



## **ASSESSING EMPLOYEE ON-JOB TRAINING PRACTICES AT FOUR STAR HOTELS IN ADDIS ABABA CITY**

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A Thesis Submitted to the Department of Centre for Environment and Development  
Presented in Partial Fulfillment of the Requirements for the Degree of Master of Arts  
in Tourism Development and Management

July/2023

Addis Ababa

Ethiopia

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
COLLEGE OF DEVELOPMENT STUDIES  
TOURISM AND DEVELOPMENT PROGRAMME**

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Tourism Development and Management**

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## Declaration

I hereby declare that this work, titled "Assessing Employee On-the-Job Training Practices at Four Star Hotels in Addis Ababa City," is my original work. This work is the result of my own effort and research, and all sources of materials used for the study have been properly acknowledged to the best of my knowledge. Except for the guidance and suggestions of my research advisor, I created it entirely on my own.

This research has not been submitted for a degree at this or any other university. It is available as part of the Masters of Arts in Tourism Development and Management degree program.

Declared by: **Kedir Hussen**

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**CERTIFICATION**

This is to certify that Kedir Hussen's thesis, "Assessing Employee On-the-Job Training Practices at Four Star Hotels in Addis Ababa City," is correct. Submitted as part of the requirements for the Masters of Arts in Tourism Development and Management Degree. Complies with university regulations and meets the accepted standard for originality and quality.

Signed by the **Examining Committee:**

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Examiner \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisor \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

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Chair of Department or Graduate Program Coordinator

## **Acknowledgement**

First and foremost, I thank the almighty creator for bestowing peace and health upon me. Next, I'd like to thank my beloved wife and children for assisting me in successfully completing this course. After all I'd like to thank everyone who assisted and supported me in writing this Master's Thesis. I recognize that this project was the result of many people, many of whom I will be eternally grateful. Among those, I would like to express my gratitude to my thesis advisor, Desalegn Amsalu (PhD), for his dedication and hard work in providing me with timely responses and academic guidance throughout the completion of this project/thesis.

With deep gratitude, I thank my best friend ever, Mr. Tigabu Desalegn (Lawyer and Team Leader in Addis Ababa City Administration Municipality), for his unending assistance not only with this research but also with my entire life. And I thank all respondents for gathering all necessary data as requested. The successful completion of this thesis would not have been possible without their assistance and cooperation.

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## List of Acronyms

HR-----	Human Resource
HRM-----	Human Resource Management
MoCT-----	Ministry of Culture and Tourism
OJT-----	On-the-job Training
OFJT-----	off-the-job training
SHRM-----	Strategic human resource management

## Abstract

*Employees are the mainstay of an organization. It is important for organizational leaders to recognize the significance of training for employee performance and productivity. Having well-trained and skilled human resources is also the foundation for the organization's competitive advantage in today's global market. On-job training is one of the mechanisms to enhance the capabilities, knowledge, and skills of the employees in a hotel. The main objective of this research was to assess the employee's on-job training practice and challenges at four-star hotels in Addis Ababa. The researcher used a descriptive research design and both qualitative and quantitative research approaches. Primary and secondary data were collected through questionnaires, interviews, and personal desk review. The research has answered overarching questions "What are the existing on-job training practices and challenges in four-star hotels in Addis Ababa?" In Addis Ababa currently, there are 26 four-star rated hotels off which 24 four star hotels are active while two of them were temporarily closed at the time of data collection. The sample size was 306 which is determined using purposive and quota sampling techniques from all four-star rated hotels. The survey data were organized and presented using tools like graphs and tables and finally, the data were analyzed using the descriptive statistics method in line with the qualitative data collected through interviews and desk reviews. The researcher used the thematic analysis method for qualitative data. Based on the analysis, in the four star hotels in Addis Ababa no serious attention to allocate sufficient budget and resource for on job training. Moreover, insufficient time allocated for training especially for on job training. The researcher recommended that the management should develop employee training policy, strategy and objectives by which hotels can improve employee motivation and efficiency. The concerning department (HRM and Other stake holders) should give special attention for allotment of resource, budget and time for employee training and development.*

**Key Words: On the job Training and, Challenge, Training Policy and Training Strategy**

# CHAPTER ONE

## Introduction

### 1.1. Background

The origins of the hospitality industry can be traced back to prehistoric times. According to O'Gorman (2009), there are three distinct periods in the history of hospitality. The first shows the origins of the industry in Mesopotamia (c. 2000 B.C.) and Greece (c. 500 B.C.). The second period is Roman Pompeii (A.D. 79), and the final image is a depiction of the caravanserais of the Middle East trading routes (circa A.D. 700 onwards). The modern hospitality development in Ethiopia was started following the foundation of Addis Ababa as the capital city of Ethiopia in 1879 E.C. The first hotel in Ethiopia Itegue Taitu Hotel was opened in Addis Ababa on October 1914 (Ayalew, 2010). Ayalew also stated that before the establishment of Itegue Taitu Hotel in Ethiopian hospitality tradition travelers have been hosted in the villages where they pass by as “Guests of God” food and accommodation were provided free of charge.

According to Mistry of tourism (2022), there are 157 hotels in Addis Ababa, from which 5 hotels are one star, 11 hotels are two star, 52 hotels are three star, 26 hotels are four star hotels, 13 hotels are five star and the remaining 76 hotels are on process to star rating. According to reports prepared by Ministry of Culture and tourism (MoCT), a total of 215 hotels were received star ratings in Ethiopia. The star rating process has checks for health, safety and security, fire controlling, environmental preservation and waste management strategy as the major criteria. Generally, 12 evaluation categories like the exterior building; parking, gardening, safety and security, housekeeping and maintenance and the kitchen and also criteria like decoration, lighting, electronic appliances, flooring, escalators, ceiling and etc were used. With the above criteria hotels with over 80 points are given five star, 70-80 four star, 60-70 three star, 50-60 two and 30-50 one star. Having trained and skilled man power has comparative advantages to satisfy the guests and also achieving the organizational goals. Concerning this, Blomme, Tromp & Rheede (2008) stated that training is one of the significant roles of the human resource (HR) department in the hotel establishment. They also suggest that retaining highly educated staff is becoming a primary challenge for the hospitality industry.

Sharma (2009) stated that the purpose of training practices for the employees in the organization is critical thinking, analyzing growth, evaluation and good parameter of creation. Training is not just as important or just a need for any company, it should have to be considered as a vital tool for achieving productive growth. Training provides ample opportunity for employees to strengthen and expand the

proactive knowledge. Now a day this practice is progressively getting more noteworthy because employee turnover is relatively high in the hospitality industry. As per the requirement of a hotel, specific training is required to be imparted. Training should be considered as an investment not cost. Training plays a significant role in the hospitality industry (Krishnendu, Prosenjit, & Partha, 2007).

Along with other human resources activities including employee recruitment, selection, and development, training is a component of human resource development. The purpose of the human resources department is to increase organizational effectiveness by equipping staff members with the knowledge, abilities, and attitudes necessary to perform better on the job now and in the future (Rathore, P. S, 2017). Staff or employee training is an essential human Resource management activity which can strengthens human resource performance (HRP) in a given institute. Training, as part of the need for internal recruitment, improves job-related abilities and promotes the acquisition of new skills required for improving practical and pragmatic skills in an organization (Krishnendu et al., 2007)

As it is stated above, training practice can improve competitive advantages by enhancing the skill and performance of the employees in a hotel as well as the hospitality skills of the employees. Problems related with employees performance can continuously improve with proper training practice. All employees can boost the workplace abilities need to develop through training programs. A training program raises everyone's level, ensuring that everyone has the same abilities.

To remain a successful player in the industry's competitive game in today's fiercely competitive market, businesses need a skilled workforce. Lack of training and growth is one of the major issues that workers face. All businesses must properly plan and implement the necessary process of training (Rathore, P. S, 2017). The hotel industry in Ethiopia has been developing very fast but there is still a big room for improvement when it comes to the quality of service. Thus, in this research training practice and challenges in four star rated hotels in Addis Ababa are assessed.

## **1.2. Statement of the Problem**

Every company, including hotels, has to have people with the necessary training and expertise to carry out their duties. Employee skill levels must be increased, as well as their adaptability and versatility (Becker & Klimoski, 1989). Employee development is increasingly important as jobs become more complex. Employee training is not only something that is desirable in today's culture, but it is also something that businesses must invest in if they want to keep their workforce competitive and competent (Becker & Klimoski, 1989).

Employee training is the major tools for achieving organizational goal. "Training is the second biggest line item after marketing on a company's profit-and-loss statement, but it should be viewed as an investment and not as an expense" (Valentini & Robert, 2011). In the hospitality industry including hotel the human resource department and division training manager are responsible for providing and facilitating the necessary training for the hotel staff.

According to Carmen. A (2018), report on the Tourism Value Chain in Ethiopia, one of the main causes of poor service is an appalling lack of trained manpower, and closing this gap has become a national priority. Training institutions are unable to keep up with the pace of tourism development due to a lack of adequate facilities, human and financial resources, and graduates who lack practical experience and exposure to international service standards.

As Ayalew (2010 E.C) stated employees in the tourism sector are either untrained at all or undertrained. As he explained the Catering and Tourism Training Institute (CTTI) was established in 1971 to solve the lack of trained man power in tourism and hospitality industry. But, the problem is still challenging and not solved at the level that the industry requires. To attract and satisfy customers as well as to develop the industry skilled manpower has a great role. As it is obviously known presently, most of the employees working in the hotels have TVET and short term training certificates in the hospitality area. But these TVET and short term training certified employees are not trained enough with the necessary knowledge, skill, ability and experience to enhance the quality service delivery in the hotel industry. This gap related with knowledge, skill, ability and experience of the employees is not only the problem of the TVET and short term trainings. Rather it is also related with the training practice in the hotels. It is indispensable for the hotels to have an on-job continuous training and development scheme.

The resource allocation for employees' on-job training may differ from organization to organization depending on manager's attitude towards employee training and development (Hindson, 1994). Some hotels may have a good awareness and practice of on-job training of their employees, but generally it

is believed that hotel industry in Ethiopia (those of which are star rated) pay less attention to employee qualification and devote less budget and effort for on-job training of their employees. It is expected that hotels need to have a training policy for their organization and that training and development plans, procedures and policies should be communicated to the employees that help them to successfully play role to the accomplishment of their organizations goal (Thembinkosi & Christopher, 2017).

Wubalem (2017), assessed “The Role of Training on Employee Performance: The Case of Chain Hotels in Addis Ababa”. Based on the research finding the researcher recommended that “hotels should introduce more training programs for employees, which are more suitable to the skills needed at work, as well as they should give employees equal opportunities for attending training courses”.

"Overcoming the substantial capacity restrictions recognized in the industry" was one of the six pillars of the tourism policy that the MoCT endorsed in 2009. The World Economic Forum's 2017 Travel and Tourism Competitiveness Report, which ranked Ethiopia 125th out of 136 countries in terms of human resources, taking into account both education and training as well as the availability of qualified labor, also highlighted the deficiencies in human resources. The acute shortage of competent personnel in both the public and private sectors is one of the key and most serious challenges impeding the performance of Ethiopia's hospitality industry (Altes, C. 2018). He also stated that there are a lot of people in Ethiopia who are unemployed and could benefit from training, the country's educational institutions are unable to keep up with the private sector's rapid growth or the country's expanding need for skilled workers at all levels, both quantitatively and qualitatively.

Due to this rivalry for the best experts, there is a significant turnover rate in the hotel sector, and many larger hotels like Radisson Blue, Sheraton Addis hotel, Marriott Executive Apartments, etc have chosen to hire foreign professionals to fill managerial roles (many of them from Kenya, which has a well-developed tourism industry and is known to have a good training system).

