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PRACTICES AND CHALLENGES OF MANAGEMENT DEVELOPMENT
AND TRAINING IN ADDIS ABABAUNIVERSITY

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**PRACTICES AND CHALLENGES OF MANAGEMENT DEVELOPMENT AND TRAINING
IN ADDIS ABABA UNIVERSITY**

**A thesis submitted to the department of Educational Leadership and Management in
Partial Fulfillment of the Requirements for the Degree of Masters of Arts in Educational
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This is to certify that the thesis prepared by TenageneworkMekonnen, entitled: Practices and Challenges of Management Development and Training in Addis Ababa University in partial fulfillment of the requirements for the degree of Master of Arts (Educational Leader and Management) complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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THIS STUDY IS DEDICATED TO MY LET HUSBAND ATO TSEGAYE WONDIMU

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Acronyms and Abbreviations

HRM Human Resource Management

MD Management Development

AAU Addis Ababa University

SPSS Statistical Package for Social Sciences

OD Organizational Development

Abstract

The main purpose of this study is to assess practices and challenges of Management Development and Training in Addis Ababa University and to forward possible recommendations. The study reviewed the related literature on management theories, overviews and concepts, benefits and need assessments of management development. The study was conducted on three groups of respondents' team leaders, managing directors and HRM executive director. In order to meet the objective of the study descriptive survey research method, inferential statistics and thematic analysis were employed. A total of 105 team leaders drawn from six colleges selected on simple random bases were used as actual source of information. Six managing directors and one executive HRM director were approached for interview that was used to fill the gap in the questionnaire. The responses of this study were analyzed by using percentage, (quantitative) and qualitatively. The result of this study indicated that: first, Addis Ababa University has training plan on its strategic plan, but it doesn't give attention to the administrative staffs' development. And also It doesn't have a periodic management need assessment and mostly selection of trainees is more dependent on the views of their immediate bosses. Evaluating training programs is poor and the major challenges on MD practices in Addis Ababa University, as the majority of respondents agree, inadequate knowledge about management development problem, Inaccurate training need analysis and Lack of technical and managerial capability in conducting training program consecutively. This study concluded that the whole process of MD practices starting from the strategic plan, Needs assessments, Methods used for training and evaluation are not carried out thoroughly and in sustainable manner. Organizing and providing training and development programs for the administrative staffs is not the concern of the top management. The recommendations made for addressing issues in the study are, management training must be planned, and it needs a written guiding principle and must be a top management priority.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

All organizations need effective and competent managers. Regardless of the type of the organization, managerial functions are the process of achieving organizational goals through the five major functions of planning, organizing, leading, staffing and controlling. So management should focus towards coordinating activities in order to get a job done.

Management is not just a job done by people called 'managers' it is an aspect of the job done by all those who have to cope with the problems and opportunities of organization." (Wilson, 2005:382)

Management development is the most important of all Human Resource Development to an organization. It is a process through which potential managers develop their managerial skills on handling situations, people and problem. Emphasizing the importance of training and development Plunkett (2008:340) explained "Since technology keeps changing, both workers and managers need to continually be trained to become and remain technically competent".

Management development is the expansion of a person's or group capacity in management and leadership roles and processes. Management development focuses on developing knowledge, skills and abilities of human capital in order to build networked relationships among individuals in an organization to achieve the organization's goal with coordinated human power. So management and leadership development plays a pivotal role for effective leadership.

Development is the growth or realization of a person's ability through conscious or unconscious learning, Development programs usually include elements of planned study and experience, and are frequently supported by a coaching or counseling facility.

(Manpower services Commission, 1981:15) ;(Wilson, 2005:382)

Training and development is an educational process, which involve improving of skills, concepts, changing of attitudes and gaining more knowledge to enhance the performance of the employee.

According to Robert (2009:35) the focus of training is typically to provide structured learning event in which people can access information and strategies to develop new knowledge, skills, and designed to aid learning and to facilitate the development and expansion of new existing behavior.

Management development and training helps the organization to develop its managers, supervisors, and future leaders to lead their organization with great potential. Also it helps the managers become effective in managing, leading and coaching.

Management development program will provide practical skill and knowledge and insure that managers to fulfill their organization's goals.

The major benefits management development trainings are, among othersimproving skill, improving morale, helps to implement an effective leadership style and helps to make a better decision

Management Training and Development programs in an organization should be the highest concern and priority. Therefore every organization needs to have well-trained and experienced managers who perform their tasks effectively.

Now a day's government offices are offering different training programs to their employees. Such trainings and development programs are important to successfully achieving the organizational goal. To be efficient the programs have to be planned carefully and fit the strategic plan of the organization.

The human resource department is responsible for ensuring that all training and development activities in the organization are identified, planned for implemented and evaluated in cost effective way, with the organizations needs in mind and in line with the organizations objectives and strategy Association of business Executives (1973:56).

In general this study attempt to assess the current practices that have been undertaken by Addis Ababa University to its Administrative Staff(Support staff) in training and development at the managerial level. According to the office of Academic staff affairs (2016) Addis Ababa University has a total of 8000 staff (2,833 academic and 5,385 Support staff).

