



**St. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF GENERAL MBA**

**ASSESSMENT OF MANAGEMENT PRACTICES: IN THE CASE OF
ETHIO-TELECOM (HEAD OFFICE)**

By: TAREKEGN ANDARGE

**A Thesis Submitted to the School of Graduate Studies of St. Mary's University
College in Partial Fulfillment of the Requirements for the Master of Business
Administration (MBA) Degree in General Management**

ADDIS ABABA, ETHIOPIA

JULY, 2019

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Addis Ababa, Ethiopia

July, 2019

Statement of Certification

This is to certify that Tarekegn Andarge has carried out his research work on the topic entitled **“Assessment of Management Practices: The Case of Ethio-Telecom Head Office”** and that it is his original work and suitable for submission for the award of Master’s Degree in General Management.

Advisor: Dr Yergalem Tadele

July, 2019

Declaration

I, the undersigned, declare that the study entitled with “**Assessment of Management Practices: The Case of Ethio-Telecom (Head Office)**” is my Original work. I have undertaken the research work independently with the guidance and support of the research advisor. That all sources of materials used for the thesis have been duly acknowledged. This study has not been submitted for any degree in this University or any other University. It is offered for the partial fulfillment of the degree of Master of Business Administration [MBA] in General Management.

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July, 2019
Addis Ababa, Ethiopia

St. MARY’S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF GENERAL MBA

**Assessment of Management Practices: In The Case of Ethio -
Telecom (Head Office)**

This is to certify that the thesis prepared by Tarekegn Andarge entitled: “**Assessment of Management Practices: The Case of Ethio Telecom Head Office**” and submitted in partial fulfillment of the requirements for the degree of Masters of Business Administration complies with the regulations of the St Mary’s university and meets the accepted standards with respect to originality and quality.

Signed by the Examining Committee:

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Acknowledgements

First and foremost I am grateful to God Almighty for giving me grace, wisdom and strength in all my accomplishments.

The process of doing this research cannot be realized without the contribution of people around me. First, I would like to thank my advisor, Dr Yergalem Tadele for his guidance, critical review and comments that dramatically adjust the way the thesis should be. Next, my thanks goes to the staff of Ethio-telecom who are working in head office who helped me a lot in providing information related to my study and allowing a conducive environment for letting users fill the questionnaire.

I extend my gratitude to my friends especially for their support throughout my study especially in participating encoding the raw data to the computer and their guidance on my research. I also forward my thanks to my family for their support and advice.

Finally, I would like to say thank you for those friends and colleagues who helped me in any way throughout my study to reach to this achievement.

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Abbreviation and Acronyms

ET: :Ethio-telecom

BA/BSC : Bachelor of art or Bachelor of Science

PHD : Doctor of Philosophy

MP : Management Practice

T and D : Training and Development

TNA : Training Need Analysis

MNA : Management Need Analysis

HRD : Human Resource Development

ETC : Ethiopian Telecommunication Corporation

ABSTRACT

As the world moves towards a globalized service dominant economy system with experiencing rapid growth, many nations shift from a manufacturing –based economy to service economy, the major factor for this change is the invention of computer technology and advancement in telecommunication. This research was conducted with the objective of assessing management practices and problems in Ethio telecom, It is an exploration of the issues concerning management practices in terms of how change needs were assessed, and how the program is evaluated and the strategic position and roles of management and giving suggestions to improve the effectiveness these activities. The research has adopted a qualitative and quantities approach. The data were gathered through a survey questionnaire was distributed for managers and employees additionally the company policy and procedure were used as a secondary source of data. The study reveals that, there were absences of systematic management training needs assessment and of effective procedures for evaluation. Regularly the company provided training for managers whenever the mangers up graded to fill new position. Management practice faces many problems: lack of long term plan, poor quality management training program, inaccurate development need assessment, difficulty to evaluate training and development out comes. Then I recommended that, management practice program needs to be a systematic function, linked and derived from the overall organizational strategies, plans and policies, rather than being piecemeal, standalone activities, designed to react to the current organizational conditions. In terms of management practice need assessment, this process needs to be systematic; training needs should be assessed based on objective systematic techniques rather than being subjective to the mangers direct viewpoints and personal aspects and it should be for all managerial level by emphasizing the need to be on performance appraisal records and job descriptions. When assessing training needs, the analyses should include individual, organizational training needs rather than only individual’s needs.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

The invention of computer technology and advancement in telecommunication resulted in the development of a globalized service dominated economy system. Consequently, many nations move from a manufacturing based economy to a service economy. In many countries, the Telecommunication industry is emerged as one of the most important industries in the service sector. Development in this sector brought a radical transformation creating exciting new opportunities and new challenges for service providers as well as for rapid growth and modernization of various sectors of the economy by contributing to improve efficiency and productivity T.Curristine - 2007. The industry has been growing and plying important roles in the progress of the society (Desmond 2010).

Basic conventional telecommunications was first used in Africa during the pre-independence era in 1988.by trading firms in West Africa (C Aloo - 198). It is also believed that similar communication was available in Eastern Africa, around the same period. In Eastern Africa, a legal creation of a postal and telecommunication entity was made in 1893(C Aloo - 1988). in general it should be pointed out that major development activities in this field started in Africa in the 1960s.

Telecommunications service was introduced in Ethiopia by Emperor Menelik II in 1894 when the construction of the telephone line from Harar to the capital city, Addis Ababa, was commenced. Then the interurban network was continued to expand satisfactorily in all other directions from the capital. Many important centers in the Empire were interconnected by lines, thus facilitating long distance communication with the assistants or operators at intermediate stations frequently acting as verbal human repeaters between the distant calling parties (Ethio telecom Magazine, 2014).

The Imperial Board of Telecommunications of Ethiopia (IBTE) was established by the proclamation No. 131 on October 15, 1952. The main purpose of the Board, as stated in its establishment charter of article 5 was “to rehabilitate, extend, repair and maintain the telecommunication facilities of Ethiopia and to engage in the business of telecommunication

for profit.” (Ethio telecom Magazine, 2014).

Under the Dergue regime, in October 1975, the Ethiopian telecommunications was renamed as “The Provisional Military Government of Socialist Ethiopia Telecommunication Services”. It was renamed again as “ETHIOPIAN TELECOMMUNICATIONS AUTHORITY (ETA) on January 1981. It retained its name as ETA up to November 1996. Under the Federal Democratic Republic of Ethiopia, the telecommunications sector was restructured and two separate independent entities namely the Ethiopian Telecommunications Authority (ETA) and the Ethiopian Telecommunications Corporation (ETC) were established by Proclamation No. 49/1996 on November 1996 (Ethio telecom Magazine, 2014).

As a continuation of the 2005/06-2009/10 five year Plan and after concentrating its efforts on education, health and agriculture, the Ethiopian government has decided to focus on the improvement of Telecommunication Services, considering them as a key lever in the development of Ethiopia, Ethio telecom is born, on Monday 29th November 2010, from this ambition of supporting the steady growth of our country, within the Growth Transformation Plan (GTP), with ambitious objectives for 2015 (Ethio telecom Magazine, 2014).

Gradually, the former name of Ethiopian Telecommunication Corporation has changed to Ethio-Telecom in December 2011. During this time, the administration task is given to the France Company with the aim to facilitate the development of telecom infrastructures and to ensure knowledge transfer and international best practices and experiences in the industry and, thereby, improving the quality and competitiveness of the Ethiopian telecom company.

With these broad goals, capacity building trainings were given locally and in abroad for both management teams and experts in order to enhance the implementing capacity of the company. This would in turn enhance Ethio-telecom performance to provide customer oriented and quality services. Currently, the company provides different telecommunication services including fixed line, mobile, internet and data services. As of November 2017, the total number of customers in mobile subscriber reached 62 million, fixed line 3 million and internet users, 3.2 million. Currently, Ethio-telecom has 9,000 employees. Ethio-telecom is the sole provider of the telecom service without competition but it has to see its operation had it been competition. Globalization and WTO have been forcing the country directly or indirectly to accept private operators.

To remain competitive, in this global business world, organizations often find it necessary to adapt a feasible business governance system that affects their processes and people. Therefore, good management practice is seen as a permanent business function to improve efficiency and keep any organization adaptable to the competitive marketplace. To this end, the proposed study explores the different management practices which has been practiced in the Ethio-telecom and related problems in pursuing its business operations.

