

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
MBA PROGRAM**

**PROJECT WORK ON
THE ROLE OF HIGHER
EDUCATIONAL INSTITUTIONS IN
ORGANIZATION LEADERSHIP
DEVELOPMENT**



**IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
MASTERS IN BUSINESS ADMINISTRATION**

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MBA Program**

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The Role of Higher Educational Institutions in
Organization Leadership Development**

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Acronyms and Abbreviations

AAU	Addis Ababa University
AHRD	Administration and Human Resources Department
BDOM	Bachelor Degree in Organizational Management
BS	Both Sex
CEO	Chief Executive Officer
ILI	International Leadership Institute
LD	Leadership Development
MED	Ministry of Education
MDOL	Masters Degree in Organization Leadership
NGO	Non-Government Organization
ROI	Return on Investment
UNESCO	United Nations Educational, Scientific & Cultural Organization
VP	Vice President

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Abstract

“Whoever heard of a world manager? World leader, yes. Education leader, yes. Political leader. Religious leader. Football leader. Community leader and Business leader”

John C. Maxwell, *Developing the Leader within You*.

Organizations which achieve sustainable growth ascribe their success mainly to their competent leaders who set direction and lead the organization towards it by maximizing the organization's competitive advantage and minimizing its risk.

Leadership is not exclusive club for those who were “born with it” rather leadership is a set of behavioral skills which can be developed. Even though approaches to leadership development vary due to the complexity of leadership and particular need assessment, three forms of leadership development: formal training, experience (developmental activities), and self-help activities.

In Ethiopian context, it seems that organizational leadership development is not in short supply rather it is not supplied at all. Government and non-government higher educational institutions are flourishing; however, none of them are engaged in organizational leadership development at program level or offers leadership as a course in postgraduate program except International Leadership Institute that facilitates Azuza Pacific (California based) University's Masters Degree in Organizational Leadership and offer Bachelor

Degree in Organization Management. With such shortage of qualified human resources in organization leadership, organization success in today's turbulent environment is doubtful.

To this effect leadership concept is not understood by most organization members in Ethiopia. The two main reasons identified for lack of conceptual understanding in leadership are absence of higher educational institutions on leadership and lack of training on leadership. Organization members do not recognize the importance of leadership for their organization's success mainly due to belief that power is more important than effective leadership and consideration of management and leadership as one and the same.

The education on leadership offered by Azuza Pacific University's and facilitated by International Leadership Institute is said excellent in terms of course content, teaching methodology, academic staff capacity, and duration of the program. Grading system, follow-up and feed back mechanism, and reference materials availability are relatively the weak areas of ILI.

The leadership program of Azuza Pacific University is said to be very expensive and is not adequate to meet the very high demand for organizational leadership development in Ethiopia. The main option cited is for both government and Non-government Higher Educational Institutions to engage in organizational leadership development.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Project

“The number one need all over the globe today is not money, social programs or even new government. It is quality, moral, disciplined, principle-centered leadership.”

Myles (2006)

Managers cannot lead their organizations to success no matter how hard they try and regardless of how much they want to until they become competent to identify the right direction and lead the organization towards that end.

One of, in fact the basic, means to build leadership competence is to obtain leadership education and/or participate in leadership trainings that provide the state-of-art leadership technologies in the context of the environment the organization dwells.

The first university in Ethiopia is more than half-a-century old and it is one of the pioneers' higher educational institutions in the continent. There are thirteen government universities and thirteen are to be opened at the moment. Private owned university colleges are numbering seventeen.

Despite the ever increasing government and private owned higher educational institutions in Ethiopia that provide diversified field of study, it is shocking to have a single leadership institute -International Leadership Institute which facilitates Azuza Pacific University's Masters Degree Program in Organizational Leadership in Ethiopia- striving to meet the country's demand of organizational leadership development.

Therefore, it is high time to engage in leadership development so that business organizations will have competent leaders that are ready to lead their organization to success despite the challenges of dynamic business world and multi-cultural human resources.

1.2 Problem Statement

Organizations which achieve sustainable growth ascribe their success mainly to their competent leaders who set direction and lead the organization towards it through maximizing competitive advantage and minimizing risk. To this effect, the importance of leadership is demonstrated by the ever-growing proliferation of books and articles on the subject for both practitioners and scholars (Davidow and Malone, 1993; Harung, 1994; Manz and Sims, 1993).

The need to develop leadership is acute today since the shift from simple manual work, predicted environment, stable market and work force to sophisticated knowledge work, dynamic environment, cutthroat market, and multi-cultural workforce demands for more effective leadership.

Despite this growing need and interest, leaders continue to be in short supply (Drucker, 1967; Hoare, 1993). Prominent writers (Bass, 1985; Drucker, 1967) do not accept that we must rely on the historically short supply of “born leaders”. They argue, instead, that leadership is a set of behavioral skills which can be developed.

In Ethiopian context it seems that organizational leadership development is not in short supply rather it is not supplied at all when compared to the ever mounting number of field of study commenced each semester at undergraduate and postgraduate level in both government and non-government higher educational institutions and keen interest in developing professional for other aspects of organization.

Nevertheless, leadership development is indispensable because it is mainly interrelated with human resources, one of the four resources of organization's which makes decisions on all other resources of the organization (financial



resource, physical resource, and informational resource). Accordingly, effective/ineffective leadership has far reaching and long lasting impact on every aspect of organization.

Therefore, this is critical time for higher educational institutions to intervene in organizational leadership development because leadership development is untapped demand and development on other aspect of organization can not replace it rather development in leadership has extensive impact on the other.

1.3 Research Objectives

The main objective of this project is, thus, to highlight the importance of organizational leadership development. In light of this general theme, the specific objectives of the study are:

- to identify recent leadership concepts, theories, and leadership development processes;
- to assess leadership development practices of International Leadership Institute;
- to identify limitations of International Leadership Institute (if any); and
- to make basic recommendation relevant to this field investigative study.

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- to make basic recommendation relevant to this field investigative study.

1.4 Significance of the project

From the exhaustive review of MBA project, no work has been done in Ethiopia regarding the role of higher educational institution in organizational leadership development. Hence, the outcome of the project will create awareness and serve as a basis for both government and privately owned higher educational institutions to make further and detail study in order to incorporate Organizational Leadership Courses and/or initiate Organizational Leadership Programs.

The project is also expected to create awareness concerning leadership and leadership development among prospective organization members as well as the current human resources in different organizations.

The findings of the project will pin point where International Leadership Institute is in its effort towards leadership development in Ethiopia.

1.5 Limitation of the project

There are diversified methods to Organizational Leadership Development despite the fact that education is the fundamental and chief method. This project work focused on the role of higher educational institutions in organization leadership development.

1.6 Methodology

1.6.1 Data Sources and Data Collection

As stated in problem statement, organizational leadership development practice is very low so does the documentation on the subject in Ethiopia. To this effect extensive review of literature on the subject was the initial source of data.

1.6.1.1 Secondary Data Sources

The main secondary data sources for the project work are the followings:

- Contemporary books on leadership, organizational leadership, and organizational leadership development;
- Articles from leadership journals such as Leadership & Organization Development Journal, Harvard Business Review, and Leadership Quarterly;
- Abstracts on higher educational institutions issued by Ministry of Education;
- International Leadership Institute's profile.

1.6.1.2 Primary Data Sources

1.5.1.2.1 Interview

One of the sources for primary data collection was interview. Interview Guideline was prepared and distributed ahead to facilitate interview session to Ministry of Education, International Leadership Institute and Addis Ababa University (see Annex 1, Annex 2 and Annex 3). The session was held with officials from the first two organizations and the last organization did not responded positively.

1.5.1.2.1 Questionnaire

Questionnaire was designed (see Annex 4) to obtain first hand information from ILI students who are the only Organization Leadership students in the country and who are assumed to be representative to identify the role of higher educational institution in organization leadership development and capable to pin point leadership practices of most of organizations in Ethiopia.

There are 365 students of Maters Degree in Organization Leadership (MDOL) offered by Azuza Pacific University and facilitated by ILI. Of these students, 135 are in Addis Ababa in three classes (first year, second year, and third year) and the rest are from Nazareth, Awassa, and Bahir Dar. Of the total 92 students who attend Bachelor Degree in Organization Management (BDOM), 30 students are in Addis. Thus the total population size in Addis is 165.

The students attend class for full day consecutively in July and January which was not overlapping with the project schedule. Nevertheless, with the help of ILI officials who contacted and provided address of the students, 40 questionnaire were distributed (which is 24% of students in Addis Ababa).

Moreover, the questionnaire was dispatched to students out side Addis Ababa through their e-mail addresses, even though no reply as such is obtained.

Target group	Target Group Number	Questionnaire distributed	Questionnaire responded and returned
MDOL students (Addis Ababa)	135	35	14
BDOM Students (Addis Ababa)	30	15	11
Total	165	40	25
Percentage		24%	63%
MDOL Students (Out side Addis Ababa)	230	90 (through e-mail)	2 (came very late)

Response rate of the questionnaire distributed is 63% (25 questionnaire were responded and returned back).

1.6.2 Data Presentation and Analysis

Most of the data obtained are presented in tabular form and Charts are used when found more expressive. Data is analyzed using statistical techniques particularly percentage.

1.7 Organization

The presentation is organized in four chapters. The first chapter is introductory which presented the back ground of the project, problem statement, research objective, significance, methodology, limitation and organization.

In chapter two part one deal with organization leadership definitions and concepts, importance of leadership, leadership theories and effective leadership. In part two organizational leadership development processes, approaches, and factors that affect organizational leadership and organizational leadership development in the future are presented.

Chapter three assesses higher educational institutions in Ethiopia specifically leadership development effort of ILI's baseed on the findings obtained from interview held with concerned officials and responses obtained through questionnaires. The last chapter is for summary, conclusions and recommendations of the project work.

CHAPTER TWO

REVIEW OF LITERATURE

2.1-LEADERSHIP

2.1. 1. Definitions and Concepts of Leadership

“The study of leadership rivals in age the emergence of civilization, which shaped its leaders as much as it was shaped by them. From its infancy, the study of history has been the study of leaders-what they did and why they did it.”

Bass, (1990)

“Leadership is and always will be a global issue and one which involves all people, whatever their organizational or social setting.”

Hooper and J. Potter, (2001)

Leadership is a subject that has long excited interest among people. Much of our description of history is the story of military, political, religious, and social leaders who are credited or blamed for important historical events.

Barker (1997) argues that the ambiguity surrounding what we understand as leadership is central to the struggle of teaching leadership. Leadership is easy to identify in situation; however, it is difficult to define precisely (J. Antonakis, A. Cianciolo, K. Jterberg, 2004). Fiedler (1971), for example, noted that there are almost as many definitions of leadership as there are persons who have attempted to define the concept. Burns (1978,) wrote that a study of the definition of the word leadership revealed 130 definitions. However, several

generally-accepted variations on the definition appear in the management and leadership literature.

Leadership has been defined in terms of traits, behaviors, influence, interaction patterns, role relationships and occupation of administration position. Yukl (2002), one of the gurus in the field, presented what he called representative definitions of leadership from what have been presented on the past 50 years.

Table1 Definitions of Leadership

1.	Leadership is “the behavior of an individual...directing the activities of a group toward a shared goal” (Hemphill & Coons, 1957, p. 7).
2.	Leadership is “the influential increment over and above mechanical compliance with the routine directives of the organization” (D. Katz & Hahn, 1978, p. 528).
3.	“Leadership is exercised when persons...mobilize...institutional, political psychological, and other resources so as to arouse, engage, and satisfy the motives of followers” (Burns, 1978, p.18)
4.	Leadership is “the process of influencing the activities of an organized group toward goal achievement” (Rauch & Behling, 1984, p.46)
5.	“Leadership is a process of giving purpose (meaningful direction) to collective effort, and causing willing effort to be expended to achieve purpose” (Jacobs & Jaques, 1990, p.281).
6.	Leadership “is the ability to step outside the culture...to start evolutionary change processes that are more adaptive” (E. H. Schein, 1002, p.2)
7.	“Leadership is the process of making sense of what people are doing

	together so that people will understand and be committed" (Drath & Palus, 1994, p.4).
8.	"Leadership is about articulating visions, embodying values, and creating the environment within which things can be accomplished" (Richard & Engle, 1986, p. 4).
9.	Leadership is "the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization." (House et al., 1999, p.184)

Source: Cary Yukl. 2002. *The Nature of Leadership*, p. 3

Most of the definitions of leadership reflect the assumption that it involves a process whereby intentional influence is exerted to guide, structure, and facilitate activities and relationships in a group or organization towards shared objectives.

Organizational Leadership in this context is distinguished from political or religious leadership and refers to leadership in business organizations.

Antonakis (2004) noted that a definition of leadership requires differentiating it carefully from power and management, because these concepts are often confused with leadership. Power refers to the means leaders have to potentially influence others. As regards to its differentiation from management, leadership is purpose driven, resulting in change based on values, ideals, vision, symbol, and emotional exchange. Management is objective driven, resulting in stability based on rationality, bureaucratic means, and the fulfillment of contract agreement.

Warren (2001) argued that there are four enduring principles to guide the concept of leadership. First, leadership is everyone's business. He noted that myth associates leadership with superior positions when one is at the top s/he will be automatically a leader. But leadership is not a place, it is a process. Leadership involves skills and abilities that are useful whether one is in the executive suite or on the front line. Second, leadership is a relationship. Sometimes the relationship is one-to-many. Sometimes it's one-to-one. But regardless of whether the number is one or one thousand, leadership is a relationship between those who aspire to lead and those who chose to follow. At the heart of the relationship is trust. Exemplary leaders are devoted to building relationships based on mutual respect and caring. Third, leadership starts with action. Leaders don't wait (in fact can't wait) for grand strategic plans to be completed, new legislation to be passed, or consensus to be built. Leaders seize the initiative-starting a new organization, turning around a losing operation, greatly improving the social condition, enhancing the quality of people's lives demands a proactive spirit. Fourth, leadership development is self-development. Self-knowledge is an essential part of becoming a leader. Leaders take us to places we have never been before, but before we can get anyone else signed up for the journey, we have got to convince ourselves to venture. Hence leadership is about developing oneself to be an instrument for making a difference.

2.1.2. Importance of Leadership

"In more recent times the area of leadership has been studied more extensively than almost any other aspect of human behavior."

Higgs, (2003)

In exploring the drivers of interest in leadership, Higgs (2003) noted some of the critical issues facing organizations, which have leadership implications.

- **Challenges in implementing organization change**

As organizations operate in more complex, competitive and volatile environment they need to change strategies, structures and processes in order to respond to the business challenges (Rowland, 2001). Many make the point that the rate and complexity of change is rapidly increasing and becoming an integral aspect of organizational effectiveness, rather than a periodic necessity.

However, the ability of organizations to implement change effectively appears to be limited. Indeed it has been estimated that up to 70 per cent of change initiatives fail to meet their aims (Higgs and Rowland, 2000). Therefore, there is a driving need to identify leadership behaviors, which will result in effective change implementation and build sustained change capability (Corner, 1999).

- **Changes in investors focus**

For many, the indicators of a CEO's success are focused in their delivering increases in shareholder value (Collingwood, 2001). Research with investors shows that their decisions are increasingly influenced by "intangibles", which include the quality and depth of leadership in an organization (Higgs, 2002).

- **Awareness of the impact of stress on employees**

With the increasingly volatile, competitive and complex business environments have come increasing pressures on individuals within organizations to work harder and deliver continuous improvements in performance (Almino-Metcalf, 1995). There is a dominant discourse, which draws a clear relationship between work pressure and increasing levels of stress. However, others maintain that it is not the effort and volume pressure lead to stress, but rather ineffectiveness of leaders.

- **Changes in societal values**

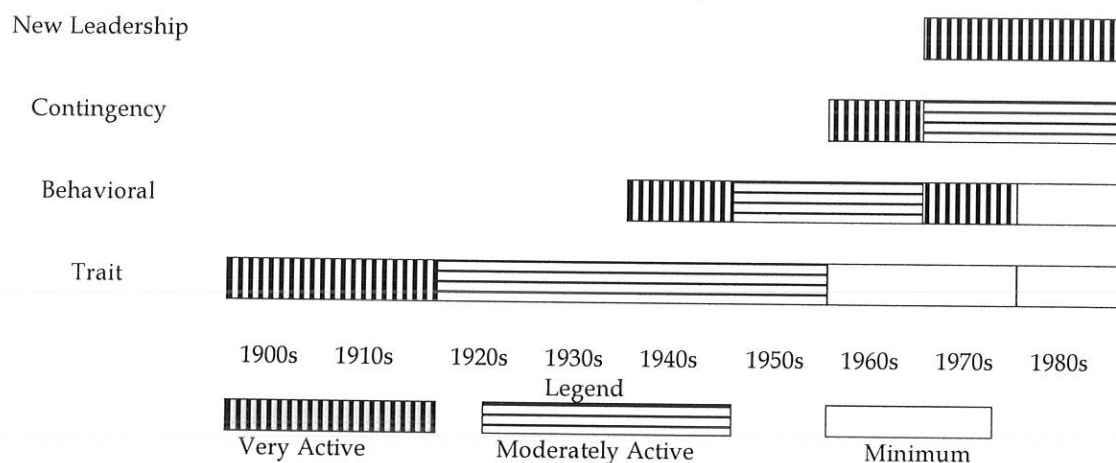
Over the last fifty years there have been dramatic changes to society's values in the Western World (Fineman, 1997). These changes, combined with significant economic and organizational developments, have led to the emergence of "talent wars" (Williams, 2000) and the underlying need to engage employees in a different way in order to secure effective commitment calls for effective leadership.

2.1.3. Leadership Theories: Past and Present

Leadership has been studied from a variety of perspectives- traits (Stogdill, 1948), behaviors (Fleishman, 1953), contingency theory (Fiedler, 1967) and transformational and charismatic leadership (Bass, 1990). Overview of major school of leadership is presented to provide an understanding of how leadership theory evolved.

J. Antonakis, A. Cianciolo and R. Strenberg (2004) classified leadership schools on two dimensions: temporal (i.e. the time period in which the school emerged) and productivity (i.e. the indicative degree to which the school attracted research interest in a specific period of time).

Figure 1. Brief History of Major Schools of Leadership



Source: John Antonakis, Anna T. Cianciolo, Robert J. Strenberg, 2004. *The Nature of Leadership*, p.7.

2.1.3.1 Trait School of Leadership

The scientific study of leadership began at the turn of 20th century with the “great man” perspectives, which saw history as being shaped by exceptional individuals (Bass, 1990). In this school leadership was explained by the internal qualities with which a person is born (Bernand, 1926).

The thought was that if the traits that differentiated leaders from followers could be quickly assessed and put into position of leadership. The school was based on the idea that leaders were born, not made and the key to success was simply in identifying those people who were born to be great leaders.

More recent studies have found six traits that differentiate leaders from non-leaders; honesty and integrity, high energy level, ambition and the desire to lead, intelligence, self-confidence and task relevant knowledge (Kilpatrick and Locke, 1991; Stogdill, 1974). The results of a study by Kouzes and Posner (1993) show the six highest characteristics that people most admire in leaders are: Honesty, Forward looking, Inspiring, Competent, Fair-minded, and Supportive.

Yukl (2002) noted that hundreds of trait studies were conducted during the 1930s and 1940s to discover qualities but this massive research effort failed to find any traits that would guarantee leadership success. Hooper and Potter (2001) stressed that the problem with this approach was that it led to impasse when trying to identify how to develop effective leaders, since it was almost impossible to produce a definitive list of leadership qualities.

2.1.3.2 Behavioral School of Leadership

The trait movement gave way to the behavioral styles of leadership in the 1950s. These studies began to look at leaders in the context of the organization, identifying the behaviors leaders' exhibit that increases the effectiveness of the company.

The well-known University of Michigan (Katy, Maccoby, Gurin & Floor, 1951) and Ohio State (Stogdill & Coons, 1957) studies identified two dimensions of leadership generally referred to as consideration (i.e. employee-oriented leadership) and initiating structure (i.e. production-oriented leadership).

The impact of this work, Horner (1997), was it past the notion that leadership was not necessarily an inborn trait, but instead effective leadership method could be taught to employees.



Furthering this work, Blake, Shepard, and Mouton (1964) also developed a two-factor model of leadership behavior similar to that found at Ohio State and Michigan. They called the factors “concern for people” and “concern for output.” They later added a third variable, that of flexibility. According to these studies, managers exhibit behaviors that fall into the two primary categories (task or people). Depending on which category was shown most frequently, a leader could be placed along each of the two continua. The outcome of this research was primarily descriptive and helped categorize leaders based on their behavior.

Leadership research was again in crisis; however, because of contradictory findings relating to the behavioral approaches (J.Antonakias, 2004). It then became apparent that success of the style of leader enacted was contingent on situation.

2.1.3.3 Contingency School of Leadership

The situational approach emphasizes the importance of contextual factors that influence leadership processes. Fiedler (1967) stated that leader-member relations, the task structure, and the position power of the leader would determine the effectiveness of the type of leadership exercised.

Another well-known contingency approach was that of House (1971), who focused on the leader's role in clarifying the paths that would lead to followers' goals.

Other lines of research that presented theories of other lines of research that presented theories of leader decision-making style and various contingencies include the work of Vroom and associates (Vroom & Yetton, 1971).

A more extreme form of situational theory is that of Jermier (1978) who proposed "substitutes-for-leadership" by focusing on the conditions under which leadership is unnecessary as a result.

2.1.3.4 The New Leadership School

- **Transactional/Transformational Leadership**

Interest in this school of leadership has been intense. Indeed, over the last decade more than one third of articles published in the *Leadership Quarterly* emanated from the new school of leadership (Gardner, 2000).

Change oriented models of leadership have sustained the interest of managers and scholars alike because of their promise of extraordinary individual and organizational outcomes. As we move closer to the new millennium, models of outstanding leadership such as transformational, charismatic, and visionary leadership, which focus on organizational transformation, are likely to become

even more important to organizations because of the breathtaking changes foreseen in the business and political environment. These include workforces with a greater degree of demographic diversity, technological change, and increased international competition which will place new demands on the leaders of tomorrow (House, 1995). The importance of leadership to the change management process is underscored by the fact that change, by definition, requires creating a new system and then institutionalizing the new approaches (Kotter, 1995).

