Employee Training and Development Practice: The case of Ethio Telecom

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Declaration

I, the undersigned, declare that this thesis is my original work, has not been presented for other degree in any other university and that all source of material used for the thesis have been duly acknowledged.

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Endorsement

This thesis has been submitted St Mary's university, school of graduated studies for examination with my approval as university advisor.

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ABSTRACT

The purpose of this paper was to assess the practice of training and development at Ethio telecom. For this purpose, a sample of 187 employees' non-managerial staffs and managerial staff respondents were drawn through simple random sampling technique. Self-administer questionnaire, Interview and document analysis were used to gather data. Data obtained through questionnaire has been analyzed with descriptive statistics (frequency, percentage, mean and grand mean). Moreover, the data obtained using interview and from document review have been analyzed through identifying patterns and themes drawn from the participants own responses; the findings of the study shows that Ethio telecom do have well defined training and development need assessment practices, training delivery and evaluation methods. In addition, sufficient budget and resource required for training and development is allocated accordingly. Based on findings of the study, it is recommended that the Ethio telecom have to keep constant review of its training development and practice to identify potential employees for future need and to enhance effectiveness of training and development.

Keywords: Training, development, managers, non-mangers, training and development need assessment, training and development evaluation and methods of training and development.

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Abbreviation and Acronyms

HRD = Human resources development

HRM = Human resources Management

PEST = Political, Economic, Social and Technological

SWOT = Strength, Weakness, Opportunity and Treat

CHAPTER ONE

INTRODCUTION

This introductory chapter is intended to provide information concerning an overview of the study. It includes background of the study, statements of the problems, research questions, and research objectives, significance of the study, scope and limitation of the study. It also includes definition of important terms and the organization of thesis.

1.1   Background of the Study

The environment in the twenty-first century is very challenging and ever changing which requires adaptive human resources for business companies to cope up with such environmental changes. Accordingly, organizations are considering resources to create competitive advantage against competitors. Organizational resources are divided in to two parts namely tangible and intangible resources. Human resources are among the intangible resources since they are less visible and more difficult to understand, purchase, imitate, or substitute for competitors and the only source of sustainable competitive advantage (Hitt et al., 2007). Beattie (2002) claimed that people are the basic source of differentiation and sustainable competitive advantage to business institutions. Human resource management (HRM) is a concept which deals with people's practices in organizations (Guest, 1997), that mainly consists of policies, practices, and systems that influence employees' behavior, attitudes, and performance (Delaney and Huselid, 1996; Huseild, 1995). Simply, HRM is a thought concerning with determining who works for an organization and how those employees in that organization works (Huseild and Becker, 2011; cited in Ahmed Mahrez, 2014:1). (Powell and Snellman ,2004) in their paper affirm that competition among countries and organizations is no longer determined by who owns more

natural or financial resources, but rather who has more innovative and creative ideas. The logic is that, well-managed human resource has the potential in bringing undeniable competitive advantage, contributing to organizational objectives such as quality, profit, and customer satisfaction (Huseild and Becker, 2011; cited in Ahmed Mahrez, 2014:1).

Training and development give employees an opportunity for personal growth within the company and help the company with the knowledge and skills it needs to gain competitive advantage. Using training delivery methods that provide employees with the flexibility to manage their personal learning while balancing other work and non-work responsibilities, such as online learning, helps to build employee commitment to the company. As to (Wilson and Hash,2003) stated that training is one of the strategies for employees to gain appropriate knowledge and skills needed to meet the environmental challenges. Employee training represents a significant expenditure for most organizations to compete with the existing environment.

Employee training not only provides benefits to the individual, but also to the business, helping the company to continue running effectively. However, once you have run initial job training, such as with a new employee, there is also a need for any further training investment. Training, and especially ongoing training, is a key area for debate in many boardrooms. However, there are a number of reasons to suggest that initial training should only be the first step of a longer-term process. Regular training is well worth the investment because building up the skills within the business will effectively improve company's growth. According to (Vemic, 2007) training should not be undertaken for its own sake. It must be based on the objectives of a given organization. Training and development enhance the organization's strategic goals and objectives including organizational culture and ensuring occupational health and safety. Regarding the benefits of training and development for the organization, (Anderson, 2000) states

training and development are best seen as an incentive, which can enhance organizational commitment, team effort, customer relations, etc. However, on the pure individual level without encouraging up on an organizational impact, innate incentives can be realized through training (Anderson, 2000 cited Mengestu; 2014).

Moreover, training and development programs are essential for every organization for its long-term planning that requires careful preparation if they are to be successful and help to achieve its objectives in time and enhance the knowledge, the skills, and competencies of its workforce. Training not only develops the capabilities of the employee but sharpen their thinking ability and creativity to take better decision in time and in a more productive manner (David, 2006).

As to the statement published in Ethio telecom's web site, the introduction of telecommunication services in Ethiopia dates back to the era of Emperor Menelik in 1894 with commencement of telephone line installation from Harer to Addis Ababa. Then the inter-urban network was expanded in all other directions from the capital and many important centers in the Empire were interconnected by landlines to facilitate long-distance communications with the help of intermediate operators acting as verbal human repeaters. Since then, the company has gone through various reforms and transformations to align its organizational structures, business processes and its infrastructure and business supporting systems with global technologies and service roadmaps.

As a continuation of the 2005/06-2009/10 five-year plan and after concentrating its efforts on education, health and agriculture, the Ethiopian government has decided to focus on the improvement of telecommunication services, considering them as a key lever in the development of Ethiopia, Ethio telecom is born, on Monday 29th November 2010, from this ambition of

supporting the steady growth of our country, within the Growth Transformation Plan (GTP), is among one of the recent reforms.

Ethio telecom is sole telecommunications services provider in Ethiopia, providing voice, data or internet and various value-added services. Ethio telecom is expanding its capacity and coverage up to rural areas. It is also diversifying its services from traditional voice and data services to various value-added services like call waiting, call forward, special package, conference call, package gift, vanity numbers, Ethio self-care, call me back, reachability alert, miss call notification, voice mail, caller ring back tone and call waiting, credit transfer.

Currently, the government of Ethiopia has been processing liberalization of telecom sector by using two major schemes. Privatizing of its stake partially for experienced telecom operators with an objective to build competitive business driven company in terms of financial capability and human resource development. The other scheme is issuing of license for two global operators, which are going to compete with Ethio telecom in providing all telecom services in Ethiopia.

The purpose of this study is to assess training and development practices on Ethio telecom using as a case study and the study provided suggestions and recommendations based on the study findings to the administration as how it can make the best use of training and development programs to make their employees perform well on their job.

1.2   Statement of the Problem

Previous researchers proved a positive link between training and employee performance as training brings benefits for the employees by positively impacting employee performance through the enhancement of employee's competencies and behavior. A firm that focuses on shareholders and customer satisfaction realized the importance of investing in training, and thus recognizes the worth of employee development (Evans and Lindsay's, 1999 study as cited in Afshan Sultana, et al 2012). The training and development can be used to improve or develop the job-related performances such as knowledge, skills, and attitudes of the employees. When we consider the development of the human resource management, today it is in a very competitive position. Every organization must try to achieve a highest output from its human resources. Strategic human resource management is the latest trend of development of an organization. Therefore, many organizations invest huge amount of money on strategic human resource management. Training and development are one of the major tasks of the human resource management and it is used to change or moderate the behavior and the level of motivation aiming the positive contribution for the performance and productivity.

As the government of Ethiopia is in the process of privatizing and liberalizing telecom sector, which has been solely provided by Ethio telecom for the last 127 years, now Ethio telecom is in the position to face tough competition from upcoming globally experienced telecom operators. Despite Ethio telecom has ample experience to provide telecom services in monopoly market, it has no experience to operate in competitive environment. To build competitive work force Ethio telecom need to provide various training and development programs to its existing and newly hired employees to cope up with technological changes and evolutions, to have better competitive advantage and to motivate and retain its employees.

In relation with massive telecom expansion and modernization program done in the last five years where Ethio telecom has spent millions of dollars for technical and managerial training and development programs with its objective to create self-reliant team. However still there is dependency of vendor for technical support in managing of critical network elements. Based on preliminary assessments done, the researcher learnt that the training and development programs do not practiced well. So in this study was assessed the expected and actual employee training and development practice of Ethio telecom. This study suggested to bridge through well-designed training programs, so the study explored the practice of training and development programs in Ethio telecom and provided suggestions to enhance achievement of training and development programs.

1.3   Definition of Key Terms and Concepts

The definition of the terms and phrases that are used in this study and the sources of the definitions are given below.

Training is an activity that is designed and implemented to help employees acquire and apply knowledge, skills, abilities, and attitudes in their respective organization by providing the required skills and knowledge for a short period (Desimoreetal, 2002).

Assessment in this study refers to the process of gathering and identifying information about the practices of employees training and development in Ethio telecom.

Development is an unfolding process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required. It takes the form of learning activities that prepare people to exercise wider or increased responsibilities. It does not concentrate on improving performance in the

present job. It is a learning experience of any kind, whereby individuals and groups acquire enhanced knowledge, skills, values, or behaviors (Harrison, 2000).

Practice is the current situation in the area of training and development performance.

1.4   Research Questions

To achieve the intended objectives as well as to address the research problem stated above, the following questions were designed:

1. How does training and development need assessment practice look like in Ethio telecom?
2. How does trainees being selected in Ethio telecom?
3. What are the major training and development delivery methods in Ethio telecom?
4. What does the major training and development evaluation methods used in Ethio telecom look like?

1.5   Research Objectives

1.5.1. General Objectives

The general objective of the study is to assess training and development practices of Ethio telecom.

1.5.2. Specific Objectives

The specific objectives of the study include:

- To look for training and development need assessment practices in Ethio telecom
- To assess trainees' selection approaches in Ethio telecom
- To identify major training and development delivery methods in Ethio telecom
- To assess major training and development evaluation methods in Ethio telecom

1.6   Significance of the Study

The purpose of conducting this descriptive study about training and development practice in Ethio telecom would contribute to the organization to design effective training and development programs and were provide insight for the management with the areas in which Ethio telecom need to have improvement in enhancing effectiveness of training and development programs. It would also provide valuable feedback about existing gaps in training and development practices and would help to adjustment with upcoming competitive environment. The study can also be used as reference for other similar organizations, professional associations, research institutions and interest groups in the area of training and development.

1.7   Scope and limitation of the study

1.7.1. Scope (Delimitation) of the Study

The scope of this study is delimited to the practice of training and development practice in Ethio telecom. As 80% of the revenue of the company is emanating from mobile services the study will concentrate on technical training and development programs for wireless (mobile) network. The study is also limited to technical training and development practices undertaken in the last five years where Ethio telecom has spent millions of dollars during this period for technical and managerial training and development programs with its objective to create self-reliant team under the umbrella the first five years Growth and Transformation Program (GTP) goals.

1.7.2. Limitation of the Study

Ethio telecom is one of the technology companies taking a spearheading role in communication and telecom industry. Accordingly, it encompasses many technical areas like wireless (mobile)

network, fixed access network, transmission backbone network, IP core network, various business and operation support systems, network and information security systems. Due complexity and broadness of the area that requires various domain specific expertise and knowledge, the study would not include training and development practices in all technical areas.

Time and finance are also another major constraint to include all technical training and development practices in Ethio telecom. Even though it is believed wireless (mobile) network staff responses would represent training and development practices of the company, it might not totally represent the whole ethio telecom employees.

