



**ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**AN ASSESSMENT OF THE PRACTICES OF TRAINING AND
DEVELOPMENT IN ETHIOTELECOM**

BY

WUBALEM TADESSE

**JUNE 2021
ADDIS ABABA, ETHIOPIA**

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DEVELOPMENT IN ETHIOTELECOM**

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**A THESIS SUBMITTED TO ST. MARY'S UNIVERSITY, SCHOOL OF
GRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF BUSINESS
ADMINISTRATION (MBA)**

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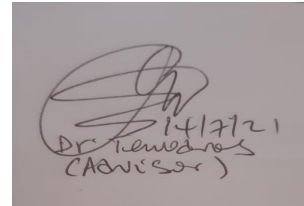
This is to certify that the study entitled, "An assessment of the practice of training and development in ethio telecom" will be carried out by Wubalem Tadesse under the Supporting of Tewodros Mesfin (PhD) submitted in partial fulfillment of the requirements for the award of Master of Business Administration in which complies with the regulations of the University.

APPROVED BY BOARD OF EXAMINERS

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Dr. Tewodros Mesfin (PhD)



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External Examiner

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Internal Examiner

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DECLARATION

I, Wubalem Tadesse, declare that the study entitled “An assessment of the practice of training and development in ethio telecom” is my original work that is done under the guidance and input of my advisor, Tewodros Mesfin (PhD)

This study will be done in partial fulfillment for Master of Business Administration (MBA).

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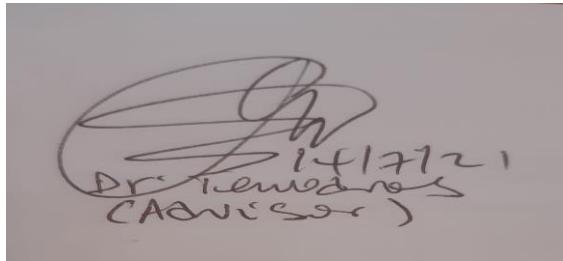
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ENDORSEMENT

This is to certify that **Wubalem Tadesse** has carried out her research work on the topic entitled “**An assessment of the practice of training and development in ethio telecom**”.

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

A rectangular box containing a handwritten signature in black ink. The signature is stylized and appears to be 'Dr. Tewodros Mesfin'. Below the signature, the date '14/7/21' is written, followed by 'Dr. Tewodros Mesfin' and '(Advisor)' in a smaller, less stylized hand.

Tewodros Mesfin (PhD)

Advisor

Signature

St. Mary's University

Addis Ababa

June 2021

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ABSTRACT

The main purpose of the study was to assess current practices and problems of training and development in the case of Ethio telecom. This study used a descriptive type of research and questionnaire, interviews and document review as instrument of data collection. Convenience sampling method was used to select samples from the target population of Ethio telecom staff in head office. The study employed quantitative survey research design to gather data from a total of 140 employees of the Ethio telecom. Semi structured interview was also scheduled to gather the qualitative information from the non - management include both open and closed ended questions. Data would be collected from management through semi-structured interview. In order to assess the existing training and development practice of the Ethio telecom, the study emphasized in Training needs assessment, training delivery methods, evaluation and follow up Challenges during training and development, and attitude of employee towards training and development, and all of them were checked individually on the analysis. After the required data are collected descriptive (i.e., frequency, and percentage) analysis were used to analyze the data using SPSS version 20. The major findings where the organization has Training needs assessment of the company is conducted quite properly and the company using questioner and a direct observation to identify the training needs. Even if most of the training was provided for management than non-management employees of the company, Employees had a positive attitude towards training and development practice of the company. There is a lack of knowledge as input for training need assessment, Training and development programs are evaluated and designed compatible with the actual employee job to be performed and it improve skills, knowledge and attitude of employees which can increase performance and on the job Post-training quizzes, one-to-one discussions, and official certification exams are some ways to measure training effectiveness the company training but the company does not have a follow up mechanisms of after training weather the training was fruitful or not. Thus, in light of the above problems the following recommendations were forwarded. As it is known that in any attempt of the organization to achieve its objectives, planning is believed to be imperative. Therefore, it is suggested that the Ethio telecom should incorporate training needs assessment, appropriate employee after training policy, program and plan. The organization training and development plan should be well communicated to all employees. Evaluation of training and development outcomes should be conducted and included into their operational planning to alleviate the problem of employees training and development practices.

Key words: Training, development, Human Resource, Ethio telecom

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ACRONYMS

OJT- On the Job training

TNA-Training Needs Assessment

TDM-Training Delivery Methods

EFU - Evaluation and Follow up

CDTD- Challenges during training and development

AETTD - Attitude of Employee Towards Training and Development

TEXA – Telecom Excellence Academy

CHAPTER ONE

1. INTRODUCTION

The aim of this section is to present the overview of the entire thesis. The chapter covers Background of the study, background of the organization, Statement of the problem, Basic research questions, Objectives of the study, Definition of terms, Significance of the study, Scope of the study and Organization of the research report.

1.1 Background & Motivation

The ongoing telecom liberalization process in ethio telecom will soon bring a competition with other network operators. In a market where networks and services are quite similar between operators, a differentiating factor is the way operators manage their service to increase user satisfaction. A key goal in this process is to striving for success and outcompeting those in the same industry. In order to do so, companies have to obtain and utilize human resources effectively, need to be aware of face more realistically towards keeping their human resources up-to date.

An improved capability, skills and knowledge of the gifted workforce has proved to be a critical source of competitive advantage in a global market. Employee training and development has been identified by various academicians to be very important to a company and its effectiveness. To equip the required knowledge, skills, and abilities of the employees to perform credible well on the job, demands effective training and development programs that may also affect employee motivation and commitment. In regards of the above, companies are therefore motivated to train and develop them employees to the best of their ability to improve their effectiveness. To prepare employees to do their job on expected, company provide training and development as to realize the best their employee's potential. Most of the companies, by using long term planning, invest in the developing of new skills by their employees, enabling them to endure with the uncertain conditions that they may encounter in future, improving the employee performance through higher level of motivation and commitment. Employee and development are clearly associated with the improving of the performance, skills, and knowledge of employees in their current job position.

Greenberg (2003) defines training as the process through which people systematically

acquire and improve skills and knowledge needed to better their job performance. Just as students learn basic education skills in the classroom, employees must learn job skills. Training improves, changes, molds the employee's knowledge, skills, behavior and attitude towards the requirement of the job and the company. It is the act of increasing the knowledge and skills of an employee for doing a particular job. For any practical purposes, proper employee training and employee performance are very essential because they affect the most significant resource in the company that is the human resource.

Armstrong (2001) as defined in the 1970s, training was considered to be, "the systematic development of the attitude, knowledge and skill behavior pattern required by an individual in order to perform adequately a given task or job "or a sequence of experience or opportunities designed to modify behavior in order to attain a stated objective or an activity which deliberately attempts to improve a person's skill at a task.

The implementation of training and development serves as transformation process. Untrained employees are transformed into capable workers and present workers may be developed to assume new responsibilities. To verify the program's success, personnel managers increasingly demand that training and development activities be evaluated systematically. Lack of evaluation may be the most series problem in most training and development efforts.



Figure 1. Model of Training Process

Source: Armstrong, (2000)

Generally, the training does not deliver the expected value to the company when trainees do not transfer the skills learned to their workplace, in other word training effectiveness occurs when trainees not only have ability but are willing to transfer the skill learned to improve

their job Laoledchai et al, (2011). This study focuses on the assessment of training practices and the relationship between training effectiveness variables and training effectiveness in ethio telecom.

1.2 Statement of the Problem

Company effectiveness largely depends on the ability to acquire effective and efficient use of the existing work forces. This is because human resource (who form and work within the company) is a strategic asset for the success of the company. Those strategic assets (employees) in order to perform their duties and make meaningful contribution to the success of company goals and objectives they need to acquire the relevant skills and knowledge. And this can be achieved through appropriate training and development programs that can respond to the changing environment Steen et al, (2009)

Training is an essential element for sustainable competitive advantage and survival in the 21st century as it is the process of providing employees with specific skills or helping them to correct deficiencies in their performance (Poh, 2001). It can be defined as development of skills, specifies measurable objectives, and should result in observable change in behavior (Wagon Hurst, 2002).

In the absence of training and development of employees by management of these marketing firms, the employees sponsored themselves in furtherance of their education to obtain professional or higher-level certificates. Employees who expressed the desire to pursue university education were not given any form of assistance like study leaving with pay. Their applications for study leave were turned down with those who were persistent being advised to resign. Those who sought for part-time programs were disengaged after their studies as management claimed their programs were not relevant to the job. The few ones who were retained had no well compensation and promotion to match their added skills and competencies. This it is believed to have led to high labor turnover in the organizations.

Ethio telecom is one of the largest government owned companies in Ethiopia having 16,000 plus permanent employees working in it. The company has its own human resources division and human development department under the division which basically working on capacity building activities and coordinating training related issues with division are training sections.

The company gives trainings to its employees in different times but it is not clear that to what extent the process of the trainings is effective, successful and fruitful and what makes them effective and fruitful or ineffective.

Hence, this study is conducted in order to investigate the actual training practice and related challenges like, lack of management support, lack of long-term plan for developing human resources, inaccurate training need analysis, assigning inappropriate person to the training programs and difficulties to evaluate training outcomes are basic challenges of the company, and to forward the possible recommendations that would make effective implementation of the HRD program in the company.

1.3 Basic Research Questions

The study basically answers the following questions

- To what extent the companies make Training needs assessment?
- What are the main Training Delivery Methods in the company?
- How was the Attitude of employees towards training and development in the company?
- What are the main problems of the company in Delivering training programs?
- How was the company evaluating training programs?

1.4 Objectives

1.4.1 General Objective

Generally, this essay assesses the training and development practice and their importance in the ethio telecom.