Bass (1985) argues that previous paradigms of leadership were transactional oriented. Transactional leadership stems from more traditional views of workers and organizations, and it involves the position power of the leader to use followers for task completion (Burns, 1978). Transformational leaders on the other hand, searches for ways to help motivate followers by satisfying higher order needs and more fully engaging them in the process of the work.

Assessments of transformational and transactional leadership commonly make use of the Multifactor Leadership Questionnaire (MLQ), developed by Bass and Avolio in 1990 and revised in 1995. It measures five dimensions of transformational leadership: idealized influence - attributions, idealized influence - behaviors, inspirational motivation, individualized consideration, and intellectual stimulation. The three dimensions of transactional leadership

measured by the MLQ cover: contingent reward, management by exception (active), and management by exception (passive).

▪ **Servant Leadership**

Larry C. Spears (2004) in “Practicing Servant-Leadership” noted that Robert K. Greenleaf’s idea of servant-leadership, now in its fourth decade as a concept bearing that name, continues to create a quiet revolution in workplaces around the world. Since the time of the Industrial Revolution, managers have tended to view people as tools, while organizations have considered workers as cogs in a machine.

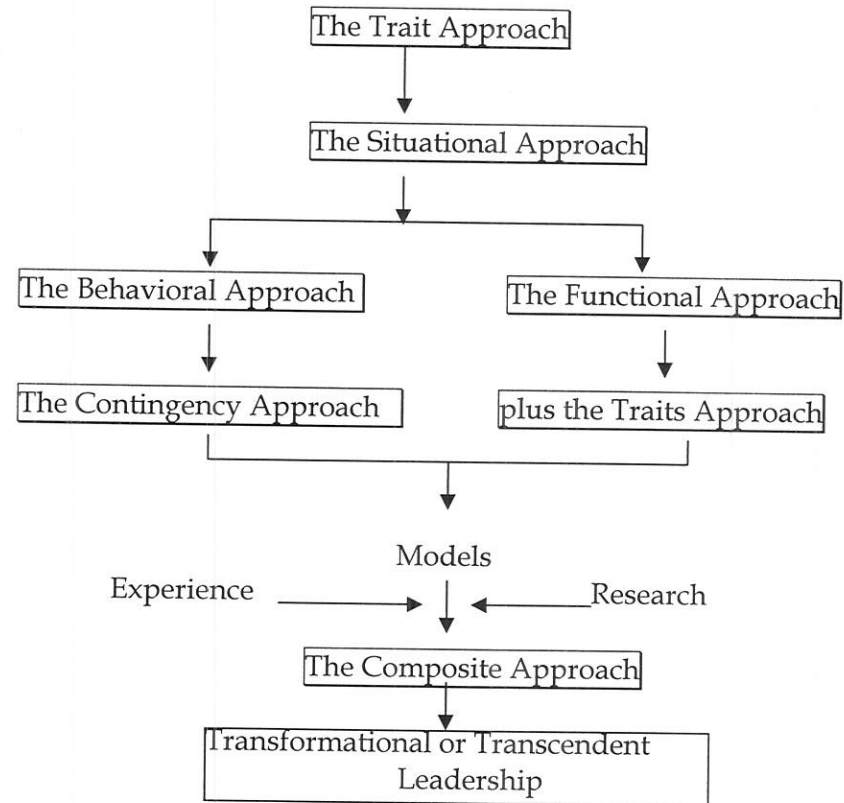
In his works, Greenleaf discusses the need for a better approach to leadership that puts serving others—including employees, customers, and community—as the number one priority. Servant leadership emphasizes increased service to others, a holistic approach to work, promoting a sense of community, and the sharing of power in decision making. Who is a servant-leader? Greenleaf said that the servant-leader is one who is a servant first. In “The Servant as Leader” he wrote, “It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. The difference manifests itself in the care taken by the servant—first to make sure that other people’s highest-priority needs are being served.

Hooper and Potter (2001) noted that there have been a number of people who have contributed to the thinking of leadership thought and development in the 1980's and 1990's. Authors such as Bernard Bass (1991) with his exploration of "Transformational Leadership"; Warren Bennis (1989) with his insight into the ingredients that combine to make an effective leader; and John Kotter;s (1990) examination the difference between leadership and management in meeting the challenge of leadership.

J. Antonakis (2004) noted that there are still many areas that require further research. Ethics (Bass, 1998) is important emerging topic in leadership. Future leadership models should consider the ethics of leader means and outcomes and ways in which leader moral orientation can be improved.

Finally, given how much is currently known about the nature of leadership, researches are now in a position to integrate overlapping and complementary conceptualization of leadership. An example of an integrative perspective is the work Zacaro (2001) who integrated various "new" leadership theories which links cognitive, behavioral, strategic, and visionary leadership theory perspective. Hoopers (2001) composite approach to leadership presented below, strengths this fact.

Figure 2 An overview of the development of thought on Leadership



Source: Alan Hooper & John Potter.2001.Intelligent Leadership, p.56

2.1.4. Leadership, Management, and Entrepreneurship

To understand leadership, it is important to grasp the difference between leadership and management. According to current thinking (J. Dubrin, 1998) leadership deals with change, inspiration, motivation, and influence. In contrast, management deals more with maintaining equilibrium and status quo (Zaleznik 1977). Table 2 distinguishes management and leadership.

Table2 Leadership versus Management

Activity	Leadership	Management
Agenda creation	Establishing direction: develops a vision and the strategies needed for its achievement.	Planning/budgeting: establishes detailed steps and timetables for achieving needed results; allocates necessary resources
Developing a Network for Achieving the Agenda	Involves aligning people: Communicates direction by words and deeds to all those whose cooperation may be needed to help create teams and coalitions that understand the vision and strategies, and accept their validity.	Organizes and staffing: Establishes structure for achieving the plans; staffs; delegates responsibility and authority for implementation; develops policies and procedures to guide people; creates monitoring systems
Execution	Motivating and inspires: Energizes people to overcome major political bureaucratic, and resource barriers to change by satisfying basic human needs.	Controls and solves problems: Monitors results against plans, and then plans and organizes to close the gap.
Outcomes	Produces change, often to a dramatic degree: Has the potential of producing extremely useful change, such as new products desired by managers.	Produces a degree of predictability and order: Has the potential to consistently produce key results expected by various stakeholders (such as meeting deadlines for customers and paying dividends to stockholders)

Source: Andrew J. Dubrin. 1998. Leadership Research: Findings, Practice, and Skills, p. 60



According to John P. Kotter (1988) today's managers must know how to lead as well as manage. Kotter draws the following distinction between management and leadership:

- Management is more formal and scientific than leadership. It relies on universal skills such as planning, budgeting, and controlling. Management is an explicit set of tools and techniques based on reasoning and testing that can be used in a variety of situation.
- Leadership, in contrast to management, involves having a vision of what the organization can become.
- Leadership requires eliciting cooperation and teamwork from a large network of people and keeping the key people in that network motivated, using every manner of persuasion.

In general, the difference between manager and leader is summarized below.

Table 3 The Manager and the Leader

The Manager	The Leader
Administers	Innovates
Is a copy	Is an original
Maintains	Develops
Focuses on systems	Focuses on people
Relies on control	Inspires trust
Short-range view	Long-range view
Asks how and when	Asks what and why
Eye on the bottom line	Eye on the horizon
Imitates	Originates
Accepts the status quo	Challenges the status quo
Obeys orders without question	Obeys when appropriate but thinks
Does things right	Does the right things
Is trained	Learns
Managers operate within the culture	Leaders create the culture

Source: Alan Hooper & John Potter. 2001. *Intelligent Leadership*, p.61. Random House

In clarifying the difference between leaders and entrepreneurs Kotter (1998), argued the main reason that some people cannot imagine a corporation in which dozens of hundreds of people play a leadership role is because they equate leaders with that type of entrepreneur. Leadership is similar to and different from what is usually thought of as “entrepreneurship”. Both, for example, involve risk-taking (in contrast to management, which tends to try to eliminate risk). But unlike effective business leaders, successful entrepreneurs are often very independent, parochial, and competitive. Moreover, they try to continue operating like as independent business, and sooner or later they end up in a series of more and more difficult conflicts because of this.

In general, the main differences between leader and entrepreneur are presented in the following table.

Table 4 The Leader and Entrepreneur

	The Effective Leader	The “Stereotypical” Entrepreneur
Agenda setting	Creates a vision and strategy which takes into account the legitimate interests of people and groups in the firm	Creates the vision and strategy which is best for the entrepreneur’s group (his “baby”), even if it is not best for the overall firm
Network building	Builds an implementation network that includes key bosses, peers, subordinates, and outside.	Builds a very strong and cohesive network of subordinates while sometimes ignoring important peers and bosses.

Source: John P. Kotter. 1988. *The Leadership Factor*, p.25.

2.1.5. Successful Leadership

How do organizations judge when their leadership has been successful and when it has not been successful? Antonakis (2004) stated that there are different approaches based on individual, contextual and leadership setting and presented the summary.

Table 5 The Successful Leader and The Unsuccessful Leader

Successful Leadership	Unsuccessful Leadership
Theme: Balance concern for task efficiency	
When making decisions, takes into account the needs of the organization and needs of employees.	Hires people with good technical skills but poor ability to work with others.
Gets things done without creating adversarial relationships.	In implementing change, does not take the time to explain the rationale or listen to concerns.
Coaches employees in how to meet expectations.	Is unstable to deal firmly with loyal but incompetent employees.
Theme: Develop interpersonal and interpersonal competence.	
When working with another group, gets things done by finding common ground.	Is not adaptable to many different types of people?
Does an honest self-assessment.	Is emotionally volatile and unpredictable.
Quickly gains trust and respect from customers.	Overestimates own abilities.
Theme: Think and act in more complex ways	
Once the more glaring problems in an assignment are solved, can see the underlying problems and patterns that were obscured before.	Is overwhelmed by complex tasks.
Understands higher management values and how they see things.	Cannot make the transition from technical manager to general manager.
Recognizes that every decision has conflicting interest and constituencies.	Prefers to work on day-to-day problems rather than long-range strategies.
Theme: Seek a wide variety of leadership experiences.	

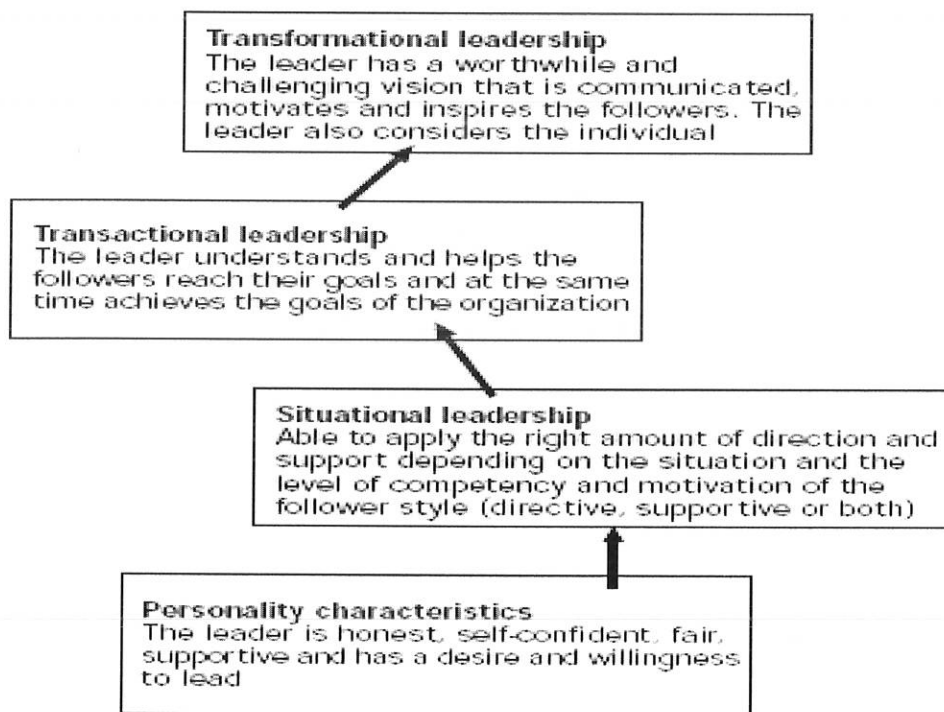
Is prepared to seize opportunities when they arise.	Resists learning from bad decisions or mistakes.
Is willing to make a lateral move to gain valuable experience.	Chooses overly narrow career path.
Accepts change as positive.	Feels uncomfortable in situations that call for untested skills

Source: John Antonakis, Anna T. Cianciolo, Robert J Strengerg. 2004. *The Nature of Leadership*, p.209.

Ron Cacioppe (1997) approached the distinction between successful leadership and unsuccessful leadership in relation to the various leadership schools.

Figure3 Characteristics and qualities of successful leadership

Characteristics and qualities of successful leadership



Source: Ron Caioppe. 1997. *Leadership Moment by Moment*. *Leadership and Organization Development Journal* Vol. 8, No. 7, p337.

Vana Prewitt (2005) stated research out come of six groups of managers and professionals (about 200 people in total) who were asked to list who they considered the most successful and what it is that led them to rate these leaders as successful leaders the following list emerged. Successful leaders:

- have vision;
- inspire and motivate;
- communicate and clarify the vision;
- stay focused;
- take risks;
- persevere;
- have ability to overcome adversity and handle difficult situations;
- are concerned for people's welfare;
- are highly sensitive to social cues;
- are the right person, at the right time and know the right action.

2. LEADERSHIP DEVELOPMENT

"Dubrin (2001) suggests that 'about 35,000 research articles, magazines articles, and books have been written about leadership'; yet the research on leadership development is scant. "

Orlando J.Olivoars, Gerald Peterson, and Kathleen P. Hess (2007)

"Developing leaders is a formidable challenge for today's global business. Fact: the deficit of available leadership talent is widely cited as the greatest limiter of growth. Cracking the code on developing effective leadership has the potential of conferring incredible advantages – competitive and organizational."

Charles Orlando (2006)

2.2.1 Leaders Born Versus Made-Importance of Leadership Development

" I am going to put my reputation on the line at this point and say that from my research, I now believe that training can play a vital role in leadership development."

Jay A. Conger (1992)

Avolio (1999) argued that if you believe that leadership is something you are born with, then your expectation about yourself and others is that leadership is relatively fixed at birth in the form of "natural leader". Simply put, you can't develop leadership because you believe it can't develop: therefore, your beliefs become a self-fulfilling prophecy.

There is considerable agreement that physical traits are most straightforwardly genetic, that aspect of temperament are also largely genetic, but when it comes to aspects off cognitive style of personality, the case for high heritability is far less convincing. I now believe that training can play a vital role in leadership development. Yes, elements of leadership can be thought (Conger, 1992).

Avolio (1999) is also in agreement with Conger's idea of the limited contribution of genetics to leadership. He stressed that; leadership development is, to an extent, predetermined by the nature of one's personality, intelligence, and emotional make up. Evidence accumulated over the last decade has indicated that personality and intelligence are, to some degree, genetically transferred from one generation to the next. Yet, most evidence on

personality prediction indicates that about 50% of the similarity in personalities with identical twins is attributable to genetics, where as a tremendous range also exists to develop leadership potential.

Realizing that those boundaries exist is an important basis to be individually considerate leader with others. Using the excuse that leaders are born not made to avoid developing followers; however, is rater lame excuse, not doubt that it will limit one's full potential as a leader.

2.2.2 Approaches to Leadership Development

Even though approaches to leadership development vary due to the complexity of leadership and particular need assessment, Yukl (2002) identified three forms of leadership development: formal training, experience (developmental activities), and self-help activities.

It is argued that many approaches to leadership development are not innovative (Conger, 1993) and are based around four areas which have been used for many years: skill-building (e.g. decision-making), concepts (e.g. what makes leaders different from managers), outdoor adventures (to build teamwork) and feedback (ranking on a scale of leadership dimensions).

Table 6 The Evolving Paradigm of Leadership Development.

	Past	Transition	Future
Participants	Listener	Student	Learner
Programme design	Event	Curriculum	Ongoing process
Purpose	Knowledge	Wisdom	Action
Period	Past	Present	Future
Players	Specialists	Generalists	Partners
Presentations	Style	Content	Process/outcome
Place	University campus	Corporate facility	Anywhere

Source: Ruth J. Boaden. (2006). Leadership Development: Does It Make a Difference? *Leadership & Organization Development Journal*. Vol. 27 No.1. P, 8.

2.2.2.1. Formal/Primary Approaches to Leadership Development

2.2.2.1.1 Leadership Education

Education generally refers to acquiring knowledge without concern about its immediate application and most universities offers programs (e.g. Executive MBA) that take from one to three years to complete on part-time basis (DuBrin, 1998). Bass (1985), concluded that educational credentials, demonstrated by degrees provide avenues to success in business leadership.

Most high-level leaders are intelligent, well-informed people who gather knowledge throughout their career. The knowledge that accrues from formal education and self study provides them with information for innovative problem solving. Being intellectually alert also contributes to exerting influence through logical persuasion (DuBrin, 1998).

Amanda Hay and Myra Hodgkinson (2006) pointed that, it should be acknowledged here that the relationship between management education and management practice is seen as more complex than accounts of a functional relationship where management education is seen to equip managers with prescriptive techniques, in this case leadership. Rather, it is suggested that management education is seen to help managers make sense of the messy, irrational activity that is managing. Thus management educators role in improving leadership may be seen to help managers better understand this aspect of managing.

2.2.1.2 Leadership Training Programs

Formal training programs are widely used to improve leadership in organizations. Leadership training can take many forms, from short workshops that last only a few hours and focus on a narrow set of skills, to comprehensive programs last a year or more and cover a wide range of skills (Yukl, 2002).

Yukl (2002) noted a number of training programs are based on the application of a particular leadership theory. Some examples include training based on LPC contingency theory- Fiedler & Chemers, the normative decision model - Vroom & Jago, Transformational-Bass & Avolio, situational-Hersey & Blanchard. Reviews of research on these theory-based training programs find evidence that they sometimes improve managerial effectiveness.

The effectiveness of formal training programs depends greatly on how well they are designed. The current state of knowledge about learning processes does not provide precise guidelines for designing training. Nevertheless, leadership more likely to be successful if designed and conducted in a way that is consistent with some important findings in research on learning processes and training techniques (Campbell, 1988). The conditions for successful training are presented below.

Table 7 Conditions for Successful Training

- Clear learning objectives
 - Clear, meaningful content
 - Appropriate sequencing of content
 - Appropriate mix of training methods
 - Opportunity for active practice
 - Relevant, timely feedback
 - Trainee self-confidence
 - Appropriate follow-up activities.
-

Source: C. Yukl.(2002). *Leadership in Organization*. 5th ed. Prentice-Hall. p, 372

The design of a leadership development program involves using different methods, tools and processes to enhance the learning experience. The more widely used methods of leadership programs consist of (R. Cacioppe, 1998).

- **Behavior Role Modeling**

Behavior role modeling uses a combination of two older methods- demonstrations and role playing- to enhance interpersonal skills. In this training, small groups of trainees observe someone demonstrate how to handle a particular type of interpersonal problem, and then they practice the behavior in a role play and get non threatening feedback.

Behavior role modeling seems useful for concrete behaviors that are known to be effective on a particular type of leadership situation, but there is little evidence that the method is affection for teaching flexible adaptive behaviors or cognitive knowledge.

- **Case Discussion**

Cases are descriptions of events in an organization most cases are based on actual events although sometimes a case is modified to make it more useful for teaching. One potential benefits of a case is to increase understanding about situations managers encounter. By describing how different parties view a situation and feel about it, the case illustrates how the same problem may appear very different to people with different values.

- **Business Games and Simulations**

Business games and simulations have been used for many years for management training. As with cases, simulations require trainees to analyze

complex problems and make decisions. However, unlike cases, trainees have to deal with the consequences of their decisions. After decisions are made, trainees usually receive feedback about what happened as a result of their decision.

Large-scale simulations evolved from business games but they combine many of the features of other training methods such as human relations cases, role playing, the in - basket exercise, and group problem - solving exercises.

2.2.2.2 Learning from Experience

Most of the skill essential for effective leadership is learned from experience (Yukl, 2002). Without experience knowledge cannot readily be converted into skills (Dubrin, 1998). The two major developmental factors in any work situation are work associates and the task itself.

A number of activities can be used to facilitate learning of relevant skills from experience and job which are summarized below.

Table 8 Activities for Learning from Experience

-
- Special assignment
 - Job rotation
 - Hectoring
 - Executive coaching
 - Outdoor challenge program
 - Developmental assessment

Source: Cary Yukl. (2002). *Leadership in Organization*. Prentice-Hall. p, 38,

2.2.2.2.1 Job Rotation Programs

Job rotation programs with substantive assignments in different subunits of an organization offer a number of developmental opportunities. Managers face the challenge of quickly learning how to establish co-operative relationship and deal with new types of technical problems for which they lack adequate preparation. Managers can learn about the unique problems and processes in different (functional or product) subunits and the interferences among different parts of the organization. Job rotation also provides managers the opportunity to develop a large network of contacts in different parts of the organization. Participants reported that job rotation resulted in increased managerial, technical, and business skill and knowledge.

2.2.2.2.2 Mentoring

Another experience-based way to develop leadership capability is to be coached by an experienced, knowledgeable leader. Quite often this person is a mentor, a more experienced person who develops protégés abilities through tutoring, coaching, guidance and emotional support. The mentor, a trusted counselor and guide, is typically a person's manager. However, a mentor can also be a staff professional or coworker. An emotional tie exists between the protégé (or apprentice) and the mentor.

Despite the potential benefits from mentoring it is not always successful. For example, Noe (1988) found that personality conflicts and lack of mentor commitment were more likely to occur with assigned mentors. Mentoring is also affected by some demographic factors such as age, gender, and race. Women and minorities have special problems finding successful mentoring relationships.