As Ethio telecom is a big organization which has various functional units and branches over the country, distributing of questionnaire and collecting the response in such geographically dispersed areas will be time taking and very costly. Thus, the study would focus on at Head quarter level.

1.8   Organization of the Study

The study is presented in five chapters. The First Chapter highlights the background of the study; the statement of the problem, definition of key terms, objectives, significant of the study, and scope and limitation of the study, Chapter Two presents the review of related literature which is concerned with the various literatures reviewed to enhance the knowledge about the study. Chapter three deal with research design and methodology. Chapter four presents major findings of the study about the practice of training development in Ethio telecom. Finally, chapter five consists of summary of the findings, conclusions, and recommendations.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURES

2.1. Literature Review

(Mivta ,2004) stated that human resource is the very important and the backbone of every organization as it is the main resource of the organization. So organizations invest huge amount on the human resource capital because the performance of human resource will ultimately increase the performance of the organization. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization. As the Mivta Explains that performance is the key element to achieve the goals of the organization, so to performance increase the effectiveness and efficiency of the organization which is helpful for the achievement of the organizational goals. But the question arises that how an employee can work more effectively and efficiently to increase the growth and the productivity of an organization. There are many factors which improves the work of employees such as flexible scheduling training etc.

Training programs not only develops employees but also help an organization to make best use of their human resources in favor of gaining competitive advantage. Therefore, it seems mandatory by the firm to plan for such a training program and its employees to enhance them abilities and competencies that are needed at the workplace, (Jie and Roger, 2005). Training not only develops the capabilities of the employee but sharpen their thinking ability and creativity in order to take better decision in time and in more productive manner (David, 2006). Moreover, it also enables employees to deal with the customer in an effective manner and respond to their complaints in timely manner (Hollenbeck, Derue and Guzzo, 2004). Training develops self-

efficacy and results in superior performance on job (Svenja, 2007), by replacing the traditional weak practices by efficient and effective work related practices (Kathiravan, Devadason and Zakkeer, 2006).

2.1.1. The Meanings of Training and Development

Human Resource Development is defined here in simple terms as management of people in organizations. Studies of HRD indicated that views on what constitutes HRD vary considerably. Traditionally, various terms were used such as training, development and education. The more contemporary terms are Human Resource Development and Human Capital Development.

According to (Desimone et al, 2002), human resource development is: "planned and continuous process of helping employees to become better at their tasks, knowledge and experiences through training, education and development programs. "From Desimone definition we can understand that HRD is planned and continuous effort of organizations to enhance employees" task performance, knowledge and experiences. Therefore, HRD is primarily designed to benefit both organizations and employees through: improving employees" task performance and supporting employees" knowledge and experience development. The other concept that we infer from the definition is that HRD is done through three methods: training, education and other development programs.

According to (Desimone, 2002) as cited in (KibebeTilahun, 2011), human resource development: "Involves introducing, directing and guiding processes in such a way that all individuals and teams are equipped with the skills, knowledge and competences they require to undertake current and future tasks required by an organization. Harrison"s definition shows that; HRD requires an effective leadership for introducing, directing and guiding individuals and teams. This implies

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that for an effectiveness of HRD process the role of employees" immediate supervisors is indispensable. It is also clear that HRD is a process, which encompasses all individuals and teams for improving the skills, knowledge and competences. In addition to this, the definition implicated that HRD is primarily designed to satisfy current and future tasks requirement of an organization. As described by (MichaleM.Harris, 2006), HRD is organized learning activities arranged within an organization in order to improve performance and/or personal growth for the purpose of improving the job, the individual, and/or the organization."

Training and development is a function of human resource management concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. Training and development can also be described as an educational process, which involves the sharpening of skills, concepts, changing of attitude and gaining more knowledge to enhance the performance of employees. According to (Khan, 2012), training involves providing the employees the knowledge and skills required a given job to perform the present and the future work of the organization to make the company competitive in the market it engaged on. Recruitment and selection managing growth in workforce variety and increasing the representation of women and minorities is a critical.

HRM strategy of recruitment and selection for most organizations (Thomas, D.A., Ely, R.D 1996). Human resource managers usually tend to bring people into the organization and promote employees who have ideals similar to the decision makers. Therefore, recruitment and selection should avoid what (Schneider, 1987) called attraction-selection-attrition cycle in order to build up several cultures in the business. Human resource professionals and line managers who recruit and interview job seekers in a multicultural workforce need to be aware of the ways in which the interviewers' beliefs, attitudes, and stereo types impacts interview activities. Training and

development high quality variety awareness training is one HR function that improves the effective integration of diverse group members.

Awareness training builds a common understanding of the value of diversity, assisting in building social cohesion so that it improves individual and organizational result. (Rynes and Rosen, 1995) found in their study that most of trainees, who took diversity training, left the training with positive diversity attitudes, while only small of trainees actually entered with good attitudes.

2.1.2. Why Training and Development is needed?

2.1.2.1. Non-management Development

An organization is only as effective as the people working in it. It is a fact that the provision of quality goods and services by any organization depends on the quality of its workforce. (Cole, 1993) defined training as any learning activity, which is directed towards the acquisition of specific knowledge and skills for the purposes of an occupation or task while (Cascio, 1992) referred to performance as an employee's accomplishment of assigned tasks. Cascio posited further that pre-determined standards should be set against which actual performances are measured and that without any rule of measurement, it will be difficult to assess performance. In other words before claims can be made that people are under-performing then there must be some performance expectations. The relationships between training and job performance have been well established in literature. (Abay, 2008) reported that significant relationship was found between the employees training and their resultant performance in accomplishing different tasks.

It was found that those employees who have taken trainings were more capable in performing different task & vice versa. Training has direct relationship with the employees' performance.

Similar findings were reported by (Elnegal and Imran , 2013), (Jagero and Komba, 2012), (Saeed and Asghar , 2012), (Singh and Mohanty, 2012), and (Tennant et al, 2002). However, (Jagero and Komba, 2012) posited that while training is a factor in job performance, it is the combination of factors such as working environment, employee skills and knowledge, motivation and rewards, communication flow and organizational culture that significantly improve employees' performance. (Thomas, 1997) argued that employee training equips employees with skills that enable them to become more efficient and productive workers. Furthermore, employees who are well-trained often have higher motivation and morale because they feel that the company has invested in their ability and development. This also results in lower turnover rates. (Devins, etal., 2012) found that trained employees often work better as teams because everyone is aware of the expectations and can achieve them together smoothly. Trained employees are also more confident in their performance and decision-making skills.

In addition, employees who receive regular training is more likely to accept change and come up with new ideas. Employees who learn new skills through training make good candidates for promotions because they have shown their ability to learn, retain and use information. (Moses, 2000) observed that companies can no longer guarantee employees promotions to the top, it is important that training and development help employees with career planning and skills development. Some organization fear that career planning will communicate to employees that their jobs are at risk, but it can be framed differently to communicated that they are willing to invest in helping employees reach their potential. Companies can also help ease employees' minds by making career planning a standard part of their employee development process of downsizing or restructuring. When a company communicates to their employees that they are marketable outside the organization, yet still invests in their training and development, it makes a

strong statement to workers that they are values, and many are compelled to offer a high level of commitment.

2.1.2.2. Management Development

Development places highlighting on the growth of personal it relates to get a very large range of skills through planned activities and experiences. (Thomson et al., 1997) carried out a large scale survey of management development practice in the UK. Companies reported a move away from 'sheep dip' training and also spread their training input across all levels of management.

Although they wished to see management development as a longer-term activity, it was still tactical and short-term in implementation, largely focused on current job requirements. However, over half the organizations supported managers taking further qualifications. The trend to more context specific training such as coaching, mentoring and project working has been widely discussed (Horne and Stedman Jones, 2001). However, (Mabey and Thomson, 2000) indicate that formal training is still very important of large organizations use more formal than informal management learning and informal also more than both formal and informal. (Carter ,2001) in a review of the use of executive coaching shows that coaching approach is very popular with large businesses and very pretty to many managers. However, extending its use to wider populations of managers is limited by its cost and the restricted supply of high-quality coaches.

To effectively discharge managerial responsibilities organizations must endow with a prospect for managers to get better their knowledge and skills through management development program. Successful management development program facilitates managers at all levels to learn to carry out their jobs improved.

Furthermore, among the many good quality motives for carrying out development program the following are most important (Hameed &Waheed, 2011):

a) To instruct managers how to conclude the outcome of a range of definite managerial; proceedings and behaviors to improve the manager's visualization and sympathetic for extra liability;

b) To excite a more resourceful and pioneering approach to decision making;

c) To offer the managers the chance to deal ideas with others;

d) To reduce managerial out datedness that can take place if managers are not kept up with the varying methods of responsibilities.

2.1.3. Training and Development Process

Now that it is understood how training is evolving in companies and has been introduced to the Concept of business strategy and how training can support a business strategy, being ready to study the process of strategic training and development. a listed in the steps below strategic training and development process includes strategic initiatives, training activities, and evaluation. In this esteem, companies are requisite to be occupied in uninterrupted human resources training and management development programs. (Miller &Osinski's, 1996) and (Noe 2011) below, the steps in the human resource training and development process are:

1. Training need assessment

2. Training and development of objectives setting

3. Decide on training and development method/s

4. Delivering training and development

5. Evaluating training and development

2.1.4. Training Need Assessment

Training need assessment, TNA for short, is the process of collecting information about an expressed or implied organizational need that could be met by conducting training. The need can be a performance that does not meet the current standard. It means that there is a prescribed or best way of doing a task and that variance from it is creating a problem. The Training need assessment process helps the trainer and the person requesting the training to specify the training need or performance deficiency. As employee development is futuristic in nature, the training need assessment can also be important to identify the required training to develop employees for future assignments.

2.1.5. Methods of Training and Development

2.1.5.1. On-the-job training

On job training (OJT) refers to new or inexperienced employees learning in the work setting and during work by observing peers or managers performing the job and trying to imitate their behavior. OJT is one of the oldest and most used types of informal training (DeRouin, Parrish, and Salas, 2005). It is considered informal because it does not necessarily occur as part of a training program and because managers, peers, or mentors serve as trainers. If OJT is too informal, learning will not occur. OJT can be useful for training newly hired employees, upgrading experienced employees' skills when new technology is introduced, cross-training employees within a department or work unit, and orienting transferred or promoted employees to their new jobs.

OJT takes various forms, including apprenticeships and self-directed learning programs. (Both are discussed later in this section.) OJT has several advantages over other training methods

(DeRouin, Parrish, and Salas, 2005). It can be customized to the experiences and abilities of trainees. Training is immediately applicable to the job because OJT occurs on the job using actual tools and equipment. As a result, trainees are highly motivated to learn. Both trainees and trainers are at the job site and continue to work while training occurs. This means that companies save the costs related to bringing trainees to a central location, hiring trainers, and renting training facilities. OJT can be offered at any time, and trainers will be available because they are peers or managers.

Finally, OJT uses actual job tasks and occurs at work. As a result, skills learned in OJT more easily transfer to the job (DeRouin, Parrish, and Salas, 2005). According to (DeRouin, Parrish, and Salas, 2005) On-the-job training methods, the most common ones are briefly discussed below.

