



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

**ASSESSMENT OF EMPLOYEE TRAINING PRACTICE AT ETHIO
TELECOM**

BY:

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(SGS/0101/2010A)**

JUNE, 2019 G.C

ADDIS ABABA, ETHIOPIA

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**A THESIS SUBMITTED TO ST. MARY'S UNIVERSITY, SCHOOL OF
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FACULTY OF BUSINESS**

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DECLARATION

I, the undersigned, declare that this study is my original work and prepared under the guidance of Goitom Abrham (Asst. Prof.) has not been presented for a degree in any other university, and that all the sources of materials used for the study have been duly acknowledged.

Name

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June, 2019

ENDORSEMENT

This thesis has been completed and submitted to St. Marry University, School of Graduate Studies, under my advice, guidance and supervision as a University advisor.

Advisor
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Signature
June, 2019

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Acronyms/Abbreviations

HR	Human Resource
HRM	Human Resource Management
KSAs	Knowledge, Skill, and Abilities
ROI	Return on Investment
ASTD	American Society for Training and Development
EAPON	Internet passive optical net work
GPON	Giga byte passive optical network
WCDMA	Wide code decision multiplex access
ADSL	Asymmetric decision subscribe line

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Abstract

The objective of this study is to assess the training practice at Ethio Telecom. To this end the researcher has studied the training practice of Ethio Telecom using training practice variables that includes training need assessment, training design, training implementation & evaluation. 100 employees were taken from head office located in Addis Ababa as sample size by using Simple random sampling technique. A questionnaire with 5 point Likert scale and self-structured interview was designed based on the variables in order to collect the data by conducting survey to examine all the variables of training practice in Ethio telecom. Data has been analyzed by using Descriptive statistics, SPSS software and Excel program. Descriptive statistics method was used for analyzing data obtained through interview while the data obtained from questionnaire are presented using tables, percentage and mean. The researcher gives conclusion & recommendation to solve the stated problems shown in the analysis. The findings of the study revealed that some of employees (slightly below average employees) are satisfied with Ethio Telecom training service delivery; this implies that there is unquestionable number of employees who get dissatisfied with the Ethio Telecom training services delivering. It is inclusively concluded that employees of Ethio telecom are not satisfied with the perceived training practice and it warns Ethio telecom to focus on employees' expectations of; Need assessment, training design, training implementation and evaluation. Managers should train employees, improve visually attractive facilities and coordinate all people and departments in the EthioTelecom. Among the causes of employee's low level of training practice poor training design, low level of need assessment, lack of critical evaluation mechanisms, margin of finance and system of training delivery process are the most important. The researcher concluded that Ethio telecom shall better to understand and respond to expectations of Employees when judging training design of its service offering.

Key words:- Training, Performance, Need Assessment, Training Design, Training implementation & Evaluation

CHAPTER ONE: - INTRODUCTION

This chapter contains general overview of the entire study. It includes background of the study, background of the organization, statement of the problem, research questions, objective of the study, significance of the study, scope of the study, organization of the study and definition of terms.

1.1. Background of the Study

Every organization strives to be the strongest company in its industry. This competitive edge is dependent upon the availability of resources and their most effective usage. Organization assets may fall in various categories, like physical, financial and human resources. Human resource is considered to be the most vital and useful asset, as other assets can be exploited with the proper use of human resources (Ahmed, et al, 2010).

Human resource, is the most valuable assets of any organization, with the machines, materials and even the money, nothing gets done without man-power. People the human resource are considered by many to be the key and most important resources of an organization. The effectiveness and success of an organization therefore lies on the people who form and work within the organization. So, human resource of an organization is the determinant for the realization of its goals. At the same time, simply having this resource (human) is not guarantee for the organization to be successful unless and until the organization improves the performance of the people time to time. For the matter of fact, there are factors may affect the employees' performance such as their abilities, motivations, the support they receive , the nature of the work they are doing, and their relationship with the organization.

Generally, the human resource manager must design different techniques to improve the performance of the work force; among which training is the one and it is the focus of this paper, it is designed to improve employees' performance and help the organization realize its objectives effectively and efficiently. But, too often, training is done without any thought of measuring and evaluating it later to see how well it worked and how much an organization is effective form training , training is both time-consuming and expensive, the organization must be effective in terms of the specified objective that a company planned to realize.

Effectiveness of the organization from the training expenditure is a measure of how well training achieves its intended objectives, for example, to improve job performance the effectiveness of the organization from the training expenditure measures to what extent the trainings improve the job performance in the organizations after the training .generally we can say that training does not deliver the expected value to the organizations when trainees do not transfer the skills learned to their workplace, in other word training effectiveness occurs when trainees not only have the ability but are willing to transfer the skill learned to improve their job (Laoledchai et al, 2008).

1.2 Background of the Organization

In the era of information, the importance of communication is becoming crucial to carry out any activity in the world. Telecommunication service providers deliver various voice, data, internet, and content services to businesses and consumers. They include companies that provide access to internet; cable and satellite television services; wireless communication services like cellular telephony, paging, and messaging; and wire line communication services like local, long distance, and international telephone (Potluri and Mangnale, 2010).

The introduction of telecommunication services in Ethiopia dates back to 1884, seventeen years after the invention of telephone technology in the world. It was Minilik II, the King of Ethiopia, who introduced telephone technology to the country around 1884, with the installation of 477 kilometers long telephone and telegram lines from Harar to Addis Ababa (Tele Negarit, 2007).

According to Ethio telecom report (2013), internet was introduced in Ethiopia in 1993 and was commercialized in 1997 with the narrowband technologies. While broadband internet introduced in Ethiopia in 2005. Currently Ethio telecom is providing broadband internet via wired and wireless means of connections. The wired broadband internet is delivered via ADSL, VDSL, EPON and GPON technologies while the wireless means of connections includes AIRONET, VSAT, EVDO and WCDMA/3G mobile.

In 2012, there were more than 200,000 broadband subscribers in the country. From this number WCDMA and EVDO took the largest share amounting more than 130,000 and 55,000 respectively, however fixed or wired broadband internet subscribers amounts only 10,000. Even though there is a dramatic change in the number of broadband subscribers in Ethiopia, the satisfaction level of its subscribers is estimated as at its minimum.

1.3 Statement of the Problem

Currently many organizations in Ethiopia understood the essence of training and they make the condition favorable for their worker both within the country and abroad, Ethio Tele Com. in Ethiopia like other organizations invest considerable amount of resource to train their people. The main problem here is that not how much the organizations are spend for training of their employees, but how much organizations are effective from training expenditure? Meaning that at the same time the organization are expected to be effective from the investment that they invest for training, simply invest huge amount of Birr for training is not enough. Organizations must measure the return on investment to check how much they are effective from it.

According to (Malik, et al, 2011) organizational effectiveness is the concept of how effective an organization is in achieving the outcomes the organization intends to produce. The companies spend so much of their budgeted Birr on employees training, so it is crucial that they are able to measure the added value from the training expenditure. This can be measured through comparison of costs and benefits associated with training remains the best way to determine. However, careful measurement of both the costs and the benefits may be difficult in some situations. If training is cost ineffective, For example, one firm evaluated a traditional safety training program and found that the program did not lead to a reduction in accidents; therefore the training is redesigned so that better safety practices is resulted.

An organization or an individual employee must be studied before a course of action can be planned to make the function better. Evaluation of training success is the most important phase of training in order to assess whether an organization is achieve the desired goal or not. Evaluation of training compares the post-training results to the objectives expected by managers, trainers, and trainees.

In many organizations, large expenditures are made on training. But whether those expenditures produce value and an economic impact for the organizations that make the expenditures has not been identified clearly. To provide some additional insights on the economic utility of organization-wide training (Morrow et al, 1997) did a study and the study was conducted in a large pharmaceutical firm and focused on identifying the economic impact of managerial and sales/technical training efforts.

The study, focused on the effects of job skills training on employees' behavioral performance on the job. Using a variety of statistical analyses, the researchers found that sales/technical training had a greater effect than did managerial training.

In fact there are other research undertaking conducted on the role of training and innovation on work force productivity by (Laplagne et al, 1999) and found training and innovation in the workplace are very likely to occur in the workplaces experiencing strong labor productivity growth. There was other study conducted by (Malik, et al, 2011) as organizational effectiveness case study on Tele comm. and try to see the impact of employee's performance and motivation on organizational effectiveness and found that increasing employee's performance accelerate organizational effectiveness only.

Also the other research's tries to see the economic value training in specific functions (sales/technical) of the organizations and the other also fail to see exactly how EthioTelecom com was conduct its actual training to improving the employees' performance through training therefore this study design to answer the following question.

1.4 Research Questions

The intention of this study was to assess the training practice conducted in Ethio telecom in in Addis Ababa at head office with the following questions.

- How is the training process carried out at Ethio Telecom?
- To what extent are training activities organized by the organization guided by a well-defined policy and strategy
- To what extent are training program organized by the organization relevant for employees performance

1.5 Objectives of the Study

The major objective of this study was to examine how EthioTelecom conduct its training practice.

Specific Objectives of the study were

- Identify the way of training practice organized by Ethio Telecom that are carried out
- knowing to what extent Training activities organized by Ethio Telecom are guided by a will defined training policy
- To know the relevance of training program organized for employees performance

1.6 Scope and limitation of the Study

The study was delimited at the head office of Ethio telecom in Addis Ababa because it was not possible to include other regional office due to time & financial constraints the number of respondents was also delimited 100 randomly selected participants because it was not possible to manage data collected from all the total population methodologically the study was delimited to the use of questionnaires, interview and document analysis. The researcher could not conduct focus group discussion and other methods due to time constraint to conduct several discussion sessions.

The variable of the study are also delimited to the phase of training process which include training need assessment, Training design, training implementation /delivery and training effectiveness evaluation.

1.7 Significance of the Study

This study helps Ethio telecom to see its strength and weakness towards its training practice; besides this, the study is important for the organization to take corrective action, helps to make decision by identifying which dimensions are more significant to focus and to improve training practice of the organization. In addition, it serves as a secondary source of data for those who want to conduct further investigation in this area.

1.8. Definition of Terms

Training: - the activity of acquiring skill, knowledge and ability that needs to perform a particular task

Reactions :- After completing each training session, trainers gather feedback from trainees about their satisfaction, material content, and the competency of trainers, the appropriateness of training venue, the facilities and the training method etc.

Learning: - Trainers do check amidst, or at the end of training program weather trainees understood (learned) the training material presented by administering test, Quiz, posing oral question

Behavior: - The organization measure the application of the training and behavioral change in the work place when trainees are back to their job,

Result/output:-The organization measures effectiveness of organization from the training expenditure in terms of achieving training objectives, check training impacts

1.9 Organization of the Research Report

The study contains five chapters, which includes the following:-Chapter one contain introduction of the study, background of the organization, statement of the problem, basic research questions, objectives of the study, significance of the study, scope of the study, limitation of the study and definition of words.· Chapter two deals with the literature review which consists of theoretical and empirical frame works.· Chapter three deals with the research methodology.· Chapter four deals with data presentation, analysis, interpretation and/or discussion of the findings.· Chapter five deals with the summary of findings, conclusions and recommendations & limitation of the study.

CHAPTER TWO: - REVIEW OF RELATED LITERATURES

2.1. Theoretical Literature

Human resource is a key to determining organizational success (Abdul-Aziz et al, 2011). The effectiveness and success of an organization therefore lies on the people who form and work within the organization. It follows therefore that the employees in an organization to be able to perform their duties and make meaningful contributions to the success of the organizational goals need to acquire the relevant skills and knowledge (Olaniyan et al, 2008; Armstrong, 2010). The overall purpose of HRM (or people management) is to ensure that the organization is able to achieve success through people and it aims to increase organizational effectiveness and capability to achieve its goals by making the best use of the resources available to it (Armstrong, 2010).