2.2.2.2.3 Executive Coaching

In recent years there has been a rapid increase in the popularity of individual coaching as another type of development intervention for leaders in business organizations. The primary purpose of executive coaching is to facilitate learning of relevant skills. Coaches also provide advice about how to handle specific challenges, such as implementing a major change, dealing with a difficult boss, or working with people from a different culture.

Executive coaching has several advantages over formal training courses, including convenience, confidentiality, flexibility, and more personal attention. One obvious disadvantage is the high expense of one-on-one coaching, even when used for a limited time.

2.2.3 Integrated leadership development

David (2005) noted that many organizations have recognized that the single-solution approach to leadership development is insufficient to build leadership capacity. These organizations implement a more evolved approach by utilizing an array of leadership development options. We refer to this as the multiple solution approach to leadership development. This approach recognizes that simple single-solutions are insufficient and multiple solutions are necessary to overcome the leadership gap. Today organizations have a wide array of development options available (Saratoga 1998).

Table 9 Four broad type of leadership development options

Assessment	Coaching	Learning	Experience
<ul style="list-style-type: none"> ▪ Psychometric assessment ▪ Multi-rater feedback ▪ Competency assessment ▪ Assessment centers 	<ul style="list-style-type: none"> ▪ Internal coaching ▪ External coaching ▪ Mentoring 	<ul style="list-style-type: none"> ▪ Individualized development planning ▪ High profile fearing events ▪ Technology - based learning options ▪ Leaders developing leaders ▪ Partnering with thought leaders ▪ Business school affiliations ▪ Development for intact teams 	<ul style="list-style-type: none"> ▪ Stretch assignments ▪ Outside positions / projects ▪ Action learning

Source: David Welss and Vice Molinaro. (2006). Integrated Leadership Development. Industrial and Commercial Training Journal. Vol. 38, No. 1 p,5.

The eight steps to implanting an integrated- solution approach to leadership development.

1. develop a comprehensive strategy for integrated leadership development ;
2. connect leadership development to the organizations environmental challenges ;
3. use the leadership story to set the context for development;
4. balance global enterprise - wide needs with local individual needs;
5. employ emergent design and implementation;
6. ensure that development options fit the culture;
7. focus on critical moments of the leadership lifecycle;
8. apply a blended methodology.

2.3. LEADERSHIP IN THE FUTURE

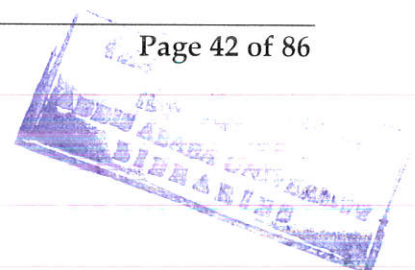
Gina Hernez-Broome, Richard L. Hughes in their article "Leadership Development Past, Present, and Future" noted that several trends will have a major role in future understanding and practice of leadership and leadership development. These factors represent, in different ways, the critical role changing contexts will play in leadership development and are presented below.

▪ **Leadership Competencies Will Still Matter;**

Leadership competencies will still matter, but they will change as the competitive environment changes. Five critical forces will shape leadership competencies (requirements) in the future: 1) global competition, 2) information technology, 3) the need for rapid and flexible organizations, 4) teams, and 5) differing employee needs. Given these, most organizations will not need the “Long Ranger” type of leader as much as a leader who can motivate and coordinate a team-based approach. This new environment will have greater ambiguity and uncertainty, and many if not all aspects of leadership (e.g., strategy development) will require a more collaborative approach to leadership. The model of effective leadership in the future will be one of encouraging environments that unlock the entire organization’s human asset potential.

▪ **Globalization/Internationalization Of Leadership Concepts, Constructs, And Development Methods**

Future leaders will need to be conversant in doing business internationally and conceiving strategies on a global basis. Globalization will intensify the requirement that senior leaders deal effectively with a complex set of constituencies external to the organization. (e.g., responsibility for managing the company’s interface with trade, regulatory, political, and media groups on a wide range of issues). Leadership development is rapidly moving to include



substantial components involving international markets, world economic trends, and focus on particular regions such as the Asia Pacific rim (Cacioppe, 1998). Leaders are being exposed to how the world is becoming interdependent and the need to be up to date with international trends that are vital to the success of the business. Use of the internet to obtain information and to market products and services worldwide is a topic in many current leadership development programs.

▪ **The Role Of Technology**

The technology revolution has changed organizational life. It has changed the ways information and knowledge are accessed and disseminated, and the ways in which people can communicate and share with one another. This has profound implications for what effective leadership will look like as well as how to use technology most effectively in leadership development. Leaders will clearly have to be much savvier with regard to technology in general. Facility and comfort with communication technology and the internet will be a necessity. Given the pace of change and the speed of response time that leaders are now required to demonstrate, technological savvy has rapidly become an integral aspect of leadership effectiveness. It has even been noted that the effective use of technology is proving to be a "hierarchy buster." It can be an avenue for people to communicate with leaders at all levels and whenever they need to at any time. Leading virtually is already a reality, and requirements to

lead geographically dispersed units and teams will only increase. Technology will not be a solution for this challenge, but it will surely be a tool.

The pressure on costs, increased reality of virtual teams, and availability of technology in leadership development has reduced the need for people to travel to training programs, will make learning opportunities available to geographically dispersed leaders, and will allow individuals access to learning opportunities when it best suits their schedule. Technology can extend learning over time rather than limiting it to time spent in the classroom. Technology will also enhance the emergence and sharing of knowledge among participants via such venues as chat-rooms, thought leader access, e-learning advances, e-mentoring/ shadowing, and business simulations. While technology is useful for some aspects of leadership development, it cannot replace the importance of bringing leaders together to deepen their relationships and their learning experience. Maximizing the effectiveness of leadership development offers the best of both worlds: integrating face-to-face classroom and coaching experiences with technology-based tools and processes, i.e., blended learning solutions (e.g., Alexander & Ciaschi, 2002).

▪ **Increasing Interest In The Integrity And Character Of Leaders;**

Bass and Steidlmeier (1999) noted that transformational leadership is only authentic when it is grounded on the leader's moral character, concern for others, and congruence of ethical values with action. A leader's credibility and trustworthiness are critical, and increasing numbers make the case that character—as defined by qualities like one's striving for fairness, respecting others, humility, and concern for the greater good—represents the most critical quality of leadership (Sankar, 2003). Assuming there is continuing if not increasing interest in the character of leaders, much work is needed in the years ahead to assure greater clarity of concept about these vital-yet-elusive concepts if they are to play a prominent role in leadership development practices in organizations.

▪ **Pressure To Demonstrate Return On Investment;**

The future trends noted reflect in part a response to the changing context of leadership. Perhaps the strongest pressure facing leadership practitioners in the future may be to demonstrate ROI (Kincaid & Gordick, 2003). While leadership Development is strategically important, it is usually expensive. Yet while leading-edge companies today such as PepsiCo, IBM, and Johnson and Johnson spend significant time and resources on leadership development, attempts to quantify its benefits precisely have remained elusive and have led some to speculate that investment in developing better leaders may be falling short of

the desired impact. In today's economy, leadership development expenses will likely have to meet certain standards of proof of impact or return on investment.

Demonstrating and quantifying the impact of leadership development investments is likely to emerge as a priority for organizations committed to building leadership strength. To maximize ROI for leadership development efforts, its payoffs organizations must effectively plan, implement, and evaluate their initiatives. They must create a "chain of impact" that connects leadership development to relevant organizational outcomes (Martineau & Hannum, 2003).

- **New Ways Of Thinking About The Nature Of Leadership And Leadership Development.**

Emerging new perspectives on the nature of leadership may profoundly affect our thinking about leadership development. Increasingly, leadership and leadership development are seen as inherently collaborative, social, and relational processes (Day, 2001). Similarly, Vicere (2002) has noted the advent of the "networked economy" where "partnerships, strategic and tactical, customer and supplier, personal and organizational, are essential to competitive effectiveness." As a result, leadership will be understood as the

collective capacity of all members of an organization to accomplish such critical tasks as setting direction, creating alignment, and gaining commitment.

Leadership development based on this paradigm is more difficult to design and implement than those that have been popular for the last several decades in which the focus was to train individual leaders. Taking this next step will require a deeper understanding of the role of organizational systems and culture in leadership development (VanVelsor & McCauley, 2004).

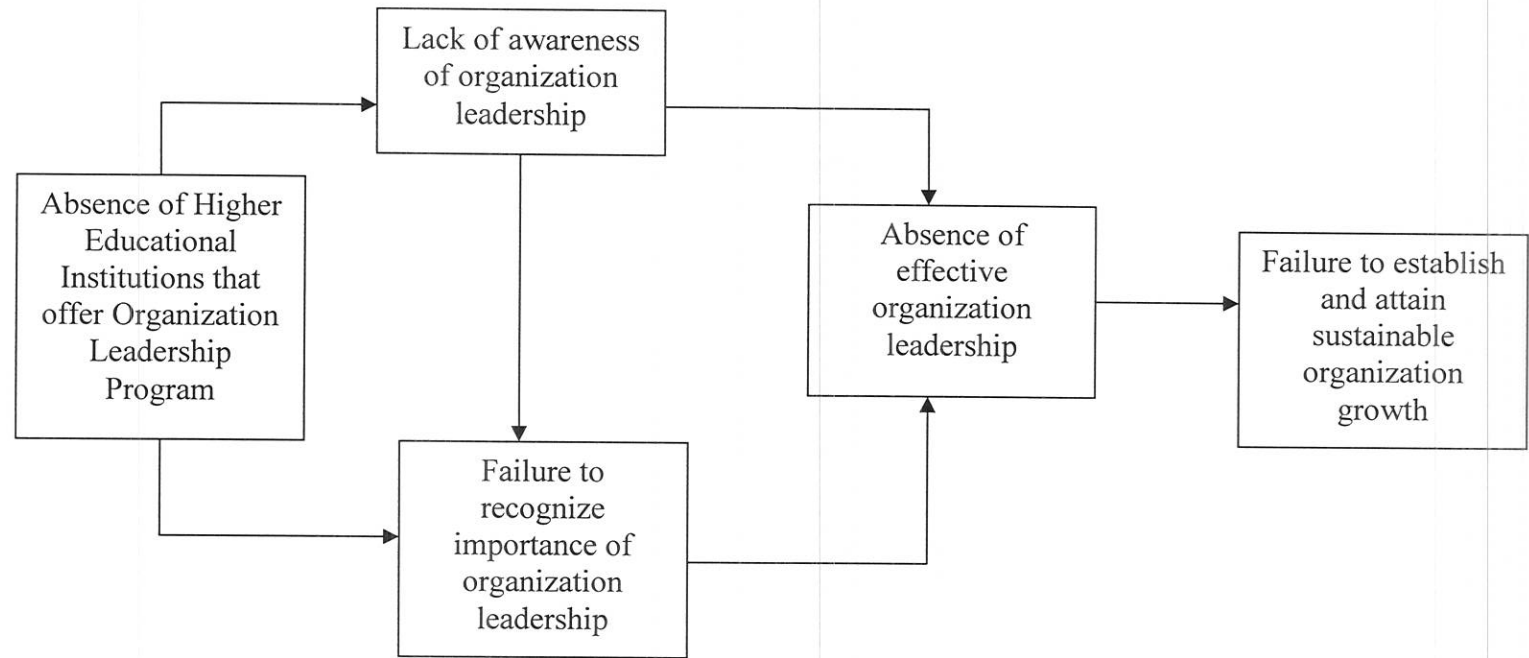
2. 4. FRAME WORK OF THE PROJECT

Vast review of literature on leadership and leadership development is found necessary and done in the previous sections principally in view of the fact that either:

- organizational Leadership is a new concept in that our business programs and courses does not address leadership;
- as a result organization leadership and organization leadership development concept is not understood uniformly and /or entirely;

Accordingly, the researcher believes that the extensive literature review done will help to pin point the basic framework of organizational leadership and its development.

In a nut shell, the following framework is developed for the project work.



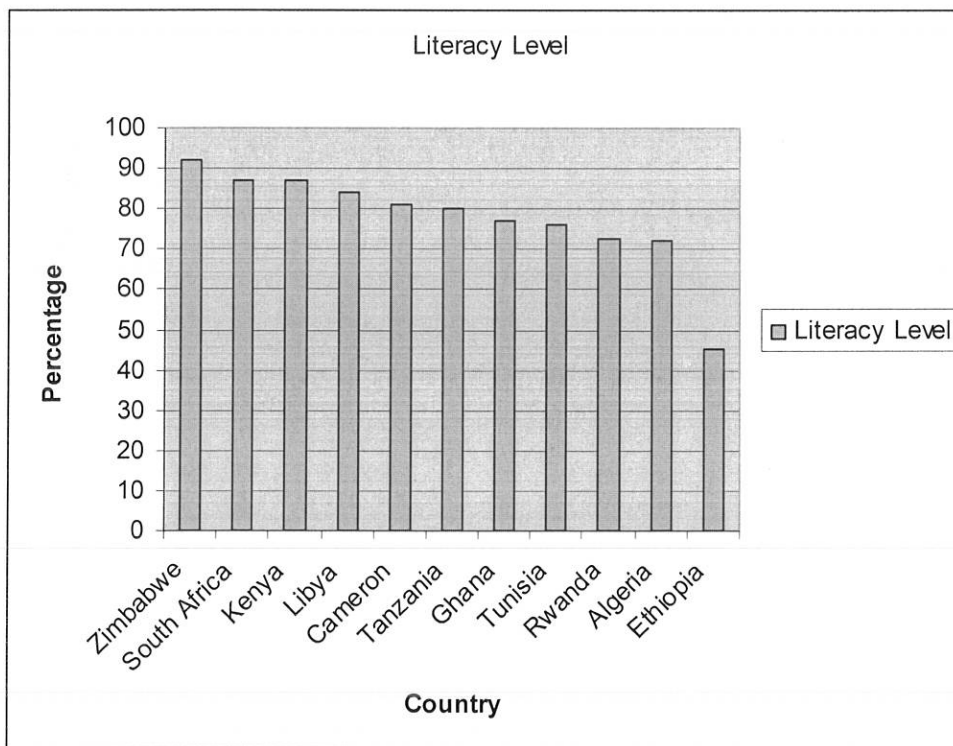
CHAPTER THREE

DATA ANALYSIS AND FINDINGS

3.1 ENROLMENT IN HIGHER EDUCATIONAL INSTITUTIONS

Ethiopia's literacy rate is one of the lowest. UNESCO ranked Ethiopia 167th in literacy only 45.1% of which female literacy is 37.8% and male literacy is 52.4%. Consequently, enrolment in higher educational institution is very low. Literacy level of some African countries is presented for comparison.

Figure 4 Literacy Level of Some African Countries



Source: UNESCO Report of 2006

3.1.1 Vision of the Ministry of Education

To see all school age children get access to quality primary education by the year 2015 as well as ensure an efficient and cost effective education system producing skilled and qualified human power that could play a leading role in development and building a democratic system.

3.1.2 Mission of the Ministry of Education

To ensure the production of citizens who properly respect and enforce others to respect the rights and responsibilities of citizens the constitution provides, who are vigilant to enrich their capacity to solve problems, who would actively participate in development, in building democracy and in the promotion of science and technology.

3.1.3 Values of the Ministry of Education

- We are committed to work towards expanding quality and equitable education, as well as enriching an appropriate democratic culture.
- We are highly devoted to always strive to upgrade ourselves so that we would have a proper professional efficiency to discharge our mission.
- We shall practically ensure that education is the key instrument for dealing with development. We shall commit our selves to discharge our responsibilities to serve the public in honesty and integrity.

3.1.4 Vision of the Education Sector of Ministry of Education

To see all school-age children get access to quality primary education by the year 2015 and realize the creation of trained and skilled human power at all levels who will be driving forces in the promotion of democracy and development in the country.

3.1.5 Mission of the Education Sector of Ministry of Education

To extend quality and relevant primary education to all school-age children and expand standardized education and training programs at all levels to bring about rapid and sustainable development, with increased involvement of different stakeholders (Community, Private investor, NGOs, etc)

To ensure that educational establishments are producing all rounded, competent, disciplined and educated human power at all levels through the inclusion of civic and ethical education with trained, competent and committed teachers.

Table 10 Summary of Students Enrolment 2005/2006 (1998 E.C.) Academic Year (detail is presented on Annex 4)

Institution	Regular								Evening		Kiremet/ Distance		Total	
	Under Graduate Degree		Post Graduate Degree		Post Graduate PhD		Total		Under Graduate Degree		Under Graduate Degree		BS	F
	BS	F	BS	F	BS	F	BS	F	BS	F	BS	F		
Government	93,689	20,911	6,321	636	64	3	100,074	21,550	26,339	7,760	14,182	2,253	140,595	31,563
Non- Government	7,387	3,124	0	0	0	0	7,384	3,124	13,058	6,282	19,246	2,736	39,691	12,142
Total	101,076	24,035	6,321	636	64	3	107,458	24,674	39,397	14,042	33,428	4,989	180,286	43,705

Source: Ministry of Education. (February, 2007). Education Statistics Annual Abstract. P. 134.

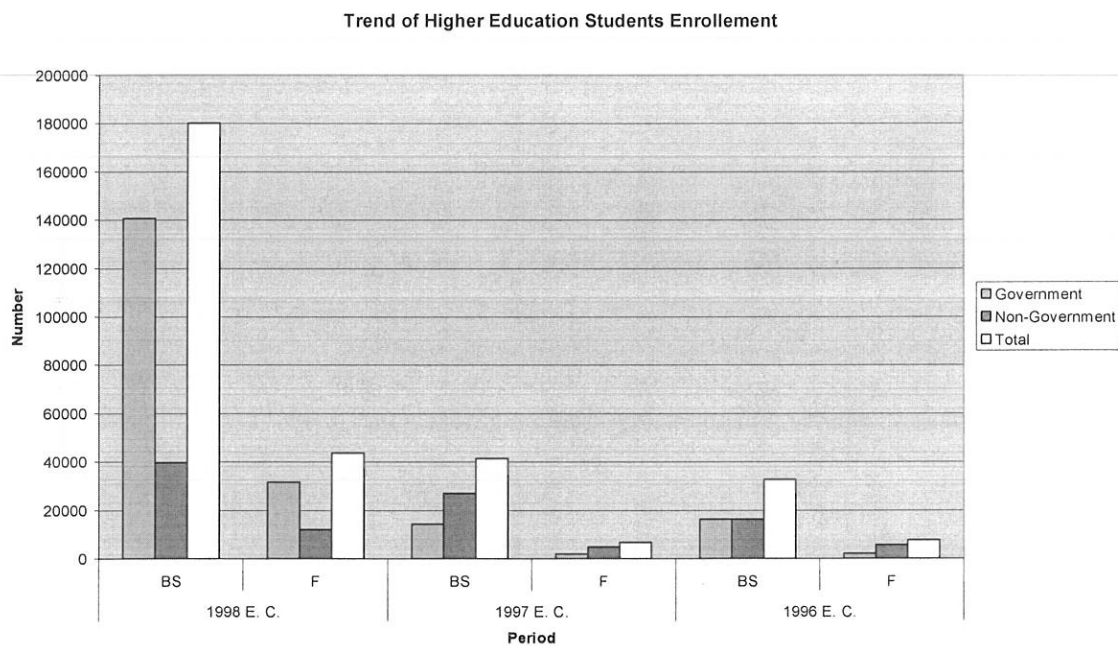
The total 180,286 students are enrolled in 13 (43%) government and 17 (57%) non-government universities and university colleges respectively. In other words governmental higher educational institutions accommodated 78% of students while the remaining 22% of students are enrolled in non-government higher educational institutions.

Table 11 Summary of Teaching Staff in Regular Programs 2004/2005
(1997 E. C.) Academic Year (detail is presented on Annex 5)

Institution	Ethiopian		Expatriate		Total	
	BS	F	BS	F	BS	F
Government	3723	340	533	71	4256	413
Non-Government	569	87	22	2	591	89
Total	4292	427	555	73	4847	502

Source: Ministry of Education. (February, 2007). Education Statistics Annual Abstract. P. 134

Figure 5 Trend of Higher Education Students Enrolment



There is a sharp increase of students enrolled in 2005/2006 Academic Year (1998 E.C.). The main reason for the increase is the completion of upgrading of government universities such as Jimma, Gonder, and Awassa. The trend also indicates that the number of female students enrolled in non-government higher educational institutions is relatively higher than those in government institutions.

3.2 International Leadership Institute

3.2.1 Establishment, Vision and Mission

International Leadership Institute (ILI) founded in 2003 is a leadership institute partnering with Azusa Pacific University of United States of America to offer MA Degree Program in Organizational Leadership, and on its own offers BA Degree Program in Organization Management, and Certificate program and short-term workshops and seminars on various topics in leadership, and consultancy services to institutions in Ethiopia. ILI campus is located around Sidist Killo near Nazareth School.

Vision of ILI

To empower individuals to be effective business leaders and team players in the globally competitive market.