1.2 Statement of the problem

The concept of Management Development is very wide. It deals with long term, future-oriented programs and the progress an individual makes learning how to manage. Management development and training requires careful planning and evaluation. Griffin (2011: 892) stated that, training and development programs should always be evaluated. Typical evaluation approaches include measuring one or more relevant criteria before and after the training, and determining whether the criteria changed.

According to Ayalew (2014:39) managers must develop conceptual and diagnostic skills in order to monitor new technological development, both within and outside their organization, in order for the organization to maintain competitive position.

To effectively apply their managerial responsibility the organization must facilitate an opportunities for managers to improve their knowledge and skills through management development program. Management development can be a source of advantage and strategic tool for developing organizational effectiveness.

Training and development interventions are among the oldest strategies for organizational change. They provide new or existing organization members with the skills and knowledge

they need to perform work. The focus of training interventions has broadened from classroom methods aimed at hourly workers to varied methods, including simulations, action learning, computer-based or online training, and case studies, intended for all levels and types of organization members.(Cummings, 2009:391).

Developing management and leadership knowledge, skill and attitude is essential for the development and success of organizations. Managers and leaders are expected to develop themselves to fit with the dynamic environment.

The term manager development refers to long-term future oriented programs and the process a person makes in learning how to manage. Managerial training, on the other hand, pertains to the programs that facilitate the learning process and is mostly a short-term activity to help managers do their jobs better'' (Weinrich, 2005:327).

In general, this paper tries to address the managerial gap of AAU in relation to its management development programs. As a starting point the researcher tried to answer the following questions.

1. How management development and training programs is carried out in AAU?
2. What is the current status of Management development and Training in AAU?
3. How AAU identified training and development needs of its administrative staffs?
4. What kinds of MD and training programs are offered to administrative staffs?
5. What kinds of MD and training methods used by AAU?
6. To what extent is monitoring and evaluation applied?

1.3 Objective of the Study

The general objective of the study is to investigate the existing management development practice and to examine the major challenges that Addis Ababa University faces in the implementation of Management Development programs for its Administrative staff managers.

The Specific Objectives of the Study are

- To identify the problems of management development and training program in AAU.
- To review the practical Management Development program that is carried out through training and development programs in AAU.
- To examine the major challenges that AAU face in the implementation of Management development and training programs.
- To assess the practice of training needs assessment conducted at Addis Ababa University especially under the six selected colleges.

1.4 Significance of the Study

The focuses of this study is to assess the practice of Management Development and training program and its effectiveness on managers' performance in Addis Ababa university Administrative staffs. Therefore the significance of this study is delivered to contribute that

- The study would make available suggestion for MD practices and challenges of AAU administrative staff management to evaluate its managers and improve the services they gave to the university community.
- Identify the strength and weakness of Management Development program undertaken through training in AAU.

- It may create awareness to the university management to identify effective management training strategies to fill their gaps and bring solution to their problem.
- It will also serve for further study with wider scope about management development or related topics to other educational institutions.

1.5 Delimitation/Scope of the Study

Management development and training practices follow different methods. Including all methods would be beyond the researcher's resources capacity. Therefore, the scope of the study is delimited to five Major methods of Management development practices consisting of Training needs assessment, Objectives of training and development programs, Designing training and development programs, Implementation training and development programs, Identifying Methods of training and development programs, Evaluating training and development programs.

From a total of ten colleges and two institutions in Addis Ababa University, six colleges were selected as sample areas. The study considered only practices and challenges of management development and training in Addis Ababa University. Therefore, this study was delimited to assess the major challenges that AAU faces on its management development and training programs.

1.6 Limitation of the Study

The major barrier that the researcher faced during the process of data collection was refusal by Managing Directors to give interview for not credible reasons such as lack of time, fear of responsibility of the interview contents if its results presented to the university community. this created certain gap to accomplish the result successfully.

Some team leaders in the six colleges refused to fill questionnaires claiming time constraints. Some respondents had taken long time to fill and return the questionnaires. Therefore, the researcher had to wait several days to collect the questionnaires. Hence, the time passed beyond the researcher's initial plan made her to perform the fourth and the fifth chapter of this study

under intense time constraint. This may have affected the depth of analysis and inclusion of some relevant findings about colleges Management Development and Training programs.

1.7 Organization of the Study

Structurally, this study is organized in five chapters. The first chapter is the introductory part contains background of the study, the statement of the problem, the objective of the study, the significance of the study, Limitation of the study and organization of the paper.

The second Chapter highlights the theoretical background on management development and its significance.

The third chapter deals with research design and methodology of the research.

The fourth chapter will include the presentation and analysis and interpretation of the collected data in order to understand the research findings.

The fifth chapter dedicated to the major findings of the research, conclusions made and recommendation to the organization. Finally, lists of reference materials used in the study and the appendixes part contain the questionnaire and interview guide were attached to the research document.

CHAPTER TWO: REVIEWS OF RELATED LITERATURES

In this chapter, related literatures that are closely related to the problem under the study were reviewed. Accordingly, the chapter treats major management theories, overview of management development, the concept of management development, the purpose of management development and other related concepts.

