

**A Study on the Achievements and Challenges of  
Entrepreneurship Training Centers: With  
Reference to Genius Training and Consultancy,  
Addis Ababa**

**By:**

**Shume Mengesha Chernet**

**A Thesis Submitted to the School of Graduate  
Studies of Addis Ababa University in Partial  
Fulfillment of the Requirement for the Degree of  
Masters in Counseling Psychology**

**June 2010**

**Addis Ababa University  
School of Graduate Studies**

**A Study on the Achievements and Challenges of  
Entrepreneurship Training Centers: With Reference to Genius  
Training and Consultancy, Addis Ababa**

**By  
Shume Mengesha Chernet**

**Approved by the Board of Examiners:**

*Muqaf Asnake*  
\_\_\_\_\_  
**Adviser**



*[Signature]*  
\_\_\_\_\_  
**Signature**

*Hobena Daniel*  
\_\_\_\_\_  
**Examiner**

*[Signature]*  
\_\_\_\_\_  
**Signature**

*[Signature]*  
\_\_\_\_\_  
**Chairman, Institute's  
Graduate Committee**

*[Signature]*  
\_\_\_\_\_  
**Signature**

## Acknowledgments

Above all, I would like to acknowledge the Almighty God for He has given me strength through the various ups and downs and provided me everything needed in my entire academic life.

Then, I am exceedingly appreciative to Ato Mulat Asnake, my adviser. His assistance, guidance, insightful comments and suggestions on reading my work from the inception to the final stage of my paper has been decisive to the completion of this paper. In particular, his enthusiasm, patience and a friendly approach enabled me to endure and be confident of my work. Once again, I would like to thank him as I have benefited a lot from his welcoming face whenever we communicated.

I wish to thank the owner, G/manager and senior trainer of GTC, Dr Worotaw Bezabih for he was willing to conduct my research based on his training center and facilitated me things to do so. Special thanks also go to my assistants especially Alemayehu Muche and Berhanu Semmu for their tireless work in gathering the primary data used in the study. Besides, I would like to thank all of my respondents as they spent their precious time to provide the required information.

I am grateful for Dr. Sentayehu Tadesse for reading my first title and supported me in giving it a shape. My sincere thanks also go to my organization for permitting my annual leave to use for the education and providing me financial assistance for this paper. My families (my mother and sisters) and a number of friends and colleagues deserve special thanks for their continued encouragements, advices, prayers and various supports.

Finally, I am most indebted to my lovely wife, Yenenesh Birru for she was caring, encouraging and sharing all of my burdens. My thanks also go to my son, Mikiyas Shume and my newly born daughter, Abigail Shume for giving me their precious time which I should have spent with them.

Shume Mengesha

# TABLE OF CONTENTS



<b>Contents</b>	<b>Pages</b>
Acknowledgment .....	i
Table of Contents .....	ii
List of Tables .....	iv
Acronyms.....	v
Abstract .....	vi
<b>Chapter One - Introduction .....</b>	<b>1</b>
1.1. Background of the Study .....	1
1.2. A Brief Review of Genius Training and Consultancy P.L.C.....	3
1.3. Statement of the Problem .....	4
1.4. Research Questions .....	7
1.5. Objectives of the Study .....	7
1.6. Significance of the Study.....	8
1.7. Operational Definitions of Terms .....	8
1.8. Delimitation of the Study .....	10
1.9. Limitations of the Study .....	11
<b>Chapter Two – Review of Related Literature.....</b>	<b>12</b>
2.1. Concepts, Definitions and Importance of Entrepreneurship.....	12
2.1.1. Concepts and Definitions of Entrepreneurship .....	12
2.1.2. Importance of Entrepreneurship .....	14
2.2. Entrepreneur.....	17
2.2.1. Who is Entrepreneur .....	17
2.2.2. Characteristics of Entrepreneur .....	19
2.2.3. Why are People drawn to be Entrepreneur .....	21
2.3. Entrepreneurship Training .....	24
2.3.1. What is Entrepreneurship Training.....	24

2.3.2. Purpose of Entrepreneurship Training .....	26
2.3.3. Contents of Entrepreneurship Training .....	30
2.4. Career Counseling in the Entrepreneurship Training Center .....	31
2.4.1. The Concept of Career Counseling and Its Role .....	31
2.4.2. Helping the Potential Entrepreneurs through Counseling .....	36
<b>Chapter Three – Methodology of the Study .....</b>	<b>40</b>
3.1. Design of the Study .....	40
3.2. Subjects .....	40
3.3. Data Gathering Instrument .....	41
3.4. Procedure of Data Collection.....	44
3.5. Data Analysis .....	46
<b>Chapter Four - Findings and Discussions .....</b>	<b>47</b>
4.1. Analysis of the Quantitative Data .....	48
4.1.1 - Background Information of Respondents .....	48
4.1.2 - Perceived Impacts, Achievements and Challenges of the Training Center .....	52
4.1.3 - The Training Center’s counseling Service .....	65
4.2. Analysis of the Qualitative Data .....	69
<b>Chapter Five – Summary and Recommendations .....</b>	<b>77</b>
5.1. Summary .....	77
5.2. Recommendation.....	80
<b>References .....</b>	<b>83</b>
<b>Appendixes .....</b>	<b>.....</b>

## List of Tables

Table 1. Background information of Trainees by age and sex .....	48
Table 2. Background information of Trainees by marital status .....	49
Table 3. Background information of Trainees by educational level.....	51
Table 4. The year and duration of the training.....	52
Table 5. The overall situation of GTC as perceived by the trainees of different times.....	54
Table 6. Employment status of respondents before and after the training .....	57
Table 7. Responses of trainees for the question “Do you have the following characteristics?” .....	61
Table 8. Respondents’ level of agreement on the following benefits of the entrepreneurship training .....	63
Table 9. Responses of trainees whether getting formal counseling service from GTC by age categories .....	65
Table 10. No of counseling sessions with the responses of trainees regarding the information and knowledge gained .....	67
Table 11. Responses of trainees regarding the reasons why they didn’t get the counseling service from GTC .....	68

## ACRONYMS

AMT	Achievement Motivation Training
CCF	Christian Children Fund
Ed.	Edition
EDP	Entrepreneurship Development Program
EEBS	Empretec Ethiopian Business Society
Exp. ed	Expanded Edition
GO	Governmental Organization
GTC	Genius Training and Consultancy/Center
ILO	International Labor Organization
MOE	Ministry of Education
NGO	Non Governmental Organization
OECD	Organization for Economic Co-Operation and Development
P.L.C.	Private Limited Company
Rev. ed.	Revised Edition
UNESCO	United Nations Educational, Scientific and Cultural Organization

## ***Abstract***

*The research was conducted with the main purpose of shedding light on the achievements and challenges of entrepreneurship training centers considering the case of Genius Entrepreneurship Training and Counseling Service. It was hoped that the research outcomes benefit the training centers, trainees, trainers and counselors for the greater improvement.*

*The study employed a survey method so as to get adequate information from the subjects and the primary data was collected using both qualitative and quantitative approach hoping that they give various information and the result can be more reliable. The instruments utilized to collect the data were questionnaire and interview. The respondents involved in the study were 2 trainers and 93 former trainees of GTC.*

*The findings of the study revealed that the general condition of the training center regarding the adequacy of trainers, training room, the training approach and provided materials was perceived by more than 60% of the respondents. Comparing the employment status of respondents, the number of unemployed and students were reduced after the entrepreneurship training while the employed and self-employed were increased and they were impacted by the given training to generate income in creating their own jobs and to maximize their potentials by involving in the entrepreneurship activities.*

*More than 70% of the respondents or trainees perceived that they developed the various suggested characteristics of entrepreneurs. Moreover, more than 75% of them agreed for achieving the benefits that are supposed to be gained from the entrepreneurship training. These implied that the entrepreneurship training could create, release and develop entrepreneurs and satisfy the needs of trainees. However, the counseling service hasn't been given more attention since about 67% of the trainees responded that they didn't receive formal counseling service from the center.*

*It is, therefore, recommended that promotion works need to be done to create awareness about the given services. Moreover, enhancing the center to the higher level to address more people and to provide the training extensively is crucial. The counseling service should be strengthen and given by a trained and experienced counselor to avoid frustration from the beginner entrepreneurs and to get sufficient information, knowledge and wisdom.*

---

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the Study

Entrepreneurship is considered as one of the fundamental solutions to alleviate unemployment, poverty and low economic growth. It is recognized as one of the four vital resources (land, labor, entrepreneurship and capital) and it has a great contribution to the economic growth of individuals and the nations as well. A number of authors and researchers believe that entrepreneurship is the engine of economy. According to Schoof (2006), entrepreneurship is increasingly accepted as an important means and a useful alternative for generating income and reducing of unemployment for young people. Hisrich and Peters (1989) defined it as the initiative taking, organizing and reorganizing of social and economic mechanisms to turn resources and situations to practical account, and the acceptance of risk or failure. Werotaw (2006) also defined entrepreneurship as the process of taking risk individually and independently. It is also a continuous process of creating jobs for developing countries; it plays a great role in fostering economic development and reducing unemployment especially in Ethiopia where the unemployment rate is growing rapidly. He underlined that entrepreneurship is the dynamic process of creating incremental wealth.

---

Entrepreneur is also defined by professionals as motivated, focused, confident, aggressive, dominant, leader and the like. According to Landström (2005), entrepreneur was originally a French word. The word appeared for the first time in the 1437 “Dictionnaire de la langue française”. Three definitions of the “entrepreneur” are listed in this dictionary. The most common meaning was “celui qui entreprend quelque chose”, referring to a person who is active and achieves something. The corresponding verb is “entreprendre”, which means to undertake something. The word has been a part of the French language since the 12th century, and many French authors referred to the term “entrepreneur” during the medieval period, often in connection with brutal war-like activities. An example of this was Lemaire de Beiges, who described Hector and other Trojan warriors as “entrepreneurs”. Other French authors referred to entrepreneur as someone who is tough and prepared to risk his own life and fortune.

Entrepreneurs are, therefore, crucial for the economic growth of developing countries like Ethiopia. Botha, Nieman and Vuuren (2006), reveal that one way of enhancing the entrepreneurial activity in a country is by providing entrepreneurial training and education to potential and existing entrepreneurs. *“Training ... refers to the educational activities in the area of entrepreneurship, which is carried out outside formal schooling, most notably by programs whose principal objective is helping young people to set themselves up in business.”* OECD (2001). Entrepreneurship training is providing knowledge and the entrepreneurial skills in relation to the concept of creativity, innovation, taking calculated

risks and opportunity finding in order to establish own business and succeed with it in different environments.

Genius Training and Consultancy P.L.C., where the research was conducted, is one of the Entrepreneurship Training Centers in Addis Ababa and has been providing entrepreneurship training for a number of people since July 2004.

## **1.2. A Brief Review of Genius Training and Consultancy P.L.C**

The founder, owner, G/manager and senior trainer of GTC, Dr. Werotaw Bezabih, had taken the entrepreneurship training in August, 2000 for two consecutive weeks sponsored by Unity University College while was working as an instructor. Then, he began providing the entrepreneurship training as freelancer for one year and then a permanent trainer in the same Institute, Unity University College. While he was working in the College as a trainer, he got the opportunity to train at Uganda, Kampala. At that time, while he was taking the Training of Trainers (TOT) along with the international trainers, he realized that establishing his own training center and providing the entrepreneurship training for the Ethiopian people will be a great contribution.

Subsequently, he had established Genius Training and Consultancy PLC in July 2004 and began to provide the entrepreneurship training. The main objective of establishing Genius, according to Dr. Werotaw, is to contribute something for the reduction of poverty and to

bring prosperity for the country through promoting one of the fourth and untouched resources, entrepreneurship.

Presently, there are other part time trainers who are providing the training along with him. The entrepreneurship training is given regularly for two weeks. However, with the special arrangement and sponsorship of other organizations (for example, NGOs), the center provides the training for one weeks and longer weeks depending on the interest of the trainees. Apart from entrepreneurship training, Genius also provides financial management, time management, leadership and other types of trainings based on the requests of the customers.

Providing advice, counseling and consultancy is the other activity of the center for business owners and trainees. Genius is also making motivational speeches for various groups of the community based on their interest to bring attitudinal changes. Besides, it is one of the coordinators of the monthly entrepreneurship experience sharing forum that has been conducted since July 14, 2004, in Addis Ababa at Ethiopian Chamber Hall in every month on last Friday nights.

### **1.3. Statement of the Problem**

Literatures enlighten that entrepreneurship is the main resource that brought the world where it is today and the successful entrepreneurs are good models for enhancing the entrepreneurship activity overall the world. On the contrary, lack of entrepreneurial skills and

support are the major reasons for frustration for the people who would like to create their own jobs. It can also be a cause of failure and scarcity of entrepreneurs. So, having adequate understanding of the business is helpful to create own job and to sustain the venture.

Self employment is one of the great options for reduction of the increasing problem of unemployment in Ethiopia. To do so, building the skills and knowledge of individuals towards entrepreneurship is crucial. Short term entrepreneurship training, as indicated by Schoof (2006), is very imperative because the formal school environments often do not sufficiently introduce the concept of entrepreneurship and self-employment as a career option. Andualem has a similar opinion to that of Schoof. *“The subject of promoting entrepreneurship in Ethiopia is untouched.” Andualem (1995: p1).*

The student researcher observed so many people stayed unemployed including the youths and graduates, and they seek alternative sources of income. The entrepreneurship skill is, thus, a good alternative for enabling such people to create their own jobs. The student researcher also believes that role model trainers are highly required for the successful implementation of entrepreneurship skill specifically for the young people instead of lecturing the theoretical assumptions so as to reduce the unemployment status of the country. As a result, more attempts should be done in this regard since there are no adequate empirical researches conducted so far in order to identify the achievements and challenges of entrepreneurship trainings.

Schoof (2006) also recommended that promoting entrepreneurship education is essential to enhance the entrepreneurial skills and to produce a number of young entrepreneurs. Gemechis (2007) added that entrepreneurship education is not only a means to foster youth entrepreneurship and self employment but at the same time to equip young people with the attitudes and skills necessary to cope with the uncertain employment paths of today's societies.

Thus, this study is concerned with identifying the achievements and challenges of one of the leading private entrepreneurship training centers in Addis Ababa, Genius Training and Consultancy P.L.C, so that the research findings and recommendations will benefit the potential entrepreneurs/trainees, unemployed people, the training center, trainers, counselors, government and other concerned bodies.

The researcher gathered some preliminary information from trainers and some trainees who had taken entrepreneurship trainings from the training center. Accordingly, there is indication that some people became entrepreneur due to the given trainings and lots of people could create their own jobs. Based on the affirmed problem, the study tried to answer the subsequent basic questions.

## 1.4. Research Questions

The research attempted to answer the following basic questions in order to achieve the desired objectives:

- ⊙ What are the achievements of GTC in relation to creating and helping entrepreneurs, and reducing unemployment?
- ⊙ What is the status of the training center's counseling service regarding helping trainees and beginner entrepreneurs?
- ⊙ What are the challenges and drawbacks of the training center?
- ⊙ What are the possible solutions to overcome the observed challenge?

## 1.5. Objectives of the Study

The general objective of the study is to investigate the major accomplishments, achievements, challenges and drawbacks of the Genius Training Center. The specific objectives of the research are to:

- ◆ Find out the achievements of the training center towards engendering entrepreneurs and reducing unemployment.
- ◆ Investigate the status of the training center's counseling service in relation to helping individuals who would like to involve in the entrepreneurship activities.