Mission of ILI

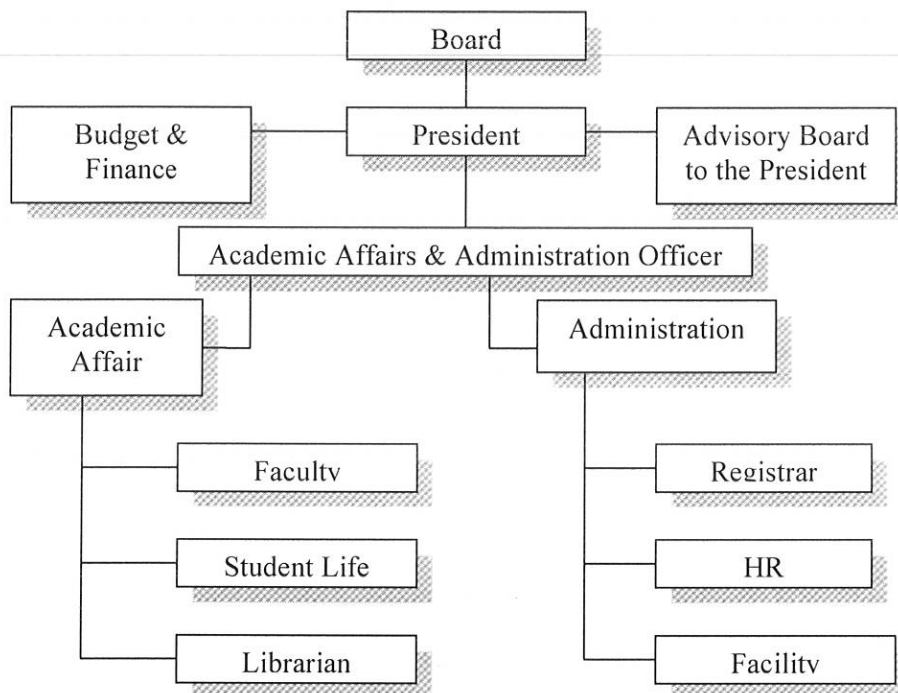
International Leadership Institute is dedicated to the advancement of academic excellence in developing a leadership program of higher education by offering a flexible learning environment to scholarly impact the destiny of students and professionals in Ethiopia and beyond. ILI is committed to create a learning opportunity to:

- achieve outstanding personal, team and organizational result;
- develop skills and knowledge to meet leadership challenges;

- help realize their potential, build self confidence, and develop a greater sense of pride in themselves and their accomplishment,
- learn to work more effectively and develop sense of team work to advance excellence in their learning experience;

3.2.2 Organizational Structure

Figure 6 Organizational Structure of International Leadership Institute



Source: ILI Profile

3.2.3 Education on Leadership

3.2.3.1 MA Degree in Organizational Leadership

ILI facilitates Azusa Pacific University's MA Degree program. The program lasts for three years and is offered on semi distance basis where students attend

rigorous class in January and July each year. The Instructors as well as Advisors are from Azuza Pacific University. Class is conducted in ILI campuses and the Addis Ababa library avails more than 12,000 books on leadership and organization management.

The MA degree program of Azuza Pacific University in Organizational Leadership is offered in Addis Ababa, Awassa, Bahir Dar, and Nazareth. One batch had already graduated and currently there are more than 365 students enrolled in the program.

Table 12 Summary of Students Enrolled in MA Degree Program

City	Classes	Number of Students
Addis Ababa	4	135
Awassa	3	80+
Bahir Dar	2	60+
Nazareth	3	90
Total		365+

Source: International Leadership Institute. (May 2007). ILI Profile. P.2

3.2.3.2 BA Degree in Organization Management

The BA Degree in Organizational Management is provided by ILI. It has enrolled 92 students at the moment most of which are government officials from different regions. The Program is for three years as semi regular and distance. Staff compositions that provide the program are as follows.



Table 13 Summary of Academic Staff for BA Degree Program

Educational Level	Number
Ph. D. Degree	6
MA Degree	5
BA Degree	4
Total	15

3.2.4 Trainings on Leadership

ILI has provided trainings to around 620 top management staff of more than twenty-two government, non-government, and businesses organizations. Some of the organizations are World Bank, Ethiopian Airlines, Nile Insurance, Ethiopian Telecommunication, Alert Hospital Ministry of National Defense, Woman's Affairs of different regions, Ministry of Health, Top government leaders of Amhara, Tigray, Southern Regions.

Training duration is from one to eight days depending on training type. Partial list of trainings provided are the followings.

Table 14 Partial List of Training Provided by ILI

Single Topic Training		Certificate or non-certificate training		
Training # 0100	A Leader as Agents of Change	Effective Change Management	Training # 1-Change Process	Two Days
Training # 0200	Current Issues in Leadership		Training # 2-Organizational Culture and Change	Two Days
Training # 0210	Future Trends in Leadership		Training # 3- A Leader as a Change Agent	Two Days
Training # 0220	Creative and Collaborative Leadership		Training # 4- Change Transition	Two Days
Training # 0300	Personal and Professional Development in Leadership	Mentoring and Network Building in Leadership	Training # 1- Mentoring as Best Practice in Developing Succession and Future Leaders	Two Days
Training # 0310	The Best Leadership Practice in the Banking Industry		Training # 2- Network Development in Leadership	Two Days
Training # 0400	Conflict Management and Teamwork in Leadership	Delegation with Authority and Teamwork	Training # 1- Delegation with Authority in Leadership	Two Days
Training # 0500	Empowering Women in Leadership		Training # 2- Teamwork to enhance Participatory Leadership	Two Days
Training # 0600	HR development in Leadership			

Source: ILI Profile

3.3 Findings and Analysis from Respondents

3.3.1 Respondents' Personal Data

Table 15 Respondents' Personal Data

1 Gender	Male		Female		No answer	Total	
Frequency	19		6		0	25	
Percentage	76%		24%		0	100%	
2 Age							
	Below 25	25-35	36-45	46-55	Above 55	No answer	Total
Frequency	0	9	10	4	0	2	25
Percentage	0	36%	40%	16%	0	8%	100%
3 Educational Level							
	12th complete	College Diploma	First Degree	Second Degree	No answer	Total	
Frequency	0	11	12	2	0	25	
Percentage	0	44%	48%	8%	0	100%	
4 Employer							
	Government Organization	Non-government Organization		No answer	Total		
Frequency	14	10		1	25		
Percentage	56%	40%		4%	100%		
5 Position							
	Managerial	Non-managerial		No answer	Total		
Frequency	19	5		1	25		
Percentage	76%	20%		4%	100%		

The data presented in the above Table depicts that more than 75% of students enrolled on Organizational Leadership are male students. In terms of age group, the lead age group is 36-45 (40%) followed by 25-36 (36%).

44% of respondents are Diploma graduates, 48% are 1st Degree graduates and 8% are 2nd Degree graduates. Moreover, 76% of respondents are in managerial positions which may indicate that educational qualification of respondents' is not necessary related with their position.

56% of respondents are from government organization. In this regard, participation of students from government organization is as encouraging as those from non-government organizations.

3.3.2 Leadership Concept

3.3.2.1 Understanding Leadership Concept

It can be said that leadership concept is not understood (92%) by most organization members in Ethiopia. The lion's share for lack of conceptual understanding in leadership as identified by respondents (see Table 16) is attributed to absence of higher educational institutions that offer program on leadership. Inadequate training provision and lack of consultancy service on organizational leadership are cited as the second and third main reason respectively. Absence of reference books and articles on the subject is positioned as fourth reason.

Table 16 Understanding Leadership Concept

Leadership concept is understood by Ethiopian organization	Yes	No	No answer	Total
Frequency	2	23	0	25
Percentage	8%	92%	0	100%

In general, out of the 23 respondents who stated that leadership concept is not understood by most members of Ethiopian organization, all of them (100%) identified absence of higher educational institution on leadership and lack of training on the field as the two prior reasons for the lack of conceptual understanding of leadership.

Table 17 Causes For Lack Of Understanding Of Leadership Concept

Causes	Priority				
	1 st	2 nd	3 rd	4 th	No Answer
Absence of higher educational institutions on leadership	18	2	1		0
Inadequate training on leadership	5	20	1		0
Lack of reference books and articles on the subject			4	20	0
Lack of consultancy service		1	17	3	0
Total	23	23	23	23	0

3.3.2.2 Importance of Leadership

As presented above most organization members do not have fair understanding of leadership. In addition they do not recognize (84%) importance of effective leadership (see Table 18) for organization success.

Table 18 Recognition Of The Importance Of Leadership

Organization's recognize the importance of leadership	Yes	No	No Answer	Total
Frequency	4	21	0	25
Percentage	16%	84%	0	100%

Forty-eight percent of respondents who stated that organizations do not recognize the importance of leadership for their organization success identified that considering management and leadership as one and the same is the main reason. Belief that power is more important than effective leadership is also cited as the second main reason by the respondents.

Table 19 Causes For Not Recognizing The Importance Of Leadership

Reasons	Belief that power is more important than leadership	Belief that management and leadership are one and the same	Lack of awareness on the subject	No answer	Total
Frequency	6	12	5	2	25
Percentage	24%	48%	20%	8%	100%

In addition, one of the respondents stated that the importance of leadership is not recognized because there is a belief that recent theories and development on leadership couldn't be applied in developing countries, especially in Ethiopia.

3.3.3 Leadership Development Effort of International Leadership Institute (ILI)

Eighty-eight percent (see Table 20) of respondents have stated that leadership skill can be learned whereas the remaining twelve percent noted otherwise even though all of the respondents are students of ILI.

Table 20 Learning Leadership Skill

Leadership skill can be learned	Yes	No	No Answer	Total
Frequency	22	3	0	25
Percentage	88%	12%	0	100%

Despite the variation in the degree of relevance, all of the respondents (see Table 21) stated the education on leadership (offered by Azuza Pacific University's and facilitated by International Leadership Institute-ILI) that they are attending is important and ninety-two percent of the respondents noted to the minimum it is very important.

Table 21 Relevance of Leadership Education Facilitated By ILI

Relevance	Extremely Important	Very Important	Important	Less Important	Unimportant	Total
Frequency	10	13	2	0	0	25
Percentage	60%	32%	8%	0	0	100%

3.3.3.1 Evaluation of ILI

Respondents were requested to evaluate the leadership program offered on the basis of the following parameters.

- Course Content;
- Methodology;
- Academic staff capacity;
- Reference materials availability;
- Follow-up and feed back mechanism;
- Grading system;
- Program duration; and
- Cost of the program

Respondents assigned the highest number of “Excellent” (see Table 22) to Academic Staff Capacity and the least number of “Excellent” to Grading System. Only one respondent rated ILI “Poor” in only one of the parameters- Availability of reference materials.

However, almost fifty-percent of the respondents noted that cost of the program is very expensive (it’s around Birr 72,000). In fact in this parameter, ILI

did not get the first two desirable ranks from the respondents' point of view i.e. "Very Cheap" or "Cheap". Details are presented successively y in the following pages.

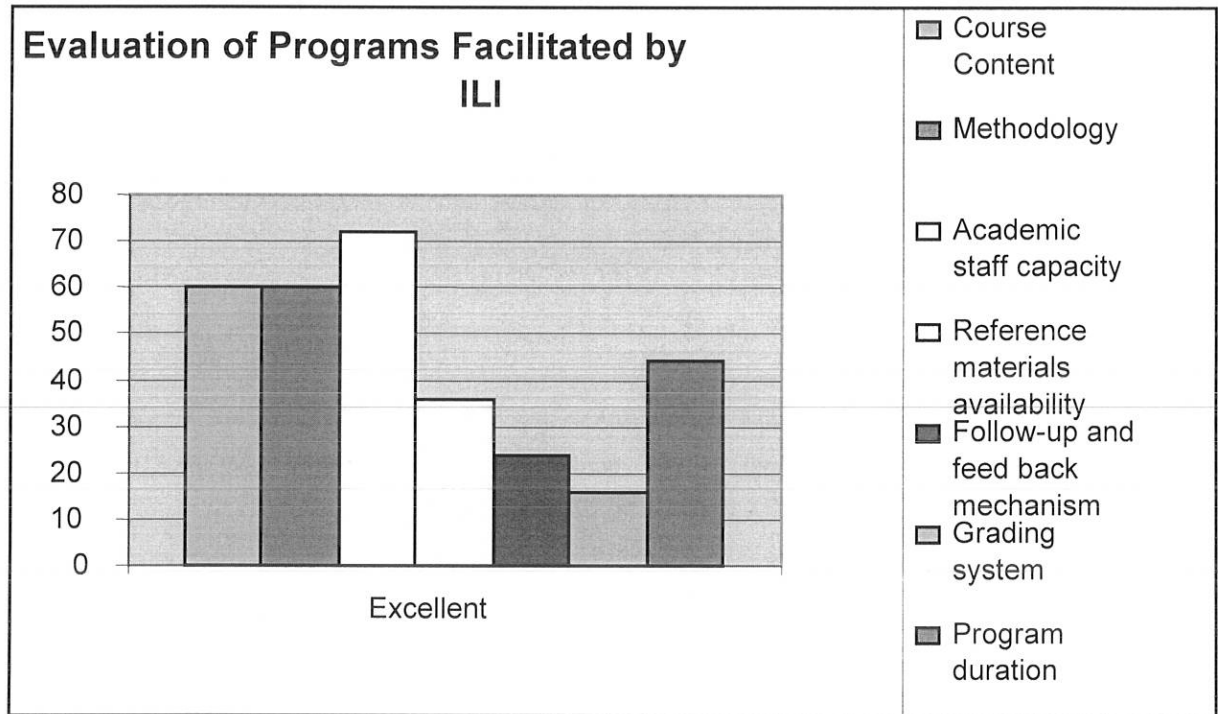


Figure 7 Value of Parameters ILI Ranked Best

Table 22 Evaluation of Leadership Education Facilitated by ILI

Table 22.1 Course contents

Course contents	Excellent	Very Good	Good	Poor	Very Poor	No answer	Total
Frequency	15	8	2	0	0	0	25
Percentage	60%	32%	8%	0	0	0	100%

The courses for Masters Degree in Organizational Leadership are identical with those offered in Azaza Pacific University home campus-California. In view of

that, 92 percent of the students stated that the course content is very good and above.

Table 22.2 Methodology

Methodology	Excellent	Very Good	Good	Poor	Very Poor	No answer	Total
Frequency	15	7	3	0	0	0	25
Percentage	60%	28%	12%	0	0	0	100%

The program is provided on semi-distance mode. Rogueries class room lectures are conducted at the beginning of each semester in July and January. Individual and group Assignment is also part of the methodology. Finally, students are required to prepare thesis. To this effect 60 percent (see Table 22.2) of the students ranked the methodology as excellent.

Table 22.3 Academic staff capacity

Academic staff capacity	Excellent	Very Good	Good	Poor	Very Poor	No answer	Total
Frequency	18	5	2	0	0	0	25
Percentage	72%	20%	8%	0	0	0	100%

Majority of the academic staff are from Azuza Pacific University California. Of all the parameters respondents' gave the highest number of excellent to academic staff capacity (see Table 22.3).

Table 22.4 Reference materials availability

Reference materials availability	Excellent	Very Good	Good	Poor	Very Poor	No answer	Total
Frequency	9	9	6	1	0	0	25
Percentage	36%	36%	24%	4%	0	0	100%

ILI has library with more than 12,000 books on organizational leadership and management. Nevertheless, respondents' opinion to this parameter is relatively weaker than the others (see Table 22.4).

Table 22.5 Follow-up and feed back mechanism

Follow-up and feed back mechanism	Excellent	Very Good	Good	Poor	Very Poor	No answer	Total
Frequency	6	13	6	0	0	0	25
Percentage	24%	52%	24%	0	0	0	100%

Table 22.6 Grading System

Grading System	Excellent	Very Good	Good	Poor	Very Poor	No answer	Total
Frequency	4	15	5	0	0	0	25
Percentage	16%	60%	24%	0	0	0	100%

Table 22.7 Program Duration

Program Duration	Very Sufficient	Sufficient	Average	Insufficient	Very Insufficient	No answer	Total
Frequency	11	5	6	2	1	0	25
Percentage	44%	20%	24%	8%	4%	0	100%

Program duration for both MDOL and BDOM is three years. Only one respondent stated the program duration is very insufficient and two of the respondents noted that the duration is insufficient.

Table 22.8 Cost of the program

Cost of the program	Very expensive	Expensive	Fair	Cheap	Very Cheap	No answer	Total
Frequency	12	8	5	0	0	0	25
Percentage	48%	32%	20%	0	0	0	100%

The cost of the MDOL is around Birr 80, 000 which is not affordable by majority of the students unless sponsored. Hence, 80 percent (see Table 22.8) of respondents stated the program is expensive to the minimum.

3.3.3.2 Additional Opinion of Respondents

Respondents commented that Azuza Pacific University graduate can participate in Organizational Leadership Program as Instructors if the program is initiated in existing government and/or non-government higher educational institutions.

3.3.3.3 Problems Encountered by Respondents in ILI

Eleven respondents (44%) stated that they have encountered some problems in relation to ILI which facilitates the program. The problems are summarized below.

- Lack of information in advance regarding the courses offered;
- Unfair collection of additional fees and charges by-library fees;
- Absence of feed-back from some Instructors;
- Less proactive to set graduation day;
- Less responsive to the students right;
- Less supply of reference books;

3.3.4 Role of Higher Educational Institutions

Higher Educational Institutions have been bearing the responsibility to meet demand for trained human resources in Ethiopia. As noted by ninety-six percent of respondents (see Table 23), the demand for organizational leadership skill is very high or high to the minimum.

Table 23 Ethiopia’s demand for organizational Leadership Skill

Demand for Organizational Leadership Program	Very High	High	Average	Minimum	Very Minimum	No answer	Total
Frequency	13	11	0	1	0	0	25
Percentage	52%	44%	0	4%	0	0	100%

Eighty-four percent of respondents (see Table 24) agreed that International Leadership Institute which facilitates Azuza Pacific University's Leadership program in Ethiopia is not adequate to meet the very high demand for organizational leadership development.

Table 24 Adequacy of ILI (one institute) to fill the demand

ILI is adequate to meet the demand for leadership skill	Yes	No	No answer	Total
Frequency	4	21	0	25
Percentage	16%	84%	0	100%

The main option (76%) cited by the respondents is for both government and Non-government Higher Educational Institutions to engage in organizational leadership development (see Table 25).

Table 25 Institutions that Should Engage in Leadership Development

Institutions	One or few more institutions like ILI	Government owned universities	Non-government university colleges	Both government and no-government higher educational institutions	No answer	Total
Frequency	1	4	1	19	0	25
Percentage	4%	16%	4%	76%	0	100%

However, respondents' ranking of higher educational institutions in terms of the Physical Facility, Academic Staff Capacity, Books and Reference materials,

Teaching Methodology is dispersed (see Table 26). The higher number of respondents (96%) exhibited is only on ranking Physical Facility of the existing Higher Educational Institutions which identified as good and above.

Table 26 Potential of existing higher educational institutions to engage in leadership development

	Excellent	Very Good	Good	Poor	Very Poor	Total
Physical facility	1 (4%)	8 (32%)	15 (60%)	1(4%)	0	25
Academic Staff capacity	4 (16%)	7 (28%)	9 (36%)	4 (16%)	1 (4%)	25
Books and Reference materials	5 (20%)	2 (8%)	14 (56%)	4 (16%)	0	25
Teaching Methodology	5 (20%)	5 (20%)	6 (24%)	6 (24%)	3 (3%)	25

Despite the limitation of the current Higher Educational Institutions, eighty-percent (see Table 27) of respondents stated the institutions will meet highly the demand for organizational leadership development.

Table 27 Extent of Meeting Demand with the Existing Higher Education Institutions if Engaged in Leadership Development

Meeting Demand if existing Higher Educational Institutions engaged in Leadership	Very Higher	High	Average	Minimum	No answer	Total
Frequency	5	15	3	2	0	25
Percentage	20%	60%	12%	8%	0	100%

CHAPTER FOUR

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

4.1 Summary

- Managers cannot lead their organizations to success no matter how much hard they try and regardless of how much they want to until they become competent to identify the right direction and lead the organization towards that end.
- Leadership is easy to identify in a situation; however, it is difficult to define precisely. However, most of the definitions of leadership reflect that it involves a process whereby intentional influence is exerted to guide, structure, and facilitate activities and relationships in a group or organization towards shared objectives.
- The critical issues facing organizations, which have leadership implications, among others are challenges in implementing organization change, changes in investors' focus, awareness of the impact of stress on employees, changes in societal values.
- Leadership has been studied from a variety of perspectives. In Traits School (Bernand, 1926) leadership was explained by the internal qualities with which a person is born. The thought was that if the traits that



differentiated leaders from followers could be quickly assessed and put into position of leadership.

- The trait movement gave way to the behavioral styles of leadership the well-known University of Michigan (Katy, Maccoby, Gurin & Floor, 1951) and Ohio State (Stogdill & Coons, 1957) studies that identified two dimensions of leadership generally referred to as employee-oriented leadership and production-oriented leadership. These studies began to look at leaders in the context of the organization, identifying the behaviors leaders' exhibit that increase the effectiveness of the company.
- Because of contradictory findings relating to the behavioral approaches it then became apparent that success of the style of leader enacted was contingent on situation (Fidler , 1967). The Contingency School of leadership emphasizes the importance of contextual factors that influence leadership processes.
- The new leadership school such as Transformational and Charismatic leadership, stressed that previous paradigms of leadership were transactional oriented. Bass argued that Transactional leadership stems from more traditional views of workers and organizations, and it involves the position power of the leader to use followers for task completion. Transformational leaders, on the other hand, search for ways to help

motivate followers by satisfying higher order needs and more fully engaging them in the process of the work.

- In his works, Greenleaf discusses the need for a better approach to leadership that puts serving others—including employees, customers, and community— as the number one priority. Servant leadership emphasizes increased service to others, a holistic approach to work, promoting a sense of community, and the sharing of power in decision making. Finally, integrated approach to leadership was promoted. An example of an integrative perspective is the work of Zacaro (2001) who integrated various “new” leadership theories which link cognitive, behavioral, strategic, and visionary leadership theory perspective.

- Kotter draws the distinction between management and leaderships stating that Management is an explicit set of tools and techniques based on reasoning and testing that can be used in a variety of situation. Leadership, in contrast to management, involves having a vision of what the organization can become. Leadership requires eliciting cooperation and teamwork from a large network of people and keeping the key people in that network motivated, using every manner of persuasion.

- Successful leaders- as stated by Vana Prewitt (2005)- have vision, qualities to inspire and motivate, communicate and clarify vision, stay focused, take risks, persevere; have ability to overcome adversity and handle difficult situations; are concerned for people's welfare; are highly sensitive to social cues, are the right person at the right time and know the right action.

- Evidence accumulated over the last decade has indicated that personality and intelligence are, to some degree, genetically transferred from one generation to the next. Yet a tremendous range also exists to develop leadership potential. Even though approaches to leadership development vary due to the complexity of leadership and particular need assessment, Yukl (2002) identified three forms of leadership development: formal training, experience (developmental activities), and self-help activities.