1. Coaching

Coaching is a one-to-one training. It helps in quickly identifying the weak areas and tries to focus on them. It also offers the benefit of transferring theory learning to practice. The biggest problem is that it perpetrates the existing practices and styles. In India most of the scooter mechanics are trained only through this method.

2. Mentoring

The focus in this training is on the development of attitude. It is used for managerial employees. Mentoring is always done by a senior inside person. It is also one-to- one interaction, like coaching.

3. Job Rotation

It is the process of training employees by rotating them through a series of related jobs. Rotation not only makes a person well acquainted with different jobs, but it also alleviates boredom and allows to develop rapport with a number of people. Rotation must be logical.

4. Job Instructional Technique (JIT)

It is a Step by step (structured) on the job training method in which a suitable trainer (a) prepares a trainee with an overview of the job, its purpose, and the results desired, (b) demonstrates the task or the skill to the trainee, (c) allows the trainee to show the demonstration on his or her own, and (d) follows up to provide feedback and help. The trainees are presented the learning material in written or by learning machines through a series called 'frames'. This method is a valuable tool for all educators (teachers and trainers). It helps us:

a) To deliver step-by-step instruction

b) To know when the learner has learned

c) To be due diligent (in many work-place environments)

5. Apprenticeship

Apprenticeship is a system of training a new generation of practitioners of a skill. This method of training is in vogue in those trades, crafts and technical fields in which a long period is required for gaining proficiency. The trainees serve as apprentices to experts for long periods. They have to work in direct association with and also under the direct supervision of their masters. The object of such training is to make the trainees all-round crafts men. It is an expensive method of training. Also, there is no guarantee that the trained worker will continue to work in the same

organization after securing training. The apprentices are paid remuneration according the apprenticeship agreements.

6. Understudy

In this method, a superior gives training to a subordinate as his understudy like an assistant to a manager or director (in a film). The subordinate learns through experience and observation by participating in handling day-to-day problems. Basic purpose is to prepare subordinate for assuming the full responsibilities and duties.

2.1.5.2. Off-the-Job Training Methods

Off-the-job training methods are conducted in separate from the job environment, study material is supplied, there is full concentration on learning rather than performing, and there is freedom of expression (Monday, et al., 2009). These can be course work at local colleges or other training establishments like that of the Ethiopian Management Institute which have been specially equipped and staffed for both managerial and vocational training.

On the other hand, Regions that wants to develop the skill of their accountants and lawyers are sent to the Ethiopian Civil Service College (ECSC) for short-term off-the-job training. With a view to increase the capacities of their leaders, organizations send them to colleges or universities or get them enrolled in seminars, workshops, conferences and other programs conducted by training institutions. There are different types of off-the job training methods.

The most common ones are briefly discussed below.

1. Lectures and Conferences

Lectures and conferences are the traditional and direct method of instruction. Every training program starts with lecture and conference. It is a verbal presentation for a large audience. However, the lectures have to be motivating and creating interest among trainees. The speaker must have considerable depth in the subject. In the colleges and universities, lectures and seminars are the most common methods used for training.

2. Vestibule Training

Vestibule Training is a term for near-the-job training, as it offers access to something new (learning). In vestibule training, the workers are trained in a prototype environment on specific jobs in a special part of the plant. An attempt is made to create working condition similar to the actual workshop conditions. After training workers in such condition, the trained workers may be put on similar jobs in the actual workshop. This enables the workers to secure training in the best methods to work and to get rid of initial nervousness. Duration ranges from few days to few weeks. It prevents trainees to commit costly mistakes on the actual machines.

3. Simulation

Simulation is any artificial environment exactly similar to the actual situation. There are four basic simulation techniques used for imparting training: management games, case study, role playing, and in-basket training

4. **Sensitivity Training**

Sensitivity training is also known as laboratory or T-group training. This training is about making people understand about themselves and others reasonably, which is done by developing in them social sensitivity and behavioral flexibility. It is ability of an individual to sense what others feel and think from their own point of view.

5. **Transactional Analysis**

It provides trainees with a realistic and useful method for analyzing and understanding the behavior of others. In every social interaction, there is a motivation provided by one person and a reaction to that motivation given by another person. This motivation reaction relationship between two persons is known as a transaction.

2.1.6. Evaluation of Training and Development Method

How to determine whether a training program is effective or not? One way is to measure the change in outputs in terms of costs, sales, production, employee turnover or revenue. The HRM can compute the Return on Investment (ROI) by determining the benefit of the training and dividing it by training expenses (Decenzo, Robbins, &Verhulst, 2010).

According to (Armstrong, 2003), training and development programs should be monitored continually to ensure that plans are going according to budget. To ensure managerial results, training should be evaluated after each event. So evaluation must be:

*   Objective and targeted as an important outcome.

*   Accomplished according to agreed evaluation.

*   Matched with organization philosophy, culture and objective.

- Should be reasonable.

2.1.6.1. Levels of Evaluation

Four levels of evaluation have been suggested by Decenzo (2010):

1. **Level 1: Reaction:**

This level measures the level of reaction to of participants to the training and answers whether the trainees liked the training, perceived they attained their learning goals, how much they liked the trainers and any tip they have for improving the training. This level measures trainees have reacted to the training.

2. **Level 2: Evaluating Training**

This level shows information on the level of which learning objectives have been covered. It tries to find how much knowledge is gained, what skills were developed and the extent to which attitudes are changed in the desired direction. The evaluation of learning should involve the use of tests before and after the program.

3. **Level 3: Evaluating Behavior**

This level evaluates the degree to which behavior has changed as required when people attending the program have returned to their jobs. This level measures the extent to which knowledge, skills and attitudes have been transferred from the classroom to the workplace. Evaluation should take place pre and post-training. The evaluation needs to assess the extent to which specific learning objectives relating to change in behavior, and the application of knowledge and skills have been achieved.

4. **Level 4: Evaluating Results**

This is the ultimate level of evaluation and provides the basis for assessing the benefit of the training against its cost. The objective is to determine the added value of learning and development programs how they contribute to rising organizational performance significantly above its previous level. The evaluation has to be based on „before and after" measures and has 18 to determine the extent to which the fundamental objectives of the training have been achieved in areas such as increasing sales, productivity, reducing accidents or increasing customer satisfaction. Evaluation results are easier when they can be quantified.

2.1.7. Benefits of Training and Development

The adoption of changing technology in this era of globalization and the emergence of new technologies, organizations are striving to survive, grow and operate profitably in a turbulent, even changing environment. They have to position themselves in order to keep abreast with new technologies and business development globally. Employees need to be trained and developed regularly to deliver even when the external environment changes lead to obsolesce of the current technology in place with the organization (Nadler, 1984).

Training eliminates job discrepancies. To be successful, organizations have to be responsive and fast to the changing environment. They have to respond fast to changing consumer requirements and needs for quality, variety, customization, convenience and timeliness. There is a need to ensure that there are synchronization and standardization in how things are carried out in organizations. (Beardwell and Holden., 1997).

Human resource management has emerged as a set of prescriptions for managing people at work. The central claim is that by matching the size, skills of the workforce to productive requirements

of the organization and by raising the quality of individual employee contribution to production, organizations can make significant improvements on their performance. The main purpose of training and development is to eliminate performance discrepancies whether current or anticipated. Training and development lead to increased employee motivation (Seligman, 1978).

The management can motivate people through such methods as pay, promotion, praise and training. (Gale,1994), states that motivating other people is about getting them to move in the direction you want them to go in order to achieve a result. Motivated people are those with clearly defined goals who take action that they expect will achieve those goals. Training and development also enhances the competitive advantage of an organization. This is the essence of competitive strategy. It encompasses those capabilities, resources, relationships and decisions, which permit an organization to capitalize on opportunities in the market place and avoid threats to its desired position: (Gallantly, 1996). (Armstrong, 2005), many organizations have got to the point of recognizing that training and development is a strategic priority rather than a tactical response. A reason for training and development is to give the organization a competitive edge.

Training and development ensure increased productivity. (Armstrong, 2003) all organizations are concerned with what should be done to achieve a sustainable high level of performance through people.

The aim is to develop motivation processes and a work environment that will help to ensure that individuals deliver results in accordance with the expectation of management. It also enhances customer relations (Muchel'le, 2007) suggests the following aspects that enhance customer relations with the clients like being good listeners to the customers and communicating well with them, being sensitive and tactful, employees being sincere with the information they provide,

making promises they can keep, loyal to customers, associates and the company. In sum, the benefits of training and development presented as follows.

1. **Benefit of Training and development**

TRAINING AND DEVELOPMENT
Benefits of Training and Development

ORGANIZATIONAL BENEFITS   **BENEFITS**   **EMPLOYEE BENEFITS**

- Increase human capital of organization
- Increased efficiency and profitability
- Enhanced productivity
- Reduced employee turnover (voluntary)
- Reduced involuntary turnover (termination due to skill deficiency)
- Makes employee more accountable as they gain knowledge and skills

- Improved performance
- Increased in employability (as skilled workers are seen as more attractive by competitors)
- Enhanced motivation & morale
- Job become more rewarding & satisfying
- Opportunity for upward mobility in the firm

2. **Theories and Trends on Training Practices and Development**

A. **Goals of Training**

Training validity: is the trainees learn skills or acquire knowledge or abilities during the training?

Transfer validity: Did the knowledge, skills, or abilities learned in training lead to improved performance on the job?

Intra organizational validity: Is the job performance of a new group of trainees in the same organization that developed the program comparable to the job performance of the original training groups(s)

Inter-organizational validity: Can a training program that has been validated in one organization be used successfully in another firm? These questions (goals) result in different evaluation procedures to examine what, if anything, training and development have accomplished. (Ivancevich M. 2003).

B. Choose Trainers and Trainees

The success of the training program depends on the proper selection of the person who performs the training task. Personal characteristics (such as the ability to speak well, to write convincingly, to organize the work of others, to be inventive, and to inspire others to greater achievements) are important factors in the selection of trainers. The process of analyzing needs and developing a training program can be accomplished by company trainers. HR specialists or hired outside consultants who report to the HR manager or other top managers are also used to perform a needs analysis and to conduct the training.

Although much formal training is performed by professional trainers, often operating supervisors may be the best trainers technically, especially if the training manager helps them prepare the material. Using operating managers as trainers overcome the frequent criticism that —training is OK in the classroom. But it won't work on the shop floor or back on the job. The presence of trained trainers is a major factor in whether the training program is successful. (Ivancevich M.2003). Reason of training summarized in the following diagram.

(Myles,2000), states that a company that seeks to train and develop its employees well and reward them for their performance has its employees in turn motivated and thus are more likely to be engaged in their work hence improving performance and loyalty to their company. These same employees, being the point of contact with customers will provide better service, leading to more business and more referrals from satisfied customers. The increase in sales through referrals and repeat businesses will translate into an increase in business profits thus improving shareholders 'investment. The shareholders are therefore benefiting from increased returns on their investment in the business. In addition, good financial performance also attracts new shareholders to the business. Suppliers will be eager to do business with the company due to its financial strength and its positive reputation. The company is, therefore, able to negotiate friendly purchase terms with suppliers. This example illustrates the virtuous circle'as described by (Lisk, 1996) where there is a reciprocal relationship between training & development and performance. (Learner,1986), to further illustrate this reciprocal relationship, conducted an eleven year study and found that organizations with cultures that emphasized training and development and ethical values in every area with regards to employees, customers and stakeholders, as well as leadership from managers, outperformed companies that did not have this cultural characteristics by a huge margin. (Seligman, 1978) stated that where values are clarified and shared, productivity and job satisfaction increase. According to (Noe,2001), organizations that embrace training and development practices are able to retain customers, suppliers, employees, stakeholders and shareholders in the long run as they are deemed more trustworthy and better custodians of the interests of the various stakeholders. This translates into better financial performance of the business.