- ♦ Identify the challenges and drawbacks of the training center.
- ♦ Draw conclusions and propose possible solutions and recommendations about the issue

## **1.6. Significance of the Study**

It is hoped to widen the knowledge about the achievements gained from the entrepreneurship training in association with its challenges and drawbacks. Moreover, as the purpose of the study is to identify the achievements and challenges of the Genius Training Center, it will benefit primarily the training center itself and other training centers and trainers who plan to conduct similar trainings. The research findings and recommendations will also benefit potential entrepreneurs, trainees, unemployed people, counselors and the policy makers of government bodies towards the unemployment reduction. Besides, it will be significant for everyone who would like to conduct further study in the area of entrepreneurship training.

## **1.7. Operational Definitions of Terms**

The following words and phrases are crucial in this study and they are defined based on their meaning relating to their usage in the research.

### **Achievement:**

- ⊙ Contributes something for the reduction of unemployment and creation of entrepreneurs through the entrepreneurship training

**Career Counseling:**

⊙ A one-to-one interaction between practitioner and client, usually ongoing, involving the application of psychological theory and a recognized set of communication skills. The primary focus is on helping the client make career-related decisions and deal with career-related issues. Kidd (2006)

**Challenge:**

⊙ Something which is difficult and tests somebody's ability; barrier to achieve the desired objectives

**Counseling:**

⊙ A helping and unique relationship in which the counselor's job is to hold up a mirror for the client to see himself or herself because people have experiences in which they can't see things about themselves without a mirror. Christiani and George (1990)

**Entrepreneur:**

⊙ A person with a vision, original idea, decision making and daring to try: one who acts as a leader and boss of the show, who decides how business has to be done. Badi and Badi (2005)

⊙ A person who has the initiative, skill for innovation and who looks for high achievements. Hailay (2007)

### **Entrepreneurship:**

- ⊙ Entrepreneurship is the recognition of an opportunity to create value and the process of acting on this opportunity. Schoof (2006)
- ⊙ Initiative taking, organizing and reorganizing of economic mechanisms to turn resources and situations to practical account, and the acceptance of risk or failure. Hisrich and Peters (1989)

### **Entrepreneurship Training:**

- ⊙ Improving skills and comprises instruction, demonstration and supervision. Doyle and O'Neill (2006)
- ⊙ Providing knowledge and the entrepreneurial skills in relation to the concept of creativity, innovation, taking calculated risks and opportunity finding.

## **1.8. Delimitation of the Study**

The study was delimited to investigate the achievements and challenges of the training center towards creating entrepreneurs and reducing of unemployment in one of the leading training centers in Addis Ababa, Genius Training and Consultancy P.L.C. It is restricted to one of the private sectors and it did not attempt to investigate other private training centers as some of them do not focus on entrepreneurship trainings and others do not have access to get their previous trainees.

Because the purpose of this study is exploring the achievements and challenges of GTC towards the reduction of unemployment and production of entrepreneurs, the study is limited to the economic aspects of entrepreneurship, which hasn't favored the other types of entrepreneurship like social and public or political entrepreneurship. Moreover, the study is delimited to the primary focus of the center, entrepreneurship training, towards the achievements observed on the former trainees and the challenges faced on the center although the training center has various types of trainings like financial management, time management, leadership and others.

### **1.9. Limitations of the Study**

It should be acknowledged that it would be better if the study was extended to cover wider areas including the former trainees of GTC who live out of Addis Ababa. However, it was limited to those who are currently living only in Addis and available for the study due to the time and financial constraints. Furthermore, due to the work nature of most respondents is not convenient to be available to the study, the dispersion of home/work area of respondents, not having the current address of the respondents specifically who took the training years ago (as some of them have already left the country for various reasons), and the time and other constraints, it had to be limited to the abovementioned respondents. Lack of sufficient reference materials relating to the entrepreneurship training specifically the empirical researches and career counseling, though the entrepreneurship and counseling materials are available, were other limitations during the research process.

---

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

The focus of this study is to investigate the achievements and challenges of entrepreneurship training towards reducing unemployment, generating entrepreneurs and motivating the potential entrepreneurs for the maximum competence. The present literature review is, therefore, designed to identify related research and involved theoretical discussions on the concept and definitions of entrepreneurship, importance of entrepreneurship, definition of entrepreneur, characteristics of entrepreneur, drivers or motivations to be entrepreneur, the description of entrepreneurship training, purpose of entrepreneurship training, contents of the training, the concept of career counseling and its role, and the ways of helping entrepreneurs through the counseling service.

#### **2.1. Concepts, Definitions and Importance of Entrepreneurship**

##### **2.1.1. Concepts and Definitions of Entrepreneurship**

Entrepreneurship is not a fully clear concept for both developed and developing countries although it has become recognized as one of the sources of economic development. In other words, it doesn't have any single and clear definition which is usually considered as a barrier to the development of a research field.

Entrepreneurship is defined by a number of authors in a different way as it hasn't a single definition due to various factors. Accordingly, some of the concepts and definitions of entrepreneurship that are connected with the purpose of this study are reviewed hereafter.

According to Landström (2005), entrepreneur was originally the French word and it was observed for the first time in 1437. One of the most common meanings of the word was referring to an individual who is active and achieves something. The related verb is "entreprendre", which means to undertake something. The word, entrepreneur, has been a part of the French language since the 12th century, and many French authors referred to the term during the medieval period. Other French authors expressed that entrepreneur is someone who is tough and prepared to take risk in his own life and fortune. The element of taking risk became more noticeable at the beginning of the 17th century and an entrepreneur was understood as a person who took risks although not all people who take risks were considered as entrepreneurs.

Hisrich and Peters (1989) defined entrepreneurship as:

- Entrepreneurship is initiative taking, organizing and reorganizing of social/economic mechanisms to turn resources and situations to practical account, and the acceptance of risk or failure.
- Entrepreneurship is the most effective method of bridging the gap between science and market place, creating new enterprises, and bringing new products and services to market.

---

The definition of Hailay (2007) is stated as follows:

- Entrepreneurship is the process of creating and building something of value from practically nothing. It's the process of creating an opportunity and pursuing it regardless of the resources currently controlled.
- Entrepreneurship is a human creative art. It involves finding personal energy by initiating and building an enterprise or organization, rather than by just watching, analyzing or describing one.

In most of the entrepreneurship definitions, the terms creativity and innovation are frequently used. Creativity is the ability to bring something new into existence while innovation is the process of doing new thing. *“Creative thinking is simply finding new and improved ways to do anything. The rewards of all types of success - success in the home, at work, in the community-hinge on finding ways to do things better.”* Schwartz (1995:120). Entrepreneurship is, therefore, bringing something new into existence, finding ways to do things better, being discontented with current status and striving to live for a better life.

### **2.1.2. Importance of Entrepreneurship**

Entrepreneurship is indispensable and has great input for the development of individuals and nations. It is highly connected with the creation of new firms and countries designed it to facilitate the participation of certain target groups like youths, women or minorities, in the economy and it is also useful to support high-growth firms. Hughes supports this idea in

---

saying: “The role of innovation in American economic development is one of the most dramatic parts of the whole story.” Hughes (1986, P: 217). Nowadays, entrepreneurship is to a greater extent acknowledged by several individuals and countries as an important driver of economic growth, productivity, innovation and employment, and it is widely accepted as a key aspect of economic dynamism.

Some of the significances cited by different authors are briefed as follows:

Badi and Badi (2005) explained that there are at least twelve importance of entrepreneurship.

These are:

- ♦ Entrepreneurship is useful for satisfying the preferences of customers and meeting the requirements of the changing markets by performing as a change agent
- ♦ Spreads the economic activities to different sectors of economy and identifies new ways of growth
- ♦ Progress living standard individuals specifically the weaker sections of the society
- ♦ Accelerate the process of industrial use of the factors of production
- ♦ Improves the culture of business and commercial activities
- ♦ Expands the economic growth to the higher level by creation of value
- ♦ Develops a trend of achievement orientation

- ✦ Develops a backward and tribal areas
- ✦ Conveys a socio political change for one's society
- ✦ Brings an employment opportunities
- ✦ Expands a technological know-how
- ✦ Brings better social changes

Hailay (2007) enlightened that entrepreneurship has massive contribution for the nation's economic development in both the agriculture and industry sectors. He pointed out the following ten importance of entrepreneurship through the creation of enterprise by the entrepreneurs:

- Capital formation
- Improvement in per capital income
- Generation of employment
- Balanced regional development
- Improvement in living standards
- Economic independence
- Agents' role
- Role of innovation
- Imitating role

## **2.2. Entrepreneur**

### **2.2.1. Who is Entrepreneur?**

Entrepreneur is a person who recognized that every opportunity has its own challenge and s/he is single-minded to face each challenge in order to use every opportunity for own advantage. Entrepreneur is also a person who is willing and able to convert a new idea into a successful innovation. Yet again, the term entrepreneur is usually used to refer to an independently-minded or innovative business person who can take great risks with limited resources in order to start own business.

The word “Entrepreneur” is defined by several people and authors in different times. Some of these definitions, which are relevant for the purpose of this research are assessed and stated in the following ways:

Badi and Badi (2005) defined entrepreneur as a person who takes initiative to bring new ideas, innovation, starts a new venture and acts as a catalytic agent for a new project which creates wealth. They also considered entrepreneur as a change agent for the development of socio-economic growth. Moreover, entrepreneur is an individual with vision, original idea, decision making, coordination and organization, who acts as a leader, boss and as a good businessman.

Entrepreneur has been defined by Hisrich and Peters (1989) like this:

- To an economist, an entrepreneur is one who brings resources, labor, materials and other assets into combinations that make their value greater than before, and also one who introduces changes, innovations, and a new order.
- To psychologist, such a person is typically driven by certain forces like the need to attain something, to experiment, to accomplish or perhaps to escape authority of others.

Hailay (2007) also defined as:

- Entrepreneur refers to a person who establishes his own business or industrial undertaking with a view to making profit.
- Entrepreneur is considered to be an originator of a business venture.
- An entrepreneur is a person who has the initiative, skill for innovation and who looks for high achievements.

As stated by Hughes (1986), entrepreneurs play active roles in the development of one's country because they are the effective agents of economic change. Besides, Jennings, Cox and Cooper (1994) explain that entrepreneurs have the ability to sell both themselves and their products.

### **2.2.2. Characteristics of Entrepreneur**

The characteristics of entrepreneurs play a great role for the success of enterprise. Successful entrepreneurs have flexibility, good social behavior, open mind and desire to take personal responsibilities. A number of authors in different times discussed various characteristics of entrepreneurs. However, most of them, in one way or another, have mentioned lots of common characteristics about the entrepreneurs.

Hailay (2007), for instance, explained about seven most common characteristics of entrepreneurs which make them unique from other individuals. These are: Entrepreneurs are individuals with high need for achievement and discontented with their present status; people who are willing to take a moderate and calculated of various risks; confident of their potentials and abilities to overcome any encountered problems; they have innovative activities to do things differently from other competent; they are committed, devoted, diligent, single-minded and doing things without any break. Entrepreneurs are also all-rounder, which means they do everything to achieve their success and they need to seek refuge. Seeking refuge is a sort of motivation to be entrepreneurs and setting the mind to hunt for the rewards or advantages of entrepreneurship as opposed to escaping from different types of environmental factors.

Badi and Badi (2005) summarized the following characteristics of the true entrepreneurs. These are: Long term involvement and commitment in one's enterprise, initiative to use the available resources, setting realistic and challenging goals, high energy level to work for long

hours, problem solving, team building and motivation, mental ability and clarity in objectives, communication skills, and good human relations.

Pandy (2004) also listed the following common characteristics of entrepreneurs:

- ⊙ Problem solving rather than problem avoiding attitude
- ⊙ New initiative taking rather than confirming attitude
- ⊙ Need for achievement
- ⊙ At least average intelligence
- ⊙ Sense of efficacy
- ⊙ Drive and energy
- ⊙ Need for independence
- ⊙ Need for influencing others
- ⊙ Hope of success
- ⊙ Wish to make money
- ⊙ Concern for society
- ⊙ High tolerance of ambiguity
- ⊙ Knowledge of the business
- ⊙ Commitment to work contract

Moreover, according to Pandy, entrepreneurs are people with the following characteristics:

- ⊙ Moderate risk taker
- ⊙ Action Oriented
- ⊙ Creative and innovative
- ⊙ Opportunity seeker
- ⊙ Time oriented
- ⊙ Sensitive and perceptive
- ⊙ Personal responsibility taker
- ⊙ Self-Confident

- ⊙ Not too discouraged by failures
- ⊙ Goal oriented
- ⊙ Good communicator
- ⊙ Procreative
- ⊙ Good problem solver
- ⊙ Information seeker
- ⊙ Persistent
- ⊙ Assertive
- ⊙ Concerned for employees' welfare
- ⊙ Concerned for high quality of work
- ⊙ Resourceful, makes good use of resource

Welsch (2004) also has a similar opinion with the abovementioned characteristics in explaining that entrepreneurs have characteristics of creativity, persistence, locus of control, and leadership. Entrepreneurs are also people able to measure risk.

Consequently, realizing these and other types of entrepreneurs' characteristics are essential for the entrepreneurship trainers and counselors so as to help those individuals to be more effective and successful in their career.

### **2.2.3. Why are People drawn to be Entrepreneur?**

People are motivated to be engaged in the entrepreneurship process due to several reasons depending on the individuals' awareness, interest, exposure, experience and many other reasons. A lot of books and researches revealed the various drivers that motivate people for

entrepreneurship. The study of Jennings, Cox and Cooper (1994) enlightened that one of the most common drivers for potential entrepreneurs to be involved in the entrepreneurship activity is the strong desire to achieve more, which prove the world that they could do it. The second driver is independence. Independence is the factor that enables the entrepreneurs to achieve their goals and reach for their dreams. The third driver that draws people to be entrepreneur is the need for wealth. It is considered by the entrepreneurs as a liberating and giving them more independence to achieve greater goals.

Hailay (2007) classified the motivations/drivers into two broad categories, which are “pull” and “push” influences. He mentioned four drivers under the pull influences. These are: desire for independence, desire to exploit an opportunity, turning a hobby or previous work experience into a business and financial incentives. On the other hand, redundancy, unemployment and disagreement with previous employer are listed under the push influences.

The research findings of Gemechis (2007) also indicated the following common drivers of young people to start up their own business or to be involved in the entrepreneurship process:

These are:

- ⊙ To be independent or to be their own boss
- ⊙ To do what they really want to do or the things they enjoy doing
- ⊙ To change and improve the society
- ⊙ To help in creating employment

- ⊙ To get financial freedom
- ⊙ To continue in the family tradition
- ⊙ To gain recognition from the society

These drivers or motivations are summarized into two broad categories by the research paper of Gemechis, which are economic necessity and opportunity. Economic necessity is a driver where people are desired to be involved in the business activities due to lack of sufficient income and employment whereas the opportunity driver is the motivation for the potential entrepreneurs to be engaged in the business beyond generating an income and earning the basic necessities but looking for better opportunities.

Hisrich and Peters (1989) discovered in their research that eighty five (85) percent of the respondents would like to be in business for themselves. The primary drivers for their desire to start a new venture is to be their own boss, to be independent and not wanting to work for anyone else while their second reasons are the need for money, job satisfaction, achievement and opportunity.

According to Welsch (2004), financial motivations were a strong factor for some of the entrepreneurs. Others have stronger preferences for innovation, greater propensity for risk-taking, and a higher need for achievement.

