Results regarding professional courses are given here below.

Have Undertaken professional course(s) different from academic qualification	No of respondents	Percentage
Yes	82	41.4
No	101	51.0
Non-response	15	7.6
TOTAL	198	100.0

Source: Primary data

The findings shown above indicate that the majority of respondents 51.0% had not undertaken any professional course(s) while 41.4% of respondents revealed that they had undertaken professional courses.

4.4.5 Distribution of respondents by professional course(s) attended (main sample)

Data regarding professional courses attended by respondents was analyzed in the table below.

Table 4.16: Distribution of respondents by profession course(s) attended

Respondents indicated professional courses they had attended in table 4.16.

Professional course(s) attended	No of respondents	Percentage
ACCA	30	15.2
Diploma in Accounts & Finance	15	7.6
Banking	13	6.6
ICSA	6	3.0
Information Technology Service Management	5	2.5
CISA	4	2.0
Secretarial courses	4	2.0
Chartered Institute of Purchasing and Supply	3	1.5
CIMA	2	1.0
Uganda Hotels and Institutional Catering	2	1.0
Security Management Fraud Control	2	1.0
Industrial and Organizational Psychology	2	1.0
Record Management	2	1.0
Postgraduate Diploma in Public Administration	1	.5
Mechanical Engineering	1	.5
Procurement	1	.5
Chartered Financial Analysis	1	.5
Law Degree	1	.5
Chartered Certified Accountancy	1	.5
Non-response	102	51.5
Total	198	100.0

Source: Primary data

The results shown above indicate that 15.2 % of respondents had attended the ACCA professional course as compared to 7.6% that had qualified for a Diploma in Accounts and Finance, Banking courses 6.6%, ICSA 3.0%, Information Technology Service Management 2.5%, CISA 2.0%, Secretarial courses 2.0% and Chartered Institute of Purchasing and Supply 1.5%. Respondents that had attended the following courses accounted for 1% - CIMA, Uganda Hotels and Institutional Catering, Security Management Fraud Control, Industrial and Organizational Psychology and Record Management. In addition, 0.5% was registered for Postgraduate Diploma in Public Administration, Mechanical Engineering, Procurement, Chartered Financial Analysis, Law degree and Chartered Certified Accountancy. The majority of respondents 51.5% did not provide a response to this query. They had not attended any professional course.

4.4.6 Distribution of respondents by source of funding for all courses undertaken (main sample)

Workers cannot train unless they are supported financially. The respondents were asked to indicate the source of funding. The data obtained was analyzed using percentages (refer to Table 4.17 for the results)

Table 4.17: Distribution of respondents by sources of funding for all courses undertaken

Sources of funding for courses undertaken are given here below.

Source of Funding	No of respondents	Percentage
Bank sponsored	113	57.1
Self sponsored	58	29.3
Other sources	17	8.6
Non-response	10	5.1
Total	198	100.0

Source: Primary data

The results tabulated in table 4.17 above show that 57.1 % of the respondents attended courses that were sponsored by the Banking of Uganda. On the other hand 29.3% which is more than half that number paid for themselves, while 8.6% disclosed that they benefited from other sources of funding.

4.4.7 Type of training undertaken by key informants

This section focuses on the type of training interviewees have undertaken between 2001-June 2006 (see Table 4.18)

Table 4.18: Type of training undertaken by key informants

The distribution of respondents by type of training undertaken is given here-below.

Type of training	number	percentage
Short courses	6	50.0
Short and masters	1	8.3
Short courses plus a diploma	1	8.3
Short courses plus professional course	1	8.3
Short courses plus postgraduate diploma plus masters	2	16.7
Others conferences and policy making at regional and international levels	1	8.3
Total	12	100.0

Source: Primary data

The findings shown above confirm that the majority of interviewees 50.0% accessed training through short courses as compared to those who took short courses together with post graduate diploma and Masters Degrees 16.7%. On the other hand, respondents who took short courses and Masters Degrees came to 8.3%, short courses plus a diploma 8.3%, short courses together with professional course 8.3%. Those who went for conferences and policy making workshops at regional and international levels came to 8.3%.

4.5 Career advancement after training

4.5.1 Chances of promotion (main sample)

The respondents were requested to indicate their chances of promotion after training using a 7 - item scale. It had a response format ranging from strongly disagree (scores as 1 to strongly agree scored as 5). A total score was computed for each respondent and the results are shown in table 4.19.

Table 4.19: Chances of promotion scores

Score	Frequency	Percentage
11.00	1	.5
12.00	1	.5
13.00	1	.5
15.00	6	3.0
16.00	9	4.5
17.00	7	3.5
18.00	11	5.6
19.00	9	4.5
20.00	12	6.1
21.00	14	7.1
22.00	13	6.6
23.00	11	5.6
24.00	23	11.6
25.00	17	8.6
26.00	14	7.1
27.00	7	3.5
28.00	14	7.1
29.00	8	4.0
30.00	6	3.0
31.00	3	1.5
32.00	1	.5
33.00	2	1.0
34.00	1	.5
35.00	1	.5
36.00	1	.5
Non-response	5	2.5
Total	198	100.0

Source: Primary data

The scores had a mean was 29.98, variance was 29.98 and skewness was 1.925. The scores ranged from 11 to 36. The distribution shows that the scores had high variance and had a positive skew. A higher score meant high chances of promotion.

4.5.2 Distribution of respondents by change in nature of job after training (main sample)

Change in the nature of job after training was assessed. See results in Table 4.20.

Table 4.20: Distribution of respondents by change in nature of job after training

Respondents were asked to indicate whether or not there had been a change in the nature of their job after training.

The Nature of Job has changed after training	No. of Respondents	Percentage
Yes	51	25.8
No	141	71.2
Non-response	6	3.0
Total	198	100.0

Source: Primary data

The results shown in the table drawn above indicate that the nature of the job had not changed for the over whelming majority of respondents 71.2% while 25.8% of respondents registered a change in the nature of their job after training.

4.5.3 Distribution of respondents by ranking of chances of securing a job change in another division or department in BOU (main sample)

Once trained, the mobility of workers increases, related to this interviewees were asked to indicate their chances of securing another job in another department after training. See Table 4.21 for the results.

Table 4.21: Chances of securing a job change in another division or department

Respondents ranked their chances of securing a job change.

Chances	No. of respondents	Percentage
Very High	7	3.5
High	27	13.6
Medium	57	28.8
Low	60	30.3
Non-existent	32	16.2
Non-response	15	7.6
Total	198	100.0

Source: Primary data

The findings tabulated above show that, when asked how they ranked their chances of securing a job change in another division or department, the majority of respondents 30.3% selected the option low as compared to medium 28.8%, non-existent 16.2% and high 13.6%. An insignificant level of 3.5% was recorded for option very high.

4.5.4 Career advancement after training (key informants)

Respondents reported on promotion after training. The results are presented in Table 4.22.

Table 4.22: Distribution of key informants by whether or not they have been promoted after training

Results on whether or not respondents had been promoted are given in the table below:

Promoted after training	No. of key informants	Percentage
Yes	7	58.3
No	5	41.7
Total	12	100.0

Source: Primary data

The findings shown above indicate that the majority of respondents 58.3% had been promoted after training. The remaining 41.7% had not been promoted.

4.5.5 Distribution of key informants by scoring chances of being promoted after training

Interviewees scored employees chances of being promoted after training. Data was analyzed. The results are presented in Table 4.23.

Table 4.23: Distribution of key informants by scoring chances of promotion after training

Chances of promotion were rated by respondents.

Chances of being promoted	No. of key informants	Percentage
Very high	1	8.3
High	3	25.0
Average	7	58.3
Non-response	1	8.3
Total	12	100.0

Source: Primary data

The findings tabulated above show that the majority of respondents 58.3% felt resigned to the fact that they had an average chance of being promoted after training; 25% felt that their chances were high while 8.3% disclosed that the chances of being promoted after training were high.