Many factors can affect the performance of individual employees; therefore the role of human resource department is to improve the organization's effectiveness by providing employees with knowledge, skills and attitudes that will improve their current or future job performance. Therefore, any organization that wants to succeed, and to continue to succeed, has to maintain workforce, who are willing to learn and develop continuously. Training and developing human capital is very important in the effective management and maintenance of a skilled workforce (Alipour et al, 2009).

As organizations strive to compete in the global economy, differentiation on the basis of the skills, knowledge, and motivation of their workforce takes on increasing importance (Kraiger et al, 2009). Training leads to an increase in the quality of labor, by equipping employees with greater skills and knowledge (and possibly fostering greater effort) (Laplagne, 1999). And it is also one of the ways of improving organization's effectiveness (Alipour et al, 2009) by making workers to improves their skills, enabling them to undertake more complex tasks or complete tasks better or faster (Laplagne ,et al, 1999). Usually, before training programs are organized efforts are being made through individuals and organizational appraisals to identify the training needs (Olaniyan et al, 2008; Mathis, et al, 2008). After the training programs, an evaluation is carried out to ascertain the effectiveness of the organization from the training in line with the need, which had been identified earlier (Olaniyan et al, 2008).

2.1.1 The Concept of Training

Training defined by many scholars as follows:

Training refers to instruction that promote knowledge, skills and attitude of employees in order to carry out their duties more efficiency (Farahbakhsh, 2010). According (Mathis, et al, 2008) training is a process whereby people acquire capabilities to aid in the achievement of organizational goals. Training is a systematic development of knowledge, skills and attitudes required by employees to perform adequately on a given task or job (Olaniyan et al, 2008). For the purpose of this paper; Training can be defined as the process by which employees develop their skills, knowledge, and attitude with a view to enhance organizational effectiveness and productivity. Training is the use of systematic and planned instruction activities to promote learning.

In fact learning should be distinguished from training. Training is one of several responses an organization can undertake to promote learning. Whereas Learning is the process by which a person constructs new knowledge, skills and attitude these are necessary for them to perform their jobs satisfactorily (Armstrong, 2010). Learning may be formal or informal. Formal learning is planned and systematic. It makes use of

structured training program consisting of instruction and practice which may be conducted on the job or off the job. Working in organizations is a continual learning process, and learning is at the heart of all training activities. Learning is the means by which a person acquires and develops new knowledge, skills, capabilities, behavior and attitudes. Learning effectiveness depends on the extent to which the organization believes in learning and supports it. In the learning process ways individuals learn will differ, and the extent to which they learn will depend largely on how well they are motivated or self-motivated. Discretionary learning can take place when individuals of their own volition actively seek to acquire the knowledge and skills they need to carry out their work effectively. It should be encouraged and supported to be effective from it.

The encouragement of learning makes use of a process model which is concerned with facilitating the learning activities of individuals and providing learning resources for them to use. Conversely, the provision of training involves the use of a content model, which means deciding in advance the knowledge and skills that need to be enhanced by training, planning the program, deciding on training methods, and presenting the content in a logical sequence through various forms of instruction (Armstrong, 2010).

Selection is just the first step in matching an employee with a job. The next step involves training the employee to do the job (Babaita, 2010). The verb “to train” is derived from the old French word trainer, meaning “to drag”. Hence such English definitions may be found as; to draw along; to allure; to cause; to grow in the desired manner; to prepare for performance by instruction, practice exercise, etc. (Alipour, et al, 2009). It is an established fact that no seriously minded organization can be staffed by people with expertise and potentials in the various discipline needed for its total functioning simply by recruitment. Training is usually aimed at solving significant problems as we are supposed to use it as a key requirement for ensuring that any training which takes place is based on proper analysis of its contribution to the effectiveness and efficiency of an organization. Training has been seen by scholars as an aid in adjusting to work environment which is designed to increase the capacity of individual or group in contributing to the attainment of the organizational goals.

Training is one of the most important strategies for organizations to help employees gain proper knowledge and skills needed to meet the environmental challenges (Goldstein and Gilliam, 1990; Rosow and Zager 1988) as cited by (Babaita, 2010). Employee training represents a significant expenditure for most organizations. Training too often is viewed tactically rather than strategically. Organizational leaders are often not clear about what they want from training and therefore fail to connect training with the overall organizational goals and strategy (Babaita, 2010).

2.1.2. Types of Training

Training classified in to different types based on different criteria. According to (Mathis et al, 2008) training can be classified based on the content of training or focus of the program such as, personal computer, team building, sexual harassment, hiring and selection, new equipment operation, Train the trainer, leadership, conducting performance appraisal, new employees orientation and etc.

2.1.3. Methods of Training

According to (Olaniyan et al, 2008) the method of training can be classified

- a) On the job training/coaching -This relates to formal training on the job. A worker becomes experienced on the job over time due to modification of job behaviors at the point of training or acquisition of skills.
- b) Induction/orientation - This is carried out for new entrants on the job to make them familiar with the total corporate requirements like norms, ethics, values, rules and regulations.
- c) Apprenticeship - A method of training where an unskilled person understudies a skilled person.

d) Demonstration-Teaching by example, whereby the skilled worker performs the job and the unskilled closely observes so as to understand the job.

e) Vestibule - This is done through industrial attachment for the purpose of skills and technology transfer. It is therefore achieved through placement of an individual within another area of relevant work or organization. The effect is the acquisition of practical and specialized skills or it is a type of training which occurs in special facilities that replicate the equipment and work demands of jobs (Mathis, et al, 2008).

f) Formal Training - A practical and theoretical teaching process which could be done within or outside an organization. When training is carried out inside an organization, it is called an in-house training. Off-house training is carried out in professionalized training areas like: Universities, Polytechnics and Professional Institutes.

In fact the method that employ by the organization has its own effect on the effectiveness of the organization from the training expenditure. As a result, companies are increasingly searching for the right blend of training methods to maximize the effectiveness of learning. Others are looking for more cost-effective alternatives to online learning which for some enterprises has proven to be a more expensive route than anticipated. Coaching by line-managers and on-the-job training are now playing an increasingly important role in the current financial climate (Blain, 2009).

Many training techniques are created almost every year by the rapid development in technology. Deciding among methods usually depends on the type of training intended, the trainees selected, the objectives of the training program and the training method. Training is a situational process that is why no single method is right for every situation. While some objectives could be easily achieved through one method, other objectives could necessitate other methods. Many training programs have learning objective in more than one area. When they do, they need to combine several training methods into an integrated whole (Alipour et al, 2009).

According to (Alipour et al, 2009) training methods could be classified as cognitive and behavioral approaches. Cognitive methods provide verbal or written information, demonstrate relationships among concepts, or provide the rules for how to do something. These types of methods can also be called as off the job training methods. On the other hand, behavioral methods allow trainee to practice behavior in real or simulated fashion. They stimulate learning through behavior which is best for skill development and attitude change. These methods can be called as on-the-job training methods.

Types of learning

- Cognitive learning – outcomes based on the enhancement of knowledge and understanding.
- Affective learning – outcomes based on the development of attitudes or feelings rather than knowledge
- Instrumental learning – learning how to do the job better once the basic standard of performance has been attained. Helped by learning on the job tremendously

The justification for training

Formal training is indeed only one of the ways of ensuring that learning takes place, but it can be justified in the following circumstances after analysis of training at individual, task, and organizational level.

- The work requires skills that are best developed by formal instruction.
- Different skills are required by a number of people which have to be developed quickly to meet new demands and cannot be acquired by relying on experience.
- The tasks to be carried out are so specialized or complex that people are unlikely to master them on their own initiative at a reasonable speed.
- Critical information must be imparted to employees to ensure they meet their responsibilities.
- A learning need common to a number of people has to be met and can readily be dealt within a training program: for example induction, essential IT skills, and communication skills.

Therefore, Effective training certainly has the potential to increase knowledge, skills, and abilities (KSAs) and enable employees to leverage their KSAs for organizational benefit that increases organizational performance (in productivities, quality of service/products....) by improving individual performance of the employee.

2.1.4. Measurement and Evaluation Techniques/

(Criteria of Organizational Effectiveness from the Training Expenditure)

Establishing Training Objectives

Once training needs have been identified using the various analyses, and then training objectives and priorities must be established. All of the gathered data is used to compile a gap analysis, which identifies the distance between where an organization is with its employee capabilities and where it needs to be. Training objectives are set to close the gap. The success of training should be measured in terms of the objectives set. Useful objectives are measurable. This objective serves as a check on internalization, or whether the person really learned. Objectives for training can be set in any area by using one of the following four dimensions: such as Quantity, Quality, Timeliness, and Cost savings as a result of training. Because training seldom is an unlimited budget item and there are multiple training needs in an organization, it is necessary to prioritize needs. Ideally, training needs are ranked in importance on the basis of organizational objectives. The training most needed to improve the health of the organization is done first in order to produce visible results more quickly.

Implementation Phase

Using the results of the assessment, implementation can begin. For instance, a supervisor and an HR training specialist could work together to determine how to train the employees to increase their performance. In selection of techniques/methods, facilities, locations, arrangements for instructors, classrooms, materials, and so on would be made at this point. A programmed instruction manual might be used in conjunction with a special training program set up at the company. Implementation occurs when training is actually conducted.

Evaluation Phase

The evaluation phase is crucial. It focuses on measuring how well the training accomplished what its originators expected. Monitoring the training serves as a bridge between the implementation and evaluation phases and provides feedback for setting future training objectives. How to evaluate? Why we evaluate? And other aspects of evaluation phase of training are described in detail below in different section.

Therefore, based on the above definitions of training, it is a part of the human resource development, along with the other human resources activities, such as recruitment, selection and compensation. The role of human resource department is to improve the organization's effectiveness by providing employees with knowledge, skills and attitudes that will improve their current job performance.

Evaluation Challenges

According to (Ahmed et al, 2010) the most important challenges faced by the organization in conducting productive assessment and evaluation of training. The biggest challenge faced by the organizations are time constraint for assessing, determining corrective actions based on these evaluations, unavailability of proper evaluation method , difficulty in approaching evaluation professionals, converting results in top management language, getting trainees and managers involvement, and difficulty of getting top level management involvement in training evaluation.

According to (Kaufman, 1985) in the operational reality of an organization, there will be a general training cycle which will start first with the Executive Senior Manager identifying the organizational goals and

directions, and from which any operational decisions, Products, and deliverables will flow. Generally (but not always) the flow presented as determine current organizational (policy, goals, and strategies), Determine outcome discrepancies, Select outcome discrepancies to be closed, Identify document and select needs, Assign front end analyses, Set measurable objectives, Determine possible methods-means-media for meeting objectives, Conduct front-end analysis, Conduct needs analysis, Conduct task analysis, Conduct quasi-needs assessment, Identify (document, and select quasi-needs), Determine cost-benefit of alternative quasi-needs, Obtain training requirements, Assign training packages and programs, Assign other human performance improvement programs, Conduct methods-means-media analysis, Select methods-means-media, Approve methods-means-media, Schedule and design methods-means-media, Plan and manage training system development and test, Field test methods-means-media, Determine cost-effectiveness, Determine cost-efficiency, Revise as required, Release completed training package (or course), Review program progress and en-route accomplishments, Require and obtain revisions, Release final training/human improvement development programs, Install successful training programs, Eliminate unrequired training programs, Determine linkages with other organizational agencies to assure overall impact ability. Integrate training requirements with overall system (selection, design, delivery, and implementation), Assign external evaluation, Conduct external evaluation, Require necessary revisions, and Assure organizational ability to neutralize any external threat.