1.2 Statement of the Problem

The management practice is deliberate to improve the overall effectiveness of managers in their present position and to prepare them for great responsibility when they are promoted and it became more prevalent in recent years because of increasingly complex demands on managers because training managers through experience alone is a time consuming and unreliable process

To be practical use, management practice must be in song with what managers are expected to achieve, what they actually do, the frequent different role they play, and how well they perform. Furthermore, the benefits for implementing management practice have been widely recognized by many companies. In general, it enhances a company's performance by enhancing the knowledge skills and attitude of the manager (Prokpenko, 1998). A major research survey in to management practice conducted by the institute of management development in England, show that mangers in the next century will have to be good at strategic planning, responding to and managing change, total quality management, verbal communication, coaching other and delegating responsibility. And also a research undertake by Open University business school and the institute of management to evaluate the current state of management development in British organization /1986/ by Constable and McCormack, finding indicate that almost all managers are satisfied that good management practice because achieving its objectives and having significant impacts on the organization performance. In appropriate management practice plan, inadequate need assessment and less attention to prioritizing need, non-configuration of the development objective with the strategic objective of the company, ineffective implementation, follow up and evaluation program. Will have negative contribute towards manager performance.

The gap i was observed, Ethio telecoms have been placing managers in to different position but this practice has never been under study for its efficiency and effectiveness. Hence, the main reason that the researcher wanted to conduct this research was to investigate the management Practice in Ethio telecom.

1.3 Research Questions

- What is the current practices of management in Ethio telecom.
- To what extent the company management practice is in line with the company corporate strategy and change?
- What are the main problems and challenges that influence management practice in the company?

1.4 Objectives of the Study

1.4.1 General Objective

The main objective of this study is to assess the management practice and challenges in Ethio telecom.

1.4.2 Specific Objectives

Objectives of the proposed study would be to:

- 1) To identify the current management practices in Ethio telecom.
- 2) To identify the most important problems that may face in management practice functions in Ethio telecom.
- 3) To identify role and responsibility related to the required standard of the job.

1.5 Significance of the Study

The study provides possible suggestions for management practice in Ethio telecom and it may help the organization to review the management practice and policy. Furthermore, it will help as a source document and as a stepping stone for those researchers who want to make further study on the area afterwards.

1.6 Delimitation of the Study

Since the study is on the management practice and challenges of Ethio telecom, it is only focus on Addis Ababa head office managers, officers and chief officers because the human resource department exist only at head office level and the majority of the decision were emanated from head office because there is no officers and chief officer at the region and zonal level. Although there are different program in Ethio telecoms, the study confined to the practice and challenge in terms of Needs Assessment (NA), and the evaluation process, and to explore the strategic position and role(s) within the strategic objectives of the company and change. Management is a function of planning organizing, leading, Staffing and controlling. The study is only focuses on the function of staffing which is the process of acquiring, organizing and retaining of employees of the strategies to retain the staff of the organization.

1.7 Definitions of key Terms

- ▶ **Management:** Management is a function of planning organizing, leading, Staffing and controlling. The study is only focuses on the function of staffing which is the process of acquiring, deploying and retaining of employees.
- ▶ **Ethio Telecom:** the Company owned by the government of Ethiopia which is providing: a telecom service for the country.
- ▶ **Management practices:** is a methods or a technique find to be the most effective and practical means in achieving an objective.
- ▶ **Challenges related to management practices:** some occurred obstacles to achieving the organization objective.

1.8 Organization of the study

The study is organized into five chapters. Chapter one introduced the study by giving the background information, statement of the problem, objectives, and significance of the study, delimitation and limitation of the study. Chapter two is deals with the review of relevant literature on the research problem. Chapter three is discussed the research methodology adopted for the study and relevant justifications. It outlines the methodology for carrying out the secondary and primary data collections. Chapter four present the findings on management practices and challenges in Ethio telecom. Chapter five presents summery and conclusions that were draw from the research findings and recommendations to enhance the management practices activities of the company.

CHAPTER TWO

LITERATURE REVIEW

2.1 Theoretical Literature Review

2.1.1 Definition of Management Practice

From a functionalist perspective, it is generally agreed that management practices and related challenges refers to the process by which individuals improve their capabilities and learn to perform effectively in managerial roles. Management practice is designed to improve the overall effectiveness of managers in their present position and to prepare them for greater responsibilities when they are promoted (stone and Freeman, 1998)

As Mumford explains, management development is all about developing the abilities of people to manage in their organizational environment but stone and freeman argued that it is a design to improve the current managerial capacity and preparing them for future responsibilities.

2.2 Approach and Components of management practices

According to (Woodall and Winstanly, 2002) there are eight approach and component of management practice process, formal education and training, action learning, career planning, learning from experience ,open and distance learning ,self-improvement, management consulting.

2.2.1 Formal Education and Training

The distinction between education and training is not a precise one. Program which leads to formal qualifications such as an MBA degree, dealing with basic management disciplines such as economics and psychology tends to be lumped together under the heading management education. These are usually longer rather than shorter in duration. Short courses which do not lead to qualifications, and which focus on skills and techniques, tends to be described as management training program. This training can be divided in to two: on the job and off the job training.

2.2.1.1 There are three major formal on the job training methods:

1. Coaching training of employee by his or her immediate supervisor is by far the most effective management practices technique. Many firms make a point of training their managers in the fine art of coaching. Conscious manager often keep a file for each of their employee indicating the training they are receiving the skill they are acquiring and how well they are performing.

2. Job Rotations involves shifting managers from position to position so they can broaden their various aspects of the firms operations.

3. Training position trainees are given staff post immediately under a manager, often with title of “assistance to” such assignment gives trainees a chance to work with and model them after outstanding managers who might otherwise have little contact with them.

planned work activities involves giving trainees important work assignment to develop their experience and abilities .trainee may be asked to head a task force or participate in an important committee meeting such experience help them to gain insight in to how organization operate and also improve their human relation skill.

Is remove individuals from the stress and on-going demands of the works place, enabling them to focus fully on the learning experience. In addition, they provide opportunities for meeting people from other department or organization. Thus employees are exposed to useful new ideas and experience while they make potentially useful contact. The most common off the job enlargement method are class room instruction sponsored by universities and organization (Stoner, Freeman and Gilbert, 1998).

2.2.2 Action learning

Involves a small self-selecting team undertaking a practical real-life and organizational based project. The emphasis is learning by doing with advice and support from tutors and other course members. It is essentially a learner driven process. It is designed to help develop both the manager and the organization to find solution to actual problem. Action learning demands flexibility and fluidity. For many, reared on a diet of chalk and talk, this is a daunting prospect. Typically there is no formal structure with facilitators acting as catalyst rather than as a leader. While some executive are attracted to this, others are wary that action learning cannot be

measured in the conventional sense. Indeed it is impossible at the beginning of a program to forecast exactly what benefits each participant will take away with them.

Nor can the benefit of action learning be easily related to the bottom line of business performance. But, if it is working effectively, action learning should involve a continuous process of self-evaluation. Action learning is a process applicable to developing leaders as a leader change the way he or she manages based on realities. The focus of action learning is on learning about the process of managing change by actually managing organizational change. It stress the importance of learning about self and the influence that our attitude and assumption on how we lead and make decision in short, rather being taught through case studies or simulation, participant learn through being exposed to real problems and to each other insight(Mullins 2005).

2.2.3 Career planning

The systematic interweaving of management practices with career and management succession planning involves a set of inter-linked activities including those listed below (prokopenko, 1998).

2.2.3.1 A Systematic Evaluation and Grading of Jobs Based on their Content

Job evaluation and grading is usually first introduction as a base for company-wide salary determination, but it is equally relevant to management practices providing a common language to describe and group jobs according to their content. Increasingly such processes involve using the concept of management competence and competency model or standards.

2.2.3.2 A system for Performance Appraisal

Performance appraisal systems have varied uses- for example to facilitate objective, wage setting, to provide an equitable base for differential compensation or for counseling individuals on performance issues. They also have an important part to play in the process of management development by providing on the other a means of identifying gaps in competence and hence the individual's needs for development.

2.2.3.3 A system for the Assessment of Potential

No career planning can avoid decisions about the potential of individual managers. These decisions must be translated into actions such as promotion or rotation of personnel. The

potential assessment is less concerned with what a manager has achieved and more concerned with how he or she has achieved it. Also the assessment of potential usually involves the use of objective tests to measure such factors test form parts of the apparatus of assessment centers.