4.5.6 Distribution of key informants as to whether or not Bank of Uganda recognizes skills and accomplishments after training

Recognition for skills and accomplishments after training was assessed. The results are presented in Table 4.24.

Table 4.24: Distribution of key informants as to whether or not Bank of Uganda recognizes skills and accomplishments after training

The results for recognition of skills and accomplishments are given in the table below.

Recognition of skills and accomplishments	No. of key informants	Percentage
Yes	10	83.3
No	1	8.3
Non-response	1	8.3
Total	12	100.0

Source: Primary data

The majority of respondents 83.3% disclosed that they felt Bank of Uganda does indeed recognize skills and accomplishments after training. An insignificant 8.3% felt otherwise.

4.5.7 Distribution of key informants on whether or not staff at all levels benefit from career advancement after training

Data from key informants' responses was analyzed. See Table 4.25 for results.

Table 4.25: Distribution of key informants on whether or not staff at all levels benefit from career advancement after training

Respondents when asked confirmed whether or not staff at all levels benefited from career advancement after training.

Staff at all levels benefiting from career advancement after training	No. of key informants	Percentage
Yes	5	41.7
No	6	50.0
Non-respondents	1	8.3
Total	12	100.0

Source: Primary data

The majority of respondents 50.0% clearly felt that staff at all levels do not benefit from career advancement after training. However, 41.7% felt that they did.

4.6 Hindrances to careers advancement after training

4.6.1. Hindrances to career advancement for the main sample

Factors that hinder an Employee of BOU from being promoted after training were assessed. The results are presented in table 4.26.

Table 4.26: Hindrances to career advancement for the main sample

Results regarding hindrances to career advancement as reported by the main sample are given in the table below.

Hindrance	Number	Percentage
Structure is saturated(sealed),no vacancies after training	63	31.8
Poor Bank of Uganda Policies on promotion and retirement procedures	27	13.6
Poor relationship with senior management and favoritism	27	13.6
Poor performance results after training	27	13.6
Irrelevant training and inexperience	26	13.1
Lack of clear career path and growth	8	4.0
Untimely staff appraisal and poor results	7	3.5
No proper procedure to follow up	3	1.5
Recruiting new staff	2	1.0
Slow nature of change in the banks	2	1.0
Resistance from department with position	1	.5
Nobody recognizes self made development	1	.5
Uncoordinated transfers	1	.5
Management is not always well informed and advised	1	.5
Age limit	1	.5
Lack of adequate planning by management	1	.5

Source: Primary data

The study's findings show that for the majority of respondents 31.8%, the structure was saturated (sealed) and there were no vacancies after training. This is in comparison to 13.6% who identified poor Bank of Uganda policies on promotion as a hindrance while retirement procedures were put forward by 13.6%, poor relationship with senior management and favoritism 13.6% and poor performance results after training (13.6%). In addition, irrelevant training and experiences accounted for 13.1%, lack of clear career path and growth 4.0%, untimely staff appraisal and poor results 3.5%. Respondents who felt that there was no proper procedure for follow up amounted to 1.5%, recruiting new staff 1.0%, slow nature of change in the banks 1.0% and resistance from departments with positions 0.5%. Other hindrances identified included lack of recognition for self made development 0.5%, uncoordinated transfers 0.5%, management not always well informed and advised 0.5%, age limit 0.5% and lack of adequate planning by management 0.5%.

4.6.2 Hindrances to career advancement for key informants

The respondents reported hindrances to career advancement after training and their responses are in Table 4.27.

Table 4.27: Hindrances to career advancement reported by key informants

The findings as reported by key informants are indicated here below:

Hindrances	Number of key informants	Percentage
Lack of vacancies	11	91.7
Irrelevant training and poor performance	10	83.3
Promotional restrictive measures	4	33.3

Source: Primary data

The findings tabulated above indicate the majority of respondents 91.7% identified lack of vacancies as a hindrance to career advancement after training; as compared to irrelevant training and poor performance 83.3% and promotional restrictive measures 33.3%.

4.7 Strategies to remove or minimize the hindrances to career advancement after training

Attention is focused on strategies that can be used to address lack of career advancement after training

4.7.1 Possibility of removing the hindrances (main sample)

The respondents were asked if there are strategies that can be used to remove or minimize hindrances to career advancement after training at BOU (See Table 4.28 for the results).

Table 4.28: Existence of strategies to remove or minimize hindrances to career advancement after training in BOU

Results regarding existence of strategies as reported by respondents are given in this table.

There are strategies to remove/minimize hindrances to career advancement after training	No. of respondents	Percentage
Yes	146	73.7
No	40	20.2
Non-response	12	6.1
Total	198	100.0

Source: Primary data

The results shown above indicate that the majority of respondents 73.7% believed there were strategies that could be used to remove to minimize hindrances to career advancement after training at BOU where as those who felt there were not , amounted to 20.2% of respondents.

4.7.2 Possible strategies that can be used to remove or minimize hindrances or constraints to career advancement after training at BoU (main sample)

The respondents reported how hindrances could be minimized or removed. See Table 4.29 for the results

Table 4.29: Strategies to improve career advancement after training (main sample)

Responses on strategies identified are recorded in the table below.

Strategies to improve career advancement after training	No. of respondents	Percentage
Promotion should not be based on boxes and length of service provided	38	19.1
Set clear and transparent policies on promotion, training and advancement	20	10.1
Restructuring the organization and job enlargement	16	8.1
Redeployment of a person to another area	13	6.6
Appreciating one's good performance	12	6.1
Existing staff should be promoted before recruiting new ones	10	5.1
Review policy on promotion and training	10	5.1
Increase exit option thus avail vacant box	7	3.5
Match appraisal form to the requirement of the job	6	3.0
Rotational /shift work	3	1.5
Relevant qualification to job existing	3	1.5
Collective decision making for mutual consensus relationship	3	1.5
Place staff in areas of their specialty	3	1.5
Development of alternative career development paths	3	1.5
Improve human resource management and relations	3	1.5
Change criteria for one to be a manager in the bank	2	1.0
Recognizing self development, initiative, and matching org. goals for promotion	1	.5
Designing policies to guide management	1	.5
Free and fair competition for promotion	1	.5
Formal career planning and guidance	1	.5
Contacting immediate supervisor for opinion	1	.5
Non-response	41	20.8

Source: Primary data

As can be seen from the table above, the majority of respondents 19.1% stated that promotion should not be based on boxes and length of service. This is in comparison to setting clear and transparent policies on promotion, training and advancement 10.1%. Restructuring the organization and job enlargement were identified by 8.1% of the respondents, redeployment of a person to another area 6.6% and appreciating one's good performance (6.1%). In addition, 5.1 of respondents stated that existing staff should be promoted before recruiting new ones and that the policy on promotion and training should be reviewed. Increasing exit options thus availing vacant boxes was advanced by 3.5% of respondents and matching the appraisal form with to the requirement of the job 3.0%. On the other hand, 1.5% of respondents indicated that rotational/shift work as a strategy that could improve career advancement, relevant qualification to job existing 1.5%, collective decision making for mutual consensus relationship 1.5%, placing staff in areas of their specialty 1.5%, development of alternative career development paths 1.5%, improving human resource management and relations 1.5% and changing criteria for one to be a manager in the bank 1.0%. In addition, 0.5 % of respondents identified recognizing self development, initiative and matching organizational goals for promotion as strategies to improve career advancement after training. Designing policies to guide management was proposed by 0.5% of respondents, free and fair competition for promotion 0.5%, formal career planning and guidance 0.5% and management contacting immediate supervisor for his or her opinion 0.5%.

4.7.3 Strategies to remove or minimize hindrances to career advancement after training as reported by key informants

The key informants reported on how hindrances could be minimized. See table 4.30 for the results

Table4.30: Strategies to minimize hindrances reported by key informants

The findings are presented in table below.