According to Dekok, <http://www.tinbergen.nl/uvatin/00073.pdf> the effects of training depend on various influences, then a firm must control for all these influences if it wants to obtain a maximal return to training. Setting up a training program with maximal efficiency requires a firm to follow certain steps:

1. Identify the knowledge gap (what must be learned?).
2. Formulate the goals of training, and the criteria to evaluate it by. This is beneficial to the transition from learning outcomes to individual productivity, but can also stimulate the motivation to learn and apply.
3. Choose the evaluation system.
4. Determine the training design (training method, materials used, time and place, etc.).
5. Perform the training course.
6. Evaluate to which extent the training has reached the formulated goals; not only to learn more about the effects of this specific training course, but also to stimulate the motivation of employees to apply their newly gained knowledge in practice. Carrying out these steps takes time, and requires specific knowledge on (the effects of) training and available training courses.

Many training programs fail to deliver the expected organizational benefits. Having a well-structured measuring system in place can help you determine where the problem lies. On a positive note, being able to demonstrate a real and significant benefit to your organization from the training you provide can help you gain more resources from important decision-makers.

Effectiveness goes to the heart of what training is all about in an organization: giving employees the knowledge and skills they need to perform their jobs effectively in order to initiate more effective training, organizations need to look at how the training and development system is aligned with the strategy of the organization and at what is being done to make sure that all training and development activities are effective (Haslinda, et al 2009).

As companies want to identify whether training expenditure is delivering tangible value to the organization, they need to put in place techniques to measure the effectiveness and value of training to the organization. Having a well-structured measuring system in place can help to determine where the problems lay. And measurement serve a barometric function for organizations subunit within the organization and individuals

by providing information about performance status, or growth rates, strengths, and deficiency (Bates, 1999). On positive note, being able to demonstrate a real and significant benefit to organization from the training the organizations offered for their employees. So the company should follow effective training (<http://www.articlesbase.com/human-resources-articles/effectiveness-of-training-1000385.html>).

Training evaluation is a critical component of analyzing, designing, developing, and implementing an effective training program. Training evaluation determines a training program's effectiveness in meeting its intended purpose, which mainly is producing competent employees (http://www.pub.iaea.org/MTCD/publications/PDF/te_1358_web.pdf).

In fact, the evaluation techniques of training effectiveness the one you select depends upon circumstances (Leigh, 2005) and what you want to measure and assess (Garrett & Taylor, 2005) as cited in (Ahmed et al, 2010). The objectives of training also determine the most appropriate criteria for assessing the effectiveness of training (Arthur et al, 2003) for example Reaction criteria, which are operational-ized by using self-report measures, represent trainees' affective and attitudinal responses to the training program, Learning criteria are measures of the learning outcomes of training; they are not measures of job performance. Evaluation methods should be determined based on the goals of the training process and should meet the demands of the various stakeholders involved. Every organization has multiple stakeholders and not everyone within the organization has the same information needs. Typically, organizational stakeholder groups include the training department, employees and business units. Their information requirements fall into two categories: whether the competencies have been learned and whether the learning has been applied toward improved performance (Carr, 2002).

Organizations may select different models to measure the effectiveness of organization from the training programs. The selection of an evaluation model is very important as it show how organization is benefited with training program, what is the employee s reaction, how much did they learn, did they change their behavior, and what is the result? (Ahmed et al, 2010).

Organizations are under pressure to justify various expenses. The training budget is, often, not exempted from this purview. There are a number of questions raised on the value derived from training programs both directly and indirectly. Business heads and training managers are under pressure to prove the effectiveness of training <http://www.articlesbase.com/human-resources-articles/effectiveness-of-training-1000385.html>. Generally, there are three commonly used models to evaluate the effectiveness of organization from the training expenditure.

2.1.5 Kirkpatrick Model for Evaluating Effectiveness of Training Programs

The most well-known and used model for measuring the effectiveness of organization from training expenditure was developed by Kirkpatrick in the late 1950s. It has since been adapted and modified by a number of writers; however, the basic structure has well stood the test of time. The basic structure of Kirkpatrick's four-level model is shown here <http://www.articlesbase.com/human-resources-articles/effectiveness-of-training-1000385.html>).

Kirkpatrick's model for evaluation of training has been used for 60 years to measure training effectiveness.

Level 1: Reactions

At this level, we measure the participants' reaction to the training program. This is measured through the use of feedback forms (also termed as "happy-sheets"). It throws light on the level of learner satisfaction. The analysis at this level serves as inputs to the facilitator and training administrator. It enables them to make decisions on continuing the training program if they are effective from the training that going on, while, to making changes the content, methodology, and etc... if they are not effective it but without

measurement problems cannot be identified, expectation cannot be understood, and performance improvement action cannot be triggered (Bates, 1999).

Level 2: Learning

We measure changes pertaining to knowledge, skill and attitude. These are changes that can be attributed to the training. Facilitators utilize pre-test and post-test measures to check on the learning that has occurred. However, it is important to note that learning at this level does not necessarily translate into application on the job. Measuring the effectiveness of organization from the training at this level is important as it gives an indication about the quantum of change vis-à-vis the learning objectives that were set. It provides critical inputs to fine-tuning the design of the training program. It also serves the important aspect of being a lead indicator for transfer of learning on to the job context.

Level 3: Behavior

At this level, we measure the application of the learning in the work context, which is not an easy task. It is not easy to define standards that can be utilized to measure application of learning and there is always this question that preys on the minds of various people: ‘Can all changes be attributed to the training?’ Inputs at this level can come from participants and their supervisors. It makes sense to obtain feedback from the participants on the application of learning on the job. This can be done a few weeks after the program so that it gives the participants sufficient time to implement what they have learnt. Their inputs can indicate the cause of success or failure; sometimes it is possible that learning was good at level-2, but implementation did not happen due to system-related reasons. It can help the organization deal with the constraints posed by systems and processes so that they do not come in the way of applying learning.

Level 4: Results

This measures effectiveness of organization from the training expenditure in terms of business objectives. At this level we look at aspects such as increase in productivity, decrease in defects, cycle time reduction, etc. Many organizations would like to measure effectiveness of training at this level; the fact remains that it is not very easy to do this, as it is improbable that we can show direct linkage. However, it is worthwhile making the attempt even if the linkage at this level is indirect. It is possible for organizations start to measure effectiveness for all expenditures at level-1 and level-2. This can be built into the design of the training program. He found that it is easy to measure training programs or organizational effectiveness from it related to technical and functional areas at level-3 and level-4. It is not easy to do this with behavioral skills training programs expenditures. Organizations that choose to measure their effectiveness from training expenditure can start with the former category before moving to measuring behavioral skills at level-3 and level-4.

2.1.6 Cost Benefit Analysis

Comparison of costs and benefits associated with training remains the best way to determine if organization is cost effective from the training. In a number of situations, effective training often produces productivity gains that more than offset the cost of the training. The HR Perspective describes a study intended to document the economic value of training (Mathis et al, 2008).

$B/C \text{ ratio} = \text{Total Benefit from the training} / \text{Total Training program Expenditure}$

2.1.7 Techniques to Collect Information

The training department requires information about competency learning to determine the effectiveness of training delivery and approach. Data concerning the overall effectiveness of training procedures, appropriateness of media and instruction methods and other issues relating to possible revisions in instructional design may prove to be very valuable to the training department and will assist them in better serving the needs of the other stakeholders involved. This information can be obtained through: Questionnaires, Knowledge Review, Observation, Employee Portfolio and Skill Gap Analysis (Carr, 2002).

2.1.8 Effectiveness of Organization from Training Expenditure

Now firms' competitiveness depends on the quality of labor force/human capital available in company. In order to remain competitive firms try to retain and develop their work force so that they might use their skills to achieve organizational goals. To maintain competitive advantages firms now have to take part in training and development of human capital on regular basis (Ahmed et al, 2010). At the same time the success of any type of training can be gauged by the amount of learning that occurs and is transferred to the job (Mathis, et al, 2008). But, if training is not linked to that which an organization uses, does, and delivers, the investment is better made elsewhere (Kaufman, 1985).

As firms are spending a fair amount on the training of their employees on regular basis, this investment in human capital is to be justified and evaluated in order to give answer to top management. An effective training should not only meet the costs of the training but it should also offer valuable return to the organization (Ahmed et al, 2010). Training must be judged for its impact on organization and that impact may be in form of increased sales, increased market share, reduced operational costs, reduced absenteeism rate, or whatever other objective the training was designed to achieve (Daniels, 2003) as cited by (Ahmed, et al 2010). Too often, unplanned, uncoordinated, and haphazard training efforts significantly reduce the learning that could have occurred.

The primary outcome of a training course is that something must be learned, for example specific knowledge, skills and/or different attitudes. If an employee has learned something, this can result in improved individual production. The transition from learning to improving individual production is however very complicated, and success is not guaranteed. It not only depends on what has been learned, but also on the motivation to actually apply the learning outcomes at the workplace. Both the design of the training program and the motivation of employers and employees are important in this respect (De Kok).According (Huang, 2001) to the provision of training may vary in the types of knowledge or skills conveyed duration, numbers and percentages of employees covered, and modes of delivery. As a result of such variances, some types of training are more effective in improving individual firm performance than other. And the study prove that firms that have achieved greater effectiveness in training tend to have a more sophisticated training organization and training system than do those firms whose training methods have been less effective.

Generally, if any organization wants to be effective from the training expenditure, the training program must:

1. Focus instruction on the specific knowledge, skills, and attitudes that workers need to do their jobs well.
2. Deliver training in ways that effectively address the training objectives and are sensitive to the learning needs of the participants.
3. Explicitly focus on the transfer of learned skills to the work environment.
4. Evaluate the impact of training on worker job performance and desired client outcomes and ensure that evaluation data are used to identify areas where improvement (and perhaps more and better training) is needed.

Organizational Effectiveness

Composition of people which formulate independent business identity for some specific purpose is commonly known as organization and getting desired outcome within defined resources is treated as effectiveness (Malik, et al, 2011). Organizational effectiveness is the measure of how successfully

organizations achieve their missions through their core strategies (Jamrog et al, 2005).

There are many ways to measure the effectiveness of an organization. Rational perspectives emphasize goal attainment and focus on output variables such as quality, productivity, and efficiency. Natural system perspectives focus on the support goals of the organization such as participant satisfaction, morale, interpersonal skills, etc. Open system perspectives focus on the exchanges with the environment -- this includes information processing, profitability, flexibility, adaptability http://faculty.babson.edu/krollag/org_site/scott_org/chap13.html

Investment for Training

Investing mean that spending money on something in the hope of future return of benefit (Encarta dictionary, 2008). Organizations are successful to the extent to which they deliver things which are useful to clients. In order to run effectively and efficiently, many organizations spend large amounts of time and money in professional and technical training. Training is one of the most pervasive methods for enhancing the productivity of individuals and communicating organizational goals to new personnel (Arthur et al, 2003). In 2000, U.S. organizations with 100 or more employees budgeted to spend \$54 billion on formal training (Industry Report, 2000) as cited by (Arthur et al, 2003).

Current practices in many organizations indicate that employees are viewed as valuable investments (Greer, 2003). Because, Today, increasing population and civilization, increased and diversity of needs, complexity of job relations, specialization of duties and job responsibilities, change in knowledge and attitude of staff and so forth have resulted in changing methods and procedures. Due to these changes, most pioneers and effective organizations and institutes have paid their attention to planning training courses in order to improve human resources more than before (Farahbakhsh, 2010). That is why Billions of dollars are spent yearly on employee training (Kalargyrou et al, 2010; Mathis, et al, 2008; Abdul-Aziz et al, 2011; Aguinis et al, 2009). Heavy investments in training will be necessary for future strategies and competitive advantage (Greer, 2003).