2.1 Management Theories

As explained by Griffin (1990:6) Management is a set of activities, including planning and decision making, organizing, leading and controlling, directed at an organization's human financial, physical and information resources with the aim of achieving organizational goals in an efficient and effective manner. Management is the administration of an organization. Management includes the activities of setting the strategy of an organization and coordinating the efforts of its employee to accomplish the organizations goal through the available resources, such as financial, material, and human resources.

Management is the process of accomplishment an organizational objectives by working with and through people and organizational resources. According to Kotter(1996:25) management is a set of processes that can keep a complicated system of people and technology running smoothly. The most important aspects of management include planning, budgeting, organizing, staffing, controlling, and problem solving.

Therefore, it is important for managers to understand the different theories management and know how to implement them. The six most popular management theories discussed as follows.

❖ Scientific Management Theory

Frederick Taylor's scientific management is an approach within classical management theory that emphasizes the scientific study of work method in order to improve worker efficiency based

on a systematic study of people, tasks and work behavior. The principles of scientific management are, efficient management is a science. The laws, rules and principles it is based are applicable to all kinds of human activities from simple individual acts to the complex of Great Corporation. The interest target of Taylor was to utilize human and material resources efficiently and effectively.

Taylor's theory brought numerous improvements to organizational management during a period when an autocratic management style was the norm. Some developments that resulted from the Taylor theory of management are these: Significantly improved productivity, increased employee incentive, widespread improvements in quality control, better personnel practices; and greater cooperation between management and workers with a consistent application of Taylor's theory of management.

❖ **Henri Fayol's Management Theory**

Henri Fayol is a French industrialist and well known contributor to the administrative management theory. He set the guiding principles of a theory of administration in his internationally influential book, General Industrial Management (Fayol, 1949). The management theory of Henri Fayol includes 14 principles of management. From these principles, Fayol concluded that management should interact with personnel in five basic ways in order to control and plan production.

Planning- For telling the future and preparing to meet its needs and opportunities.

Organizing- Constructing an organizational chart showing the duties of each position and its relationship to other positions; recruiting, selecting and assigning personnel.

Commanding- Stimulating employees to their best for the organization; issuing and enforcing regulations, eliminating unfit personnel and avoiding concern with details.

Coordinating- Unifying effort to achieve organizational goal.

Controlling- Rectifying weakness and preventing their recurrence, evaluating progress to see that all occurs according to predetermined plan; appraising things, people and actions.

❖ **Max Weber theory of Management/ bureaucratic management theory/**

Weber was the first to define and explain bureaucracy. He advocated a system based on standardized procedures and a clear chain of command. According to Weber theory a bureaucratic organization need to create coordination to insure that the component units work smoothly together to achieve a common goal. Coordination, in turn requires a Hierarchical chain of authority, written records, Uniform procedures and Depersonalizing mechanisms.

The ideal bureaucracy, according to weber, has five basic characteristics.

Hierarchical Structure - Each subordinate is supervised by someone immediately above him in the line of command.

Functional Specialization- Administrators are selected on the basis of demonstrated competence to perform these tasks of a particular position.

Prescribed competence- Each sitting has the responsibility and proportionate authority to carry out his functions. The limits, rights, and powers of each position are clearly defined to prevent overlap.

Written records- Administrative decisions and rules are recorded. Records and files organized for the interpretation and enforcement of rules.

Stable rules and policies- Rules promote efficiency and insure continuity. They facilitate orderly, rational, and equal treatment of clients.

❖ **Human Relations Theory of Management**

The human Relation movement focused on human element in the work place. Labor is not commodity to be bought and sold. Workers must be considered in the context of the work groups of which they are a part. Their relationships with their fellow workers and their bosses influence their behavior, morale and productivity.

Among the leaders of the movement Elton Mayo whose studies from 1927-1932 at the Hawthorn plant of the Electric company in Chicago resulted in findings which brought in to question some scientific management concepts. Although the company was considered progressive because of the pension plans, sickness benefits, and recreational and other facilities provided.

Among the conclusions drawn from Mayo's researchers

Work is group activity

The social world of the adult is primarily patterned about work activity

The need for recognition, security, and a sense of belonging is more important in determining workers' morale and productivity than the physical conditions under which he works.

A compliant is not necessarily an objective recital of facts; it is commonly a symptom manifesting disturbance of an individual's status position.

The worker is a person whose attitudes and effectiveness are conditioned by social demands from both inside and outside the work plant.

Informal groups within the work plant exercise strong social controls over the work habits and attitudes of individual worker.

❖ **System Theory**

A system theory approach is based on the notion that organizations can be visualized as systems.

A system is a set interrelated parts that operate as a whole in pursuit of common goals. The system management views organizations and environment within which they operate as set of interrelated parts to be managed as a whole in order to achieve a common goal.

According to a system approach, an organizational system has four major components.

- a. Inputs- are the various human, financial equipment and informational resource required to produce goods and services.
- b. Transformational process- are the organizations managerial and technological abilities that are applied to convert inputs in to outputs
- c. Outputs- are the products, services and other outcomes produced by the organization.
- d. Feedback- is information about results and organizational status relative the environment.
It is a key to a system control.