2.2.4 Management Resource Planning or Succession Planning

One of the key features of a structured management practice system is succession plan. This is basically a plan for identifying who is currently in post and who is available and qualified to take over in the event of retirement, voluntary leaving, and dismissal or sickness. The normal vehicle for this a meeting or conference at corporate level, at which information derived from job grading, performance appraisal and assessment of potential will be examined and attention focused in particular on the individual whose name appears on the management practice lists. Normally such meeting will be run by the chief executive, closely support by the personnel director and attended by the top line manager in charge of division. Frequently company also employs specialist management staff who will play key role in the process. Increasingly the internal “professional” will be supplemented by one or more external consult.

Management succession planning aims to ensure that a sufficient supply of appropriately qualified and capable man and women are available readily to meet the future needs of the organization. Such men and women should be readily available to fill vacancies caused through retirement, death, resignation, promotion or transfer of staff or through the establishment of new position. Despite the influence of de-layering, change to the traditional hierarchical structures and less opportunities of jobs for life, there is still an important need for effective succession planning in order to develop internal talent and help maintain loyalty and commitment to the organization. However excessively detailed and rigid career planning has become unrealistic and belongs to the past.

The current business environment requires considerable flexibility and adaptability of individual management jobs and total management system; this has strong impact on career patterns. Managers have to be developed in a way that makes them available for a wider array of new positions, including position that could not be anticipated in out lining their future career path. More open career planning also assumes that, for some managers, their whole career cannot with the same company, helping individual to maintain a necessary degree of employability. (J. Mullines, 2005).

2.2.5 Open and Distance Learning

The growing use of open and distance learning approach in management practice reflect the attractiveness of the ideas that managers should be able to learn at a time, at place to suit themselves. It is also widely believed that most managers, being, mature, experienced people are not excited by traditional, formal methods of learning. Being primarily people of action, they will favor learning close to the job rather than attending long training courses at external institutions some may also be simulated by the use of modern multimedia communication technique. Coffey (1977) define open learning system as removed constraints which would otherwise make them closed. He puts forwards constraints of two kinds:

1. Administrative Student must attend at specific place and at specific times or must complete a course of education or training within a specified period of time.
2. Educational for example, minimum qualifications for entry and lack of flexibility concerning learning objectives, methods and sequence.

2.2.6 Management Self Improvement

Management self-improvement is another way of assisting managers to hone their management skill and perspective at a time of place and pace appropriate to their individual circumstances and motivation. Unlike other approaches where attention has to be paid to schedules, assignment, group interaction and formal evaluation. However, despite more flexible and freedom, self-progress requires a great degree of personal discipline and commitment in completing a program and achieving learning objective within reasonable time. To paraphrase the old saying associated with learning” the amount you get out of management self-development is directly related to the amount you get time, effort and commitment you put in “there is no short cut.

The motivation to pursuit management knowledge through self-development must first come from within, before the program is started. In assessing whether or not is able to complete successfully a management self-development program, one must ask oneself a few very difficult question. Do I have a time that required on a daily and weekly base? Are my personal and professional obligations sufficiently under my control to devote myself to the required schedule? What is my past experience with self-development activities in general such as resolutions concerning exercise, dieting and so on? What is my motivation for pursuing management self-development? Am I perusing this course of study because, given my special circumstances, it is the only realistic way of acquiring this body of knowledge? A significant factor affecting the

success of self-development is the extent to which individual managers take advantage of development opportunities around them. This demands that the manager must be able to identify clearly real development needs and goal, to take responsibility for actions to reach these goals and recognize opportunities for learning. Self-development has to be self-initiated. But if this is to be realistic aim of it requires an organizational climate that will encourage managers to develop themselves and the active support of top management. Managers need sufficient authority and flexibility to take advantage of situation which is likely to extend their knowledge and skills. Superior is prepared to delegate new and challenging projects including problem-solving assignments. (J.Mullines 2005)

2.2.7 Management Consulting

The original purpose of management consulting was different from the purpose of management practice. In steady of training and developing manager, a management consultant was providing advice on how to solve a particular management problem, or even working out a problem solution individually and submitting this solution to the manager. However ,managers and consultant alike were becoming increasingly aware of the limit of this ways using consultant, the consultant cannot make full use of the client's experience and know how in looking for the best solution. The client manager fail to collaborate closely with the consultant, the consultant cannot make full use of the client's experience and know how in looking for the best solution. The client regards the solution thus produced as someone else's product and does not feel committed to it. The client has learned little or nothing about the consultant approach and method and may have to call the consultant again to deal with the same sort of problem. The solution has been found in various mode of client participation in consulting assignments and in linking management consulting and management development. Modern consulting styles facilitate and encourage the client manager's learning in various ways. The client must be more than an attentive observer, who works together with consultant, sharing ideas, knowledge, information, judgment, feeling, feedback, experiences and assessment of results.

Increasingly, consulting project pursue distinct learning objectives. The consulting practice has developed a wide array of methodological approaches and the client are thus in a position to choose among alternative that fit their own personal and organizational learning needs and objectives. Consulting is also used to identify training needs and prepare management and human resource development program, either internal or external .Conversely, consulting projects. May

be generated by management course and workshops, with the aim of assisting course graduate to apply particular approaches or technique in their organization.

2.2.8 Learning from Experience

Frequently expressed view that“ experience is the best teacher “strongly support by a major research project carried out by the center for creative leadership (CCL) in the United States. The CCL researcher argue that, their findings concerning what kinds of experience leads to what kinds of learning can be used to make development on the job much more systematic than it has been in the past. They cited broad category of experience and factors affecting experience that executive generally report as being potentially developmental they are:

These include start-up, fixing troubled operations dealing with crisis and working against tight deadlines. The lesson learned include how to cope with pressure and stress, how to learn new skills and techniques rapidly, and how to deal with problem subordinate. Experience of Other People These people serve mainly as a model of values either by representing what to be or do, or what not to be or do. Hardships help people learn their limits. Things like making serious mistake having to lay off employees or close plants and enduring the traumas of personal life cause managers to pause and reflect on what is desirable and also what is possible.

2.3 Conditions for Effective Management practice

In Recent years a consensus has begun to emerge about the most important conditions for effective management practice. Briefly, these are management education and training is perceived within the enterprise. Especially by senior managers, as key activities; education and training needs are derived primarily from the strategic plan for the business; the design of education and training program and the selection of learning methods take into account the nature of managerial works; decision about education and training take into account the needs and capacity of individual managers; education and training are seen as a continuous process in which job experience, career progression and opportunities for learning are linked together; and management education and training are systematically reviewed and evaluated to establish their cost –effectiveness each of will be considered in turn .(Mullins,1985)

Enterprises do not remain static. They grow, they diversify, they expand overseas, and they restructure themselves. They also acquire subsidiaries and effect mergers. Not all these things will, of course, be planned or foreseen, certainly not in detail or in precise timing and sequence. In the well managed enterprise, however, they will reflect a corporate purpose or policy and

strategy for bringing it to fruition, which has profound implications for both the quantity and quality of managers required.

In quantitative terms, this means having managers at each level to meet the changing needs of the enterprise. More importantly, in qualitative terms these managers must be capable of meeting the challenges, both internal and external, that the future will bring. It is the gap between today's level of managerial competence and the demands likely to be made on management in the future which defines training and development needs. At individual level, it requires an appraisal of current performance and an assessment of the existing level of knowledge, skill, and other forms of competence possessed by individual for comparison with the expected future requirements for managerial performance, knowledge and skill. At the level of the management team, it requires an objective assessment of the collective capability of the management of a firms or an enterprise division in such matter as achieving innovation, adapting to change, and securing financial control, launching new products or service, and meeting competition all those matter in fact which reflect the functioning of a management team rather than the performance of individuals. Inevitably, such an assessment is likely to identify not only education and training need in the area of interpersonal skill, communications, leadership, planning and handling information, but also in the less obvious and field of values and attitudes.

2.3.1 Management Practice Related to Individual Need and Potential

Where management Practice is sponsored by business, the anticipated outcomes will be stated in terms of benefits for the business. In order to achieve this, the needs of managers must be studied as well as those the organization. The evidence suggests that two things are fundamental. First, managers should be able to perceive the development program as a way of achieving the things they variously want to attain, such as personal development, career advancement, a sense of belonging, recognition, esteem, status or other forms of satisfaction.