There is lack of research and written document particularly on employee’s on-job training practices on four star hotels in the city. But it is doesn’t mean there is no any research related with training and development practice in the hospitality and other firms. Below the researcher tries to see some related articles related with employee training practice. Prior studies conducted includes; Alealign (2013) discusses on his research the major challenges of the hospitality industry in Addis Ababa city stated in his findings that booming industry has been crippled by wrong, corrupted and forged licensing, low quality regulation, inspection and actions, poor and traditional marketing strategies, industry duplication, poor management and unskilled human resource operation, employment based on kinship

and ethnicity, high staff turn-over, low customer satisfaction, poor sanitation, fear and retreat from up-to-date technology, counterfeit construction/ installation to energy and environment were the hostile problems identified in the hospitality industry. But, he missed the employee training practice and challenges in the hospitality industry. On the other hand Tesfaye (2008), tries to assess working-environment of employees in the hospitality industry in Dessie and Combolcha town but he also missed on job training practice and challenges in the hotel.

Medhanit (2019) conducted a study to determine the factors affecting the intention of employees' turnover: Case Study of three to five star rated hotels in Addis Abeba". According to Medhanit, training, development, recognition, and reward have no appreciable influence on employees' intention to quit their jobs. However, she makes no mention of which training programs are irrelevant for the goal of reducing employee turnover, and she also neglects to mention the prevalence of on job training in the targeted hotels.

Belachew (2013), on the other hand, in his work titled "Employee Training and Development Practices and Problems: Evidence from star rated hotels in Bahir Dar, Amhara Region, Ethiopia, the findings illustrated that the need assessment of formal training and development, forms and methods of training and development, and evaluation of training and development program and outcomes are all poor and practically inconsistent. Concurrently, insufficient training needs analysis, a lack of a long-term plan for developing human resources, poor quality of training programs, lack of private training centers, a discrepancy between the provided training and development and job skills, a lack of motivation among employees, a lack of professionals in the training and development department, and insufficient time and budget to carry out training programs are identified as the top challenges. Yet, Belachews work is too general and does not indicate which star rated hotels and what types of training programs are in constraints.

Akelat (2016) investigated the causes of employee turnover at the Hilton Addis Hotel and concludes that employees' attitudes toward their jobs, management flexibility, and working environment all have an impact on the employees' intention to leave the Hilton Hotel. She does, however, mention the practice and impact of on job training in the hotel.

Majority of the studies and papers are more general and do not specifically touch on or address the on-the-job training practice at four-star hotels in Addis Ababa. So, the researcher wants to assess the on-job training practice and challenges in the four star rated hotels in Addis Ababa.

Even if many studies have been conducted in relation to training and development practices in the hospitality industry still there is lack of research document related with employee on-job training practice and challenges in four star rated hotels in Addis Ababa. This and other problems discussed above were the reason why the researcher developed interest to conduct a research on employee on-job training practices and challenges in four-star hotels in Addis Ababa. This is difficult to conduct research on all hotels in Addis Ababa due to time and resource constraints. It is why the researcher focused only on four star hotels in Addis Ababa city. The main aim behind this study is assessing on-job training practice in the targeted four star hotels.

### **1.3. Objective**

#### **1.3.1. General Objective**

The general objective of the research is to assess on-job training practices and challenges in four-star hotels in Addis Ababa.

#### **1.3.2. Specific Objectives**

With the above general objective the research has the following specific objectives.

1. To assess on-job training policy, planning and need assessment practices in four-star hotels in Addis Ababa
2. To identifying types of on-the-job training methods in the targeted hotels.
3. To assess the method of evaluation of effectiveness of on-job trainings delivered
4. To assess challenges related to on-job training practices in the targeted hotels

### **1.4. Research Questions**

To address the problems discussed above, this research paper focused on the following research questions:

1. How do the on-job training policy, planning and need assessment practice in four star hotels in Addis Ababa look like?
2. Which types of on-job training method has applied in the hotel?
3. How do the hotels evaluate the effectiveness of the training?
4. What are major challenges in implementing training practices?

### **1.5. Significance of the Study**

This study is hoped to have significance in enhancing the understanding of hotel managers and owners on the importance of employees training for their organizations. The study will also help other

governmental or nongovernmental organizations as a tool to develop training strategies and customize to organizational context to improve human resources related strategic problems.

And, the study will serve as a stepping stone for those who wanted to conduct further study in the service sector industry, hotel and tourism development.

### **1.6. Scope of the Study**

Geographically the research was focused on Addis Ababa. The research is focused on hotels in Addis Due to unmanageability in terms of time, cost and sample size the researcher focused on four star hotels found in Addis Ababa. Conceptually the study assessed the on-job training practices and challenges in four-star hotels found in Addis Ababa. Methodologically both quantitative and qualitative research approach were applied and the collected data were collected from respondents using questioner and interview which are analyzed using descriptive statistic and thematic analysis method.

### **1.7. Limitation of the Study**

A variety of restrictions and limits were encountered while conducting this study, such as limitations in primary and secondary data sources, scarcity and inconsistency of local data, notably papers on training and development practices. The problem of the hotels goodwill and desire to provide real data and information, as well as the anticipated limitation during data collection and observation of the hotels' actual situation. However, the researcher attempted to overcome these obstacles by utilizing his strong social and communication skills.

### **1.8. Organization of the Study**

This study is divided into five parts. The first chapter deals with the study's introduction, which contains the study's background, statement of the problem, general objectives, specific objectives and research questions of the research, the significance of the study, and scope and limitation to the study. Whereas, chapter two deals with the review of the related literatures. Chapter three explains the Research design and methodology of the study. Chapter four also deals with data presentation analysis and interpretation and finally chapter five deals with conclusion and recommendations.

## **1.9. Operational Definition of terms**

***On the job Training:*** - *On the job training is a form of training provided at the workplace. During the training, employees are familiarized with the working environment they will become part of. Employees also get a hands-on experience using machinery, equipment, tools, materials, etc.*

***Training Challenges:*** - *are obstacles which make difficulties to provide on-job training in the hotel*

***Training Policy:-*** *Training policy is an outline of staff training and development process with operational guidelines which aims at identifying the core competencies required by development professionals at all levels and how to impart or improve these competencies through induction and refresher training programs in the hotel*

***Training Strategy:*** - *A training strategy is an organized approach to creating a training program for staff members in the hotel. Which is extracted from training policy of the hotel.*

## CHAPTER TWO

### Literature Review

#### 2.1. An overview of Training

Training is the activities that are designed to provide learners with the knowledge and skills needed for their present jobs. Training tends to be more specific and trainer will teach specific skills and knowledge to the trainee in order to obtain specific goals for their present position (S.Prasanth, 2015).

Training is defined as “a planned process to modify attitude, knowledge, skill or behavior through learning experience to achieve effective performance in an activity or range of activities. (Milhem, W., Abushamsieh, K., & Pérez Aróstegui, M. N. (2014)). Training practice is very important in the effectiveness and efficiency of the organization. Milhem, W, et al (2014), stated that training is about acquiring or transferring the knowledge, skills, and abilities (KSA) required to carry out a specific activity or function; thus, the paybacks of training are for both organizations and individuals, which are strategic in nature and thus much broader. He also stated that in order to meet the current and future challenges of organizations, training and development encompass a wide range of learning actions, ranging from individual training for current tasks to knowledge sharing to improve the organization's horizon and customer service.

Now we are living in the season of dynamic development in all aspects of the situation. To be competitive with this dynamic and uncertain world every organization needs to have well trained and developed work forces or employees. Concerning this as it is cited by Milhem, W, et al., (2014).

*“According to the dynamic developments of all work fields, the organization must develop their human resource to strategic human resource, because organizations cannot apply a strategic training plan unless they have a strategic human resource management system in place. In the strategic human resource management literature, strategic training is regarded as a vital way of raising employee efficiency”* (Milhem. W, et al., 2014, p-12)

Strategic human resource management (SHRM) is longer-term issues of people and consequently long-term training strategies. SHRM should provide appropriate support mechanisms and address personal attitudes and motivation within organizations to ensure participation and support (Armstrong 2011).

Theoretically the concept of training and development is related with theory of management. Milhem. W, et al., (2014), identifies the following theories concerning training and development namely Scenisistic Methods and Human Capital Theory.

## **2.1.1. Theories of Employee Training**

### **2.1.1.1. Ability, motivation and opportunity (AMO) theory**

For describing the relationship between human resources practices and performance, the AMO framework has received widespread acceptance in HRM literature. According to Marin-Garcia, J. A., & Tomas, J. M. (2016), AMO model is a well-structured framework that helps to understand the relationship between HRM and performance. Furthermore, the model's recommendation appears to be unquestionably effective. Well-trained and skilled person will outperform, and a motivated employee will be willing to go the extra mile.

According to Kellner, A., Cafferkey, K., & Townsend, K. (2019), the Ability, Motivation, and Opportunity (AMO) theory has been widely used in the human resource management (HRM) discipline to perhaps explain the complicated connection between how people are handled and their subsequent performance achievements. A widely held belief is that a certain combination of an individual's ability (A), motivation (M), and opportunity (O) can provide a measure of an individual's performance (P) (represented as  $AMO = P$ ).

Similarly, the AMO model can also be used to understand behavioral processes between people management initiatives and potential performance improvements (Purcell et al., 2003).

Popularity of AMO began shortly after the publication of Applebaum et al.'s (2000) book, and has remained strong since. In a 2005 review, Boselie et al. identified 42 instances when AMO was cited, while in their 2012 review Jiang et al. found AMO to be used an additional 52 times. A comprehensive systematic literature review published elsewhere (Townsend et al., 2017) indicates 43 articles have demonstrated application of AMO in the research design within the HRM field, outside of merely mentioning it in the literature review or to examine findings. In the main, research tends to genuflect to AMO as a means to legitimize HRM and performance research. The concern is that AMO is, or could be, used to retrofit a study to provide a sense of legitimacy.

We aim to take the first step towards clarification of the AMO framework and its better application in HRM research through a new model, presented in Figure 21.3. The model promotes theoretical advancement while providing the opportunity for a future research agenda to empirically test this model. We clearly delineate between individual-level ability and motivation, and systems-level practices that enhance these two variables. At an individual level we can measure various dimensions of abilities and motivations, and at a systems level we can measure various enhancing practices for the abilities and motivations variables, however opportunities present a slightly more complicated challenge. Individuals do not 'own' opportunities, nor are they inherent in the HR system. As Blumberg

and Pringle (1982) stated almost four decades ago, opportunities make up ‘environmental variables not under the control of the individual ...’ (p. 563). These opportunity variables can overlap the individual and systems level of the model. Equally, we draw on past literature in our model to demonstrate all dimensions can (and will) interact with each other, and with performance, resulting in an effect on the AMO variables at an individual and HRM systems level. The utility of this model is that the imbalance towards HR practices is addressed and the individual is restored to parallel prominence alongside the HR system dimensions. In doing so, we dispel the myth that HR practices are the sole antecedents of performance irrespective of the individual involved. The individual is not viewed a latent robotic conformist to HRM intentions. As researchers we must acknowledge that performance could equally be driven by variables outside the remit of the HR department, that is, individual traits.