Overall, the dominant reasons or drivers to be an entrepreneur for a number of people are to stay financially liable and to hold on their dream as the real entrepreneurship is not only

about making money but it is about seeking new opportunities and securing visions and ideas.

## **2.3. Entrepreneurship Training**

### **2.3.1. What is Entrepreneurship Training?**

Entrepreneurship training is providing knowledge and the entrepreneurial skills in relation to the concept of creativity, innovation, taking calculated risks and opportunity finding in order to establish own business and succeed with it in different environments. Entrepreneurship training, according to Doyle and O'Neill (2006), is also a term that is more common in the commercial sphere, which is directed at improving skills and comprises instruction, demonstration and supervision. Various authors on the area of entrepreneurship believe that no special education is required for those wishing to become entrepreneurs, but business knowledge will be very useful in securing the success in the whole process.

It is usually observed that many people are frustrated to be engaged in self employment or in any entrepreneurship process due to lack of knowledge about how to start, how to well manage and how to face the encountered challenges and how to be successful in their career. Botha, Nieman and Vuuren (2006) proved that the lack of education and training is South African entrepreneurs' most frequently mentioned weakness. The research findings of Gemechis also confirmed that one of the reasons to holdback students from being involved in doing their own business after graduation is lack of adequate education and training about

entrepreneurship. Thus, entrepreneurship education and training can make the potential entrepreneurs to develop their entrepreneurial capabilities so that they will be able to create their own jobs and lead for a better life.

The focus of entrepreneurship training is on the realization of opportunity rather than the way to operating the existing hierarchies. Realization of opportunity can also be found through opening a new or starting a new business, invigorating innovation or introducing new products or services or markets in existing firms. On the other hand, lack of adequate entrepreneurship knowledge keeps the people particularly the youths in a persistent cycle of poverty. Having sufficient training enable them to be developed in their personalities which in turn enable them to see opportunities and do something about them. Besides, getting the knowledge of entrepreneurship allows them to realize what must be done to establish a new enterprise and how to be successful in developing an idea into a practical and goal-oriented enterprise.

Hailay (2007) enlightens that the entrepreneurship training should have three phases so as to achieve the main objective of the training. These are: the initial or pre-training phase, training and post-training or follow up phase. The pre-training phase consists of the general preparation which includes facilitating the required infrastructure and other materials, selecting of potential entrepreneurs and providing them initial motivation. The second phase is the main part of the training and its objective is to bring desirable changes among the trainees' behavior. The post-training phase is evaluating the effectiveness of the program and

---

following up of the trainees. The follow up includes ensuring the availability of infrastructural support, counseling and assistance in establishing new enterprises.

Entrepreneurial role models are important for positively influence the potential entrepreneurs in the decision to start their own business. Thus, role model trainers are effective to a greater extent in motivating and influencing their trainees. Kiyosaki (1998), the author of the bestselling book, suggests that role model trainers are indispensable for the potential entrepreneurs so as to be motivated and determined to be engaged in a risk taking business. Besides, Schoof (2006) enlightened that role model entrepreneurs are vital to motivate people and to consider and explore entrepreneurship and self-employment because the more individuals know a successful entrepreneur, the more likely they might become interested in creating their own jobs as they have a role model to follow.

### **2.3.2. Purpose of Entrepreneurship Training**

Entrepreneurship training plays a significant role for the development of the people's capabilities towards using every opportunity and leading for a better and meaningful life. Hailay (2007) and other authors prove that the main purpose of entrepreneurship training is to motivate people for entrepreneurial career and to make them capable of perceiving and exploiting business opportunities. Schoof (2006) argued that the motivation to engage in business and the decision to become an entrepreneur is closely linked to the level of awareness about knowledge of and familiarity with the concept of entrepreneurship as being a viable career path.

Pandy (2004) points out that the personality traits of an individual are not sufficient to be entrepreneur unless support systems like development of entrepreneurship through training and other conditions are fulfilled. The entrepreneurial attributes of individuals can be improved through stimulation and training. A number of individuals are motivated through training which makes them ambitious to be entrepreneurs, which is better than the ambitions of their parents, friends, relatives or others. Pandy (2004) spelled out that the entrepreneurship development/training program has great contribution for producing lots of entrepreneurs, reducing unemployment and improving the Indian economy. Hailay (2007) also confirmed that entrepreneurship is a means towards the reduction of unemployment because it can generate employment both in the direct and indirect ways.

Entrepreneurship training has a big contribution in reducing frustration and developing confidence of the potential entrepreneurs towards starting their own business and facing possible challenges. Schwartz (1995) explained that one of the big enemies of human beings that holdbacks from starting something and getting success is fear. All kinds and sizes of fears are a form of psychological infection. This kind of mental infection can be cured the same way body infection is cured. Therefore, identifying the kind or size of fear is not enough for developing one's confidence. Rather, taking further action until the fear is removed, and the desired confidence is improved will be very important. Nobody is born with confidence. However, confidence can be acquired and developed through time. One of the ways to acquire and develop confidence of individuals is training. Individuals will be

more confident and avoid their fear to start their own business when they get adequate entrepreneurial skills.

Wrights (1989) appended in his book that the two great motivating forces in life are fear and hope. Fear is a negative force which prohibits people from fully utilizing their potential and it sabotages the creativity of individuals. The fear of failure, rejection and the like are common in the business world. However, these fears can be taken away through the adequate training and developing one's confidence. Whenever there is sufficient knowledge about the products or services, there is confidence, which means there will be no more fear. As a result, the entrepreneurship training is vital to develop the confidence of potential entrepreneurs.

In most cases, acquiring entrepreneurial skills enables people to be involved in the entrepreneurship activity and to be successful in their career. The report of Maine State Planning Office described that there are many adults who would benefit from entrepreneurial training, regardless of whether they are themselves entrepreneurs

The cultivation of problem solving, risk-taking, innovation, and related skills leads to a population that is better equipped to handle all types of endeavors and situations. <sup>1</sup>

Various researches prove that a number of successful entrepreneurs didn't start rich and successful but they ended rich and successful. This happens because because they had

---

<sup>1</sup> <http://www.maine.gov>

realized that entrepreneurship is the awareness and hunting of opportunity with regardless of the resources the entrepreneur currently controls.

According to OECD (2001), training outside the formal educational system can either reinforce what occurs during schooling or fill gaps. Countries seeking seriously to boost entrepreneurship in the short term, to reduce unemployment and adapt to the emerging economy, need and wish quicker results. They tend, therefore, to put more immediate policy emphasis on programs for startup and business-development support, often including special training outside the formal educational system to fill skill gaps ignored by traditional education.

The purpose of entrepreneurship training program could be also to increase the productivity, effectiveness and employment potential of small businesses through providing entrepreneurs with tools and techniques to help them enabling to do the following:

- ⊙ Identifying, locating and evaluating business information
- ⊙ Developing creative problem-solving skills
- ⊙ Developing methods to handle fear and ambiguity in a business environment
- ⊙ Building communication and interpersonal skills up and
- ⊙ Assessing their skill level and ability to pursue entrepreneurial initiatives

### 2.3.3. Contents of Entrepreneurship Training

The potential entrepreneurs need to take a variety of trainings in relation to entrepreneurship so as to maximize their potential and succeed in their future career. The major entrepreneurship training contents which need to be provided to the selected trainees that are suggested by Hailay (2007) are summarized as follows:

- A. Technical Knowledge and Skills:** The potential entrepreneurs should know the practical aspects of the business process based on the sound theory. Furthermore, they should know the economic aspects of the business technology along with the costs and profits.
- B. Achievement Motivation Training (AMT):** A motivation program is essential for the trainees in order to develop their confidences, realize their potential, and think optimistically and logically. The motivation training also enables them to be initiated for starting new business, to enhance and strengthen the started businesses, to be ready for taking the probable risks, to be committed for their maximum competence and the like.
- C. Support Systems and Procedures:** The entrepreneurship training need to provide the trainees or the potential entrepreneurs awareness about the opportunities of financial supports and how to approach those institutions and how to apply and get the support from them.

- D. Market Survey:** The trainees should be exposed to survey the market for their planned projects or business ventures. Pointing at the available markets and the methods how to deal with the markets are significant for the training participants.
- E. Managerial Skill:** The potential entrepreneurs specifically the beginners are to be trained about the overall managerial skills in order to manage their businesses as it will be difficult to employ the professionals at the initial stage.
- F. Project Preparation:** Trainees should know how to prepare themselves for beginning the new project including the need of sufficient time, active involvement and commitment for the new business venture.

## **2.4. Career Counseling in the Entrepreneurship Training Center**

### **2.4.1. The Concept of Career Counseling and Its Role**

Counseling services is imperative for a specific training center in all of the training phases (specially after the particular training) in an attempt to helping individuals who would like to be involved in the business activities and for the existing entrepreneurs who has already started their own business. Hailay (2007) suggested that counseling and guidance sessions are very important during the course of training to enable the trainees to realizing appropriate business opportunities. Apart from the training, motivation can be found from counseling service. Figler and Bolles (1999) highlighted that with motivation and pursuit, a number of successes and good things happen in the clients' career life. Thus, the career counselor

should try to mobilize these two huge engines, motivation and pursuit to his/her clients through the counseling services.

Christiani and George (1990) defined counseling as a helping and unique relationship in which the counselor's job is to hold up a mirror for the client to see himself or herself because people have experiences in which they can't see things about themselves without a mirror. Counseling is helping people to make choices and act on them, and the notion of learning and personality development. It is also defined as a relationship, a process and helping people to make their own choices and solve their problems. Herr and Cramer (1996) confirmed that counseling is a verbal process in which a counselor and client/s are in a dynamic and collaborative relationship, focused on identifying and acting on the counselee's goals, in which the counselor employs a repertoire of diverse techniques and processes, to help bring about self-understanding, understanding of behavioral options available, and informed decision-making in the counselee, who has the responsibility for his or her own actions.

Doyle and O'Neill (2006) forwarded their opinion about counseling connecting with entrepreneurs that counseling deals with particular aspects of performance, personality or career in a non judgmental way. A counselor helps an individual to overcome problems or come to terms with feelings. S/he sees what options are open and chooses between them by tapping into their own inner resources.

---

Figler and Bolles (1999) made clear that career counseling is a very broad field which includes vocational psychologist, employment counselor, life counselor, job developer, executive search personnel, outplacement specialist, placement director, career counselor, counseling director, vocational counselor etc. Most career counselors and authors have similar opinion that career counseling is a counseling relationship between counselor and a client. Christiani and George (1990) confirmed that career counseling is based on a positive, personal relationship between client and counselor; it includes exploration of values and attitudes as well as gathering and assessment of information and factual data.

*“...Good career counseling is the reverse of giving counsel. It enables the clients to counsel themselves. The career counselor creates a process which allows the client to assemble what she knows about herself and act on that self-understanding.”* Figler and Bolles (1999: 20)

Sharf (2002) described that helping skills, which are commonly used in career counseling (aside from unconditional positive regard, genuineness, congruence, and empathy) are attending skills, questions, statement and reflections, continuation response, giving information not opinion, reinforcement, and family background are essential. The common roles of counselor are to provide a relationship between counselor and counselee, to provide alternatives in self-understanding and in the courses of action open to the client, to provide for some degree of intervention of the situation in which the client finds himself, to provide leadership in developing a healthy psychological environment for his clients. Ferguson

(2002) also suggested that career counselors help people in order to realize their occupational interests, skills and talents and guide them in career decisions.

White and Kenyon (2001) recommended that helping people to understand difficulties for themselves is very important during the counseling time rather than telling them what is wrong with their business or their idea. Providing them the tools like techniques or market research, cash flow forecasting, and stock control are significant aspects of the counseling service.

Figler and Bolles (1999) also revealed that career counselors are expected to provide counseling services for the clients those are engaged in a business process or entrepreneurship or for those are employed specifically in three significant areas. These are: information, knowledge and wisdom.

**Information:** is very important for the people particularly living in the information age. It can provide about what is available in the labor market and about what the clients want to do.

**Knowledge:** is the next level up from information and is necessary for the clients. It is different from plain information because knowledge is the organized and applied information. Knowledge is information that is organized under headings and into categories (e.g. **what** do you most want to do, **where** do you want to do it and **how** do you want to do it) instead of finding and remembering answers for a number of issues. It's also the information which has a practical application and concerned with practical problems to find the solutions.

**Wisdom:** is the other crucial area for career counselor to share for his/her clients. It is the higher level of knowledge and distinguished from knowledge by the two characteristics, which are context and weight. Context is setting the present problem or situation in some larger context or it's how people find the capability to cope with the present problem or situation. Weight, on this context, is giving the present problem its appropriate weight, which means no more or no less. Munroe (2002) shared a similar idea with Figler and Bolles in explaining that knowledge, understanding and wisdom are keys for the individuals to maximize their potential and to release the fruitfulness. He added that there must be knowledge before taking any action so as to promote one's growth.

Like other counseling services, career counseling is totally different from giving of advice. According to Figler and Bolles (1999), advice-centered counseling is worthless due to two reasons. The first reason is that it encourages dependency on the career counselor and the other reason is the counselor doesn't know which one is best for the clients although s/he has ample data about the client. However, career counseling can be done by encouraging clients to talk more and more about their aspirations, feelings, wishes, thoughts etc in relation to what they want to do with the intention that the counselor help them to take action based on their interest, pace and capability.

---

Covey (1999) also alerted that many people excited to show their capabilities, to do things based on their interest and to live a better life. However, they usually wait for something to do for them and they fail to take the necessary steps and initiative so as to make things happen as they want. Thus career counselors are crucial in helping such kind of people enabling to utilize their potential.

Therefore, counseling service for the people in the early stage of their business activity is very useful to take the initiative and the calculated risk, which is one of the most unique features of entrepreneurs.

#### **2.4.2. Helping the Potential Entrepreneurs through Counseling**

As it is mentioned above, clients could be driven to work for themselves or to be involved in the entrepreneurship process due to various reasons. On the other hand, there are people who are not motivated by any drivers to be engaged in this kind of activities. Figler and Bolles (1999) proved in their research that there are some people who dream to be self-employed in their entire life, who are born entrepreneurs. Conversely, there are other people who never seriously considered to be engaged in the self employment activity until the time they find themselves out of work.

Figler and Bolles (1999) also revealed that there are six basic types of self-employment opportunities for both types of people discussed in the preceding paragraph. These types of self-employment activities are corresponding to John Holland's six different types or RIASEC model. Christiani and George (1990) and many other authors shared a related idea that Holland classified work environments into the six categories consistent to the six personal orientations. By doing so, Holland makes explicit that occupations are ways of life, helping to define social status, life-style, and standard of living. Sharf (2002) also explained that John Holland's typological theory has been accepted widely by counselors and psychologists for several reasons. It is an extension of a person's personality, the most researched and a typological theory.

John Holland's model is often called RIASEC because the descriptors are arranged beginning in the upper left corner of the hexagon and moving clockwise. Accordingly, the explanations of Figler and Bolles about the six self-employment types, which play a significant role for the counselor to help and motivate the potential entrepreneurs, are overviewed as follows:

- A. The Self-Employed Realistic Person:** These types of people are called outdoor type. They love and are good at activities that require strength and coordination. They also like working with things using their hands, with physical universe and using tools, machines etc. Examples of these types could be: farmers, builders, carpenters, auto mechanics, repairpersons and so on. These people may work on their own shop or store but they may prefer to operate something out of their home.