However, knowing training courses effectiveness and their output is very important for managers and determining the exact effects and results of training course on participants and their performance in returning to their organization is a complicated and difficult process or is according to mental judgment of persons who although try to prepare and carryout a successful training course but pay less attention to results or its effects Saatchi, (1989) as cited by (Farahbakhsh, 2010). A focus solely on investment in physical resources, as opposed to human resources, is short-sighted (Greer, 2003). Strategists have found that having superior production facilities or a superior product are usually not enough to sustain an advantage over competitors. Physical facilities can be duplicated, cloned, or reverse-engineered and no longer provide a sustainable advantage (Greer, 2003).

There is little doubt that organizations will need to invest heavily in their human resources in order to be competitive during the twenty-first century. Management scholar Edward Lawler has described these investment requirements as follows: To be competitive, organizations in many industries must have highly skilled, knowledgeable workers as cited by (Greer, 2003). They must also have a relatively stable labor force since employee turnover works directly against obtaining the kind of coordination and organizational learning that leads to fast response and high-quality products and services. In fact, take into consideration the following factors is relevant to strategy-based human resource investment decisions include the organization's managerial values, risk and return trade-offs, the economic rationale for investments , the investment analysis approach of utility theory, and outsourcing as an alternative to investments in human resources. Following the discussion of these factors, specific investments in strategy-related training will be considered (Greer, 2003).

Scholars, experts, social scientist and school administrators now recognize the fact that training is obviously indispensable not only in the development of the individuals but also facilitate the productive capacity of the workers (Olaniyan et al, 2008).

There are two dilemmas of investing on employees training. The two dilemmas on the employee and organizational levels are closely interrelated. On one side, the benefits of training accrue only to the extent that employees contribute to the organization. Thus, a firm should take into account how it expects a training program to affect employee effort as well as employee turnover. On the other side, trained workers produce at higher rates, which in turn may affect how much they contribute and how often they migrate to other firms in comparison with untrained workers (Glance, 1997).

Generally, training expenditures of any organization includes Paid working time of employees while taking courses, Fees to external providers, Trainee labor cost, Trainers' fee, Trainee's traveling expenditures ,Course development expenditure, Cost of facilities and equipment/course material, Facilitator costs, Stationery and printing cost, Venue costs, Meals/refreshments costs, Participants' benefits, Administrative costs, Assessment costs, Evaluation costs (Smith, et al 2008; Ahmed et al 2010).

Training Expenditure Priorities

Because training seldom is an unlimited budget item and there are multiple training needs in an organization, it is necessary to prioritize needs. Ideally, training needs are ranked in importance on the basis of organizational objectives. The training most needed to improve the health of the organization is done first in order to produce visible results more quickly (Mathis, et al, 2008). Organizations are reallocating training resources towards what they see as their most critical business issues (Blain, 2009).

2.1.9 Training Return

There is documented evidence that training activities have a positive impact on the performance of individuals and teams. Training activities can also be beneficial regarding other outcomes at both the individual and team level (e.g., attitudes, motivation, and empowerment) (Greer, 2003). Training is commonly used to promote customer service, goodwill towards the organization, productivity, operating proficiency and efficiency, safety, and awareness of policies (sexual harassment, security, diversity, etc.), which can contribute to increased sales, profitability, and morale as well as reduced turnover, absenteeism, spoilage, and legal claims. The extent of both the effectiveness of training and its relative contribution/return to organizational performance are still highly unresolved issues.

Training adds value to the operations of an organization in ways that are difficult to measure with empirical precision. Henry Ford once said something to the effect of: I know that only half of my advertising dollars makes a difference, but I don't know which half. This same statement could be expressed about training. Nonetheless, the fact that management professionals ask the question how much does training contribute to organizational performance is an indication in and of itself that training does contribute to it and is more than simply an expense; it can be a long-term investment in organizational performance (<http://www.effectperformance.com/sits/prestera/html/M4/L5-management>. in addition to the above returns from training other returns from training are identified by (Huang, 2001; Mathis, et al, 2008; Olaniyan et al, 2008) as enhanced product or service quality, improved work motivation, improved ability and knowledge, attitude changes ,decreased material wastage, increased job satisfaction, reduction in errors, less supervision necessary, enhance the use of tools and machine, reduce accidents in the workplace, eliminates obsolete skills, improve capital management skill and enables the organization to reduce other overhead costs.

2.1.10 Determining Training Return from Investment

According to (Kurtus, 2001) company management wants to know that the money they are spending on training is well spent and to know that whether they are getting a sufficient return on their training investment. Improvement factors include increased productivity, reduction of waste and improved employee retention. Measurement of training ROI starts with defining the reasons and goals for the training, determining how much the training costs and verifying the amount of return.

Questions you may have include:

1. What is the reason for the training?
2. What is the investment in training?
3. How is the return measured?

A company may provide training to their workers, managers, customers, and sometimes suppliers. The ultimate reason for training them should be to improve the profits and repeat business of the company. It is preferred that this improvement is measurable, so that an effective ROI can be determined <http://www.school-for-Champions.com/training/roi.html> . Therefore based on it we can determine the effectiveness of the organization from the training expenditure.

2.1.11 Measurement and Evaluation of the Training Investment

There is a difference between measurement and evaluation. Measurement focuses on obtaining information as a result of comparing a given against a standard (e.g., information about the effectiveness of the organization from training expenditure can be determined by comparing it against the standard provided by measure). Evaluation concerns itself with making judgments based on the information provided by measurement (e.g., the effectiveness of the organization from training expenditure in question is too much effective or too low or just right). Judgments are usually about value and can be couched in terms of utility or economics or even aesthetics. In organizations, the “givens” typically consist of information about actual performance and the “standards” consist of the goals and objectives established for performance. Value judgments come into play in deciding whether the performance is “good enough” or whether improvement is required (Nickols, 2003).

Organizations that are committed to putting forth the time, money, and effort required to ensure that training results are connected to a business need and result in a monetary benefit can employ several methods for doing this. One is to examine the consequences of not training; another is to analyze performance records (Brown, 2001).

People are arguably one of the most valuable resources in an organization; thus it is important to understand the return on investing in human capital (Brainard, 2005). Evaluation is defined as the systematic collection of data regarding the effectiveness of the organization from the training expenditures or investment. Evaluation is normally conducted to answer the question of whether training objectives were achieved or the accomplishments of training objectives resulted in enhanced performance of the individual on the job (Phillips, 1997) as cited by (Collins, 2001). It enables trainers to continuously monitor their programs and to identify points of intervention for program improvement (Collins, 2001).

Even though most training and development programs result in clear improvement in overall organizational performance, yet organizations devote little attention to evaluation of the training programs in true terms (Santos & Stuart, 2003) as cited by (Ahmed et al, 2010). While identifying reasons for such problems that exist with evaluation, various authors have identified and marked various deficiencies; for example: they said that, because its difficult and time consuming, additionally because its costly, lack of interest, lack of

credibility, and lack of commitment (Leigh, 2005). (Hashim, 2001) identified two basic reasons of not evaluating training, one is that training is always considered to be the productive in return, and the other reason, on the trainers' part, is that the trainers are not reinforced to conduct it. (Athari&Zairi, 2002) have identified common challenges because of which firms do not evaluate training, these are: inability to find suitable method of evaluation, cost of doing evaluation, translating evaluation results in management language, and corrective actions prior to evaluation as cited in (Ahmed et al, 2010).

But evaluation becomes more important when one considers that while American industries, for example, annually spend up to \$100 billion on training and development, not more than “10 per cent of these expenditures actually result in transfer to the job” (Baldwin & Ford, 1988,) as cited by (Eseryel, 2002). This can be explained by reports that indicate that not all training programs are consistently evaluated (Carnevale&Shulz, 1990) as cited by (Eseryel, 2002). But, with increased pressure to justify their expenditures on training, human resource personnel are looking for ways to show improved bottom-line results from employee training investments. However, it is difficult to show a direct correlation between training and changes in sales volume, productivity, and other profit measures because there are many factors, besides training, that can influence changes in sales, productivity, and profit (Blandy et al.2000) as cited by (Brown, 2001).

2.1.12 Analysis of Training Return on Investment (ROI)

While most companies use different methods of measurement; Return on Investment (ROI) is the most fundamental and important measure but it is too often being ignored (Blain, 2009). ROI is a measure of the monetary benefits obtained by an organization over a specified time period in return for a given investment in a training program. ROI can be used both to justify a planned investment and to evaluate the extent to which the desired return was achieved from training expenditure. ROI is calculated by making estimates or obtaining measurements of the costs and benefits associated with a training program. Using this information, the business units can effectively assign and apply resources to improve performance and ensure organizational success (Carr, 2002).

According to (Carr, 2002) in today's environment of increased accountability, the training evaluation process is a critical component of an organization's training program expenditure. Organizations administering the program not only are accountable for what employees learn, they also are accountable for ensuring that employees transfer their knowledge to their work performance. While traditional training evaluation methods focus on using the assessment process to improve training delivery, information should also be collected to determine whether training is assisting the organization to improve its business performance.

2.1.13 Types of Training ROI

ROI differ depending on the user's perceptions and motivations. In the context of a professional training environment, it's often helpful to look beyond the standard definition of ROI as 'expenses divided by investment', and categorize ROI analyses prior to beginning a training ROI study. Any training program or learning initiative, regardless of the focus (sales, management, technical skills, etc.), and its associated ROI analysis can be categorized as either comparative or absolute. Comparative ROI is defined as an analysis of a new training program relative to a prior or existing program. Absolute ROI is defined as an analysis of a training program without former precedent (Hesse et al, 2005).

The process consisting of four progressive phases: Evaluation Planning, Data Collection, Data Analysis,

and Reporting see the Figure 2.2 below. These four phases in turn consist of a series of sequential subcomponents specifying the actual steps required within the overall process.

According to (Green and Brainard, 2005) measure ROI in three steps: First, calculate the cost of training (input). Second, determine the variables that will be impacted by the training (influencer/impact variable). Third, calculate the return for that impact/training (return on investment).

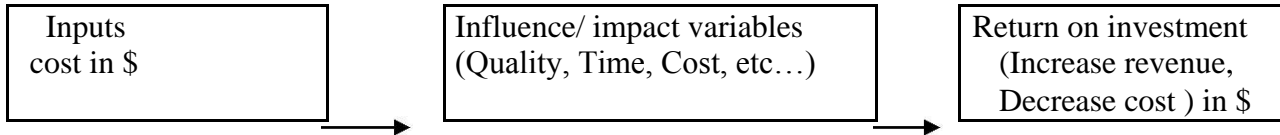


Figure 2.3 Measure ROI in three Steps

Finally Report on ROI format should include: Objectives, Methodology, Results (overview, each level of evaluation, ROI calculation, intangible benefits), Barriers and enablers and Conclusions and recommendations.

$$\text{ROI} = \frac{\text{Total Benefits from the Training} - \text{Total training program Expenditure}}{\text{Total training program Expenditure}}$$

In the assessment phase, planners determine the need for training and specify the objectives of the training effort. Managers can identify training needs by considering three sources.

a) Organizational analyses

One important source for organizational analyses comes from various operational measures of organizational performance. On a continuing basis, detailed analyses of HR data can show training weaknesses. Departments or areas with high turnover, high absenteeism, low performance, or other deficiencies can be pinpointed. After such problems are analyzed, training objectives can be developed. Specific sources of information and operational measures for an organizational-level needs analysis may include the following: Grievances, Complaints from customers, Accident records, Equipment utilization figures, Observations, Training committee observations, Exit interviews, and Waste/scrap/quality control data.

b) Task Analyses

The second way to diagnose training needs is through analyses of the tasks performed in the organization. To do these analyses, it is necessary to know the job requirements of the organization. Job descriptions and job specifications provide information on the performances expected and skills necessary for employees to accomplish the required work. By comparing the requirements of jobs with the knowledge, skills, and abilities of employees, training needs can be identified.

c) Individual Analyses

The third means of diagnosing training needs focuses on individuals and how they perform their jobs. The use of performance appraisal data in making these individual analyses is the most common approach. In some instances, a good HR information system can be used to help identify individuals who require training in specific areas. To assess training needs through the performance appraisal process, an employee's performance inadequacies first must be determined in a formal review. Then some type of training can be designed to help the employee overcome the weaknesses.