- Formal/Primary approaches include education and training. Education generally refers to acquiring knowledge without concern about its immediate application and most universities offer programs (e.g. Executive MBA) that take from one to three years to complete on part-time basis. Leadership training can take many forms, from short workshops that last only a few hours and focus on a narrow set of skills, to comprehensive programs which last a year or more and cover a wide range of skills. The effectiveness of formal training programs depends greatly on how well they

are designed. The conditions for successful training are clear learning objectives, clear and meaningful contents, appropriate sequencing of content, appropriate mix of training methods, opportunity for active practices, relevant timely feedback, trainee self-confidence and appropriate follow-up activities.

- With out experience knowledge cannot readily be converted in to skills. A number of activities can be used to facilitate learning of relevant skills from experience such as Special Assignment, Job Rotation, Mentoring, Executive Coaching, Outdoor Challenge Program; and Developmental Activities like Behavior Role Modeling, Case Discussion, Business Games and Simulations.

- Many organizations have recognized that the singe-solution approach to leadership development is insufficient to build leadership capacity and integrated or multiple solutions are necessary to overcome the leadership gap. In order to successfully implementing an integrated- solution approach to leadership development, organizations should develop a comprehensive strategy, connect leadership development to the organization's environmental challenges, ensure that development options fit the culture, use the leadership story to set the context for development, balance global enterprise - wide needs with local individual needs, employ emergent

design and implementation, focus on critical moments of the leadership lifecycle and apply a blended methodology.

- Future understanding and practice of leadership and leadership development, G. Broome, and R. Hughes noted that several trends will have a major role. Leadership competencies will still matter and the model of effective leadership in the future will be one of encouraging environments that unlock the entire organization's human asset potential. Globalization/internationalization of leadership concepts, constructs, and development methods is another matter which future leaders will need to be conversant in doing business internationally and conceiving strategies on a global basis. In relation to the role of technology on the future trends of leadership, leaders are being exposed to how the world is becoming interdependent and the need to be up to date with international trends that are vital to the success of the business. Use of the internet to obtain information and to market products and services worldwide is a topic in many current leadership development programs. Technology will also enhance the emergence and sharing of knowledge among participants via such venues as chat-rooms, thought leader access, e-learning advances, e-mentoring/ shadowing, and business simulations. While technology is useful for some aspects of leadership development, it cannot replace the importance of bringing leaders together to deepen their relationships and

their learning experience. Increasing interest in the integrity and character of leaders is another factor for future leadership. A leader's credibility and trustworthiness are critical, and increasing numbers make the case that character—as defined by qualities like one's striving for fairness, respecting others, humility, and concern for the greater good—represents the most critical quality of leadership. The future trends noted reflect in part a response to the changing context of leadership. Perhaps the strongest pressure facing leadership practitioners in the future may be to demonstrate ROI. Demonstrating and quantifying the impact of leadership development investments is likely to emerge as a priority for organizations committed to building leadership strength and to maximize ROI for leadership development.

4.2 Conclusions

- Ethiopia's higher educational institution distribution and student enrolment are very minimum as can be inferred from vision statement of Education Sector which states "...to see all school age children get access to quality primary education by the year 2015."
- Of these handful higher educational institutions none is engaged in organizational leadership development at program level or offers leadership as a course in postgraduate program except International

Leadership Institute that facilitates Azuza Pacific University's Masters Degree in Organizational Leadership and offer Bachelor Degree in Organization Management. With such shortage of qualified human resources in organization leadership, organization success in today's turbulent environment is doubtful.

- Leadership concept is not understood (92%) by most organization members in Ethiopia. The lion's share for lack of conceptual understanding in leadership is attributed to absence of higher educational institutions that offer program on leadership.
- The two main reasons identified for lack of conceptual understanding in leadership are absence of higher educational institutions on leadership and lack of training on leadership.
- Organization members do not recognize the importance of leadership for their organization success mainly due to belief that power is more important than effective leadership and consideration of management and leadership as one and the same.
- Leadership skill is can be learned and there is high demand for leadership education. The education on leadership offered by Azuza Pacific

University's and facilitated by International Leadership Institute is said by respondents to be important.

- Evaluation of Leadership Program of Azuza Pacific University facilitated by ILI is ranked excellent in terms of course content, teaching methodology, academic staff capacity, and duration of the program.
- Grading system, follow-up and feed back mechanism, and reference materials availability are relatively the weak areas of ILI.
- The leadership program is said to be very expensive and unless sponsored it is not affordable by majority of Ethiopian Students.
- International Leadership Institute which facilitates Azuza Pacific University's Leadership program is not adequate to meet the very high demand for organizational leadership development.
- The main option cited by the respondents is for both government and Non-government Higher Educational Institutions to engage in organizational leadership development.
- However, respondents' ranking of higher educational institutions in terms of the Physical Facility, Academic Staff Capacity, Books and Reference

Materials, Teaching Methodology is average in order to engage in organizational leadership.

- Despite the limitation of the current Higher Educational Institutions, the institutions are able to meet demand for organizational leadership development.

4.3 Recommendations

Based on literature review done, findings and conclusions of the project the researcher has come up with the following recommendations.

- Higher Educational Institutions should create awareness on organizational leadership by organizing panels, and discussion forums by participating academicians in the field and the business community.
- Higher Educational Institutions should made further need assessment to commence Organizational Leadership Program and/or incorporate Organizational Leadership as a course in Business Administration at Undergraduate and/or Post graduate programs.
- Higher Educational Institutions should encourage research activity on Organizational Leadership in Ethiopian context.
- International Leadership Institute should resolve student complaints particularly higher additional fees charged for facilitation of Azuza Pacific University's Program.

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ANNEXURE

Annex 1- Interview Guideline for Ministry of Education

**Addis Ababa University
Faculty of Business and Economics
Business Administration Department
MBA Program
(Interview Guideline for Ministry of Education)**

Research topic: The Role of Higher Educational Institutions in Organizational Leadership Development.

Part I- General status of Higher Educational Institutions

1.1 How many accredited government and private universities and university colleges are there at the moment?

Name of universities/university colleges	Year of establishment	Government/Private	Remark

1.2 What Programs are offered (name of faculties) in undergraduate and post grade at these universities and university colleges?

Name of universities/university colleges	Faculty	Department	Remark

1.3 How many students are enrolled in under graduate and postgraduate degrees in these universities and university colleges? (Please indicate the trends.)

Name of universities/university colleges	Number of students in undergraduate program		
	1999	1998	1997

Name of universities/university colleges	Number of students in postgraduate program		
	1999	1998	1997

1.4 How do you compare (at what level is) the country's higher educational institutions distribution to other Sub-Saharan African countries?

Part II- Leadership Development Programs

2.1 Is organizational leadership offered at department level in any of the universities or university colleges? If yes in which university?

2.2 If not, what are the main reasons?

2.3 When compared to other African countries where do you level the country's organizational leadership development effort?

2.4 What should be the role of higher educational institutions in organizational leadership development? (Do you believe the available higher educational institutions are able to provide organizational leadership programs?)

Annex 2- Interview Guideline for International Leadership Institute

Addis Ababa University
Faculty of Business and Economics
Business Administration Department
MBA Program
(Interview Guideline for International Leadership Institute)

Research Topic: The Role of Higher Educational Institutions in Organizational Leadership Development.

Interview Questions:

Part I-General Information

1.1 When was International Leadership Institute (ILI) established?

1.2 What is vision and mission of ILI?

1.3 How do organizational structure of ILI looks like? How many academic and non-academic staffs are there at the moment?

1.4 Does ILI has branch offices? If so, where do the branch offices are located?

Part II-Training Programs

2.1 What Leadership trainings are provided by ILI?

Name of Leadership Trainings	Objective of the training	Duration of the Training (in days/weeks)	Number of times training provided (frequency)	Name of Organizations participated

2.2 What are the methodologies used to provide the trainings?

2.3 What are the major problems encountered in training delivery?

2.4 Do believe that the demand for leadership training can fully be covered by ILI? If not, what are your suggestions?



Part III-Education

3.1 What are the programs provided in undergraduate and postgraduate level?

Department	Undergraduate /postgraduate	Number of students at the moment	Number of students graduated	Remark

3.2 What are the courses provided in each department?

Department	Undergraduate /postgraduate	Course Name	Year	Remark

3.3 What are the methodologies used to deliver the courses?

3.3 What are the qualifications of Instructors in ILI?

Qualification	Number	Remark

Part IV-General Leadership Development

4.1 When compared to other Sub-Saharan African Countries, how do you rate the level of Ethiopia's organizational leadership development?

4.2 The need for organizational leadership development in the country, according to your opinion, is

4.3 What problems ILI encountered in its organizational leadership development effort?

4.4 If you have any other additional opinion, comment , and/or suggestions

Annex 3- Interview Guideline for Addis Ababa University

**Addis Ababa University
Faculty of Business and Economics
Business Administration Department
MBA Program
(Interview Guideline for Addis Ababa University)**

Research Topic: The Role of Higher Educational Institutions in Organizational Leadership Development.

Interview Questions:

Part I-General Information

1.1 When was Addis Ababa University (AAU) established? What are vision and mission statements of AAU?

1.2 What does organizational structure of AAU looks like? How many academic and non-academic staffs are there at the moment?

1.3 Does AAU have branch offices? If so, where do the branch offices are located?

Part II-Organizational Leadership Development Programs

2.1 Does AAU provide Organizational Leadership Development at department level or as one of the courses in MBA program or in other related business fields?

2.2 Organization's success depends on its leaders more than any other resources since leaders make decisions on how to generate and utilize the other resource. Accordingly quality, moral, disciplined, principle-centered leadership is the number one need in organizations which operate in dynamic environment, global competition and multi-culture workforce. One of, in fact the basic, means to build leadership competence is to obtain education in leadership. In this regard, what should be the role of AAU in meeting the country's demand for leadership skills?

2.3 How do you rate AAU's capacity (academic staff, physical resources, and logistics) to introduce programs on organizational leadership?

2.4 If you have additional comments or suggestions?

Annex 4 - Questionnaire for ILI Students

Addis Ababa University
Faculty of Business and Economics
Business Administration Department
MBA Program

Dear Respondents:

The need to develop leadership is acute today since the shift from simple manual work to sophisticated knowledge work demands more widespread self-management and effectiveness.

Despite this growing need and interest, leaders continue to be in short supply. Prominent writers (Bass, 1985; Drucker, 1967) do not accept that we must rely on historically short supply of "born leaders." They argue, instead, that leadership is a set of behavioral skills which can be learned.

One of, in fact the basic, means to learn leadership skill is to attend leadership education and/or participate in leadership trainings. However, there is no higher educational institution so far in the country that provides leadership at department level except International Leadership Institute which facilitates Azuza Pacific University's Leadership Programs in the country.

I believe this research gives you an opportunity to provide your opinion and make a vital contribution towards enhancing **the role of higher educational institutions in organizational leadership development**. Therefore, I kindly request you to respond to the questions thoughtfully and genuinely and to send back the questionnaire before June 23, 2007. You may contact me through e-mail tigistbezu@yahoo.com or self-phone 251-091-1635835 if you need further clarifications.

Finally, I would like to thank you for your valuable and timely response without which the success of the study wouldn't be realized.

Thanks

Tigist Bezu
(Researcher)

Questions

Please write your responses on the blank space provided and put a (✓) mark in the boxes of your choice. You can select more than one option depending on your opinion. You may use the back of the page if the blank space provided is not adequate for your response.

Part I-Background Information

1.3 Gender

Female Male

1.4 Age

below 25 25- 35 36 - 45 46-55 above 55

1.5 Educational qualifications

12th complete College Diploma First Degree
 If other, please specify _____

1.6 Your current employer _____

1.7 Your current job title _____

1.8 For how long have you worked in Managerial or Supervisory positions?

- less than two years two to five years
- six to eight years more than eight years

1.9 If you are working in non-managerial or supervisory positions, did you get the chance to assume managerial position before?

- Yes No

1.10 If yes, what were the reasons for your leaving the managerial post?

Part II-Leadership Concept

2.1 Do you believe that the leadership concept is well understood by the organizations?

- Yes No

2.2 If your response to question 2.1 is “No”, please identify the reasons by prioritizing your choice from 1 to 5?

- lack of professionalism in leadership due to absence of higher educational institutions engaged in leadership
- inadequate trainings on leadership
- lack of reference books and articles on leadership in the country
- lack of consultancy services in leadership
- any other, please specify

2.3 Do you believe that most organizations recognize the importance of effective leadership for organization's success?

- Yes No

2.4 If your response to question 2.3 is "No", please identify the main reasons?

- lack of awareness on the subject
 belief that power is more important than leadership
 belief that management and leadership are one and the same
 if other, please specify

Part III-Leadership Development

3.1 Do you believe that leadership skills can be learned?

- Yes No

3.2 If your response to question 3.1 is "No", please specify your reasons

3.3 How do you rate the relevance of Leadership Program facilitated by International Leadership Institute (ILI) for your organization?

- Extremely important Very important
 Important Less important Unimportant

3.4 Please state your opinion on the leadership program offered by ILI as per the following parameters.

	Excellent	Very Good	Good	Poor	Very Poor
3.4.1 Course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4.2 Teaching methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4.3 Instructors' capacity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4.4 Reference material Availability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4.5 Follow-up and feed back mechanism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4.6 Grading system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Sufficient	Very Short	Short	Long	Very Long
3.4.7 Duration of the overall Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Very Expensive	Expensive	Fair	Cheap	Very Cheap
3.4.8 Cost of education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.5 What problems did you encounter in ILI?

3.6 If you have additional comments on ILI, please state:

Part IV-Role of Higher Educational Institutions

4.1 The demand for organizational leadership education in Ethiopia is

- Very high High Average
 Minimum Very minimum

4.2 Is the existing one leadership institute (ILI) is adequate to meet the demands of Ethiopia?

- Yes No

4.3 If your response to question 4.1 is "No", which other institution should engage in leadership development?

- One or few more institutions like ILI
 Government owned universities
 Private owned universities and university colleges
 Both government and private higher educational institutions
 Any other, please specify

4.4 How do you rate the potential of available higher educational institutions to open Organizational Leadership program/department?

	Excellent	Very Good	Good	Poor	Very Poor
4.4.1 Physical facility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4.2 Instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4.3 Books and reference materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4.4 Teaching methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.5 If the current higher educational institutes engaged in organizational leadership development, to what extent will the demand for qualified human resource in leadership will be met?

- Very High High Average Minimum

4.6 If you have additional comments, please state

**Summary of Students Enrollment
2005/2006 (1998 E.C.) Academic Year**

Government

INSTITUTION	Regular								Evening		Kiremt		TOTAL	
	Undergraduate Degree		Postgraduate Second Degree		Postgraduate Ph.D		TOTAL		Undergraduate Degree		Undergraduate Degree			
	BS	F	BS	F	BS	F	BS	F	BS	F	BS	F	BS	F
Addis Abeba University	20405	5573	5809	598	64	3	26278	6174	15469	5079	2961	590	44708	11843
Arba Minch University	5606	1331	43	1			5649	1332	74	2	275	43	5998	1377
Bahir Dar University	11524	2368	52	1			11576	2369	651	291	709	306	12936	2966
Hawassa University	11109	2298	121	16			11230	2314	3068	737	3734	676	18032	3727
Defence University College*	685	17					685	17					685	17
Ethiopian Civil Service College*	1105	138					1105	138	572	77			1677	215
Adama University	5216	1452					5216	1452					5216	1452
Ethiopian Mass Media Training Institute	254	69					254	69					254	69
Jimma University	11756	2426	108	13			11864	2439	2163	540	2894	374	16921	3353
Kotebe College of Teacher Education*	343	63					343	63	260	20	274	12	877	95
Mekelle University*	9511	1712	41	3			9552	1715	2452	686	1432	152	13436	2553
Gonder University	7524	1607	99	2			7623	1609	1386	295	449	36	9458	1940
Haramaya University	8651	1857	48	2			8699	1859	244	33	1454	64	10397	1956
Total	93689	20911	6321	636	64	3	100074	21550	26339	7760	14182	2253	140595	31563

* 1997 E.C.

Annexé - Summary of Students Enrollment

2005/2006 (1998 E.C.) Academic Year - First Semester

Non- Government - Undergraduate Degree

INSTITUTION	Regular		Evening		Distance		TOTAL	
	BS	F	BS	F	BS	F	BS	F
Salam Nurses College	157	110					157	110
Queen's College			47	22			47	22
Atlanta College	153	97	266	226			419	323
CPU College			176	76			176	76
Hayat Medical College	28	8	23	17			51	25
New Generation University College	365	102	202	77			567	179
Lucy College (Dire Dawa)	14	4	17	5			31	9
Omega Medical College	347	278	109	85			456	363
Admas College (Addis Ababa)	718	315	2867	1516	1491	231	5076	2062
Ethiopia Adventist College	605	105					605	105
Grace College of Business and Computer Science	45	18	37	11			82	29
Alkan Health College	355	277	117	70			472	347
Royal College	102	49	664	276			766	325
National College	16	4	135	53			151	57
Infonet College			45	18			45	18
Universal Medical College	56	42	22	15			78	57
Unity University College (Addis Ababa)	3008	1227	4792	2204	5672	652	13472	4083
PESC Information Systems College					50	4	50	4
New Abyssinia College	115	51	109	40			224	91
Roha College	37	17	34	17			71	34
Kisama Africa University College	183	29	112	22			295	51
New Millennium College	92	36	374	182			466	218
Alpha University College	131	59	920	349	7824	1281	8875	1689
Nile College	69	36	116	59			185	95
Mekelle Institute of Technology	223	15					223	15
St. Mary's University College	490	241	1874	942	4209	568	6573	1751
Agro Technical Training College	78	4					78	4
Non-Government Total	7387	3124	13058	6282	19246	2736	39691	121421

Annex 7

Students Enrolled in Regular Undergraduate Programmes by Institution, Department, Year of Study and Sex.

2005/2006 (1998 E.C.) Academic Year - Second Semester - Government

University/Institute/College/ /Faculty/Department	Year I		Year II		Year III		Year IV		Year V and Above		Total	
	BS	F	BS	F	BS	F	BS	F	BS	F	BS	F
ADDIS ABEBA UNIVERSITY (First Semester)	7,201	2,506	5,986	1,576	5,349	1,123	1,615	307	254	61	20,405	5,573
Social Science	387	174	364	93	554	140					1,305	407
Geography	88	38	69	16	80	6					237	60
History	74	44	56	25	86	16					216	85
Philosophy	44	10	56	25	79	15					179	50
PSIR	81	25	97	14	142	45					320	84
SOSA	100	57	86	13	167	58					353	128
Business and Economics	521	169	520	164	494	153					1,535	486
Accounting and Finance	112	40	129	62	155	55					396	157
Economics	148	55	138	26	179	46					465	127
Management	109	34	135	41	92	29					336	104
Public Administration	152	40	118	35	68	23					338	98
Science	388	106	138	77	471	94	592	90			1,589	367
Biology	116	42	48	34	89	21	87	22			340	119
Chemistry	65	17	21	13	64	11	100	8			250	49
Earth Science	59	13	16	12	61	10	69	7			205	42
Mathematics	59	13	18	7	101	22	132	25			310	67
Physics	36	2	22	5	64	5	74	4			196	16
Statistics	53	19	13	6	92	25	130	24			288	74
Technology	573	219	377	74	508	94	399	50			1,857	437
Arch. and Urban Planning	59	32	30	10	54	15	35	3			178	60
Chemical Engineering			53	18	59	7	44	5			156	30
Civil Engineering			91	9	134	29	95	9			320	47
Construction Technology and Mag.	60	29	67	19	86	22	55	10			268	80
Electrical Engineering			88	16	95	16	69	14			252	46
Mechanical Engineering			48	2	80	5	101	9			229	16
Pre- Engineering	454	158									454	158
Education	1,662	425	1,638	351	1,302	164					4,602	940
Biology	70	6	98	40	114	10					282	56
Business Education	255	95	270	49	235	35					760	179
Chemistry	95	18	101	18	79	1					275	37
Educational Planning and Management	105	19	83	9	67						255	28
Ethiopian Language	127	63	110	78	96	40					333	181
Foreign Language	171	37	147	44	121	37					439	118
Geography	190	40	245	32	92	8					527	80
History	162	56	147	24	101	3					410	83
Mathematics	101	13	106	5	136	3					343	21
Oromigna	38	6									38	6
Physical Education and Sport	76	19	115	25	127	13					318	57
Physics	73	13	75	5	43						191	18
Psychology	174	29	141	22	91	14					406	65
Tigrigna	25	11									25	11
Law	191	102	157	59	68	26	87	31	122	35	625	253
Law	191	102	157	59	68	26	87	31	122	35	625	253
Pharmacy	79	37	72	26	122	44	83	24			356	131
Pharmacy	79	37	72	26	122	44	83	24			356	131
Language Studies	476	128	366	93	216	71	227	78			1,285	370
Ethiopian Language and Literature	127	52	90	33	53	21	57	14			327	120
Foreign Language And literature	208	36	165	37	85	18	97	32			555	123
Linguistics	59	9	61	10	25	1	44	18			189	38
Theatre Arts	82	31	50	13	53	31	29	14			214	89
Informatics	119	47	124	34	171	91					414	172
Computer Science	59	20	63	16	75	16					197	52
Information Science	60	27	61	18	96	75					217	120
Vetrenery Medicine	83	18	82	14	106	13	86	5	46		403	50
Vetrenery Medicine	83	18	82	14	106	13	86	5	46		403	50
Yared Music School	38	11	25	3	18	3	31	12	24	7	136	36
Yared Music School	38	11	25	3	18	3	31	12	24	7	136	36