❖ **Contingency Theory**

Contingency theory is a viewpoint that argues that appropriate managerial action depends on the particular parameters of the situation. Hence, rather than seeking universal principles that apply to every situation, contingency theory attempts to identify contingency principles that prescribe action to take depending on characteristics of the situation. Contingency theory suggests that appropriate managerial behavior in a given situation depends on or is contingent on a wide variety of elements. Managerial decision must be specific for specific situations by recognizing the uniqueness of the environment. It states, “Nothing is best for all situations”.

The basic idea of contingency theory was there is no one best way of managing. Every organization is unique, existing in a unique environment, with unique employees and unique

goals. Managerial practices and technique that are appropriate in one area might not be appropriate in another. This is because the world is too complex to be managed by a single approach in all situations

2.2 Overview of Management Development

An organization's future lies mainly in the hands of its management. This group performs certain functions that are essential to the organizations survival and prosperity. Managers must make the choice in most of the numerous decisions they make. Otherwise, the organization will not grow and may even fail. For this reason it is imperative that managers keep up with the latest developments in their respective fields.

As Gold (2010:5) stated that management development equips managers with the knowledge, skills and abilities to enhance performance on known tasks through the application of proven solutions. Management development is the process by which managers enhance their skills, competencies and knowledge, via formal or informal method to the benefit of the organizational and personal performance.

Management development is concerned, then with the totality of managing (running) the whole organization. It is not just about improving the knowledge, skills and attitudes of managers. It is about effective management behavior – the development of appropriate management style and practice from the top down in the search for improved performance in respect of the challenges facing the organization. It is an integral part of the planning and organizing to cooperate goals.(Association of business Executives:238).

In other words Stoner (1996) Management development is designed to improve the overall effectiveness of managers in their present positions and to prepare them for greater responsibility when they are promoted. Management training can be a period of reflections and

development by giving individual new perspectives about and insight in to self and others, organization relationships (Yohannes, 2005:21).According to Watson (1989) crotty identified the following five major reasons for the use of management development programs.

They broaden the managers vision and understanding in preparation for additional responsibility.

They provide the manager with the latest information on business theory and practice

They simulate a more creative and innovative approach to problem solving and decision making.

They give the manager the opportunity to discuss ideas and problems with other business people

They allow the managers to reflect upon and assess his or her career development work role.

Effective Management development programs should results preparing managers for greater responsibilities, more awareness and helping them to manage their own and other careers.

Management development helps to increase managers' knowledge and skills in order to improve performance in present jobs or prepare them for promotion. Increasingly tied to career planning and development.(Cummings,2008:752).

More specifically, management development can be defined an attempt of improving managerial performance by imparting knowledge, changing attitude or increasing skills thereby enhancing the future performance of the organization.

2.3 The Concept of Training and Development

According to Susan (2010:14) managers need to have all the three skills:-

Conceptual: be able to see the big picture of the situation. Ability to arrive at ideas, create a vision and plan for the future.

Technical: process specific knowledge or have specialized expertise

Human: be able to work well with others both individually and a group setting

The concept of management development is a broad term. Generally it is an educational process utilizing a systematic and organized procedure by which managerial personnel learn managerial skills and concepts. Thus the two concepts training and development are discussed below.

2.3.1 Training

Training is the planned and systematic modification of behavior through learning events, activities and programs which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively (**Abeba,2015**).

It is the act of increasing the knowledge and skills of an employee for doing a particular job and development involves the growth of employee in all aspects. It is educational intervention typically focused, on supervisors and individual contributors that is intended to increase the skills and knowledge of the workforce.(**Cummings, (2009:755)**)

Training is necessary to keep the organization competitive. Training and development programs enable the employee to strengthen the skills as well as to build knowledge where it is lacking. An employee training development program will bring all of the staff up to higher standard of competency so that the entire team can share common set of knowledge and skill.

Training is important, not only from the point of view of the organization, but also for the employees. It gives them greater job security and an opportunity for career advancement. A skill

acquired through training is an asset for the organization and the employee. The benefits of training stay for a very long time. Training can become obsolete only when there is a complete elimination of the desired for that skill and knowledge, which may happen because of the technological changes. In general terms, the need for training can arise because of the following reasons :(Sharma)

Now a day's training is very important because of the following reasons:-

Technological Changes: The employees must learn new techniques to make use of advances in the technology. Training needs to be treated as a continuous process to update the employees in new methods and procedures. To keep pace with changing technology training becomes mandatory for employees in order to update them, teach them newer skills and increase efficiency. Training also helps to reduce the hazard of accidents. as a result, a safer and better work atmosphere is created.

Satisfying Customers: In order to satisfy the customers and to provide best of the quality of products and services, the skills of those producing them need to be continuously improved through training.

Enhanced motivation: Training is a source of motivation for the employees as well. They find themselves more updated while facing the challenging situations at job. Such skill development contributes to their career development as well. Motivated employees have lesser turnover, providing an organization with a stable work force, which has several advantages in the long run. Employees with better knowledge and skill, the employee approach their job with greater self-confidence and certainty. It is also improves the moral of the employee.

To meet the Organization Goal and Vision: Trained workers handle their job in a better way. Training programs aimed at developing attitudes to achieve organizational goals and to obtain better cooperation and greater devotion for their organization.

Improved Management Quality: Training develops skills of the workers for future and also prepares them for promotion. It can be used as an effective tool of planning and control and helps them in reducing the costs of supervision, wastages and helps to increase productivity and quality service. It helps to establish strong bond between the workers and their supervisors at the optimum human relationship.