1.4.2 Specific Objectives

Specifically, this study intended to address the following objectives:

- To evaluate the company, need assessment on training and development
- To identify the type of training mechanisms in ethio telecom
- To assess the Attitude of employees towards training and development
- To assess and identify gaps related with training delivery programs
- To assess the company, evaluate training programs

1.5 Scope and Limitation

1.5.1 Scope

The researcher tried to assess the training and development practice of ethio telecom at corporate office, because the researcher was not travel to regional areas out of Addis Ababa because of the limited time constraints and large population size. Because of this the geographical area would be limited to Addis Ababa. Planning training programs, selecting trainers, preparing a lesson plan, Implementing and development as well as evaluating training and development would be the scope of the study.

1.5.2 Limitation

Due to limited availability of resources, time, and money the research had been limited to a small number of population sizes. This had limited the findings to be applied to other company. Lack of experience was one of the limitations which hindered the research to conduct by the researcher. The researcher has limited to mixed method research by combining the qualitative and quantitative research methods.

1.6 Significance of the study

The importance of this study came from the increasing interest in training and development subject matter particularly its practice in ethio telecom on corporate office to develop, improve and upgrade the performance of enterprise resource planning to achieve the required level of effectiveness and to remain successful. Most successful companies look forward to see the time when training and development would be proactive in terms of being the tool by which the companies' strategies had formulated, or help in shaping the company's strategies, rather than playing a reactive role in terms of implementing their strategies. Training and development promote company vitality by providing progressive training and development opportunities that support lifelong learning and assist individuals in working effectively together within their departments and throughout the company System.

1.7 Organization of the Study

The thesis was organized and presented in five different chapters. The first chapter stands for introduction of the study which consists of background of the study, statement of the problem, objectives of the study, scope of the study and organization of the paper. Chapter two contained different literatures on the area which discussed various theories and concepts regarding the topic. Chapter three has depicted the research methodology. On the other hand, chapter four had presented all the collected data in a clear manner and the analysis at the end. The fifth chapter would represent the summary, conclusion and recommendation part.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter mainly emphasized on the theoretical and literature part of the study undertaken. On the chapter it tried to see the theoretical base for training and training practice. Under this their definition and components under this topic will be discovered. On the later part of the chapter conceptual framework and related research done before by different scholars and their results in terms of the target purpose will be seen.

2.1 THEORETICAL LITERATURE

A. Theory of Reinforcement

This theory emphasizes on the learning behavior of a person and suggests that the learner will repeat that behavior which is attached with a positive outcome or result. Skinner an economist of behaviorist school of thought proposed the theory of reinforcement and suggested that the training and development programs should be aligned with the organizational objectives and a positive outcome should be expected with such training and development programs. Further elaborating this concept suggested in reinforcement theory, it can be argued that there are several techniques available in human resource practices which can be associated with the training and development programs and the required suggestion by this theory can be fulfilled. Different types of rewards in the form of bonuses, salary raises, promotion and awarding of certificate after the training program can be associated with the training and development activities and these rewards will definitely generate a positive outcome. If this is done by an organization then according to the Skinner's theory of reinforcement the trainer i.e., the employee will show more interest in the training and development programs held by the organization.

B. Theory of Learning Types

The theory presented by Gagne emphasized on learning of intellectual skills. These are such skills which are found rare among the persons. He suggested by different learning types in

his theory and each learning type contains some external and internal conditions. The five categories of learning which Gagne defined in his theory include intellectual skills, verbal information, attitudes, cognitive strategies and motor skills.

C. Theory of Experiential Learning

Experiential and cognitive types of learning are differentiated by experiential theory of learning presented by C. Rogers. According to Rogers, the wants and needs of the learner are addressed by this type of learning. Experience gives the person a maturity and increases the learning power along with the knowledge. Due to the personal involvement, the learner is able to conduct a self-evaluation test, which allows him to understand the effect of learning on his/her attitude.

D. Theory of Social Learning

Social theory presents a new view of learning i.e., social. According to the presenter of this theory, Albert Bandura, direct reinforcement cannot address all types of learning. Here by direct enforcement means the training and development programs that is organized to enhance the skills. According to this theory such programs are not address all learning types as there are some social elements which cannot be taught. Those elements are learned by the leaner from his/her surroundings. Such type of learning is called observational learning and this learning is associated with the understanding of different human behaviors. The first type of learning defined in this theory is through observation. In an organization the environment and the surroundings play a very important role. The environment should be very professional and the surroundings should be in such a way that the people (employees) learn from them. This theory also suggests that it is not necessary that the behavior is changed after learning something. It is expected that a person's behavior changes after learning something, but it is not in all cases. Furthermore, the theory also explains about the mental states which play a vital role in learning process. If the mental status of the person is negative regarding any learning activity, then he will not take part in that learning process and even if he is forced to do so, he will not gain any positivity from that process. In organizational training programs the mental state can be made positive regarding the

training and development programs by associating the rewards and benefits with such programs which will motivate the employees and help to build a positive mental state. The case company also follow this theory as it allows the employees to learn from the surrounding and provides an environment where they can learn from their supervisors/managers and coworkers.

2.2 Definition of Training and Development

"Training is the systematic modification of behavior through learning which occurs as a result of education, instruction, development and planned experience"

"A planned process to modify attitude knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose, on the work situation, is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organization".

While, Armstrong's definition is concise, the definition given by the manpower services commission gives a better insight to training by not only explaining what training is but also giving the reason for training practices to be implemented. Sometimes there is confusion between the terms "Education" & "Training" because there is a degree of inter-relationship. This relationship can be best understood by considering Education as dealing with the imparting of knowledge whereas Training is directed towards changing of behavior and attitude. (Armstrong, 1999, p507)

2.3 Benefits of Training

The best way to answer the question why organizations should train people is to answer the question what will happen if they are not well trained. Training becomes important if there are deficiencies that should be addressed through training, or if there are changes in the organization which have to be put in place by having well trained employees. Training is required there is a change in technology, working conditions, products, inadequate performance, and shortage of staff. Training has many advantages for the individual, the department and the organization because it is expected to provide a skilled pool of human resources, improvement of existing skills, and increase in knowledge and experience of

employees, improve employees' motivation, job performance, customer service, and personal growth and opportunity for career development. (Itika, 2011)

The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. (Nassazi, 2013)

There are so many benefits associated with training. (Cole, 2002) Summarize these benefits as below:

- High Moral – employees who receive training have increased confidence and motivations;
- Low cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;
- Lower turnover – training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism is avoided;
- Change management – training helps to manage change by increasing the understanding and involvement of employees in the change process and also provide the skills and abilities needed to adjust to new situations;
- Provide recognition, enhanced responsibility and the possibility of increased pay and promotion;
- Help to improve the availability and quality of staff.

2.4 Types of Training

Dubois and Rothwell, (Dubois & Rothwell, 2004) in their book states that there are various types of training. These are: -

- **Remedial Training:** helps people meet the basic screening or entry-level requirements for a job.
- **Orientation Training:** helps to socialize individuals into a corporate culture.
- **Qualifying training:** assists individuals with meeting basic performance expectations and thus increased their productivity.

- **Second-chance training:** is provided to those who may be transferred or terminated because they are not meeting organizational work standards.
- **Cross Training:** is for people who are trying to master new jobs or job skills. Retaining provides upgrading to keep skills current as technological or organizational conditions change.
- **Outplacement training:** prepares individuals for departure from an organization in the wake of retirement, or organizational staffing changes.

There are also other types of training, namely: -

- **Skill training:** Focus on job knowledge and skill for: Instructing new hires, overcoming performance deficits of the workforce.
- **Retraining:** Maintaining worker knowledge and skill as job requirements change due to: Technological innovation and Organizational restructuring.
- **Cross-Functional training:** Training employees to perform a wider variety of tasks in order to gain. Flexibility in work scheduling, Improved coordination.
- **Team Training:** Training self-directed teams with regard to: Management skills, Coordination skills and cross-functional skills.
- **Creativity Training:** Using innovative learning techniques to enhance employee ability to spawn new ideas and new approaches.
- **Literacy Training:** Improving basic skills of the workforce such as mathematics, reading, writing, and effective employee behaviors such as punctuality, responsibility, cooperation, etc.
- **Customer Service Training:** Training to improve communication, better response to customer needs and ways to enhance customer satisfaction.

2.5 Steps in Training process

The way in which a firm plan, organizes, and structures its training affects the way employees experience the training, which in turn influences the effectiveness of the training? Effective training requires the use of a systematic training process. (Mathis & Jackson, 2011)

There are different models that show the steps in the training process, though the contents are more or less the same. According to Kulkarin, (Kulkarin, 2013) the training process involves four stages, namely:

- Assessment of training needs
- Designing the training programs
- Implementation of the training program
- Evaluation of the training program

2.5.1 Training Needs Assessment

Training needs are discrepancies between identifiable shortfalls in knowledge, skills and attitudes of the employee vis-à-vis what is required by the job, or the demand of organizational change. (Itika, 2011)

Training need is the gap between actual performance and desired performance or between current abilities and job requirements that can be closed by training. (McConnell, 2003)

Needs assessment refers to the process used to determine if training is necessary (Hollen, Gerhart, & Wright, 2008). Needs assessment occurs at two levels—group and individual. An individual obviously needs training when his or her performance falls short of standards, that is, when there is performance deficiency. Inadequacy in performance may be due to lack of skill or knowledge or any other problem. The problems of performance deficiency caused by absence of skills or knowledge can be remedied by training. Faulty selection, poor job design, improving quality of supervision, or discharge will solve the problem. (Garg, 2009)

Assessing Organizational training needs is the diagnostic phase of a training plan. This assessment considers issues of employee and organizational performance to determine if training can help. Needs assessment measures the competencies of a company, a group, or an individual as they relate to what is required. It is necessary to find out what is happening and what should be happening before deciding if training will help, what kind is needed (Mathis & Jackson, 2011). Determining training needs typically involves generating answers to several questions.

2.5.2 Analysis of Training Needs

The first step in training needs analyzing is what training might be necessary (Mathis & Jackson, 2011). A training needs analysis is a systematic process by which training needs are investigated and consolidated to provide the basis for the training program. (Itika, 2011) Needs assessment typically involves organizational analysis, person analysis and task analysis.