If attendance at courses is unrelated to these needs, then managers will either find reasons for not attending them or will attend them for the wrong reason, such as taking an extra vacation at the company expense. Secondly managers must be motivated to learn. This state of mind is quite different from merely being willing to be taught. It implies an active, searching, enquiry approach to learning, and one which having been developed while attending course, is capable of continuing back on the job, making a reality of the percept that management education is a continuous process.

Assessing individual for Practice is a more difficult problem and the weakness of traditional approaches is well documented. Appraisal of the individual's personal qualities and potential for higher management by an immediate supervisor is a highly subjective process, in which personal bias and prejudice tend to cloud the issues. Once individuals are assessed as having high potential, they become marked out as favored, collect the best jobs and attend the most prestigious management course until they arrive through the reliable mechanism of the self – fulfilling prophecy, in top management jobs. At this stage it may be difficult to convince them that such a system doesn't necessarily produce the best senior managers. It is no answer, to rely solely on measured performance in relation to well defined objective or target as a means of identifying potential senior and op managers. The requirements of jobs changes a great deal of mangers in the company will one day make a good marketing director, let alone a good chief executive.

2.3.2 Management Practice as Continuous Process

People tend to see education and training as a process which happens to them and in which they have a more or less a passive role. They also see formal course of education and training largely as episodic processes, which begin on the first day of a program and ends on the last day.

The manager to return to the real world, and get on with the job until it is time for the next course. "Learning" however is not something that happens to people: it is something they do and something they can be active rather than passive about. Courses provide opportunities for learning, but so does the job itself, and so do other processes and activities, inside the organization or away from it, in which the individual manager becomes involved. Learning, therefore, does not begin when the course begins, nor stops when the course finished In order to make this concept operational, however certain conditions have to be satisfied. First managers must not only be motivated to learn and be offered learning opportunities, they must also know to take advantage of them, which means learning how to learn. Secondly, few people are capable of sustained learning without supporting relationships and a means of achieving knowledge of result and a sense of progress. Increasingly ,these conditions are being created by means of close and continuing relationships, between an organization and its managers on the one hand, and an episodic nature of management education program, whether these take place within the company or externally.

2.4 Empirical Literature Review

2.4.1 Evaluation and Review

According to Prokopenko (1989) the evaluation of management development program is difficult, because it is not normally possible to establish absolutely precise criteria of management performance. As in other instances where judgment has to be exercised in a condition of uncertainty, however, the provision of relevant data can be an important aid to decision-making. The relevant data in the case of management training include course participant perceptions of the relevance of training program and their impact on performance, assessment of change, and such performance measures as are available in a given managerial situation.

2.4.2 Training Needs Analysis

Pearce (1997:6) explains that no evaluation of training can be accomplished unless we know what we are trying to achieve. This can be at an individual, work team or organizational level. The individual's objectives must be aligned with the organization's objectives.

This will lead us to a logical process of identifying training needs. It is also very important to define the individual task requirements and performance standards required. The following should be kept in mind when identifying training needs for individuals: identify any performance deficiency and agree on training needs, agree on a future development plan and agree on training needs for the individual, evaluate training needs, evaluate those needs against the organization's strategy. According to Whetten and Cameron (1995:21), it is important to identify the training needs of managers to determine their management skills. According to Kleiman (2002), an organization should "employ for attitude and train for skill".

The acronym used is CAPS. According to Kleiman (2002), "capacity", that holds up the rest of the pyramid. If an employee does not have the capacity to do the job, nothing else matters. There are two kinds of capacities required for any job. The first is physical capacity and the second is mental capacity. These two are the bare minimum requirements needed for doing any job. The second layer in the pyramid is "attitude". Having ascertained that an employee or applicant has the required capacity, the next step would be to find out if he/she has the attitude needed to do a good job. The third layer of the pyramid is "personality". In considering personality, it should be understood that there are three personality fits to look for. First, the job has a personality.

A job that requires an employee to interact with a lot of people would, of course, be best suited to someone who likes working with others. At the peak of the CAPS pyramid is “skill”.

While it is always possible to train a person in the skills needed to do almost any job, there is simply no way to train someone to have the right mental and physical capacities, attitude, or personality. Thus, always hire in respect of capacity, attitude and personality, and train for skills. Erasmus and van Dyk (1999:53) state that the starting point for planning all organized learning events (this includes management) in an organization would be a comprehensive needs assessment.

A broad systematic examination of conditions conducted for the purpose of identifying general differences between what people should know or do and what they actually know or do. A training need analysis is an essential and simple procedure that follows certain steps to decide what is required for doing the job, and assess what the individual can do. There are many methods available to formalize this procedure. A checklist or discussion between the individual and his superior may be used to ensure that training would be the successful approach to close the gaps between the organization’s goals and the individual, there should be a connection between the problem and the solution, between the need for the training and the nature of the training. The common practice in so many studies is that the candidate’s needs are disregarded and also that no training needs analysis is made before the training program are developed. Just as psychometric test results provide useful additional information, so should training material and systems be used by enterprises as useful additional information and not be used as the norm (van dyk, et al, 1995).

2.4.3 Levels of Training Needs Analysis

According to Erasmus, (2003), training needs assessment should cover three key areas, namely the organization, the job and the individual. In the organizational assessment, the proposed training needed in the organization is considered. It is also important to determine the impact that training in one department could have on other departments. An important consideration, however, is whether or not the proposed training will be compatible with the organization’s mission, strategy, goals, and culture. The second crucial aspect is the job with its duties and responsibilities and is called “task analysis”. For this analysis, different methods are used; for example, the critical incident and Delphi technique. The third and final analysis focuses on the individual’s needs. Here, it should be determined which employees should receive training and what their current levels of skill and knowledge are.

Individuals may be nominated on the basis of their past performance, but the trainer should assess, or at least estimate, the skill and knowledge levels of the chosen trainees, so that the training fits their needs. If an individual assessment indicates that a wide range of skills and knowledge is required, it is advisable to group employees together into basic and advanced groups. Erasmus et al (2003:454) explain the training needs assessment phase model:

It is clear that successful training begins with a needs assessment to determine which employee should be trained and what he or she should be trained to do. The training needs analysis phases are formulated from a set of objectives that state the purpose of the training and the competencies required of the trainees once they complete the training program. According to Erasmus et al (2003:455), a needs analysis requires time, money and expertise. Unfortunately, many organizations undertake training without making this essential preliminary investment. Often, there is no systematic plan to predict future training needs or to determine whether perceived needs can be met and problems be solved by training. If training has taken place without a careful analysis of requirements, it is likely to be ineffective, reducing the motivation of employees to attend future training program.

The model below may be used as a training assessment tool: According to Erasmus et al (2003:455), Phase One is an investigation into the nature of performance problems. Its purpose is to determine the underlying causes of the performance problems and the way in which they can be resolved through training. This phase is a process of instructions that will give the necessary information to design the training program. The difference between the required standard set according to which the job should be performed and the person's actual performance is referred to as the "training gap". The starting point for any training and development is identifying the needs. The needs identification is not a routine function, but should be made in a careful, diagnostic way. The aim is to establish what those needs are – whether they are important; how they manifest themselves; up to the identification itself. After identifying the training needs, there should also be guidelines on how they should be met and, lastly, they should be prioritized the proposed training should be aligned with the organization's goals, vision, mission and culture. The responsibility brought about by a need analysis is that of defining a task analysis.

The purpose of this is to ascertain whether the task is important and the training is essential. This will help in the selection of employees that should be subjected to training interventions, taking

into consideration the employee's current skills level and knowledge. Needs identifications during the needs analysis should be translated into measurable objectives.