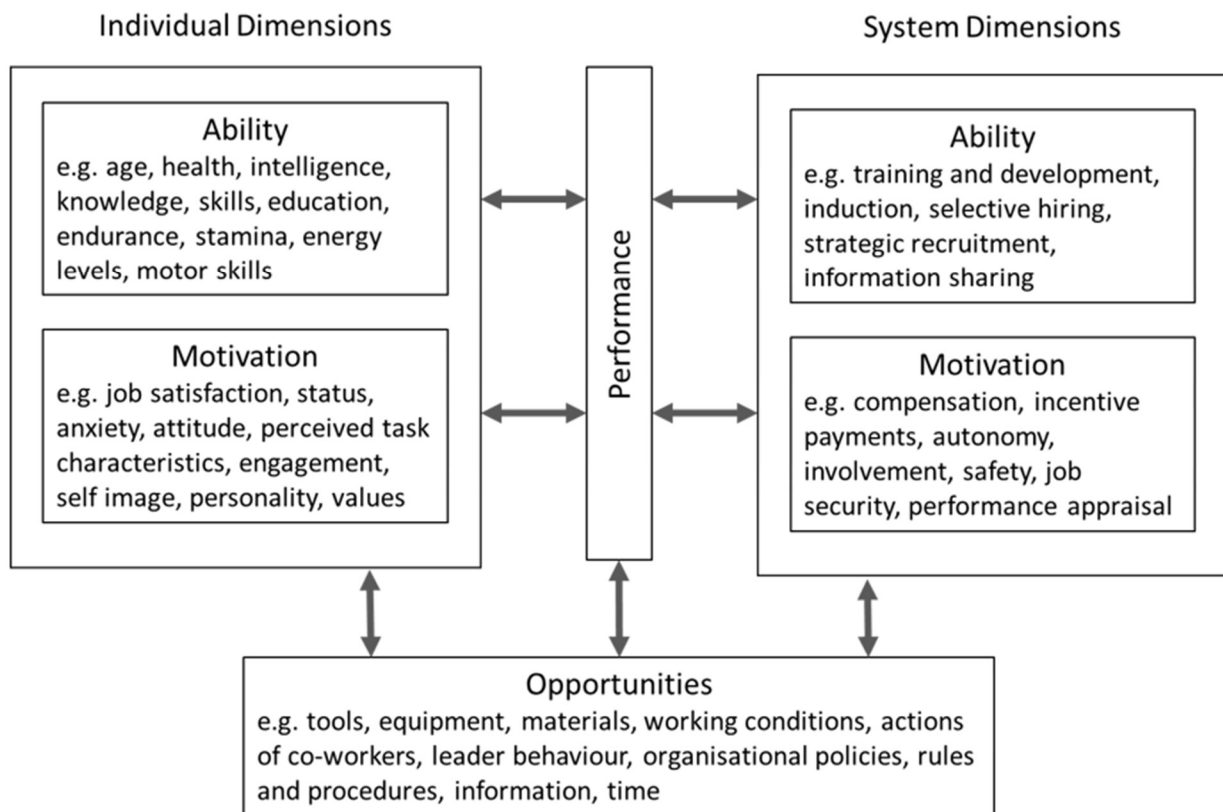


Figure 1. A dynamic model of AMO for HRM research (Adopted from Kellner, A., Cafferkey, K., & Townsend, K. (2019)).

### 2.1.1.2. Human Capital Theory

Since training is regarded as an investment; it involves costs and benefits, which can be assessed by using financial criteria such as present value and the internal rate of return. Human capital theory is based on neo-classical theories of labor markets, education and economic growth.

It takes for granted that employees are productive resources and attempts to find out whether highly trained staffs are more productive than other personnel. According to Garcia (2005), employees will not be motivated to fund their own training needs if they do not receive significant pay increases as a result of increased productivity after attending specific training sessions. Companies, on the other hand, will be eager to cover these training costs because they will reap almost all of the benefits from the increased productivity generated by the new skills.

Scenistic Methods a set of approaches or processes focusing on situations, events, case-studies, and narratives that furnish unspecific setting for performance issues, needs, The scenistic methodology would be more appropriate for team training rather than for individual instruction. It includes situated learning/cognition, constructivism, experiential learning, transformative learning theory, and action theory.

In concluded scenistic method is considered as one of the most important contributors to improving the value and effectiveness of corporate training, and it represents an alternative to team training and has had a major impact on the workplace whereas human capital theory consider employees as productive work force which indicates the significant of training for the effectiveness and efficiency of the firm by enhancing the skill and ability of the employees. Therefore, hotels should follow the principles of above theories to be effective and efficient.

### **2.1.2. Training Practices**

Strategic Human Resource Management (SHRM) deals with longer-term issues of people and consequently long-term training strategies. SHRM should provide proper support mechanisms and address personal attitudes and motivation within organizations to make certain participation and support (Armstrong 2000). However, organizations can also accomplish instantaneous improvements in performance by using short-term management approaches for effective training programs (Thomas, 2000).

According to Abushamsieh (2014), strategic formulation is indispensable in the development of human resource strategies for attract and retain the human capital required for having competitive advantage. He also stated the SWOT Analysis and Step-by-Step Strategies as two basic training strategies.

**The (SWOT) Analysis** matrix enables management to develop strategic SO (strengths-opportunities), WO (weaknesses-opportunities), ST (strengths-threats), and WT (weaknesses-threats) solutions. Whereas;

**Step-by-Step Strategies** presented six different strategies that can improve a training program's overall effectiveness of planning stage. The first three strategies focus on increasing the benefit and value of training programs, while the other three are concerned with lowering training costs. These six step by step strategies are listed below;

- ✓ Align Training with Mission Goals
- ✓ Improve Employee's Performance
- ✓ Reduce Time to Competency
- ✓ Choose the Correct Combination of Delivery Options
- ✓ Consider Internal Versus External Options
- ✓ Duplicate Effective Training Programs and Identify Issues

## **2.2. Types of Training**

Basically there are two types of training namely of the job and on the job training. On-the-job training (OJT) is carried out in the workplace during the working day; off-the-job training (OFJT) is carried out off-site and off-line (Abushamsieh, 2014).

On-the-job training is planned, structured, and mostly carried out at the trainee's workplace. It is sometimes carried out in a special on-site training area. In on-the-job training, managers, supervisors, trainers and colleagues spend a large amount of time with trainees to teach previously determined skill sets. Off-the-job training can involve group discussions, one-to-one tutorials, lectures, reading, training courses and workshops. This type of training enables trainees to learn and apply new skills and knowledge in a safe working context (Kempton, 1995).

### **2.2.1. Off-job Training**

Off-the-job training refers to training and development initiatives which take place apart from the usual workplace. It entails offering employees with learning opportunities, knowledge enhancement, and skill enhancement outside of their regular work duties and obligations. Off-the-job training is often done at external training facilities, educational institutions, or via internet platforms. Here are some common examples of off-job training:

- **Courses and Certifications:** Employees can improve their knowledge and skills by enrolling in formal education courses, vocational training programs, or certification programs. Typically, these programs are run by educational institutions or professional organizations.

- **Conferences and Industry Events:** Employees can get fresh ideas, learn about the latest trends and advancements in their sector, and network with others in their business by attending conferences or industry events.
- **Workshops and Seminars:** These are short-term training programs led by subject matter experts or trainers who are specialists in their field. Workshops and seminars are frequently used to acquire specialized skills or knowledge related to employees' job tasks.
- **Online Learning:** With the progress of technology, online learning systems now allow employees to complete training at their leisure. Individuals can learn new skills or update existing knowledge remotely thanks to online courses, webinars, and interactive modules.

### **2.2.2. On the Job Training**

The main objective of on-the-job training is to provide employees with task-specific knowledge and skills in the workplace.' The knowledge and skills demonstrated in the workplace are directly related to job requirements. On-the-job training methods include job instruction, job rotation, coaching, and apprenticeship training." (Alipour., Salehi., & Shahnava. 2009)

On-the-job training taken place when an employee perform his or her assigned duty. It is training that is conducted at the work site, usually during working hours.

It can be economical because the trainees are positioned on their regular job and learn the skills essential to perform tasks on their position (Saxena 2019). To be effective and achieving the intended objective via on-job training it is very important to have good planning. If it is not carefully planned, on the job training can interfere with normal business and sometimes slows down normal business operation (Saxena, 2019 ).

### **2.3. The Benefits on-job Training**

Often, the abilities learned in school are not the same as those needed in the job. This means that educational institutions should seek outside the classroom to provide students with real-world experiences in which they can obtain firsthand experience working in the actual world. To some extent, such programs can assist students in getting a taste of the real world and establishing important networking relationships. Workplace training, on the other hand, can help employees learn new and specific skills for a certain function, raise their value to the company, and boost their self-esteem.

Job skill sets are constantly changing, and it is the responsibility of businesses to bridge the skill gap between education and employment. Employees will benefit from appropriate training in terms of strengthening their skills, enhancing their capabilities, and acquiring new knowledge. Companies that

invest time and money in developing and expanding their employees' knowledge increase productivity and position themselves better in the larger business landscape. As it is describe on economicdefination.com (2021) the following are some of the ways that how on the job training favor for institutional effectiveness

***Helps tackle shortcomings:*** While one employee may excel at calculations and market segmentation, another may excel at developing new strategies. Every person has flaws, and it is timely training and development programs that can up skill employees to perform various tasks with the bare minimum of skill. Workplace training is critical for closing the skill gap and keeping employees up to date on industry developments.

***Increases productivity:*** employees must be trained and taught about new technologies and their applications in a rapidly changing job landscape. Employees can stay up to date, use new technologies, and abandon old methods of performing tasks with the help of training and development. With the proper training, they can complete a task faster and produce better results. It will also boost their confidence and allow them to try new and better approaches to achieving their goals and objectives.

***Boosts employees' morale:*** employee morale is frequently destroyed by a lack of direction.

Training programs not only improve employees' skills but also their morale, making them happy and leading to longer tenures. Aside from breaking up the monotony of the workplace, training programs provide employees with a learning environment in which they can master new skills and become more marketable.

***Encourages creativity:*** employees can think out of the box and broaden their thinking capacities, sharpen their communication skills, and develop new talents as a result of training, which can help a company gain a competitive advantage. Such programs are the most effective means of encouraging innovation and increasing employee involvement.

***Enhances company reputation and profile:*** in the recruitment world, a company that provides the correct training and development program stands out. Employees who are invested in are more likely to feel valued, and they will work harder to meet or exceed objectives. However, the company should use more effective training tactics that would help them establish their brand and position themselves as a sought-after employer.

## **2.4. On-job Training Methods**

In general there are any types of training delivery methods for instance Abushamsieh (2014) identify five training delivery methods which are discuss as follows

**Team Training,** In this type of training, where monitoring and feedback are necessary throughout the training process, by which people have been taught to solve problems more effectively in team.

**Mentoring,** training can also be rendered via mentoring. Mentors acquire specific knowledge, skills and abilities (KSAs) in problem solving, conflict resolution, communication, defining objectives and planning.

**Simulation,** this is a well-known way of delivering training and is frequently used by businesses, educational establishments, and military. Many simulators and virtual environments are able to take off terrain, equipment breakdowns, and movement, as well as vibratory and visual cues.

**Seminars,** these bring trainees together in small groups for regular meetings, which focus on a specific topic, with trainees being expected to get actively involved. Seminars help staff to become more familiar with their job functions and more actively involved in them. They also enable them to handle problems that arise on a regular basis.

**Field Trips and Tours,** these give staff the opportunity to experience situations away from the workplace and to obtain practical information about their job functions.

Few organizations use field trips as a component of training due to logistical limitations, shortage of appropriate training materials, and unfamiliarity with the outdoors as a suitable training environment. However, they can be useful for increasing motivation, performance and skills. They can help employees to get a more obvious understanding of job requirements.