- a) **Organizational Analysis:** is a process for determining the business appropriateness of training. Organizational analysis considers the context in which training will occur. That is organizational analysis involves determining the business appropriateness of training, given the company's business strategy, its resources available for training, and support by managers and peers for training activities. (Hollen, Gerhart & wright, 2008)

Training needs can be diagnosed by analyzing organizational outcomes and looking at future organizational needs. Organizational analysis comes from various operational measures of organizational performance. Departments or areas with high turnover, customer complaints, high grievance rates, high absenteeism, low performance, and other deficiencies and be pinpointed.

Following identification of such problems, training objectives can be developed if training is a solution. During organizational analysis, focus group of managers can be used to evaluate changes and performance that might require training. (Mathis & Jackson, 2011)

- b) **Task/Job analysis:** is the process of identifying the important tasks and knowledge, skill and behaviors that need to be emphasized in training for employees to complete their tasks. (Hollen, & wright, 2008). By comparing the requirements of jobs with the KSAs of employees, training needs can be identified.
- c) **Person analysis:** is the process of determining whether employees need training, and whether employees are ready for training. The competencies of current jobholders could also be assessed to determine their suitability for their jobs. (Noe,et al., 2008)

Person analysis involves

- Determining whether performance deficiencies result from a lack of knowledge, skills or ability (a training issue) or from a motivational or design problem
- Identify who needs training
- Determining employees' readiness for training

Carrying out a training needs analysis is a task for an experienced trainer, but it also requires a good understanding of what goes on in the job and what the management is thinking. (Itika, 2011)

Training Objectives and Priorities: -

Once training requirements have been identified using needs analyses, training objectives and priorities can be established by a “gap analysis,” which indicates the distance between where an organization is with its employee capabilities and needs to be. (Mathis & Jackson, 2011)

Training Objectives and priorities are then determined to close the gap. Three types of training objectives can be set:

- Attitude: Creating interest in and awareness of the importance of something (e.g., Sexual harassment training)
- Knowledge: Imparting cognitive information and details to trainees (e.g., Understanding how a product works)
- Skill: Developing behavioral changes in how jobs and various task requirements are performed (e.g., improving speed on an installation). (Goldstein & Ford, 2007)

Once it has been determined that training is necessary, training goals must be established. Management should explicitly state its desired results for each employee. It is not adequate to say we want change in employee knowledge, skills, attitudes, or behavior; we must clarify what is to change and by how much. These goals should be tangible, verifiable, timely, and measurable. They should be clear to both the supervisor and the employee (Decenzo & Robbins, 2010).

Because training seldom is an unlimited budget item and because organizations have multiple training needs, prioritization is necessary. Ideally, management looks at training needs in relation to strategic organizational plans and as part of the organizational change process. Then the training needs can be prioritized based on organizational objectives. Conducting the training most needed to improve the performance of the organization will produce visible results more quickly (Mathis & Jackson, 2011).

2.5.3 Training Design

Once training needs have been identified using the various analysis, and then training objectives and priorities must be established. All of the gathered data is used to compile a gap analysis, which identifies the distance between where an organization is with its employee capabilities and where it needs to be. Training design is the process of developing a plan of instruction for each training program to be offered to meet training objective. (Goldstein & Ford, 2007)

Training design process refers to a systematic approach for developing training programs. Training design process should be systematic yet flexible enough to adapt to business needs (Noe, Gerhart, & wright, 2008). Whether job-specific or broader in nature, training must be designed to address the specific objectives. Training objectives are set to close the gap. The success of training should be measured in terms of the objectives set. Useful objectives are measurable. This objective serves as a check on internationalization, or whether the person really learned. Objectives of training can be set in any area by using one of the following four dimensions: such as Quality, Quantity, Timeliness, and Cost savings as a result of training. (Sishan Solomon, 2014)

Effective training design considers the learner characteristics, instructional strategies, and how best to get the training from class to the job (training transfer) in order to produce learning. (Mathis & Jackson, 2011)

2.5.4 Training Delivery

Once training has been designed, the most important decisions to make are how the training will be delivered. Nadler, 1984 as cited in Nassazi, 2013 noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization do as to able to meet organization's current and future objectives.

Training methods vary greatly, so it is essential to get the right combination to ensure the highest possible rate of learning and the subsequent rerun on investment. Organizations should identify the training method that best fits their employees' learning styles, be flexible

enough to allow for changes when needed, and ensure that the training can be transferred into everyday job skills.

Regardless of the method used, ensuring that training is effective the primary goal. (Gilley, Gilley, Quatro, & Dixon, 2009) HRM needs to determine which training methods are the most appropriate for the skill and the employee. It may be necessary to combine several methods. (Decenzo & Robbins, 2010)

Depending on the type of training that needs to be delivered, you will likely choose a different mode to deliver the training. When choosing a delivery mode, it is important to consider the audience and budget constrictions. The most effective methods depend on the learner and the skill being learned. Training methods are categorized into two groups: -

- I. On-the-job Training
- II. Off-the-job Training

On-the-job training is a training that is given to organizational employees while conducting their regular work at the same working venues and off-the-job training involves taking employees away from their usual work environments and therefore all concentration is left out to the training.

Table 1. Types of Training Delivery Method

On-The-job Training	Off-the-job Training
Job Instructions	Programmed Instructions
Apprenticeship & Coaching	Class Room lectures
Job rotation	Simulation Exercises
Committee Assignment	Business Games
Internship Training	Case study Methods
Training through step by step	Audio - Visual Method
	Experiential Exercises
	Vestibule Training
	Computer Modeling
	Behavioral Modeling
	Role playing
	Conference/ Discussion
	Workshop / Seminars

Source: (Ms. Pallavi p. Kulkarni, 2013)

Each approach you chose will have advantages and disadvantages. It is this task of the human resource managers in collaboration with the particular functional manager (s) to decide on the best approach from an available list. (Itika, 2011)

Different Organizations are motivated to take on different training methods for a number of reasons

- 1) Depending on the organization's strategy, goals and resources available.
- 2) Depending on the needs identified at the time, and
- 3) The target group to be trained which may include among others individual workers, groups, teams, department or the entire organization. (Greer, 2003)

I. On-the-job training

On-the-job training is the most common approach in which an employer may invest in human capital needed for strategic advantage. Such investments may be made by structuring a job so that employees learn while they work. (Greer, 2003)

On job training is planned and structured training that takes place mainly at the normal workstation of the trainee (Beardwell, Holden, & Claydon, 2004). Although people often associate training with classrooms, much learning occurs while employees are performing their jobs. On-the-job training (OJT) refers to training methods in which a person with job experience and skill guides trainees in practicing job skills at the workplace. (Noe, Hollenbeck, Gerhart, & Wright, 2011)

On the job training can range from relatively unsophisticated 'observe and copy' methods to highly structured courses built into workshop or office practice (Beardwell, Holden, & Claydon, 2004). It is a simple and cost-effective training method. It is relatively inexpensive trainees learn while producing; and there is no need for expensive off-site facilitates learning, since trainees learn by doing and get quick feedback on their performance

The in proficient as well as semi- proficient employees can be well trained by using such training method. The employees are trained in actual working scenario. The motto of such training is "learning by doing." (Onyango and Wanyoike, 2014)

Types of on-the-job training

- a) **Coaching:** an experienced worker or the trainee’s supervisor trains the employee. This may involve simply acquiring skills by observing the supervisor or having the supervisor or job expert show the new employee the ropes, step-by step. (Dessler and Varkkey, 2010)
- b) **Job rotation:** in which an employee moves from job to job at planned interval to broaden their understanding of all parts of the business and to test their abilities. (Goldstein & Ford, 2007)
- c) **Apprenticeship:** is a process by which people become skilled workers, usually through a combination of formal learning and long term on the job training. (Greer, 2003)
- d) **Internships:** are opportunities for students in higher education to utilize their instruction and training in a chosen profession as part of their education. Internships vary from very unstructured to highly structured and may include college credit. (Decenzo & Robbins, 2010)

Advantages (Pros) of on-the-job training	Disadvantage (Cons) of the on-the-job training
Provides realism	Disruptions to operation
Allows active practice	May damage valuable equipment
Provides immediate feedback	Inconsistent across departments
High motivation	Inadequate focus on underlying principles
High transfer to job	Lack of systematic feedback
Lowers training cost	Transfer of improper procedures
Less expensive than off-job training	Trainee stress

Table 2: Advantages (Pros) and disadvantage (Cons) of on-the-job training

Source: (Decenzo & Robbins, 2010)

I. Off-the-job training

Off the job training, off the job training methods are those in which training is provided away from the actual working condition. It is generally used in case of new employees. Instance of off the job training methods are workshops, seminars, conferences, etc., such method is costly and is effective if and only if large number of employees have to be trained within a short time period. (Noe, HellenBeck, Gerhart, & wright, 2008).

Types of off the job training

- a) **Classroom Lectures and Seminars:** Traditional forms of instruction revolve around formal lecture courses and seminars. These help individuals acquire knowledge and develop their conceptual and analytical abilities. Many Organizations offer these in-house, through outside vendors, or both. (Greer, 2003)
- b) **Simulated training (Vestibule training):** is a method in which trainees learn on the actual or simulated equipment they will use on the job, but are actually trained off the job. It is necessary when it's too costly or dangerous to train employees on the job. (Dessler & Varkkey, 2010)
- c) **Multimedia Learning:** can demonstrate technical skills not easily presented by other training methods. This may include videos and DVDs that may be offered online. (Decenzo& Robbins, 2010).
- d) **The case study method:** presents a trainee with a written description of an organizational problem. The person then analyzes the case, diagnoses the problem, and presents his or her findings and solutions in a discussion with other trainees. (Onyango and Wanyoike, 2014)
- e) **Role Playing:** is to create a realistic situation and then the trainees assume the parts (roles) of specific person in that situation. (Dessler & Varkkey, 2010)

Advantages of the off the job training

- Avoids disruptions to normal operations
- Minimizes distraction
- Avoids safety concerns

Disadvantages of off the job training

- Transfer of training may be more difficult due to different between the training setting and the work setting
- Costs may be higher due to the cost of the training facility
- Trainee motivation may be reduced because the job-relevancy of the training is not as obvious

2.5.5 Training Evaluation

The evaluation phase is crucial. It focuses on measuring how well the training accomplished what its originators expected. Once a company implements s training program, it must evaluate the program's success, even if it has produced desired result for other companies and even if similar programs have produced desires for it. (Garg, 2009)

Objectives of training evaluation are: -

- To monitor the quality of training
- To provide feedback
- To appraise the overall effectiveness of the investment in training
- To assist the development of new methods of training
- To aid the individual evaluate his or her own learning experience

Evaluation is an attempt to obtain information (feedback) on the effects of training programs, and to assess the value of the training in the light of that information available. We answer the question: How far has the training has achieved its purpose? This is not any easy task because it requires effort, resources, and skills to separate the effects of training on the job performance from other potential environment factors. (Itika, 2011)

It is best to consider how training is to be evaluated before it begins. The most well-known and used model for measuring the effectiveness of training program was developed by Donald L. Kirkpatrick in the late 1950s. Kirkpatrick identified four levels at which training can be evaluated.