2.4.4 Scope of Training

According to Pearce (1997:7) one of the last steps in the assessment phase of training is to translate the needs identified by the organization into task and individual training needs are analyzed into measurable objectives to guide the training process. Training objectives should have some boundaries. The boundaries are normally a joint venture between the organization strategy and the motivation and development of the individual. Below are some of the training needs that an organization can focus on if it is serious about investing in its people: Induction training for newly appointed employees, Training to meet current job requirements, Flexibility training to allow a wider range of tasks to be done (multi-skills), Training for the next post up the promotion ladder, Long-term training, Continuous professional expansion over the whole working life, Language skills program (due to multi-cultural management and the labor force). The question often arises in relation to long-term development as to what an organization should support by way of training and development activities. The answer to this question might be to provide support for training and development relevant to the individual's career prospects, or to take a view that any development is beneficial, and to exercise control through some theoretical annual entitlement. When deciding how far to go, the limits of an individual's potential should be kept in mind. According to Pearce, (1997:7) the acquisition of additional skills and knowledge should not be so far out of step with the person's current work that there is no real no chance for him/her to practice those skills in the course of his/her normal work after being trained. If this happens, it might discourage the individual from wanting future training. Van dyk, (1995) state that the mission of training is to bring about the behavior changes required to meet management goals, but they emphasize that the results should be measurable in terms of the organization's requirements. Training should be results-orientated, measurable, and make a real contribution to improving both the goal achievement and internal efficiency of the organization. Selecting the training philosophy that fits best is the specific expertise of the skills trainer.

All too often, the reason for training is based on tradition or reaction. One such a force is the misguided belief that training improves productivity. Training is a tool that creates knowledge and skills for tomorrow's demands and not just for repeating the efficiency of yesterday's profile.

Managerial functions are very important, complex, and challenging and, therefore, many organizations give regular management training.

2.4.5 Need of the Individual

In today's world, "training" has become the buzzword, but research has shown that training is not the only key to success. There are many instances where changing an individual's behavior might be more appropriate and could lead to an increase in productivity. Changing the individual's behavior is part of the results of training. However, in today's business world, it should be remembered that skilled behaviors are no substitute for basic skills and knowledge. Robbins (2003:496) states that effective formal training should be individualized to reflect the learning style of the employee. Some people learn by watching others do the work and then copy it, and then being able to do it as well as it should be done. Others listen well and that becomes the method they use to grasp the concept. Then there are those who gain hands-on experience by practicing. If the preferred style of an employee is known, a formal training program can be designed to optimize that preference. If that information is not available, the best practice would be to design a program that utilizes a variety of learning styles.

2.4.6 Needs of the Organization

Organizations have training needs, both in terms of implementation of current strategies and in managing changes in the internal and external environment. From a business point of view, it is very important to establish the real need, because of the cost involved. The individual's needs and the organizations needs should be aligned.

All the alternatives should be considered before making any decisions about a training course.

People can be developed in house, or attend special training courses for development

(Pearce, 1997). In the research of (Garavan, 1997), he found that industrial and organizational psychology indicates that the training and development of employees at all levels in the organization are regarded as a vital component in maintaining competitiveness in the international arena. This is supported by the view that training, education strategies are the key means to reduce the inefficiency of the employment relationship and to obtain a competitive labor market outcome.

One of the main focuses of human resource development is learning, with the principle aim being to realize the objectives of both the organization and the individual. The importance of human resource development as a means of ensuring that organizations maintain their competitiveness

in an ever-changing environment cannot be overemphasized. An organization that seeks excellence recognizes the need for employee training and skill development. What matters most is the conversion of technology through people into better organizational performance the workplace skills plan refers to strategic human resource training and development aimed at developing the work-force skills capacity and thereby achieving the business goals contained in the business plan.

2.4.7 Assessment and Evaluation

It is important that the individuals are evaluated from the onset, for it would clarify what should be achieved before the training commences. It would also indicate the current level of competence. According to Erasmus et al (1999:108), one of the first steps is to set a standard in order to determine the training needs, especially in enterprises that accommodate a variety of functions. The next step would be to determine the performance gap (the difference between the optimal performance of the individual and the knowledge of the individual).

A few methods can be used to determine the Optimum standards, such as needs determination models, subject specialists, and job analyses. Determining the standard still does not indicate the gap.

The next step would be to determine the actual performance of the individual. This can be achieved through various needs assessment techniques and methods. The analysis of training needs may possibly be required when one of the following three situations arises: Performance problems, such as low morale and unusual complaints, High level of absenteeism, Low productivity, lack of knowledge, Customer dissatisfaction Introduction of new work methods.

2.5 Levels of Training Needs and Approaches

According to Cole, A. (1995), training needs are found at various levels, in enterprises, and they can be categorized into three levels, namely macro-level, meso level and micro-level.

2.5.1 Macro-Level Needs

Macro-level needs are those training needs that are found both nationally and internationally. Political, social and economic conditions have a huge impact on business and training. Technological development compels enterprises to keep abreast of the latest technical methods to ensure profitability. Organizations can prevent the impact of worldwide trends by being proactive and meeting their training needs in advance.

2.5.2 Meso-Level Needs

Needs assessment at the organizational level focuses on the enterprise, as a whole, and factors, such as changing the organizational objectives, the availability and utilization of resources, as well as a change in the organizational climate, can give rise to training needs. It is also important to take note of the organizational structure to determine whether there may be structural problems.

2.5.3 Micro-Level Needs

For micro-level needs, an analysis should be made of the operational level and the employee performance. According to Stockley (2005), before quantifying the economic and other benefits of training, the first step should be to identify the gap in the performance due to the fact that some aspects of the individual's or organizational performance should be improved. Some organizations proceed with training because it is believed that it will add value to their organization. It is believed that the benefit gained would outweigh the economic costs.

2.6 Measurements and Evaluation

Compared to the measurement and evaluation of changes in managerial skills or organizational behavior, it is relatively easy to measure and evaluate the changes in physical skills. The aim is to measure all the specific components, utilizing a scientific approach of measuring prior to and after training interventions. According to (Pearce 1997:10), the main reason for measurement prior to training interventions is to determine the candidate's initial skills and the effectiveness of the training intervention. There are many ways of evaluating training. In studies where the candidate is taking part in a lengthy program for example a MBA or MDP program, which range from one year to four years, a good manager will carry out informal reviews as the training progresses. It is also important to monitor the candidates on a regular basis with in-house programs. When monitoring the candidate's progress, a performance deficiency can be identified. This can be achieved by comparing the current results with the set targets; and, if a contradiction emerges it can be dealt with by applying various techniques.

Evaluation compiles the big picture out of a lot of components. According to Smit and Cronje (2005:146) evaluation should take place at the end of a performance period; the superior should meet with the subordinates to review the degree of goal attainment. The point that needs to be discussed should focus on the goals and the results achieved against those targets. The next point should be the progress of the subordinates against set targets.

It is clear that evaluation can only be done after a training need has been identified and the person has been trained in a specific discipline, the best time to do such a evaluation will be between three or six months after completion of the training. Kirkpatrick Model is one of the better models to use to evaluate training.

This model consists of the following four questions:

It is also important that training should not be evaluated at a financial level only. A good training event will help the morale and team spirit intangibles that can increase productivity and performance. Often, employee training fails to give the value it should for the organization. A major reason for this is that, too often, training is viewed tactically rather than strategically. It is not connected to overall organizational goals and strategy. Many organizations view training as something to be implemented when the time and budget allow it. Those that use training to maximum advantage view it differently. Training is how skills are developed, attitudes are changed, ideas evolve, and the organization is re-invented. A new culture is created as employees learn the skills that will increase sales, build effective teams, improve quality standards, or meet a wide range of other objectives. To make training cost-effective, it is necessary to ask five questions, according to Daniels (2006): Who needs training? Who will deliver the training? What form will the training take? How will the training be transferred to the job? How will the training be evaluated? Training can bring extraordinary improvements to any organization. The key to getting the most returns on an organization's investment in training is to view it strategically rather than tactically.

CHAPTER THREE

Methodology of the Study

3.1 Research Design

Research design is a framework or structure for data collection and analysis. It is a plan for conducting research, which usually contains specifications of elements to be investigated and the procedures to be followed it is about organizing research activities, including data collection, and analyzing it in such ways that help to achieve the research aims. Oppenheim (1992) points out that the term research design refers to a basic plan or strategy of research and the logic behind it, which will make it possible and valid to draw more general conclusions from it. The choice of research methodology in social research has become a debated and problematic issue. However, there is neither an appropriate nor inappropriate research methodology until it is applied to a specific problem. In deciding the right methodology or design, there are many important factors which should be taken into account. First of all, the nature of research questions and objective and choosing the best design or best method is a matter of appropriateness. The main objective of this study was to investigate the practices and related problems, the researcher decided to use descriptive survey type of research design which is concerned with the present situation and attempts to determine the status of the phenomenon under investigation.

Therefore by considering the above, the descriptive survey is help to see the actual practice of management development activities like how need is assessed, how performance is evaluated and it will also assisted to gather information regarding to the problem and challenges encountered during implementing management development program. Finally it was used to determine the current status of the management activities of the organization through fact finding by using primary data collection and document analysis.