Strategies to minimize hindrances	Number of respondents	Percentage
Train and develop staff for strategies and higher responsibilities	08	66.7
Make exceptions to recruitment of Banking officers	03	25.0
Be flexible in terms of placement in other departments	01	8.3
Total	12	100.0

Source: Primary data

The results above show that the majority of respondents 66.7% identified training and developing staff strategies and higher responsibilities as one of the strategies to minimize hindrances to career advancement after training. This is compared to making exceptions to recruitment of Banking Officers 25.0% and being flexible in terms of placement in other departments 8.3%.

4.8. Level of motivation among respondents

4.8.1 Level of motivation as reported by the main sample

The level of motivation was assessed using a 6 item scale. It had a response format ranging from strongly disagree (scores as 1 to strongly agree scored as 5). A total score was computed for each respondent and the results are shown in table 4.31(a high score meant high motivation).

Table 4.31: Level of motivation among respondents (main sample)

Score	Frequency	Percent
10.00	1	.5
12.00	1	.5
13.00	1	.5
19.00	1	.5
20.00	1	.5
21.00	2	1.0
22.00	3	1.5
23.00	1	.5
24.00	2	1.0
25.00	8	4.0
26.00	13	6.6
27.00	12	6.1
28.00	40	20.2
29.00	18	9.1
30.00	11	5.6
31.00	24	12.1
32.00	20	10.1
33.00	15	7.6
34.00	24	12.1
Total	198	100.0

Source: Primary data

The scores had a mean of 29.20, variance of 14.7204 and skewness of -1.650

They ranged from 10 to 34. The scores therefore had high variance. This distribution shows that majority of the respondents scored below the mean (were not highly motivated).

4.8.2 Level of motivation as reported by key informants

The key informants or managers were asked to report on the way they saw motivation of employees after training. They were asked to assess whether employees felt proud after training. Table 4.32 shows the results.

Table 4.32: Feeling of pride among employees after training

The results are indicated as reported by respondents.

Employees seem to take pride in way they do their jobs after training	No. of key informants	Percentage
Yes	9	75.0
No	1	8.3
Non-response	2	16.7
Total	12	100.0

Source: Primary data

The majority of respondents 75% of interviewees stated that employees seem to take pride in the way they do their jobs after training. Only 8.3% felt staff did not seem to take pride in the way they do their jobs after training.

4.8.3. The rating of motivation of employees after training by key informants

Furthermore, key informants rated motivation levels among employees after training. The results are presented in Table 4.33.

Table 4.33: The rating of motivation of employees after training by key informants

The table shown below indicates responses rating motivation from a scale of 1 ‘Don’t know’ to 5 ‘Very High’

Level of motivation after training	No. of key informants	Percentage
Very high	2	16.7
High	6	50.0
Average	3	25.0
Don’t Know	1	8.3
Total	12	100.0

Sources: Primary data

The above findings show that the majority of respondents 50.0% rated the level of motivation of employees after training as high. Only 8.3% stated they did not know. 16.7% of respondents rate the level as very high while 25.0% felt it was average.

4.9 The relationship between chances of promotion and motivation

4.9.1 The relationship between chances of promotion and motivation (main sample)

A Pearson correlation was computed between chances of promotion and motivation. This was possible because both variables had continuous data. The results of the correlation analysis are shown in Table 4.34.

Table 4.34: Correlations between motivation and chances of promotion

Variable		Chances of promotion	Motivation	Hygiene factors	Motivation factors
Chances of promotion	Pearson Correlation	1.000	.130	.281	.277
	Sig. (2-tailed)	.000	.072	.000	.000
	N	194	194	194	194
Total job motivation	Pearson Correlation	.312	.130	.873	.915
	Sig. (2-tailed)	.000	.067	.000	.000
	N	194	198	198	198

Source: Primary data

According to the table above, correlation value = 0.312, $p = 0.000$ and the total number of respondents is 194. This shows that there is a significant correlation between job satisfaction and chances of promotion.

4.9.2 The relationship between chances of promotion and motivation (key informants)

Key informants were asked to comment on the relationship between chances of promotion and motivation. The findings are indicated in the table here below:

Table 4.35: The relationship between chances of promotion and motivation as reported by key informants

Results are given in the table below as reported regarding promotion and job motivation.

Promotion leads to job motivation	No. of key informants	Percentage
Yes	11	91.7
No	1	8.3
Total	12	100.0

Source: Primary data

The overwhelming majority of respondents 91.7% agreed that in Bank of Uganda, promotion leads to job motivation while 8.3% disagreed.

CHAPTER FIVE

Discussion, Conclusion and Recommendations

5.1 Introduction

The preceding chapter of this report has dealt at length with various issues that surround the assessment of factors that hinder career advancement after training, how this affects staff motivation and the identification of strategies that can minimize the constraints to career advancement after training in Bank of Uganda.

The purpose of this study was to examine the factors that have hindered career advancement after training and to assess whether this has affected staff motivation. This purpose was transformed into specific objectives which were: to assess career advancement after training, to identify constraints to career advancement, to assess the level of motivation among trained personnel, to establish strategies to minimize constraints to career advancement and to assess the effect of career advancement on motivation. This has been done as presented in chapter four of this study.

In this chapter, the study concludes the assessment with a summary of the main findings after which conclusions are drawn and recommendations made.

5.2 Discussion

This section discusses the main findings of the study regarding career advancement after training, constraints to career advancement, level of motivation among trained employees, minimization of constraints to career advancement and the effect of career advancement on motivation.

5.2.1 Career advancement after training

The study focused on chances of promotion, change in nature of job after training and ranking of chances of securing a job change in another division or department for the main sample. For the key informants, the study directed its attention to whether or not they had been

promoted after training, scoring chances of being promoted after training, whether or not Bank of Uganda recognized skills and accomplishments after training and whether or not staff at all levels benefited from career advancement after training.

5.2.1.1 Chances of promotion

For the main sample, the study found out that the majority of the respondents reported low chances of promotion. On the other hand, the majority of key informants, ranked as average employees chances of promotion after training. Training, therefore, was generally not relevant to promotion. This finding supports that of Beardwell, Holden and Claydon (2004) who found that promotion is not automatic as it used to be. Interestingly, the majority of key informants had reported having been promoted after training. This finding is supported by the results of a study by Tharenou, Latimer and Conroy (1994). Training led to and even increased a manager's chances of advancement in the managerial hierarchy.

Training, therefore, may be seen as wastage of time; yet as advanced by Armstrong (2001) training is deliberately aimed at improving performance and facilitating promotions.

The minority, among key informants, reported as high their chances of being promoted after training. Indeed under normal circumstances, training facilitates progress. Mullins (2005) also confirms that training may be able to boost the level of competence of trained employees and the organization; and that training provides the possibility of salary increase and promotion. It also widens opportunities for 'career progression'. This is confirmed further by Mullins (2005) who points out that training is expected to ensure continuity in staff career development. Indeed, as Baguma and Rwabwera (n.d) point out, it is every employee's aspiration to make steady progress in organizations which employ them. Beardwell, Holden and Claydon (2004) concur with this and assert that employees expect to be rewarded after training; promotion is one of the rewards mentioned.

However, when asked whether staff at all levels benefit from career advancement after training, the majority of key informants felt they did not. The respondents who reported that they did were in the minority. Beardwell, Holden and Claydon (2004) stressed the importance of equality in opportunities for career advancement. The issue is expounded further by the

National Strategy for the Development of the Social Service Work force in Scotland (2005) - that development of employees (which boosts confidence and competence) should focus on all posts and people within an organization. The challenge of continuous development for all staff was recognized.

Career advancement is normally based on merit. When employees know that each and every one of them, at his or her level, has an equal opportunity of rising to the top, they will put in their best performance.