- **Level 1- Reaction:** -measure the reaction of the participants toward the training and answers questions about whether the participants liked the training; felt they

achieved their learning goals; how much they liked the trainers; and any suggestions they have for improving the training. (Decenzo & Robbins, 2010)

To what extent did the participants find the training useful, challenging, well-structured, organized, and so on?

- **Level 2-Learning:** measures how well trainees have learned facts, ideas, concepts, theories, and attitudes (Mathis & Jackson, 2011). This could be accomplished by pre- and post-testing the participants or by evaluating the participants against a control group that has not been trained. (Mathis & Jackson, 2011). To what extent did participants improve knowledge and skills and change attitudes as a result of the training?
- **Level 3 – Behavior:** measures whether the training actually changes the employee's behavior when he or she returns to the job. This might be evaluated by the participants, Supervisors or trainer (Decenzo & Robbins, 2010). This means measuring the effect of training on job performance through observing job performance. To what extent did participants change their behavior back in the workplace as a result of the training?
- **Level 4 – Results:** measures whether the training benefited the employer or not. This means measuring the effect of training on the achievement of organizational objectives. Because results such as productivity, turnover, quality, time, sales, and costs are relatively concrete, this type of evaluation can be done by determining ROI or by evaluating a behavior against another standard, such as a benchmark. (Mathis & Jackson, 2011)

What measurable organizational benefits resulted from the training in terms such as productivity efficiency and sales revenue?

The difficulty and cost of conducting an evaluation increases as you move up the levels. So, you will need to consider carefully what levels of evaluation you will conduct for which programs. You may decide to conduct level 1 evaluation (Reaction) for all programs, Level 2 evaluations (Learning) for “hard-skills” programs only, Level 3 evaluations (Behavior) for strategic programs only and Level 4 evaluations (Results) for programs costing over \$50,000. Above all else, before starting an evaluation, be crystal clear about your purpose in conducting the evaluation. (Decenzo & Robbins, 2010)

Katharine & Barbara, 2007 as cited in (Mathis & Jackson, 2011) stated that the evaluation of training becomes successively more difficult to do it moves from measuring reaction to measuring learning to measuring behavior and then to measuring results. But the training that affects behavior and results versus reaction and learning provides greater value in viewing training as a strategic performance contributor.

2.5.6 On Time Training

Just-in-time training is training that is closely linked to the pressing and relevant needs of people by its associate with immediate or imminent work activities. It is delivered as close as possible to the time when the activity is taking place. The training will be based on an identification of the latest requirements, priorities and plans of the participants, who will be briefed on the live situations in which their learning has to be applied. The training program will take account of any transfer issues and aim to ensure that what is taught is seen to be applicable in the current work situation (Armstrong, 2009). Even if the training is designed properly and delivered in a proper way, if it is not given on time, it would be a waste of time. So organization should consider in delivering the training on time.

2.6 Empirical Review

A number of researches' that have been made by many researchers were trying to asses and examine the practice of employee training. Each of the researches has their own distinctions and conduct with different context and in different country. However, their findings are almost the same.

Existing literature present evidence of an existence of obvious effects of training on employee performance in particular (Elnaga & Imran, 2013): (Sultana, Irum, Ahmed, & Mehmood, 2012);

(Onyango & Wanyoike, 2014) while others have extended to a general outlook of organizational performance (Tharenous, Saks, & Moore, 2007). Performance: - is a function of organizational performance since employee performance influence general organizational performance.

Sultan et al., (2012) conducted a study on training practice and its problem on employee performance. In their study training practice of telecommunication sector in Pakistan were examined to determine their impact on employee performance. Based on a combination of

literature review and questionnaire surveys, their paper explores that for any organization to succeed in achieving the objective of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity. The researchers used 360 questionnaires that should be distributed among the employees of five telecom companies in Pakistan.

The study concluded that if organizations invest in right type of employee training it can enhance employee performance as well as competencies and skills. In addition, innovation; market competition, organizational structuring and most importantly it plays a key role to enhance employee performance. (Sultana, Irum, Ahmed, & Mehmood, 2012)

Tharenou, Saks & Moore, (2007) conducted a review and critique of research on training and organizational-level outcomes by reviewing the results of previous studies that have investigated the relationship between training and human resources, performance and financial outcomes.

The results of meta-analysis from 67 studies suggest that training is positively related to human resource outcomes and organizational performance but is only very weakly related to financial outcomes. The relationship between training and firm performance may be mediated by employee attitudes and human capital.

Furthermore Guest (2010) in his study titled usefulness of training practices on workforce's knowledge in S.A found out that it impacts on, functionality and competencies positively and in the end, results are better on employee performance and advanced organizational performance. On the other hand Hameed (2011) in Nigeria wrote a research comparing the theoretical framework and models which might be connected with the development of employee and the effect of these on the performance of employee. The author indicated that though much is invested in many trainings to employees, suitability of such trainings is often neglected thus its impact on performance is not 100%.

2.7 Summary of Literature and Knowledge Gap

Empirical studies reviewed cited gaps based on conceptualization, methodology/Target population, and context respectively. One study by Sultana et al. (2012) who studied on the training practices which were taking place in Pakistan's telecommunication zone focused on Training and performance thus their findings the study concludes that if organizations invest

in right type of employee training it can enhance employee performance as well as competencies and skills. In addition, training is seen as a useful means of coping with changes fostered by technological innovation; market competition, organizational structuring and most importantly it plays a key role to enhance employee performance. Recent diagnostic evaluation on the company complete operational areas noted that the telecom institution lacks practicable successors, which are successful of most important the company to a higher tomorrow. Training and improvement need of personnel of the company is higher decided all the way through repetitive and full-size value determinations carried out on them. Thus, it is pretty evident that the training and development has clear advantage in identifying workers' strength, weakness and education needs. At Ethio telecom, even though overall training and development has been one of the key units the company used as an administration tool it has uncommonly served its basis instead than to distinguish few managerial and non-managerial of the company and grant for yearly improvement. Hence, this finds out about will mainly focal point in filling the above knowledge gap and focus on the practice of training and development at Ethio telecom.

2.8 Conceptual Framework

Training should be systematic in that it is specifically designed, planned and implemented to meet defined needs (Armstrong, 2009).

On the Assessment of training and development the researches see different variables such as, Need assessment, training mechanisms; evaluating the training and development, Attitudes towards Training and development, and different gap on training program by evaluating the variable the researcher try to generate a better training and development program.

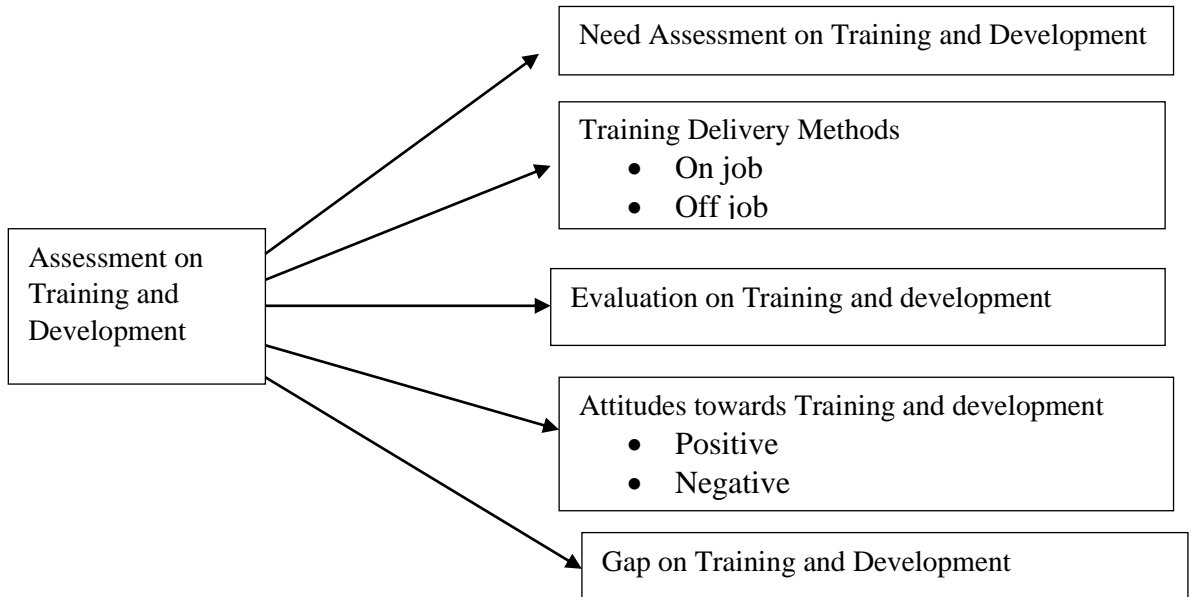


Figure 2: Conceptual Framework Source; (Researcher 2021)

CHAPTER THREE

RESEACH DESIGN AND METHODOLOGY

3.1 Research Design

The study had used a descriptive design through surveys to assess the training and development practice in ethio telecom at Addis Ababa. This type of research design helps to portray accurately the characteristics of a particular individual, Situation or a group. The descriptive research design was appropriate choice. It was a cross sectional study and the study aims at measuring the attitude of the employees about the training they were getting from their company.