**E-Learning,** it refers to the use of information technology to enhance and support education and learning processes and provides a variety of learning strategies and applications to exchange information and acquire skills. Practical e-learning enables people to access to computer and internet to access e-learning programs, course material, academic and nonacademic staff and to obtain high quality information and qualifications at an appropriate time and place.

**Specifically** there are training methods which are suitable for on-job training. Some of them are discussed below. According to (Alipour., et al., 2009) job instruction, job rotation, coaching, and apprenticeship are listed as methods of on job training. Job training is beneficial for tasks that require specific skills, like operating machinery.

Job rotation is tactical rotation of employees from job to job or from position to position. Coaching is the process of one-on-one guidance and instruction to improve knowledge, skills and work performance. Apprenticeship is designed to provide planned, practical instruction over a significant time span.

**Job Rotation:** this sort of training entails the trainee moving from one job to another. In each of the several job assignments, the trainee acquires job knowledge and experience from his supervisor or trainer. Though this form of training is commonly used to prepare managers for general management positions, trainees in workshop tasks can also be moved from job to job. This strategy allows the trainee to comprehend and respect the challenges of employees on various jobs. Employee job rotation benefits include eliminating monotony, encouraging development, providing employees with a respite from demanding job obligations, assisting HR managers in identifying where employees work best, and providing HR managers with a backup plan if an employee leaves. Job rotation of an employee has a number of drawbacks, including the fact that it can be costly and time-consuming for an organization, that it may result in disgruntled employees that it won't solve all of your business's problems, that it may not be feasible for some industries, and that your business may suffer as a result (economicdefination.com, 2021).

**Coaching;** the trainee is assigned to a specific supervisor who acts as a coach in the training process. The supervisor gives the trainee feedback on his performance and makes ideas for improvement. Frequently, the trainee shares part of the coach's duties and obligations, relieving him of some of his burden. One disadvantage of this teaching style is that the student may not have the freedom or opportunity to communicate his or her own thoughts (economicdefination.com, 2021)

**Job Instruction;** this strategy is also known as step-by-step training. In this method, the trainer instructs the trainee on how to perform the tasks, as well as job knowledge and skills, before allowing him to complete the task. The trainer evaluates the trainee's performance, provides feedback, and corrects the learner (economicdefination.com, 2021)

**Committee Assignments:** a group of trainees is given and requested to tackle an actual organizational problem as part of the committee assignment. The employees work together to tackle the challenge. It promotes teamwork (economicdefination.com (2021)

On job training is typically conducted in the type of the job, is mostly casual, and is the most successful since it involves learning via experience. It is also the chipset, trainees are very interested, and it is unrestricted of fake classroom circumstances.

On the other side, in on-the-job training, the trainer may not be experienced or eager to train, the program may not be systematically managed, and badly run programs may pose a safety risk (economicdefination.com, 2021)

## 2.5. Training Process (ADDIE Model)

While the ADDIE model, which is used to create effective training program is developed in the 1970's, it is still the most commonly used model for instructional design methodology used to organize and streamline the production.

The name ADDIE is an acronym for the five stages of a development process: Analysis, Design, Development, Implementation, and Evaluation. The model relies on each stage being done in the given order but with a focus on reflection and iteration. The model gives a streamlined, focused approach that provides feedback for continuous improvement. Here is the breakdown of each step:

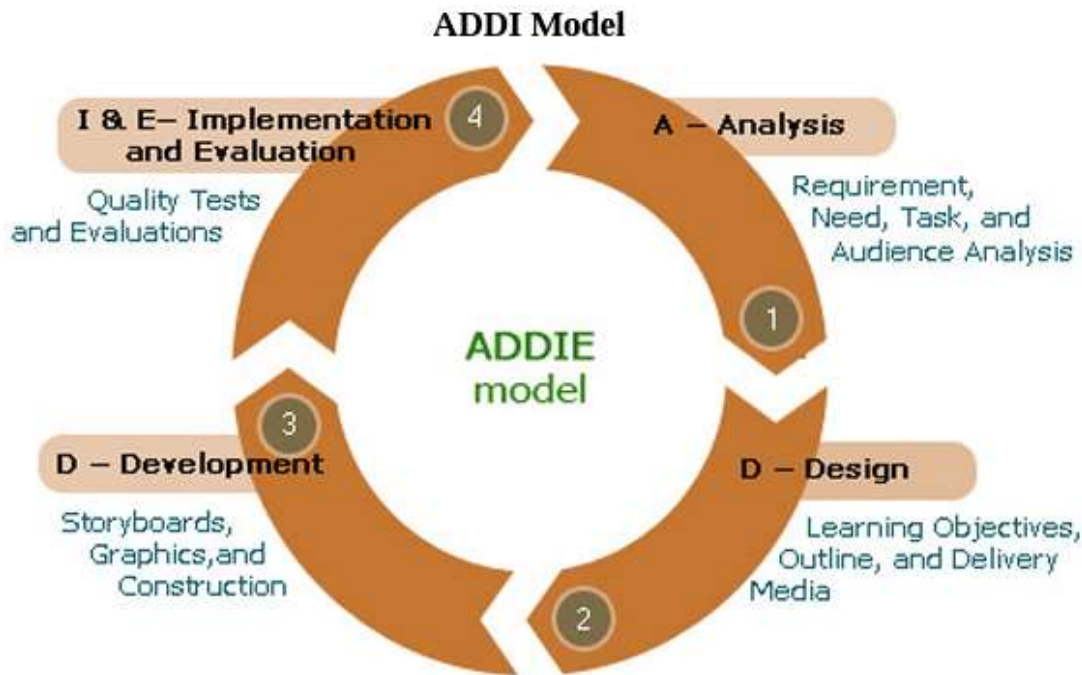


Figure 2. The five Steps of The Addie Process. Source (Muruganatham, G. (2015).)

### Step 1: Analysis

Before we begin developing any content or training techniques, we must first assess the current scenario in terms of training, knowledge gaps, and so on. Begin with a series of inquiries to ascertain the existing circumstances and the purpose of the training itself. This has a significant impact on subsequent decisions.

The training needs and objectives are defined during the analytical phase. Understanding the target audience, their existing knowledge and abilities, the desired learning outcomes, and any organizational restrictions or requirements are all part of this process.

One frequently asked question is, "What is the point of the training?" What are we doing? What kind of behavioral modification is desired? Will training be beneficial? This phase should include a thorough audit of the audience, company goals, training methodology, media kinds used, and so on. After that, we may create a training plan that addresses:

The training plan's central theme will be "How to improve the situation and achieve business goals through training?" This inquiry can serve as the starting point for the rest of the process. A training requirements analysis and a training plan should be developed.

#### Step 2: Design

After a training strategy has been completed, the design process will begin. All of the previous phase's learnings are applied here to make practical decisions. The instructional strategies, learning activities, and content are created here. Defining the learning objectives, choosing the training content, and designing the overall structure and format of the training materials, strategy, delivery methods, duration, assessment, and feedback are all part of this.

#### Step 3: Development

The real training materials and resources are prepared at this stage. Producing or collecting the appropriate content, developing multimedia elements, designing assessments, and preparing instructor manuals or learner materials are all part of this process.

It is now time to start designing the courses. Each course element should be produced in accordance with the design phase. The content's core has already been determined. This is accomplished by including visuals, selecting colors, and deciding on fonts. This may seem insignificant to some, but it has a significant impact on how interesting the course material is.

The cautious choice of these components permits to display the course in a way that will request to the gathering of people (which may ended up clear with an examination of the group of onlookers within the to begin with stage). The improvement prepare ought to be iterative. Once the course made, it ought to be tried to guarantee there are no fundamental blunders linguistic use, spelling, sentence structure etc. Testing ought to too see at the mechanics of the course. A key thought at this arrange is route.

The endless lion's share of issues that learners experience are related to how the course was built within the writing instrument. The baffling thing is that it can frequently be something exceptionally straightforward that the directions architect misses since they did not test the course.

#### Step 4: Implementation

The cautious choice of these components permits to display the course in a way that will request to the gathering of people (which may ended up clear with an examination of the group of onlookers within the to begin with stage). The improvement prepare ought to be iterative. Once the course made, it ought to be tried to guarantee there are no fundamental blunders linguistic use, spelling, sentence structure etc. Testing ought to too see at the mechanics of the course. A key thought at this arrange is route.

The endless lion's share of issues that learners experience is related to how the course was built within the writing instrument. The baffling thing is that it can frequently be something exceptionally straightforward that the directions architect misses since they did not test the course.

#### Step 5: Evaluation

ADDIE may be effective demonstrate for moving forward the way in which future iterations are made. Getting input on each angle of the courses is truly critical so that able to progress and reexamine the substance. The assessment stage evaluates the adequacy of the preparing program. This incorporates collecting input from members, measuring learning results, and assessing the generally effect of the preparing on person execution and organizational objectives. The assessment comes about are utilized to advise future advancements and emphases of the preparing program.

### **2.6. The Need of Employee Training in the Hotel**

Most scholars and researcher tries to put the need for employee training as internal and external factors for instance Wubalem (2017) stated the internal and external factor which increases the need for employee training as follow. Internally the industry needs to satisfy the customer which is depending on the quality of staff. The customers were able to identify the difference among the way of service brought by unenthusiastic and qualified staff and vice versa. And also the industry is sensitive to quality and it is responsible business because of this training related with food care, knowledge of alcoholic beverages, first aids or evading of sexual harassment is obligatory by law. Externally, as the industry is operating in highly competitive market environment it is very important to have skilled man power to develop and maintain quality standards both in the production of services, goods and way of delivery. Training is most effective in motivating and retaining high-quality human resources within the organization (Hutchings, zuh, Cooper, Zhang and Shoa, 2009).

Japanese management practices clearly demonstrated during the 1980s that high-performance business success were depend on a well-trained and developed staff (Brown and Read, 1984).

Organizations with more advanced people-oriented policies outperformed the competitors, according to research. This is primarily due to the fact that when firms engage in individuals through training,

they obtain enhanced skills and greater competence, which boosts morale and productivity (Hamid, 2011).

## **2.7. Training Practice in the Hotel**

The main importance of employee training is to advance the development and capabilities of the individual member of staff, but it also helps to increase the efficiency of company and helps to staff retention. Training is the continuing process of learning by which an employee obtains the knowledge, skills, and attitudes that lead to the accomplishment of organizational goals. It is performance driven and used in work environments (Hazra et al., 2017).

In the hotel industry employees should know in-depth their industry, society and themselves to work successfully and independently in complex and changing environments. As the industry serves different people from different social, cultural and physical environment it needs depth understanding of the customers need and contemporary behavior of the industry. This comes true with proper and continuous employee training (Hazra et al., 2017).

Training is one of the key roles of the human resource department in an organization. Currently it is become more to handle employee turnover as it is relatively high in the hospitality industry. As the industry needs quality employees in terms of knowledge and skill it is very important to have specific and frequent employee training in any hospitality establishment. Employee training should be seen as investment not as a cost. Well organized training program helps to increase job related knowledge and skill and also increase employee's satisfaction. (Hazra, K., Ghosh, P., & Sengupta, P. P., (2017).

If a firm desires extremely interested, up-to-date, creative, and prolific workforce, it must begin and build a future strategy. This strategy must recognize that corporate performance is entirely dependent on the performance of the organization's employees. This results in a clear commitment to invest in these individuals through training. Training is the process of providing employees with the skills they need to do their jobs. It makes people aware of the rules and procedures for improving current job performance and preparing them for a similar job. (Hazra, et al, 2017).

According to Hazra, et al (2017) Training has the following four major processes namely assessing the training needs, planning the training, carrying out the training and evaluating the training.