The study carried out by Tharenou, Latimer and Conroy (1994) revealed that training played a very significant part in leading and enhancing career advancement for managers. The results showed that “formal off-the job courses” do positively facilitate the path from training to managerial advancement. On the other hand, the issue of staff at all levels not benefiting from career advancement after training was highlighted by Tharenou, Latimer and Conroy (1994). In their study focusing on Australian organizations, male managers benefited more from training than their female counterparts. Training enhanced and even led to career advancement in the managerial hierarchy.

However, as Hilton (1991) points out, changes in the nature of organizations and the corporate belt tightening of the 1980's, promotions are no longer automatic. Torrington and Hall (1995) also pointed to the decreasing number of opportunities for upward promotion which is of great appeal to employees.

5.2.1.2 Change in nature of job after training

The majority of respondents in the main sample reported that there had been no change in the nature of job after training. This state of affairs has been the focus of this study. Employees have trained and stagnated in their positions. This situation is contrary to what is expected in a normal environment; this fact was presented by Beardwell, Holden and Claydon (2004) when they stated that some of today's organizations have no clearly defined career paths.

On the other hand, the minority stated that there had been a change in the nature of the job after training. This positive aspect is also highlighted by Graham and Bennett (1995) who argue that career development has a lot to do with higher status and responsibilities.

In addition, Tharenou, Latimer and Conroy (1994) point out that training is a significant factor in career advancement. Mullins (2005) also emphasizes that training employees enables them to specialise and even taken on management positions. It can also facilitate enhancement in responsibilities.

5.2.1.3 Chances of securing a job change at the same level of job in another division or department

The majority of respondents in the main sample reported low chances of securing a job change e.g. horizontal transfer in another division or department. Those in the minority ranked their chances as high, as medium and non existent. The negative aspect of this finding is that it is contrary to what Graham and Bennett (1995) proposed that trained employees can take on higher status and responsibilities in one institution or through mobility between institutions or a combination of both.

Indeed, the majority of key informants felt that Bank of Uganda recognized skills and accomplishments after training. Moreover, these results are supported by Mullins (2005) who stated that training facilitates provisions of recognition. Torrington and Hall (1987) also confirmed that financial institutions, banks in particular, considerably invest in training because they seem to focus on motivational aspects of an employee's personality. However, the minority among the key informants had stated that BoU does not recognize skills and accomplishments after training.

The State of Queensland's Disability Services (2003) confirms that training should provide direction (a map) to employees on lateral and vertical movements within the organization. However, this study does not indicate that employees have influence, control or can effectively plan the direction of their careers.

5.2.2 Constraints to career advancement after training

The majority of respondents, for both the main sample and the key informants, stated that the structure was ‘saturated’ and there were no vacancies or openings for staff after training. This is a point that was advanced by Tharenou, Latimer and Conroy (1994) when they confirmed that the organizational structure can indeed impact an employee’s chances as far as training and career advancement are concerned. As highlighted under item 5.2.1.7. Tharenou et al went further and stated that a male dominated hierarchy may indeed negatively affect career advancement for female managers. This is likely to be the case in Bank of Uganda.

An inflexible structure with limited openings or opportunities has a negative impact on career advancement after training and as Hilton (1991) pointed out, this could have been the result of ‘corporate-belt tightening’

Poor BOU policies on promotion and retirement procedures were also reported by respondents in the main sample as a constraint to the career advancement after training. Key informants reported promotional restrictive measures as a constraint. Under normal circumstances an eligible employee would qualify for promotion after two years; although in exceptional circumstances, enhanced promotions may be facilitated. Beardwell, Holden and Claydon (2004) argue that for the management development to be effective, focus should be directed to career paths and openings for promotion and progression.

It was also reported that poor relationships with senior management and favoritism were another constraint to career advancement after training. The Evergreen Business Group (2006) agrees and observes that organization politics can indeed be a real problem when supervisors manipulate and overlook ethics and talents. The Cranfield School of Business (2006) also confirmed that organization politics in regard to aspects such as motives, positions, and competition can have a negative impact at the workplace.

It was reported by both the main sample and the key informants that poor performance and irrelevant training was a constraint to career advancement after training. As noted earlier, Mwenebirinda (1998) had warned that employee performance can only be enhanced by relevant training that addresses weaknesses exposed by an effective staff appraisal process. Performance improvement plans are supposed to focus on training needs assessment.

Inexperience was also reported as a constraint to career advancement after training. The factors mentioned above apply to the employee as an individual. As noted by Torrington and Hall (1995), an employee is responsible for managing his or her career to a certain extent. Training pursued should be consistent with the goals and objectives of the organization that employs him or her-otherwise, there would not be any career advancement. Graham and Bennet (1995) warn employees to set and focus their targets on specific objectives, pick out career priorities and consistently evaluate success and failures. Qualifications attained should be relevant to the output of employees. Training which benefits the individual should be utilized in the department he or she is working in.

Lack of career path and growth was also reported as another constraint to career advancement after training. Beardwell, Holden and Claydon (2004) highlighted this point and mentioned that career paths, promotion and progression opportunities are an integral part of effective management development.

Untimely staff appraisal, poor results and lack of proper procedure for the follow-ups were reported as constraints to career advancement. A critical concern is being exposed here. Staff appraisals are supposed to identify weaknesses and training needs, and address them. Mwenebirinda (1998) agrees and acknowledges that training directed at the weaknesses identified can enhance employee performance.

Recruiting new staff was reported as a constraint to career advancement after training. It was strongly felt that internal recruitment should be given preference over recruitment from outside the organization/institution.

Resistance from departments with vacant positions to be filled was reported as a constraint. This could be due to preference for 'home grown' talent.

Lack of recognition for 'self-made development' was advanced as a constraint; yet Armstrong (2001) argues that the dynamism in today's environment calls for continuous development of professional and managerial abilities. This should, however, be consistent with organizational goals and objectives. As Mullins (2005) points out this involves clear identification of relevant needs and goals for management to support and encourage self-made development.

Uncoordinated transfers, management not always well informed or advised, and lack of adequate planning and management were reported as constraints to career advancement after training.

5.2.3 Level of motivation among trained personnel

The study revealed that the majority of the respondents in the main sample were not highly motivated after training. This could be due to the fact that training did not lead to promotion or career advancement. Yet, Mullins (2005) argued that training is one of the most significant motivators because it has various benefits that can be gained by both that organization and the employee(s). In addition, Mullins (2005) confirmed that opportunities for training are important to an employee's development and 'career success'. Mullins (2005) further observed that, for employees to benefit from training, it must be 'real', operational and rewarding. Training people for the sake of it (training) leads to little advancement.

Organizations must, therefore, recognize employee's good training achievement. This can be realized through higher levels of job satisfaction, raised salaries and other similar motivation schemes of career advancement. Beardwell, Holden and Claydon (2004) stated that after training, employees expect promotion, increased pay and higher responsibilities. Armstrong (2001) also points out that motivation is behavior directed towards expectations of goal attainment and reward systems. He also emphasizes that motivation is a great factor in productivity in organizations. Furthermore, the study carried out by Nomura Research Institute Ltd (2005) regarding company employees in Japan, concluded, among other things, that sources of motivation include reward, expression of individuality and career advancement.

As Bartlett (2002) discovered, even the potential benefits attributed to training are very crucial to commitment and job satisfaction. Kakama (1995) pointed out that reward systems play a big part in the motivation or de-motivation of employees. The State of Queensland Disability Services (2003) discovered that career advancement after training aligns work with employees' values and motivations and that this gives an organization a well motivated work force and increased staff morale. Baguma and Rwabwera (n.d) also pointed out that promotion is indeed a vital aspect in regard to job satisfaction.

The majority of key informants reported that they take pride in the way they do their job after training. These findings are supported by Mullins (2005) who stated that training leads to increased confidence and a feeling of personal satisfaction. Nakauka Kalanzi (1998) noted that after training, it is a manager's aspiration to excel at work.