/Faculty/Department	BS	F	BS	F	BS	F	BS	F	BS	F	BS
Fine Arts and Design	30	7	21	2	33	4	24	1			108
Fine Arts and Design	30	7	21	2	33	4	24	1			108
Journalism and Communication	100	31									100
Journalism and Communication	100	31									100
Medicine	496	240	384	110	302	66	86	16	62	19	1,330
Anaesthesia	33	6	33	6							66
Labratory Technology	73	24	49	5	114	17					236
Medicine	114	52	71	17	68	20	86	16	62	19	401
Dental Therapy	44	14	33	6	26	5					103
Nursing	92	60	105	45	94	24					291
Radiography	66	26	41	5							107
Midwifery	74	58	52	26							126
College of Commerce	2,058	792	1,718	476	984	160					4,760
Accounting	812	353	646	163	397	56					1,855
Business Adm. and Information System	104	18	247	63	258	64					609
Finance and Development Economics	332	127									332
Marketing Management	335	115	278	62	202	30					815
Office Management and Technology System	187	61	281	155							468
Office Management and Technology System(Fre)	12	9	7	7							19
Procurement and Supply Management	276	109	259	26	127	10					662
ARBA MINCH UNIVERSITY	1,999	402	1,340	425	1,317	371	768	123	182	10	5,606
Water Technology Institute	272	37	327	58	390	40	308	15	67	1	1,364
Hydraulics Engineering			68	6	85	3	117	8	67	1	337
Irregation Engineering	60	3	90	8	92	3	63				305
Water and Environmental Engineering	148	34	109	31	53	11					310
Meteorology	64		60	13	160	23	128	7			412
Engineering Faculty	381	88	290	84	399	87	203	12	115	9	1,388
Civil Engineering	115	29			137	21	87	12	79	9	418
Mechanical Engineering	50	11			74	5	82		36		242
Electrical Engineering	56	18	120	39	106	21	34				316
Architecture, Urban Planning and Design	36	10	35	6							71
Computer and Information Technology	124	20	135	39	82	40					341
Business and Economics Faculty	552	105	398	226	437	215	257	96			1,644
Accounting			148	138	202	172	90	74			440
Economics	552	105									552
Management			181	76	156	32	129	16			466
Applied English			69	12	79	11	38	6			186
Applied Science Faculty	281	61	325	57	91	29					697
Applied Biology	75	37	93	32	45	18					213
Applied Chemistry	72	5	86	8							158
Applied Mathematics	78	18	74	6	46	11					198
Applied Physics	56	1	72	11							128
Faculty of Teacher Education	428	85									428
English Language	51	7									51
Biology	77	32									77
Physics	68	5									68
Mathematics	75										75
Business Education	157	41									157
Geography and Environmental Studies	85	26									85
Geography	85	26									85
BAHIR DAR UNIVERSITY	4,319	1,055	3,290	713	2,528	383	979	170	408	47	11,524
Education	1,818	489	1,547	371	1,934	264					5,299
Amharic	152	84	152	109	183	61					487
Biology	224	103	122	53	188	31					534
Chemistry	193	33	141	24	177	14					511
English	200	26	178	22	183	30					561
Geography	197	80	170	50	245	33					612
History	129	35	198	9	229	18					556
Journalism and Communication	158	25	122	33	51	14					331
Mathematics	214	21	172	15	184	7					570
Pedagogical Science	195	55	145	36	240	17					580
Physics	84	2	66	3	80	7					230
Physical Education	72	25	81	17	140	31					293
Industrial Chemistry					34	1					34
Bussines and Economics	1,031	264	715	147			478	118			2,224
Accounting	172	57	145	15			142	28			459
Economics	281	55	201	44			180	33			662
Management	294	84	217	55			156	57			667
Business Education	284	68									284

University/Institute/College/ /Faculty/Department	Year I		Year II		Year III		Year IV		Year V and Above		Total	
	BS	F	BS	F	BS	F	BS	F	BS	F	BS	F
Accounting Education			33	4							33	4
Admin. and Office Techno			40	11							40	11
Admin. and Office Techno			25	9							25	9
Marketing and sales Management			54	9							54	9
Accounting	963	235	840	151	475	85	501	52	368	41	3,147	564
Electrical Engineering	99	34	105	9	21	4	67	3	65	3	357	53
Electrical Education	81	20	30	16	32	32					143	68
Industrial Engineering	88	27	86	18	62	11	78	14	62	9	376	79
Mechanical Engineering	102	20	109	9	69	5	85	7	65	5	430	46
Food Technology	66	16	64	4							130	20
Textile Engineering	112	28	120	32	70	12	108	9	61	9	471	90
Chemical Engineering	87	21	93	9	44	5	59	8	50	5	333	48
Computer Science	109	19	72	26	61	8					242	53
Textile Engineering	106	24	46	5	54	3					206	32
Oil Engineering	113	26	115	23	62	5	104	11	65	10	459	75
	287	46	188	44	119	34			40	6	634	130
	287	46	188	44	119	34			40	6	634	130
Faculty of Agriculture	220	21									220	21
Human Resource Management	56	8									56	8
Rural Development	49	9									49	9
Ric. Natural Water Management	42	1									42	1
Water Resource Management	44	1									44	1
Wetland and Wetland	29	2									29	2
SA UNIVERSITY	4,822	1,259	2,814	555			3,423	476	50	8	11,109	2,298
College of Agriculture	660	229	407	79			584	82			1,651	390
College of Agriculture	86	30	61	14			100	13			247	57
Electrical Engineering	68	22	43	9			51	4			162	35
Electrical Engineering	86	26	46	9			70	5			202	40
Electrical Engineering	99	36	70	12			82	19			251	67
Electrical Engineering	78	30	43	8			59	12			180	50
Electrical Engineering	72	30	50	12			96	7			218	49
Electrical Engineering	93	29	51	8			78	17			222	54
Electrical Engineering	78	26	43	7			48	5			169	38
College of Health Science	537	114	331	86			379	80			1,247	280
Health Officer	119	32	83	30			88	15			290	77
Nursing	104	25	80	22			86	23			270	70
Environmental Health	117	3	66	9			71	7			254	19
Medical Laboratory	117	36	60	13			89	21			266	70
Medicine	80	18	42	12			45	14			167	44
Faculty of Technology	333	82	175	31			268	13	50	8	826	134
Electrical Engineering	75	10	58	13			72	2	50	8	255	33
Electrical Engineering	79	22	36	8			67	3			182	33
Electrical Engineering	93	28	27	6			52	4			172	38
Electrical Engineering	86	22	54	4			77	4			217	30
Faculty of Natural Science	652	161	381	79			412	40			1,445	280
Applied Biology	128	60	69	24			59	13			256	97
Applied Chemistry	122	18	64	11			82	6			268	35
Applied Physics	69		31	1			43				143	1
Applied Mathematics	72	3	56	3			72	1			200	7
Computer Science	116	34	82	20			86	14			284	68
Statistics	145	46	79	20			70	6			294	72
Faculty of Business and Economics	1,054	237	546	119			732	195			2,332	551
Accounting	194	13	68	14			111	25			373	52
Economics	202	50	100	30			129	44			431	124
Business Management	221	69	106	22			120	30			447	121
Cooperatives	127	51	106	18			103	24			336	93
Faculty of Arts	154	11	113	29			169	42			436	82
Language and Literature	156	43	53	6			100	30			309	79
Faculty of Education	1,435	404	720	125			841	59			2,996	588
Mathematics			89	5			126	1			215	6
Physics			58	8			50	2			108	10
Biology			79	24			94	9			173	33
Chemistry			72	19			80	5			152	24
History			82	26			72	9			154	35
Arabic			121	19			116	13			237	32
English			117	20			142	10			259	30
Geography			102	4			161	10			263	14
Library											1,435	404
Faculty of Education	151	32	254	36			207	7			612	75
Faculty of Education	53	15	100	19			86	4			239	38
Faculty of Education	46	10	87	8			61	3			194	21
Faculty of Education	52	7	67	9			60				179	16

University/Institute/College/ /Faculty/Department	Year I		Year II		Year III		Year IV		Year V and Above		Total	
	BS	F	BS	F	BS	F	BS	F	BS	F	BS	F
ADAMA UNIVERSITY	1,817	559	1,707	482	1,171	254	521	157			5,216	1,452
Automotive Technology	63	16	82	32	81	16	51	17			277	81
Construction Technology	61	14	93	25	82	16	66	20			302	75
Computer Science	121	59	73	20	50	10	46	16			290	105
Drafting and Design Technolgy	94	34	96	19	105	28	33	15			328	96
Electrical/Electronics Technology	90	13	70	24	93	20	60	22			313	79
Manufacturing Technology	49	29	82	6	68	13	39	13			238	61
Surveying Technology	92	16	91	38	59	6	47	13			289	73
Wood Working Technology	54	51	84	17	38	23					176	91
Accounting	254	100	248	68	106	15	83	22			691	205
Business Management	272	12	234	64	139	20	96	19			741	115
Banking and Insurance	129	48	186	58	121	18					436	124
Marketing and Sales Management	268	43	188	56	119	32					575	131
Purchasing and Supplies Management	270	124	180	55	110	37					560	216
JIMMA UNIVERSITY	4,488	1,074	3,240	745	2,235	409	1,462	169	331	29	11,756	2,426
Medical Science	346	63	331	139	188	81	111	19	145	18	1,121	320
Medicine	87	21	105	25	64	15	46	8	105	13	407	82
Pharmacy	117	7	96	72	68	53	38	7	40	5	359	144
Dentistry	37	9	40	10							77	19
Medical Laboratory Technology	91	21	67	29	56	13	27	4			241	67
Anesthesiology	14	5	23	3							37	8
Public health	429	67	373	96	275	49	44	7			1,121	219
Health Officer	134	23	72	24	68	3					274	50
Nurse	128	27	103	24	68	17	37	7			336	75
Health Education	61	6	95	23	41	11					197	40
Environmental Health	106	11	103	25	98	18	7				314	54
Education	1,529	409	1,072	197	942	127	552	57			4,095	790
Chemistry	128	39	109	15	85	14	78	3			400	71
Biology	131	50	96	27	89	20	78	9			394	106
English	143	19	115	15	101	8	36	7			395	49
Physics	104	14	107	10	82	4	74	4			367	32
Mathmatics	139	22	133	10	119	7	82	5			473	44
Amharic	108	52	72	22	65	23	20	6			265	103
Geography	191	61	108	25	98	18	43	5			440	109
History	185	33	118	10	108	5	41	6			452	54
Psychology	115	17	99	12	88	5	50	6			352	40
Sociology	100	32									100	32
Statistics	68	24									68	24
Oromifa	117	46	115	51	107	23	50	6			389	126
Business and Economics	1,072	261	637	125	273	49	244	44			2,226	479
Accounting Education	125	16	28	8	5	3	15	2			173	29
Management	166	64	167	52	69	21	52	16			454	153
Purchasing	132	41	43	7	17	1	17	1			209	50
Marketing	131	38	39	6	22	6	17	4			209	54
Accounting	145	16	156	19	62	4	48	9			411	48
Information Technology	66	10	36	12	6		16				124	22
Banking and Insurance	69	26	38	1	15	2	15	2			137	31
Secretarial Science and Office Management	65	29	25	5	7		7	1			104	35
Economics	173	21	105	15	70	12	57	9			405	57
Technology	404	93	391	63	227	37	193	7	186	11	1,401	211
Pre-Engineering	297	71									297	71
Civil-Engineering			110	23	81	8	74	2	73	3	338	36
Mechanical Engineering			50	3	37	1	47		47	3	181	7
Computer Science	107	22	73	20	47	20					227	62
Electrical-Engineering			158	17	62	8	72	5	66	5	358	35
Law	215	60	119	33	122	38	72	14			528	145
Law	215	60	119	33	122	38	72	14			528	145
Jimma College of Agriculture	453	114	317	92	208	28	246	21			1,224	259
Horticulture	199	62	111	21	67	11	82	8			459	102
Animal Science	73	7	72	21	55	8	42	1			242	37
Crop Production	122	30	82	42	51	5	48	3			303	80
Veterinary Medicine	59	15	52	8	35	4	74	9			220	36
Natural and Information Science	40	7									40	7
Library and Information Science	40	7									40	7
MEKELLE UNIVERSITY*	3,819	1,044	4,654	528			835	121	203	19	9,511	1,712
FDANR	637	176	706	112			194	15			1,537	303
ARWS	108	16	150	17			48	6			306	39
DCHS	109	33	160	23			62	2			331	58
Cooperatives	141	39	104	11							245	50
NREM	139	45	130	36							269	81
LaRMEP	140	43	162	25			84	7			386	75
FST	678	157	596	73			241	45	167	15	1,682	290

University/Institute/College/ /Faculty/Department	Year I		Year II		Year III		Year IV		Year V and Above		Total	
	BS	F	BS	F	BS	F	BS	F	BS	F	BS	F
Applied Geology	131	38	108	13			33	5	20		292	56
Mineral Engineering	129		120	10			55	14	40	7	344	31
Electrical Engineering	107	10	126	20			49	15	36	5	318	50
Industrial Engineering	135	87	113	15			53	9	34	3	335	114
Mechanical Engineering	148	16	129	15			51	2	37		365	33
Metallurgical Engineering	28	6									28	6
Total	939	265	1,055	107			213	2			2,207	374
Biotechnology	129	69	121	13			36	1			286	83
Chemistry	130	49	159	7			49				338	56
Physics	79	22	160	27							239	49
Biography	150	71	170	17							320	88
History	132	1	177	28							309	29
Mathematics	129	16	159	4			72				360	20
Statistics	109	4	109	11			56	1			274	16
Psychology	33	21									33	21
Journalism	48	12									48	12
Total	1,270	369	2,140	202			187	59	36	4	3,633	634
Accounting	202	59	1,268	109			25	11			1,495	179
Management	240	74	157	14			78	3			475	91
Economics	232	69	208	7			46	38			486	114
Computer Science	99	29	160	27							259	56
Distance Education	239	70	170	17							409	87
Workshop	258	68	177	28			38	7	36	4	509	107
College of Health Science	295	77	157	34							452	111
College Faculty	167	45	74	25							241	70
Medicine	86	36	74	25							160	61
Pharmacy	81	9									81	9
Preparatory Medicine	128	32	83	9							211	41
Veterinary Science	128	32	83	9							211	41
UNIVERSITY	3,390	730	2,151	494	1,812	354	76	11	95	18	7,524	1,607
College of Health Science	1,046	196	761	213	508	133	76	11	95	18	2,486	571
Medicine	120	35	108	43	76	16	66	9	95	18	465	121
Pharmacy	104	12	78	15	51	26					233	53
Community Health	91	6	81	2	36	4					208	12
Laboratory	81	21	68	25	58	14					207	60
Nurse	100	24	84	41	93	26					277	91
Midwifery	53	11	36	20	22	11					111	42
Physiotherapy	55	8	41	12	80	18					176	38
Occupational Health	61	2	38	2							99	4
Anesthesia	20	2	23	8	16	1	10	2			69	13
Health Officer	101	20	88	15	76	17					265	52
Health Officer (Post Basic)	228	42	116	30							344	72
Plastic Surgeon (Post Basic)	4	3									4	3
Ophthalmic Nurse (Post Basic)	12	5									12	5
Optometry	16	5									16	5
School of Law	147	31									147	31
Law	147	31									147	31
School of Veterinary Medicine	73	28	36	6							109	34
Veterinary Medicine	73	28	36	6							109	34
College of Applied Natural Sciences	750	202	354	59	418	47					1,522	308
Biology	123	73	56	15	85	15					264	103
Chemistry	131	24	63	12	104	13					298	49
Physics	111	3	48	3	68	1					227	7
Mathematics	114	15	72	7	98	7					284	29
Statistics	128	44	57	10							185	54
School of Computer Sc.	143	43	58	12	63	11					264	66
College of Management Science and Economics	755	159	608	122	627	128					1,990	409
Accounting	135	26	135	27	169	31					439	84
Business Mgt.	246	49	187	47	183	46					616	142
Economics	245	42	191	31	219	40					655	113
Public Mgt.	129	42	95	17	56	11					280	70
College of Social Science and Humanities	619	114	392	94	259	46					1,270	254
Psychology	145	13	78	21	59	13					282	47
Sociology	175	53	90	32	84	18					349	103
Language	138	36	104	19	77	11					319	66
Geography	84	2	64	5	39	4					187	11
Anthropology	77	10	56	17							133	27
AMAYA UNIVERSITY	3,974	906	2,314	464	2,083	407	280	80			8,651	1,857
School of Agriculture	729	165	584	68	714	79					2,027	312
Agricultural Economics	219	64	135	23	209	28					563	115
Rural Development and Agricultural Extension	95	34									95	34
Animal Production	64	16	69	10	74	14					207	40

University/Institute/College/ /Faculty/Department	Year I		Year II		Year III		Year IV		Year V and Above		Total	
	BS	F	BS	F	BS	F	BS	F	BS	F	BS	F
Postharvest Technology and Food Science	105	9	110	7	94	1					309	17
Plant Science	126	40	114	15	141	16					381	71
Soil and Water Engineering and Management	120	2	156	13	196	20					472	35
Faculty of Education	1,074	244	406	60							1,480	304
Department of Geography and Environmental	649	174									649	174
History	425	70	406	60							831	130
Faculty of Law	177	99	298	106	197	63	280	80			952	344
Law	177	99	298	106	197	63	280	80			952	344
Faculty of Technology	190	46	173	23							363	69
Civil Engineering	95	28	89	14							184	42
Electrical Engineering	95	18	84	9							179	27
Faculty of Health	395	84	255	61	510	97					1,160	242
Department of Public Health	241	67	97	39	244	57					582	163
Medical Laboratory Technology	80	16	94	21	107	34					281	71
Environmental Health	74	1	64	1	159	6					297	8
Faculty of Business and Economics	1,042	214	598	146	662	168					2,302	528
Management	251	67	131	31	121	45					503	143
Accounting	230	54	135	28	120	44					485	126
Economics	255	44	168	44	178	53					601	141
Information Technology and Computer Sc.	160	27	62	24	104	11					326	62
Cooperatives	146	22	102	19	139	15					387	58
Faculty of Veterinary Medicine	367	54									367	54
Veterinary Medicine	367	54									367	54
KOTEBE COLLEGE OF TEACHER EDUCATION*	161	44	101	18	56		25	1			343	63
Health and Physical Education	161	44	101	18	56		25	1			343	63
DEFENCE UNIVERSITY COLLEGE*	46	1	336	5	163	9	62		78	2	685	17
Engineering College			212	3	108		62		78	2	460	5
Auto /Tank Electrical Teach.							8		11		19	
Manufacturing					9		7		7		23	
Design					10						10	
Metallurgy					10						10	
Aviation power plant							9				9	
Aircraft System									8		8	
Armament							11		11		22	
Electrical Engineering			69	2	25						94	
Mechanical, Mechanical Power			98		19						117	
Computer			45	1							45	
Elcectrical Power							8				8	
Computer Science							9		11	2	20	
Communcation and System of Electronics							10		8		18	
Control Optimization									6		6	
Chemical Enginering					19						19	
Electrical Equipment Design									6		6	
Computer Engineering					16				10		26	
Health Science College	46	1	124	2	55	9					225	
Public Health	46	1	124	2	55	9					225	
ETHIOPIAN CIVIL SERVICE COLLEGE*	198	55	377	59	387	20	143	4			1,105	
Business and Economics	106	30	185	37	277	17					568	
Economics			69	12	82	2					151	
Accounting			65	15	102	13					167	
Development Administration	106	30	51	10	93	2					250	
Law			92	18	79	3	107	3			278	
Law			92	18	79	3	107	3			278	
Urban of Development Studies	92	25	100	4	31		36	1			259	
Urban Planning	36	8	59	3	31		36	1			162	
Urban Management	56	17	41	1							97	
ETHIOPIAN MASS MEDIA TRAINING INSTITUTE	99	30	80	28	75	11					254	
Print Media	49	16	41	12	40	5					130	
Radio	25	6	21	11	21	4					67	
Television	25	8	18	5	14	2					57	
GRAND TOTAL	36,333	9,665	28,390	6,092	17,176	3,341	10,189	1,619	1,601	194	93,689	20,811

Students Enrolled in Regular Undergraduate Programmes by Institution, Department, Year of Study and Sex
2005/2006 (1998 E.C.) Academic Year - Second Semester - Non-Government

University/Institute/College/ /Faculty/Department	Year I		Year II		Year III		Year IV and Above		Total	
	BS	F	BS	F	BS	F	BS	F	BS	F
SalaM Nurses College	16	15	141	95					157	110
Atlanta College	73	43	80	54					153	97
Information Technology	22	8	38	18					60	26
Salesmanship	18	11							18	11
Secretarial Science and Office Management	19	19	23	23					42	42
Accounting	14	5	19	13					33	18
Hayat Medical College	25	8							25	8
Medical School (Medicine)	21	7							21	7
Nursing Education	4	1							4	1
New Generation University College	206	49	82	25	53	18	24	10	365	102
Business Administration	59	16	29	9			24	10	112	35
Law Department	14	3							14	3
Global Studies and International Relations	118	28	27	6	22	5			167	39
Computer Science and Information Technology	15	2	26	10	31	13			72	25
Lucy College (Dire Dawa)	14	4							14	4
Management Department	9	3							9	3
Computer Science	5	1							5	1
Omega Medical College	182	151	89	73	76	54			347	278
Pharmacy	30	19	17	13	22	8			69	40
Medical Laboratory	34	22	15	11	8	3			57	36
Nurse	118	110	57	49	46	43			221	202
Admas College (Addis Ababa)	304	125	272	110	93	55	49	25	718	315
Marketing Management	46	27	70	33	7	3	7	5	130	68
Accounting	41	15	79	41	36	26	12	9	168	91
Management	133	50	63	20	23	14	4	2	223	86
Information and Communication Technology	84	33	60	16	27	12	26	9	197	70
Ethiopia Adventist College	308	43	135	23	91	27	71	12	605	105
Business Administration - Management	27	9	29	3	31	7	33	8	120	27
Business Administration - Accounting	13	8	14	6	20	10	8	2	55	26
Educational Planning and Management	42	3							42	3
Community development and Leadership	226	23	92	14	40	10	30	2	388	49
Grace College of Business and Computer	26	8	19	10					45	18
Computer Science	26	8	9	5					35	13
Management Information System			10	5					10	5
Alkan Health College	176	135	93	79	86	63			355	277
Department of Nursing	124	108	70	65	50	41			244	214
Department of Pharmacy	52	27	23	14	36	22			111	63
Royal College	17	4	66	36	19	9			102	49
Marketing Management			12	8					12	8
Business Administration	11	3	16	8	19	9			46	20
Law	6	1	15	7					21	8
Accounting			23	13					23	13
National College	4	2	12	2					16	4
Business Administration and Information Systems			12	2					12	2
Accounting	4	2							4	2
Universal Medical College	59	42							59	42
Nursing	26	24							26	24
Pharmacy	33	18							33	18
Unity University College (Addis Ababa)									3,008	1,227
Accounting									438	214
Management and Marketing									817	389
Management Information System (MIS)									1,026	424
Computer Technology									275	40
Architecture and Urban Planning									57	15
Law									141	48
Economics									254	97
New Abyssinia College	28	14	87	37					115	51
Information Science			10	4					10	4
Business Administration	1		6	2					7	2
Marketing Management			11	4					11	4
Accounting	24	14	27	15					51	29
Economics	2		15	6					17	6
Computer Science	1		18	6					19	6
Roha College	37	17							37	17
Computer Science	15	6							15	6
Management	22	11							22	11