2.1.8. Implementing Training and Development Program

After need and objectives have been determined a program designed and trainees and trainers have been selected, the program is conducted or implemented. A perfectly conceived training program can fail if management cannot convince the participants of its merits, participants must believe that the program has value and will help their personal and professional goals (Glueck, 1982). In delivering the training and development contents the responsibility of implementing the program largely depends on the trainer. The trainer has to make appropriate decisions in arraigning the training environments and seating condition to make trainees comfortable and concentrate on learning (Harris, 1994). The training and development program should be according to the program design. Qualified trainers who have the abilities to deal with different people and situations are necessary for successful implementation process.

Program implementation involves deciding the location and organizing training and other facilities, scheduling the training program, conducting the program and monitoring the progress of the trainers.

2.1.9. Effective Training and Development Practice

Effective training will indicate not only finding out whether the training will be well done but also asking what it achieved and whether it will be valuable for the organization to be supporting it. In the most comprehensive study to date comparing the effectiveness of various organizational development interventions to date, Guzzo, Jette, and Katzell revealed that training interventions lead to stronger and more consistent gains in productivity than most other organizational development processes, including performance feedback, management by objectives, work redesign, supervisory methods, and decision-making strategies (Guzzo, Jette, &Katzell, 1985). In

fact, the only method that has been shown to have a stronger impact on performance is goal-setting (Locke & Latham, 2002). However, not all training is created equal.

The extent to which training can influence learning, behavior change, performance, and profitability depends largely on how it has been designed and delivered. The following features have been directly associated with improved employee and organizational effectiveness:

Start with training needs assessment: This is a systematic process to determine who needs to be trained, what they need training on (i.e., what tasks need to be improved), and how the training process will be supported and aligned with strategic objectives (Surface, 2012).

Identify and communicate purpose, objectives, and outcome: These are identified based on the results of the training needs assessment and must be communicated to trainees in a clear and easy-to-understand way. When communication includes a message on how the training will be applied and what the expected outcomes are, motivation to learn increases (Noe, 2008).

Relevant content: To be effective, training must include content that is directly linked to trainee job experiences (Noe & Colquitt, 2002). This makes intuitive sense, but when ignored it can reduce the impact of training on performance to zero. Just think about the training sessions you've attended that have been unrelated to your daily work-life.

Active demonstration: Trainers need to actively demonstrate the specific skills and processes included in the training. Conducting live demonstrations provides trainees with a model of desired behavior and results in greater learning and transfer of training, regardless of the topic (Noe & Colquitt, 2002). For example, if the training is on interpersonal communications the trainer might demonstrate active listening skills through a role-play with a willing participant.

Opportunities for practice: Effective training programs include multiple opportunities for trainees to practice the skills they've learned during class-time. By building application exercises into the training workshops themselves, provide trainees with a safe place to try new skills, where they can make mistakes and not worry about consequences (Noe & Colquitt, 2002).

Regular feedback during training: Trainers also need to give feedback to employees' while they are practicing their new skills. Feedback should be given both during practice and after exercises have been completed (Noe & Colquitt, 2002). It should also be directly related to how the trainee performed the task and never be focused on personal characteristics.

Post-training environment: After training, it is important that employees are given opportunities to perform the skills they've learned. If the post-training environment does not support this, research has shown that training will have little to no impact on trainee performance and organizational utility; that is, little or no return on investment (Arthur et al., 2003).

2.2.   Empirical Review

Most of the time organizational success relied on the skills and abilities of its employees. The study collected the information the types of training and the influence of training on knowledge retention. The good training programs lead to increased employee job satisfaction. (Thomas Acton, Willie Golden, 2003). Continuous investment in training and development would ensure an adequate supply of staff that is technically and socially competent. According to (Tahir et al., 2014). It is important for organization to get skilled and capable employees for better performance, and employees will be then competent when they have the knowledge and skill of doing the task so that training and development would provide opportunities to the employees to make a better career life and get better position in organization. In doing so, organizations

efficiency would be increased. The researchers also tried to give emphasis on training since employees are the resources and assets of an organization if they are skilled and trained they would perform better than those who are unskilled and untrained.

A study conducted by (Kasau,2014) to assess the relationship between training and performance showed that employees should be trained to equip with positive attitudes towards work and training should also be done with an objective of building the "how" to deliver quality services to the customers. For the employees to perform well, they should be trained and then positioned for any personal growth opportunities available in the company. (Falola et al., 2014) also argued, as training is important for the survival of any organization. It is also imperative for effective performance of employees, enhancement of employees' ability to adapt to the changing and challenging business environment and technology for better performance, increase employees' knowledge to develop creative and problem-solving skills. The researcher found the following different studies conducted by different researchers on the impact of training and development on employees' performance helpful to strengthen the literature.

Performance of employees, enhancement of employees' ability to adapt to the changing and challenging business environment and technology for better performance, increase employee's knowledge to develop creative and problem solving skills. The researcher found the following different studies conducted by different researchers on the impact of training and development on employee's performance helpful to strengthen the literature.

(Hameed and Waheed A., 2011) wrote research evaluating the theoretical framework and models that are linked with the development of employee and the impact of those models on the performance of employee. The authors stated that the employees are essential elements for an organization. The employee performance has such a significant impact that an organizations

success or failure is dependent on it. For that reason, companies are highly engaged in employee development and investing large lump sum of money in this regard. The research had proposed certain identified key variables.

Studies provide the evidence that there is a strong positive relationship between human resource management practices and organizational performance. According to (Guest,1997) mentioned in his study that training and development programs , as one of the vital human resource management practice, positively affects the quality of the workers knowledge, skills and capability and thus results in higher employee performance on job. This relation ultimately contributes to supreme organizational performance. Training is the only ways of identifying the deprived need of employees and then building their required competence level so that they may perform well to achieve organizational goals.

According to (Wright and Geroy, 2001), employee competencies changed through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training the employee, competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner.

In addition, (Ahmad and Bakar, 2003), concluded that high level of employee commitment is achieved if training achieve learning outcomes, both on individual and organizational level. Generally, it can be debated that the effect of training program on employee outcomes such as motivation, job satisfaction and organizational commitment, did not received much attention so far. Rare work was done to test whether firms can affect their workers attitude, through proper training interventions.

According to (Lang,1992) training should be planned in such a way that it results in organizational commitment. On the other hand (Gaertner and Nollen, 1989) proposed that employees' commitment is a result of some human resource practices, that is, succession planning and promotions, career development and training opportunities. All these practices, when achieved results in greater employee performance. Moreover, (Meyer and Smith, 2000), investigate the link between Human Resource Management practices and organizational commitment, so as to discover the causes of effective employee performance.

Although the above literature provides the evidence regarding the benefits of training and development, (Cheramieet al, 2007), argued that, management, mostly feel hesitant while investing in its human resource due to various reasons. Sometime, in spite of receiving effective and timely training programs, employee are intended to cash it for the sake of their own market value and employment opportunity or willing to change job just because of higher salaries, and thus, firm investment in training results as a cost rather than profit. It is also observed that due to the resistance of the organization towards offering training, propels individuals to invest themselves for their career development and greater performance (Baruch, 2006).

(Scott, Clothier and Spriegel, 1977) argued that training is the crux of better organizational management, as it makes employees more efficient and effective. They further elaborated that training practice is have a strong bond with all other human resource practices as (Mamoria, 1995), it enables employees to develop themselves within the firm and raise their market value in the market. Moreover, training supports to shape employees job related behavior and facilitate them to participate for the success of the organization and ultimately firm gets higher return due to superior performance of its employees.

Finally, many related studies have been conducted by different researchers in different parts of the world on the subject matter of this study. Training is important for the survival of any organization. It is also imperative for effective performance of employees, enhancement of employees' ability to adapt to the changing and challenging business environment and technology for better performance, increase employees' knowledge to develop creative and problem-solving skill and to prevent obsolescence (H.O.Falala et al, 2014).

2.3. Conceptual Framework

The conceptual model to show association of employee training and development practice in ethio telecom. The study described training and development need assessment, training and development delivery methods, training and Development evaluation methods and trainee selection methods.
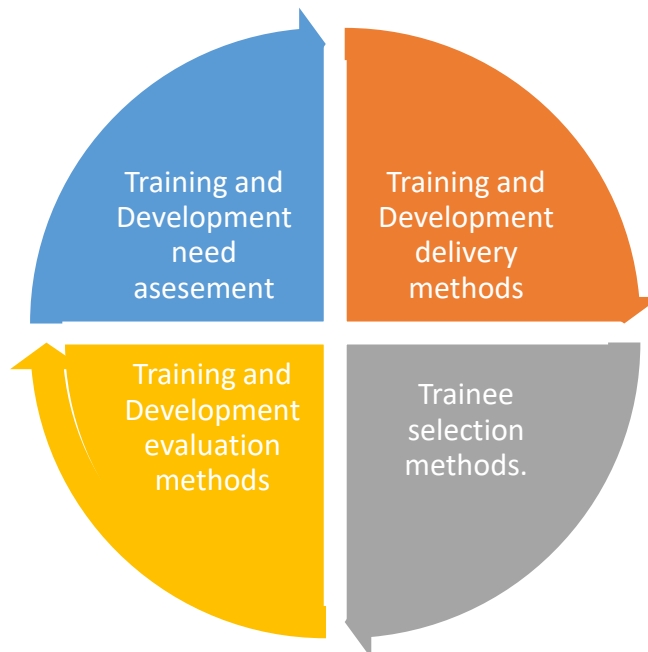
Source: self-developer 2021

CHAPTER THREE

RESEARCH METHODOLODY AND APPROACH

3. Research Methodology

3.1. Research Design and Approach

Both Quantitative and qualitative research approaches were used in order to produce a richer and more factual report about training and development practice in Ethio telecom. The mixed approach enables to convert quantitative and qualitative data in order to provide a comprehensive analysis of the research problem (Creswell, 2013 as cited by Abenet, 2016).

Descriptive research were design employed for the purpose of this study on the assumption that it could describe various training and development practices. These practices include assessment, training and development need assessment, trainee selection methods, major training and development delivery methods, and major training and development evaluation methods.

3.2. Population of the Study

The population of the study were included managerial and non-managerial staffs of Ethio telecom in Wireless or mobile network division working in head quarter. The division has 351 employees out of these 25 are managers and above working in different functional units and the remaining 326 non-management employees are working in different functional units.