3.2 Research Approach

In order to answer the study questions, this study will adopt the qualitative research approach. In this kind of a research, unstructured and semi-structured interviews and questionnaires can be used Ghauri & Grönhaug, (2005). Qualitative research helps to obtain the insights about the phenomena in question and is flexible in the sense that it helps in identifying the missing part of what is unknown or partially known Ghauri & Grönhaug, (2005). Further still, qualitative research is said to be more relevant in the context of discovery and thus be able to get access to what was never known before. However, if the research problem is not well understood, there is a possibility that the researcher will be overwhelmed by data due to unnecessary data collection. This will make the analytical part of research more difficult Ghauri & Grönhaug, (2005).

3.3 Target Population, Sampling Techniques and Sample size

3.3.1 Research Population

Ethio telecom is organized with different interrelated divisions. This structure is made based on the different nature of tasks conduct within the company. Based on this the populations have heterogeneous behavior and the target population of this research is the permanent employees of the organization from the interrelated divisions. The company has 250 permanent employees at the head office so this is the total population of the study. As a

result, from the given scope the sample would be from Information system, Information security, Support, network and commercial as a stratum.

3.3.2 Sample Frame

This is the list of employees used as a representative of the population in a study. It refers to a collection of all employees that constitute a population from which the sample is drawn (Osuagwu; Ngechu, 2006). In this research, the sample frame is the list of employees of Ethio telecom from different department at head office level.

3.3.3 Sample Size

Sample size determination is an important element in any research. Exact test to check sample size is adequate for the analysis can be carried out by using statistical methods such as significance tests (John, et al, 2007). Therefore, representative sample of these employees was calculated based on formula for sample size determination for finite population. To determine the sample size, the below sample determination table has been used.

There are two types of data, primary and secondary. The primary data are those which are gathered for the first time and afresh and thus collected for the case at hand (Kothari, 2004). Secondary data is defined as data that has been previously collected for some purpose other than the one at hand. For the purpose of this study in order to obtain relevant information both primary and secondary data was used. William, et al., (2010),

Primary data was collected from 150 employees of ethio telecom. Questionnaires would be distributed to the selected population size. The questionnaires of most non - management include both open and closed ended questions. Data would be collected from management through semi-structured interview.

Table 3: Sample size determination table

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322

55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	2500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Given that the target population is the 250 permanent employees, the sample size is determined as 150 referring the above sample determination table. Robert V. Krejacie and Daryle W. Morgan, (1970)

Table 4. Sample Size Distribution

Division	Percentage	Sample size distribution
Information system	32	48
Information security	21.3	32
commercial	17.3	26
Support	16	24
Network	13.4	20
Total	100	150

Source: HRM department

3.4 Types of data and tools/instruments of data collection

The primary data for the research would be collected from participants through structured questionnaires. Because questionnaires were one of the most widely used survey data collection techniques, each person (respondents) has asked to respond to the same set of questions, it provides an efficient way of collecting responses from a large sample. (Saunders, et al, 1997).

For the purpose of the study, relevant information was collected from primary and secondary sources. The primary sources include: Administrators, Specialists, Supervisors, Managers, and Directors.

From primary sources information would be collected through questionnaire (closed-ended and open-ended) and semi-structured interview. Regarding the assessment of training and development practice of ethio telecom, information would be gathered from managers, supervisors and employees with (questionnaire) and semi-structured interview, for manager and director (using interview).

3.5 Method of data analysis

According to William, et al., (2010), there are two types of data, primary and secondary. The primary data are those which are gathered for the first time and afresh and thus collected for the case at hand Kothari, (2004). Secondary data is defined as data that has been previously collected for some purpose other than the one at hand. For the purpose of this study in order to obtain relevant information both primary and secondary data was used.

For collecting primary data, the study is use questionnaire and interview from the employees of the Ethio telecom. The questionnaire was based on those variables that are stated above and the mentioned research questions. This is because questionnaire is advantageous in collecting large amount of data from large number of respondents and help respondents to fill the questionnaire at their convenient time without the interview bias. And the study is also use interview because interview would have a higher response rate and it clarifies the questions well if the questions are not clear, since questionnaire doesn't.

After the required data were collected from the primary sources, it was analyzed through quantitative and qualitative data analysis methods.

Descriptive statistic helps to describe the general level of agreement of respondents. It reveals the conformity of respondents' attitude about the training practice in ethio telecom. In addition, frequency and percentage were used to present the data. And table and charts also used to ensure easily understanding of the analysis. Finally, the result of statistics analysis is summarized, tabulated and interpreted appropriately.

3.6 Reliability

- Data was collected using standardized questionnaire from employees, manager and director.
- The questionnaire was distributed and collected by the researcher herself.

Reliability has to do with the accuracy and precision of a measurement procedure. (Kothari, 2004). The questionnaire was pre-tested with 20 employees to test the content validity of the instrument and also to check the clarity, length, word ambiguity and structure and their suggestion were incorporated before the final distribution of the questionnaire.

Cronbach's Alpha was used to measure the reliability. Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. Ideally, Cronbach's alpha coefficient of scale should be above 0.70 (Pallant, 2005).

Reliability Statistics	
Cronbach's Alpha	Number of Items
.837	32

Table 5: Reliability Statistics

The results from analysis indicated that the Alpha value is .837. This suggested that the internal reliability in this study was acceptable and signified to be good.

3.7 Ethical Cases

The researcher has consent of the organization for the study. Employees who are complete the questionnaires were informed about the purpose of data collection, analysis and the covenant to maintain privacy of their responses. Regarding published and unpublished materials use in the literature review and throughout the study, all citations from copy right holder has been made properly.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The main purpose of this finding had to assess the training and development practice in ethio telecom and the data obtained through questionnaires and interviews provided to employees. First demographic characteristics of the respondents are presented. Such information included demographic profile and general information on training. Then it follows with description of the data gathered, discussed and analyzed the findings carefully in order to assess the training practice of ethio telecom. Presentation of findings has been organized in accordance with the study objectives.

As stated in the previous chapter, the questioners were distributed to a total of 150 employees of the company. However, only 140 questionnaires were appropriately filled and returned. Out of the total sample 10 questionnaires were uncollected and this gives a 93.3% return rate.

4.2 Analysis of the Results Related to Participants Characteristics

The questionnaire distributed to sample respondents contains two parts. The first part requests and focuses on demographic characteristics of the respondent and the second part focuses on the practice and process of trainings in ethio telecom.

4.2.1 Demographic profile of the respondents based on Domain category (Division), Age, Sex, Years of service and Qualification

Table 6: Domain category (Division), Age, Sex, Years of service and Qualification of the Participants

Variables	Category	Frequency	Percent
Domain Category	Support	25	17.9
	Network	20	14.3
	Information Security	29	20.7
		140	100.0

Variables	Category	Frequency	Percent
Domain Category	Commercial	26	18.6
	Information system	40	28.6
	Total	140	100.0
Age	18-30 years	44	31.4
	31-45 years	66	47.1
	46-60 years	30	21.4
	Total	140	100.0
Sex	Male	85	60.7
	Female	55	39.3
	Total	140	100.0
Years of service	1-5	26	18.6
	6-10	32	22.9
	11-15	38	27.1
	16-20	25	17.9
	21 or more years	19	13.6
	Total	140	100.0
Qualification	Masters	50	35.7
	Bachelor's degree	84	60.0
	Diploma	6	4.3
	Total	140	100.0

Source: Survey Result (2021)

Table depicted above indicates that distribution of respondents by domain category under different working domain of the company accordingly comprising of age, gender, educational background and experience from a total of 140 participants (60.7 %) were male years and the remaining 55(39.3%) of them were female. The table depicted above indicates that distribution of respondents by domain category under different working domain of the company accordingly, the finding of the result was from support 17.9%, from Network 14.3%, from Information Security 20.7%, from Commercial 18.6%, Information system 28.6%, respectively. The proportion of respondents was fair in measuring of the domain

category. With regard to respondents' age category, 31.4% and 47.1% of the participants were aged between 18-30 and 31-45 years respectively. No one of the participants was aged below 18 years while the rest from 46-60 years were 21.4%. From this we can conclude that majority of the participants are less than 45 years of age and this implies young population. The service year proportion of respondents on the above table where 1-5 years' service had categorized under 18.6%, 6-10 had 22.9%, 11-15 had 27.1%, 16-20 had 17.9% and others 21 or more years had 13.6%. These different age groups had got a chance of responding on the questionnaire. This made a research confidential and most of the respondents were aware of the training and development practice in ethio telecom.

From the above table, it is evidenced that the employees of ethio telecom hold a range of educational qualification from Diploma to Master's Degree level. The majority of the respondent 60% (84 in number) of the participants were Bachelor's Degree holders, 35.7% (50 in numbers) of the participants were Master's Degree holders and the rest 4.3% (6 in number) of the participants were at the level of Diploma. This implies that ethio telecom had got qualified employees and enhances the quality of expected responses that increase the quality of the study.

In general the above table shows is endowed with a highly qualified, experienced, competent and young generation who can aspire to be at the top of the professional ladder, a rather stagnated professional life of employee aggravates their level of dissatisfaction.

4.2.2 Analysis of the Data Related to the Current Training

This section, relating to section two of the questionnaires, presents and analyzes the collected data regarding how Training is conducted in ethio-telecom. Five parts are included: training needs assessment (TNA), training delivery methods (TDM) and evaluation and follow up (EFU), Challenges during training and development (CDTD), and attitude of employee towards training and development (AETTD).

4.2.2.1 Training Need Assessment

The Purpose of this section was to do analysis by using the Likert scale on the different items mentioned on the identification of techniques and indicators used to assess the training need assessment.

Descriptive Analysis

The main issue of the research was to find and analyze the assessment of training and development practice in ethio telecom. Respondents were asked to point their way of feelings towards the five types of Likert scales. According to the levels it was expressed as follows 1= strongly disagree; 2= disagree; 3= Not sure; 4 = agree; 5= strongly agree.