A training needs survey can take the form of questionnaires or interviews with supervisors and employees on an individual or group basis. The purpose is to gather information on problems perceived by the individuals involved. The following sources are useful for individual analyses: Questionnaires, Records of critical incidents, Job knowledge tools, Data from assessment centers Skill tests, Role-playing results, and Attitude surveys.

2.2 Empirical literature review

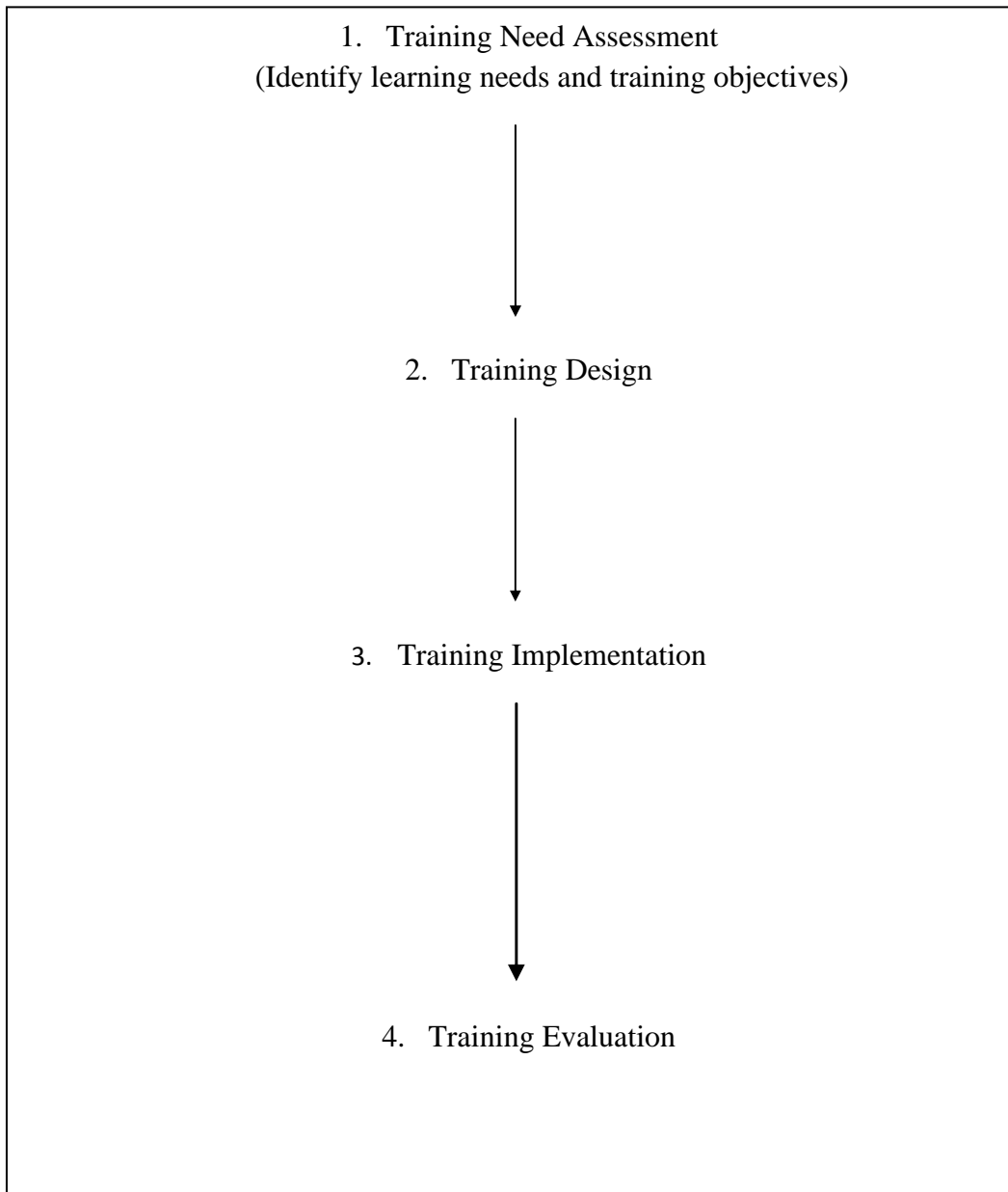
According to (Huang, 2001) there is a study shows that average annual training expenditure per employee for the better training- effectiveness group was US\$182, higher than the US\$138 spent by the worse training- effectiveness group. Another important indicator is the percentage of total payroll spent on training. In a comparison with training expenditures in other countries (Lynch, 1994) as cited by (Huang, 2001), this study found that the percentage of total payroll spent on average by Taiwanese firms on training exceeded that Japanese firms (0.4%) and rough approximated the average percentage spent by Canadian firms (0.9%). However, the 0.93% of payroll expended by the average Taiwanese firm on training was well below the 1.8% spent by the typical firm in USA (including large firms), 1.8% in West Germany, 1.5% in the Netherlands, and 1.7% Australia.

According to Training Magazine/Bersin& Associates, as referred by (Blain, 2009), the top priorities among US companies are meeting compliance requirements and improving skills that are highly specific to a learner's job. The percentage of total training budget allocated to profession/industry specific training has increased from 15% in 2007 to 21% in 2008 – an increase of 6%. Much of this increase appears to be at the expense of IT/desktop application training.

The American Society for Training and Development (ASTD) found that 45 percent of surveyed organizations only gauged trainees' reactions to courses (Bassi& van Buren, 1999) as cited by (Eseryel, 2002). Overall, 93% of training courses are evaluated at Level One, 52% of the courses are evaluated at Level Two, 31% of the courses are evaluated at Level Three and 28% of the courses are evaluated at Level Four. These data clearly represent a bias in the area of evaluation for simple and superficial analysis.

The best result that training alone can ever accomplish is an increase in capability the ability to perform. A good managerial skills course, for example, can increase the managers' skills and knowledge related to key supervisory tasks, such as coaching, or resolving conflict. But this is capability only, not yet value or results. The value from this training comes when capability is transformed into improved job performance, when the newly trained supervisor effectively uses the new skills in important situations. Training that is well learned, but never used, or poorly used, produces no value for the business that invested in the training. This issue is, in a nutshell, the challenge for increasing the return on training investments. Unfortunately, this is what actually happens to most training; by many research estimates, only 15 out of 100 people that receive new training eventually use it in ways that produce valuable performance results (Brinkerhoff, 2006).

2.3. Conceptual Frame Work



Developed by the researcher based on the literature review content

Figure 1 Systematic Training

CHAPTER THREE: - RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design and Approach

The researcher was apply descriptive statistics method in order to collect detailed and factual information, since the aim of the research was to describe and present actual happenings, and hence descriptive and inferential statistics was selected as an appropriate design. In addition to these both qualitative and quantitative techniques were uses thus, applying those mixed approaches help to capture the best of both research methods, and to obtain the desired data type for the study.

3.2 Population, Sample Size and Sampling Techniques

The population of the study includes the total number of operational staff of Ethio Tele Com. at the Head office. Thus, there are a total number of 4500 population sizes at the head office at HRM and related departments. Since it is not possible to study the whole population, Simple random sampling was employed in order to give the population of the study equal chance being selected. The sample size was determined by Yamane frame as indicated below.

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

$$n = \frac{4500}{1+4500(0.1)^2} = 97.8 = 100$$

Where, n=sample size, N=Population size and e=level of precision(Sampling error)

3.3. Source of Data and Data Collection Instruments

3.3.1 Source of data

To obtain relevant, detailed and factual information about the training programs used in Ethio Tele Com, the researcher used both primary and secondary source of data. The primary data were collected from employees through the distribution of questionnaire and administration of interview with Managers of the organization,. Secondary data such as employees back ground and performance evaluation result were collected from organization's record.

3.3.2 Data Collection Instruments

The data collection instruments used include questionnaires, interview and document analysis

Questionnaire was used because it is flexible and can be used to gather information from large number of respondents. Besides, it is relatively inexpensive to administer and allows respondents to fill out at their own convenience.

An interview was conducted with pertinent/concerned managers to solicit information for the purpose of triangulation. Altogether 10 managers interviewed in HRM and other departments who approached for the interview session

Document review was carried out to assess information that is not possible to obtain through questionnaires or interview.

3.4 Procedure of Data Collection

First pilot test were made for ten customers to check the reliability of the questionnaires, side by side primary data were collected using interview with line managers and distributing questionnaire to employees of the staff respectively .After checking the reliability, the questionnaire were distributed to the employees and the secondary data were also collected as mention above from, journals of the enterprise, reports, booklets, magazine and records.

3.5. Validity and Reliability

3.5.1 Reliability

Reliability is conducted to assess data quality. A reliability test was used to assess consistency in measurement items (cerri, 2012). Cronbach's alpha was used to measure the internal consistency of the measurement items.

Reliability Statistics

Cronbach's Alpha	N of Items
.713	40

3.5.2 Validity

Validity is concerned with whether the findings are really about what they appear to be about (sounders et. Al., 2003). Validity defined as the extent to which data collection methods accurately measure what they are intended to measure (sounders et. Al. 2003). In order to achieve this objective the researcher was take different steps to ensure the validity of the study from this

- Data were collected from those target population respondents who have good understanding and experiences in using the service of ETC.
- Survey questions were prepared based on previous empirical research review and literature review to ensure result validity. Subject experts are involved reviewing the content of instruments and the comment has been included. A comment of the advisor has been included to enhance content validity.

3.6 Method of Data Analysis

The primary data collected through the distribution of questionnaire and administration of interview were analyzed and interpreted using statistical package for social science (SPSS). As result, descriptive and inferential analyses were conducted by employing different methods. In descriptive statistics mean values, and frequencies of the respondent's answers were calculated. In inferential cronbach's alpha test takes place to assure reliability of the items.

3.7 Ethical Considerations

The study was taking ethical issues into consideration. When questionnaires are prepared for employees of Ethio Telecom their consent and mutual consent was required and the purpose was carefully explain. Name of the respondents' and details was not asked to write in order to increase the privacy of the information they give and also the questionnaire were explain that the purpose of research is for academic purpose. Finally the respondents required to fill the question based on their readiness.

CHAPTER FOUR: - DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS

4.1 Response rate of the respondents

In this chapter, the results obtained in the study are analyzed, presented and interpreted in detail. This chapter begins by presenting respondents' profile followed by a descriptive statistics. A total of one hundred thirteen (113) questionnaires were distributed for employees of EthioTelecom at head office, and Ethio.Telecom employees Excellency center out of which one hundred (105) questionnaires were returned and out of this 5 questionnaires were invalid, so the researcher found the rest of 100 questionnaires are suitable for further analysis and these data were supplemented with the data which was obtained through interview with ten (10) training management managers and directors with review documents of the sample organizations regarding the training employees performance, their back ground & budget of training that allocated for them for the training process.