3.3. Sample Size and Sampling Technique

The population of the study included 351 wireless or mobile network division staffs and management working at head quarter. The division is organized by four functional departments. Staffs and management from wireless or mobile network considered from the population. Simple random applied for generated data because this sampling method used to considered all work units impartially. Concerning the determination of the sample size, this study considered some important factors such as the larger the sample size, the more precise the estimation would be from among different methods, the one which is developed by (Carvalho, 1984) mentioned by (KibebeTilahunGetahun, 2011).The largest sample size which is guarantee for a good sample representative and more precise result. The sample size of the study is determined by using international research sample size determination formula. Therefore, the sample size were determined by simplified international research sample size determination formula (Taro Yamane, 1967) as:

$$n = \frac{N}{[1 + N(e^2)]}$$

Where,

N = the sample size

N = the total target population

e = the level of precision or sampling error 5%

$$n = \frac{351}{[1 + 351(0.05^2)]}$$

$$n = \frac{351}{1 + 0.8775}$$

$$n = \frac{351}{1.8775}$$

$$n = 186.95$$

$$n \simeq 187$$

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Thus, to make the data more representative, nearly 53% of the total populations would be taken as respondents from wireless or mobile network division staffs and management members.

The researcher selected respondents of the questionnaire by simple random technique to collected required data from staffs and management. Interviewees with key informants also used to supplement and further verify data collected by questionnaire.

3.4. Sources of Research Data

Literatures suggest that there are two main types of data, primary and secondary data (Saunders, Lewis and Thornhill, 2009).

3.4.1. Primary Data sources

According to (Blaikie, 2000), primary data are a new data produced by a researcher who is responsible for the design of the study, the collection, and analysis and reporting of the data.

An important source of primary data for this study was collected through questionnaire and key informant interviews. Questionnaire were used to collect data required for the study from staffs and management of wireless or mobile network. Key informant interview were also be used to generate rich data from staffs and management.

3.4.2. Secondary Data Sources

(Blaikie, 2000) defines secondary data as raw data already collected by someone else for their own use, which another researcher can use as a basis for his analysis. In this study, necessary documents were reviewed to get required secondary data. Official reports, HR manuals, study documents and employees' feedback are important sources of secondary data.

3.5. Data Collection Techniques

The researcher would use questionnaires as data collection techniques. Primary data was collected by using a structured questionnaire, which is administered to the respondents by the researcher. (Saunders et al,2009), define a questionnaire as a general term including all data collection techniques in which each person is asked to answer the same set of questions in a predetermined order. Both closed and open-ended questions were used for the study. A total of 187 Questionnaires in English language was distributed for selected respondents.

3.6. Procedures of Data Collection

(Emerson, Fretz and Shaw, 1995) provided different types of writing and note taking strategies to capture and give meaning to field notes. Those scholars suggest that researchers write, asides, which are bring analytic writing that succinctly clarify, explain interpret or raise questions about some specific happening. The same directions were given to each respondent. After each respondent has finished, the materials are collected, the respondents have been thanking for participating in the research.

3.7. Method of data Analysis

The gather data were analyzed using micros soft excel. Descriptive method was used for data analysis. Descriptive statistics like frequency, percentage, mean, grand mean and tabulation were used to analysis finding of the study.

3.8. Ethical Consideration

The study was conducted by considering ethical responsibility. The necessary approval and Permission letter was written and obtained from the University and Ethio telecom. The

researcher Communicated to the respondents the purpose and aim of the study and the use of the information as well. Every respondent participates in the research willingly and involved in the study was entitled to the right of privacy and dignity of treatment, and no personal harm would be caused to subjects in the research. Information obtained held in strict confidentiality by the researcher. Moreover, participants was to be notified not to disclose their names; and assured anonymity of data. The following ethical considerations were at the base of this research. A) Fairness. b) Openness of intent. c) Disclosure of methods. d) Respect or the integrity of the individuals e) Informed willingness on the part of the subjects to participate voluntarily in the research.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This section of the study deals with data analysis and interpretation. It is produced based on data obtained through data collection instrument questionnaires and interview. Questionnaires were filled by Ethio telecom employees. Moreover, the interview was conducted based prepared guidelines. A total of 187 questionnaires were distributed to the respondents. Of the distributed 111 questionnaires were properly filled and returned. Contrary to this, 34 questionnaires were discarded due to not properly filled while 42 questionnaires were absent in the hand of respondents. Furthermore, interview with two directors and three managers members held to further verify the information collected though questionnaire. The data from field survey summarized as follows.

4.1 Socio-Demographic Characteristics of Respondents

Under this section socio-demographic characteristics of respondents were included. Some of the socio-demographic characteristics were position, sex, age, academic qualification, and service year of the respondents.

Figure 1: Position distribution of respondents
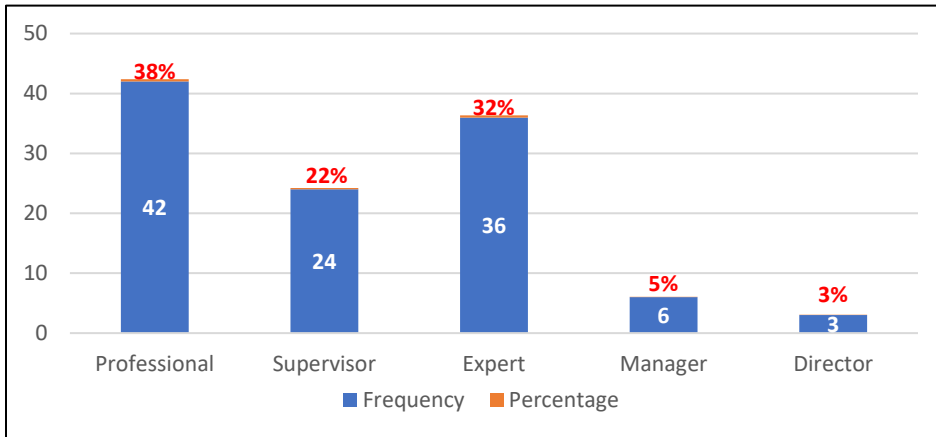
Source: Questionnaire response, 2021

Figure 1 illustrated that socio-demographic characteristic of respondents. The first socio-demographic characteristic is the position. Regarding the position of respondents 42 (38%) of the respondents were professionals while 36 (36%) of the respondents were experts. From the respondents 24 (22%) were supervisor, 6 (5%) were managers and the remaining 3 respondents (3%) were directors. From the above information, it is possible to conclude that the majority of the participants of the study were professionals (38%) and experts (32%).

Figure 2: Sex distribution of respondents

Source: Questionnaire response, 2021

Figure 2 showed that the second socio-demographic characteristics was sex where 70% of the respondents (78 respondents) were male sex category while 30% of the respondents (33 respondents) were female sex category. From the above information, it is possible to say that most respondents were male sex category. The dominant number of institute employee was male. This may be the case that more male sex category becomes a participant of this study.
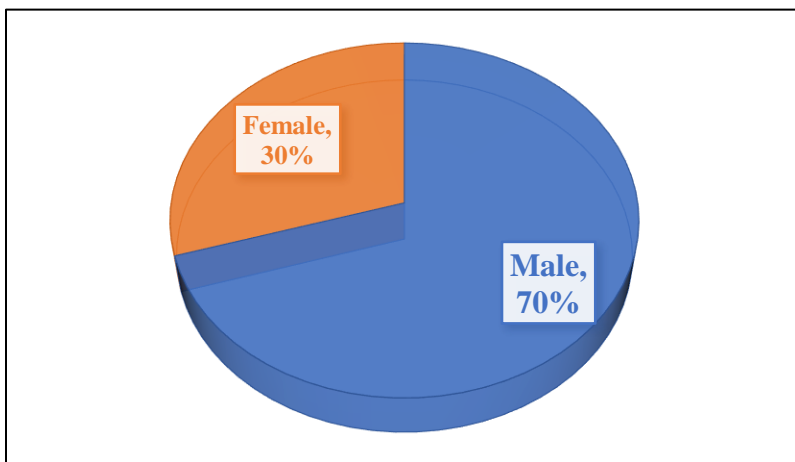
Figure 3: Age distribution of respondents
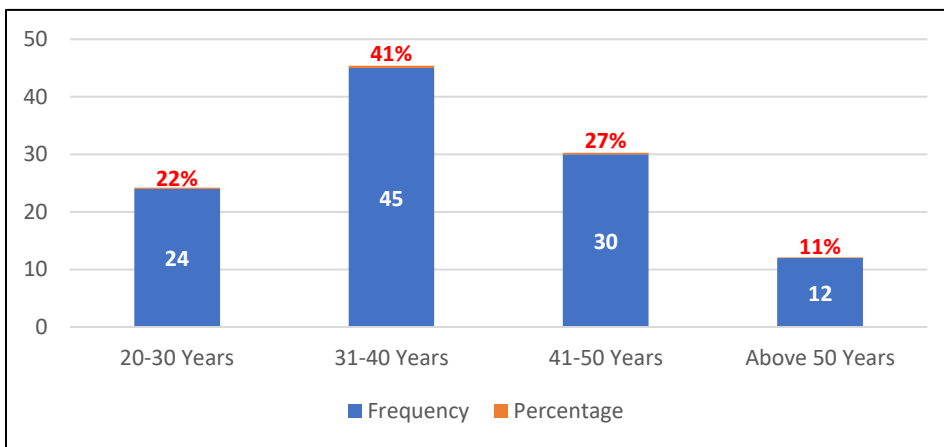
Source: Questionnaire response, 2021

Figure 3 showed that the third socio-demographic characteristics of respondents was age. Regarding to this, 45 (41%) of the respondents were in the 31-40 age category, 30 (27%) of the respondents were in the age of 41-50 years. While the age category 20-30 accounted for 24 (22%) and the remaining 12 (11%) were in the age category above 50 years. From the above information, it is possible to say that the majority of respondents in the age category of 31-40 years.

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Figure 4: Educational qualification distribution of respondents
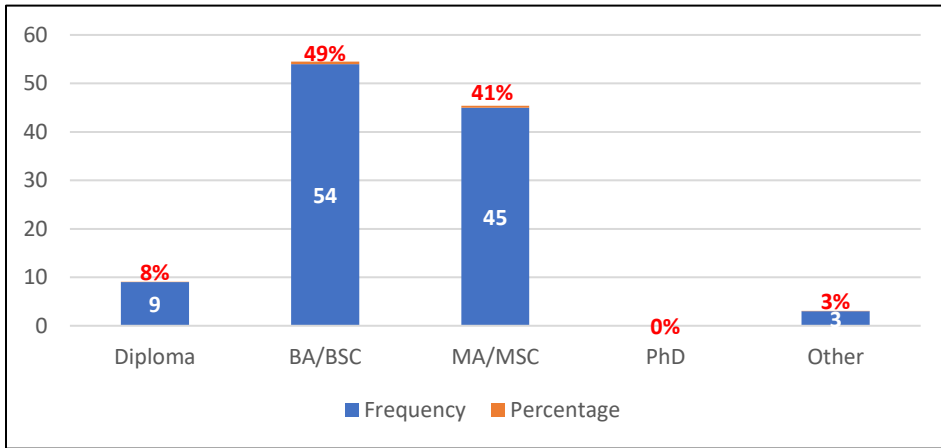
Source: Questionnaire response, 2021

Figure 4 illustrated that educational qualification of respondents. In this regards, 54 (49%) of the respondents were degree holders while 45 (41%) of the respondents were master's degree holders. Thus, most of respondents who were participated in this study were degree holders (49%) and master's degree holders (41%). Thus, the employee of the organization is at good academic preparation.