To develop learning, progressive establishment and to ensure quantifiable returns on the investment being done on training an organization should have standard operating procedures (strategy) for training. Initiatives should be periodically assessed to track their success if training programs are to be

effective in the hotel business. The achievement of the company should be underlined by the human resources department's training initiatives.

(Prasanth. S. 2015). Ineffective training and development systems/strategies reduce the performance of the employees. To overcome this problem training practices like **training plans, procedures policies, needs assessment and evaluation** should be properly prepare, implement and communicated to the employees. (Thembinkosi M., and Christopher T. 2017)

## **2.8. Challenges of Training Practices**

Getachew (2017) stated that most organizations faced the following challenges related with employee training and Development. These are inefficient training resource, lack of support from the system and the management bodies, poor training planning in terms of contents and delivery methods, sending inappropriate persons to the training programs.

On the other hand many scholars argued that lack of attention from the hotel owners and managements, lack of time from the side of the employees as they are working more than one hotels a day, lack of training resources are some of challenges face related with employee training. Concerning employees training practice challenges financial, time barriers, negative attitudes towards training, absence of capabilities in defining training requirements or lack the skill to examine and select the suitable training, social and attitudinal barriers are major challenges in training practices.

## **2.9. A Review of previous Study**

There several researches which are related with the training and development practice in different organization including hotels. But, up to the researcher try to find there is no researches conducted directly on the training practice and challenges on four star rated hotels in Addis Ababa. In some extent the following researchers both from national and international level were conducted on employees training.

Thomas A., and Willie G. (2003), stated The abilities and capabilities of its personnel were crucial to the success of the organization. The study included information on different training methods and how training affects memory. An essential training program demonstrates the path to greater job happiness for employees.

Consistent investment on training and development can ensure a sufficient number of technically and socially competent employees. This is very essential for a given company to have expert and competent staffs for superior routine and employees will be capable and will also have better position in the

organization when they will have got continuous training Tahir et al. (2014). They also stated that trained employees have better achievement than employees who are unskilled and untrained.

Training has a great role on the employee's effectiveness and efficiency by increasing knowledge and skills for employees in a given companies. It influences the organizational productivity and sustainable achievement via enhancing the employee's capability to familiarize the contemporary altering and challenging business environment (Falola et al., 2014).

A research written by Kasau (2014) tries to evaluate the relation amid training practice and employee performance concluded that workers must get training and they should develop positive attitudes and they would have knowledge how to bring excellent services to the customers.

Alelign (2013), on his exploration on the most important challenges of the Hospitality industry in Addis Ababa stated the following findings booming industry has been crippled by wrong, corrupted and forged licensing, low quality regulation, inspection and actions, poor and traditional marketing strategies, industry duplication, poor management and unskilled human resource operation, employment based on kinship and ethnicity, high staff turn-over, low customer satisfaction, poor sanitation, fear and retreat from up-to-date technology, counterfeit construction/ installation to energy and environment were the hostile problems identified in the hospitality industry. But, he missed the employee training practice and challenges in the hospitality industry. On the other hand Tesfaye (2008), tries to assess working-environment of employees in the hospitality industry in Dessie and Combolcha town but he also missed training and development repetition and challenges of the hotel.

## CHAPTER THREE

### Research Methodology

#### 3.1. Description of the Study Area

According to Wondmagegn (2019), Addis Ababa is lies between 7° and 11° north latitude and 37° and 41° eastern longitude and the altitude ranges from 2120 metres (Akaki-Kaliti Sub-City) and 3200 metres (Entoto Mountain in the Gullele Sub-City) above sea level, it lies precisely in the geographic core of Ethiopia and gets overlooked by the Entoto chain mountains from the north. In the city there are a lot of local and international star rated hotels. According to Culture and Tourism Bureau (2009), there are 157 registered hotels in Addis Ababa, from which 5 hotels are one star, 11 hotels are two star, 52 hotels are three star, 26 hotels are four star, 13 hotels are five star and the remaining 76 hotels are on process to star rating.



Figure 3 Google Map shows Some 4 star Hotels in Addis Ababa

### 3.2. Research Design

The researcher used descriptive research design as the research is focused on describing what is existing on the ground related with employee on-job training practice in the targeted hotels. In this study both qualitative and quantitative research approaches are used to produce a richer report. The use of mixed approach allows the researcher to deliver a complete investigation of the study problem (Fetters, M. D., Curry, L. A., & Creswell, J. W. 2013). Quantitatively the researcher tried to investigate what is the attitude and awareness of the line staffs about practical application of on-job training. Qualitatively the researcher tried to collect and analyze question that cannot be fully addressed by the survey method and it helps to answer the attitude of the top management and how much the management gives attention to employee's on-job training. Generally using descriptive research design with both qualitative and quantitative approach is appropriate research design that the descriptive research enables to answer the questions like what, how, why and the like. The researcher sensed that the selected method is appropriate and tried to assess the existing employee's on-job training practices and challenges in the four star rated hotels in Addis Ababa.

### 3.3. Population of the Study

According to Addis Ababa City Administration Culture and Tourism Bureau (2009) 26 four star rated hotels are found in the city. But, during collection of data, two of the hotels are closed and are on the way to be reopened. To get appropriate and reliable data the researcher used employees in all four star rated hotels in the town as a population. So, the population of the study were taken from 24 four star rated hotels. According to the human resource departments of the hotels there are 2625 employees currently employed in those selected four star rated hotels.

### 3.4. Sample Size of the Study

The total population of the research comprises 2625 employees working in 24 (other than two of them which are closed) four star rated hotels in Addis Ababa. To determine the sample size of the research from the total population the researcher used 5% level of precision and 95% confidence level.

And sample size were calculated using slovin formula as follows.

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

Where;

n= the anticipated sample population

N = total Population of the study

e= 5% level of precision

$$n = \frac{2625}{1 + 2625(0.05)^2}$$

$$n = \frac{2625}{1 + 7.5625} \quad n = 306$$

### **3.5. Sampling Technique of the Study**

The total sample size is 306 employees. But the human resource managers and general Managers of each hotel were purposively selected and participated in the interview for getting factual and reliable data about training practices in their hotels as they are directly concerned for the issue. Accordingly, 48 human resource managers and general managers of the targeted hotels participated in the interview. Here the researcher used interviews additionally with the above sample number rather than subtracting from it. So, the sample size increases and a total of 354 employees participated in the study. This in turn increased the confidence level of the sample size.

Sampling is a technique of selecting individual members or a subset of the population to make statistical inferences from them and estimate characteristics of the whole population. In this study the researcher used quota sampling system to determine the number of the sample from each targeted hotel as the number of employees in the hotel is not equal. Accordingly the number of sample population from each hotel is determined stratified sampling (see appendix one) and simple random sampling from probability sampling to select respondents of questionnaire from all targeted hotels and also the researcher applied judgmental or purposive sampling from non-probability sampling methods to select interviewees which are 48 human resource managers and general managers of the targeted hotels to get relevant information concerning training practices and challenges in each targeted hotel.

### **3.6. Data Collection Tools**

In this research, both primary and secondary data were used. The primary data were collected using the following data collection tools.

#### **A. Questionnaire**

In behavioral sciences, a questionnaire is a successful tool for evaluation. It could prove to be a very reliable and beneficial tool if it is effectively built. Respondents read the questions in a questionnaire, interpret the requirements, and then record their responses (Kumar 2011).

Taking this benefit in mind; close ended questions were developed and translated to Amharic to make the questionnaire more clear for the respondents and distributed for employees in targeted hotels. Using this questionnaire was very important to cross check the data collected from the interviewees and what is happening on the ground.

#### **B. Interview**

As it is clearly indicated above 48 human resource managers and general manager of the targeted hotels are used as interviewees to get relevant data concerning employee training practice and challenges.

Interviews are a more personalized form of data collection method than questionnaires, and to obtain data for further clarity and credibility of the research involving one-to-one. Semi-structured questionnaire was used to collect data from interviews which are selected by purposive sampling.

While a questionnaire is a pre-prepared set of questions that respondents' answer, an interview script includes special instructions for the interviewer that aren't visible to respondents. These instructions include guidance on how to ask certain questions or handle specific situations. Additionally, the interview script allows interviewer to record personal observations and comments, which can be helpful in analyzing the collected data. This allows for a more personalized and adaptable approach to gathering information based on the interviewee's responses (Bhattacharjee 2012). Hereafter, the structured and Semi-structured interview were used.

### **C. Desk Review**

The researcher reviewed several important office documents such as the organizational structure, training need assessment documents, institutional plan (annual and strategic), and reports. By examining these documents, the researcher aimed to gather relevant and accurate facts about the training practice in the study area. This indicates that the researcher used a document review method to collect data, which is a common research method used in social sciences and other fields to gather information from existing documents and reports. The researcher likely used the information gathered from these documents to inform their analysis and conclusions in the study.

### **3.7. Methods of Data Analysis**

All of the data was painstakingly totaled, calculated, and arranged, probably with the aid of an Excel spreadsheet or database program. On the basis of the nature of the issues mentioned in the surveys, the items were then divided into various tables. The responses to the questionnaire were used to analyze and interpret each topic, using statistical methods or other analytical approaches. Through this procedure, the researcher was able to draw inferences and spot patterns or trends in the data that might be used to shed light on the study questions. The researcher used SPSS version 25 software to process and organize the survey data. From the SPSS features descriptive frequency and percentage statistics were used to examine the survey data. In addition, the qualitative data found from interviews were presented and analysis by thematic analyzed method in line with the data collected via desk review.

### **3.8. Ethical Consideration**

When conducting the study, ethical responsibility was taken into account. A letter of a permit and consent was issued and acquired from the College. The respondents got explanation about the goal and objective of the study, as well as how the data will be used from the researcher. Every respondent consented to

participating in the study voluntarily, and everyone involved in it had a right to privacy and to be treated with respect; there was no physical harm done to research participants. The researcher maintained complete secrecy regarding the information acquired. Participants were also told not to reveal their names, and data anonymity was guaranteed. The ethics that underpinned this research were as follows. a) Equity; b) Intent that is clear. c) Method disclosure. Respect for the dignity or moral character of the participants e) The subjects' informed consent to take part voluntarily in the study.

### **3.9. Validity Test**

The validity of a method indicates how accurately it measures something. A method is considered valid if it measures what it claims to measure and the results closely correspond to real-world values. The researcher was able to test both constructed validity (does the test measure the concept intended to be measured?) and constructed reliability. Content validity (Is the test completely representative of what it is designed to measure?) Face validity (Does the test's content appears to be appropriate for its purposes?) and Validity criterion (Do the results correspond to a different test of the same thing?) by developing pre-questioners for various instructors, hotel managers, and employees. (For instance Mr. Tilahun Bezabh Hotel and tourism Expert). Accordingly all tests valid.

## **CHAPTER FOUR**

### **Data Presentation, Analysis and Interpretation**

This chapter of the study deals with data presentation, analysis and interpretation. It is organized based on data obtained through data collection instrument questionnaires interview and desk review. Questionnaires were filled by employees in the targeted hotel. Furthermore, the interview was carried out based on ready questions' for the general manger and human resource manager in the targeted hotels. And document like strategic plan and other employee related articles were observed in line with the targeted issue.

A sum of 306 questionnaires were distributed to the respondents. Among those questioners, 299 of them were correctly filled and given back (97.7% return rate). Only seven questionnaires were lost in the hands of respondents. The returned questionnaires are presented using different statistical tools like tables and graphs. And the data has been analyzed and interpreted by using descriptive frequency. A total of 26 four star rated hotels are targeted but only 24 hotels participated in the interview this is because two four stare rated hotels were temporarily closed. The collected data were presented and analyzed using thematic analysis method in line with the data collected via survey.