- 
- B. The Self-Employed Investigative Person:** These are the people who are interested in logic and concepts. These individuals enjoy and are good at abstract thought. They are often interested in science. They also like working with information, abstract ideas and theories. Examples could be: physicians, psychiatrists, dentists, pharmacists, researchers, etc.
- C. The Self-Employed Artistic Person:** They like to create something and express their feelings and ideas. They dislike rules and regulations and enjoy music, drama and art. Examples would be: artists, writers, actors, dancers, designers, composers, painters, photographers, web designers, entertainers and the like.
- D. The Self-Employed Social Person:** These are the people who tend to be warm and caring people. They enjoy working with other people especially to help them. Examples of these types are: nurses, counselors, therapists, career counselors, human resource people etc. They like to establish their own practice or office and work with other people.
- E. The Self-Employed Enterprising Person:** These are people who enjoy the company of other people but mainly to dominate or persuade rather than to help them. They enjoy actions more than thought. They are initiative taking, willing to take calculated risks, demonstrating leadership skills etc. This type of self employment is repeatedly written and talked about. Examples of these types of self employment are: owners of
-

small business, founders of corporations, planners, consultants, salespeople, lawyers and the rest.

**F. The Self-Employed Conventional Person:** These people like rules and regulations, structure and order. They enjoy attending every detail and are well organized with little/no imagination. Examples are: accountants, secretaries especially who run their own secretarial works etc.

The career counselor, therefore, can help the potential entrepreneurs in letting them know their success areas based on the six basic types of self-employment opportunities so that they will be able to identify where they are fit and enjoy doing. The closer people come to finding a compatible work environment or the self employment type, the more likely they will succeed in their career and experience job satisfaction.

---

## CHAPTER THREE

### METHODOLOGY OF THE STUDY

#### 3.1. Design of the Study

Both qualitative and quantitative approaches were used for the primary data gathering so as to be benefitted from the strengths of the two approaches and to make the results more reliable. The quantitative data were collected using a questionnaire while the qualitative data were gathered through the semi-structured and unstructured interview. The questionnaire was used as, according to Gall, Borg and Gall (1996), it can secure factual information regarding the respondents' opinions and enable to obtain a variety of opinions within a comparatively short period of time. The qualitative data was needed to find out additional, depth and wide range of issues on the achievements and challenges of the entrepreneurship training of GTC and its counseling service.

#### 3.2. Subjects

The subjects of the study were the former trainees of GTC in Addis Ababa specifically who had completed the entrepreneurship training two years ago. A total of ninety three (93) former trainees and two (2) entrepreneurship trainers were participants of this study. According to Kothari (1985), a purposive sampling is a sample selected in a deliberative and

non-random fashion to achieve a certain goal. In view of that, respondents were selected purposefully with setting two criteria. The first criterion was respondents should be residents of Addis Ababa while the second criterion was those who had completed the entrepreneurship training two years ago as they were hoped pertinent to explore the achievements and challenges of the training center. Subsequently, one hundred ten trainees who had completed their training two years ago from the GTC were selected using convenience sampling for the study to gather quantitative data with the intention of finding out their benefits and changes through the given training. Likewise, purposive and then convenience sampling were used to select five additional trainees who have already started and running their own businesses to be participated in the semi-structured and unstructured interview. Two of the three entrepreneurship trainers were also played their own part participating in the interview though the third trainer could not be available for the interview.

### **3.3. Data Gathering Instruments**

The two common types of data gathering instruments, questionnaire and interview, were utilized in the study as they are useful and effective in employing survey method, as explained by Kothari (1985). Therefore, Paper-pencil questionnaire was administered to the aforementioned subjects whereas the semi-structured and unstructured interviews were conducted for the aforesaid GTC's former trainees and its entrepreneurship trainers as it is useful for accessing people's perceptions, meanings, definitions of situations and constructions of reality.

### 3.3.1. Questionnaire

The data were collected primarily using closed ended questionnaire along with open ended items so as to give opportunity to the respondents to write their additional opinion. According to Brodens (1988), using partially open ended questionnaire is vital to be benefited from controlling the response categories while giving the subjects the opportunity to provide an alternative that are missed. Likert type scale was also used in order to identify the trainees' level of agreements towards the benefits they gained from the entrepreneurship training. Both the works of Yordanos (2006) and Gemechis (2007) were great help while the designing of questionnaire. Then, it was modified to serve the main purpose of the study in the center of attention and to be aligned with it.

The questionnaire administered to the former trainees was intended to gather information about the achievements obtained through the GTC's entrepreneurship training and the counseling service. It has four parts hoping that they could answer the basic questions of the research. Part one was about the background information of the respondents, which has five question items. Part two consisted of eleven open and closed types of questions designing to obtain information about the achievements through the entrepreneurship training. The third part of the questionnaire was about the overall situation of the counseling service of the training center, which included four types of questions. The last part was made up of two entirely open ended questions that were intended to identify the general opinions of

respondents in relation to the strengths and challenges of the GTC's entrepreneurship training and its counseling service.

A cover letter was attached to the questionnaire explaining the purpose of the study and about the confidentiality of the information they would provide. As a result, respondents were appealed to give their honest and reliable responses. Moreover, the letter contained instructions which would guide them how to fill the questionnaire.

### **3.3.2. Interview**

The second major sources of data, interviews, were employed for two of the GTC's entrepreneurship trainers and for its five of the former trainees who created and running their own jobs. Semi-structured and unstructured interview guide questions were prepared for both types of the interviews. The main objective of the interview prepared for the trainees was to find out additional and depth information on the achievements and challenges of the training center towards reducing unemployment and creating entrepreneurs. Besides, it was intended to discover wide range of issues about the counseling service. The results of the interview collected from the trainees were analyzed separately and qualitatively while the trainers' responses were used to support the data found through the questionnaire.

The interview guide questions for the trainers and trainees were prepared in English but conducted in Amharic for the convenience of all interviewees. Then, the data were transcribed into English for the purpose of analysis. Tape recorder was used during the

interview because all of the interviewees confirmed their willingness to be interviewed using the tape recorder.

### **3.4. Procedure of Data Collection**

Before commencing to gather any information, the selected training center's owner, senior trainer and G/manager was communicated and discussed regarding the purpose of the research because his agreement was mandatory. Then, questionnaires were developed, translated into Amharic so as to be used for all of the respondents and got approval from the advisor for both pilot and main study.

Prior to distribution of the questionnaire for the main research, a pilot study was conducted for a sample of twenty five (25) respondents in the same population of which were not included in the main study. The main purpose of the pilot study was to assess the relevance of the tools, which were used in gathering the required data for the study. Moreover, it was vital to avoid ambiguity and misunderstanding of the questions or instructions and to improve the clarity, validity and reliability of the instrument. Accordingly, emphasis was given for the ambiguity, omission, misunderstanding, and coherence of the questionnaire in putting the relating questions together. In order to check reliability of the likert scale of the questionnaire, Cronbach Alpha was calculated and it was observed to be 0.87 for the overall benefits obtained from the training. It was also important to determine the time required for administration of the instrument to the main study. Questions that were not easily

understood, vague, incoherent and irrelevant were amended based on the responses of the sample respondents and the verbal and written feedback of some respondents, friends and the professional comments of the advisor.

The lists and contact addresses (telephone number) of respondents/the former trainees were obtained from the Genius Training Center office, which made the data collection possible and somehow easy. Then, two assistant researchers were assigned to facilitate the process of data collection and they were given ample orientation how to administer the questionnaire. Besides to what was stated in the questionnaire, the data collectors (both the enumerators and the student researcher) briefed respondents about the purpose of the study, confidentiality of the information and how to complete the questionnaire before administering the instrument. Clarifications were given for the questions raised during the administration of the questionnaire. However, the data collected from the five trainees and two trainers through the interview were conducted by the student researcher. The data collection processes was conducted between March 7, 2010 and April 17, 2010, which took more than a month as it demanded the data collectors to go to the respondents' homes and work places. Finally, the collected data were analyzed with the pertinent method.

### **3.5. Method of Data Analysis**

The study was mainly a descriptive type intended to provide information on the overall achievements and challenges of GTC in relation to entrepreneurship training and its counseling service. Therefore, the data gathered using the questionnaire was analyzed quantitatively using percentages and mean supported by version 17 of SPSS program whereas the data obtained from the open ended questions were used to support the quantitative data.

Alternatively, qualitative data obtained from the trainees through the interview were analyzed qualitatively while the data taken from the trainers were used to substantiate the data collected with the questionnaire.

## CHAPTER FOUR

### FINDINGS AND DISCUSSIONS

Corresponding to the basic questions of the study indicated in the first chapter, the pertinent data have been gathered using the questionnaire and interview. Thus, this chapter presented the findings and discussions of the data that were gathered through the two aforementioned instruments from the former trainees and the entrepreneurship trainers of GTC.

A total of ninety five (95) participants were involved in the research, which are eighty eight (88) were participated in the questionnaire while the seven (7) were involved in the interview. Out of the one hundred ten (110) distributed questionnaires, eighty eight (88), which is about eighty percent (80%), were returned and usable for the analysis. Two of the three entrepreneurship trainers and five former trainees who have started and running their own businesses also participated in the unstructured interviews with the intention of searching for additional and depth information on the achievements and challenges of the training center towards reducing unemployment and creating entrepreneurs. In addition, it was intended to discover wide range of issues about the counseling service.

Consequently, the data attained through the preferred instruments are analyzed and discussed along these lines:

## 4.1. Analysis of the Quantitative Data

### 4.1.1 - Background Information of Respondents

Yordanos (2006) enlightened referring to the literature that the individual characteristics of the entrepreneur are supposed to be one of the factors influencing entrepreneurial behavior and its outcome. Accordingly, respondents were asked to provide some background information or characteristics like the age, sex, marital status, educational level and employment status.

*Table 1. Background information of respondents by age and sex*

Age of Respondents	Sex of Respondents				Total	
	M		F		N	%
	N	%	N	%		
Under 20	4	4.5	3	3.4	7	8.0
21-30	16	18.2	17	19.3	33	37.5
31-40	11	12.5	19	21.6	30	34.1
41-50	5	5.7	4	4.5	11	12.5
Above 50	6	6.8	3	3.4	7	8.0
<i>Total</i>	<i>42</i>	<i>47.7</i>	<i>46</i>	<i>52.3</i>	<i>88</i>	<i>100</i>

As it is indicated from the Table, the majority of respondents (33, 37.5%) and (30, 34.1%) are from the two age categories, which are 21-30 and 31-40 respectively. Majority of the respondents (21.6%) from the 31-40 age categories are female while 12.5% of them are male. Moreover, 19.3% of the 21-30 age categories are female while 18.2% of them are male. The remaining 11% are from the 41-50 age category and 14% are from the under 20 and above 50 categories (7% of each category). With regard to the gender distribution of participants, Table 1 depicted that 52.3% of them are females whereas 47.7% are males.

*Table 2. Background information of respondents by marital status*

Variable		Starting/running own business				Total	
		Yes		No			
		N	%	N	%	N	%
Marital status	Married	32	36.4	8	9.1	40	45.5
	Single	16	18.2	17	19.3	33	37.5
	Divorced	7	8	6	6.8	13	14.8
	Widowed	2	2.3	0	2.3	2	2.3
<i>Total</i>		<i>57</i>	<i>64.8</i>	<i>31</i>	<i>35.2</i>	<i>88</i>	<i>100</i>

Based on the responses of the GTC's former trainees, Table 2 presented that about 45.5% of married individuals and 37.5% single respondents participated in the study. Besides, 14.8% and 2.3% divorced and widowed participants respectively were involved in the study. The results of the above cross tabulation indicated that majority of the married respondents (36.4%) started their own business and involved in the entrepreneurship process yet only 28.5% of the rest all categories (single, divorced and widowed) categories involved in the business activities.

Furthermore, the majority of respondents (64.8%) replied as "Yes" for the question "Have you started/are you running your own business?" while only the 35.2% of the respondents replied "No" for the question. Their responses showed that majorities of the former trainees have started or they are running their own businesses. Schoof (2006) pointed out that the motivation to engage in business and the decision to become an entrepreneur is closely linked to the level of awareness about knowledge of and familiarity with the concept of entrepreneurship as being a viable career path.

*Table 3. Background information of respondents by educational level*

<b>Variable</b>	<b>Item</b>	<b>N</b>	<b>%</b>
Educational Level	Below grade 12	19	21.6
	Secondary school completed	18	20.5
	Technical and vocational institutes completed	9	10.2
	Diploma	19	21.6
	University/First degree	15	17.0
	MA /M.S.C or Ph.D	5	5.7
	College/University student	3	3.4
<b>Total</b>		<b>88</b>	<b>100</b>

Respondents were asked to give some background information about their current educational level. This is hoped to provide a few information regarding the knowledge of potential entrepreneurs those were involved in the entrepreneurship training. Thus, the responses of former trainees of GTC indicated that participants where their educational levels varies from below grade 12 to the MA/MSC or Ph.D level were involved in the study. Table 3 revealed that 21.6% of respondents from each group (below grade 12 and diploma holders) participated in the study. Likewise, 20.5% were from secondary school completed group while 17% were the university/college graduate in the undergraduate program of various fields. The remaining 19.3% of respondents (10.2%, 5.7% and 3.4) completed technical and vocational institutes, graduated from the post graduate programs and learning in various colleges/universities respectively.

## 4.1.2 - Perceived Impacts, Achievements and Challenges of the Training Center

### 4.1.2.1. The year and duration of the entrepreneurship training

Respondents who took the entrepreneurship training from GTC beginning 2004, when the training center was founded, to 2008 were purposefully selected for the study as its objective was briefed in the previous chapter. They were, therefore, asked when and for how long they took the entrepreneurship training from the GTC with the intention to investigate whether the trainees were motivated and satisfied with the given training within the specific periods.

*Table 4. The year and duration of the training*

Year of the Training	Duration the Training						Total	
	One week		Two weeks		Three & more weeks			
	N	%	N	%	N	%	N	%
2004	1	1.1	10	11.4	4	4.5	15	17
2005	2	2.8	15	17	1	1.1	18	20.5
2006	8	9.1	9	10.2	1	1.1	18	20.5
2007	11	12.5	11	12.5	-	-	22	25
2008	5	5.7	8	9.1	2	2.8	15	17
<b>Total</b>	<b>27</b>	<b>30.7</b>	<b>53</b>	<b>60.2</b>	<b>8</b>	<b>9.1</b>	<b>88</b>	<b>100</b>

With regard to the duration of the training, the former trainees responded that they had taken the training ranging from one week to eight weeks. Accordingly, the table showed that the majority of the trainees (60.2%) took the training for two weeks whereas 30.7% of them were trained for one week and 9.1% of them took for three weeks and more. The training center mostly gives the entrepreneurship training for ten working days or for two weeks. However, for exceptional cases, trainees may take for a week or for three weeks and longer. The aforementioned figure (27, 30.7%), for instance, indicated that the trainees who were trained for one week. These trainees were brought to the training center through the special arrangement and sponsorship of nongovernmental organizations (NGOs) like CCF. Regarding the year of training, trainees were selected from all years and the majorities (22 or 25%) were from the year 2007, 41% (20.5% each) were from year 2005 and 2006, and the remaining 34% (17% each) were from the year 2004 and 2008.

Moreover, the above figure was substantiated by the overall comments of respondents through the general opinion /open ended questions. Most of the respondents who had been trained in different times and for different periods (for one week, two weeks or three weeks and more) have similar comments in relation to the duration of the training that the training time was too short though it was very motivational. They have, therefore, commented that lengthened training time enables trainees to be more interested with the training and motivated to be involved in the entrepreneurial activities. The suggestion of Hailay (2007) regarding the contents of entrepreneurship training is directly related with the training. A longer period training enables the training center to incorporate more contents so that the

trainees will be able to have diversified knowledge about creating jobs and other related issues.