Generally training refers to the teaching of specific and immediately useable skills or knowledge. It is a planned process to modify knowledge skills and attitudes of employee through the learning process in order to achieve high job performance.

2.3.2 Development

Development is the growth or realization of a person's ability through conscious or unconscious learning (Association of Business Executives,234) It refers to the growth of an employee in all respect and mostly concerned with shaping the attitudes. According to Mondy (1999:20) "Development improves learning opportunities aimed at the individual's growth but not restricted to a specific present or future job".

As indicated by Wilson (2005. 390) Development can be linked to growth; it is often associated with getting better or wiser. The essential principles of development are

- Development should be continuous in the sense that the professional should always be actively seeking to improve performance.
- Development should be owned and managed by the individual learner
- Development should begin from the individual's current learning state

- Learning objectives should be clear and wherever possible should serve organizational or client need as well as individual goals.

2.4 Benefit of Management Development and Training

Saiyadain(1989) Stated that the basic benefit of manpower training is that establishes a match between a man and job .Training is usually skills and attitudes and thus equip the individual employee to be more effective in his/her present job and prepares him/her for future assignment creativeness and innovativeness.

The basic purpose of training is to develop skills and efficiency. Management development and training programs enables the managers to strengthen their skills and to build up knowledge where it is lacking. According to Association of Business Executives 234“ Training and development are the key factors in ensuring that employees have the necessary knowledge, skills and attitudes to undertake the job that they currently hold, and that there is a pool of such attributes in the work force which will enable the organization to meet its future needs”.(et al 235)As organizations strive to compete in the global economy, differentiation on the basis of the skills, knowledge, and motivation of their workforce takes on increasing importance. Training programs use to broaden managers’ perspectives, giving them new insight, new way of thinking, and new avenues of complex problem solving ranked at most important (Yohannes, 2005:22).

Training can bring substantial benefits to both the organization and the employee. The following explanation highlights some of the potential benefits of training to the Individual and Organizational.

2.4.1 Individual Benefits from Training and Development Program

The first thing to remember that effective employee development is based on a progression benefits. These starts with improvement in an individual's performance, which then transfer to his/her localized workplace, which then ultimately result in a positive impact on the whole organization. Training activities have a positive impact on the performance of individuals and teams. "At the individual level staff development is concerned with the acquisition of something that is new: a new skill, a new way of seeing things, a new attitude, a new set of feelings and a new way level of consciousness.(Peter, 2004:178)

According to Sharma development programs can help the employee in a number of ways as stated below

Increasing confidence:The moment they gain the necessary skills and knowledge, employees will become more confident. They will become self-reliant and require only little guidance as they perform their tasks.

New Skills:Employee who continually develops their professional skills are hopeful that there will be career advancement opportunities in their future.

Career advancement:One of the primary objectives of training and development process is to give rise to new and improved management which is capable of handling the planning and control without any serious problem. With the knowledge and experience gathered through training, they can handle the tough decision and confusing realities and open the way for bigger and better opportunities for themselves and for their organization.

Higher Earnings: Higher earnings are a consequence of career development. A highly trained employee can command high salary in the job market and feel more contented.

Resilience to change:In the fast changing times of today, training develops adaptability among workers. The employees feel motivated to work under newer circumstances and they do not feel threatened or resist any change. Such adaptability is essential for survival and growth of an organization in the present times.

Increased safety:Providing the knowledge for using the equipment in a proper way belongs to one of the major objectives of training and development. The higher, the employees are better at handling equipment the better it is for the organization and for the worker.

2.4.2 Organizational Benefits from Training and Development Program

Training and development is simply defined as a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and satisfy the current and future needs of the organization. Wilson ,(2005:4). At the organizational level, staff development is usually integrated with the institutions over all human resource strategy and is normally considered to include the institutional policies, programs and procedures, which facilitate and support staff so that they may fully serve their own and their institution needs.

According to Qureshi(2016)Training and development programs have the following twelve(12) benefits.

Increased Productivity: Training and development directly improves efficiency and productivity of employees. Well trained employees show both quantity and quality performance.

There is less wastage of time, money and resources when employees are properly trained.

Less supervision: Training improves necessary skills sets in employees and empowers them to address tasks independently. In other words a well trained employee will be well aware with the job and hence they need less of supervision.

Reduction of errors and accidents: Most of the errors occur because of many employees lack of the desired knowledge and precise skills required for doing a particular job. Continuous Training and development ensures that employees get the right skills at right time. The more trained an employee is, the less the chances of committing errors in job.

Talent pool: Creating pool of cross-trained employees helps to bridge gaps when someone unexpectedly leaves the company or if they accept a transfer or promotion.

Uncover employee potential: Training and development provides different opportunities for employees to share their ideas with management. It has been provide that some employees might have a potential of leadership, but because of there is no leadership development program in the organization, these individuals don't get the chance to prove their ability or further develop their hidden skills. Allowing employees to attend these programs helps to spot the leaders of tomorrow within current workforce.

Job Satisfaction: Training development makes the employees feel more satisfied with the role they play in the company or organization. This is driven by the great ability they gain to execute their duties. They feel they belong to the company or the organization that they work for and the only way to reward it is giving the best services they can.