Figure 5: Service year distribution of respondents
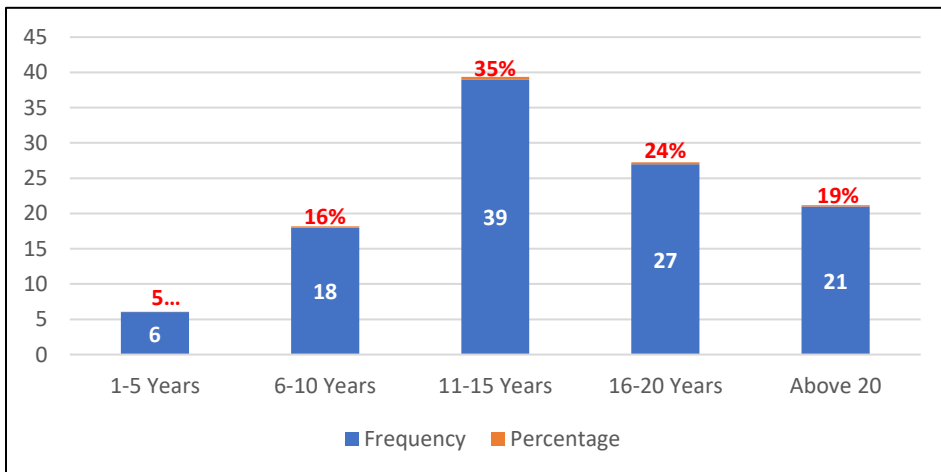
Source: Questionnaire response, 2021

Figure 5 illustrated that distribution of service year of respondents. The socio-demographic

characteristics respondents included were service years. With regards to service year, 39 (35%)

of the respondents were 11-15 years' work experience while 27 (24%) of the respondents were

16-20 years' work experience. While respondents with service year of 6-10 accounted for 18

(16%) and those above 20 years of service experience were 21 (19%). Hence, the majority of

respondents have 11-15years' work experiences.

4.2   Training and Development Practice

The data obtained from the survey summarized as follows.

Table 1: Training and development practice in the context of Polices, Directives and Resources

No	Questions	SD = 1		D = 2		N = 3		A = 4		SA = 5		Mean
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
1	Ethio telecom has defined training and development policy	-	0%	15	14%	6	5%	63	57%	27	24%	3.92
2	Ethio telecom has designed training and development system with directives	-	0%	14	13%	9	8%	61	55%	27	24%	3.91
3	Training and development practices are conducted based on rule and regulation	3	3%	3	3%	15	14%	60	54%	30	27%	4.00
4	Training and development Policies and programs are integrated to the objectives of the organization	3	3%	9	8%	18	16%	42	38%	39	35%	3.95
5	Training and development programs are designed based on need assessments	-	0%	6	5%	15	14%	63	57%	27	24%	4.00
6	There is serious attention to allocate sufficient budget and resource for the training and development	-	0%	6	5%	18	16%	60	54%	27	24%	3.97
7	There is serious attention in the allotment of time for the training and development	-	0%	6	5%	18	16%	63	57%	24	22%	3.95
	Grand Mean											**3.96**

Source: Questionnaire response, 2021

Note for Mean and Grand Mean range:

1-1.9 = Strongly disagree 1.9-2.5 = Disagree 2.5-3.5 Neutral 3.5-4.5 Agree 4.5-5 Strongly Agree

Table 1 showed that respondents report on training and development practice in the context of Polices, directives and resources. The first statement was about whether Ethio telecom has defined training and development policy or not.

Regarding to this statement 63 (57%) of the respondents said agreed and 27 (24%) said strongly agreed. While 15 (14%) of the respondents said disagreed and 6 (5%) remained neutral. The mean result of the survey response as stated in the table is 3.92. From this information, it is possible to say that some the company has defined training and development policy.

The second statement was about whether Ethio telecom has designed training and development system with directives or not. Regarding to this statement, 61 (55%) of the respondents said agreed and 27 (24%) said strongly agreed. While 14 (13%) of the respondents said disagreed and 9 (8%) remained neutral. The mean result of the survey response as stated in the table is 3.91. Thus, from this information, it is possible to say that the company has designed training and development system with directives.

The third statement was training and development practices are conducted based on rule and regulation. Concerning this, 60 (54%) of the respondents said agreed and 30 (27%) said strongly agreed. While 3 (3%) of the respondents said disagreed, 3 (3%) of the respondents strongly disagreed and 15 (14%) remained neutral. The mean result of the survey response as stated in the table is 4.0. Hence, it is clearly possible to see that training and development practices are conducted based on rules and regulations.

The fourth statement was about training and development policies and program are integrated into the objectives of the organization. In this regard 42 (38%) of the respondents replied agreed and 39 (35%) replied as strongly agreed. While 9 (8%) of the respondents said disagreed, 3 (3%)

of the respondents strongly disagreed and 18 (16%) remained neutral. The mean result of the survey response as stated in the table is 3.95. From this data, it can be possible to say that training and development policies and program are integrated into the objective of the organization.

The fifth statement was about training and development programs are designed based on need assessments. Regarding this statement 63 (57%) of the respondents agreed and 27 (24%) of the respondents strongly agreed. While 6 (5%) of the respondents said disagreed and 15 (14%) remained neutral. The mean result of the survey response as stated in the table is 4.0. From this data, it is possible to infer that training and development programs are designed based on need assessments.

The sixth statement was about whether there is series attention to allocate sufficient budget and resources for training and development. Concerning to this statement 60 (54%) of the respondents said agreed and 27 (24%) of the respondents strongly agreed. While 6 (5%) of the respondents said disagreed and 18 (16%) remained neutral. The mean result of the survey response as stated in the table is 3.97. From this information it possible infer that there is series attention to allocate sufficient budget and resource for the training and development.

The seventh statement was about whether There is serious attention in the allotment of time for the training and development. Regarding this statement 63 (57%) of the respondents said agreed and 24 (22%) of the respondents strongly agreed. While 6 (5%) of the respondents said disagreed and 18 (16%) remained neutral. The mean result of the survey response as stated in the table is 3.95. From this information it possible to draw inference that there is series attention to allocate sufficient time for the training and development.

Moreover, the interview conducted with managers and directors also illustrated that Ethio telecom has well defined training policy and procedures. Accordingly, training and development need assessment, program designing, and trainee selections are conducted in accordance with the company policies, procedures, directives, rules and regulations. Budget and required resources also allocated for training and development program as it is fundamental factor for execution of the company's strategic objectives.

Similarly, the mean and grand mean (3.96) calculated from the survey questionnaire with regards to training and development practice in the context of polices, directives and resources clearly manifest existence of well-defined training and development programs governed by company policy and procedures. These policies, procedures, directives, rules and regulations are executed and monitored by the Human Resource Division in collaboration with user or technical divisions.

Table 2: Training and development need assessment

No	Questions	SD = 1		D = 2		N = 3		A = 4		SA = 5		Mean
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
1	In Ethio telecom there is SMART manual and instrument of need assessment	3	3%	12	11%	18	16%	63	57%	15	14%	3.68
2	The need assessment checklist filled without bias and is genuine	3	3%	9	8%	27	24%	63	57%	9	8%	3.59
3	Training & development need assessment manual is prepared by considering the need of prospective trainees.	15	14%	66	59%	21	19%	6	5%	3	3%	2.24
4	In the organization need of training and development are properly prioritized by considering the interest of prospective employee who is going to train	21	19%	60	54%	18	16%	9	8%	3	3%	2.22
5	The training and development need analysis methods enable to clearly identify in relation to employee need to perform their job.	6	5%	12	11%	18	16%	57	51%	18	16%	3.62
6	Ethio telecom training and development are practiced based on your work needs.	6	5%	15	14%	9	8%	60	54%	21	19%	3.68
7	The organized training by the Ethio telecom is for the sake of refreshment or to collect allowance with less attention to the outcome of training.	18	16%	45	41%	21	19%	15	14%	12	11%	2.62
	Grand Mean											**3.09**

Source: Questionnaire response, 2021

Note for Mean and Grand Mean range:

1-1.9 = Strongly disagree 1.9-2.5 = Disagree 2.5-3.5 Neutral 3.5-4.5 Agree 4.5-5 Strongly Agree

Table 2 deals with the respondents' report on training and development need assessment. To describe the training and development statements were designed and the result summarized as follows.

The first Statement was whether there is SMART manual and instrument of training need assessment in Ethio telecom. In this regards, 63 (57%) of the respondents said agreed and 15 (14%) of the respondents strongly agreed. While 3 (3%) of the respondents strongly disagreed, 12 (11%) disagreed and 18 (16%) remained neutral. The mean result of the survey response as stated in the table is 3.68. This implies that in Ethio telecom there is SMART manual and instrument of training and development need assessment.

The second statement was the need assessment checklist filled without bias and so genuine. In this regards, 63 (57%) of the respondents said agreed and 9 (8%) of the respondents strongly agreed. While 3 (3%) of the respondents strongly disagreed, 9 (8%) disagreed and 27(24%) remained neutral. The mean result of the survey response as stated in the table is 3.59. This shows that respondents that the need assessment checklist filed without bias and is so genuine in Ethio telecom.

The third statement was that whether training and development need assessment manual is prepared by considering the need of prospective trainees. Concerning to this, 66 (59%) of the respondents said disagreed and 15 (14%) of the respondents strongly disagreed. While 3 (3%) of the respondents strongly agreed, 6 (5%) agreed and 21 (19%) remained neutral. The mean result of the survey response as stated in the table is 2.24. This implies that training and development need assessment in Ethio telecom is not prepared by considering the need for prospective trainees.

The fourth statement was in the organization need of training and development are properly prioritized by considering the interest of prospective employee who is going to train. In this regards, 60 (54%) of the respondents said disagreed and 21 (19%) of the respondents strongly disagreed. While 3 (3%) of the respondents strongly agreed, 9 (8%) agreed and 18 (16%) remained neutral. The mean result of the survey response as stated in the table is 2.22. From this information, it is possible to conclude that in Ethio telecom training and development needs are not prioritized by considering the interest of prospective employee who is going to train.

The fifth Statement was the training and development need analysis methods enable to clearly identify in relation to employees need to perform their jobs. In this regard, 57 (51%) of the respondents said agreed and 18 (16%) of the respondents strongly agreed. While 6 (5%) of the respondents strongly disagreed, 12 (11%) disagreed and 18 (16%) remained neutral. The mean result of the survey response as stated in the table is 3.62. From this information, it is possible to conclude that the training and development need analysis methods enable to clearly identify in relation to employees need to perform their jobs in Ethio telecom.

The sixth Statement was dealt with that Ethio telecom training and development are practiced based on your work needs. In this regards, 60 (54%) of the respondents said agreed and 21 (19%) of the respondents strongly agreed. While 6 (5%) of the respondents strongly disagreed, 15 (14%) disagreed and 9 (8%) remained neutral. The mean result of the survey response as stated in the table is 3.68. From this information, it is possible to conclude that training and development practice in Ethio telecom is based on the work needs.

The seventh Statement was trainings organized by the Ethio telecom are for the sake of refreshment or to collect allowance with less attention to the outcome of training. In this regards, 45 (41%) of the respondents strongly disagreed, 21 (19%) disagreed and 18 (16%) remained

neutral. While 15 (4%) of the respondents strongly agreed and 12 (11%) agreed. The mean result of the survey response as stated in the table is 2.62. From this information, it is possible to conclude that trainings organized by Ethio telecom are not for the sake of refreshment or to collect allowance with less attention to the outcome of the training.