In addition, the majority among the key informants reported as high the level of motivation of employees after training. It is apparent, for this category of respondents, that training should be, as Mullins (2005) states, one course of action that contributes to a valued goal attainment—that of satisfying employees' needs. Key informants, whose careers had advanced because of training, felt that employees gained from a frame work that facilitated a high level of motivation.

5.2.4 Minimization of constraints to career advancement after training

The majority of respondents in the main sample reported that strategies existed that can minimize constraints to career advancement after training in Bank of Uganda. This is supported by Mullins (2005) who confirms that there are various schemes or systems through which the process of career advancement can go forward.

However, it was stated by the minority that there were no strategies that can minimize constraints to career advancement after training; and I remember being taken aback hearing that same view echoed by a member of the management team in the early stages of this study.

In identifying strategies, the majority of the respondents stated that promotion should not be based on 'boxes' and length of service. Mullins (2005) points out that when an employee believes that promotion is based on 'age' and length of service, he or she becomes demotivated. As a result, there may be no motivation for high performance achievement. In addition, the minority called for a change in the criteria used for one to be a manager in the Bank.

Further more, respondents stated that setting clear and transparent policies on promotion, training and advancement was a strategy that can be used to minimize constraints to career

advancement after training. Reviewing policy on promotion and training was also a strategy identified by respondents. Another suggested strategy related to this was designing policies to guide management. Improving human resource management and relations was also identified as a possible strategy. Free and fair competition for promotion was also presented as a strategy.

The success of training as Mullins (2005) points out can only be seen from the envisaged 'benefits' to both the organization and the staff. As Armstrong (2001) confirmed, issues pertaining to 'equity' in reward systems, opportunities for training and career advancement are crucial to any attempts to satisfy the needs of employees.

Restructuring the organization and job enlargement, and development alternative career development paths were presented as possible strategies. Armstrong (2001) called for putting in place dynamic structures and processes to accommodate the workforce that is continuously exposed to re-skilling for present and future needs. However, Torrington & Hall (1995) argued that the way today's organizations are constantly exposed to change and reshaping, career planning may be turned into a futile exercise in the long term.

Mullins (2005) was unfazed by that argument and pointed out that opportunities for career growth should be widened to ensure fairness and equality in the treatment of all staff. He called for putting in place a reward system based on ability. This supports another two identified possible strategies of appreciating one's good performance and contacting immediate supervisors for their opinion. Clearly, some respondents felt that their supervisor's opinions were disregarded by BOU management in some instances.

Redeployment of an employee to another area, rotational or shift work, matching appraisal forms to the requirements of the job, matching relevant qualifications to existing job and placing staff in areas of their specialty were another set of possible strategies identified by respondents. Torrington & Hall (1987) confirmed that talents should be identified and developed to facilitate optimal levels of performance and job satisfaction. This may only be

possible in the right job and the right environment. This is an area that could probably be addressed by an effective performance appraisal system.

Increasing the exit options and availing vacant boxes was also presented as a possible strategy. Voluntary retirement strategies call for very attractive options.

Collective decision making for mutual consensus relationship was also advanced as a possible strategy. Mullins (2005) confirmed this and called for styles of management that encourage participation. Management was encouraged to try to understand the employees' perception of the situation. A CIMA publication (1995) stated that employee participation in decision making and receipt of regular feedback by employees raises motivation, efficiency and awareness of organizational goals; and it was stressed that lack of participation breeds unenthusiastic and uncommitted employees. The Tanzania Institute of Bankers (2003) also stressed the importance of 'genuine' and 'continuous' participative management as a process that promotes employee motivation.

Other strategies included recognizing self development ,initiative and matching organizational goals for promotion .Mullins (2005) supported this but stressed that as much as an employee may initiate own self development, he or she should clearly identify relevant needs and goals. In other words, needs should be compatible with the organization's goals and needs. That would be the only way to get management support and encouragement. Torrington and Hall (1995) also emphasized there would be no career advancement for training that is not in line with an organization's goals and objectives.

Lastly, but not least, normal formal career planning and guidance was put forward as a possible strategy. Stones and Freeman (1992) focused on employee career planning and development. Career planning being a process, employees may not effectively plan their career goals and paths without guidance. In the banking industry, the importance of effective planning and management of human resources cannot be over emphasized.

On the other hand, the majority of key informants reported training and developing staff for strategies and higher responsibilities as a strategy to minimize constraints to career advancement. This point is supported by Graham and Bennet (1995) and they argued that career development is all about higher status and responsibilities. This as Mullins (2005) pointed out would effectively enable employees to take up the widened space if opportunities came up. He went further and stressed that employees should be enabled to fully utilize their talents and abilities and directed to perform well in the right areas. Management should encourage training in professional and technical skills. Training should focus on organizational goals not other nation's models of best practice.

Making exceptions to the recruitment of banking officers was another identified strategy. The National Strategy for the Development of the Social Service Work Force in Scotland (2005) contended that development of employees is for all positions and all members of staff. This could pave way for an argument for increased level of conversion for qualified clerical staff.

Being flexible in terms of placement in other departments was also advanced as a strategy. Graham and Bennet (1995) emphasized that career development can take place throughout the organization and beyond (i.e. between organizations)

5.2.5 The effect of career advancement on motivation

For the main sample a Pearson correlation was computed between chances of promotion and motivation. The results showed that there is a high significant correlation between job satisfaction and chances of promotion. These findings are supported by Graham and Bennet (1995) who pointed out that the mere prospect of career advancement can by itself be a motivating factor for employees to work hard. As Armstrong (2001) stated, motivation is 'goal –directed' behavior. Kakama (1995) confirmed this too and stressed that systems of rewards can motivate employees. The State of Queensland's Disability Services Queensland (2003) also confirmed the findings and stated that career advancement leads, to among other things, a high level of job satisfaction and that it aligns work with an individual employee's values and motivations. It is further argued that career advancement enables organizations to have employees that are well motivated.

The overwhelming majority of key informants reported that career advancement led to motivation. It is, therefore, logical to conclude as Baguma and Rwabwera (n.d) did that career advancement (promotion) is necessary for job satisfaction and motivation. It shows that an employee's performance and contribution has been recognized. Indeed as Armstrong (2001) pointed out, expectations of goal attainment, incentives and valued rewards do motivate employees.

The minority, among the key informants, reported that career advancement did not lead to motivation. Kakama (1995) high lighted this and confirmed that systems of reward can motivate or indeed de-motivate employees. De-motivation occurs when individual employee goals are not met or when goals of the organization differ from employees' personal goals. Indeed, issues of promotion are related to the presence or absence of positive outcomes (gains). It was also emphasized by NetMBA (2002-2006) at [http://www.netmba.com/mgmt/ob/motivation /herzberg/](http://www.netmba.com/mgmt/ob/motivation/herzberg/) accessed 30th October, 2006 that there would be a motivation problem, if an employee is in a job in which his full potential (or abilities) cannot be utilized. This would, apparently, be a job for a less qualified person.

5.3 Conclusion

5.3.1 Career advancement after training.

The fact that the majority of respondents in main sample reported low chances of promotion highlights the seeming irrelevance of training to promotion. This could and may indeed affect the motivation and performance of trained staff. For the key informants, the majority of respondents reported that they had been promoted after training. This study concluded that training enhanced some managers' chances of advancement in the organizational hierarchy. This state of affairs showed that not all managers benefit from promotion after training. Further more, the minority stated they, as individuals, had not been promoted after training. Clearly, there were de-motivating factors at play here.

Indeed, the majority of key informants reported that, although BOU 'recognized' skills and accomplishments after training, staff at all levels did not benefit from career advancement after training. A minority felt that Bank of Uganda did not recognize skills and

accomplishments after training. These findings pointed to a lack of equality in career advancement opportunities. Moreover, the reward and incentive system did not seem to focus on all positions and employees within Bank of Uganda. There was no equal opportunity of rising to the top.

However, the minority stated that staff at all levels benefited from career advancement after training. These results showed that some staff benefited from career advancement on the basis of merit; and that for them, at least, there was a semblance of equal opportunities for career advancement.