Table 7: Identification of techniques and indicators used to assess the training need assessment

	SD		D		NS		A		SA	
	F	%	F	%	F	%	F	%	F	%
Indicators used to access Training Needs Assessment (TNA)										
Lack of Knowledge	7	5	8	5.7	30	21.4	74	52.9	21	15
The training "gap" between performance required and current performance	4	2.9	18	12.9	25	17.9	70	50	23	16.4
Non alignment of training program with the strategic needs of the business	7	5	4	2.9	19	13.6	82	58.6	28	20

Indicators used to access Training Needs Assessment (TNA)	SD		D		NS		A		SA	
Low employee morale and poor motivation	11	7.9	17	12.1	33	23.6	32	22.9	47	33.6
Late material delivery	63	45	22	15.7	20	14.3	7	5	28	20
Lack of communication	4	2.9	3	2.1	28	20	75	53.6	30	21.4
Noncooperation of seniors and Junior	11	7.9	10	7.1	17	12.1	71	50.7	31	22.1
The Missing of training content affect employee's relationship with customers	11	7.9	9	6.4	26	18.6	56	40	38	27.1

Source: Survey Result (2021)

SD=Strongly Disagree, D=Agree, NS=Not sure, A= Agree, SA= Strongly Agree, F=Frequency

In the above table regarding of Indicators used to access Training Needs Assessment (TNA) an indication that had been seen as the lack of knowledge was an implication of training need assessment. 5% of the respondents preferred strongly disagree where as 5.7% of the respondents under this category Preferred disagree, 21.4% Not sure, 67.9% Agree on the subject matter “Indicators used to access Training Needs Assessment”. In general it had been identified, that management assessed training needs, when there was problem faced against the company which lack skill and knowledge.

Regarding the training "gap" between performance required and current performance, those 76.4% agree with the subject matter, 17.9% not sure, 15.8% disagree respectively this implies that the majority of respondents were agreed about the training gap and real cause of the problem has been assessed by the company.

Respondents were being asked how management assessed and identified the indication and techniques of strategic need of the business and assessment of the gap between alignments of training program with strategic needs of the business. Accordingly, 5% of them respond

strongly disagree and 58.6% of the total had agreed. On the other hand, respondents were being asked how the company assessed the low employee moral towards training and development practice. 20 % of the aggregate number of respondents preferred disagree, 23.6% not sure, and the remaining 56.5 % agree. The vast majority of respondent had been agreed that there is a limitation of fulfilling and keeping employee's morale as well as motivation.

Late material delivery as indication for training need assessment would be a type of assessment that has taken as input might be questioned, and the respond of the participants were 60.7% disagree, 14.3% not sure, 25% agree. Most of the participants disagreed with the subject matter" how late material delivery taken as an input for training need assessment was not adequately applied.

Insufficient communication taken as an input for training need assessment would be identified and seen by the respondents. 5 % disagree, 20% not sure, 75 % agree, respectively. Most of the respondents preferred an agree answer while others preferred strongly agree. It would be concluded, that communication had taken as input for training need assessment.

Regarding to the Non-cooperation of seniors and juniors indicated as training need assessment that would be given into consideration. The respondents, where 15 %, 12.1 % and of the respondents agreed and 72.8% strongly agreed respectively.

How training need assessment practiced in the missing of training content affected employees with customers might be identified by respondents, where 14.3 % disagree, 18.6% not sure, 67.1% agree respectively. From this we found a conclusion that both strongly agree and agree respondents were higher in frequency and percentage than the other choices. This has also indicated that there would be given much concern about training need assessment

In general, the in Ethio telecom regarding the indicators used to access Training Needs Assessment, it shows there is a gap between alignments of training program with strategic needs of the business, a limitation of fulfilling and keeping employee's morale as well as motivation. Late material delivery taken as an input for training need assessment was not adequately applied. Communication had taken as input for training need assessment. Finally,

On-cooperation of seniors and juniors indicated as training need assessment that would be given into consideration

4.2.2.2 Training Delivery Methods

It is concerned with training delivery methods in ethio telecom, in terms of training forms and delivery methods.

Table 8: Training Delivery Forms

Training Delivery Forms	Never		Rarely		sometimes		Mostly		Always	
	F	%	F	%	F	%	F	%	F	%
On-the-job training	4	2.9	35	25.0	72	51.4	27	19.3	2	1.4
Off-the-job training	7	5.0	9	6.4	24	17.1	69	49.3	31	22.1
External training (outside the company)	56	40.0	45	32.1	17	12.1	10	7.1	12	8.6

Source: Survey Result (2021) F=frequency

Table 8 reveals that all of the training approaches were utilized in the company. However, 25.0%, 6.4% and 32.1% of the participants reported that the on-the-job training, off-the-job training and external training (outside the company) approaches respectively were the rarely used approaches. 56% of the participants responded that External training (outside the company) approach is never used. 51.4% and 12.1% of the participants responded that on-the-job training and external training were respectively used sometimes. 49.3% of the participants responded that mostly off-the-job training approach is used.

Generally, the Ethio telecom currently used three type Training Delivery Forms those are Off-the-job training, On-the-job training and External training (outside the company) Management of the company believed that all training delivery forms are used in accordance of the type and nature of training. But they also agreed that the company mostly focused on off-the- job training method. This implies that all training delivery forms are not equally practiced.

4.2.2.2.1 Training Methods Used by the Company

Table 9: Training Methods Used by the company

Training Methods used by the company	Never		Rarely		Sometimes		Mostly		Always	
	F	%	F	%	F	%	F	%	F	%
Lectures	9	6.4	7	5.0	25	17.9	31	22.1	68	48.6
Group work (discussion)	16	11.4	75	53.6	29	20.7	12	8.6	8	5.7
Individual projects	71	50.7	23	16.4	30	21.4	10	7.1	6	4.3
Computer based training	3	2.1	14	10.0	39	27.9	63	45.0	21	15.0
Job rotation	83	59.3	29	20.7	18	12.9	7	5.0	3	2.1

Source: Survey Result (2021) F=frequency

Table 9 shows 50.7%, 2.1%, and 59.3% of the participants agreed that the training never used training methods or techniques representing Individual projects, computer-based training and job rotation respectively. 53.6% of the participants agreed that group work (discussion) training technique is rarely used in the company. 48.6% of the participants agreed that lecturing method were the most and regularly used method. The interviewed manager and Director believed that the company tries its best to incorporate most of the delivery techniques in the training program but lack to be effective as the desired level of incorporating all techniques.

From the above analysis the researcher concluded that the company are not used those training delivery techniques in a manner that enhance employees' performance. Therefore, the company lacks proper application of those training delivery methods which used for effective and proper delivery of training programs.

4.2.2.3 Evaluation and follow up

This part includes analysis of the frequency of evaluation, the evaluation methods and evaluating the outcomes of training in the company.

Table 10: Evaluation and follow up

Training evaluation and follow variable		Frequency	Percent
How often does your company evaluate training programs?	Never	6	4.3
	Rarely	13	9.3
	Sometimes	21	15.0
	Mostly	72	51.4
	Always	28	20.0
	Total	140	100.0

Source: Survey Result (2021)

The above table shows that almost 51.4% and 15.0% of the participants reveal that the company evaluates its programs on mostly and sometimes basis respectively. However, 4.3% of the participants agree that the company never evaluates its training programs. This implies that the effectiveness of training evaluation in the company is satisfactory.

4.2.2.3.1 The extent of evaluating the outcomes of training in the company

Table 11: The extent of evaluating the outcomes of training in the company

Level of outcomes	TVSE		TSE		TCE		TGE		TVGE	
	F	%	F	%	F	%	F	%	F	%
Evaluate the feeling and opinion of the trainees about the program material, facilities, methods, contents, trainers, durations and relevance of the program	6	4.3	12	8.6	73	52.1	30	21.4	19	13.6

Evaluate the skills, knowledge and attitudes acquired during the program	6	4.3	10	7.1	58	41.4	41	29.3	25	17.9
Evaluate the change in on-the-job performance, which can be attached to the program	7	5.0	15	10.7	66	47.1	35	25.0	17	12.1
Evaluate the effect in the company's performance resulting from the change of behavior (cost saving, quality improvement, customer satisfaction.)	20	14.3	11	7.9	65	46.4	29	20.7	15	10.7

Source: Survey Result (2021)

TVSE=to a very small extent, TSE=to a small extent, TCE= to a considerable extent,

TGE= to a great extent, TVGE=to a very great extent F=frequency

Table 11 shows that 21.4% of the participants stated that, when evaluating the effectiveness of training programs, the company depend to a great extent on trainees' reaction level. In addition, 41.4%, 47.1% and 46.4% of them affirmed that, the company depend to a considerable extent on evaluating learning outcomes levels, behavior change and performance result levels respectively, while 10.7% of them said that they depend to a very great extent in the result level when evaluating training effectiveness.

The above analysis implies that ethio telecom practicing a considerable training outcome evaluation. In addition, as of the responses of the interviewed Manager and Director, even though the company used a questionnaire to evaluate the reaction of trainees after the training program, they are failed to use the other evaluation methods properly this showed us that the company is quite ineffective with the listed evaluation methods.

4.2.2.4 Training and Development Challenges Analysis

It presents and analyses the findings regarding the factors that might hinder the effectiveness of Training functions and programs in the company.

Table 12: Factors that might hinder training practices

	SD		D		NS		A		SA	
Factors that might hinder training practices	F	%	F	%	F	%	F	%	F	%
Management doesn't support training programs	39	27.9	57	40.7	24	17.1	12	8.6	8	5.7
Poor training planning in terms of training content and methods	8	5.7	22	15.7	17	12.1	58	41.4	35	25.0
Poor quality training programs	21	15.0	69	49.3	26	18.6	9	6.4	15	10.7
Lack of on-the-job training	12	8.6	15	10.7	7	5.0	78	55.7	28	20.0
a difference between the provided training and job skills	8	5.7	7	5.0	22	15.7	73	52.1	30	21.4
Sending inappropriate persons to the training program	10	7.1	9	6.4	18	12.9	61	43.6	42	30.0
Insufficient time and budget will affect to execute training programs	17	12.1	16	11.4	20	14.3	53	37.9	34	24.3
Difficulties to evaluate training outcomes will affect training needs	8	5.7	22	15.7	15	10.7	69	49.3	26	18.6

Source: Survey Result (2021)

SD=Strongly Disagree, D=Agree, NS=Not sure, A= Agree, SA= Strongly Agree, F=Frequency

Table 12 shows, 41.4%, 55.7%, 52.1%, 43.6%, 37.9% and 49.3 % of the participants agreed that poor training planning in terms of training content and methods, lack of on-the-job training, a difference between the provided training and job skills, sending inappropriate persons to the training program, insufficient time and budget and difficulties to evaluate training were respectively representing the most important factor that contributes to training failure. 27.9% of the participants strongly disagreed that Management doesn't support training programs to execute training programs was preventing training program. While 17.1% were not sure, however, 8.6% of the participants agreed that it is an important training challenge in the company.