Reduction of turnover and absenteeism: Training creates a feeling of confidence in the minds of the employees. It gives them security at the workplace. As a result, labor turnover and absenteeism rates are reduced.

Address employee weakness: Training assists in eliminating these weaknesses, by strengthening workers skills and dissolving inner barriers. A well-organized development program helps employees gain equivalent skills and knowledge, thus bringing them all to an advanced uniform level.

Increase Consistency: A well-organized training and development program gives employees consistent knowledge and experience. Ensuring that all employees have consistent knowledge also helps to ensure that tasks are completed on time and without issues, and there are no questions to be asked about how things should be done.

Team Spirit: Training and Development helps in instilling the sense of team work, team spirit, and inter-team collaborations.

Skill Development: Training and Development helps in increasing the job knowledge and skills of employees at each level. It helps to expand the limits of human intellect and an overall personality of the employees.

Optimum resource utilization: Training and development significantly helps to provide an opportunity and broad structure for the development of human resources technical and behavioral skills in an organization which ultimately results in optimum resource utilization.

2.5 The Process of Training and Development

Management Training and Development programs should build up a good understanding of the knowledge, skills and abilities that the organization will need in the future. Training Process is not a one sort event rather it is a progressively process that will complete only after successful completion of a given sequential activities.

According to (Association of Business Executives,235) Management development as a process is usually considered to be something for senior management in the organization of course, the development of managers is part of the general training and development process ensuring the competences at all levels in the organization.

In today's changing situation, workers at all level need supplementary training and opportunity to managers to develop their management skills. In this respect, organizations are necessary to be engaged in continuous employees training and management development programme.

As Mondy and Neo (1990) stated the organization /company should follow the following Human resource development process.

Identifying Training Needs: The first step in training and development process is identifying training and management development needs. Training need is a difference between standard performance and actual performance. Hence, it tries to bridge the gap between standard performance and actual performance. The gap clearly underlines the need for training of employees. Hence, under this phase, the gap is identified in order to assess the training needs. Once training and development is needed, determine the level, type and duration of the training development program.

Establish Specific Objectives: After the identification of training needs, the most crucial task is to determine the objectives of training. Hence, the primary purpose of training should focus to bridge the gap between standard performance and actual performance. This can be done through setting training objectives. Thus, basic objective of training is to bring proper match between man and the job. An objective is a specific outcome that the training or the development program is intended to achieve.

Select Appropriate Methods: Training methods are desired means of attaining training objectives. After the determination of training needs and specification of objectives, an appropriate training method is to be identified and selected to achieve the stated objectives. There are number of training methods available but their suitability is judged as per the need of organizational training needs.

Implement Programs: After the selection of an appropriate method, the actual functioning takes place. Under this step, the prepared plans and programs are implemented to get the desired output. Under it, employees are trained to develop for better performance of organizational activities.

Evaluate Program: It consists of an evaluation of various aspects of training in order to know whether the training program was effective. In other words, it refers to the training utility in terms of effect of training on employees' performance

Feedback: Finally, a feedback mechanism is created in order to identify the weak areas in the training program and improve the same in future. For this purpose, information relating to class room, food, lodging etc. are obtained from participants. The obtained information, then, tabulated, evaluated, and analyzed in order to mark weak areas of training programs and for future improvements.

2.5.1 Training Needs Assessment

The aims of a training needs assessment are to identify performance requirements and the knowledge, skills and abilities needed to by an organizations workforce to achieve the requirements. Training Needs Assessment involves areas where employee lacks skills, knowledge and capacity in effectively performing their jobs and also identifying organizational constraints.

A need assessment refer to a well thought out and impartial systematic effort to collect objective data or information that brings to light or enhance understanding of the need for services or programs.(Soriano,2013:5)

According to Agnaia (1996) training need assessment is a vital step for the designing of any management training and development programs and for evaluating these programs. As mentioned by Agnaia from Robinson (1981,57) determining management training and development needs described as a gap which exists between the true requirement of a given job and present capabilities of in office.

As guide for identifying the MTD of the organization Agnaia Torrington and Hall (1991, 907) asked the following four questions.

What is the organization's goal?

What tasks must be done to achieve these goals?

What activities are needed for each job holder to complete his specific tasks?

What insufficiencies, if any, do the employees have in their knowledge, skills or approach required to perform the necessary activities?

Manager development and training must be based on needs analysis derived from a comparison of actual performance and behaviour with required performance and behaviour. (Wehrich,2005:328)

In order to design acceptable management training program, which satisfy both the organization and its employee, management development (MTD) needs assessment should depend on organization, occupational (task) and individual need assessment.

Organizational assessment evaluates the level of organizational performance. An assessment of this type will determine what skills, knowledge, and abilities an organization needs. It determines what is required to alleviate the problems and weaknesses of the activities of the office as well as to enhance strengths and competencies, especially for Mission Critical Occupation's (MCO). Organizational assessment takes into consideration various additional factors, including changing demographics, political trends, technology, and the economy.

Occupational assessment examines the skills, knowledge, and abilities required for affected occupational groups. Occupational assessment identifies how and which occupational discrepancies or gaps exist, potentially introduced by the new direction of an agency. It also examines new ways to do work that can eliminate the discrepancies or gaps.