## 4.1. Demographic Analysis

Table 4. 1 Demographic information of the respondents

<b>Sex</b>				
		Frequency	Percent	Valid Percent
Valid	Female	161	53.8	53.8
	Male	138	46.2	46.2
	Total	299	100.0	100.0
<b>Age</b>				
Valid	18-30	129	43.1	43.1
	31-40	115	38.5	38.5
	41-50	33	11.0	11.0
	50 and Above	22	7.4	7.4
	Total	299	100.0	100.0
<b>Academic Qualification</b>				
Valid	TVET level 1	42	14.0	14.0
	TVET level 2	46	15.4	15.4
	TVET level 3	43	14.4	14.4
	TVET level 4	91	30.4	30.4
	College Diploma	28	9.4	9.4
	First degree	36	12.0	12.0
	Masters and Above	13	4.3	4.3
	Total	299	100.0	100.0
<b>Years of serves/work experience in the hotel</b>				
Valid	less than 5 years	83	27.8	27.8
	5-10 years	152	50.8	50.8
	11-15 years	43	14.4	14.4
	Above 15 years	21	7.0	7.0
	Total	299	100.0	100.0
<b>Does your educational background is related with your current position</b>				
Valid	Yes	203	67.9	67.9
	No	96	32.1	32.1
	Total	299	100.0	100.0

Source: Field Survey, 2021

Table 4.1 present the demographic characteristics of survey respondents in relation to their sex, age, and academic status, work experience and educational background. Accordingly, 138(46.2%) of the respondents are male and the remaining 161 (53.8%) are female. This implies that both sexes are well represented and it is possible to say that the ideas and information from all employees are well incorporated.

Concerning the age of the participants 129 (43.1%) aged about 18-30 years, 115(38.5%) of them are aged about 31-40 years, 33(11%) of the respondents are aged between 41-50 years and only 22(7.4%) of the respondents are aged above 50 years. Here it is understood that all respondents are within the working age in which they are consciously read and give comprehensive and correct answer for the questions raised for them.

About the academic qualification 42(14%) of the respondents have TVET level one certificate, 46(15.4%) of the respondents have TVET level two certificate, 43(14.4%) of the respondents have TVET level three certificate, 91(30.4%) of the respondents have TVET level four certificate, 28(9.4%) are college diploma holder, 36(12%) have first degree and only 13(4.3%) respondents have Master's degree or above. As per the preceding table, the majority of line employees have a TVET or a college diploma. Because the Ethiopian TVET program focuses on specific skills, it is reasonable to state that the respondents are specialized on specific skills, indicating the necessity for on-the-job training in the targeted hotels.

Vis-à-vis work experience 83(27.8%) of the respondents were have experience of five year and less, 152(50.8%) of the participants' have from five up to ten years' experience, 43(14.4%) respondents have 11-15 years' experience and 21(7%) respondents have more than 15 years' experience. Most of the respondents have more than 5 years' work experience. Their experience enables them to provide impartial responses on the hotel where they work. In relation to their educational background with their current position 207(67.9%) the participants confirmed that their educational back ground is relevant for their current position and 96(32.1%) participants of the study confirmed that their educational back ground is not relevant for their current position. Even if respondents having relevant educational work experience with their current position it is understood on job training is still needed for employees whose educational background is not relevant for their current position.

Generally from the above demographic information one can understand that all respondents are capable and expected to give reliable and impartial answer for questions raised. On the other hand as most of the respondents were TVET certificate holders and there are some employees whose educational background and their current position is not matched therefore it implies that the need of on-job training is unquestionable.

## 4.2. Survey Questionnaires Presentations and Analysis

In this section, participants were asked to respond using a 5-point likert scale questionnaire as (1=Strongly disagree, 2=Disagree, 3=Neutral (Neither Agree Nor-dis Agree), 4=Agree, and 5=Strongly Agree) related with training practice and challenges in four star hotels in Addis Abeba. The responses were analyzed in terms of mean score, with the rule of thumb for mean calculation being (strongly disagree mean range 1.00-2.00, disagree mean range 2.01-3.00, neutral mean range 3.01-4.00, agree mean range 4.01-5.00, and highly agree mean range 5.01-6.00).

### 4.2.2. Training practice in the context of strategy, directives and resources

Table 4. 2 *On-job training practice in the context of strategies, directives and resource*

<i>On-job training practice in the context of strategies, directives and resource</i>				
	The hotel has training strategy, directives and rules	The hotel has training plan with directives	Training's in the hotel are conducted based on strategies and plan	There is serious attention to allocate sufficient resource for the training (budget, time, other facilities)
N	299	299	299	299
Mean	2.64	2.64	2.62	2.45
Std. Deviation	1.252	1.239	1.235	1.207

Source: Field Survey,

From table 4.2, it is understood that the respondents disagree with the mean value of 2.64 that the company has training strategy. Here it is clear that the employees in most targeted hotel are not conscious about the hotels training practice. On the other hand concerning the training strategies, directives and rules all interviews replied that their hotels have training strategies and also they said that having training strategy is one of the criteria for star rating; due to this their hotel have training strategy. But, except nine hotels the remaining 15 hotels are not willing to show the training strategy documents and directives for the researcher. Some of the hotels who do not show the document promised to find and show training strategy documents for the researcher at the time of interview. Yet they couldn't get and show their documents where they put. What the researcher concluded from the above responses is that they have training strategies but they are not frequently used and apply to meet their training objectives rather they prepared it for the purpose of accreditation.

The table also clearly stated that the respondents disagree with the mean value of 2.64 that the hotel has training plan with directives. Most of the participants are not clear about the existence of employee training plan in their hotel. The interviews also give almost similar word like the researcher stated

above. Most of the interviews were confirm that they have training plan but they are not willing to show their training plan and other related documents.

Concerning to having strategy to provide on-job training it is clearly stated that of the participants with mean value of 2.62 were disagree on trainings in their hotel conducted based on strategies and plans. Having clear directives, rules and regulations concerning employees training is very important to provide training for the employees without any biases which can develop trust on the employees.

Concerning the hotels training policies, strategies, plans and directives as it is clearly shown from the above table most of the hotels does not have clear and visible training policies, strategies plans and directives which help them to conduct consistence and effective on-job training for their employees. It is also understood that the hotel who have training strategies, plans and directives does not properly apply in a way that is clearly understood by the employees and other concerning bodies.

Related with the allocated budget and the given attention to employee training the respondents disagree with the mean value of 2.45 that the hotel has serious attention to allocate sufficient budget. Concerning the allocation of sufficient resource it is clear that there is lack of consideration for allocation of sufficient budget and time. The researcher tries to see the hotels budget plan but most of the hotels does not show the plan.

Regarding training budget and resource allocation 35 interviews (19 Hotels) replied that their hotels have allocated budget and provide necessary resources for the training. On the other hand four interviews (two hotels) confirmed that they do not allocate any budget for training and six interviews from three hotels were give contradictory response. That means the general managers from these hotel described that their hotel allocated budget for training but, HR managers from the same hotels reversely said that there is no allocated budget for training. From this point of view it is understood that there are some four star rated hotels who do not allocate budget for training. Concerning the amount of allocated budget most of the interviews confirmed that the allocated budget is not more than 25,000.00 ETB. This also indicated that the allocated budget is not sufficient and there is lack of attention and considerations for employee training.

### 4.2.3. Training Needs Assessment

Table 4. 3. Status of the hotel in conducting need assessment before and after the training

Status of the hotel in conducting need assessment before and after the training				
	The hotel conduct need assessment for training	The need assessment checklist filled without bias and genuine.	The hotel would have prioritize conducted training's and concerning employees	The hotel provide frequent on-job training
N	299	299	299	299
Mean	2.60	3.05	2.98	2.51
Std. Deviation	1.229	1.430	1.351	1.243

Source: Field Survey.

Table 4.3. Shows that the need assessment practice. As it is visibly understood that with the mean value of 2.6 the participants disagree, that in their hotels conduct training need assessment. Here it is clear that there is no clearly visible need assessment practice in the targeted hotels.

About training need assessment 22 interviews were explained in their hotel there is no formal need assessment procedures. Though, the remaining 23 interviews asserted that they conduct prescribed training need assessment before delivering the training but the researcher could not find documents related with training need assessment. According to the above response, we can see that the training needs assessment of the hotels are not taken into consideration and those who are doing the training needs assessment have no clear instructions on how to do it.

Concerning the need assessment check list the participants with the mean value of 3.05 were neutral, about the need assessment check list prepared without bias and genuinely. Conducting training need assessment without bias and genuinely helps the management to provide trainings for whom it needed and built trust on employees. But in the targeted hotel there is no as such clear training need assessment practice.

Concerning the prioritization of training by bearing in mind the attention of prospective worker to be trained the participants disagree with the mean value of 2.98. Expecting prioritization without proper need assessment practice is not as such health table 4.12 also clearly shows there is no prioritization for both the training conducting and concerning employees.

On the above table we can also understand that the respondents with the mean value of 2.51 disagree with that the hotel provides frequent on-job training. From the above table any one can easily understand that there is lack of frequent on-job training in the targeted hotel. In addition most of interviews were not clear about on-job training provided by their hotel rather they are confirmed that

there is training in general. Only few interviews were specifically stated that their hotel provide on-job training for the employees.

Generally concerning employee on-job training need assessment most of the participants both in the survey and interview conformed that there is lack of need assessment practice, prioritization of training by focusing on the interest of potential member of staff going to train and also there is lack of frequent on-job training in their hotel.

#### 4.2.4. Types of on-job Training Delivery Method

Table 4. 4. *Types of on-job training delivery method in the hotel*

Types of on-job training delivery method in the hotel				
	Committee Assignment (tackle an actual organizational problem as part of the committee assignment)	Job rotation (Rotating employees in different position in the hotel)	Coaching (assigned to a specific Supervisor)	Job instruction (as step by step training)
N	299	299	299	299
Mean	1.54	2.02	1.42	1.61
Std. Deviation	.778	.953	.663	.688

Source: Field Survey,

Table 4.4 shows that the types of on-job training delivery methods. As it is visibly understood with the value of 1.54 the participants confirmed that committee assignment method is not used for the on-job training. From this table it is clear that committee assignment is not always used as one of the on-job training tools.

Concerning job rotation method table 4.4 indicated that the participants with the mean value of 2.02 said job-rotation is not used to deliver on-job training. According to table 4.4 job rotation is somewhat applicable as the on-job training method. With reference to coaching method with the mean value of 1.42 respondents said it is not used for delivering on-job training, What someone understand from table 4.4 is that coaching almost not used in delivering on-job training in the targeted hotels.

Regarding to job instruction (step by step) method the respondents said it is not used in their hotel that they are strongly disagree with the value of 1. From the table 4.4 the researcher understood that job instruction is somehow used as on-job training delivery method.

On the subject of selecting on-job training delivery method the hotel who conducts employee on-job training have considered the following criteria as the majority of the interviews stated; working experience of the employees, the employees training background and types of training they took in the

previous, opinion from the customer and customer satisfaction index. According to the survey result committee assignment and coaching are not familiar and the remaining job rotation, job instruction are moderately used to deliver on-job training delivery method.

#### 4.2.4. Training Evaluation

*Table 4. 5. Status of the hotel in training evaluation*

<b>Report</b>			
	The hotel assesses the gap before and after delivery of the training.	The hotel evaluate on-job training practice before, on the process and after the program	The management gives feedback at the end of training program
N	299	299	299
Mean	2.79	2.22	2.22
Std. Deviation	1.269	1.084	1.084

Source: Field Survey

Table 4.5 shows training evaluation practices in the hotel. As it is clearly understood participants with the mean value of 2.79 disagree that in the hotel there is training assessment before and after delivering the actual on-job training. Assessing the gap after and before delivering the training helps to identify the skill gap, to decide what types of training method is appropriate and to evaluate the effectiveness and efficiency of the on-job training delivered to the employees . But, as it is clearly shown on the above table assessing the gap before and after the training is not well practiced.