#### 4.1.2.2. The overall situation of the training center as perceived by the trainees

Cross tabulation between the trainees who took the training in different years (2004-2008) and the adequacy of trainers, conduciveness of the training room, the training approach, and the adequacy of training materials was constructed to describe the overall situation of the GTC. This was supposed to survey the opinions of former trainees in different times pertaining to the commendable and deficiencies of the training center's overall situation.

*Table 5. The overall situation of GTC as perceived by the trainees of different times (N=88)*

Time of taking the entrepreneurship training		The training center's overall situation							
		Adequacy of trainers		Conduciveness of the training room		The training approach		Adequacy of training materials	
		N	%	N	%	N	%	N	%
2004	Yes	10	11.4	14	15.9	14	15.9	9	10.2
	No	5	5.7	1	1.1	1	1.1	6	6.8
2005	Yes	13	14.8	17	19.3	18	20.5	10	11.4
	No	5	5.7	1	1.1	0	0	8	9.1
2006	Yes	15	17.0	15	17.0	16	18.2	12	13.6
	No	3	3.4	3	3.4	2	2.3	6	6.8
2007	Yes	19	21.6	17	19.3	22	25	13	14.8
	No	3	3.4	5	5.7	0	0	9	10.2
2008	Yes	13	14.8	11	12.5	14	15.9	10	11.4
	No	2	2.3	4	4.5	1	1.1	5	5.7
<b>Total</b>	<b>Yes</b>	<b>70</b>	<b>79.5</b>	<b>74</b>	<b>84.1</b>	<b>84</b>	<b>95.5</b>	<b>54</b>	<b>61.4</b>
	<b>No</b>	<b>18</b>	<b>20.5</b>	<b>14</b>	<b>15.9</b>	<b>4</b>	<b>4.5</b>	<b>34</b>	<b>38.6</b>

It can be observed from Table 5 that the majority of respondents (above 60%), who took the entrepreneurship training in different times, have a positive opinion towards the overall situation of the training center like the adequacy of trainers, conduciveness of the training room, the training approach and sufficiency of the training material. The cross tabulation also disclosed that most of the responses of the former trainees who took the training in various times (2004 – 2008) have similar opinions for the overall situation of the training center.

On the other hand, respondents suggested through the open ended questions that additional trainers who have various experiences and role model trainers are required for the training center. Regarding the training venue, most of the trainees forwarded their opinions as the training center need to enhance its venue to the better location where should be convenient for all interested trainees and it could be widened to the higher level or institution so as to accommodate a number of people. According to Schoof (2006), by delivering an image of independence, success and achievement, role model entrepreneurs can motivate people to consider and explore entrepreneurship and self-employment because the more individuals know a successful entrepreneur, the more likely they might become interested in starting a business because they have a role model to follow. Thus, role model trainers in the entrepreneurship area are indispensable for positively influence the trainees towards creating their own jobs. Respondents suggested that varieties of trainers who have entrepreneurial experience are needed to motivate the trainees although the trainers for current trainees are adequate.

The majority of respondents' comments throughout the general opinion questions also indicated that there are no sufficient training materials that are supported with audio visual and updated IT technologies though they are considerable for the training center. Concerning the training venue, the trainees responded in the open ended questions that there are no convenient places with additional branches in various areas of the city and in different cities and towns out of Addis although the training is motivational and life changing for lots of people. The responses of some trainees through the general opinion questions also revealed that the training center should have been developed to the college or university level at present. However, the interviewed trainers including the senior trainer and general manager explained that one of the future plans of GTC is to be developed to the well known entrepreneurship university level within the coming twenty years. The other comment of the trainees was that finding sponsor and providing free entrepreneurship training for those are interested and ready to take the training and create their own jobs but cannot afford the training fee is significant. In doing so, it can play significant role for the reduction of unemployment and production of several entrepreneurs.

#### **4.1.2.3. Employment status of respondents before and after taking the entrepreneurship training**

Respondents were asked to provide information pertaining to what their employment status before and after taking the entrepreneurship training from the GTC. It was believed that their responses could indicate something whether the training helped the trainees to do their own business. It was also hoped that the right reasons that inhibited them from starting their own

business would be explored through the study. The following Table illustrates the responses of former GTC trainees regarding both their current and previous employment status and the reasons for not to be engaged in the entrepreneurship activities.

*Table 6. Employment status of respondents before and after the training (N=88)*

Variables	Employment status before the training		Employment status after the training	
	N	%	N	%
Unemployed	19	21.6	6	6.8
Employed	25	28.4	27	30.7
Self employed	34	38.6	53	60.2
Student	10	11.4	2	2.3
<b>Total</b>	<b>88</b>	<b>100</b>	<b>88</b>	<b>100</b>
<b>Reasons not to be engaged in the entrepreneurship activity</b>				
	<b>Items</b>		<b>N</b>	<b>%</b>
	Lack of access to finance		13	41.9
	Poor or uncertain market		4	12.9
	Insufficient business support		4	12.9
	Student		4	12.9
	Social/Cultural attitude		2	6.5
	Others		4	12.9
	<b>Total</b>		<b>31</b>	<b>100</b>

Table 4 showed the employment status of respondents both before and after taking the entrepreneurship training from the GTC. The results of their responses are considered to be as an indicator of the training center's achievements and challenges. The unemployment status before taking the training was 19 (21.6%) while it was only 6 (6.8%) after taking the training. Moreover, 10 (11.4%) of the respondents were students before taking the training whereas their number was reduced to 2 (2.3%) after the training. On the other hand, the employment and self-employment status of respondents were increased after taking the entrepreneurship training, which are from 25 (28.4%) and 34 (38.6%) to 27 (30.7%) and 53 (60.2%) respectively.

The responses in the above Table displayed that the number of unemployed people and students are lessened after taking the entrepreneurship training while the employment and self employment status are raised. Besides, some of the respondents explained that they have just started their own business after taking the training though they are still employed and not fully engaged in the business activities due to various reasons. The respondents who didn't start their own businesses also replied that they were motivated to be involved in the entrepreneurial activities and to run their own businesses during and after taking the training though they haven't started yet due to a different reasons. The founder, G/manager and senior trainer of GTC, Dr Worotaw Bezabih, also confirmed that most of the trainees start their own business after taking the entrepreneurship training whether from the GTC or other similar training centers. He added that even if the remaining few of individuals who took the entrepreneurship training and couldn't create their own business would stop pointing to

outward reasons and complaining other situations for not be involved the entrepreneurship activities.

Most of the GTC's former trainees put forward their opinions through the general opinion questions that they have been initiated to start their own businesses and to plan to generate more incomes after taking the entrepreneurship training. Thus, the entrepreneurship training could contribute something to enhance the entrepreneurial activities and to reduce unemployment for who had taken the training. One of the interviewees and the entrepreneurship trainers, Ato Kifle Belda also explained that he could realize a number of individuals who had been employed in private, NGO or GO could start their own business after taking the training and become successful in their business. As the explanation of Ato Kifle, because they got the motivation and courage through the training, they could create their own jobs with their own initiation.

On the contrary, some of the respondents (35.2%) have not at all started their own business yet due to various reasons. One of the prevailing barriers to start, run their own business and to be involved in the entrepreneurial activity was lack of access to finance. The research findings of both Yordanos (2006) and Gemechis (2007) revealed that lack of access to start-up financing or seed funding is the dominant factor for individuals who would like to start up their own business. Robertson and Collins (2003) also confirmed in their study that lack of funds is one of the common barriers to create their own business and it is one of the major challenges for the potential entrepreneurs. According to Hailay (2007), the entrepreneurship

---

training is supposed to provide the trainees awareness about the opportunities of financial supports and how to approach those institutions and how to apply and get the support from them. The other reasons which could affect to be involved in the entrepreneurial activities are the availability of poor or uncertain market, the insufficient business support, being a student and lack of adequate time, social/cultural attitude, and others.

#### **4.1.2.4. Perceived characteristics of entrepreneurs by the former trainees**

Literatures convey that entrepreneurs have unique characteristics throughout their life time. The research result of Robertson and Collins (2003), for instance, revealed that the traits like the need for achievement is the ability that has to be stated as those common to entrepreneurs. In view of that, the respondents were asked if they have these different types of entrepreneurs' characteristics hoping that it helps the student researcher to investigate whether the given training enables them to achieve these characteristics. The following table, therefore, illustrated perceptions of the former GTC's trainees in relation to the characteristics of entrepreneurs they have developed.

*Table 7. Responses of trainees for the question “Do you have the following characteristics?” (N=88)*

S/N	Characteristics of entrepreneur		Employment status								Total	
			Employed		Self-employed		Unemployed		Student			
			N	%	N	%	N	%	N	%	N	%
1	Need for achievement	Yes	27	100	53	100	6	100	2	100	88	100
		No	0	-	0	-	0	-	0	-	0	-
2	Opportunity seeking	Yes	24	88.9	50	94.3	6	100	1	50	81	92.0
		No	3	11.1	3	5.7	0	-	1	50	7	8.0
3	Discontented with my present status	Yes	26	96.3	49	92.5	6	100	2	100	83	94.3
		No	1	3.7	4	7.5	0	-	0	-	5	5.7
4	Willingness to take calculated risks	Yes	14	51.9	50	94.3	5	83.3	2	100	71	80.7
		No	13	48.1	3	5.7	1	16.7	0	-	17	19.3
5	Self-Confidence	Yes	21	77.8	53	100	6	100	2	100	82	93.2
		No	6	22.2	0	-	0	-	0	-	6	6.8
6	Need for independence	Yes	25	92.6	52	98.1	6	100	2	100	85	96.6
		No	2	7.4	1	1.9	0	-	0	-	3	3.4
7	Concern for society	Yes	23	85.2	46	86.8	6	100	1	50	76	86.4
		No	4	14.8	7	13.2	0	-	1	50	12	13.6
8	Need for influencing others	Yes	21	77.8	50	94.3	6	100	2	100	79	89.8
		No	6	22.2	3	5.7	0	-	0	-	9	10.2
9	Having innovative activities	Yes	20	74.1	48	90.6	6	100	1	50	75	85.2
		No	7	25.9	5	9.4	0	-	1	50	13	14.8
10	Commitment, diligence & single-mindedness	Yes	24	88.9	45	84.9	5	83.3	2	100	76	86.4
		No	3	11.1	8	15.1	1	16.7	0	-	12	13.6
11	Wish to make money	Yes	26	96.3	49	92.5	6	100	2	100	83	94.3
		No	1	3.7	4	7.5	0	-	0	-	5	5.7
12	Having problem solving attitude	Yes	25	92.6	48	90.6	4	66.7	2	100	79	89.8
		No	2	7.4	5	9.4	2	33.3	0	-	9	10.2

The above Table highlighted that majority of the former trainees (more than seventy percent/70%) responded as “Yes” for each of the twelve statements of the entrepreneurs’ characteristics based on the question “Do you think that you have the following

characteristics?" Most of the respondents, therefore, perceived that they have developed the suggested characteristics of entrepreneurs.

The G/manager and senior trainer of GTC, Dr Worotaw Bezabih was interviewed whether the trainees gained the skills and behaviors which enable them to create their own jobs. He, accordingly, pointed out that most of the trainees who came to GTC are either having a desire to start their own business or who had just created their own jobs. As a result, they can easily achieve those behaviors while taking the training or as immediately as completed the training.

#### **4.1.2.5. Perceived benefits from the entrepreneurship training**

The respondents were provided ten statements in order to make sure their attitude towards the benefits achieved from the entrepreneurship training. They were asked to express their attitude the extent to which they agree (which varies from strongly agree to strongly disagree) with each statement. The responses for all the statements were assigned different scores and multiplied accordingly before calculating the mean score for the entire sample. The scores assigned for the statements are as: SA:5, A:4, U:3, D:2, and SD:1 as all of them are positive statements. Hence, the highest possible mean score is 50 and the lowest is 10, which is (10x5) and (10x1) respectively.

*Table 8. Respondents' level of agreement on the following benefits of the entrepreneurship training (N=88)*

Items	SA		A		U		D		SD	
	N	%	N	%	N	%	N	%	N	%
Motivation	40	45.5	38	43.2	8	9.1	1	1.1	1	1.1
Business knowledge	31	35.2	44	50.0	11	12.5	2	2.0	0	0
Taking calculated risk	41	46.6	27	30.7	15	17.0	4	4.5	1	1.1
Reducing fear and frustration	32	36.4	39	44.3	12	13.6	4	4.5	1	1.1
Developing confidence	40	45.5	41	46.6	5	5.7	1	1.1	1	1.1
Realizing problem solving skills	32	36.4	45	51.1	10	11.4	1	1.1	0	0
Building communication skills	39	44.3	41	46.6	4	4.5	3	3.4	1	1.1
Thinking optimistically and logically	29	33.0	41	46.6	13	14.8	4	4.5	1	1.1
Awareness about the opportunities of financial supports	24	27.3	24	27.3	26	29.5	12	13.6	2	2.3
Improving productivity and efficiency	34	38.6	32	36.4	17	19.3	3	3.4	2	2.3

**Key:** SA: Strongly Agree A: Agree U: Undecided

D: Disagree SD: Strongly Disagree

The mean score for the whole respondents was calculated and resulted as 41.4, which is closer to the highest possible mean score (50). The majorities (more than 75%) agreed for almost all of the statements except for the "Awareness about the opportunities of financial supports" where only about 54% of the respondents agreed.

---

The responses obtained from the former trainees in the above Table revealed that the trainees all in all seem to be benefitted from the given entrepreneurship training by the GTC. The high frequency of respondents who agreed for the above statements showed that the trainees could be satisfied with the given training. Hailay (2007), Schoof (2006), Schwartz (1995) and other authors and researchers suggested that people who take entrepreneurship training are supposed to be benefitted in these areas so that they will be successful in all aspects. However, some respondents were reserved to be agreed for the getting awareness about the opportunities of financial supports. This response could point out that the training center should do more efforts towards providing awareness about the opportunities of financial supports and how to approach a various institutions and how to apply and get the support from them. (See 4.2.3)

The responses from majority of the trainees when they were asked to express their attitude regarding the good things they observed while they were taking the entrepreneurship training in GTC indicated that the training gave them motivation rather than skills. Above all, according to their explanation, they were able to get awareness about the importance of creating their own jobs, which makes them independent, own boss, free of financial constraints and productive citizens.

### 4.1.3 - The Training Center's counseling Service

#### 4.1.3.1 Getting formal counseling service from GTC

Counseling is one of the vital supports for the potential entrepreneurs or individuals who would like to do their own business and expand their business to the next level. Therefore, trainees were asked if they could obtain formal counseling service from the GTC while or after taking the entrepreneurship training. The following table summarized the responses like this:

*Table 9. Responses of trainees whether getting formal counseling service from GTC by age categories*

Age	Responses				Total	
	(Did you get formal counseling?)					
	Yes		No		N	%
	N	%	N	%		
Under 20	0	0	7	8.0	7	8.0
21 – 30	15	17.0	18	20.5	33	37.5
31 – 40	10	11.4	20	22.7	30	34.1
41 – 50	2	2.3	7	8.0	9	10.2
Above 50	2	2.3	7	8.0	9	10.2
<b>Total</b>	<b>29</b>	<b>33.0</b>	<b>59</b>	<b>67.0</b>	<b>88</b>	<b>100</b>

Table 10 pointed out that most of the trainees (67%) responded as they did not get the formal counseling service from the GTC while or after completing the entrepreneurship training. However, 29 (33%) of the trainees confirmed that they received the service during and/or after the training. The cross tabulation result between the age groups of respondents and

their responses for the question “Did you get formal counseling service?” indicated that most of the trainees who took the entrepreneurship training at the various age categories couldn’t get the counseling service from the training center.