University/Institute/College/ /Faculty/Department	Year I		Year II		Year III		Year IV and Above		Total	
	BS	F	BS	F	BS	F	BS	F	BS	F
Kisama Africa University College	6		27	8	10	3	140	18	183	29
Architecture and Urban Planning	1		7	4			27	5	35	9
Civil Engineering	4		16	1	9	2	84	12	113	15
Electrical and Computer Engineering	1		4	3	1	1	29	1	35	5
New Millennium College	49	27	27	8	16	1			92	36
Mathematics			12	1					12	1
Accounting	10	7							10	7
Management	14	10	4	2	3				21	12
Economics	25	10	11	5	13	1			49	16
Alpha University College									131	59
Accounting and Finance									20	10
Economics									22	8
Business Management									39	21
Business Information Systems									17	9
Law									33	11
Nile College	54	26			15	10			69	36
Accounting	13	8							13	8
Economics	10	5							10	5
Management	31	13			15	10			46	23
Mekelle Institute of Technology	64	8	18	1	141	6			223	15
Information Technology	17	2			20	2			37	4
Electronics and Communication Engineering	16		18	1	33				67	1
Electrical and Electronics Engineering	13				30				43	
Computer Science and Engineering	18	6			58	4			76	10
St. Mary's University College	185	105	288	134	17	2			490	241
Accounting	57	33	80	39					137	72
Marketing Management	31	23	40	26					71	49
Management	39	22	63	24	17	2			119	48
Law	30	13	71	36					101	49
Computer Science	28	14	34	9					62	23
Agro Technical Training College	78	4							78	4
Manufacturing Technology	31	3							31	3
Automotive Technology	23								23	
Electrical/Electronics Technology	24	1							24	1
Total	1,833	826	1,436	695	617	248	284	65	7,387	3,124

Annex 8

Students Enrolled in Regular Postgraduate Programmes by Institution, Department, Year of Study and Sex (M.Sc./and
Sex

2005/2006 (1998 E.C.) Academic Year - First Semester - Government

University/Institute/College/ /Faculty/Department	Year I		Year II		Year III and Above		Total	
	BS	F	BS	F	BS	F	BS	F
ABEBA UNIVERSITY	2,001	216	2,948	317	698	39	5,647	572
Social Science	85	3	271	28	25	1	381	32
Geology	6		6				12	
Geography	40	1	74	7	9	1	123	9
History	13	1	16		10		39	1
Political Science			90	9			90	9
Social Anthropology	26	1	85	12	6		117	13
Business and Economics	113	9	288	40	26	3	427	52
Accounting and Finance			101	11	26	3	127	14
Business Administration	53	3	98	17			151	20
Economics	25	2	89	12			114	14
Public Administration	35	4					35	4
Science	400	38	520	26	92	5	1,012	69
Biology	91	13	138	14	60	5	289	32
Chemistry	54	2	42	1	6		102	3
Environmental Science	67	10	64	6	3		134	16
Health Science	56	5	85	4	7		148	9
Mathematics	68	4	84	1	6		158	5
Physics	64	4	64		8		136	4
Statistics			43		2		45	
Technology	334	20	145	11	47	2	526	33
Architecture	20	2	13	1	4		37	3
Chemical Engineering	38	2	4				42	2
Electrical Engineering	111	12	47	9	30	1	188	22
Mechanical Engineering	78	2	46	1	13	1	137	4
Technical Engineering	87	2	35				122	2
Education	323	24	407	23	38	2	768	49
Business Education	29	6	23	1			52	7
Curriculum and Instruction	61	3	101	3			162	6
Developmental Psychology	24	1	38	6			62	7
Educational Planning and Management	73	3	95	1			168	4
Guidance and Counseling	20		43	5			63	5
Information and Communication Technology					13	2	13	2
Measurement and Evaluation	14	1	33	2			47	3
Multilingual and Multicultural	9		4				13	
Second Language and Literature	20		30	3			50	3
Physical Education	28	3	28	1			56	4
Social Psychology	25	2					25	2
Social Needs	20	5	12	1			32	6
Teaching Mathematics and Science					25		25	
Workshop			94	1	17	1	111	2
Workshop			94	1	17	1	111	2
Pharmacy	22		90	13	23	4	135	17
Pharmaceutical Chemistry			50	4	7		57	4
Pharmaceutics	8		31	9	8	2	47	11
Pharmacognosy	7		5		4	2	16	2
Pharmacology	7		4		4		15	

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University/Institute/College/ /Faculty/Department	Year I		Year II		Year III and Above		Total	
	BS	F	BS	F	BS	F	BS	F
Language Studies	192	16	304	34			496	50
Ethiopian Language and Folklore	11		34	4			45	4
Linguistics	21		23	1			44	1
Litrature	25	1	32	11			57	12
Philology	21		55				76	
TEAM	19	7	21	10			40	17
TEFL	95	8	139	8			234	16
Informatics			174	23			174	23
Computer Science			67	7			67	7
Information Science			107	16			107	16
Vetrenerary Medicine	51	5	24	3	47		122	8
Vetrenerary Medicine	51	5	24	3	47		122	8
Regional and Local Development Studies	46	6	87	12			133	18
Regional and Local Dev't Studies (Extension)					29		29	
Regional and Local Dev't Studies (Distance)			30				30	
Journalism and Communication	30	8	28	10			58	18
Medicine	186	32	331	47	354	21	871	100
Anaesthesiology					2	1	2	1
Anatomy	4		2		2		8	
Bio-Chemistry	8	1	8	1	3	1	19	3
Community Health	58	8	111	24	15		184	32
Internal Medicine	12	1	32	1	63	4	107	6
Micro-Biology	17	2	35	5	15	1	67	8
Nursing	31	5					31	5
Obstetrics and Gynaecology			25		58	1	83	1
Ophthalmology			11	2	23	2	34	4
Orthopedics Surgery	3		1		18		22	
Parasitology	9	2	14	3	5		28	5
Pathology	3	1			8		11	1
Pediatrics and Child Health	5	2	23	4	47	9	75	15
Pharmacology	7	2	12	1	4		23	3
Physiology	3		9		3		15	
Psychiatry			9	2	15		24	2
Radiology	19	8	23	4	19	1	61	13
Surgery	7		16		54	1	77	1
Development Research	82	16	83	14			165	30
Demography	49	10	44	6			93	16
Environment and Development	5	3	22	6			27	9
Rural Livelihood and Development	28	3	17	2			45	5
Social Work	42	7	40	9			82	16
CERTWID	31	23	32	23			63	46
Gender Studies	31	23	32	23			63	46
Aklilu Lemma Pathobiology	25	3					25	3
Tropical Infections Diseases	25	3					25	3
Educational Research	16	3					16	3
Ethiopian Studies	23	3					23	3
ARBA MINCH UNIVERSITY	27	1	16				43	1
School of Graduate Studies	27	1	16				43	1
JIMMA UNIVERSITY	76	11	32	2			108	13
Public Health	58	8	20	2			78	10
Epidemiology	3		4				7	
Health Planning	4		3				7	



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University/Institute/College/ /Faculty/Department	Year I		Year II		Year III and Above		Total	
	BS	F	BS	F	BS	F	BS	F
Monitoring and Evaluation	30	5					30	5
Population and Family Planning	5	2	4	2			9	4
General Public Health	5	1	4				9	1
Health Education	4		5				9	
Environmental	7						7	
Medical Science	18	3	12				30	3
Internal Medicine	4		7				11	
Pediatrics	3	1	3				6	1
Obstetrics and Gynaecology	5		2				7	
Ophthalmology	2						2	
Corneal Surgeon	4	2					4	2
WASSA UNIVERSITY	31	5	90	11			121	16
Wassara College of Agriculture	31	5	76	11			107	16
Agonomy	10	1	14	1			24	2
Animal Nutrition (Production)	8	1	11	1			19	2
Dairy Science			12	2			12	2
Soil Science	5		12	2			17	2
Entomology			14	2			14	2
Horticulture	8	3	13	3			21	6
Biogenet College			14				14	
WILKINSON UNIVERSITY*	30	2			11	1	41	3
WILKINSON ANR	30	2			11	1	41	3
WILKINSON MEP	30	2			11	1	41	3
WILKINSON UNIVERSITY	57	2	31		11		99	2
Medicine and Health Sc. College	57	2	31		11		99	2
Surgery			3		4		7	
Nutrition	9	1					9	1
MPH	48	1	28		7		83	1
WYOMING UNIVERSITY	19	1	29	1			48	2
Oil and Water Engineering and Management	14	1	16	1			30	2
Oil and Water Engineering and Management	5						5	
Development and Agricultural Extension			13				13	
WYOMING UNIVERSITY	12		40	1			52	1
School of Education	12		40	1			52	1
Archaeology			8				8	
Biography			4				4	
Physics			4				4	
Mathematics			8				8	
Syllabus	5		6				11	
Educational Psychology	7		10	1			17	1
GRAND TOTAL	2,253	238	3,186	332	720	40	6,159	610

Admitted Applicants for Second Semester 2005/2006 (1998 E.C.) Academic Year

University/Institute/College/ /Faculty/Department	Year I		Year II		Year III and		Total	
	BS	F	BS	F	BS	F	BS	F
ABEBA UNIVERSITY	162	26					162	26
Social Science	43	8					43	8
Political Science	43	8					43	8
Medicine	31	4					31	4
Internal Medicine	19	2					19	2
Dermatolo-Denerology	8	1					8	1
Pathology	4	1					4	1
Business and Economics	88	14					88	14
Accounting and Finance	23	3					23	3
GRAND TOTAL	65	11					65	11

1998 E.C. Data

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2005/2006 (1998 E.C.) Academic Year - First Semester - Government

University/Institute/College/ /Faculty/Department	Year I		Year II		Year III and Above		Total	
	BS	F	BS	F	BS	F	BS	F
ADDIS ABEBA UNIVERSITY	16	2	41	1			57	3
Social Science	5		3				8	
History	5		3				8	
Language Studies	11	2	38	1			49	3
Linguistics	1		7	1			8	1
Litrature	4	1	13				17	1
TEFL	6	1	18				24	1

Admitted Applicants for Second Semester 2005/2006 (1998 E.C.) Academic Year

University/Institute/College/ /Faculty/Department	Year I		Year II		Year III and Above		Total	
	BS	F	BS	F	BS	F	BS	F
ADDIS ABEBA UNIVERSITY	7						7	
Science	1						1	
Biology	1						1	
Medicine	2						2	
Microbiology	1						1	
Public Health	1						1	
Language Studies	4						4	
Litrature	3						3	
TEFL	1						1	

Annex 9

Full time Teaching Staff by Institution, Department, Academic Level and Sex

2004/2005 (1997 E.C.) Academic Year - First Semester - All

University/Institute/College/ Faculty/Department	Diploma		Bachelor		Masters		Doctorate		Others		Total	
	BS	F	BS	F	BS	F	BS	F	BS	F	BS	F
ADDIS ABABA UNIVERSITY	90	27	158	14	579	67	343	16	9	5	1179	129
College of Social Sciences	3		3		18	2	35	1			59	3
Geography and Environmental Studies	3		1		4	1	9				17	1
History			1		4		5				10	
Philosophy					4		2				6	
Political Science and International Relations			1		6	1	6				13	1
Sociology and Social Anthropology							13	1			13	1
Faculty of Business and Economics			3		30	7	18				51	7
Accounting and Finance			2		13	3	1				16	3
Economics					9	2	9				18	2
Management					5	2	7				12	2
Public Administration and Development Management			1		3		1				5	
College of Education	1		6	1	84	6	24				115	7
Biology					5	1	3				8	1
Business Education			1		10	1					11	1
Chemistry					5		2				7	
Curriculum and Instruction					6		4				10	
Educational Planning and Management				1	5		2				8	
Educational Psychology			3	1	10	1	6				19	2
Ethiopian Languages and Literature					4						4	
Foreign Languages and Literature					11	2	2				13	2
Geography and Environmental Education			1		2		2				5	
History					3		1				4	
Mathematics					7						7	
Physical Education and Sports	1				10		2				13	
Physics					6	1					6	1
Faculty of Law			3		14		6	2			23	2
Faculty of Medicine	1		2		100	6	28	2			131	8
Anaesthesiology					2	1	1				3	1
Anatomy	1		2		1		4	1			8	1
Biochemistry					1		3				4	
Community Health					5		5				10	
Internal Medicine					20	1	1				21	1
Microbiology, Immunology, Parasitology					4		5	1			9	1
Obstetrics and Gynaecology					10	1	1				11	1
Ophthalmology					5						5	
Orthopaedics					3						3	
Paediatrics and Child Health					12	2					12	2
Pathology					7	1	1				8	1
Pharmacology					4		1				5	
Physiology					1		5				6	
Psychiatry					2		1				3	
Radiology					6						6	
Surgery					17						17	
Applied Health Sciences	15	8	15	2	12	4	1				43	14
Anaesthesia School			4								4	
Dental Health Services and Training Center	1				3						4	
Medical Laboratory Technology School			1		3	1	1				5	1
Midwifery School	4	4									4	4
School of Nursing	5	4	9	2	6	3					20	9
School of Radiography	5		1								6	

University/Institute/College/ Faculty/Department	Diploma		Bachelor		Masters		Doctoral		Others		Total	
	BS	F	BS	F	BS	F	BS	F	BS	F	BS	F
Faculty of Science	19	8	2		32	3	101	5	9	5	163	21
Biology	4	2			5	1	30	2	3	2	42	7
Chemistry	7	3			3		17	2	4	3	31	8
Earth Sciences	2	1			1		22		1		26	1
Mathematics	1				11		15	1			27	1
Physics	4	1	1		6		11		1		23	1
Statistics					6	2	3				9	2
Geophysical Observatory	1	1	1				3				5	1
Faculty of Technology	13	1	43		55	2	43	1			154	4
Architecture and Urban Planning			5		14	1	4				23	1
Construction Technology and Management	3	1	7		10		3				23	1
Materials Research and Testing					3						3	
Chemical Engineering			6		8		6				20	
Civil Engineering	4		7		7	1	12				30	1
Electrical and Computer Engineering			10		9		13	1			32	1
Mechanical Engineering	6		8		4		5				23	
Faculty of Veterinary Medicine	19	5			20	1	13				52	6
Biomedical Sciences	3	1			8		5				16	1
Clinical Studies	16	4			12	1	8				36	5
Institute of Language Studies	2		2		37	6	26	1			67	7
Ethiopian Languages and Literature					14	2	3				17	2
Foreign Languages and Literature	1				16	3	17				34	3
Linguistics	1				2		6	1			9	1
Theatrical Arts			2		5	1					7	1
Faculty of Informatics	1		6	2	17	3	10				34	5
Computer Science	1		4	2	7	1	6				18	3
Information Science			2		10	2	4				16	2
School of Pharmacy	1		14	1	7	2	12				34	3
Institute of Development Research			1		5		5				11	
Demographic Training and Research Center					3		4				7	
Center for Research Training and Information for Women Development			1		2	2	2	2			5	4
Institute of Educational Research					4		3				7	
Institute of Ethiopian Studies	1		6		6	1	5	1			18	2
Kililu Lemma Institute of Pathobiology	4	2			13	1	5	1			22	4
University Library			14	3	7	1					21	4
School of Fine Arts and Design	2		3		15	1					20	1
Harared School of Music	7	3	2	1	19	4					28	8
Ethiopian Languages Research Center			2		12	4					14	4
School of Social Work							1				1	
School of Journalism	1										1	
College of Commerce			30	4	67	11	1				98	15
BA MINCH UNIVERSITY	28	3	69	8	72	5	23				192	16
Water Technology Institute	4		12		25		7				48	
Hydraulics Engineering	3		4		9		1				17	
Irrigation Engineering			6		12		2				20	
Water and Environmental Engineering	1		2		2		1				6	
Meteorological Science					2		3				5	
Engineering Faculty	18	1	23	6	19	3	2				62	10
Civil Engineering	4		9		3		2				18	
Mechanical Engineering	6		2		10	1					18	1
Electrical Engineering	4		11	5	4	1					19	6
Architecture												
Computer and Information Technology	4	1	1	1	2	1					7	3

University/Institute/College/ Faculty/Department	Diploma		Bachelor		Masters		Doctorate		Others		Total	
	BS	F	BS	F	BS	F	BS	F	BS	F	BS	F
Business and Economics Faculty			23	2	12	1	5				40	3
Accounting			5				1				6	
Economics			4	1	6		2				12	1
Management			5		1		1				7	
Applied English			6	1	2	1	1				9	2
Social Studies			3		3						6	
Applied Science Faculty	6	2	11		16	1	5				38	3
Applied Biology	2	1	1		5		1				9	1
Applied Chemistry	2	1	2		5	1	1				10	2
Applied Mathematics			6		4		3				13	
Applied Physics	2		2		2						6	
School of Graduate Studies							4				4	
DIR DAR UNIVERSITY	55	9	208	31	153	4	28				444	44
Faculty of Education	16	1	72	19	98	3	17				203	23
Amharic			7	4	9	1					16	5
Biology	5		4	3	10		5				24	3
Chemistry	4		6		7		2				19	
English			15	5	14	1					29	6
Geography			6	3	7		3				16	3
History			6		3		1				10	
Mathematics			9		19		2				30	
Pedagogical Science			10	3	19	1	2				31	4
Physical Education	1		6	1	2						9	1
Physics	6	1	3		8		2				19	1
Faculty of Business and Economics			23	2	9		3				35	2
Accounting			8	2	2		1				11	2
Business and Economics			10		3		2				15	
Economics											9	
Management			5		4							
Faculty of Engineering	39	8	97	9	44		8				188	17
Civil Engineering	8	1	18	1	6						32	2
Chemical Engineering	3	1	15	1	5		2				25	2
Computer Science	1	1	3		3		1				8	1
Electrical Engineering	9	2	10	2	12		1				32	4
Industrial Engineering	1		17	5	4						22	5
Mechanical Engineering	8	2	21		5		2				36	2
Textile Engineering	9	1	13		9		2				33	1
Faculty of Law			16	1	2	1					18	2
Law			11	1	2	1					13	2
Civics			5								5	
WASSA UNIVERSITY	49	5	127	15	229	25	91	11	3	2	499	58
Awassa College of Agriculture	13	1	18	2	35	5	28	3	2	1	96	12
AREM					11						11	
ARSc	3		4	1	8	2	8				23	3
FSPHT			2		1		3				6	
HoMa	4				2						6	
Horticulture			4		1		3	1	2	1	10	2
PISc	1		7		4		9				21	
RDFS	4	1	1	1	4	3	2	2			11	7
Veterinary Medicine	1				4		3				8	

University/Institute/College/ Faculty/Department	Diploma		Bachelor		Masters		Doctorate		Others		Total	
	BS	F	BS	F	BS	F	BS	F	BS	F	BS	F
Hawassa College of Health Science	7	1	27	5	46	6	13	1			93	13
Health Officer			4	2	3						7	2
Nursing			6	2	4	2					10	4
Environmental Health			5		1						6	
Medical Faculty	7	1	12	1	38	4	13	1			70	7
Faculty of Technology	9		12		18		1				40	
AgEM	9		3		5		1				18	
Electrical Engineering			4		5						9	
Civil Engineering			3		5						8	
Soil and Water Management			2		3						5	
Faculty of Natural Science	16	2	13		34	3	24	5			87	10
Department of Applied Biology	5		1		9	1	5	2			20	3
Department of Applied Chemistry	5	2	1		6		7	2			19	4
Department of Applied Physics	2				6		2				10	
Department of Applied Mathematics			2		3		3	1			8	1
Department of Computer Science and IT	3		6		9	1	4				22	1
Department of Statistics			2		1	1	3				6	1
Health and Physical Education Section	1		1								2	
Faculty of Social Science			27	2	36	5	8	1	1	1	72	9
Accounting			5	1	4	1					9	2
Economics			1		5		5	1			11	1
Business Management			4		7						11	
Cooperatives			1	1	3	1	2				6	2
Law			11		6	1					17	1
Foreign Language and Literature			5		11	2	1		1	1	18	3
Dilla College*			12	2	50	4	8	1			70	7
Mathematics					7						7	
physics			2		5		2	1			9	1
Biology			2		6	2					8	2
Chemistry			1		5		2				8	
Amharic					5	1					5	1
English			5	1	5	1	1				11	2
Geography			1	1	7						8	1
History					4		1				5	
Pedagogical Sciences			1		6		2				9	
Wondogenet College	4	1	18	4	10	2	9				41	7
Farm Forestry	2		5	1	3	1	4				14	2
Production Forestry	2	1	6	2	2		3				13	3
NRM			7	1	5	1	2				14	2
DEFENCE UNIVERSITY COLLEGE*	63	14	67	7	97	1	8				235	22
Engineering College	50	8	36		80	1	8				174	9
Health Science College	13	6	31	7	17						61	13
ETHIOPIAN CIVIL SERVICE COLLEGE	11	7	52	4	85	3	9	1	1		158	15
Accounting			9	1	5	1					14	2
Economics			3		14		3				20	
Development Administration			5		7		2				14	
English Language					9		1	1			10	1
Law			4		18	1					22	1
Urban Planning			1		5		3				9	
Urban Management					6	1					6	1