Concerning the evaluation of training the participants disagree on the mean value of 2.22 that hotels evaluate before, on process and after the training delivered. Related with the managements feedback respondents disagree with the mean value of that there is management feedback after the end of training. Here only two interviews were confirm that they give feedback for employees who have attend on-job training but, majority of the interviews were said that they have trying to give oral feedback informally. Managerial feedback is very important to strengthen the skill and attitude gained from the training. But, it is not formally practiced in the targeted hotels.

#### 4.2.5. Problems/challenges of Training

*Table 4. 6. Problems/ challenges of providing on-job training in the hotel*

<b>Problems/ challenges of providing on-job training in the hotel</b>			
	Unclear training program	Lack of resource and budget	Time limitation on the parts of trainee
N	299	299	299
Mean	3.47	3.83	3.53
Std. Deviation	1.500	1.309	1.429

Source: Field Survey

Table 4.6 shows challenges related with providing employees training. Consequently, with having the mean value of 4.79 the respondents are neutral about unclear training program is one of the problems faced in providing on-job training in their hotel. Here it is clearly understood that there is no clear employee training program which is communicated for them.

Concerning lack of resource and budget the respondent were agree with the mean value of 4.82 about alack of resource and budget is one of the challenges related with training in their hotel. It is obviously known that any training needs and should supported with sufficient resource and budget. Concerning to allocation of sufficient resource and budget. But, most of interviews were said there was no sufficient resources and budget allocated for training.

Only 4 interviews from 4 hotels said they have allocate resources and budget for training but it is not more than 20000 birr. This allocated budget is not sufficient to say it is adequate to provide continuous and effective on-job training. Here something should be clear that the allocated budget is not specifically for on-job training rather it is for all types of training generally.

Finally from table 4.6 stated that the participants agree with the mean value of 4.22 on time limitation on the part of them to participate on the provided employee training by the hotel. On the other hand almost all interviews agreed that employees are not interesting to attend on trainings provided by the hotel. They suggest that most of the employees work for two and above hotels with different shifts as they have very tight time schedule they are not willing to participate on on-job training. It indicates time shortage is one of the challenges of the hotels in providing on-job training for their employees so, it needs to carefully select the appropriate on-job training delivery method which is convenience for tight time schedule of the employees.

## **CHAPTER FIVE**

### **Conclusions and Recommendations**

#### **5.1. Introduction**

The objective of the thesis is to assess employee on-job training practices in four star rated hotels in Addis Ababa. The study also tried to respond for the following research questions:

- To identify on-job training policy, planning and need assessment practices in four star rated hotels in Addis Ababa
- To identify on-job training delivery methods in the targeted hotels.
- To detect the method of evaluation of effectiveness of on-job trainings delivered
- To identify challenges related to on-job training practices in the targeted hotels

In this chapter major findings and conclusions are clearly identified based on the previous analysis and discussion and recommendations are given based on the major findings.

#### **5.2. Conclusion**

The overall objective of the study is to assess the employee on-job training practice and challenges in hotels having four star in the city. In this regard four star rated hotels in Addis Ababa do not have well defined employee training and development policy and strategy. Higher level of staff commitment is attained through continuous training in individual and organizational level (Ahmad and Bakar (2003)). There is lack of systematic effort and resources devoted to training four star hotels in Addis Ababa. It appears that there are insufficient funding and resources allocated to training and growth initiatives in these hotels. Furthermore, there is a lack of continuous focus on time allocation for training and growth, which may limit the effectiveness of these initiatives. The author cites Lang (1992), who argues that training should be designed to promote organizational commitment. This suggests that the lack of investment in training and growth in the four-star hotels may have negative impacts on employee commitment and motivation, which could ultimately affect the overall success and performance of these hotels. First and for most there is no frequent training for employees following this there is no need assessment, trainings are not given based on rules and regulations because there are no well-designed rules and regulations. Basically there are two types of training namely off the job and on the job training. On-the-job training (OJT) is carried out in the workplace during the working day; off-the-job training (OFJT) is carried out off-site and off-line (Khalil Abushamsieh, 2014). But in the targeted hotels there is little or no on job or off job training provided for employees. Strategic human resource management (SHRM) stresses longer-term issues of human resource and long-term training strategies.

SHRM should provide proper support mechanisms and address personal attitudes and motivation within organizations to guarantee participation and support (Armstrong, 2000).

Related with strategic human resource management (SHRM) related with employee training and development practice in the hotel there is lack of management attention to allocate sufficient budget, management does not support training programs and lack of long-term plan for developing human resource is the major challenge.

The researcher has identified that there is no well-defined employee on-the job training strategy, directives, rules, regulations and need assessment mechanism. To provide frequent on-job training it needs sufficient budget and resources but, in the targeted hotel the researcher identified that there is lack of serious attention to allocate sufficient budget and resource for the training and development. Due to this there is no frequent training for employees in the hotel.

Even hotels who have training strategies lack clear training evaluation mechanism and the management does not give formal training feedback for employees after training. Challenges like improper training plan, lack of interest from the side of the employees, and lack of resource are some of the challenges in on-job training practices.

### **5.3. Recommendations**

According to the major conclusions, the following recommendations are derived.

- First and for most the management should develop employee on the job training and policy, strategy and objectives in which the hotel can improve employee motivation and efficiency.
- The concerning department (HRM and other stake holders) should give special attention for allotment of resources, budget and time for employee on job training.
- Developing training policy and strategy is not the only solution but, the developed strategy should be communicated for the employees. So, the hotel should take introduction the strategy as one means of cascading the organization's mission and vision to the employees.
- There is lack of time and interest to training on the side of the employees due to tight work time as they are employees more than one hotels. So, the hotel should commonest what they los due to attending the training and create positive attitude towards training because having skilled and experienced work force have comparative advantage by increasing the effectiveness and efficiency of the staffs.

- The government should be take serious Monitoring, evaluation and actions on the hotels who do not properly implement their training strategy and allocated budget for training they show during the accreditation period.
- Other researchers can further elaboration on training and development as this research is only focus on employee on-job training in four star hotels in Addis Ababa.

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## Appendices

**Appendix one:-** List of four star hotels with their number of permanent employee and sample population from each hotel depending on quota system

S.No	Hotel Name	Total No. Employees	Percentage	No. Sample Employees	Remark
1	Azzeman Hotel	102	3.89	11	
2	Base Ethiopia int Hotel	76	2.90	9	
3	Berlottue Hotel	103	3.92	11	
4	Bellvue Hotel	105	4	12	
5	Best Western Plus Hotel	86	3.28	10	
6	Best western Plus pearl Addis	89	3.39	10	
7	Checkinn Hotel	72	2.74	8	
8	Desalegn Hotel	118	4.50	14	
9	Deber Damu Hotel	0		0	Temporally closed
10	Dream liner Hotel	143	5.45	17	
11	Elgel Hotel and Spa	102	3.89	12	
12	Eliana Hotel	108	4.11	13	
13	Empire Addis International Hotel	131	4.99	15	
14	Friendship International Hotel	116	4.42	14	
15	Golden Tulip Hotel	106	4.04	12	
16	Heyday Hotel	0	0	0	Temporally closed
17	Jupiter International Hotel	188	7.16	22	
18	Mado Hotel	104	3.96	12	
19	Magnolia Hotel	106	4.04	12	
20	Saromaria Hotel	108	4.11	13	
21	Sarem International Hotel	167	5.56	19	
22	Tulip Inn Hotel	101	4.53	14	
23	The Mosaic Hotel	104	3.96	12	
24	Tirar Hotel	86	3.28	10	
25	Washington Hotel	111	4.34	13	
26	Yoly Addis Hotel	93	3.54	11	
27	Total	2625	100	306	

**Appendix Two:- Questioners**  
**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE OF DEVELOPMENT STUDIES**  
**TOURISM AND DEVELOPMENT PROGRAM**

**Research Questionnaire to be filled by Hotel employees**

Dear respondents,

First of all, I would like to thank you for your great willingness to fulfill this questionnaire. This questionnaire is prepared with the aim of gathering information for conducting research entitled: *“ASSESSING EMPLOYEE ON-JOB TRAINING PRACTICES AT FOUR STAR HOTELS IN ADDIS ABABA CITY”*. Each of your true response is very useful for the research. So, I kindly requested to fill the questionnaire clearly and honestly. All your responses will be kept confidential and used only for academic purpose

Thank you for your co-operation.

**Instruction:**

You are not required to write your name and contact address

Make a check mark “√” for questions with options

**PART ONE: Demographic Information of Respondents**

1. Sex A. Male  B. Female
2. Age A. 18-30  B. 31-40  C. 41-50  D. Above 50
3. Your academic qualification
  - A. Secondary or Preparatory education completion
  - B. TVET  $\longrightarrow$  Level I  Level II  Level III  Level IV
  - C. College Diploma  D. First degree  E. Masters and Above
4. Write your field of study-----
5. Years of service A. less than 5 years  B. 5-10 years  C. 11- 15 years  D. Above 15 years
6. Does your educational background is related with your current positionA. Yes  B. No

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

**Key: 1= strongly disagree. 2= disagree 3= Neutral 4= Agree 5= Strongly Agree**

No	Statements	1	2	3	4	5
1	The hotel has training strategy, directives and rules					
2	The hotel has training plan with directives					
3	Trainings in your hotel are conducted based on strategies and plan					
4	There is serious attention to allocate sufficient resource for the training (budget, time and other facilities)					

**PART THREE. Training Needs Assessment**

This part deals with training needs which are being prioritized and identified in *Hotels*

**KEY:SD= strongly disagree D = disagree N= Neutral A= Agree SA= Strongly Agree**

No	Statements	1	2	3	4	5
1	The conduct need assessment for training					
2	The need assessment checklist filled without bias and genuine.					
3	The hotel prioritize would have conducted trainings and concerning employees					
4	The hotel provide frequent on-job training					

**PART Four: Types of on-job Training Delivery Method**

**Key: SD= strongly disagree D= disagree N= Neutral A= Agree SA= Strongly Agree**

No	Statements	1	2	3	4	5
1	Committee Assignment (tackle an actual organizational problem as part of the committee assignment)					
2	Job rotation (Rotating employees in different position in the hotel)					
3	Coaching (assigned to a specific Supervisor)					
4	Job instruction (as step by step training)					

**PART Five: Training Evaluation**

**Key: SD= strongly disagree D= disagree N= Neutral A= Agree SA= Strongly Agree**

No	Statements	1	2	3	4	5
1	The hotel assesses the gap before and after delivery of the training.					
2	The hotel evaluate on-job training practice before, on the process and after the program					
3	The management gives feedback at the end of training program					

**PART Four: Problems/challenges of Training**

**Key: SD= strongly disagree D= disagree N= Neutral A= Agree SA= Strongly Agree**

No	Statements	1	2	3	4	5
1	Unclear training program					
2	Lack of resource and budget					
3	Time limitation on the parts of trainee					

**Appendix Three: - Interview questions**

**ADDIS ABABA UNIVERSITY**

**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE OF DEVELOPMENT STUDIES**  
**TOURISM AND DEVELOPMENT PROGRAM**

**Interview questions:** To be responded only by the General Manager and Human resource managers of the hotels

Dear respondents,

First of all, I would like to thank you for your great willingness to fulfill this questionnaire. This questionnaire is prepared with the aim of gathering information for conducting research entitled: ***“ASSESSING EMPLOYEE ON-JOB TRAINING PRACTICES AT FOUR STAR HOTELS IN ADDIS ABABA CITY”***. Each of your true response is very useful for the research. So, I kindly requested to fill the questionnaire clearly and honestly. The information being gathered will be used only for academic research purposes. We assure you that your response will be kept strictly confidential and we use for academic purpose only. Each of your unbiased and frank response is very important for our study.