As described in 4.1.1, majorities of the respondents (64.8%) started or running their own business. On the other hand, majorities of the respondents (67%) did not get the counseling service from the center. The result pointed out that they might face challenges due to lack of the required information. A number of literatures suggest that people who would like to be engaged in the self-employment business or entrepreneurship activities need to get the counseling service. The survey finding of Figler and Bolles (1999) revealed that every tenth of the clients among who are interested to be involved in the self-employment business would like to have help or a counseling service. Besides, Schoof (2006) confirmed that entrepreneurs require training and counseling about their particular start-up situation, their business and the sector it operates in.

#### **4.1.3.2 No of counseling sessions and types of information and knowledge gained through the counseling service**

Trainees who responded as getting counseling service from the GTC were asked for how long (how many sessions) they took the service. Cross tabulation between the number of sessions and the information and knowledge gained through the counseling service was employed in order to see if there is any relation or difference between them.

*Table 10. No of counseling sessions with the responses of trainees regarding the information and knowledge gained*

No of counseling sessions		Realized information and knowledge through the counseling service										Total	
		What is available		What to do		What most to do		Where to do		How to do			
		N	%	N	%	N	%	N	%	N	%		
Below four sessions	Yes	15	51.7	18	62.1	18	62.1	14	48.3	17	58.6	22	75.9
	No	7	24.1	4	13.8	4	13.8	8	27.6	5	17.2		
Four and more sessions	Yes	4	13.8	6	20.7	6	20.7	5	17.2	6	20.7	7	24.1
	No	3	10.3	1	3.4	1	3.4	2	6.9	1	3.4		
<b>Total</b>	<b>Yes</b>	<b>19</b>	<b>65.5</b>	<b>24</b>	<b>82.8</b>	<b>24</b>	<b>82.8</b>	<b>19</b>	<b>65.5</b>	<b>23</b>	<b>79.3</b>	<b>29</b>	<b>100</b>
	<b>No</b>	<b>10</b>	<b>34.5</b>	<b>5</b>	<b>17.2</b>	<b>5</b>	<b>17.2</b>	<b>10</b>	<b>34.5</b>	<b>6</b>	<b>20.7</b>		

The above Table revealed that majority of the trainees (75.9%) responded as they have acquired the counseling service for only three and less sessions while the remaining 24.1% of them could get the service for four and more sessions. In connection with the information and knowledge the trainees obtained from the GTC through the counseling service, more than 65% of them responded that they could realize these fundamental components. However, major differences were not observed between the number of counseling sessions towards the required information and knowledge. It can be supposed from the result that the counseling service is useful for the beginner entrepreneurs so that they will not be frustrated due to lack of the required information, knowledge and wisdom.

The information, knowledge and wisdom like: what is available in the labor market, what do they want to do, what do they most want to do, where do they want to do and how do they want to do, according to Figler and Bolles (1999), are crucial elements that clients are required to get from the counseling service. Furthermore, they suggested that clients involved in the self-employment or entrepreneurial activity are expected to receive information or knowledge with the help of career counselor about who their real employers are (i.e. their customers, clients, consumers, patrons, students or many others), what the employers want of them, ways of success at whatever types of business they engaged.

#### 4.1.3.2 Reasons why the trainees did not get the counseling service

*Table 11. Responses of trainees regarding the reasons why they did not get the counseling service from GTC*

Possible Reasons	Responses	
	N	%
Payment was unaffordable	5	8.5
Shortage of trained counselors	8	13.6
Ready to do by own	21	35.6
Not having information about the service	25	42.4
<i>Total</i>	<i>59</i>	<i>100</i>

As indicated in the Table, most of the respondents (78%) among the trainees who could not get the counseling service from the GTC responded that their possible reasons for not getting

the service were due to lack of awareness about the existence of the service (42.4%) and doing their own business without the help of counselors (35.6%). The overall findings of Table 11 called attention to that of the training center does not give more concentration for the counseling service contrasting to the entrepreneurship training.

The summarized and Nationwide Implementation Document of the Technique and Vocational Education and Training (TVET) Strategy of MOE put forwarded that trainees need to get a guidance and career counseling service so as to identify their own special interest and potential, to be self-confident and problem solver in their future career. On the contrary, Dr. werotaw and Ato Kifle, the interviewed entrepreneurship trainers, explained that awareness is given for the trainees about the counseling service. The center also gives the service for whoever interested to receive the service whether they had taken the training or not. However, according to the G/manager of GTC, the training center's focus area is the entrepreneurship training rather than the counseling service.

## **4.2. Analysis of the Qualitative Data**

Five of the former trainees who created their own jobs were interviewed with the main objective of finding out additional and depth information on the achievements and challenges of the training center towards reducing unemployment and creating entrepreneurs. Moreover, it was hoped to find additional and wide range of issues about the GTC's counseling service. The background information of the interviewees is attached in the appendix E. The data

obtained through the semi-structured and unstructured interview guide questions, which were answered by each of the respondents were analyzed as follows:

For the first question of the interview “When and for how long did you take entrepreneurship training from the GTC?”, their answers varied from 2004 to 2007 and the duration of the training also varied from one week to eight weeks. To address the second interview guide question, which reads as “What were you doing before you took entrepreneurship training from the Genius Training Center?”, three of the interviewees had already created their own jobs and were running their own business before taking the entrepreneurship training from the GTC whereas one of them was employed and the fifth interviewee was a college student.

Their responses for the third question “Can you please explain how you started your own business and your progress to this point?” were basically differed. Three of the interviewees, who had been running their own business before taking the training, responded that they begun their business at different times and started with a limited initial capital, which varied from twenty birr to three thousand birr. All of them started their businesses without or with one and two assistant workers. However, their businesses have grown broadly at the moment and became employers of many others (twenty to two hundred twenty workers under each of them) with the capital of three hundred fifty thousand to more than four million birr excluding their expenditures and fixed assets. One of them has even two braches abroad (in Dubai) and employed twelve Ethiopians under her business venture. She has been involved in a business activity like ladies and men beauty salon (including a steam like bath called

---

“Morocco bath” for women and men). The other interviewee is engaged in the traditional foods preparation and distributions (e.g. traditional local drink “Tej” with an innovative way preparing from various flavors like orange, strawberry, coffee, barley and ginger and traditional and forgotten food types). The third interviewee is doing and a variety of metal works in a very creative way (e.g. making Bajaj car with a dual purposes, coffee and tea machine, incubator, marble cutter machine and many others). Besides, all of them have big dreams and plans for the coming years to expand their businesses both in the land and abroad.

The other two interviewees who had not created their own jobs before taking the entrepreneurship training answered for the above question that they are running their own businesses right now. One of them is involved in a book selling activity in opening a shop around Bole. He began importing various and bestselling books from abroad and became competent book seller using his creative way. He started the business alone and without any initial capital apart from his creativity, sales and advertisements. Making negotiation with other business ventures, he is presently distributing books for 22 supermarkets and selling his books like a franchise market. He is also handling books in a very convenient, attractive and durable ways, which played vital role to compete with other book sellers and expand his business.

---

The fifth interviewee is doing a number of business activities together with his business partners. He started a business activity along with his friends in providing tutorial services and involved in a network marketing businesses and then a construction businesses after getting the adequate initial capital. At this time, he is the owner of different companies together with his business partners like leather factory (he is operating as a board member and working only on policy making as he has accomplished his mission there). Followed by, he established a Cristal Capital Service, which includes 29 portfolios. One of the first portfolios is a standardized restaurant and café with a high excellence and experienced staffs including the Chef, which is opened recently. He is currently working in the café and restaurant as the executive officer and managing the overall activities. The other four portfolios that are planned to be implemented within the coming five years are shoe factory, car assembly industry, affordable apartments, real estates and resorts, and agriculture sector/castor oil processing plant with adding values like producing cosmetics and others/. Involving in the business activities like banking and insurance and other business activities of the portfolios are his and his colleagues' long term programs.

When asked if they have been benefited from the Genius entrepreneurship training and the counseling service, all of them answered as “absolutely yes” and explained this way. Two of the interviewees started their own businesses due to having strong motivation through the given entrepreneurship training. One of the two interviewees, particularly, explained that he couldn't wait to complete the regular training time (two weeks) to start his own business. As a result, he quitted the training after attending for three days and he was looking for an office

to start what he was planning to do because he had already been motivated with the first three days of the training. He enlightened that he had already had the skills and the idea before taking the training. However, he was stayed employee and could not start his own business due to lack of motivation and fear of taking risks. While he was taking the training, he could achieve what he needed to have though he did not finish the training. Since then, he has been doing his own business and became one of the successful business men.

The responses of the three interviewees, who had been running their own businesses before they took the training, were almost similar to the benefits they got from the entrepreneurship training. All of them specifically stated that they could find themselves and realized their real potential, talent and identity when they were sitting for the training. They witnessed in one voice about the entrepreneurship training that it enabled them to be visionary, to do things with and only with plan, to be discontented with the present status but to expand their businesses as much as they can and to develop self confidence. One of them, especially, responded that she does not worry to stop the exiting business if it becomes not profitable and to start another one or to expand the current business to the higher level. The same interviewee expressed the entrepreneurship training as follows:

*“As soap is vital to clean the dirty clothes, entrepreneurship training is vital to clean the human’s mind so that s/he can utilize and maximize his/her potential”*

On the contrary, all of the respondents confirmed that they did not get the formal counseling service from GTC due to different reasons. Two of them answered that they could not get the counseling service because they did not give any attention for it although they were aware of the existence of the service. However, the remaining three interviewees did not have any awareness about the existence of the formal counseling service except the follow up and advice provided by Dr Werotaw, the G/manager and senior trainer of GTC.

Finally, they were asked to provide their general comments on the achievements and challenges or strengths and weaknesses of GTC in relation to its entrepreneurship training and counseling service. Accordingly, they put forwarded the following comments based on their level of understanding pertaining to the training center:

**Strengths:**

The respondents' suggestions about the GTC's entrepreneurship training and counseling service's commendable areas are briefed as follows:

- ⊙ The training is motivational that enables many people to realize their potential and prepare themselves to create their own business, expand and doing in a better and systematic way.
- ⊙ It is life changing training with affordable price.
- ⊙ The training approach is substantial as it is supported by experience sharing and practical rather than focusing on the facts and theories, which is suitable for adult learning.

- ◎ It creates awareness about the importance of creating job and encourages creativity, independence, financial freedom and being one's own boss.
- ◎ Continuity of the training since 2004 without any break is one of its strengths.
- ◎ Its graduation ceremony accompanied by magazine with trainees' photos and the overall certification process can motivate the trainees.
- ◎ GTC encourages trainees to participate in the entrepreneurial night in Chamber of Commerce, which is conducted once in a month through the facilitation of Empretec Ethiopia Business Society (EEBS). This is an opportunity to be motivated and to gain several experiences in hearing from the successful business men and women.

### **Challenges**

On the contrary, they commented the following points towards the entrepreneurship training and counseling service of GTC, which need to be improved for the better providence of the services.

- Lack of promotion is observed about the entrepreneurship training and counseling service of GTC to the greater parts of the population.
- The training venue and the set up do not accommodate many people.
- Not enhanced to the college or higher institution level so that it could not train extensively and not addressed lots of people.

- There is no competition and award ceremony for the business people so as to initiate them for the better success and to motivate the beginners.
- Counseling service is not realized by most of the trainees and not provided by the experienced and trained counselors.

Conclusions can be drawn from the above results that all the interviewed trainees were potentially entrepreneurs and they all came to the entrepreneurship training with their own readiness. The training enabled the two interviewees to create their own jobs and to grow with it. It made also the others (the three interviews) to be planned, visionary, to do their business with knowledge and system. Above all, they witnessed that the entrepreneurship training enabled them to realize their potential, expand their business, to be more creative and to have a realistic dream for the coming five, ten, twenty and more years. However, the training center is not successful with the counseling service as it is giving much emphasis on the entrepreneurship training.

---

## CHAPTER FIVE

### SUMMARY AND RECOMMENDATIONS

This chapter dealt with the summary of major findings of the preceding chapter and then recommendations are made based on the findings and the objectives which were stated in the first chapter of the study.

#### 5.1. Summary

- The research was conducted on the former trainees of GTC in restricting to those who took the entrepreneurship training two years ago. The main purpose of the study was to investigate the achievements and challenges of entrepreneurship training centers with reference to the Genius Entrepreneurship Training and Consultancy PLC. The research outcomes were hoped to benefit the entrepreneurship training centers, trainees, trainers and counselors for the greater improvement.
- Using purposive and then convenience sampling methods, a total of ninety five respondents were participated in the study in both of the questionnaire and interview. Two of them were the entrepreneurship trainers while the remaining ninety three were the former trainees who had taken the training two years ago. Seven of the sample population (the two trainers and five trainees) participated in the interview whereas the eighty eight trainees were involved in the questionnaire.

● The major findings of the study from the abovementioned respondents through the employed instruments/questionnaire and interviews are summarized as follows:

✍ The majorities of trainees among the sample population (64.8%) could create their own jobs or just running their own business (See 4.1.1 of table 2 and analysis of interview for the detail). The unemployment status of respondents was reduced after the entrepreneurship training from 21.6% to 6.8%. On the other hand, the self-employment status was increased from 38.6% to 60.2% (Refer to 4.1.2.3) after taking entrepreneurship training.

✍ The majorities of trainees among the respondents could create their own jobs or just running their own business (See 4.1.1 of table 2 and analysis of interview for the detail). The unemployment status of respondents was reduced after taking the entrepreneurship training. On the other hand, the self-employment status was increased due to the given entrepreneurship training (Refer to 4.1.2.3). Lots of respondents also explained that they have been impacted by the given training to generate income in creating their own jobs and to maximize their potentials by involving in the entrepreneurship activities.

✍ Most of the respondents (more than 70%) confirmed in their responses that they agreed for having the characteristics of entrepreneurs, which were suggested by various authors and mentioned in chapter two of this study (See 4.1.2.4 & chapter 2).

---

✍ Majorities of the respondents (more than 75%) agreed for achieving the benefits that are supposed to be gained from the entrepreneurship training. Thus, it can be assumed that the entrepreneurship training of GTC could satisfy the trainees in addressing their needs through the given training.

✍ Majority of the trainees (more than 65%) amongst getting the counseling service responded that they could get various information and knowledge, which can add values for their success in their career. (4.1.3.2).

✍ A limited number of trainees/respondents (only 33%) got the service though it was explained by the trainers that the service is open for all interested and given for other clients other than the trainees (Discussed in 4.1.3.1). Moreover, most of the trainees (75.9%) responded that they could get the service for a few sessions (three and less sessions) while only 24.1% of the trainees counseled for four and more sessions.

✍ The overall situation of the training center including its training room, trainers, training approach and provided materials was optimistically observed by most of the respondents (above 60%). However, some respondents commented the need for more diversified and role model trainers, updated and audio visual supported training approach and materials, and a better venue and set up were forwarded by the respondents or the former trainees of GTC.

- ✍ The regular entrepreneurship training period was perceived by most of the trainees inadequate in order to incorporate more contents and equip the trainees in all aspects.
- ✍ Most of the respondents in both of the instruments responded and commented that attention is not given for the counseling service unlike the entrepreneurship training. As a result, many of the trainees lacked awareness about the importance of the service, and even others didn't know the existence of the service. Besides, it is not provided by the trained counselors though they have the experiences.