Individual assessment analyzes how well an individual employee is doing a job and determines the individual's capacity to do new or different work. Individual assessment provides information on which employees need training and what kind

2.5.2 Objective of Training and Development

According to Plunkett(2008,339) Training has five major aims: to increase knowledge and skills, to increase motivation to succeed, to improve chances for advancement, to improve morale and sense of competence and pride in performance and to increase quality and productivity.

The objectives of the training should describe both the results expected from a competent leader and how those results achieved. For a leadership development program, an appropriate objective might be to increase participants' commitment to the strategic direction of the corporation. Cummings (2008, 467)

The objectives of training and development can vary, depending upon a large number of reasons. It can be depend on the nature of the organization where training has to be delivered, the skills looked-for and the current skill levels. It is difficult to draw general objectives of training; we can be state some the objective of training and development below.

1. To impart job related knowledge

The purpose of training is to enable the employee to better do their job. The training should increase the knowledge of workers in doing their specific jobs.

2. To improve the productivity of the workers and the organization

The main concern of any organization is productivity or quality service. The training and development program can help to improve the overall performance of the organization.

3. To enhance equipment handling practices

By introducing the correct method for the use of workplace equipment, training can reduce damages and improve efficiency. The training make the employees handle materials, machines and equipment efficiently and thus to reduce wastage of time and resources.

4. To improve safety and Standards

Training can help to reduce the number of accidents by providing safety training to employees. No one wants to work in unsafe environment. Improving safety in the workplace can improve productivity and prevent all variety of losses, human and capital.

5. To prepare workers for advancement

Training can be a primary means by which employee can build a highly competent workforce. Training prepares employees for higher jobs by developing advanced skills in them.

2.5.3 Designing Training and Development Program

For any organization to succeed in achieving the objectives of its training program, the design and implementation must be planned and systematic.(Abeba ,2015).Designing OD interventions requires paying careful attention to the needs and dynamics of the change situation and crafting a change program.(Cummings, 2008:151).The application of an appropriate training design and delivery methods can help to maximize the benefits of the training and development programs.

To build effective training program the organization /company should follow the following systematic, Step-by-step process. In today's post scholars outlines ten major steps to creating an effective program.

Ten steps to effective training

- Step one: Identify the training need
- Step two: Clarify your training objectives
- Step three: Consider your target audience
- Step four: Develop your course overview
- Step five: Choose your methods and media

- Step six: Prepare your leaders guide
- Step seven: Bench test the event
- Step eight: Implement the event
- Step nine: Follow up the event
- Step ten: Evaluate the outcome (Davis, 2001:113)

Training and development is a large practice area with growing importance in organizations. It provides new or existing organization members with the skills and knowledge they need to perform work. The focus of training interventions has broadened from classroom methods aimed at hourly workers to varied methods, including simulations, action learning, computer-based or online training, and case studies, intended for all levels and types of organization members.(Cummings, 2008:461).

The four commonly used management training and development program

1. **Induction training:** where a new recruit is introduced in to the organization, condition of services rule of behaviour, etc. In addition it is also given to familiarize a new entrant to the job.
2. **Supervisory training-** Supervisors are trained for technical skills, leadership qualities, for handling machines and men.
3. **Technical Training-** This type of training program helps in inducting new entrants to the operational requirements of the unit and improving the skill of existing employees for promotions etc.
4. **Management development-** It is designed for managers. Those training programs emphasize attitude, values and conceptual knowledge analytical abilities and decision-making skills. ((Saiyadian, 1996: 227-8); (Tibebu, 2008:14)

Management development and training are key factors in ensuring the effectiveness of an organization's workforce. They are concerned with ensuring that managers have the necessary knowledge, skills and attitudes to undertake their jobs that they currently hold.

2.5.4 Implementation of Training and Development Programs

A training program is composed of a schedule of activities with training goals, learning objectives, subject areas, methods, trainers, trainees' methods of assessment and evaluation.

There are two basic approaches to implementing a training program one is centered on the trainer, who control learning contents and experiences ,the other is centered on the learner, with trainer acting as a guide and providing resources.

2.5.5 Methods of Training and Development Programs

Management development is any attempt to improve managerial performance by imparting knowledge, changing attitudes, or increasing skills. The ultimate aim is of course to enhance the future performance of the company itself. (Dessler, 2003:242)

The choice and appropriate use of any training will clearly be influenced and underpinned by the knowledge and skill of the trainer. One of the secrets to good training delivery lies with the tools the trainer uses-the training methods.(Wilson,2005:344).

The choice of various methods of training is a key feature of effective employee development. Some skill is required in identifying which method, or combination of methods, is suited to a particular situation.

The basic distinction is between **on-the-job** methods and **off-the-job** methods.

2.5.5.1 On-the-job Methods

Learning on the job provides trainees with experience which is a combination of work-based Knowledge and skill. “Employee learns while performing the job. Training proceeds through coaching or by the trainee observing proficient performer and then doing the work”. (Plunket, 2008:341) This method is generally applied on the work place while employee is actually working. The following are the some of the on-job-methods.