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University/Institute/College/ Faculty/Department	Diploma		Bachelor		Masters		Doctorate		Others		Total	
	BS	F	BS	F	BS	F	BS	F	BS	F	BS	F
Urban Engineering	1	1	11	1	3				1		16	2
Computer Center			3	1							3	1
Distance Education			9		13						22	
Curriculum and Educational Technology					2						2	
Guidance and counseling and Physical Education			2	1	1						3	1
Center of Professional and management Development	1		1		1						3	
Plan and Program			1								1	
Logistic and Faculty Unit					1						1	
Library	9	6	3								12	6
ADAMA UNIVERSITY	49	4	82	5	82	3	11	8	2	232	14	
Automotive	7		7		6						20	
Construction	3		9	1	7		4	6			29	1
Drafting	8		9		2		1				20	
Electrical Electronics	8	3	3		13		1				25	3
Manufacturing	7		4		7		1				19	
Applied And Natural Science	1		12		7						20	
Computer Science	6	1	4		6		1				17	1
Surveying	7		3		6	1					16	1
Vocational	1		8	1	12						21	1
Language	1		5	1	8	2					14	3
Business Management			13	1	5		2				20	1
Accounting			5	1	3		1				9	1
Higher Diploma								2	2		2	2
ETHIOPIAN MASS MEDIA TRAINING INSTITUTE	12	7	4	1	6		1	2	1	25	9	
MMMA UNIVERSITY	42	2	170	11	207	14	25			444	27	
Medical Science	13	2	41	4	57	2	4				115	8
Pharmacy	5	2	6		4		3				18	2
Medical Laboratory	4		8		6						18	
Medical School	4		27	4	47	2	1				79	6
Public health	3		25	3	33	10	4				65	13
Health Officer			3	1							3	1
Nursing			10	2	8	5					18	7
Environmental Health	3		5		6		1				15	
Community Health Programme			4		17	4	2				23	4
Health Education and Behavioral Science			3		2	1	1				6	1
Education Faculty	6		37		61		5			109		
Chemistry	2		1		5		3				11	
Biology	1				4		1				6	
English	1		5		11						17	
Physics	2		1		8						11	
Mathematics			1		10		1				12	
Amharic			1		3						4	
Geography			2		4						6	
Psychology			5		7						12	
Oromifa			5								5	
Pedagogy			2		5						7	
History and Civics			7		4						11	
Health and Physical Education			7								7	

University/Institute/College/ Faculty/Department	Diploma		Bachelor		Masters		Doctorate		Others		Total	
	BS	F	BS	F	BS	F	BS	F	BS	F	BS	F
Business and Economics	2		28	2	19		3				52	2
Accounting			5	1	5						10	1
Management			8		5		1				14	
Business Education	2		10		2						14	
Economics			5	1	7		2				14	1
Technology	10		24		17	1	4				55	1
Civil-Engineering	2		6		4		1				13	
Mechanical-Engineering	5		7		6	1	2				20	1
Electrical-Engineering	3		6		5		1				15	
Computer Science			5		2						7	
Law			5		3	1	1				9	1
Jimma College of Agriculture	8		10	2	17		4				39	2
Animal Science And Veterinary Medicine	3		4	1	5		2				14	1
Plant Science and Horticulture	3		5	1	8		2				18	1
Agricultural Engineering	1		1		2						4	
Agricultural Economics and Extension	1				2						3	
GONDAR UNIVERSITY*	13	4	56	7	73	5	25	4	1		168	20
Medicine and Health Science College	12	4	36	6	40	2	15	2	1		104	14
Faculty of Business and Economics	1		12	1	4	2	6				23	3
Faculty of Social Science			6		11		2	1			19	1
Faculty of Applied Sciences			2		18	1	2	1			22	2
HARAMAYA UNIVERSITY*	51	5	59	7	90	12	84	4	1		285	28
Faculty of Agriculture	24		15		19	2	64	1	1		123	3
Faculty of Education	9	2	12	1	43	7	11	2			75	12
Faculty of Health	16	3	23	6	13		3				55	9
Faculty of Business and Economics			5		8		5	1			18	1
Faculty of Law			2		5	3					7	3
AU-Library	2		2								4	
Faculty of Veterinary Medicine					2		1				3	
Mekelle University	54	9	177	15	113	4	51	1			395	29
Faculty of Dry Land Agriculture	11	2	30	2	13	1	19				73	5
Faculty of Science and Technology	15	2	35	1	31	1	13				94	4
Faculty of Education	7	2	50	3	38		4				99	5
Faculty of Business and Economics	9	1	28	7	23	1	9				69	9
Faculty of Law			10	1	6	1					16	2
College of Health Science	7	2	19	1	1		2				29	3
Faculty of Veterinary Science	5		5		1		4	1			15	1
Grand Total	517	96	1229	125	1786	143	699	37	25	10	4256	411

Full time Ethiopian Teaching Staff by Institution, Department, Rank and Sex - First Semester - Government

Full time Ethiopian Teaching Staff by Institution, Department, Academic Level and Sex

2004/2005 (1997 E.C.) Academic Year - First Semester - Non- Government

University/Institute/College/ Faculty/Department	Diploma		Bachelor		Masters		Doctorate		Others		Total	
	BS	F	BS	F	BS	F	BS	F	BS	F	BS	F
UNITY UNIVERSITY COLLEGE			76	3	60	7	11				147	15
Faculty of Business and Economics			35	3	26	2	5				66	5
Accounting			19	2	7	1	1				27	3
Management			12	1	11	1	2				25	2
Economics			1		7		2				10	
Secretarial Science and Office Management			2		1						3	
Hotel Management			1								1	
Faculty of IT and Computer Science			23	4	10	1	1				34	5
Management Information System (MIS)			17	2	7	1	1				25	3
Mathematics			6	2	3						9	2
School of Architecture and Urban Planning			2		1						3	
FHSS			11		14	2	3				28	2
Philosophy			2		3						5	
Psychology							1				1	
English			9		11	2	1				21	2
History							1				1	
School of Journalism and Communication					3	1					3	1
School of Law and International Diplomacy			5	1	6	1	2				13	2
St. MARY'S COLLEGE	25	6	70	18	45	9	1				141	33
Accounting	4		10	2	5	1					19	3
Computer Science	16	2	11	3	5	1					32	6
Law			8	3	3						11	3
Marketing			7	1	9	1	1				17	2
Secretarial Science and Office Management	3	3	13	5	2						18	8
Education			1		4						5	
Language	1		9	1	9	6					19	7
Mathematics	1	1	6	1	5						12	2
Social Science			5	2	3						8	2
ADMAS COLLEGE			33	5	20	4	5	1	5	1	63	11
Accounting			8		2		1	1			11	1
Management			2	1	10	2	2				14	3
Computer Science			8		3	1	1		5	1	17	2
Secretarial Science			6	1							6	1
Allied Course			9	3	5	1	1				15	4
KUNUZ COLLEGE	3	2	8	2							11	4
KISAMA AFRICA UNIVERSITY COLLEGE			7		5						12	
Civil Engineering			4		2						6	
Electrical and computer Engineering			1		2						3	
Architecture and Urban Planning			1		1						2	
Pre-Engineering			1								1	
ZEGA BUSINESS COLLEGE			11	4	3		1				15	4
Accounting and Finance			2	2	1						3	2
Business Management			3	2	2		1				6	2
Applied Computer Science			3								3	
English			2								2	
Economics			1								1	
NEW MILLENNIUM COLLEGE	5	4	18	1	8	1					31	6
Accounting			3	1	2						5	1
Economics			2		2						4	
Management			3		2	1					5	1
Computer Science (IT)	3	2	3								6	2
Secretarial Science and Office Management	2	2	1								3	2
English			2		1						3	
Mathematics			2		1						3	
Civics and Others			2								2	

University/Institute/College/ Faculty/Department	Diploma		Bachelor		Masters		Doctorate		Others		Total	
	BS	F	BS	F	BS	F	BS	F	BS	F	BS	F
MEKELLE INSTITUTE OF TECHNOLOGY	6	1	4		6	1	1				17	2
Department of Electrical and Electronics Engineering	2		1		2						5	
Department of Electronics and Communication	1		1		1						3	
Department of Computer Science and Engineering	2	1	1		1						4	1
Department of Information Technology	1		1		1	1					3	1
Support Service Department					1		1				2	
NEW ABYSSINIA COLLEGE			15	1	11		4				30	1
Accounting			2		2						4	
Business Administration			2		2						4	
Marketing			1		1						2	
Economics			1		2						3	
Information Science			1		1						2	
Computer Science			2		1		1				4	
Allied Fields			2		1		3				6	
Law			1	1	1						2	1
Secretarial Science and Office Management			2								2	
Purchasing and Supplies Management			1								1	
QUEENS' COLLEGE	2		32	3	3						37	3
Accounting			6								6	
Information Technology			6		1						7	
Law			5	1							5	1
Salesmanship (Marketing)			4	2	2						6	2
Secretarial Science and Office Management	2		5								7	
Mathematics			2								2	
English			2								2	
History			1								1	
Philosophy			1								1	
ROYAL COLLEGE	13	1	35	6	17	1					65	8
Adama Campus	6		14		5						25	
Accounting	1		2								3	
Management	1		3		2						6	
Information Technology	1		2								3	
Law	1		2								3	
Secretarial Science and Office Management	1		2								3	
Common Courses	1		3		3						7	
Lanch Campus	7	1	21	6	12	1					40	8
Accounting	1		5	2	3						9	2
Management	1		2		4						7	
Information Technology	2		3								5	
Law	1		5	3	2						8	3
Secretarial Science and Office Management	2	1	5	1							7	2
Common Courses			1		3	1					4	1
Total	54	14	309	48	178	23	23	1	5	1	569	87

**Full time Expatriate Teaching Staff by Institution, Department, Academic Level and Sex
2004/2005 (1997 E.C.) Academic Year - First Semester - Non-Government**

University/Institute/College/ Faculty/Department	Diploma		Bachelor		Masters		Doctorate		Others		Total	
	BS	F	BS	F	BS	F	BS	F	BS	F	BS	F
UNITY UNIVERSITY COLLEGE					12						12	
Faculty of Business and Economics					7						7	
Accounting					7						7	
Faculty of IT and Computer Science					4						4	
Management Information System (MIS)					4						4	
School of Architecture and Urban Planning					1						1	
ZEGA BUSINESS COLLEGE					1						1	
Business Management					1						1	
MEKELLE INSTITUTE OF TECHNOLOGY			3	2	4		2				9	2
Department of Electrical and Electronics Engineering					1						1	
Department of Electronics and Communication					1		1				2	
Department of Computer Science and Engineering							1				1	
Department of Information Technology					1						1	
Support Service Department			3	2	1						4	2
Total			3	2	17		2				22	2

Summary of Students Enrollment

Annex 10

2004/2005 (1997 E.C.) Academic Year - First Semester

Government

INSTITUTION	Regular										Evening						Kiremt					
	Diploma		Undergraduate		Postgraduate		Post G.		TOTAL		Diploma		Undergraduate		TOTAL		Diploma		Undergraduate		TOTAL	
			Degree		Second Degree		Ph.D						Degree						Degree			
	BS	F	BS	F	BS	F	BS	F	BS	F	BS	F	BS	F	BS	F	BS	F	BS	F	BS	F
Addis Abeba University	311	91	16790	3923	3067	284	47	3	20215	4301	4197	1095	13280	4346	17477	5441	141	3	3219	594	3360	597
Arba Minch University	209	13	4240	919	28				4477	932	170	46	250	50	420	96						
Bahir Dar University	467	45	9583	2261					10050	2306	4760	1256	2549	574	7309	1830	515	104	2555	424	3070	528
Debab University	85	6	8389	1765	55	8			8529	1779	571	199	3671	824	4242	1023	29	7	1871	241	1900	248
Defence University College	1201	215	685	17					1886	232												
Ethiopian Civil Service College	118	12	1105	138					1223	150	299	34	572	77	871	111						
Nazareth College of Technical Teacher Education			3879	1093					3879	1093	586	91	1088	203	1674	294			711	40	711	40
Ethiopian Mass Media Training Institute			91	31					91	31	91	22	179	75	270	97						
Jimma University	155	13	9319	2041					9474	2054	2018	519	1883	437	3901	956			1969	324	1969	324
Kotebe College of Teacher Education			343	63					343	63			260	20	260	20			274	12	274	12
Mekelle University	371	65	9511	1712	41	3			9923	1780	266	9	2452	686	2718	695			1432	152	1432	152
Gonder University	191	55	4920	1313	47	1			5158	1369	1137	535	970	186	2107	721						
Alemaya University	124	9	9377	2303	319	31			9820	2343	1384	306	1687	294	3071	600	369	22	1280	69	1649	91
Total	3232	524	78232	17579	3557	327	47	3	85068	18433	15479	4112	28841	7772	44320	11884	1054	136	13311	1856	14365	1992

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Summary of Students Enrollment

Annex 10 2004/2005 (1997 E.C.) Academic Year - First Semester

Non-Government

INSTITUTION	Regular						Evening						Distance						
	Diploma		Undergraduate Degree		TOTAL		Diploma		Undergraduate Degree		TOTAL		Diploma		Undergraduate Degree		TOTAL		
	BS	F	BS	F	BS	F	BS	F	BS	F	BS	F	BS	F	BS	F	BS	F	
Adinas College Addis Ababa			271	101	271	101	906	504	1069	554	1975	1058							
Kisama Africa University College	7		148	17	155	17	16	1	116	20	132	21							
Kunuz College	155	70			155	70	173	63			173	63							
Mekelle Institute of Technology			160	6	160	6													
New Abyssinia College			118	49	118	49			119	29	119	29							
New Millennium College			46	12	46	12			104	41	104	41							
Queens College									89	38	89	38							
Royal College	765	485	173	78	938	563	1725	980	458	163	2183	1143							
Rift Vally University College	9	1	157	44	166	45	560	225	225	53	785	278							
St.Marys College	1476	731	447	230	1923	961	1238	564	1218	647	2456	1211	20568	4035	1197	155	21765	4190	
Unity University College	45	19	2398	937	2443	956	582	317	4501	2104	5083	2421	1299	296	3912	300	5211	596	
Zegha Business College	85	21	127	33	212	54	28	14	722	328	750	342							
Non-Government Total	2542	1327	4045	1507	6587	2834	5228	2668	8621	3977	13849	6645	21867	4331	5109	455	26976	4786	

Annex 12

Summary of Teaching Staff in Regular Programmes

2004/2005 (1997 E.C.) Academic Year

INSTITUTION	Ethiopian		Expatriate		Total		% Female	% Expatriate
	BS	F	BS	F	BS	F		
Addis Abeba University	1069	119	110	10	1179	129	11	9
Arba Minch University	157	15	35	1	192	16	8	18
Bahir Dar University	408	42	36	2	444	44	10	8
Debub University	420	41	79	17	499	58	12	16
Defence University College	203	22	32		235	22	9	14
Ethiopian Civil Service College	152	13	6	2	158	15	9	4
Nazareth College of Technical Teacher Education	193	11	39	3	232	14	6	17
Ethiopian Mass Media Training Institute	25	9			25	9	36	
Jimma University	376	15	68	12	444	27	6	15
Mekelle University	353	27	42	2	395	29	7	11
Gonder University*	142	11	26	9	168	20	12	15
Alemaya University *	225	15	60	13	285	28	10	21
Total	3723	340	533	71	4256	411	10	13

* 1996 E.C. Data

INSTITUTION	Ethiopian		Expatriate		Total		% Female	% Expatriate
	BS	F	BS	F	BS	F		
Admas College	63	11			63	11	17	
Kisama Africa University College	12				12			
Kunuz College	11	4			11	4	36	
Mekelle Institute of Technology	17	2	9	2	26	4	15	35
New Abyssinia College	30	1			30	1	3	
New Millennium College	31	6			31	6	19	
Queens College	37	3			37	3	8	
Royal College	65	8			65	8	12	
St. Marys College	141	33			141	33	23	
Unity University College	147	15	12		159	15	9	8
Zega Business College	15	4	1		16	4	25	6
Total	569	87	22	2	591	89	15	4

Annex 13 Summary of Student Enrollment 2003/04 (1996 E.C.) Academic Year - First Semester

INSTITUTION	Regular								Evening				Kiremt									
	Diploma		Undergraduate Degree		Postgraduate Second Degree		Post G. Ph.D		TOTAL		Diploma		Undergraduate Degree		TOTAL							
	BS	F	BS	F	BS	F	BS	F	BS	F	BS	F	BS	F	BS	F						
Government																						
ADDIS ABABA UNIVERSITY	2,099	460	13,265	2,541	2,268	158	20		17,652	3,159	6,322	1,670	10,481	2,874	16,803	4,544	241	11	2,932	408	3,173	419
DEBUB UNIVERSITY	496	102	6,350	1,308					6,846	1,410	867	312	2,300	372	3,167	684			2,032	311	2,032	311
ALEMAYA UNIVERSITY	321	62	6,349	1,525	213	12	8		6,891	1,599	1,394	316	822	106	2,216	422	637	39	1,516	68	2,153	107
BAHIRDAR UNIVERSITY	871	130	6,519	1,314					7,390	1,444	5,365	1,209	1,071	145	6,436	1,354	135	8	2,371	310	2,506	318
JIMMA UNIVERSITY	1,269	174	7,263	1,470					8,532	1,644	3,607	879	904	160	4,511	1,039			1,328	139	1,328	139
MEKELE UNIVERSITY	567	78	6,192	1,270	15	2			6,774	1,350	1,900	507	1,492	305	3,392	812			886	67	886	67
GONDER UNIVERSITY	871	201	2,875	778	11				3,757	979	1,514	615	368	31	1,882	646						
ARBA MINCH UNIVERSITY	295	24	2,614	398	25				2,934	422	1,020	185	270	34	1,290	219						
NAZARETH COLLEGE OF TECHNICAL TEACHER EDUCATION	11	2	2,429	662					2,440	664	932	192	204	9	1,136	201			310	4	310	4
KOTEBE COLLEGE OF TEACHER EDU.	650	171	222	25					872	196	956	253	46	3	1,002	256			559	22	559	22
ABIY ADDI COLLEGE OF TEACHER EDUCATION											526	72			526	72	554	176			554	176
AWASSA COLLEGE OF TEACHER EDUCATION	903	179							903	179	736	156			736	156					1,240	352
GONDAR COLLEGE OF TEACHER EDUCATION	383	154							383	154	1,185	337			1,185	337	1,240	352			1,240	352
JIMMA COLLEGE OF TEACHER EDUCATION	727	171							727	171	1,170	220			1,170	220	606	89			606	89
ETHIOPIAN CIVIL SERVICE COLLEGE	304	29	1,282	109					1,586	138	561	65	639	81	1,200	146	974	70			974	70
DEFENCE ENGINEERING COLLEGE	991	91	712	15					1,703	106												
ETHIOPIAN MASS MEDIA TRAINING INSTITUTE	94	14							94	14	117	35			117	35						
MAICHEW TECHNICAL COLLEGE	273	30							273	30	139	31			139	31						
Government Total	11,125	2,072	56,072	11,415	2,532	172	28		69,757	13,659	28,311	7,054	18,597	4,120	46,908	11,174	4,387	745	11,934	1,329	16,321	2,074
Non-Government Total*	8,134	4,078	2,396	810					10,530	4,888	7,314	3,695	4,979	2,145	12,293	5,840	1,1876	5,073	4,426	599	16,302	5,672
Government and Non-Government	19,259	6,150	58,468	12,225	2,532	172	28		80,287	18,547	35,625	10,749	23,576	6,265	59,201	17,014	16,263	5,818	16,360	1,928	32,623	7,746


* Kiremt = Distance

Annex 14 SUMMARY OF TEACHING STAFF IN REGULAR PROGRAMMES -2003/04 (1996 E.C.)

Institution	ETHIOPIAN		EXPATRATE		TOTAL		% Fem.	% Expatriate
	BS	F	BS	F	BS	F		
Government								
ADDIS ABABA UNIVERSITY	1,199	130	125	11	1,324	141	10.6	9.4
DEBUB UNIVERSITY	343	28	89	24	432	52	12.0	20.6
ALEMAYA UNIVERSITY	225	15	60	13	285	28	9.8	21.1
BAHIRDAR UNIVERSITY	244	5	36	6	280	11	3.9	12.9
JIMMA UNIVERSITY	442	23	62	5	504	28	5.6	12.3
MEKELE UNIVERSITY	224	18	51	8	275	26	9.5	18.5
GONDER UNIVERSITY	142	11	26	9	168	20	11.9	15.5
ARBA MINCH UNIVERSITY	92	2	47	1	139	3	2.2	33.8
ETHIOPIAN CIVIL SERVICE COLLEGE	133	7	9	2	142	9	6.3	6.3
NAZARETH TECHNICAL COLLEGE	140	5	20		160	5	3.1	12.5
DEFENCE ENGINEERING COLLEGE	203	22	32		235	22	9.4	13.6
ETHIOPIAN MASS MEDIA TRAINING INSTITUTE	24	9			24	9	37.5	
MAICHEW TECHNICAL COLLEGE	36		4		40			10.0
Government Total	3,447	275	561	79	4,008	354	8.8	14.0
Non-Government Total	771	94	24	7	795	101	12.7	3.0
Government + Non-government	4,218	369	585	86	4,803	455	9.5	12.2

Declaration

I hereby declare that the project entitled "The Role of Higher Educational Institutions in Organization Leadership Development" is my original work and has not been presented (submitted) to any body for any degree or diploma in any university and all the materials used for the project work have been dully acknowledged.

Name **Tigist Bezu**
Signature 
Date **July 19, 2007**

This is to certify that Tigist Bezu has completed her project work entitled "The Role of Higher Educational Institutions in Organization Leadership Development" under my supervision. In my opinion this study is suitable for submission in partial fulfillment of the requirements for the award of Degree of Masters in Business Administration

Name **Professor C. D. Dash (Ph. D.)**
Signature _____
Date _____