Among the key informants, the majority of respondents reported average chances of promotion after training. Clearly, the majority trained knowing that employees' chances of promotion were just average. Their expectations of the ability of the system to deliver are as they had stated, average.

On the other hand, those in the minority ranked their chances of promotion after training as high and very high. These respondents had high and very high expectations respectively. They aspired to make steady career progression. They expected to be rewarded by the system

5.3.1.2 Change in nature of job after training

The study confirmed that for the majority of respondents in the main sample, there had been no job change in the nature of job after training. Trained staff had stagnated in their jobs or positions. There was a marked lack of opportunities regarding career paths. This was contrary to expectations in a normal situation.

However, the minority reported a job change in the nature of the job after training. This was a positive result, albeit for a small group of employees. Training, at least for this group of employees, had yielded enhanced career advancement progression in some aspects.

5.3.1.3 Chances of securing a job change in another division or department

It was revealed through the study that the majority of respondents in the main sample reported low chances of securing a job change in another division or department. The minority reported their chances as medium and as non-existent. This implied that there was some lack of opportunity to take on higher status and responsibilities in the institution. There was a lack of opportunity for mobility throughout the organization. It was not easy to move from one division or department to another.

On the other hand, another group among the minority reported as high their chances of securing a job change in another division or department. This showed that some trained employees were somehow provided with opportunity to move (laterally or vertically) within the institution.

5.3.2 Constraints to career advancement after training

The majority of the main sample reported that the 'saturated' structure, with the resultant lack of vacancies or openings was the constraint to career advancement after training. The organization structure had a negative impact on employees' career advancement. It was labeled an inflexible structure with limited opportunities (or openings). This fact was also highlighted by the majority of key informants. The organizational structure with the accompanying lack of vacancies and openings was a constraint to career advancement.

The study also led to conclusions that other constraints included poor BOU policies on promotion and retirement procedures, poor relationship with senior management, favoritism and organization politics. Respondents from both the main sample and among key informants identified poor performance results after training and irrelevant training as constraints. Apparently, staff embarked on training programmes that are not relevant to the needs, goals and objectives of BOU. Trained staff, for some reason, do not perform well or do their work properly. The study concluded that inexperience, lack of career path and growth, untimely staff appraisal, poor results, lack of proper procedure for follow-up, recruiting new staff at the expense of internal recruitment, slow nature of change in banks, resistance from departments

with vacant positions, lack of recognition for 'self-made development', uncoordinated transfers, a management not always well-informed or advised and lack of adequate planning and management were all constraints to career advancement after training.

Key informants identified promotional restrictive measures as another constraint to career advancement after training. This implied that inflexible policies in place had a negative impact on career advancement.

5.3.3 Level of motivation among trained personnel

The findings from the study led the researcher to conclude that the majority of respondents were not highly motivated after training. These findings are not surprising, after the study has established that training did not always lead to promotion, increased pay, higher responsibilities or other rewards.

However, the majority of key informants rated as high the motivation of employees after training. For these respondents, who were mainly made up of middle to senior managers and who took pride in the way they did their jobs, training boosted employees' confidence and satisfaction. Training, it was believed, facilitated employees' attainment of much valued goals and satisfied some of their motivation needs.

5.3.4 Minimization of constraints to career advancement after training

The study established that the majority of the main sample believed that strategies existed that could minimize constraints to career advancement after training. These findings put to shame the belief that there was nothing the Bank could do.

However, the minority stated that there were no strategies that could minimize constraints to career advancement after training.

The main sample identified several strategies and these included the view that promotion should not be based on 'boxes' and length of service. This is a guiding principle of career progression for some levels in the institution.

Setting clear and transparent policies on promotion, training and advancement was another strategy identified by the main sample. This presupposes the existence of vague and obscure policies on those aspects. Staff felt the need to review policies on those aspects. Staff also felt the need to review policies on promotion and training. In addition, key informants also felt that exceptions should be made to the recruitment of the Banking officers. Inherent in this, was the strong feeling that qualified clerical staff should be given a bigger chance to be converted to office cadre. Reservations were expressed to the effect that clerical staff with degrees may not measure up to officers at the same level. However, respondents felt that internal recruitment drives augur well for staff moral and maintenance of effective processes at the workplace.

Staff felt that policies should be designed to guide management in improving its strategy regarding human resource management and relations.

This study also revealed that free and fair competition for promotion is a possible strategy that could minimize the constraints. Staff felt that there was lack of equity in this field. Restructuring the organization, job enlargement and developing alternative paths were all strategies put forward to protest against what was seen as an inflexible structure and system. Key informants for their part urged Bank of Uganda management to train and develop staff for strategies and higher responsibilities.

Strategies put forward such as redeployment, job rotation or shift work reveal the fact that staff had stayed for years in their jobs without change. Further more, key informants noted this too and advised BOU to be flexible in terms of placement in the other departments. Respondents stated that it was very difficult to move from one department to another and in fact it was felt that few departments were very willing to let in new aspirants or allow current hardworking staff to leave for opportunities elsewhere.

Respondents in the main sample advanced appreciating employees' performance as a strategy. Clearly, they felt their efforts were not appreciated. In identifying contacting an employee's supervisor as a strategy, the study concluded that staff believed that their immediate supervisors were never consulted, were overruled or disregarded in matters concerning career advancement.

Other strategies presented such as matching appraisal forms to the requirements of the job, matching relevant qualifications to the existing jobs and placing staff in areas of their specialization exposed weakness in placement and the appraisal system.

The strategy identified, by the main sample, as increasing exit options (and thus availing vacant boxes) pointed to impatience among the lower carders of staff at the lack of advancement in the hierarchy.

Collective decision making for mutual consensus relationship was another strategy put forward. This implied that respondents felt that employees do not participate in the decisions that affect their work and their careers.

Recognizing self development and initiative and matching organizational goals for promotion was another identified strategy .This exposed the feeling among respondents that efforts towards self development were not recognized by management.

Respondents called for formal career planning and guidance. This pointed to lack of effective planning of career goals and paths.

5.3.5 Effect of career advancement on motivation

It was evident from the findings of the study, as reported by the main sample, that career advancement had a highly positive effect on motivation. The results indicated and quite rightly so that the mere thought or prospect of promotion can motivate employees to work hard. It was also revealed by the findings that for the overwhelming majority of key

informants, career advancement led to motivation. These findings showed that career advancement did have a great effect on motivation.

For the minority among the key informants, career advancement did not lead to motivation. Apparently, the reward system proved to be a de-motivating factor in that instance. On the other hand, discussions with some respondents revealed that, in some instances, promotions meant access to more loans. Their reasoning was that the more indebted one was, the higher the possibility of motivation being eroded.

The study also highlighted the fact that there had to be a steady progression not stagnation at certain levels.

5.4 Recommendations

5.4.1 Career advancement after training.

1. The study recommends that trained employees with a track record of good performance should be motivated through various enhanced systems of rewards. Bank of Uganda's recognition for skills and accomplishments should be translated into real terms and positive outcome or gains for trained employees.
2. There is need for BOU management to be seen to make an attempt to meet the aspirations of trained employees. The flaws in the Bank's recognition and reward system should be identified and addressed. The Bank should pay close attention to the de-motivating effect of the failure to come up with positive results. Otherwise, the Bank will have in its ranks a horde of de-motivated staff.
3. Training should enhance all (not a few) managers' chances of advancement. Job changes should not be effected for only a small group of trained employees.
4. The study recommends that the prospects for promotion should be improved for trained employees. Their hopes and aspirations should not be choked by inflexible systems and structures. The Bank should address and correct the anomaly of lack of

opportunities in as far as career paths are concerned. Trained employees should not stagnate in their jobs or positions.

5. Trained employees, some of whom have very high expectations, should be treated equally and fairly when prospects for promotion or chances of securing a job change in another division or department are identified. Those trained employees who benefit from career advancement should be seen to have done so on merit and not other considerations. Opportunities for mobility should also be created and widened throughout the organization.