## 5.2. Recommendations

Based on the foregoing findings, the following major recommendations are forwarded hoping that they would help to improve the entrepreneurship training and counseling service of GTC and other similar training centers.

1. It has been recognized that entrepreneurship has massive contribution for the reduction of unemployment and creation of entrepreneurs, which is very crucial for the economic development of individuals and the nation as a whole. People are also motivated to be entrepreneurs either by the pull or push influences, as described by Hailay (2007) if they get the awareness through the entrepreneurship training. Therefore, GTC needs to enhance its program and have a wider coverage so as to address a number of people. A promotion works also need to be done to create awareness about the given services.

2. To provide a better service, to be stayed as a competent training center and to generate more entrepreneurs, the training center is supposed to do the following things in its short and long term plans.
  - ♦ A better training venue and set up is needed
  - ♦ Additional skillful, experienced, motivator and role model trainers are required
  - ♦ Latest and audio visual supported training approach and materials are essential
  - ♦ Facilitating competition and award ceremony among the business men/women is useful to motivate the existing entrepreneurs
  - ♦ Prolonged training time with additional contents is helpful.
3. The training highly focuses on the achievement motivation which can motivate trainees to create their own jobs by developing confidence, realizing their potential and thinking optimistically and logically. However, other skills like technical knowledge and skills, support systems and procedures, market survey, managerial skill and project preparation should be given more emphasis by the training center for watching and hearing more successes among the trainees. Moreover, the training center will be more successful if it can include personal development skills into its entrepreneurship training since people need to be developed in all aspects.

4. Most importantly, it should be admitted that trainees can be motivated through the counseling service apart from the training. Counseling is also one of the post training activities for one's training center in order to evaluate the effectiveness of the program and follow up of the trainees. The service is particularly significant for the beginner entrepreneurs so that they can avoid their frustration and have sufficient information, knowledge and wisdom. Thus, it will be more effective if the trained and experienced counselor is assigned and provide the service for the trainees and other clients.
5. The career counselor need to help a trainee or client, who have a desire to create own job, based on the six basic types of self-employment opportunities, which are enlightened by Figler and Bolles (1999). As a result, trainees, clients or beginner entrepreneurs will be able to identify what things they are supposed to do for becoming successful person and what they enjoy doing.

## REFERENCES

- Andualem Tegegne (1995). **Entrepreneurship and Small Business Development in Ethiopia.** (Unpublished paper presented on symposium). Addis Ababa Commercial College
- Badi, N. & Badi, R. (2005). **Entrepreneurship.** New Delhi: Vrinda publications
- Botha, M., Nieman, G. & Vuuren, J. (2006). **Evaluating the Women Entrepreneurship Training Program: A South African study:** The International Indigenous Journal of Entrepreneurship, Advancement, Strategy and Education. South Africa: University of Pretoria
- Boadens, K. (1988). **Research Design and Methods: A Process Approach.** California: Mayfield Publishing Company
- Christiani, T. & George, R. (1990). **Counseling Theory and Practice:** 3rd Edition. United States of America: Allyn & Bacon
- Covey, F. (1999). **The 7 Habits of Highly Effective People,** (Rev. ed). United Kingdom: Simon & Schuster Rev. ed.
- Doyle, B. & O'Neill, V. (2006). **Mentoring Entrepreneurs:** Shared Wisdom from Experience. New Delhi: Prentice Hall of India
- Ferguson (2002). **Discovering careers for your future.** United States of America: Ferguson Publishing Company

- Figler, H. & Bolles, R. (1999). **The Career Counselor's Handbook**. Canada: Ten speed Press
- Gall, D., Borg, R. & Gall, P. (1996). (1996). **Educational research: An introduction**. White Plains, NY: Longman.
- Gemechis Terfa. (2007). **Attitude of College Students towards Entrepreneurship: A Case Study of Addis Ababa University and Rift Valley University College**. (Unpublished M.A. Thesis). Addis Ababa University
- Hailay Gebretinsae (2007). **Entrepreneurship and Small Business Management**, ( 2<sup>nd</sup> ed). Mekele: Mekele University
- Herr, E. L. & Cramer, S. H. (1996). **Career Guidance and Counseling through the Life Span**. New York: Longman
- Hisrich, R. & Peters, M. (1989). **Entrepreneurship: Starting, Developing and Managing a New Enterprise**. United States of America: Richard D. IRWIN. Inc
- Hughes, J. (1986). **The Vital Few: The Entrepreneur and American Economic Progress: (Exp. Ed)**. New York: Oxford University Press
- Jennings, R., Cox, C. & Cooper, C. (1994). **Business Elites: The Psychology of Entrepreneurs and Intrapreneurs**. London & New York: Routledge

Kidd, J. (2006). **Understanding Career Counseling: Theory, Research and Practice.**

London: SAGE Publications Ltd

Kiyosaki, R. (1998). **Rich Dad Poor Dad.** United States of America: Warner Books

Landström, H. (2005). **Pioneers in Entrepreneurship and Small Business Research.**

United States of America: Springer Science + Business Media, Inc. Boston

Marczyk, G., DeMatteo D. & Festinger D. (2005) **Essentials of Research Design and**

**Methodology.** New Jersey: John Wiley & Sons, Inc.

MOE (2008). **Nationwide the Technique and Vocational Education and Training**

**Strategy:** (Unpublished Summarized Implementation Document)

Munroe, M. (2002). **Maximizing Your Potential.** Reprinted from copyright 1996. Addis

Ababa: Raey publishers

OECD (2001). **Putting the Young in Business:** Policy Challenges for Youth

Entrepreneurship. France: OECD Publications Service

Pandy N. (2004). **A Complete Guide to Successful Entrepreneurship.** New Delhi: Vikas

Publishing house Pvt. Ltd

Robertson, M. & Collins, A. (2003). **Developing Entrepreneurship in West Yorkshire:**

**West Yorkshire Universities' Partnership and Business Start-Up@Leeds Met.**

**Education+ Training.** Retrieved from <http://www.emeraldinsight.com/ft>

Schoof, U. (2006). **Stimulating Youth Entrepreneurship: Barriers and incentives to enterprise start-ups by young people**. SEED Working Paper No. 76: Geneva: ILO

Schwartz, D. (1995). **The Magic of Thinking Big**. London: Pocket Books

Sharf, R. (2002). **Applying Career Development Theory to Counseling**, (3<sup>rd</sup> ed). United States of America: Wadsworth Publishing Company

Welsch, H (2004). **Entrepreneurship: The way ahead**. New York and UK: Routledge

Werotaw Bezabih. (2006). **Entrepreneurship: For Personal and National Prosperity**. Addis Ababa: Alpha Printers

White, S. & Kenyon, P. (2001). **Enterprise-Based Youth Employment Policies, Strategies and Programs**. Initiatives for the development of enterprise action and strategies, Working Paper, In Focus Program on Skills, Knowledge and Employability. Geneva: ILO

Wright, N. (1989). **Afraid No More**. United States of America: Tyndale House

Yordanos Mekonen (2006). **Youth Entrepreneurship: The Case of Manufacturing Micro and Small Enterprises in Addis Ababa**. (Unpublished M.A. Thesis). Addis Ababa University

# APPENDIXES

# APPENDIX – A

## ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES DEPARTMENT OF PSYCHOLOGY

### A QUESTIONNAIRE TO BE FILLED BY FORMER TRAINEES OF GTC

The purpose of this questionnaire is to obtain sufficient and genuine information about the achievements and challenges of Genius Training Center with regard to its entrepreneurship training. Therefore, please note that your open, faithful and genuine response will play a vital role for getting reliable and valid information for the research. There is no right or wrong answer and what is required from you is just to show the level of your personal opinion to each item.

Please feel free that the information provided will be strictly confidential and used only for the purpose of academic research. Please also respond to each item and do not omit any of them.

Thank you in advance for your kind cooperation in spending your precious time to fill this questionnaire!

#### **Direction:**

- A. You don't need to write your name in any of the pages of this questionnaire.
- B. Put a tick mark “√” in the boxes for your correct response. Or:
- C. Give a short answer in the space provided.

## Part I - Personal Information

### 1.1 Age:

1.1.1.  Under 20

1.1.2.  21-30

1.1.3.  31-40

1.1.4.  41-50

1.1.5.  Above 50

### 1.2 Gender:

1.2.1.  Male

1.2.2.  Female

### 1.3 Marital Status:

1.3.1.  Married

1.3.2.  Single

1.3.3.  Divorced

1.3.4.  Widow/ widower

1.3.5. Other (Please specify): \_\_\_\_\_

### 1.4 Educational Level:

1.4.1.  Below grade 12

1.4.2.  Secondary school completed

1.4.3.  Technical and vocational institutes completed

1.4.4.  Diploma

1.4.5.  University/First degree

1.4.6.  MA /M.S.C or Ph.D

1.4.7. Other (Please specify): \_\_\_\_\_

### 1.5 Employment Status:

1.5.1.  Employed

1.5.2.  Self-employed

1.5.3.  Unemployed

1.5.4. Other (Please specify) \_\_\_\_\_

## Part II – Perceived Impacts, Achievements and Challenges of the Training Center

2.1. When did you take the entrepreneurship training from Genius Training Center? (Year & Months in Ethiopian Calendar) \_\_\_\_\_

2.2. How long was the duration of the training? (In weeks) \_\_\_\_\_

2.3. Were there adequate trainers while you were taking the entrepreneurship training?

2.4.1.  Yes

2.4.2.  No

2.4. Was the training room conducive?

2.5.1.  Yes

2.5.2.  No

2.5. Was the training participatory/ had it room for the trainees to share their experiences?

2.6.1.  Yes

2.6.2.  No

2.6. Were there adequate training materials provided during or after the training?

2.7.1.  Yes

2.7.2.  No

2.7. What were you doing before you took entrepreneurship training from the Genius Training Center?

2.8.1.  Unemployed      2.8.2.  Employed

2.8.3.  Involved in small business/Self employed

2.8.4.  Student (Learning)      2.8.5. Other

(Please specify) \_\_\_\_\_

2.8. Have you started/are you running your own business right now and involved in the entrepreneurship activities?

2.8.1.  Yes

2.8.2.  No

**2.9. If your answer is “No” for the above question, what is/are your reason/s not to be engaged in the entrepreneurship activity? (Please note that multiple responses are possible)**

- 2.9.1.  Lack of access to finance
- 2.9.2.  Poor or uncertain market
- 2.9.3.  Inconvenient government policy
- 2.9.4.  Insufficient business support
- 2.9.5.  Cost of loan
- 2.9.6.  Social/Cultural attitude towards entrepreneurship
- 2.9.7.  Inadequate knowledge/skills or training
- 2.9.8.  Preference to be employed
- 2.9.9. Others (Please specify) \_\_\_\_\_

**2.10. Do you think that you have the following characteristics? Please indicate your agreement/disagreement for each statement.**

S/N	Characteristics	Yes	No
2.10.1	Need for achievement		
2.10.2	Opportunity seeking		
2.10.3	Discontented with my present status		
2.10.4	Willingness to take calculated risks		
2.10.5	Self-Confidence		
2.10.6	Need for independence		
2.10.7	Concern for society		
2.10.8	Need for influencing others		
2.10.9	Having innovative activities to do things differently from others		
2.10.10	Commitment, devotion, diligence, single-mindedness and doing things without any break		
2.10.11	Wish to make money		
2.10.12	Having problem solving rather than problem avoiding attitude		

**2.11. Have you been benefited from the training in the following areas? Please indicate your level of agreement.**

S/N	Benefits/Impacts achieved through the training	Strongly	Agree	Agree	Undecided	Disagree	Strongly	Disagree
		Agree	Agree	Undecided	Disagree	Strongly	Disagree	
2.11.1	Motivated to be engaged in the business activity							
2.11.2	Acquired business knowledge							
2.11.3	Encouraged to take calculated risk							
2.11.4	My fear and frustration reduced							
2.11.5	Developed confidence							
2.11.6	Realized problem solving skills							
2.11.7	Built communication and interpersonal skills							
2.11.8	Began thinking optimistically and logically							
2.11.9	Obtained awareness about the opportunities of financial supports							
2.11.10	Improved my productivity & efficiency							

### **Part III – The Training Center’s Counseling Service**

**3.1. Did you get formal counseling service while you were taking the training or after the training?**

3.1.1.  Yes

3.1.2.  No

**3.2. If your answer is yes, for how long did you receive the counseling service?**

3.2.1.  Only once

3.2.2.  For 2 sessions

3.2.3.  For 3 sessions

3.2.4.  For 4 sessions

3.2.5.  More than 4 sessions 3.2.6. Other (Please specify) \_\_\_\_\_

**3.3. If you were able to get the counseling service, could you realize the following information and knowledge during the sessions?**

S/N	Received Information	Yes	No
3.3.1.	What is available in the labor market		
3.3.2.	What do you want to do (your interest)		
3.3.3.	What do you most want to do		
3.3.4.	Where do you want to do		
3.3.5.	How do you want to do		
3.3.6.	Other (Please specify)		

**3.4. If you couldn't get the service, what were the reasons?**

- 3.4.1.  The payment was unaffordable
- 3.4.2.  Shortage of trained counselors
- 3.4.3.  Ready to do the business by my own
- 3.4.4. Other \_\_\_\_\_

### **Part Four – General Opinion Questions**

**4.1. Please list down or provide short description about what important things you have realized in the Genius Training Center in relation to its entrepreneurship training and counseling service?**

---



---



---

**4.2. What are the things that you suggest to the Genius Training Center to be available/improved in relation to its entrepreneurship training and counseling service?**

---



---



---

# APPENDIX – B

## አዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ኘርግራም የሳይኮሎጂ ትምህርት ክፍል

### ለጂኒዬስ ስልጠና ማዕከል የቀድሞ ሰልጣኞች የቀረበ መጠይቅ

የዚህ መጠይቅ ዋና ዓላማ ሥለ ጂኒዬስ ስልጠና ማዕከል በተለይም ከአንተረኘረኘረኘ ስልጠና ጋር በተያያዘ የተገኘውን ስኬትና ያጋጠመውን ችግሮች ለማጥናት በቂና አስተማማኝ መረጃ ለማግኘት ነው። ስለዚህ የአርስዎ እውነተኛና ታማኝ የሆነ መረጃ ለዚህ ጥናት መሳካት የጎላ ድርሻ አለው። ለእያንዳንዱ ጥያቄ ትክክለኛ ወይም የተሳሳተ መልስ የለውም። ከአርስዎ የሚፈለገው የግልዎን አስተያየት ወይም አመለካከት መግለፅ ብቻ ነው።

ማንኛውም መረጃ ለትምህርታዊ ጥናትና ምርምር ጉዳይ ብቻ የሚውልና በሚሰጥር የሚቀመጥ በመሆኑ እውነተኛና ተገቢውን መረጃ በነፃነት እንዲሰጡ በትህትና ይጠየቃሉ። በተጨማሪም ለእያንዳንዱ ጥያቄ መልስ እንዲሰጡና የትኛውንም ጥያቄ ሳይመልሱ እንዳያልፉ ይጠየቃሉ።

ውድ ጊዜዎን መስዋዕት አድርገው መረጃን በመስጠት ለሚያደርጉት ትብብር በቅድሚያ አመሰግናለሁ።

### መመሪያ:-

- ሀ. በየትኛውም የመጠይቁ ገጽ ላይ ስም መጻፍ አያስፈልግም።
- ለ. ትክክለኛ መልስዎን የሚያሳየው ሳጥን ላይ የጭረት ምልክት "✓" ያድርጉ።  
ወይም፤
- ሐ. በተሰጠው ክፍት ቦታ ላይ መልስዎን በአጭሩ ያስቀምጡ።