In addition to data collected through questionnaire, the interview report with managers and directors also supports above stated points. Training and development need assessment practices of the company is based on PEST and SWOT analysis where there are clear checklists to be followed and prioritized accordingly. So, the practice is purely related with the requirements and rationality of the job or work rather than reflecting personal needs.

The grand mean result stated in the table is 3.09 which reflects the response of respondents as neutral. Whereas the mean results related with training and development need assessment practices, checklists to be filled in, training and development practices based on work need, and analysis methods to enable employees to perform their jobs show that there is clear practice based on objective job-oriented requirements. On the other hand, the mean result for survey questions reflecting personal interests in training and need assessment show that there is no room to design need assessments considering the interest of employee need. So training and development need assessments are done based on manuals and checklists which enable employees perform their jobs.

Table 3: Methods of Training Delivery & Development Practice

No	Questions	SD = 1		D = 2		N = 3		A = 4		SA = 5		Mean
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
1	The organization gives both on-job and off-job training	-	0%	3	3%	12	11%	63	57%	33	30%	4.14
2	The delivery method that the organization employed is proper to acquire the necessary knowledge, skills and attitudes	-	0%	9	8%	12	11%	66	59%	24	22%	3.95
3	The organization is employed trainee-centered training and development delivery method	-	0%	9	8%	15	14%	63	57%	24	22%	3.92
4	The trainers have knowledge, skills and ability to transfer and demonstrate the content of training and development appropriately	-	0%	6	5%	12	11%	66	59%	27	24%	4.03
5	In the training and development practice /program facilities, equipment's and training aids is provided in accordance with the level of trainees.	-	0%	3	3%	18	16%	57	51%	33	30%	4.08
6	There is safe and conducive environment to conduct training and development in the institute	3	3%	-	0%	9	8%	54	49%	45	41%	4.24
7	Training and development conducted is fit to intended purposes and objectives with the method employed	-	0%	3	3%	21	19%	69	62%	18	16%	3.92
8	The training Conducted in collaboration with other country to share the best experience	-	0%	9	8%	18	16%	54	49%	30	27%	3.95
	Grand Mean											4.03

Source: Questionnaire response, 2021

Note for Mean and Grand Mean range:

1-1.9 = Strongly disagree 1.9-2.5 = Disagree 2.5-3.5 Neutral 3.5-4.5 Agree 4.5-5 Strongly Agree

Table 3 shows that the method of training delivery and development practice in Ethio telecom. The results of the survey about method of delivery and development practice is presented as follow.

The first statement deals with whether the organization gives both on job and off-job trainings. In this regards, 63 (57%) of the respondents said agreed and 33 (30%) of the respondents strongly agreed. While 3 (3%) of the respondents disagreed and 12 (11%) remained neutral. The mean result of the survey response as stated in the table is 4.14. Thus, from the above information, it is possible to conclude that Ethio telecom gives both on job and off job training.

The second statement depicted that the delivery method that the organization employed is proper to acquire the necessary knowledge skills and attitudes. In this regard, 66 (59%) of the respondents said agreed and 24 (22%) of the respondents strongly agreed. While 9 (8%) of the respondents disagreed and 12 (11%) remained neutral. The mean result of the survey response as stated in the table is 3.95. Thus, the delivery method that the company employed is proper to acquire the necessary knowledge, skills and attitudes.

The third statement is the organization is employed trainee-centered training and development delivery method. In this regards, 63 (57%) of the respondents said agreed and 27 (24%) of the respondents strongly agreed. While 9 (8%) of the respondents disagreed and 15 (14%) remained neutral. The mean result of the survey response as stated in the table is 3.92. Thus, from the above information, it is possible to say that Ethio telecom has employed trainee-centered training and development delivery methods.

The fourth statement was whether the trainer has knowledge, skill, and ability to transfer and demonstrate the content of training and development is appropriate. Regarding to this, 66 (59%)

of the respondents said agreed and 27 (24%) of the respondents strongly agreed. While 6 (5%) of the respondents disagreed and 12 (11%) remained neutral. The mean result of the survey response as stated in the table is 4.03. Thus, from the above information, it is possible to say that trainers have knowledge, skills and ability to transfer and demonstrate the content of training and development programs appropriately.

The fifth statement dealt with whether the training and development practice/program facilitates, equipment and training aids is provided in accordance with the level of trainees or not. In this regards, 57 (51%) of the respondents said agreed and 33 (30%) of the respondents strongly agreed. While 3 (3%) of the respondents disagreed and 18 (16%) remained neutral. The mean result of the survey response as stated in the table is 4.08. This implies that the training and development practice/program facilities, equipment and training aids are provided in accordance with the level of trainees.

The sixth statement was about whether there is safe and conducive environment to conduct training and development in Ethio telecom or not. Regarding to this, 54 (49%) of the respondents said agreed and 45 (41%) of the respondents strongly agreed. While 3 (3%) of the respondents strongly disagreed and 9 (8%) remained neutral. The mean result of the survey response as stated in the table is 4.24. Thus, there is safe and conducive environment to conduct training and development in the company.

The seventh statement was about whether the training and development conducted is fit to intended purposes and objectives with the method employed or not. Regarding to, 69 (62%) of the respondents said agreed and 18 (16%) of the respondents strongly agreed. While 3 (3%) of the respondents disagreed and 21 (19%) remained neutral. The mean result of the survey

response as stated in the table is 3.92. This implies that training and development conducted is fit to the intended purpose and objectives with the method employed in Ethio telecom.

The Eighth statement was dealt with whether the training conducted in collaboration with other country to share the best experience or not. In this regards, 54 (49%) of the respondents said agreed and 30 (27%) of the respondents strongly agreed. While 9 (8%) of the respondents disagreed and 18 (16%) remained neutral. The mean result of the survey response as stated in the table is 3.95. This implies that the training is conducted in collaboration with the country which helps to share the best experience.

Summary of the interview result with managers and directors also prevail similar finding to that of survey result. Accordingly, class based offshore (outside the country) and onshore (within the country) trainings the most common training delivery method in Ethio telecom. Depending on technical complexity and job demand on job trainings are also used as supplementary to class based trainings or as a separate training delivery method.

The mean and grand mean calculated from the survey questionnaire with regards to methods of training delivery and development practice show that there are various methods of training delivery methods, well established training facilities and with qualified trainers that can transfer and demonstrate the content of training and development appropriately.

Table 4: Training and Development Evaluation

No	Questions	SD = 1		D = 2		N = 3		A = 4		SA = 5		Mean
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
1	Ethio telecom evaluates training and development practice before, on the process and after the program	3	3%	3	3%	21	19%	63	57%	21	19%	3.86
2	Ethio telecom use feedback at the end of the training and development program	-	0%	3	3%	15	14%	51	46%	42	38%	4.19
3	Training evaluation used to identify potential candidate for current training & future development	3	3%	3	3%	15	14%	57	51%	33	30%	4.03
4	Training evaluation assesses the gap before and after delivery of the training	-	0%	9	8%	15	14%	60	54%	27	24%	3.95
5	The management makes feedback to fill the gap & improve the effectiveness of the training& development.	3	3%	9	8%	18	16%	57	51%	24	22%	3.81
6	Lack of necessary knowledge and skill on the part of the trainer	9	8%	51	46%	21	19%	21	19%	9	8%	2.73
7	Lack of resource and budget	18	16%	63	57%	9	8%	15	14%	6	5%	2.35
8	Time limitation on the part of trainers	15	14%	57	51%	15	14%	18	16%	6	5%	2.49
	Grand Mean											**3.43**

Source: Questionnaire response, 2021

Note for Mean and Grand Mean range:

1-1.9 = Strongly disagree 1.9-2.5 = Disagree 2.5-3.5 Neutral 3.5-4.5 Agree 4.5-5 Strongly Agree

Table 4 shows that respondents report on training and development evaluation. The survey result

is described as follow.

The first Statement was dealt with whether the organization evaluates the training and development practice before, on the process and after the program or not. In this regard, 63 (57%) of the respondents said agreed and 21 (19%) of the respondents strongly agreed. While 3 (3%) of the respondents disagreed, 21 (19%) remained neutral and 3 (3%) strongly disagreed. The mean result of the survey response as stated in the table is 3.86. This implies that Ethio telecom evaluates the training and development practice before, on process and after the delivery of the program.

The second statement was dealt with that Ethio telecom uses feedback at the ends of the training and development program or not. In this regards, 51 (46%) of the respondents said agreed and 42 (38%) of the respondents strongly agreed. While 3 (3%) of the respondents disagreed and 15 (14%) remained neutral. The mean result of the survey response as stated in the table is 4.19. From this information, it is possible to conclude that Ethio telecom uses feedback at the end of the training and development program.

The third statement is about whether the training evaluation is used to identify potential candidate for current training and future development or not. Concerning to this, 57 (51%) of the respondents said agreed and 33 (30%) of the respondents strongly agreed. While 3 (3%) of the respondents disagreed, 15 (14%) remained neutral and 3 (3%) of the respondents strongly disagreed. The mean result of the survey response as stated in the table is 4.03. The mean result of the survey response as stated in the table is 3.95. From this it is possible to infer that training and evaluation in Ethio telecom are used to identify potential candidate for current training and future development.

The fourth statement was about whether the training and evaluation assesses the gap before and after the delivery of the training or not. Regarding to this, 60 (54%) of the respondents said

agreed and 27 (24%) of the respondents strongly agreed. While 15 (14%) remained neutral and 9 (8%) of the respondents strongly disagreed. The mean result of the survey response as stated in the table is 3.95. This implies that in Ethio telecom training and evaluation assesses the gap before and after delivery of the training.

The fifth statement was about the management whether makes feedback to fill the gap and improve the effectiveness of training and development or not. In this regard, 57 (51%) of the respondents said agreed and 24 (22%) of the respondents strongly agreed. While 9 (8%) of the respondents disagreed, 3 (3%) strongly disagreed and 18 (16%) remained neutral. The mean result of the survey response as stated in the table is 3.81. So it is possible to conclude that Ethio telecom management makes feedback to fill the gap and improve the effectiveness of training and development.

The sixth statement was about lack of necessary knowledge and skill on the part of the trainer. In this regard, 51 (46%) of the respondents said disagreed and 9 (8%) strongly disagreed. While 21 (19%) of the respondents agreed, 21 (19%) remained neutral and 9 (8%) strongly agreed. The mean result of the survey response as stated in the table is 2.73. This implies that there is no lack of necessary knowledge and skill on the part of the trainer.

The seventh statement was about lack of resource and budget. In this regard, 63 (57%) of the respondents said disagreed and 18 (16%) strongly disagreed. While 15 (14%) of the respondents agreed, 9 (8%) remained neutral and 6 (5%) strongly agreed. The mean result of the survey response as stated in the table is 2.35. This implies that there is no lack of resource and budget required for training and development in Ethio telecom.

The last statement was about time limitation on the part of trainers. In this regard, 57 (51%) of the respondents said disagreed and 15 (14%) strongly disagreed. While 18 (16%) of the respondents agreed, 15 (14%) remained neutral and 6 (5%) strongly agreed. The mean result of the survey response as stated in the table is 2.47. Hence it is possible to conclude that there is no limitation of time on the part of trainers for training and development programs in Ethio telecom.

Interview conducted with managers and directors also confirms the survey questionnaire result with regards to evaluation of training and development in Ethio telecom. Accordingly, there are continuous evaluation of training content and delivery method, skill and knowledge of trainers. Feedbacks collected from trainees and the management are also used to assess impact of given training and development as well as to identify potential candidates for future need.