5.4.2. Level of motivation among trained personnel

1. The study recommends that various new reward systems should be explored in order to motivate trained staff e.g. higher levels of satisfaction, raised salaries, higher responsibilities.
2. Training programs identified should be ‘real’ and ‘operational’. Training should not be just (training) for the sake of it –which leads to little benefit to the individual or the organization. Training budgets should only cater for training that addresses employees training gaps. Personnel from the Human Resources Department should make regular follow ups on trained employees.
3. BOU should continue to motivate employees through training programmes that boost their confidence and motivation.
4. BOU management should devise new means through which employees’ motivation levels can be sustained after training. This involves setting clear and transparent policies on promotion, training and advancement. Internal recruitment drives should always be given priority (over external recruitment).

5.4.3. Minimization of constraints to career advancement after training

1. The study recommends that BOU be restructured by its management. This move calls for a more flexible structure with widened opportunities for career advancement to replace the current one that is ‘saturated’. The closed organization structure should be addressed. Promotion should not be based on ‘boxes’ and length of service.
2. The bank should put in place clear and transparent policies on training, promotion and advancement. There should be improvement in promotion and retirement procedures; they have been described as ‘poor.’ Competition for promotion should be free and fair. Promotion should indicate real achievement and retirement should be made more attractive. Attractive exit options should be explored and put in place.
3. BOU should improve the relationship between employees and senior management as it has been reported to be poor. This calls for more interaction. In addition new policies should be devised to guide management on improving human resource management and relations. More participatory management styles should be put in place.
4. Management should look into the reasons for poor performance among trained employees. Poor performance should not be accepted from trained employees. Performance improvement plans should focus on individual’s training needs assessment. Training gaps should be addressed by relevant courses.
5. Management should discourage incidences of irrelevant training. Irrelevant training wastes money and time both for the individual concerned and the Bank. Career advancement would only be facilitated if employees go for courses that address training needs as ‘identified’ in staff appraisals according to the performance improvement plan.

6. Lack of career path and growth should be addressed by the Bank. This state of affairs is not good for employee performance and morale. Trained employees' good performance should be rewarded. Promotional restrictive measures should be reviewed. Alternative career paths should be investigated. Possible avenues through which job enlargement can be done should be explored. Redeployment and job rotation should be implemented.
7. The reported 'untimely' staff appraisals, poor results and lack of proper follow up procedures should be looked into by the Bank's management. This would improve monitoring and evaluation of employee performance. In addition, appraisal forms should be matched to job requirements. Relevant qualifications should be matched to existing jobs. Trained staff should be placed in their areas of specialization.
8. BOU management should make exceptions to the recruitment of Banking Officers. The practice of external recruitment at the expense of internal recruitment should be reviewed. Internal recruitment should be encouraged and carried out as much as possible for all levels. The Bank should try as much as possible to give priority to its trusted and hard working employees.
9. Relevant bank management teams should reverse the slow nature of change in banks to take into account the dynamics of change. Institutions should respond to circumstances that lure their trained staff to look for greener pastures elsewhere.
10. BOU management should discourage the resistance of departments with vacant positions to open up. There should be flexibility in terms of placement in other departments. Mobility should be adequately facilitated.
11. Lack of recognition for self-development should be stopped. Self development and initiative that matches organizational goals be recognized and rewarded adequately by the Bank.

12. Uncoordinated transfers should be discouraged by the Bank's senior management. They are a disruption to the work process and negatively affect employee morale.
13. Management should strive to be well-informed or well-advised.
14. Lack of adequate planning and management should be discouraged. The Bank should be put in place formal career planning and guidance .This would facilitate effective planning of career goals and paths.
15. Management should always consult and listen to supervisors of trained employees.
16. BOU should train and develop staff for management strategies and higher responsibilities.

5.4.4. Effect of career advancement on motivation

1. BOU management should recognize that career advancement, in general, and promotion; in particular, have a highly significant effect on motivation.
2. To avoid stagnation at some levels, BOU management should facilitate steady career progression by widening promotion opportunities and creating new openings for trained and competent staff. Options include restructuring the organization, job enlargement or developing alternative career paths and making retirement much more attractive.
3. BOU should appreciate the role or impact of career advancement on employees' motivation to work hard. There should be effective planning of career goals and paths. Staff should be trained and developed for strategies and higher responsibilities.

4. Employees should be rewarded by the Bank for their successful training and hard work. Reward systems or methods should have real positive gains or outcomes such as promotion, salary increase or recognition awards.
5. The potential of trained employees should be fully utilized by the Bank. Policies on promotion and training should be reviewed by management. Relevant qualifications should be matched to existing jobs by Human Resource department. Staff should be placed in areas of their specialization. This calls for flexibility in terms of placement in other departments of the Bank.

5.5 Suggestions for further research

Firstly, there is need for an in depth study in the development and design of realistic, viable, positive and relevant systems that are ‘multi-faceted’. The despair among respondents and the implementation of policies that people do not believe in, has highlighted the need to focus attention on the nature of financial and non financial rewards that can positively affect an individual’s achievements, self-esteem, personal and professional growth.

Secondly, research should be carried out in the assessment of the appraisal system as a key management tool. The study should determine whether or not the appraisal system is too overloaded to be an effective management tool.

Thirdly, another study should focus on how to ensure genuine, free and fair competition for promotion opportunities in institutions as these greatly affect employees’ motivation.

Lastly, a study should be carried out among sister central banks in the Eastern and Central African region, to assess and evaluate how issues of career advancement are handled in their institutions and how they affect staff motivation.

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APPENDIX

APPENDIX A

BANK OF UGANDA

OFFICE OF THE DIRECTOR
HUMAN RESOURCES



MEMORANDUM

Date 7 September 2006

To **Ms. Sarah M K N Mwanje**

HR/PTD/1

Academic Research in Respect of MA in Public Administration and Management, Makerere University

Reference is made to your Supervisor's letter on the subject matter dated 1st September 2006 addressed to the Executive Director Administration, Bank of Uganda.

This is to inform you that you have been offered the opportunity to undertake research in Career Development and Staff Motivation in the Banking Industry: A case study of Bank of Uganda in respect of your Masters degree course.

I wish you success.

Evah MweneBirinda (Mrs)
Director, Human Resources

Copy to: EDA

APPENDIX B

FACE-TO-FACE INTERVIEW GUIDE

I am a Master's student of Public Administration and Management of Makerere University. The focus of my research is on career advancement and motivation. Areas of interest are the assessment of factors that hinder career advancement after training, how this affects staff motivation and the identification of strategies that can minimize the constraints to career advancement after training.

As a policy maker and or as an implementer your views are very important. This survey will ensure confidentiality and anonymity. No individual will be identifiable at any stage of this research.

SECTION A: BIO-DATA

1. Rank in the organization

☐

Senior Management
(ED, HD, DHD, ASSHD)

☐

Middle Management
(SPBO, PBO)

☐

Junior Management
(SBOI, SBOII, BOI, BOII)

2. Age

☐

31 – 40

☐

41 – 45

☐

46 – 50

☐

Above 50

3. Length of service in Bank of Uganda

☐

3 - 5 years

☐

6 – 10 years

☐

11 – 15 years

☐

16 years and above

4. Sex ☐ Male ☐ Female
5. Marital status ☐ Married ☐ Single ☐ Separated
☐ Living together ☐ Widowed
6. No. of children

SECTION B: TRAINING

7. Type of training undertaken between July 2001 – June 2006
- | | | |
|---|---|--|
| <input type="checkbox"/> Short course(s)
(Workshop, seminar
or other)
Please specify | <input type="checkbox"/> Certificate Courses
Please specify | <input type="checkbox"/> Diploma
Please specify |
| <input type="checkbox"/> Undergraduate
Please specify | <input type="checkbox"/> Postgraduate Diploma
Please specify | <input type="checkbox"/> Masters
Please specify |
| <input type="checkbox"/> Doctorate
Please specify | <input type="checkbox"/> Professional Course
Please specify | <input type="checkbox"/> Other
Please specify |

SECTION C: ADVANCEMENT AFTER TRAINING

8. Have you been promoted after your training?
 Answer Yes/No
9. What are your chances of being promoted as a result of your training?
- ☐ Very high ☐ High ☐ Average ☐ No chance
10. What are the opportunities to grow in other areas at Bank of Uganda?