Moreover, 15.0%, 12.1%, and 8.6% of the participants strongly disagreed that the factors, poor quality training programs, Insufficient time and lack of on-the-job training to execute training programs, to the training programs respectively were contribute to the training failure.30% of the participants also strongly agreed that sending inappropriate persons to the training program was the most important factor that hinders training program.

Interviewed Manager and Director revealed that less attention and willingness issue of the trainee, lack of management commitment, sending inappropriate persons to the training program, a difference between the provided training and job skills are the most important challenges and obstacles that prevent effective training activities. Moreover, interviewed managers agreed and strongly believe that foreign currency, COVID 19, Political stability and lack of training programs in the local market are becoming the most important problems that prevent the effective practices of training programs. Especially, they emphasized that the absence of inaccurate training needs analysis in line with difference between the provided training and job skill strongly influences training practices. Therefore, the company has a lot of challenges that hinder not to effectively practice its training program in a planned way.

4.2.2.5 Attitude of employees towards training and development

It presents and analyses the findings regarding the attitude of the employee towards training and development

Table 13: Attitude of the employee towards training and development.

	SD		D		NS		A		SA	
	F	%	F	%	F	%	F	%	F	%
Attitude of the employee towards training and development										
I have Positive attitude towards training and development	12	8.6	12	8.6	30	21.4	52	37.1	34	24.3
I am very much satisfied towards the excellent practice of training and development in the company	6	4.3	16	11.4	27	19.3	72	51.4	19	13.6
I observe High level of satisfaction towards training facilities Provided by ethio telecom	12	8.6	11	7.9	17	12.1	65	46.4	35	25.0

Source: Survey Result (2021)

SD=Strongly Disagree, D=Disagree, NS=Not sure, A= Agree, SA= Strongly Agree,

F =Frequency

The positive attitude towards training and development practice at ethio telecom had been identified by the respondents where 17.2 % of the total respondents were replied disagree, 21.4% not sure, 71.4 % agree respectively. Most of the respondent agrees that they have a positive attitude towards training and development practice in ethio telecom. Small number of the respondents ‘chose strongly disagree and disagree answer.

Employee’s satisfaction would be assessed towards the excellent practice of training and development replied by respondents at the rate of 15.4% disagree, 19.3% not sure, 65 % agree respectively. Small number of employees had disagreed and strongly disagreed, that

employees were very much satisfied upon ethio telecom excellent training and development practice.

How respondents observe high level of satisfaction towards training facilities provided by ethio telecom had been related as a challenge during training and development would be answered as follows. 16.5 % disagree, 12.1% not sure, 71.4% agree. The level of satisfaction would be such a maximum as we have seen in the above table, most of them had selected a agree and strongly agree answer.

KII Summary

- The training assessment is done based on different reasons. Some of the reasons are business need, organization driven strategy and individual competency assessment (empowerment).
- The main purpose of the training is motivation, productivity, performance appraisal and customer satisfaction. Ethio telecom has a training implementation guideline policy that It's gives emphasis on strategy that creates awareness between the employee but the highest level of aware is unknown.
- There are different factors that affect the training program. Some of the internal factors, willingness issue from HR, management commitment issue and employee not understanding the objectives of the training, and resource issues (e.g., testbed system) and delayed procurement process for purchased trainings. On the other hand, external factors are foreign currency issue, lack of training programs in the local market, economical and currently as we all know COVID 19 is also one of the international factors.
- There is official evaluation after the end of in house training selectively and for the purchased training, if it is not fulfilled as per the proper extent there is Module amendment, contract cancelation and trainer change
- In house training can be planned monthly, annually and yearly based on the schedule but for the external training contract management and lab booking are determinant factors which makes it unpredictable.
- After training programs there will be a certificate reward given selectively for purchased trainings (vendor training)

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. SUMMARY

This part of the study aims to summarize the findings and results that have emerged from the data analysis presented in chapter four.

5.1.1 Training Needs Assessment

5.7% of the participants had disagreed and 5% strongly disagreed that lack of knowledge was used as an input before training began. 12.9% and 2.9% disagreed and strongly disagreed respectively that training gap had occurred between performance required and current performance. Non-alignment of training, low employee morale, late material delivery, lack of communication, non-cooperation of seniors and juniors had been taken as a training need assessment method by the company strategists.

5.1.2 Training Delivery Methods

As to the respondents, all of the training approaches were utilized in the company. 25.0%, 6.4% and 32.1% of the participants reported that the on-the-job training, off-the-job training and external training (outside the company) approaches respectively were the rarely used approaches. 40% of the participants responded that External training (outside the company) approach is never used. 51.4% and 12.1% of the participants responded that on-the-job training and external training were respectively used sometimes.

Based on methods used to deliver in-house training, 6.4%, 11.4%, 50.7%, 2.1%, and 59.3% of the participants agreed that the in-house training never used training methods or techniques representing, Lectures, Group work (discussion), Individual projects, Computer based training and Job rotation respectively. 53.6% of the participants agreed that group work training technique is rarely used in the company. 27.9% and 12.9% of the participants agreed that computer-based training and Job rotation training technique are sometimes used in the company respectively. 48.6 % of the participants agreed that lecturing method were the most and regularly used method.

Generally, the Ethio telecom currently used three type Training Delivery Forms those are Off-the-job training, On-the-job training and External training (outside the company)

Management of the company believed that all training delivery forms are used in accordance of the type and nature of training

5.1.3 Evaluation and Follow Up

Based on the importance of the training evaluation, 9.3% and 15.0% of the participants reveal that the company evaluates its programs on rarely and occasional basis respectively. However, 6% of the participants agree that the company never evaluates its training programs agreed that their company considers evaluation as relatively unimportant.

According to the interviewees, training positively influences performance in changing the behaviors and attitudes of employees in line with the changing situations like, new technologies and new working methods. Most of the respondents agreed that profitability, financial turnover of the company, raising employee morale, quality of goods and products, productivity, cost reduction and employee satisfaction are the most important significant impact of training,

However, when trying to assess the level of training outcomes 52.1% of the participants stated that, when evaluating the effectiveness of training programs, the company depends to a considerable extent on trainees' reaction level. In addition, 4.3%, 5.0% and 14.3% of them affirmed that, the company depend to a very small extent on evaluating learning outcomes levels, behavior change and performance result levels respectively, while 10.7% of them said that they depend to a great extent in the result level when evaluating training effectiveness.

5.1.4 Training Problems and Challenges

Among the possible factors that might hinder training, 41.4%, 55.7%, 52.1%, and 43.6% of the participants agreed that Poor training planning in terms of training content and methods, lack of on-the-job training, a difference between the provided training and job skills, and sending inappropriate persons to the training programs were respectively representing the most important factor that contributes to training failure.

12.1% of the participants strongly disagreed that insufficient time and budget to execute training programs was preventing training program. While 14.3% were not sure, however, 37.9% of the participants agreed that it is an important training challenge in the company.

Moreover, 27.9%, 15.0%, and 12.1% of the participants strongly disagreed that the factors, Management doesn't support training programs, Poor quality training programs and insufficient time and budget to execute training programs respectively were contribute to the training failure.

25.0% of the participants also strongly agreed that poor training planning in terms of training content and methods was the most important factor that prevents training program.

Interviewed manager and director revealed that above all the system under which the company operating is not permissive to effective training activities in addition to less attention of employees and top managers, sending inappropriate persons to the training program and lack of on job training are the most important challenges and obstacles that prevent effective training activities.

Moreover, interviewed Manager and Director agreed and strongly believe that difficulty in using the purchased trainings by different divisions and lack of resource like test bed systems were the most important problems that prevent the effective practices of training programs. Especially, they quietly emphasized that the absence of inaccurate training needs analysis in line with difference between the provided training and job skill strongly influences training practices.

5.1.5 Attitude of Employees Towards Training and Development

Regarding attitude about training and development, 17.2% of the participants disagreed and strongly disagreed, that they did have a positive attitude towards training and development practice. Regarding satisfaction towards the excellent practice of training and development in the company 65% of the participants had very much satisfied, this made training carried out sufficiently in the company.

71.4% of the respondents agreed that there would not be high level of satisfaction towards training and development. Realizing the above respond of the participants, we could analyze, that training and development practice is systematic and planned.

5.2 Conclusions

This study was conducted in ethio telecom with the general objective of assessing the training practice of the company. Questionnaire was the main source of data. These questionnaires are distributed for 150 employees of the company. An interview was also

conducted with the one Director and one Manager of the company.

In order to assess the existing training practice of the company, the study emphasized on the five processes of training. Training needs assessment (TNA), training delivery methods (TDM) and evaluation and follow up (EFU), Challenges during training and development (CDTD), and attitude of employee towards training and development (AETTD) and all of them were checked individually on the analysis.

Based on the results from data analysis and findings of the research, also it can be concluded that the majority of the staff appreciate training that is aimed at improving their skills and effectiveness in job areas.

Regarding Training needs assessment of the ethio telecom staff believed that the training needs assessment of the company is conducted quite properly and to identify the training needs of employees the company use questioner. In addition, they use a direct observation of immediate supervisors/Managers to identify the areas of gaps in which training is needed.