The grand mean result stated in the table is 3.09 which reflects the response of respondents as neutral. Whereas the mean results related with training and development evaluation show that there are various evaluation and feedback taking ways from employees and the management. On the other hand, the mean result for survey questions reflecting personal interests in training and need assessment show that there is no room to design need assessments considering the interest of employee need. So training and development need assessments are done based on manuals and checklists which enable employees perform their jobs.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The purpose of this study is to investigate training and development practices in Ethio telecom. The study also attempted to answer the following specific research questions:

- How does training and development need assessment practice look like in Ethio telecom?

- How does trainees being selected in Ethio telecom?

- What are the major training and development delivery methods in Ethio telecom?

- What does the major training and development evaluation methods used in Ethio telecom look like?

To address the above stated research question, the researcher has designed various survey questions where the findings are summarized as follow.

With regards to training and development practice in the context of Polices, directives and resources findings are summarized as follow:

Data collected from survey questionnaire respondents and interviewees indicated that   Ethio telecom has well defined training policy and procedures. Accordingly, training and development need assessment, program designing, and trainee selections are conducted in accordance with the company policies, procedures, directives, rules and regulations. Budget and required resources also allocated for training and development program as it is fundamental factor for execution of the company's strategic objectives.

- Concerning training and development need assessment findings are summarized as
  follow:

  From collected data it is possible to infer that training and development need assessment
  practices in Ethio telecom is based on PEST and SWOT analysis where there are clear
  checklists to be followed and prioritized accordingly. So, the practice is purely related
  with the requirements and rationality of the job or work rather than reflecting personal
  needs.

- Concerning methods of training delivery and development practices in Ethio telecom the
  following findings are identified:

  Data collected from respondents of questionnaire and interview show that class based
  offshore (outside the country) and onshore (within the country) trainings are the most
  common training delivery method in Ethio telecom. Depending on technical complexity
  and job demand on job trainings are also used as supplementary to class based trainings
  or as a separate training delivery method.

- Regarding training and development evaluation, the findings are presented as follows:

  Data collected from respondents of questionnaire and interview indicate that Ethio
  telecom do have practice of continuous evaluation of training content and delivery
  method, skill and knowledge of trainers. Feedbacks collected from trainees and the
  management are used to assess impact of given training and development as well as to
  identify potential candidates for future need.

5.2. Conclusion

The purpose of this study is to assess employee training and development practice in Ethio telecom.

According to finding of the study, it is possible to conclude that there is well-designed training and development need assessment practices in Ethio telecom governed by the company policies, procedures, directives, rules, and regulations. Accordingly, training and development programs and trainees are selected based on procedures and checklists designed to meet the requirement of the job or work.

From the finding of the study, it is also possible to conclude Ethio telecom has various training and development methods. Class based offshore (outside the country), onshore (within the country) trainings and on job trainings are the most common training delivery method in Ethio telecom.

According to finding of the study it is possible to conclude that there is well-designed training and development need assessment practices in Ethio telecom governed by the company policies, procedures, directives, rules, and regulations. Accordingly, training and development programs and trainees are selected based on procedures and checklists designed to meet the requirement of the job or work.

From the finding of the study, it is also possible to conclude Ethio telecom has various training and development methods. Class based offshore (outside the country), onshore (within the country) trainings and on job trainings are the most common training delivery method in Ethio telecom.

According to finding of the study it is possible to conclude that there is well designed training and development need assessment practices in Ethio telecom governed by the company policies, procedures, directives, rules, and regulations. Accordingly, training and development programs and trainees are selected based on procedures and checklists designed to meet the requirement of the job or work.

From the finding of the study, it is also possible to conclude Ethio telecom has various training and development methods. Class based offshore (outside the country), onshore (within the country) trainings and on job trainings are the most common training delivery method in Ethio telecom.

To sum up, training and development is one of the most important areas of the human resource management (HRM) function. Training and development are the field concerned with organizational activity aimed at improving the performance of individuals and groups in rightful settings. It has been known by many names including employee development, human resource development and learning and development. Training is the method of increasing the skill and knowledge of an individual for performing a specific job. Traditionally, training has been defined as the process by which individuals change their skills, knowledge, attitudes and/or behavior. Training in this context involves designing and support learning activities that give rise to a designed level of performance. In the current situation, training is clearly viewed as a technique which enhances the growth of the individual employee as well it is an integral part of organizational growth.

In the modern economy, what is constantly changing is the nature of work. New technologies also require new work skills. Undoubtedly, training and development has become an integral part of organizations and cannot be divorced from a successful organizational life. Employees need to

acquire and develop skills and knowledge if they are to experience flexibility and effectiveness in the job. Employees need to see visible signs of management's commitment to their training and career needs if they are to believe that they are valued by the organization they work for. The attention of the organization in addition to increased expectation can give rise to a self-fulfilling prophecy of improved output by the employees. It is indicated that employee that receive regularly scheduled feedback in training is no doubt have a higher level of work output.

5.3.   Recommendations

Based on the conclusion of the study, the following recommendations are put forward:

- The management should further look for defining and aligning of training and development policies and programs with emerging telecom technologies and disruptive environment.
- The management should be able to deploy various options to be able measure outcomes of training and development in precisely and objectively.
- Objectives of training and development should be able to aligned and integrated strategic objectives of the company.
- Fulfillment of training and development programs should be related with career and managerial development in order to enhance organizational capability.

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APPENDIXES

Appendix I

St. Mary's University

The Department of Business Administration

Research Questionnaire

Dear respondents,

First, I would like to thank you for your great willingness to fill this questionnaire. This questionnaire is prepared with the aim of gathering information for conducting MBA thesis entitled: *"employee training and development practices: The case Ethio telecom"*. Each of your true response is very useful for the research. So, I kindly request to fill the questionnaire clearly and honestly. Your response will be kept confidential.

Thank you for your co-operation.

Instructions:

1. You are not required to write your name.
2. All your responses will be kept confidential and used only for academic purpose.
3. Make a check mark "√" for questions with options.
4. Write your responses on the given space for open-ended questions.

If you need further explanation, you can contact me on through the address shown below.

- Mastewal Woleli
- Mobile: +251911170359/929170319
- E-mail: masywo@gmail.com

PART ONE: Demographic Information of Respondents

1. Position: a. Professional □ Supervisor □ c. Expert □ Manager □   e. Director □

2. Sex a. Male □ b. Female □

3. Your age in years a. 20-30 □ b. 31-40 □ c. 41-50 □ d. Above 50 □

4. Your academic qualification

a. Diploma □ b. B.A/ B.Sc □ c. M.A/ M.Sc □ d. PHD □   e. Other □

5. Year of experience: a. 1-5 □ b. 6-10 □ c. 11-15 □ d. 16-20 □ d. Above 20 □

PART TWO: **Training and development practice in the context of Polices, directives and resources**

Key: SD (1) = strongly disagree**D (2)** = disagree **N (3)** = Neutral **A (4)** = Agree **SA (5)** = Strongly Agree

No	Statement	SD	D	N	A	SA
1	Ethio telecom has defined training and development policy					
2	Ethio telecom has designed training and development system with directives					
3	Training and development practices are conducted based on rule and regulation					
4	Training and development Policies and programs are integrated to the objectives of the organization					
5	Training and development programs are designed based on need assessments					
6	There is serious attention to allocate sufficient budget and resource for the training and development					
7	There is serious attention in the allotment of time for the training and development					

PART THREE: Training and Development Needs Assessment

This part deals with training and development needs, which are being prioritized and identified, in Ethio telecom.

Key: SD (1) = strongly disagree**D (2)** = disagree **N (3)** = Neutral **A (4)** = Agree **SA (5)** = Strongly Agree

No	Statement	SD	D	N	A	SA
1	In Ethio telecom there is SMART manual and instrument of need assessment					
2	The need assessment checklist filled without bias and is genuine					
3	Training & development need assessment manual is prepared by considering the need of prospective trainees.					
4	In the organization need of training and development are properly prioritized by considering the interest of prospective employee who is going to train					
5	The training and development need analysis methods enable to clearly identify in relation to employee need to perform their job.					
6	Ethio telecom training and development are practiced based on your work needs.					
7	The organized training by the Ethio telecom is for the sake of refreshment or to collect allowance with less attention to the outcome of training.					

PART Four: Methods of Training Delivery & Development Practice
Key: SD (1) = strongly disagree **D (2)** = disagree **N (3)** = Neutral **A (4)** = Agree **SA (5)** = Strongly Agree

No	Statement	SD	D	N	A	SA
1	The organization gives both on-job and off-job training					
2	The delivery method that the organization employed is proper to acquire the necessary knowledge, skills and attitudes					
3	The organization is employed trainee- centered training and development delivery method					
4	The trainers have knowledge, skills and ability to transfer and demonstrate the content of training and development appropriately					
5	In the training and development practice /program facilities, equipment's and training aids is provided in accordance with the level of trainees.					
6	There is safe and conducive environment to conduct training and development in the institute					
7	Training and development conducted is fit to intended purposes and objectives with the method employed					
8	The training Conducted in collaboration with other country to share the best experience					

PART five: Training and Development Evaluation
Key: SD (1) = strongly disagree**D (2)** = disagree **N (3)** = Neutral **A (4)** = Agree **SA (5)** = Strongly Agree

No	Statement	SD	D	N	A	SA
1	Ethio telecom evaluates the training and development practice before, on the process and after the program					
2	Ethio telecom use feedback at the end of the training and development program					
3	Training evaluation used to identify potential candidate for current training & future development					
4	Training evaluation assesses the gap before and after delivery of the training					
5	The management makes feedback to fill the gap & improve the effectiveness of the training& development.					
6	Lack of necessary knowledge and skill on the part of the trainer					
7	Lack of resource and budget					
8	Time limitation on the part of trainers					

1. If you have others, please specify below

_____

_____

2. What solution do you suggest for the problems you mentioned above?

_____

_____

3. If you have any additional comment, please write below.

_____

_____

Appendix II

St. Mary's University

The Department of Business Administration

Research Questionnaire

Interview question

To be responded by directors and managers first I would like to say thank you for your

willingness to answer our questions. These questions are prepared with the aim of gathering

information for the study on "Assessment of training and development practices of ethio telecom

the information being gathered will be used only for research purposes. We assure you that your

response will be kept strictly confidential and we use for academic purpose only. Each of your

unbiased and frank response is very important for our study. Answer the following questions

according to its nature. Please provide your response honestly

1. How do you think that the institute has adequate written training documents (e.g. policy,
   Guidelines, manuals etc.) Successfully manage Training and Development activities?

2. Does the company allot sufficient funds & provide the required input /Trainer, material
   to carry out training and development program effectively?

3. How do you perceive the process of assessing training need in Ethio telecom?

- To assess the organization's future training needs.

- If yes, how is this assessment carried out.

- What kind of Methods and Techniques Used?

- Who participates? In addition, are job skills, knowledge and ability considered in assessing training needs?

4. How do training and development practices are being designed and implemented in Ethio telecom?

    - Does the training have the right trainers who have adequate technical proficiency and skills for the right trainees?

5. Do think that training Conducted in collaboration with other technological institute has brought the best experience to Ethiotelecom?

6. If Ethiotelecom evaluates its training and development

7. What solution do you suggest for the problems you mentioned above?