The primary focus of this study was to assess the training practice of Ethio telecom, based on the data which was obtained sample respondents of Ethio Telecom. through different instruments for data collection; such as questionnaire, semi-structured interview, and review of secondary data by the researcher. And the data were described, analyzed and made in tables, percentage, frequency distribution, and mean with the help of SPSS.

4.2 Respondents Background

In this part of analysis demographic characteristics of the respondents was presented, that contains their gender, age, qualification, experience, and position.

Table 4.1 Respondents Demographic Characteristics

		Frequency	Percentage
Gender	Male	71	71
	Female	29	29
	Total	100	100:00
Age	18-25	4	4
	26-33	80	80
	34-41	10	10
	42-49	4	4
	50 and above	2	2
	Total	100	100:00
Qualification	Masters	8	8
	First Degree	92	92
	Diploma	0	0
	Certificate	0	0
	Total	100	100:00
Experience	1-5 years	15	15
	6-10 years	61	61
	11-15 years	12	12
	16-20 years	12	12
	Total	100	100:00
Position	Advisor	14	14
	Tele.operator	2	2
	Secretary	0	0

	Staff	70	70
	Supervisor	10	10
	Coordinator	4	4
	Total	100	100:00

Source (own survey, 2019)

The first item of table 4.1 shows gender of the respondents, among the total population 71% of the respondents are male and 29% of the respondents are female. Item two in the above table shows Regarding the age composition of the respondents, the largest group of the respondents 80(80%) were at the age of between 26-33 years age group whereas among the educational background of the employees, 8% of respondents are second degree holders, and 92% of the respondents are first degree holders.. The least age group were 2(2%) indicated their age as 50 and greater than 50 years old. The largest group of respondents 61(61%) indicated that they had been working in the organization for 6 up to 10 years. 15 respondents (15%), 12 respondents (12%) and 12 respondents (12%) of respondents indicated a tenure with the organization between 1-5, 11 -15 and 16 – 20 years respectively.. The sample respondents' position in the organization, as the above table illustrates 70 (70%) staffs, 14 (14%) advisors, 10(10%) supervisors, 4(4%)coordinators and 2(2%) Tele phone. Operator who works at head office and telecom Excellency center.

4.3 Analysis of Collected Data

S.No	Question	Scale		Frequency	Percentage	Mean
1	Have you taken any form of training since you have joined the organization?	Yes	1	100	100	5.00
		No	2	0	0	
		Do not Know	3	0	0	
		Total/ Aggregate		100	100:00	
2	Is there agreed training policy designed by your organization?	Yes	1	66	66	3.18
		No	2	0	0	
		Do not Know	3	34	34	
		NA	4	0	0	
		Total		100	100:00	
3	Dose the training policy communicated to employees properly?	Yes	1	19	19	3.63
		No	2	33	33	
		Do not Know	3	48	48	
		Total		100	100	
4	Is there a proper scheduling of training?	Yes	1	57	57	3.62
		No	2	21	21	
		Do not Know	3	22	22	
		Total		100	100:00	
5	Is Training is conducted based on the policy and scheduling of the organization?	Yes	1	29	29	3.01
		No	2	24	24	
		Do not Know	3	47	47	
		Total		100	100:00	

Source (own survey, 2019)

According to table 4.2, the respondents give their answers when the researcher asks the question as “have you taken any form of training since you have joined the organization?” for this question all respondents get training . It implies that according to the majority of respondents there is the training given for employees.

For the second question “Is there agreed training policy designed by your organization?” 66(66%) of the respondents said yes ,34(34%) was said do not know which means they have no any information about agreed training policy designed by their organization. For the 3rd question Dose the training policy communicated to employees properly? 19% of the respondents said yes, 33% of the respondents said no and 48% of the respondents do not know, On the other hand for the 4th question which is “Is there a proper scheduling of training?” 57(57%) of the respondents was said yes, 21(21%) of the respondents said no and 22(22%) of the respondents was said do not know. This indicates that there is proper scheduling of training in the organization.

Furthermore the respondents were give their answer for the question “Training is conducted based on the policy and scheduling of the organization?” as 29(29%) yes, 24(24%) no and 47(47%) do not know. This indicates that even if there is the training given by the organization it may not be conducted based on the policy and scheduling of the organization so it is better to design proper policy and scheduling that can be implemented by the organization.

Generally according to the mean value stated on the above table there is the problem on Ethio telecom on preparation of agreed training policy designed by organization and delivery of Training is not conducted based on the policy and scheduling of the organization.

4.4. Analysis of Quantitative data Collected for the Study

Table 2 Training Needs Assessment Practice

Aspects of Training	Scale	Frequency	Percent	Mean
Training Need Assessment is conducted on organization level	Strongly Dis Agree	0	0	3.36
	Dis Agree	37	37	
	Neutral	36	36	
	Agree	27	27	
	Strongly Agree	0	0	
	NA(Not Available)	0	0	
	Total	100	100	
Training Need Assessment is conducted on Task level	Strongly Dis Agree	0	0	3.2
	Dis Agree	16	16	
	Neutral	48	48	
	Agree	36	36	
	Strongly Agree	0	0	
	NA(Not Available)	0	0	
	Total	100	100	
Training Need Assessment is conducted on Personal level	Strongly Dis Agree	0	0	2.63
	Dis Agree	53	53	
	Neutral	31	31	
	Agree	16	16	
	Strongly Agree	0	0	
	NA(Not Available)	0	0	
	Total/Aggregate mean	100	100	3.06

Source (own survey, 2019)

Usually, before training programs are organized efforts are being made through individuals and organizational appraisals to identify the training needs (Olaniyan et al 2008; Mathis, et al, 2008). Based on the feedback obtained through assessment the training program should be designed based on the need assessment accordingly. Within this fact the researcher asked the employees of the sample organization to rank how the Training Need Assessment is conducted on organization level and 37(37%), 36(36%), 27(27%) of the respondent replied that Disagree, Neutral, Agree, respectively so the Training Need Assessment is not conducted on organization level. So, they should think over it again and again.

The researcher also asked the employees of the sample organization to rank weather the Training Need Assessment is conducted on task level or not and 16(16%), 48(48%), 36(36%) of the respondent replied that Disagree, Neutral, Agree, respectively so the Training Need Assessment is conducted on task level based on the requirements of the job.

Lastly a researcher also asked the employees of the sample organization to rank weather the Training Need Assessment is conducted on personal level or not and 53(53%), 31(31%), 16(16%) of the respondent replied that Disagree, Neutral, Agree, respectively so most of the respondents agreed that Training Need Assessment is not conducted on personal level to fill the employee deficiency of ability

Therefore, according to the aggregate mean value stated above on training need assessment there is no proper need assessment in Ethio Telecom. That means there is no fair training need assessment.

Table 3.3 Training Design Practice

Aspects of Training	Scale	Frequency	Percent	Mean
1. The training program is designed based on training need Assessment results or employee deficiency of ability for the job	Strongly Dis Agree	3	3	2.88
	Dis Agree	34	34	
	Neutral	36	36	
	Agree	26	26	
	Strongly Agree	1	1	
	NA(Not Available)	-	-	
	Total	100	100	
2. The selection of techniques/methods, facilities, locations, arrangements for instructors, classrooms, materials, and so on is made properly	Strongly Dis Agree	2	2	3.18
	Dis Agree	28	28	
	Neutral	23	23	
	Agree	44	44	
	Strongly Agree	3	3	
	NA(Not Available)	-	-	
	Total	100	100	
3. Training program budget is prepared in advance	Strongly Dis Agree	3	3	3.62
	Dis Agree	2	2	
	Neutral	31	31	
	Agree	58	58	
	Strongly Agree	6	6	
	NA(Not Available)	0	0	
	Total	100	100	
4. Training program is properly scheduled at the designing phase	Strongly Dis Agree	2	2	3.63
	Dis Agree	7	7	
	Neutral	19	19	
	Agree	70	70	
	Strongly Agree	2	2	
	NA(Not Available)	-	-	
	Total	100	100	
5. Training program trainers and trainees are properly selected to meet the goal of training	Strongly Dis Agree	10	10	3.01
	Dis Agree	11	11	
	Neutral	47	47	
	Agree	32	32	
	Strongly Agree	0	0	
	NA(Not Available)	-	-	
	Total/Aggregate mean	100	100	

Source (own survey, 2019)

As the above table labels that 3(3%), 34 (34%), 36(36%), 26(26%) and the remains 1(1%) of the respondents agreed that the training program is designed based on training need Assessment results or employee deficiency of ability for the job was Strongly Dis Agree, Dis Agree, Neutral, Agree and Strongly Agree. And 2(2%), 28(28%), 23(23%), and 44(44%) and 3(3%)of the respondents responded that the selection of techniques/methods, facilities, locations, arrangements for instructors, classrooms, materials, and so on is made properly was Strongly Dis Agree, Dis Agree, Neutral, Agree and Strongly Agree respectively. Since organization are spending significant amount of money on training in the hope of future return of benefit Based on this truth as more than 37% of the respondents proofed that the sample Ethio telecom highly effective from employees training investment in relation to increasing productivity of work force and enhancing quality of service/product in the organization after the training. The researcher also asked the participants about how the organization was scheduled training program properly at the designing phase and 70(70%) of the respondents responded said agree on the other hand according to 32(32%) of the respondents the training program trainers and trainees are properly selected to meet the goal of training

Generally according to the mean value of the above table the researcher found that the training program is not designed based on training need assessment results or employee deficiency of ability for the job & there is the problem in training program trainers and trainees are properly selected to meet the goal of training

Table 4 Training Implementation/Delivery Practice

Aspects of Training	Scale	Frequency	Percent	Mean
The organization uses off the job training for its employees	Strongly Dis-agree	0	0	3.37
	Dis Agree	9	9	
	Neutral	45	45	
	Agree	46	46	
	Strongly Agree	0	0	
	NA(Not Available)	-	-	
	Total			
The organization use on the job training for its employees	Strongly Dis	0	0	3.46
	Agree	7	7	
	Dis Agree	40	40	
	Neutral	53	53	
	Agree	0	0	
	Strongly Agree	-	-	
	NA(Not Available)	-	-	
	Total	100	100	
A programmed instruction manual is used in conjunction with a special training program set up at the company	Strongly Dis	0	0	3.24
	Agree	23	23	
	Dis Agree	30	30	
	Neutral	47	47	
	Agree	0	0	
	Strongly Agree	-	0	
	NA(Not Available)	-	-	
	Total/Aggregate mean	100	100	3.35(neutral)

Source (own survey, 2019)

As the above table indicated that 9(9%), 45(45%), and 46(46%) of the respondents are given their response as disagree, neutral and agree respectively. This implies that more than 50(50%), of the respondents agreed that the organization uses off the job training for its employees, on the other hand 7(7%), 40(40%) and 53(53%) of the respondents give their response as disagree, neutral and agree respectively which implies that on the job training is the most commonly used types of training in the organization and most of the respondent agreed on the programmed instruction manual is used in conjunction with a special training program set up at the company in general according to the aggregate mean value the respondents have no complain on training implementation.