11. Does Bank of Uganda recognize skills and accomplishments after training?

Yes/No

12. If yes, how

13. In your opinion, do staff at all levels benefit from career advancement after training?

Yes/No

14. If no, which levels do and what may be the reason for this?

.....
.....

15. What is the criterion for promotion in the Bank?

☐

Training

☐

Performance

☐

Availability of

Vacancy

SECTION D: HINDRANCES TO PROMOTION AFTER TRAINING

16. What factors hinder an employee from being promoted after training?

.....
.....
.....

SECTION E: STRATEGIES TO REMOVE/MINIMIZE HINDRANCES

17. In your view, what strategies can be used to minimize or remove hindrances or constraints to career advancement (e.g. promotion)?

.....
.....
.....

SECTION F: LEVEL OF MOTIVATION OF TRAINED EMPLOYEES

18. Employees seem to take pride in the way they do their jobs after training?

☐ Yes

☐ No

19. If no, please specify

.....

20. How do you rate the level of motivation of employees after training?

☐ Very High ☐ High ☐ Average ☐ Low ☐ Don't know

21. What current strategies does BOU use to motivate employees after training?

.....

.....

22. What other strategies can the Bank employ to raise employee's motivation after training?

.....

.....

SECTION G: EFFECT OF PROMOTION ON MOTIVATION

23. Under normal circumstances, promotion should lead to motivation. Is this true in the case of Bank of Uganda?

☐ Yes

☐ No

24. If no, please explain

.....

.....

APPENDIX C

QUESTIONNAIRE ON CAREER ADVANCEMENT AND MOTIVATION

Dear Participant,

I am a Master's student of Public Administration and Management of Makerere University. I am conducting research on career advancement and motivation. This is an attempt to assess the factors that hinder career advancement after training, how this affects staff motivation and lastly to identify strategies that can minimize the constraints to career advancement after training.

The success of this research depends on the collection of a wide range of views that would make the findings representative. Your views are very important. Please participate in this research, which I believe, is of great interest to all of us at Bank of Uganda.

This survey will ensure anonymity and confidentiality. You do not have to indicate your name on this questionnaire. No individual will be identifiable at any stage of this research. Please answer as honestly as you can.

Thanking you in advance,

Yours faithfully,

Sarah Mwanje

SECTION A: BIO DATA

Please fill in the questionnaire by ticking only one box.

1. What position do you hold in BOU? Department.....
☐ Director/Deputy/Assistant Director
☐ SPBO/PBO ☐ Senior Banking Officer ☐ Banking officer
☐ Personal Secretary ☐ Other (specify)
2. Age ☐ below 20 years ☐ 21 – 25 years ☐ 26 – 30 years
 ☐ 31 – 40 years ☐ 41 – 45 years ☐ 46 – 50 years
 ☐ Above 50 years
3. Sex ☐ Male ☐ Female
4. Marital Status ☐ Married ☐ Single ☐ Separated ☐ Widowed
5. How many children do you have?
☐ None ☐ 1 – 2 ☐ 3 – 5 ☐ Above 5
6. For how many years have you held your present position?
☐ 1 – 2 years ☐ 3 – 5 years ☐ Above 5 years
7. Length of service in the Bank of Uganda
☐ Less than a year ☐ 1 – 2 years ☐ 3 – 5 years
☐ 6 – 10 years ☐ 11 – 15 years ☐ 16 or more years
8. On what basis are you employed?
☐ Permanent ☐ Contract ☐ Other (specify).....
9. Highest qualification
☐ PhD ☐ Masters ☐ Bachelor's Degree ☐ Other.....
10. For each choice, please give details regarding qualification and field
.....

SECTION B: TRAINING

The focus of this section is on the type of training you have undertaken from July 2001 to June 2006.

11. Please indicate with a tick which type of training you have undertaken during the period under review

☐ Induction ☐ Short course(s) ☐ Undergraduate
☐ Postgraduate ☐ Other

12. For short courses, please indicate most recent two (2) courses and titles

.....
.....

13. How long did the course(s) take?

☐ 1 – 2 weeks ☐ 3 – 5 weeks ☐ Above 6 weeks

14. For undergraduate, postgraduate courses and option for other, please indicate field, start date and duration of course

.....
.....

15. What stage have you reached?

☐ Completed ☐ Ongoing ☐ Abandoned

16. If abandoned, please give reason (s)

.....

17. Have you undertaken any professional course different from your academic qualification?

Yes/No

18. If yes, please write down the professional course(s) attended

.....

.....
19. When did you start this course and what stage have you reached?
.....

20. For all courses, please indicate the source of funding

☐

Bank sponsored

☐

Self-sponsored

☐

Other

sources

(please

specify).....

SECTION C: CAREER ADVANCEMENT AFTER TRAINING

This section focuses on your chances of advancement (e.g. promotion, higher pay, etc) in BOU.

Please indicate with one tick the choice closest to your level of agreement.

a) Chances of promotion

21. Generally, staff trust BOU's senior management after training.

☐

Strongly disagree

☐

Disagree

☐

Neutral

☐

Agree

☐

Strongly

agree

22. I feel BOU values me more as its employee after training.

☐

Strongly disagree

☐

Disagree

☐

Neutral

☐

Agree

☐

Strongly

agree

23. BOU provides opportunities to grow and learn after training.

☐

Strongly disagree

☐

Disagree

☐

Neutral

☐

Agree

☐

Strongly

agree

24. There are very good promotional opportunities at BOU after training.

☐

Strongly disagree

☐

Disagree

☐

Neutral

☐

Agree

☐

Strongly agree

25. BOU has supported my career advancement after training.

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

26. I see my current position as a training ground to another organization

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

27. In BOU there is recognition for skills and accomplishments after training.

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

28. Has the nature of your job changed after training? Yes/No

29. If yes, please explain

30. If no, how do you rank your chances of securing a job change in another division or department in BOU?

☐ Very high ☐ High ☐ Medium ☐ Low ☐ Non-

existent

b) Hindrances to career advancement.

31. List factors that hinder an employee of BOU from being promoted after training?

1)

2)

3)

SECTION D: STRATEGIES TO REMOVE OR MINIMIZE HINDRANCES TO CAREER ADVANCEMENT AFTER TRAINING

This section focuses attention on strategies that can be used to address lack of career advancement after training.

32. Are there strategies that can be used to remove or minimize hindrances to career advancement after training at BOU?

Answer Yes/No

33. If yes, please outline possible strategies that can be used to remove or minimize hindrances or constraints to career advancement after training at BOU

1).....

2)

3)

SECTION E: MOTIVATION

Here, your attention is drawn to your present job. Please use the same scales of agreement as above to indicate how you feel about your present job.

34. I feel a sense of personal satisfaction when I do this job well.

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly

agree

35. My opinion of myself goes down when I do this job badly.

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly

agree

36. I take pride in doing my job as well as I can.

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

37. I feel unhappy when my work is not up to my usual standard.

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

38. I like to look back on the day's work with a sense of a job well done.

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

39. I try to think of ways of doing my job effectively.

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

40. Are you motivated to do your very best for BOU after training?

.....

41. Please indicate with a tick how influential the following factors are on your decision to continue working in BOU

Hygiene Factors	Not influential	Some what influential	Very influential	Extremely influential
Company policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relations with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rate of pay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BOU loans/advances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Motivational Factors

Achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity for promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you