3.2 Source and Method of Data collection

The necessary data for this study was collected from both primary. The primary was collected from mangers, who were working in different section, department and division who were working in different division regardless of their experience at the head office level.

3.2.1 Method of Data Collection

The researcher was used questionnaires that combines three points which is multiple choices, liker scale will distributed to managers. Questionnaires were the most widely used data collection method in a survey strategy. However, both experiment and case study can make use of this technique. Questionnaires are used widely in social science research and obtain the required data from a relatively large number of respondents in an economic way.

It is defined as "a reformulated written set of questions to which respondents record their answers, usually within rather closely defined alternatives" (Sekaran, 2003).

3.3 Sampling design

3.3.1 Sample size determination

Three criteria usually was need to be specified to determine the appropriate sample size: the level of precision, the level of confidence or risk, and the degree of variability in the attributes being measured (Miaoulis and Michener, 1976). Ethio telecom staffs were arranged /organized/ from A to G level. Staff which is arranged from A to D level is non-managerial and the rest from E to G are managerial, by considering the above, all managerial staffs were used for the study and as of December 2018 they are 248 in number. Because the population of this research is small, the study targeted the entire population. In this context, Easterby-Smith et al. (2002) point out that, when the population is small, it is customary to send the questionnaire to all members.

This 100 per cent sample is known as a census. Therefore, the entire population, which consists of 248 management staff, according to their reports for the year 2018, was targeted as a sample for this study. The main reason for choosing the entire population is to ensure that the sample is representative and not biased.

3.3.2 Target Population

Ethio telecom has fifteen offices in the headquarter (HR) with six zonal areas in Addis Ababa. The target population of this study was all management staff, who are working in head office.

3.4 Methods of Data Analysis

In order to achieve the objectives of the study, a number of statistical techniques will be used in primary data analysis: In this study to analyse the primary data, descriptive data analysis method will be employed. The justifications and rational reasons for using the statistical techniques in analyzing the data are now given below:

3.4.1 Descriptive Statistics

Descriptive statistics, also called exploratory statistics, involve the transformation of raw data into a form that would provide information to describe a set of factors in a situation. This is accomplished through ordering and manipulating the raw data collected (Sekaran, 2003). Descriptive statistics include frequencies, measure of central tendency (mean, median and mode) and measure of dispersion (range, Standard deviation). In this regard, Hair et al. (2003: p. 252) declare that, data is collected in business research for two broad purposes—discovery and Hypothesis testing. When the purpose is discovery the researcher uses descriptive Statistics. When the purpose is hypothesis testing the researcher uses inferential Statistics.

3.5 Ethical considerations

The researcher maintained scientific objectivity throughout the study, recognizing the limitations of his competence. Every person involved in the study will be entitled to the right of privacy and dignity of treatment, and no personal harm was caused to subjects in the research. Information obtained will be held in strict confidentiality by the researcher. All assistance, collaboration of others and sources from which information was drawn is acknowledged.

CHAPTER FOUR

Presentation, Analysis and Interpretation of Data

This chapter deals with presentation, analysis and interpretation of the data obtained from ethio telecom management and office. The first part of the chapter present the back ground of the respondent, whereas the second part describes about the management practices and related problems regarding the case of head office managers/employees based on the data obtained through questionnaires and document analysis.

4.1 characteristics of the respondent

Analyzing the characteristics of the respondent will help to know whether the data obtained from the respondent is reliable or not and to determine the knowledge of the respondent about the topic of the study through their work experience, educational background and age. As shown in the table 1 below, out of 248 respondents, 160(64.5%) were male, whereas 88(35.5%) were female. This is visibly indicates that the administration position of Ethio telecom had been highly dominated by male.

Regarding age of the respondent, majority of them were between the three age intervals, the interval were, between 24 -26, 27-30 and 31 -36, years of age respectively. Which account 55(22.3%), of the total respondent 24 - 26 years old, more specifically while, 125(50.1%) of the managers were 27 -30 years age intervals, 58(23.6%) of were 31 -36 age intervals and 10(4.6%) were 37 years and above. Thus this implies that under normal circumstance they were matured enough and can express their ideas related to the study consistently and with better understanding. Therefore, there judgment and opinion can be taken as acceptable to the study. With regards to work experience of the respondent, majority 110 (44.3%) of the respondent has 6-10 years of experience. Obviously,82(33.3%) of them had 1-5 year experience and 56(22.4%) of the managers had service years of 16 years & above experience. also with regards of Current work positions of the respondent, majority 112(57.4%) of the respondent has low level Management & 106(42.6%) of the respondent are Management are work on management position. This implies that there were adequate numbers of respondent that can provide better information on the practice and challenges of the data obtained from the respondent could be dependable in terms of service years and work positions. With respect to educational back ground of the respondent 175(70.2%) of the respondent have first degree holders while 69(27.1%) of the respondent has second degree.

The tables also treat the respondent qualification separately. As per the company policy and procedure the minimum qualification for supervisor and managers were first degree hence it can be concluded that almost all sampled managers were qualified to the position they held.

Table 1 Characteristics of the Respondent

Description		Frequency	Percent	Valid Percent	Cumulative Percent
SEX	Male	160	64.5%	64.5%	64.5%
	Female	88	35.5%	35.5%	100.0%
	Total	248	100.0%	100.0%	
Age	24 -26 years	55	22.1%	22.1%	22.1%
	27 -30 years	125	50.1%	60%	82.2%
	30 -36 years	58	23.3%	12.9%	95.4%
	36 and above	10	4.6%	4.6%	100%
	Total	248	100.0%	100.0%	
Service Years	1 -5years	82	33.4%	33.4%	33.4%
	6 -10 years	110	44.3%	44.3%	77.6%
	16 years & above	56	22.4%	22.4%	100.0%
	Total	248	100.0%	100.0%	
Current work position	Middle level Management	106	42.6%	42.6	42.6%
	Low level Management	112	57.4%	57.4%	100.0%
	Total	248	100.0%	100%	
Educational Level	Diploma (10+3)	4	2.7%	4.7%	4.7%
	BA/BSC	175	70.2%	88.2%	92.9%
	MA/MSC	69	27.1%	7.1%	100.0%

Source: Survey questionnaire, (April, 2019)

4.2 The Current Management Practice

Table 2 shows that 118(44.6%) of the participants agreed that their organizations conduct MNA sometimes and 65(21.2%) of the respondent said mostly. However, almost 58(18.8%) of the participants respond that the organizations has never conduct TNA whereas 6(7.1%) replied that their organizations seldom conduct MNA. According to Whitten and Cameron (1995:21), it is important to identify the training needs of managers to determine their management skills and identify the gap of skill. More attention should be given to MNA, which determines the gap between what is happening and what is supposed to happen, in order to maximize organizational performance. MNA is very important and should be conducted based on a systematic needs analysis, including organizational needs analysis, job needs analysis and employees' and managers' needs analyses. Based on the above finding we can conclude that the company were not giving due attention for managers gap of skill created due to different reason and there is no clearly stated long term plan for the development mangers capacity.

Table 2 Conducting Management to Need Assessment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	58	18.8	18.8	18.8
	Sometimes	118	44.6	44.6	72.4
	Rarely	6	4.1	4.1	77.5
	Mostly	65	21.2	21.2	98.6
	Always	2	1.4	1.4	100.0
	Total	248	100.0	100.0	

Source: Survey questionnaire, (April, 2019)

Table 3 shows that 25(10.7%) of the overall participants declared that Performance appraisal information or result is the most popular method of assessment method. 44(17.5%) of the participants declared Group interview with manager & supervisor. More than 97(39.8%) & 83(33.1%) of the participants declared that the company had used questionnaire & personal face to face interview need assessment. Therefore, as table 2 clearly illustrates that whenever the company undertakes need assessment, they were using group interview and personal face to face interview as tool.

Table 3 Management practices assessment Methods/Approaches/

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Questionnaires	97	39.8	39.8	39.8
	Personal face to face interview	83	33.1	33.1	72.8
	Group interview with manager & supervisor	44	17.5	17.5	90.3
	Performance appraisal information or result	25	10.7	10.7	100.0

Source: Survey questionnaire, (April, 2019)

Table 4 shows that 84(33.7%) of the participants declared that MNA is conducted annually and 146 (58.4%) said the need assessment is conducted every half year. The rest 4(4.7) % of the respondent said every 2-3 years. Even though the above table showed the need assessment is annually, the training officers said that need assessment which is conducted every year is only for non-management staff but during this time the managers sometimes asked by their immediate officers whether they have a gap of skill related with their current position.