Most of the respondents agreed that management 's method of assessing training practice at ethio telecom was including lack of knowledge as input for training need assessment. The training gap between performance required and current performance, low employee morale, Lack of communication as well as the missing of training content had been used as an input for assessment. Therefore, management and the training department should improve the above-mentioned statements by discussing with employees of the company.

Ethio telecom Off the job training should be preferred to on job training. Because most of the tasks were technical in its nature. Courses should be full time and should be given monthly. Junior staff and newly joined staff should be given priority, because most of the day today tasks were done by the majority of employees. Departments were not the only staff who request for training rather employees should be asked whether they need training and development for the development of their skills. Formal training should be given for technicians and other employees. The Ethio telecom's training institute had given formal training for employees. Now a days ethio telecom information and technology college (TEXA) could provide sufficient training for its employees. In ethio telecome Employee trainees were preferred class training to workshops and briefings.

The Management supports training and development practice in ethio telecom, however most of the training was provided for management than non-management staff of the company.

Employees had a positive attitude towards training and development practice, that there would be sufficient training and development practice in ethio telecom. Several employees were updating themselves when new technology launched to the organization. But, Under the researcher 's statement of problem, the company gives trainings to its employees in different times but it is not clear that to what extent the process of the trainings is effective, successful and fruitful and what makes them effective and fruitful or ineffective and leads the organization to disagreement and debate with external and internal customers.

5.3 Recommendation

Recommendations that had based on the points risen above, would be forwarded to express the result of the study:

The training need assessment criteria 's should be familiarized to employees, supervisors, as well as middle level managers. This would help the strategic level managers to identify the gap between performance required and current performance. Since training need analysis (TNA) is the building block of training program, and a tool to identify the gap between the actual performance and the desired performance in the organization, it has to be institutionalized in ethio telecom. Training should take place based on proper TNA. Training needs analysis methods have to be practiced. These methods are: Organizational, task/job and person/individual analyses. Since these methods of analyses are equally important, management of ethio telecom should use them as effectively as possible and has to keep records of the analysis.

- Providing on the job training is nothing to do alone, unless management facilitate follow up and evaluate their skills after employees returned to their working places.
- Management should realize to support and cooperate with employees for the sake of creating a conducive working environment and a positive attitude towards employees of ethio telecom.
- Ethio telecom should consider more effective training techniques in all the divisions like the management staff, that could enhance employees 'training ability.

According to Armstrong (Armstrong 2009), even though the training is designed and delivered in a proper way, if it is not given on-time it would be a waste of resource. So ethio telecom should consider in delivering the trainings at the right time.

- Ethio telecom mostly depends on off-job training; lecture and computer-based training were delivery techniques used mostly. To have positive results from training program, organizational commitment to training must tie in closely with appropriate effective training methods and training delivery mechanisms. Therefore, in order to have effective training methods and implementation, the organization should use both on-the-job and off the job training methods to maximize the effectiveness of the program as well as the performance of the employee.
- Though the training evaluation system being used by ethio telecom is a good idea, but it only measures the immediate reaction of the trainees and lacks the ability to address post-test performance improvement or behavioral change occurring due to the training. Hence, it is recommended that ethio telecom should apply training impact analysis in order to assess the effectiveness of the training program by measuring the trainees' performance before and after training. Therefore, ethio telecom needs to evaluate its training program at least at four levels. These levels are; Reaction, Learning, Behavior and Result levels.
- Ethio telecom have a budget and time for training is sufficient, sending appropriate person in the training college would be important, because sending trainees in the company training college made employees improve their skills. When they returned to their working place, they could solve problems occurring in the company.
- Finally in order to have an effective training practice ethio telecom should have to conduct each and every process properly. The existence of training programs in place by itself doesn't assure the effectiveness of the training program unless it is supported by systematic training process. Therefore, since each process are interrelated, they should conduct with due care.

5.4 Suggestion for Future Research

Finally, the study sample is mainly focused on Addis Ababa employee of the company.

- The study suggests a further study into other factors that affect or influence training and development Practice for instance staff motivation, promotion, and conducive working environment among others. The researcher as well suggests a similar study in another context to assess if it will yield similar results.
- So future researcher can take sample of all regional offices.

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Appendix I Questionnaire

St. Mary University Department of Business Administration

Dear Respondent,

I would like to extend my deep-heart thanks in advance for being a volunteer to devote your valuable time in filling this questionnaire. The purpose of this questionnaire is to collect data for conducting a study on the title, “An assessment of the practice of training and development in ethio telecom” as partial fulfillment to the completion of the Masters of Business Administration at St. Mary’s University. In this regard I kindly request you to provide me reliable information that is to the best of your knowledge so that the findings from the study would meet the intended purpose.

Note: Your input is strictly held confidential and used for academic purpose only.

Thank you for your valuable assistance!

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Section One: (General Issues)

Instruction: Please tick(✓) in the box that best reflects your answer for each question.

1. Which one is your domain category in ethio telecom?

Support Network Information Security

Commercial Information System

2. Age

18-30 years 31- 45 years 46-60 year

3. Sex Male Female

4. Years of service in ethio telecom?

1-5 6-10 11-15 16-20 21 or more year

5. Qualification Masters Bachelor's degree Diploma

Section Two: Current Practices of Management training and development

The purpose of this section is to obtain information about how Training and development is assessed in ethio telecom.

Part 1: Training needs assessment: Identification of techniques and indicators used to assess the training need assessment

Instruction: Please **circle** the number in box that best reflects your answer.

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Lack of Knowledge is used as one input in assessing training needs.	1	2	3	4	5
The training "gap" between performance required and current performance is the indicator for training need assessment	1	2	3	4	5
Non alignment of training program with the strategic needs of the business is an input for training need assessment.	1	2	3	4	5
Low employee morale and poor motivation is an input for training need assessment.	1	2	3	4	5
Late material delivery is an indication for training need assessment	1	2	3	4	5

Lack of communication is an input for training need assessment	1	2	3	4	5
Noncooperation of seniors and Juniors indicates an input for training need assessment.	1	2	3	4	5
The Missing of training content affect employee's relationship with customers is a tool for training need assessment.	1	2	3	4	5

Part 2: Training Delivery Methods

1. Which of the following forms of training does your company use? Please **circle** in the box that best reflects your answer.

1=Never	2=Rarely	3=Sometimes	4 = mostly	5=A1ways
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Training delivery forms					
On-the-job training	1	2	3	4	5
Off-the-job training	1	2	3	4	5
External training (outside the company)	1	2	3	4	5

2. Which of the following **training methods** are used by your company? Please **circle** in the box that best reflects your answer. You can **circle** more than one answer.

1=Never	2=Rarely	3=Sometimes	4 = Mostly	5=A1ways	
Identification of training delivery methods or Techniques employed by ethio telecom.					
Lectures	1	2	3	4	5
Group work (discussion)	1	2	3	4	5
Individual projects	1	2	3	4	5
Computer based training	1	2	3	4	5

Job rotation	1	2	3	4	5
Other, Please Specify.....					

Part 3: Evaluation and follow up

1. How often does your company evaluate training programs? Please tick (✓) in the box that best reflects your answer

1. Never [] 2. Rarely [] 3. Sometimes [] 4. Mostly [] 5. Always []

2. To what extent does your company evaluate the following levels of **training outcomes**? Please **circle** the number in the box that best reflects your answer.

1= to a very small extent [TVSE]	2= to a small extent [TSE]	3= to a considerable extent [TCE]	4 = to a great extent [TGE]	5= to a very great extent [TVGE]
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To what extent does your company.....?					
1. Evaluate the feeling and opinion of the trainees about the program material, facilities, methods, contents, trainers, durations and relevance of the program	1	2	3	4	5
2. Evaluate the skills, knowledge and attitudes acquired during the program	1	2	3	4	5
3. Evaluate the change in on-the-job performance, which can be attached to the program.	1	2	3	4	5
4. Evaluate the effect in the company’s performance resulting from the change of behavior (cost saving, quality improvement, customer satisfaction.)	1	2	3	4	5

Part 4: Challenges during training and development

The purpose of this section is to determine the main challenges that might face training and development practices in ethio telecom.

To what extent do you agree with the following possible factors that might hinder training practices in ethio telecom. Please circle the number in the box that best reflects your answer.

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Management doesn't support training programs	1	2	3	4	5
Poor training planning in terms of training content and methods	1	2	3	4	5
Poor quality training programs	1	2	3	4	5
I believe that there is lack of on-the-job training	1	2	3	4	5
I believe that there is a difference between the provided training and job skills	1	2	3	4	5
Sending inappropriate persons to the training program	1	2	3	4	5
Insufficient time and budget will affect to execute training programs	1	2	3	4	5
Difficulties to evaluate training outcomes will affect training needs	1	2	3	4	5

Part 5: Attitude of employees towards training and development

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I have Positive attitude towards training and development	1	2	3	4	5
I am very much satisfied towards the excellent practice of training and development in the company	1	2	3	4	5
I observe High level of satisfaction towards training facilities Provided by ethio telecom	1	2	3	4	5

Other comment regarding the research

Appendix II Interview Questions

St. Mary University

Department of Business Administration

The interview has been designed to seek information purely for academic purposes. The main purpose of the study is to conduct a thesis on the topic. ‘‘An assessment of the practice of training and development in ethio telecom’’ Thus as a Training team leaders of the company. It’s hoped that the success of the study depends on the information you provide.

Thank you!

- 1) How long has Ethio Telecom been involved in Training and Development? and how did training practice develop at Ethio Telecom?
- 2) What are the major purposes of training?
- 3) Does Ethio Telecom have a training policy in place? If yes, is the policy documented?
- 4) Are the employees of Ethio Telecom aware of the training policy?
- 5) To what extent do the company give emphasis to training program designing?
- 6) What are the main factors that affects delivering training programs within the company?
(What are the internal and external factors that affect training?)
- 7) How committed is the company to evaluate and follow up the training practices of the company?
- 8) Does the company have a budget program for training?
- 9) How often do the trainees undergo training? (Training schedule? (e.g., Yearly, monthly...etc.....))
- 10) In what basis the company selects the trainees for the training?
- 11) Does the company has training assessment schedule?
- 12) Is there a reward or promotion after training?
- 13) How communication affects training in the company?