Table 5 Training Evaluation Practice

Aspects of Training	Scale	Frequenc y	Percent	Mean
1. Reactions :- After completing each training session, trainers gather feedback from trainees about their satisfaction, material content, and the competency of trainers, the appropriateness of training venue, the facilities and the training method etc.	Strongly Dis agree	0	0	3.94
	Dis Agree	0	0	
	Neutral	14	14	
	Agree	78	78	
	Strongly Agree	8	8	
	NA(Not Available)	0	0	
	Total	100	100	
2. Learning :- Trainers do check amidst, or at the end of training program wither trainees understood (learned)the training material presented by administering test, Quiz or interview or posing oral question	Strongly Disagree	0	0	4.1
	Dis Agree	1	1	
	Neutral	27	27	
	Agree	33	33	
	Strongly Agree	39	39	
	NA(Not Available)	0	0	
	Total	100	100	
3. Behavior:-The organization measure the application of the training and behavioral change in the work place when trainees are back to their job.	Strongly Disagree	0	0	3.06
	Dis Agree	33	33	
	Neutral	28	28	
	Agree	39	39	
	Strongly Agree	0	0	
	NA(Not Available)	0	0	
	Total	100	100	
4. Result/output:-The organization measures effectiveness of organization from the training investment in terms of business objectives	Strongly Disagree	0	0	2.95
	Dis Agree	40	40	
	Neutral	25	25	
	Agree	35	35	
	Strongly Agree	0	0	
	NA(Not Available)	0	0	
	Total	100	100	
5. Corrective response are taken based on training evaluation result	Strongly Disagree	0	0	2.97
	Dis Agree	40	40	
	Neutral	25	25	
	Agree	35	35	
	Strongly Agree	0	0	
	NA(Not Available)	0	0	
		Total	100	100
	Aggregate mean			3.4 (moderate)

Source (own survey, 2019)

Based on the above training evaluation result given on the above by the respondents 14(14%), 78(78%) and 8(8%) of the respondents are neutral, agree and strongly agree respectively for the training evaluation at reaction phase after completing each training session, trainers gather feedback from trainees about their

satisfaction, material content, and the competency of trainers, the appropriateness of training venue, the facilities and the training method etc. so according to more than 86% of the respondents there is the proper reaction of training in the organization. and 1(1%), 27(27%), 33(33%), and 39(39%) of the respondents respond dis agree, neutral, agree and strongly agree respectively for the training evaluation at learning- Trainers do check amidst, or at the end of training program wither trainees understood (learned) the training material presented by administering test, Quiz or interview or posing oral question that implies there is no problem on checking the behavioral change on the organization.

For the 3rd question which the evaluation of training on behavior is: - means the organization measure the application of the training and behavioral change in the work place when trainees are back to their job the respondents give 33(33%), 28(28%) and 39(39%) dis agree, neutral, and agree respectively.

From this according to most of the respondents there is the measurement of training applicability in the working environment. On the other hand the researcher ask the respondents the result/output:-as the organization measures its effectiveness from the training investment in terms of business objectives and 40(40%), 25(25%), and 35(35%) respondents side dis agree, neutral, and agree respectively so the organization is not measure how much trainees are effective after the training. Lastly a researcher ask the respondents wither Corrective response are taken based on training evaluation result or not and 49(49%), 5(5%), and 46(46%) of the respondents side that disagree, neutral and agree respectively. so based on majority of the respondents the organization is not on the position to give corrective action.

Table 6 Relevance of training to Employees’ Performance

To what extent are the training program you attended relevant to your job?	Frequency	Percent	Valid Percent	mean
to a very great extent	9	8.9	9.0	2.11
to a great extent	6	5.9	6.0	
Valid to less extent	47	46.5	47.0	
not at all	38	37.6	38.0	
Total	100	99.0	100.0	
Missing System	1	1.0		
Total	101	100.0		

Source (own survey, 2019)

According to the above table the researcher found that more than 90% of employees respond that the training program employees attended at Ethio telecom was less relevant to their job.

4.3. Description and Analysis of Data Obtained Through Interview

Under this section the data obtained through interview with the human resource managers about the training and effectiveness of the organization from investment for employees’ training was described and analyzed below accordingly based on the order of the questions.

Question 1:“Did your organization give training for the employees for the last 3 years?”

There is no doubt that training is necessary for each and every organization, irrespective of their nature, type and industry in which it found. It is an established fact that no seriously prepared organization can be staffed by people with expertise and potentials in the various disciplines

needed for its total functioning simply by recruitment. According to (Alipour et al, 2009) any organization that wants to succeed and to continue to succeed, has to maintain workforce consisting of people who are willing to learn and develop continuously to be successfully. Within this fact the response of all the respondents was ‘yes’.

Question 2:Why your organization gave the training? What types of training? And what methods the organization is used?

All of the respondents were responded that the reason why they gave a training for their employees was to upgrade the skills, knowledge, capabilities, and attitude of the employees in the area in which the employees had deficiency, in order to improve the employees’ performance in a given task or job that assigned for him/her, to increase productivity, to reduce material wastage, to work efficiently, to increase product (quality, quantity, accuracy (in size, quality)) and others. By keeping in view the above general objective for all respondents specifically respondents had different reasons these were initiated them to provide training for their employees, in addition to the above general objectives, among them one of the respondents replied that the organization offered training for its employee in order to introduce the workforce with the new technologies,

for new comer employees. Two of the respondent replied that in order to improve work efficiency, to familiarize organizational culture for new comers, communication skill, etc. as the respondents said that the organizations mostly use the following method to train their employees such as formal training at different institute, on –the – job training and others depend up on the requirement. And three of the interviewees from the Ethio Tele Com responded that the organization offered training for its employees mainly in order to meet customer expectation.

Generally, all respondents from Ethio Tele Com were responded that they gave training for their employees' technical and theoretical training on the subject of emergency preparedness and customer handling. To summarize Ethio Tele Com mostly used On-the-Job method of training.

Question 3: 'How do you express the frequency of training per year for each employee on average and the cost of training allocate for each employee on average per year?'

Organizations are reallocating training resources towards what they see as their most critical business issues (Blain, 2009). Within this fact all the respondent replied that the frequency training for each employee per year was determined based on the skill gap which was observed on the employees between the actual skill/knowledge/ability possessed by job compulsory and the job requirement, the nature of the work, complexity of the work, cost per training and other factors were determine employees' training frequency per year in the organizations. Within these variables frequency of training per year per employees varies within this rang from zero to six.

Mostly the training cost per employee per day is 450 inside the country and 900 birr abroad and on average per month up to 500 employees may get training from all corner of Ethiopian telecom branch.

As well up to 15 million birr is budgeted per year for all types of training. In fact most of the respondents were not know how much their organization paid per employee per year for training purpose. Because there was no true training cost calculation in the organizations due to this all the respondents were unable to document the training cost per employees and the exact amount of birr spend by the organization for employees' training per year.

Question 6: Do you conduct evaluation of the training effectiveness?

Organizations that are committed to putting forth the time, money, and effort for employees' training required to ensure that training results are connected to a business need and result in a monetary benefit (Brown, 2001). Within this reality the researcher asked the respondent whether the organization conducted evaluation of training effectiveness during and after the program in order to know how much their organization was effective from the training investment / investment. Since People are arguably one of the most valuable resources in an organization; thus it is important to understand the return on investing in human capital (Brainard et al, 2005). Therefore, the entire respondents responded that they did evaluation .the evaluation is done by written exam, or interview After completing each training session, trainers gather feedback from trainees about their satisfaction, material content, and the competency of trainers, the appropriateness of training venue, the facilities and the training method etc.

Question 7: What are the models the organization used to measure the effectiveness of it from the training investment?

The researcher asked the training management managers of the sample organizations about the models used by the organization to measure the effectiveness of it from the training investment/investment and only one of the respondents replied that the organization had supplement one model that is Kirkpatrick Model (Reactions, Learning, Behavior, and Result) with subjective method. But, the rest responded that they did

not used any objective model to measure and evaluate the effectiveness of the organization from the employees' training investment rather they evaluated simply based on soft data by using subjective method they evaluate the effectiveness of the organizations from the training. According to them the data could be got from trainee, trainers, supervisors through questionnaire, interviews, report of the employees about what they got from the training after the training session, personal judgment by observing the employees when the employees are working. Based this they conclude the effectiveness of the organization from the training investment

Question 8, 9: How do you evaluate the return and level of performance outcome of the training in terms of the?

a. Objective of the training.

As narrated above the organizations had different objectives these were initiated the organization to provide training for their employees, by keeping in mind these objective of the organization the researcher asked the training management manager/ person who responsible for this in the organizations how they evaluate the return and level of performance outcome of the training with respect to the specific objective of the particular training that was pre-determined by the organization to attain after the training of the work force. Based this, only 2 of the respondent replied that they were not sure to say the organization was effective from the previous training investment absolutely but, they believed that there was an improvement in employees' performance after the training. Nevertheless, they were not confident to say the change was sufficient to conclude the organization was effective from the investment to employees training. While the rest of the respondent replied that the organization was effective from employees training investment and among them one of the respondent said that organization was from 80% - 95% effective from the employees' training investment

b. Criteria that use by the organization to measure the effectiveness of the organization from the training investments.

All of the respondents joint on only on subjective method or criteria to measure the effectiveness of the organization from the training investment. According to them objective of the training set by the organization, benchmarking, international standard (Best Time to do a particular job), used as criteria to say whether effective or not from the employees' training investment. But if the organizations want to evaluate their effectiveness from the employees training investment/ benefit from the training first they have to understand factors which determine the effectiveness of training. Since the effects of training depend on various influences, then a firm must control for all these influences if it wants to obtain a maximal return to training. Setting up a training program with maximal efficiency requires a firm to follow certain steps: according to Dekok (<http://www.tinbergen.nl/uvatin/00073.pdf>), Identify the knowledge gap (what must be learned?), Formulate the goals of training, and the criteria to evaluate it by. This is beneficial to the transition from learning outcomes to individual productivity, but can also stimulate the motivation to learn and apply, Choose the evaluation system, determine the training design (training method, materials used, time and place, etc.), Perform the training course, Evaluate to which extent the training has reached the formulated goals; not only to learn more about the effects of this specific training course, but also to stimulate the motivation of employees to apply their newly gained knowledge in practice.

Question 10: How can you explain the relationship between training investment in the organization and organizational profitability / successes?

The entire respondents viewed that training investment and organizational successes/ profitability had positive or direct relationship but, they were incapable to state exactly how much employees' training was contributed to organizational profitability / success. According to them there were many extraneous (external factors e.g. economic condition, internal factors e.g. other investments on new technology etc) for

the last three years which determined the profitability/ success of the organization in addition to employees training. Therefore they believed that training had direct relationship but they did not know how much it was contributed. From this truth a researcher can conclude that the evaluation system of the organization was not sufficient to identify the contribution of employees' training from the other local and exogenous factor that is why they were unable to confidently specify how much training contributes for organizational profit/success. However, it is difficult to show a direct correlation between training and changes in profitability/success measures because there are many factors, besides training, that can influence changes in profitability or success of the organization. Since, organizations are spend their scarce resource on it they should evaluate it effectively and efficiently with help of objective models to know how much they are effective from employees' training investment.

Question 11: Which section of the training is evaluate

All of the respondent replied any training that offered for any section of the employee evaluated but one of the respondent said that even if each section of the training was evaluated, the training for worker in customer service gave due attention to appraise how much these training participants were improved in all aspects (skill, knowledge, safely usage of machine, productivity etc..) in which the training offered, as he said this section is not only got highest attention in the valuation aspect, but also in budget for training

CHAPTER FIVE: - SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Major Findings

This study assesses the training practice in Ethio. Telecom by collecting both primary and secondary data through questionnaires, interviews and document review and assess the training practice used in EthioTelecom to improve the employees' performance, With respect to these objectives the research found as described below:

As the literature identified there are main reasons why organizations are initiate to give training for their employees, finding of this survey discovered that the reason which initiated Ethio. Telecom give training for their employees with the objective of upgrade the skills, knowledge, capabilities, and attitude of the employees in the area in which the employees had deficiency, in order to improve the employees' performance in a given task or job that assigned for him/her, to increase productivity, to reduce material wastage, work efficiency, to increase product (quality, quantity, precision (in size, quality)) by delivering both On-the-Job and off the job methods.