Thank you for your co-operation.

Answer the following questions according to its nature.

1. Do you think that the hotel has adequate written on training documents like program, Guidelines, manuals etc to successfully manage training activities?
2. Does the hotel allot sufficient funds & provide the required input to carry out training and development program effectively?
3. How do you perceive the process of assessing training need in the hotel?
4. How are training practices being designed and implemented in the hotel?
  - What factors to consider in selecting instructional methods and media for training program?
  - Had the hotel oriented the trainees well about the importance and goal of the training?
  - Does the training have the right trainers who have adequate technical proficiency and skills for the right trainees?
5. What are the practical problems/challenges training practices in the hotel?
6. What solution do you suggest for the problems you mentioned above?

**Appendix four: - Desk review check list**

**ADDIS ABABA UNIVERSITY**

**SCHOOL OF GRADUATE STUDIES  
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TOURISM AND DEVELOPMENT PROGRAM**

**Document Review Checklist**

First of all, I would like to thank you for your great willingness to fulfill this questionnaire. This questionnaire is prepared with the aim of gathering information for conducting research entitled: *“Assessing Employee on-job Training practices at four star Hotels, in Addis Ababa City”*. Each of your true response is very useful for the research. So, I kindly requested to fill the questionnaire clearly and honestly. All your responses will be kept confidential and used only for academic purpose  
Thank you for your co-operation.

No.	Types of document	Things to be reviewed	Descriptive	Remark
1	Strategic Plan	Is employee training uses as strategic objective		
2	Annual Plan	How many trainings are planed		
3	Financial plan	How much the hotel budgeted for training		
4	Training Documents	Documents related training policy and practice does the hotel have		
5	Certificates	Certificates trainees were awarded for completing training		

**Appendix Five:- List of Hotels in Addis Ababa**

List of Hotels In Addis Ababa			
S.No	Hotel Name	Hotel Telephone No.	Star Level
1	Aaron Hotel	0118126126	2
2	Archi Hotel	0116466959	3
3	Addis view Hotel	011 124 9766/67	3
4	Adot-Tina Hotel	011 467 3939	2
5	Afropolitan International Hotel	011116679300	2
6	Airport Motel	0116610422/011 618 8222	on process

<b>List of Hotels In Addis Ababa</b>			
<b>S.No</b>	<b>Hotel Name</b>	<b>Hotel Telephone No.</b>	<b>Star Level</b>
7	Ambassador Hotel	011 618 8284/81	on process
8	Aphrodite International Hotel	011 557 2220/28/29	3
9	Ararat Hotel	011 464 1166	3
10	Astara Hotel	0114670152	3
11	Atlas International Hotel	0116187432/34	on process
12	Aselefech Merga hotel and spa		
13	Azzeman Hotel	0116393131/3232	4
14	Beacon Hotel	0114425236	2
15	Base Ethiopia int Hotel	0116622121	4
16	Bealeta Hotel Apartemnt	0114708292	3
17	Beer Garden Inn	011 618 2595	3
18	Berlottue Hotel	0116676181	4
19	Bellvue Hotel	0116676700	4
20	Bethelehem Gebru (Abegaz) Hotel	0116356020	3
21	Best Western Plus Hotel	0113160177	4
22	Best western Plus pearl Addis		4
23	Blue Birds international Hotel	0116672003/06/08	on process
24	Blue Nest Hotel	0115570888/87/90	3
25	Blue-Sky Hotel	0966204904/0116674913/4743	3
26	Bole International Hotel	011 663 3000	on process
27	Bole Skygate Hotel		
28	Capital Hotel and Spa	011 619 2000	5
29	Caravan Hotel	011 661 2297/98	3
30	Cfun Addis Hotel	0930337133	1
31	Celeste Ethiopia Hotel	0115575838	3
32	Churchill Hotel	011 156 8746	3
33	Checkinn Hotel	118225353	4
34	Crown Hotel	011 439 1444/0911528392	on process
35	Cot Hotel	0116686492	3
36	Daamt Hotel	0116671401	3
37	Damu Hotel	011 550 9828	2
38	Dabi Hotel & Apartments	0114705455	on process
39	Desalegn Hotel	011 662 4524	4
40	Denver Hotel	0111263485	on process
41	Deber Damu Hotel	0116612630	4
42	Dimitri Hotel	0116453145	on process
43	Dream liner Hotel	011 467 4000	4

<b>List of Hotels In Addis Ababa</b>			
<b>S.No</b>	<b>Hotel Name</b>	<b>Hotel Telephone No.</b>	<b>Star Level</b>
44	Demename Hotel	0910210022	1
45	Edna Addis Hotel	011 550 7003/011 550 7727	3
46	Elgel Hotel and Spa	0113699718	4
47	Eyerusalem Hotel	011 155 1712/0911 108758	No Star
48	Efoyi Piza Lounge	0113691999	No Star
49	Eliana Hotel	0111262600/967527989	4
50	Ellily International Hotel	011 558 7777/70	5
51	Emmad Hotel	011 629 2129	on process
52	Embilta Hotel	011 275 8787/57	3
53	Empire Addis International Hotel	011 661 4524/25/26	4
54	Ethiopia Sky Light Hotel	0116818181	5
55	Enyi /Pullman Hotel	0111559252	
56	Ethiopia Hotel	011 551 7400	3
57	Eyomer Hotel	011616166472	3
58	Filowha Spa Service Enterprise	0115519100/4711	5
59	Foyat Hotel	011 660 7096/0966215432/33	3
60	Friendship International Hotel	011 667 0202	4
61	Grand Palace Hotel		
62	Getfam Hotel	011 667 3175/78/79.251-116-67-31-75 / 78.	5
63	GG Royal Hotel	011 629 2329/30	2
64	Ghion Hotel	011 551 3222/011 551 3762	2
65	Global Hotel	011 466 4766/011 416 9388	3
66	Golden Royal Hotel	0116392777	3
67	Golden Tulip Hotel	011 618 3333/2828/0116188880	4
68	Garalay Hotel		
69	Guzara Hotel	0116676111	on process
70	Haimi Apartment	0116181888/	2
71	Harambe Hotel	0115114000/011 551 4000	on process
72	Hera Addis Hotel	011-4-70-62-02	3
73	Heyday Hotel	0114709089/7994	4
74	Hilton Addis Hotel	011 517 0000	5
75	Homage Hotel	0115516341	2
76	Hotel Concord	0114654959	1
77	Hotel D'Afrique	011 467 0636	on process
78	Hotel De Leopol	011 551 9614	on process
79	Hotel Lobelia	011 667 3850	3
80	Hotel Siyonat	0116629741/49/ 0116626372	3
81	Hyatt Regency Hotel	0929-17-26-98	5

<b>List of Hotels In Addis Ababa</b>			
<b>S.No</b>	<b>Hotel Name</b>	<b>Hotel Telephone No.</b>	<b>Star Level</b>
82	Hotel Tirago	0963636374/84	3
83	Intercontinental Addis Hotel	0115180444	5
84	Imprse Hotel	0116674470	3
85	Jupiter International Hotel	011 552 7333/011 661 6969	4
86	Kenenisa Hotel	011 667 2423/34	3
87	Kings Hotel	011 371 1300	3
88	Mado Hotel	0111693044	4
89	Marcen Addis Hotel	0116354101	3
90	Mamas kitchen Hotel	0111661365	on process
91	Magnolia Hotel	0116393824	4
92	Manrashiwa Hotel	011 667 7370/74/76	
93	Marriott Executive Apartment	0115184600	5
94	Medal Hotel	0911512601/0911951648/0116393820	3
95	Meridian Hotel	0116615550	on process
96	Moonlight Hotel	0116663748	
97	Momona Hotel	0116672201/07	3
98	Monarch Hotel	011 667 2480/72/38	3
99	Motera hotel	011 275 4633	No Star
100	Mosy Hotel	0114701090/0908252525	on process
101	Oasis Apartment Hotel	0116672567	on process
102	Opal Stone Hotel		
103	Oxygen Hotel		
104	Natna Hotel	011 661 1520	on process
105	Nazra Hotel	011 467 4465	
106	New Day Hotel	0116433707	on process
107	Nigist Towers Hotel	0115509770/0115509770	on process
108	North Addis Hotel	0111267070	
109	Pasific Hotel	011 645 6371	2
110	Panorama Hotel	011 661 6070/0911836692	3
111	Radisson Blu Hotel	011 515 7601	5
112	Ramada Addis Hotel	0116-393939	5
113	Ras Amba Hotel	0111228080/0930100371	On process
114	Ras Hotel	011 551 7060/5521202	on process
115	Reliance Hotel Apartment	011 667 20 47	3
116	Southern Addis Hotel	0116610515/05	3
117	Saromaria Hotel	0116672167	4
118	Sabon International hotel	0116393535	3
119	Sapphire Addis Hotel	0116393256/0116393907	5

<b>List of Hotels In Addis Ababa</b>			
<b>S.No</b>	<b>Hotel Name</b>	<b>Hotel Telephone No.</b>	<b>Star Level</b>
120	Sarem International Hotel	011 126 2076/88/84/	4
121	Semien Hotel	011 155 0067/0115550067	1
122	Sheraton Addis Hotel	011 517 1717	5
123	Sunspot Hotel		
124	Sherar Addis Hotel		New
125	Sidra International Hotel	011 661 7777	3
126	Soder Resort Hotel	115573594	
127	Solish Hotel		\$ 1.00
128	Sunland Hotel	0116674956	3
129	Seba Dereja		
130	Soramba Hotel	011 156 5633/82	on process
131	Stay Easy Hotel	0116-614480	1
132	Tarik Hotel	911514526	3
133	The hub hotel	0116686688	on process
134	Tegen Hotel	011 618 2870/72	on process
135	Tesfu Hotel	0116390341/	2
136	Tulip Inn Hotel	0114702847	4
137	The Mosaic Hotel	0116390341	4
138	The Residence Hotel	0115571075	on process
139	Tizeze Hotel	0116392000	3
140	Tewodros Belay Hotel	0116680145	3
141	Three Days International Hotel	0116612582/83	on process
142	Tirar Hotel	0115577150/52/58	4
143	Top Ten Hotel	0116-460266/4449	3
144	Trinity Hotel	011 667 0095	on process
145	Venetian Hotel	0118229374	3
146	Wabe Shebele Hotel	0911221586011 551 7187	3
147	Washington Hotel	011 639 2239	4
148	Wassamar Hotel	011 661 0055/59	3
149	YadmZewd Hotel	0111265010	3
150	Yebo Hotel and Spa	011557-16-11/011557-17-52	
151	Yober Hotel	116684301	3
152	Yoly Addis Hotel	011663 2828	4
153	Yina Hotel	0111727050	3
154	Zemalex Hotel	0116894020/21	3
155	Zigzag Hotel and Spa	0114702013	
156	Zola Hotel	0116673333/3433	3

<b>List of Hotels In Addis Ababa</b>			
<b>S.No</b>	<b>Hotel Name</b>	<b>Hotel Telephone No.</b>	<b>Star Level</b>
157	Zmama Hotel	0116673032/2993/0930 362249	3