Table 4 Conducting Management Practice In Terms of Needs Assessment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Every half year	146	58.4	58.4	58.4
	Annually	84	33.7	33.7	91.1
	every 2-3 years	18	9.9	9.9	100.0
	Total	248	100.0	100.0	

Source: Survey questionnaire, (April, 2019)

Table 5 shows that introduction of new work method, lack of knowledge and lack of skills representing, respectively, 24(28.2%), 18(21.2%) and 22(25.9%), were considered as the most important indicators taken into account when assessing training needs. Low profitability, customer dissatisfaction, poor performance which represented, respectively, 8(9.4%), 9(10.6%) and 6(7.1%), were considered as the indicators that were taken into account to a small and a very small extent for indicators of management practices .The above finding shows that introduction of new work method, lack of knowledge and lack of skills are the most indicators of management practices but poor performance, customer dissatisfaction and low profitability will have never be used as an indicator.

Table 5 Indicators of Need assessment

	Very high		High		Medium		Low		Very Low	
	F	%	F	%	F	%	F	%	F	%
lack of knowledge	18	21.2	12	14.1	41	48.2	4	4.7	6	7.1
Lack of skill	22	25.9	10	11.8	38	44.7	1	1.2	4	4.7
Poor performance	18	21.2	11	12.9	31	36.5	9	10.6	6	7.1
Customer dissatisfaction	17	20.0	9	10.6	36	42.4	9	10.6	9	10.6
Low profitability	11	12.9	16	18.8	28	32.9	15	17.6	8	9.4
Introduction of new work method	24	28.2	22	25.9	25	29.4	6	7.1	2	2.4

Source: Survey questionnaire, (April, 2019)

Table 6 shows that 42(49.4%) of the participants agreed that T&D is regularly provided when employees/managers are newly recruited. first and for most provided and when managers needs training on new working methods or techniques 27(31.8%).The second important condition for providing training was when departments request the training 35(41.2%)and when performance appraisal assessment show some gap 29(34.1%). However 8(9.4%) of the participants declared that the company were never conduct a training when employees/managers up graded to fill new positions and When the managers request it 6(7.1%).As per the provisional delegation rule of the company, managers will not be recruited from external market rather they will upgrade from the existing staff. Each representative division will select possible potential candidate for the vacant officer/N2/and managers/N3/ position. A formal BOD'S/ board of directors / will be requested for officers. While formal CEO validation will be requested for/N3/managers. Then CEO will write a formal interim letter including job description and objective for the next 3 month to the employees. Based on the document analysis, any managers or officers can be assigned or nominated from the lower level without excising the supervisory level/N4/.

Table 6 Condition under which training is provided

	Never		Rarely		Sometimes		Mostly		Always	
	f	%	f	%	f	%	f	%	f	%
When managers are newly recruited.	9	10.4	12	14.1	12	14.1	17	20.0	42	49.4
When managers need training on new, technologies equipment's and new working methods	8	9.4	10	11.8	13	15.3	27	31.8	27	31.8
When performance appraisal assessment show some gap	6	7.1	14	16.5	29	34.1	17	20.0	19	22.4
When employees/managers up graded to fill new positions	8	9.4	8	9.4	28	32.9	21	24.7	20	23.5
When a departments request it	6	7.1	14	16.5	35	41.2	21	24.7	9	10.6
When the managers request it	6	7.1	18	21.2	23	27.1	20	23.5	18	21.2

Source: Survey questionnaire, (April, 2019)

4.3 The Strategic Position of Management practice

In order to be strategic, management development program should be considered as a key business activity, it should be in line with corporate strategy and change, it should be related to individual needs and potential and finally should be a continuous process. . (Mullins, 1985), As shown in table 7, 50.6% agreed Informal unwritten T&D plans and policy with the overall company strategies. Also, 38.8% declared that MDP are flexible and adaptable and 36.5% said that The budget is sufficient to achieve T&D Objectives., 55.3 % agreed that There is a formal and written training and development plan and policy and it is sufficient to achieve the T and D objective, 42.4% agreed There is a specific budget for T&D 14.1% disagree about Informal unwritten T&D plans and policy and 9.4% the budget is sufficient to achieve T&D Objectives.

Table 7 The Extent to Which Management practice Strategic

	strongly disagree		disagree		undecided		agree		strongly agree	
	f	%	f	%	f	%	f	%	f	%
There is a formal and written training and development plan and policy	10	11.8	4	4.7	9	10.6	47	55.3	15	17.6
Informal unwritten T&D plans and policy	12	14.1	12	14.1	12	14.1	43	50.6	4	4.7
There is a specific budget for T&D	14	16.5	2	2.4	16	18.8	36	42.4	10	11.8
The budget is sufficient to achieve T&D Objectives.	14	16.5	8	9.4	18	21.2	31	36.5	8	9.4
MDP are flexible and adaptable	10	11.8	8	9.4	22	25.9	33	38.8	6	7.1

Source: Survey questionnaire, (April, 2019)

4.4 Evaluation and follow up

The evaluation stage is the most critical one in the management practice cycle; it reflects the ways by which the effectiveness of management practice program will be judged or assessed. It indicates the overall effectiveness of program in achieving its objectives; this information could help in improving future management practice in the company. Therefore, it is unsurprising that many authors (MaCracken and Wallace, 2000) consider evaluation as an integral part of any systematic management program. According to Kearns and Miller (1996), the evaluation stage aims to build credibility and a solid foundation for MD decisions, provides a basis for increasing return on investment (ROI), categorizes training by the type of return from investment in training, helps to link management practice program with strategic and operational business objectives and ensures all management level commitment and full support, particularly top management level.

In order to understand how this stage is considered and conducted in Ethio telecom, the respondents were asked about the techniques used to evaluate management practice and the challenge facing during evaluation. In this study, the participants were asked about the commonly used evaluation methods when evaluating management practice program. It was found, as shown in Table 8, that the most commonly used evaluation methods by Ethio telecom was the performance appraisal reports.

Table 8 shows that 18(21.2%) of the participants agreed that interviewing at the end of each management practice program was the most common and frequently used evaluation method. All 22(25.9%) of the participants asserted that Testing the participant before and after the program pre and posttest method Regarding training evaluation, the training manager of Ethio telecom admitted that not much has been done in terms of training evaluation which is only limited to immediate assessment of trainers, trainees and training program during and sometimes after completion of training.

Table 8 Evaluation Tool and Techniques

	Never		Rarely		Some times		mostly		always	
	f	%	f	%	f	%	f	%	f	%
Asking to fill a questionnaire at the end of the program	18	21.2	15	17.6	24	28.2	16	18.8	12	14.1
Interviewing at the end of each evaluation program	20	23.5	19	22.4	28	32.9	18	21.2	-	-
Testing the participant before and after the program(pre and posttest)	17	20.0	15	17.6	23	27.1	22	25.9	8	9.4
Performance appraisal reports	8	9.4	4	4.7	20	23.5	23	27.1	30	35.3
Other	2	2.4	-	-	-		1	1.2	-	-

Source: Survey questionnaire, (April, 2019)

4.5 Problem and Challenges of Management practice Program

It presents and analyses the findings regarding the current management practice program problems and challenges in Ethio telecom. Taking into account the main factors that could influence the effectiveness of management practice activities and the main problems and challenges facing management practice activities in the company, the present study aim to explore the main factors, problems and challenges that face organizations in managing their management practice activities. Therefore, the questionnaires and interviews raised many questions related to this aim. Table 10 revealed that the main problems and challenges of the management practice program poor quality management training program & lack of motivation among managers 43.5%, inaccurate management practices need assessment 38.8%, lack of on-the-job training & Poor co-operation and co-ordination between the various departments and the training and development department/division 36.5%, are some factors that were hinder to management practice program implementation.