Regarding to the measure of how much organizations were invest for training program, the review literature explained organizations are spending billions of dollars for employees' training. For example, Germany's, Canadian's, Taiwanese and USA's firms were spend 1.5%, 0.9%, 0.93%, and 1.8%, respectively of dollars for training in proportion to their payroll cost in 1990's. Within this fact as this survey study found that Ethio. Telecom was spent above 12 million birr on average per year for employees' training.

Regrinding the identification of the criteria/models in use by the organizations to measure their effectiveness from training investment, for the matter of fact, the investment in people, both in developing and maintaining the appropriate skills, knowledge, and ability is vital part of the organization's strategy for the future. Like any investment, investment in training should produce an effective and measurable payback or return

5.2 Conclusions

. As the finding revealed that Ethio.Telecom was conducted an evaluation of training effectiveness but there was a response that proofed that was not evaluated all training these were offered by the organization rather based on the criteria. Within this fact, although there are a number of model available for them for evaluation purpose, over 90% of them were using subjective methods to evaluate organizational effectiveness from employees' training investment and only less than (10%) of them was used Kirkpatrick Model, as evaluation tools. Even 10% them was not used the model always but used it sometimes. But no one who was used Cost-Benefit analysis or Return on Investment models as evaluation tool.

Therefore, the main conclusion that can be drawn from this finding is that the organization could not evaluate their effectiveness in terms of all possible returns from the employees training investment as effectively and efficiently with the help of subjective measures only and result of the evaluation could be insufficient to make decision in different aspect of training for the future.

Based on the responses the employees regarding the different aspects of training in the organization, such how the training programs were designed, the role of training on improving their skills, ability and knowledge, applicability of it after the training on the job, methods of training, its role on their motivation and satisfaction, their views about, amount of budget for training, evaluation of the training and the effectiveness of the organizations from the employees training, the research finding recommendations that the firms were sometimes effective in achievements of the above objectives in views of the employees in the organization. So that training program was moderately designed based on the requirements of the job or employee deficiency of ability for the job in Ethio Tele Com.

The improved performance of individuals leads directly to profit. Such a payback can be rapid and significant, yet it is rarely measured or presented in financial terms. But in these organization never presented in financial term. In fact they believed that training investment had direct relationship with profitability of the organization in all firms as the finding suggests that but the organization were unable to specify proportion of investment effect on profitability of the organization. Since they were evaluate the effectiveness of the organization based on the personal judgment with help of subjective methods.

Generally, there is low level of need assessment that leads to poor quality of goods and service in Ethio telecom.

5.3. Recommendations

In light of the findings the researcher forwards the following suggestions for the concerned body:-

- Organization should allocate sufficient amount of budget to train it's key resources of the organization. Since investment on people, both in developing and maintaining the appropriate skills, knowledge, and ability are vital part of the organization's strategy for the future
- Since the organizations are investing considerable amount of resource for employees' training they have to get satisfactory return on investment. Means linking the training function and activities to the company's overall business activity, to do so organizations should use objective models in addition to the subjective methods to improve the accuracy of the result of organizational effectiveness evaluation from the employees training investment. Other ways a training program is not complete until they have evaluated results with the help of accurate method. A key to obtaining consistent success with training programs is to have a systematic approach to measurement and evaluation.
- Since the finding of study proofed that the organization was moderately effective from the training investment that expected to do more and more on this issue to be more effective from the training investment towards achieving those objectives and they are expected to see all factors which hinder them from the attainment of the specified training objectives. Simply giving the training is not guarantee for organizational success; therefore, it should consider all factors which determine the effectiveness of the organization from the particular training program (e.g. method of delivery, content, duration, trainers, environment, number of participant in a particular session and other factors).
- Any training should be takes place based on proper need analysis of its contribution to the effectiveness and efficiency of an organization unless and until the investment on it should invest in another activity. Therefore, the organization should design their training program based on this fact to be effective from the investment for employees training.
- The trainee and trainers selection shall better to conducted properly after their back ground skill, knowledge and ability is known in better way
- The training outcome shall better to be evaluated based on the training investment by using return on investment
- The training shall better to be practical in work place rather than focusing the theoretical aspect of the training.
- The evaluation shall better to use ROI for training and krippark model to measure objectively.

APPENDICES

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Appendices: A Questionnaires Distributed to Respondents

St. Mary University MBA Program in General Management

Dear respondents:-

This questionnaire is organized by a prospective graduate student researcher of the year 2019 G.C who intends to prepare a thesis in the field of MBA in General management. The purpose of this questionnaire is to gather substantial information on the training practice of EthioTelecom in Addis Ababa you are requested to fill this questionnaire honestly with due care because the correctness of your answer will have a vital importance for the outcome of the research. All information that you provide to this study will be kept strictly confidential.

Remark

- writing your name on the questionnaire is not necessary
- If the question has all alternative answer, put "□" on the space provided beside the question
- If the question is related to your personal opinion write it shortly on the space provided.

Part I. Demographic Characteristics of the respondents

1. Gender Male Female
2. Indicate your Age 18-25 26 – 33 34 - 41 42 -49 50 years & above
3. Education back ground Masters 1st Degree Diploma Certificate other
4. How long have you been employee of Ethio telecom? 1-5 5-10 10-15 15-20 Other
5. What is your position in the organization know?
A) Advisor B) Telephone Operator
C) Secretary D) Staff
E) Supervisor F) Coordinator
G) Branch Manager H) if others, specify

Part II. Information's directly related to training practice

1. Management of training practice at EthioTelecom.

1. Have you taken any form of training since you have joined the organization?
A) Yes B) No
2. If your answer is yes for the above question, how **many times** have you taken training?
A) 1 – 3 B) 4 – 6
C) 7 – 9 D) 10 and more than Do not know
3. For **how long** you had taken training on average?
A) For less than one week B) From 1 – 4 Week
C) from 1 month - 3 months D) From 4- 6 months
E) If any other please Specify-

2. Instruction from question No. 1.1 – 4.5

The following questions describe the **Training Process** Please put “+” in the space in front of the questions under number you think express the position of the organization in relation to the training program?

Assume 1 = Strongly Dis Agree 2 = Dis Agree 3 = Neutral 4= Agree 5 = Strongly Agree and use the last column to say “NA” if not Applicable. “N” for you do not know

s.no	Questions	Strongl y Dis Agree	Dis Agre e	Neutra l	Agre e	Strongl y Dis Agree	“N A/ N”
		1	2	3	4	5	
7. Need Assessment/ identify the knowledge gap (what must be learned?).							
1.1	Training Need Assessment is conducted on organization level						
1.2	Training Need Assessment is conducted on Task level						
1.3	Training Need Assessment is conducted on Personal level						
8. Training Design/Plan training program (training method, materials used, time and place, etc.).							
2.1	The training program is designed based on training need Assessment results or employee deficiency of ability for the job						
2.2	The selection of techniques/methods, facilities, locations, arrangements for instructors, classrooms, materials, and so on is made properly						
2.3	Training program <i>budget</i> is prepared in advance						
2.4	Training program is properly <i>scheduled</i> at the designing phase						
2.5	Training program <i>trainers and trainees</i> are properly selected to meet the goal of training						
9. Training Implementation or Delivery / Perform the training course							
3.1	The organization deliver off the job training for its employees						
3.2	The organization uses on the job training for its employees						
3.3	A programmed instruction manual is used in conjunction with a special training program set up at the company						
10. Training Evaluation / Evaluate to which extent the training has reached from the formulated goals.							
4.1	Reactions :- After completing each training session, trainers gather feedback from trainees about their satisfaction, material content, and the competency of trainers, the appropriateness of training venue, the facilities and the training method etc.						
4.2	Learning :- Trainers do check amidst, or at the end of training program weather trainees understood (learned)the training material presented by administering test, Quiz, posing oral question						
4.3	Behavior:- The organization measure the application of						

	the training and behavioral change in the work place when trainees are back to their job,						
4.4	Result/output:- The organization measures effectiveness of organization from the training expenditure in terms of achieving training objectives, check training impacts						
4.5	Corrective responses are taken based on training evaluation results						

5. In your opinion, do you think the organization has its own effective training practice? Yes/ No why? ---

6. Write your feeling about the problem of the training practice that are conducted in your organization ----

7. What specifically must an employee's learn in order to be more productive? -----

3. Availability and practicality of training policy and strategy

1. Is there agreed training policy designed by your organization?

Yes No Do not know

2. If your answer is Yes for the above question, dose the training policy communicated to employees properly?

Yes No Do not know

3. Is there a proper scheduling of training?

Yes No Do not know

4. Is Training is conducted based on the policy and scheduling of the organization?

Yes No Do not know

5. What types of the training delivery methods is used in your organization?

On the job training off the job both of them

6 If your answer in the above question is on the job training what types of on the job training is used?

- A. Coaching
- B. Mentoring
- C. Induction/orientation
- D. Apprenticeship
- E. Job rotation
- F. Job instruction Technique JIT
- G. If others please Specify it-----

7. If your answer in question No. 6 is off the job training what types off the job training is used?

- A. Sensitivity Training
- B. Transactional Analysis
- C. Lecture
- D. Simulation exercises
- E. role play
- F. Case study
- G. Business game
- H. If others please specify it-----

8. What types of training you have taken? May be more than one answer is possible

- A) Computer skill
- B) Operational
- C) Customer service
- D) Machine operation
- E) New employee orientation
- F) Conducting performance appraisal
- G) Team building
- H) Managerial skill/ leadership
- I) Operational safety program
- J) If other please specify-----

9. Do you think that Ethio Telecom has the training practice problems on, design, implementation and evaluation?

A. Yes

B. No

Do not know

10. If your answer is yes for the above Question what types of problems are there?

Please specify it-----

11. To what extents are the training program you attended relevant to your job?

A. To a very Great extent

B. To a great extent

C. To some extent

D. To Less extent E. Not at all

Appendices B;-Interview Question for Managerial staffs

St. Mary University MBA Program in General Management

The interview questions for human resource team leaders and manager

Dear Participants

My name is Waganeh Wassie. I am a postgraduate student in the Department of General Management: MBA program at St. Mary University. Now I am conducting a research in the area of “Training to Improve Employees’ Performance and Organizational Effectiveness”. The interview questions for human resource manager and team leaders (a person who perform the human resource management aspect of the organization).

1. Did your organization give training for the employees for the last 3 years? What types of training practice are there? Did the need assessment is conducted and is your organization deliver the training based on its policy and schedule?
2. Why your organization gave the training? What types of training? And what methods the organization is used?
3. ‘How do you express the frequency of training per year for each employee on average and the cost of training allocate for each employee on average per year?’
4. How much the organization is spending on training in proportion to the payroll cost of the organization per year? Roughly
5. How do you express the frequency of training per year for each employee on average and the cost of training allocate for each employee on average per year?’
6. Do you conduct evaluation of the training effectiveness?
7. What are the models the organization used to measure the effectiveness of it from the training investment?
9. How do you evaluate the return and level of performance outcome of the training in terms of the?
 - a. Objective of the training.
 - b. Criteria that use by the organization to measure the effectiveness of the organization from the training investments.
10. How can you explain the relationship between training investment in the organization and organizational profitability / successes?
11. Which section of the training is evaluate?