## ክፍል አንድ:- የግል መረጃ

### 1.1. እድሜ:-

1.1.1.  ከ 20 በታች

1.1.2.  21-30

1.1.3.  31-40

1.1.4.  41-50

1.1.5.  ከ 50 በላይ

### 1.2. የታ:-

1.2.1.  ወንድ

1.2.2.  ሴት

### 1.3. የጋብቻ ሁኔታ:-

1.3.1.  ያገባ/ች

1.3.2.  ያላገባ/ች

1.3.3.  የፈታ/ች

1.3.4.  ባል/ሚስት የሞተባት/በት

1.3.5. ሌላ ካለ ይግለጹ \_\_\_\_\_

### 1.4. የትምህርት ደረጃ:-

1.4.1.  ከ12ኛ ክፍል በታች

1.4.2.  ሁለተኛ ደረጃን ያጠናቀቁ

1.4.3.  የቴክኒክና ሙያ ተቋም ምሩቅ

1.4.4.  ዲፕሎማ

1.4.5.  የመጀመሪያ ዲግሪ

1.4.6.  ሁለተኛ/ሦስተኛ/ዲግሪ

1.4.7. ሌላ ካለ ይግለጹ \_\_\_\_\_

### 1.5. የሥራ ሁኔታ:-

1.5.1.  ተቀጣሪ

1.5.2.  የግል ሥራ

1.5.3.  ሥራ አጥ

1.5.4. ሌላ ካለ ይግለጹ \_\_\_\_\_

## ክፍል ሁለት:- በሥልጠና ማዕከሉ አማካኝነት የታዩ ለውጦች፣ ስኬቶችና ችግሮች

2.1. ከጂኒዬስ የሥልጠና ማዕከል የአንተረኘረኘረኘረኘ ስልጠና የወሰዱት መቼ ነበር? /ዓመቱንና ወሩን በኢትዮጵያ አቆጣጠር ይግለጹ/ \_\_\_\_\_

2.2. ሥልጠናው የወሰደው ጊዜ ምን ያህል ነበር? /በሳምንታት ይግለጹ/ \_\_\_\_\_

2.3. የአንተረኘረነርሽኝ ስልጠናን በሚወስዱበት ጊዜ በቂ አስልጣኞች ነበሩ?

2.3.1.  አዎ

2.3.2.  አልነበሩም

2.4. የሥልጠና ክፍሉ አመቺ ነበር?

2.4.1.  አዎ

2.4.2.  አልነበረም

2.5. ሥልጠናው አሳታፊ ነበር? ወይም ስልጣኞች ልምዳቸውን እንዲያካፍሉ እድል ይሰጥ ነበር?

2.5.1.  አዎ

2.5.2.  አልነበረም

2.6. በስልጠናው ጊዜ ወይም ከዚያ በኋላ የተሰጡ በቂ የስልጠና ቁሳቁሶች ነበሩ?

2.6.1.  አዎ

2.6.2.  አልነበሩም

2.7. ከጂ.ኒ.ዩ.ስ የሥልጠና ማዕከል የአንተረኘረነርሽኝ ሥልጠና ከመውሰድዎ በፊት ምን ይሰሩ ነበር?

2.7.1.  ሥራ አልነበረኝም

2.7.2.  ተቀጣሪ ነበርኩ

2.7.3.  በአነስተኛ ንግድ ወስጥ/በራሴ ወይም በግል ሥራ ላይ ነበርኩ

2.7.4.  እየተማርኩ ነበር

2.7.5.  ሌላ ካለ ይግለፁ \_\_\_\_\_

2.8. በአሁን ጊዜ የራስዎን ሥራ/ንግድ ጀምረዋል? ወይም በመስራትና በአንተረኘረነርሽኝ እንቅስቃሴ ላይ ነዎት?

2.8.1.  አዎ

2.8.2.  አልጀመርኩም/አይደለሁም

2.9. ከላይ ለተጠየቀው ጥያቄ መልስዎ አልጀመርኩም/አይደለሁም ከሆነ! የራስዎን ሥራ/ንግድ ላለመስራት ወይም ላለመጀመር ወይም በአንተረኘረነርሽኝ እንቅስቃሴ ውስጥ ላለመሳተፍ ምክንያቶች ምንድን ነው? /ከአንድ በላይ/ብዙ መልስ መስጠት ይቻላል/

2.9.1.  በቂ የገንዘብ አቅርቦት ሥለሌለ

2.9.2.  የገበያው ደካማና አስተማማኝ አለመሆን

2.9.3.  የመንግስት ፖሊሲ አመቺ አለመሆን

2.9.4.  በቂ የሆነ የንግድ ሥራ ድጋፍ ስለሌለ

2.9.5.  ለብድር የሚከፈለው ወለድ ብዙ መሆን

2.9.6.  ማህበረሰቡና ባህሉ ለአንተረኘረነርሽኝ ያለው አመለካከት

2.9.7.  በቂ የሆነ እውቀት ወይም ስልጠና አለመግኘት

2.9.8.  ተቀጣሪ መሆንን ስለምመርጥ

2.9.9. ሌላ ካለ ይግለፁ \_\_\_\_\_

2.10. የሚከተሉት ባህሪያት እንዳሉዎት ያስባሉ? ለእያንዳንዱ ሃሳብ «አለኝ» ወይም «የለኝም» በማለት ሃሳብዎን ይግለፁ ::

ተ.ቁ	ባህሪያት	አለኝ	የለኝም
2.10.1	ስኬትን ለማግኘት ጠንካራ ፍላጎት		
2.10.2	ለሥራና ለስኬት የሚሆን የተመቻቸ ሁኔታን የመፈለግ ስሜት		
2.10.3	አሁን ባለሁበት ስኬትና ሁኔታ ያለመቆም ወይም ያለመገደብ ጠንካራ ፍላጎት		
2.10.4	ተመጣጣኝ የሆነ ወይም የተጠና ኪሳራን /Risk/ ለመጋፈጥ ፈቃደኛ የመሆን ውሳኔ		
2.10.5	በራስ መተማመን		
2.10.6	ራስን የመቻል/ነፃነትና ጥገኛ ያለመሆን ፍላጎት		
2.10.7	ለማህበረሰብ የማሰብ ወይም የመጨነቅ ስሜት		
2.10.8	በመልካም ነገር በሌሎች ላይ ተፅኖ የማምጣት ፍላጎት		
2.10.9	አንድን ሥራ አዲስና ከተወዳዳሪዎች የተለየ ለማድረግ የፈጠራ ሥራዎችን የመስራት ፍላጎት		
2.10.10	ለስራ የመትጋት፣ ራስን የመስጠት፣ በራስ ተነሳሽነትና ባልተከፋፈለ ልብ ያለማቋረጥ የመስራት ልምድ		
2.10.11	ገንዘብን ለመግዛት/ለማግኘት የማለም/የማቀድ ምኞት		
2.10.12	ችግርን በማስወገድ ወይም በመሸሽ ፈንታ ችግሩን የማቃለል ልምድ		

2.11. በወሰዱት የአንተረኘረነርሽኝ ሥልጠና ዓማካኝነት ከታች በተዘረዘሩት ነገሮች ተጠቅመዋል? ትክክለኛ ሃሳብዎን የሚገልፀውን በመምረጥ ምልክት ያድርጉ::

ተ.ቁ	በሥልጠናው የተገኙ ወይም የመጡ ለውጦች	በጣም እስማማለሁ	እስማማለሁ	መልስ ለመስጠት አይቻልም	በጣም አልስማማም
2.11.1	በንግድ ሥራ ወይም በግል ሥራ ውስጥ ለመሳተፍ ተነሳሽነትን አግኝቻለሁ				
2.11.2	የንግድ ሥራ ዕውቀት አግኝቻለሁ				
2.11.3	ተመጣጣኝ የሆነ ወይም የተጠና ኪሳራን/Risk/ ለመውሰድ ድፍረትን አግኝቻለሁ				
2.11.4	የነበረኝ ፍርሃትና ጭንቀት ቀንሷል				
2.11.5	በራስ መተማመኔ ጨምሮአል				
2.11.6	ችግርን የመፍታት ችሎታን ተገንዝቤአለሁ				
2.11.7	ከሰው ጋር የመግባባትና የግንኙነት ችሎታ አግኝቻለሁ				
2.11.8	በቀና እና ተገቢ በሆነ መንገድ ማሰብ ጀምራለሁ				
2.11.9	የገንዘብ ድጋፍ የማግኘባቸውን መንገዶች ተገንዝቤአለሁ				
2.11.10	ምርታማነቴና የሥራ ብቃቴ ተሻሽሏል				

**ክፍል ሦስት:- የሥልጠና ማዕከሉ የምክክር/የካውንስሊንግ አገልግሎት**

3.1. ሥልጠናውን በሚወስዱበት ጊዜ ወይም ከዚያ በኋላ ከማዕከሉ መደበኛ የሆነ የምክክር/ካውንስሊንግ አገልግሎት አግኝተው ያውቃሉ?

3.1.1.  አዎ

3.1.2.  አላገኘሁም

3.2. መልስዎ አዎ ከሆነ፤ አገልግሎቱን ለስንት ክፍለ ጊዜ (Session) ወሰዱ?

3.2.1.  ለአንድ ጊዜ ብቻ

3.2.2.  ለ 2 ክፍለ ጊዜ

3.2.3.  ለ 3 ክፍለ ጊዜ

3.2.4.  ለ 4 ክፍለ ጊዜ

3.2.5.  ከ 4 ክፍለ ጊዜ በላይ

3.2.6. ሌላ ካለ ይግለፁ\_\_\_\_\_

3.3. የምክክር/ካውንሲንን አገልግሎትን ካገኙ፣ በክፍለ ጊዜዎቹ ውስጥ የሚከተሉትን መረጃዎችና እውቀቶች መገንዘብ ችለው ነበር?

ተ.ቁ	መረጃዎች	አዎ	አልተገንዘብኩም
3.3.1	ገበያ ላይ ምን እንዳለና እንደሌለ		
3.3.2	ምን መስራት እንደሚፈልጉ ወይም የእርስዎን ዝንባሌ		
3.3.3	ቅድሚያ ሰጥተው መስራት የሚፈልጉት ምን እንደሆነ		
3.3.4	የት መስራት እንደሚፈልጉ		
3.3.5	እንዴት መስራት እንደሚፈልጉ	.	
3.3.6	ሌላ ካለ ይግለፁ		

3.4. አገልግሎትን ካገኙ ምክንያቱ ምንድን ነው?

- 3.4.1.  የክፍያው መብዛት
- 3.4.2.  በሙያው የሰለጠኑ አማካሪዎች አለመኖር
- 3.4.3.  በራሴ ለመስራት ዝግጁ ሥልጣን
- 3.4.4. ሌላ ካለ ይግለፁ\_\_\_\_\_

**ክፍል አራት:- አጠቃላይ ግንዛቤን የሚመለከቱ ጥያቄዎች**

4.1. እባክዎን የአንትረፕረንሲን ሥልጠናና የምክክር/ካውንሲንን አገልግሎትን በተመለከተ በጂኒዬስ የስልጠና ማዕከል ውስጥ የተገነዘቡአቸውን ጠቃሚ ነገሮች ይዘርዝሩ ወይም በአጭሩ ያብራሩ።

---



---



---

4.2. ከአንትረፕረንሲን ሥልጠናና የምክክር/ካውንሲንን አገልግሎት ጋር በተያያዘ ለጂኒዬስ የስልጠና ማዕከል መኖር ወይም መሻሻል አለባቸው ብለው የሚያስቡአቸውን ነገሮች ይዘርዝሩ ወይም በአጭሩ ያብራሩ።

---



---



---

# APPENDIX – C

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
DEPARTMENT OF PSYCHOLOGY**

## **Unstructured Interview Guide for GTC Entrepreneurship Trainers**

The purpose of this interview is to obtain sufficient and genuine information about the achievements and challenges of Genius Training Center with regard to its entrepreneurship training and its counseling service. Therefore, your open, faithful and genuine response will play a vital role for getting reliable and valid information for the research.

Please feel free that the information provided will be strictly confidential and used only for the purpose of academic research.

Thank you in advance for your kind cooperation in spending your precious time to be interviewed!

Name: \_\_\_\_\_

Sex: \_\_\_\_\_

Age: \_\_\_\_\_

Marital Status: \_\_\_\_\_

Educational Level: \_\_\_\_\_

Roles & responsibility in GTC \_\_\_\_\_

Experience in Training: \_\_\_\_\_

1. When, why and how Genius Training Center was established?
2. Can you please explain the major achievements of the center pertaining to reducing of unemployment & producing of entrepreneurs?
3. What are the major activities of the GTC counseling service?

4. Do you think that trainees and/or entrepreneurs are aware and benefited from the counseling service?
5. What are the current challenges of the training center?
6. Can you please make clear the future plan of GTC?

Thank you once again for providing sufficient information!

## APPENDIX – D

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
DEPARTMENT OF PSYCHOLOGY**

**Unstructured Interview Guide for the Former GTC Trainees Who Started Their Own  
Business after Taking Entrepreneurship Training**

The purpose of this interview is to obtain sufficient and genuine information about the achievements and challenges of Genius Training Center with regard to its entrepreneurship training and its counseling service. Therefore, your open, faithful and genuine response will play a vital role for getting reliable and valid information for the research.

Please feel free that the information provided will be strictly confidential and used only for the purpose of academic research.

Thank you in advance for your kind cooperation in spending your precious time to be interviewed!

Name: \_\_\_\_\_

Sex: \_\_\_\_\_

Age: \_\_\_\_\_

Marital Status: \_\_\_\_\_

Educational Level: \_\_\_\_\_

Employment Status: \_\_\_\_\_

1. When & for how long did you take entrepreneurship training from GTC?
2. What were you doing before you took entrepreneurship training from the GTC?
3. Can you please explain how you started your own business and your progress to this point?

4. Are you benefited from the Genius entrepreneurship training and the counseling service? In what why? Please explain.
5. What is your recommendation for the Genius Training Center in relation to its entrepreneurship training and counseling service (Its strengths & weaknesses)?

Thank you once again for providing sufficient information!

## Appendix - E

### List of Interviewees

S/N	Interviewee	Sex	Age	Marital status	Educ. level	Employment/Position	Type of respondent
1	001	M	54	Married	PhD	G/M & Senior Trainer	Trainer
2	002	M	70	Married	BA	Trainer	Trainer
3	003	F	37	Married	10	Self-employed	Trainee
4	004	F	50	Married	Diploma	Self-employed	Trainee
5	005	M	27	Married	BA	Self-employed	Trainee
6	006	M	37	Married	Diploma	Self-employed	Trainee
7	007	M	30	Single	BSC	Self-employed	Trainee

## DECLARATION

I, the under signed, declare that this thesis is my work and that all the source materials used in the thesis have been fully acknowledged.

**Name: Shume Mengesha Chernet**



A handwritten signature in black ink, appearing to read 'Shume Mengesha Chernet', is written over a horizontal line.

**Signature**

12 - 07 - 10

**Date of Submission**

## SUBMISSION APPROVAL SHEET

This thesis has been submitted for examination with my approval as an advisor for the candidate.

**Name: Mulat Asnake**

Mulat Asnake

**Signature**

12-07-10

**Date of Submission**