Table 9 Possible Factors that Hinder Management Practice Program Implementation

	strongly disagree		disagree		undecided		agree		strongly agree	
	f	%	f	%	f	%	f	%	f	%
Poor co-operation and co-ordination between the various departments and the training and development department/division	15	17.6	8	9.4	7	8.2	31	36.5	24	28.2
Poor quality management training program	4	4.7	23	27.1	9	10.6	37	43.5	10	11.8
Inaccurate management practices need assessment	4	4.7	12	14.1	19	22.4	33	38.8	17	20.0
Lack of on-the-job training	12	14.1	20	23.5	14	16.5	31	36.5	8	9.4
Lack of motivation among managers	8	9.4	12	14.1	18	21.2	37	43.5	10	11.8

Source: Survey questionnaire, (April, 2019)

4.6 Management Style in Ethio telecom

It presents and analyses the findings regarding the current management style in Ethio telecom. As Table 10 shows, 148(56.5%) of the participants believed that Participative management style is most highly donated to management practice program. Also 65(43.5%) of the participants believed Consultative management style is the most widely held style in Ethio telecom.

Table 10 the current management style in the organization.

	Frequency	Percent	Valid Percent	Cumulative Percent
Autocratic	18	3.5%	3.5	3.5%
Persuasive	17	2.4%	2.4	5.9%
Consultative	65	37.6%	37.6	43.5%
Participative	148	56.5%	56.5	100.0%
Total	248	100.0%	100.0	

Source: Survey questionnaire, (April, 2019)

Regarding to in what must be done to improve management system the following suggestions are forwarded:

- ▶ Benchmark should be taken from other country/organizations.
- ▶ Build sense of ownership attitude.
- ▶ Deliver d/f types of training.
- ▶ Improve communication b/n employee & management.
- ▶ Management should be proactive.
- ▶ Training on new technologies should be delivered.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Findings

The primary objective of this research was to examine the management practices and related challenges at Ethio-telecom. A management practice is one of the key drivers for organizational success and employee performance. It is the main approach used by an organization to maintain and improve the capabilities and skills of its workforce. Trained people are responsible for implementing organizational strategies, conducting day-to-day business activities, running organizational assets represented by technology and satisfying the organizations' customers through providing high quality products and services. Therefore, organizations need to pay more attention to training and developing those people's skills to help them to undertake their current and future duties well. Also, this chapter aims to discuss the findings and results that have emerged from the data analysis presented in Chapters 4. It links the previous chapters together; also links the theoretical literature with the empirical side of the research. All the participants were managers and employees who were responsible for managing different section, department as well as division they were in the age group of 31 to 40 years. The majority of them possessed at least university degrees some of them hold masters. Predictably, most of the participants were males. In addition, this study found that the majority of the participants were managers with an average work experience of 6- 10 years.

5.2 Conclusions

The following are the major conclusions remarked by the researcher:

- The companies were conduct management practice need assessment regularly rather they conduct sometimes and the most commonly used management development need assessment techniques were group interview with manager and supervisor and personal face to face interview.
- The most common indicators for management practice need assessment were the introduction of new work tools/methods/and lack of employees' knowledge and skills, while low profitability, customer dissatisfaction, and poor performance were the indicators taken into account to a small and a very small extent in the company.
- The company provides training and development program for their managers regularly when the mangers need training on new work methods, when mangers are upgraded to fill new position and sometimes when managers request it.
- The Company believes in the importance of the evaluation process; thus they conduct this process for their in-house management development program regularly. Asking to fill questionnaires at the end of the development program and interviewing at the end of each development program were the regularly used technique for evaluating management development program , whereas testing the participant before and after the program and performance appraisal report were never been used as a tool for evaluation.
- Training evaluation faces many difficulties: difficulty in measuring the change of trainees' behavior over a short period of time; time required to do evaluation well.
- Even though the company didn't have formal and written training and development plan, it is strategic in terms of the content.
- The most important problems and challenges confronting management practice activities and program in Ethio telecom were: lack of poor quality management training program, lack of motivation among managers & inaccurate management practices need assessment difficulty to evaluate training and development out comes.

5.3 Recommendation

- It is an undeniable fact that in recent times many organizations have come to the realization of the importance of the role of management development programs as it increases the organization's managers efficiency, skills and productivity. Due to this fact, organizations must be cleared about the learning requirement of managers. Therefore, all managers regardless of their level must collaborate effectively and communicate the requisite for performance
- Based on the findings of the study, the following suggestions are forwarded: It was found that, to tackle the main problems and challenges of the management practice and improving the situation, many things need to be done or many decisions need to be taken.
- Management practice needs to be a systematic function, linked and derived from the overall organizational strategies, plans and policies, rather than being piecemeal, standalone activities, designed to react to the current organizational conditions.
- Management practice needs to be systematic; training needs should be assessed based on objective systematic techniques rather than being subjective to the managers direct viewpoints and personal aspects and it should be for all managerial level by emphasizing the need to be on performance appraisal records and job descriptions. When assessing training needs, the analyses should include individual, organizational and job training needs rather than individuals' needs only in order to use proper intervention mechanism for the gap identified be need assessment.
- Top managers and line managers need to be committed, and supportive for management practice activities through being involved in formulating the progress of a strategies, plans and objectives.

APPENDIX

APPENDIX 1
QUESTIONNAIERS FOR THE RESPONDENTS

Dear respondents;

The purpose of this questionnaire is to gather primary data in order to assess the management practices and related Problems Regarding the case of head office managers, officers and chief officers. The researcher is grateful for your cooperation and assures you that all the information gathered will be kept confidential. You don't need to write your name on the questionnaire and since the data is processed and analyzed in aggregation your individual answer cannot be separately identified.

Your cooperation in giving genuine and frank answers in the questionnaire is highly crucial to obtain relevant and reliable information for the success of this study. Thank you for your cooperation.

General direction

You are kindly requested to put a “√” mark in the box provided in front of each alternative answer for each question; write your opinion and justification on the space provided for each questions.

I. Personal information.

1. Sex:

Male Female

2. Age

24 - 26 31 -36
27- 30 37 & above

3. Service years

1 -5years

6 -10 years

11-15years

16years & above

4. Education level

Diploma (10+3)

BA/BSC

MA/MSc

5. If your education level is not mentioned in the above levels, please write the highest grade level you have completed.....

II. Information relate to management practices and challenges

1. Do you conducting management to need assessment?

Never

Sometimes

Rarely

Mostly

Always

2. in which methods to assess your management practices?

Questionnaires

Personal face to face interview

Group interview with manager & supervisor

Performance appraisal information or result

Through a job descriptions for individuals in your company

3. On how long would you conduct management practice in terms of needs assessment?

Every half year

every 2-3 years

Annually

4. Which type of signs to assess for management practices needs?

	Very high	High	Medium	Low	Very low
lack of knowledge					
Lack of skill					
Poor performance					
Customer dissatisfaction					
Low profitability					
Introduction of new work method					
Other, please specify					

5. In what conditions which training is provided?

	Never	Rarely	Sometimes	Mostly	Always
When managers are newly recruited.					
When managers need training on new, technologies equipment's and new working methods.					
When performance appraisal assessment show some gap.					
When employees/managers up graded to fill new positions.					
When a departments request it.					
When the managers request it.					
Other, please specify					

6. In what extent which management practices are strategic?

	strongly disagree	disagree	undecided	agree	strongly agree
There is a formal and written training and practices plan and policy.					
Informal unwritten T&D plans and policy					
There is a specific budget for T&D					
The budget is sufficient to achieve T&D Objectives.					
Management practice programs are flexible and adaptable,					

7. What is your evaluation tool and techniques?

	Never	Rarely	Some times	mostly	always
Asking to fill a questionnaire at the end of the program					
Interviewing at the end of each evaluation program					
Testing the participant before and after the program (pre and posttest)					
Performance appraisal reports					
Other					

8. Which type of evaluation methods is challenged or difficulty for you?

	strongly disagree	disagree	undecided	agree	strongly agree
High cost evaluation process					
Most of training and evaluation outcomes are subjective in nature.					
Lack of knowledge about evaluation process					
Absence of job description					
Time required to do evaluation well					
Difficulties in measuring the change of trainees' behaviors over a short period of time					
Training and management practices objectives are not clear					
Other					

9. What are the possible factors that hinder management practice program Implementation?

	strongly disagree	disagree	undecided	agree	strongly agree
Poor co-operation and co-ordination between the various departments and the training division.					
Poor quality management training program					
Inaccurate management practices need assessment					
Lack of on-the-job training					
Lack of motivation among managers					
Other					

10. What is the current management style in ethio telecom?

No	name	sign
1	Autocratic	
2	Persuasive	
3	Consultative	
4	Participative	

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