Job rotation: Trainees move from one job to another job. The temporary assignments allow them to learn various skills and acquire an awareness of how each job relates to the other. In the process, trainees become more valuable because they develop the flexibility to perform many tasks. (Plunket, 2008:341) . In this method, usually employees are put on different jobs turn by turn where they learn all sorts of jobs of various departments. This method helps to the organization to install team spirit and to improve interdepartmental coordination.

Mentoring: Mentors are professionals who are one or two steps above a person in his/her profession. Mentors are willing to share experience and give competent advice about handling advance management opportunities, company politics and self development. (Plunket, 2008:342). Mentoring is a two-way process. The junior managers gain from the experience of the more experienced manager, who in turn gains from having an enthusiastic helper with fresh ideas.

Coaching: The purpose is to help people develop a better sense of how others see them and learn behavior that will assist others in achieving their work related goals. The focus is not how the individual is performing today, instead is on how the person can perform better in the future.(Griffin, 2011:).

Development position:In this management development program, organization assigns less experienced administrator to work temporarily as an assistant to more experienced administrator. This learning program involves the implication that experienced administrator will create a condition whereby the assistant acquire knowledge and skill needed for effective performance of the world managing. It also a means through which organizations develop employees' managerial skills to provide a pool of competent administrators to meet future needs

2.5.5.2 Off-the-job Methods

There are many off-the- job techniques for training and developing managers. According to Dessler (2003, 244-46) the major of-the job technique for training and developing managers are the following:-

Case study method: A development method in which the manager is presented with a written description of an organizational problem to diagnose and solve.

Management Games: A development technique in which teams of managers compete by making computerized decision regarding realistic but simulated situation.

Role playing: A technique in which trainees act out parts in a realistic management situation.

BehaviorModeling: A training technique in which trainees are first shown good management techniques in a film, and are then given feedback and praise by supervisor.

Longer education-based courses:Learning at the Universities and colleges are popular ways of developing either professional skills and understanding management skills. Usually such courses are increasingly available in a variety of modes:

- -Distance learning
- -Evening classes
- -Full time

Conferences, seminars and workshops: Usually these methods are short, provide inputs based on current topics, latest developments and updating sessions. Conferences and seminars can be very valuable and add advantage of offering the opportunity to network with others in the same industry or profession.

2.6 Evaluating Training and development

Evaluation is the final phase of the training and development programme. After trainees complete their training the organization should evaluate the program to see how its goals will have been met and whether this is the best method for reaching the goals. According to Griffin (2011, 592) Training and development programs should always be evaluated. Typical evaluation approaches include measuring one or more relevant criteria before and after the training, and determining whether the criteria changed. Evaluation measures collected at the end of the training are easy to get, but actual performance measures collected, when the trainee is on the job are more important.

In training Situation evaluation means find out the benefits of contribution of training to the organization. The proper evaluation is the only way to justify the huge investment in training by the organization. Evaluation is not a onetime measure. It is an ongoing process.

2.6.1 Levels of evaluation

Many authors suggested their own criteria to evaluate training and development programs. Regarding this issue Dessler(2003:248) The four basic levels of evaluating training outcomes are:-

Reaction- Evaluate trainees' reaction to the problem. It helps to understand how well the training received by the trainees.

Learning- Test trainees to determine whether they learned the principles, skills and facts they were supported to learn.

Behavior- Ask whether the trainees on-the -job behavior changed because of the training program

Results- What final results were achieved in terms the training objectives previously set.Eg. Did the number of customer's complaints about employee drop?

2.6.2 Purpose of Evaluation

Evaluation is done to find out how far the objectives of the training programme have been achieved.

Evaluation is initiated to find out the level of participation of the trainees in the training program.

The effectiveness of the faculty and trainees is found out through evaluation.

Evaluation also brings out the effectiveness, usefulness and relevance of the course materials, methodology and techniques of training

It is done to find out the effectiveness of infrastructure facilities.

It is a tool to show the usefulness of the training in the work situation to the management.(Joshi, 2015:39).

2.6.3 Methods of Evaluation

Training evaluation checks whether training has had the desired effect and ensures that whether trainees are able to implement their learning in their respective offices. A properly designed and

conducted method of evaluation provides useful insights of the effectiveness of the training. This also enables an organization to monitor and modify the training program.

The major methods of evaluating training effectiveness are the following:

Observation Method-Observation conceives the ideas of closely observing the activities during the delivery of training program. Under this method, direct observation takes place in order to assess the changed knowledge, skills and attitudes of the participants. During observation, the errors and mistakes in actual work situation are carefully observed and recorded. Finally, the effectiveness of training can be evaluated through the reaction of trainees.

Test-retest Method-Test-retest method is another important method of evaluating training effectiveness. Under this method, the trainees are given a test before the conduction of training program to assess their existing knowledge, skills and attitudes. And after training program also, a similar test is conducted to assess their changed behavior. Then the comparison is made between trainees' level of knowledge, skills and attitudes before and after the training program. If a considerable change is observed in the behavioral interaction of the trainees, the training is said to be effective. It is similar to the pre-test method. But here, the concentration is given on the analysis or evaluation of actual job performance. Under this method, the actual job performance is first rated before any training is provided. After the training program is completed, the participant's job performance is evaluated. Then the increased performance of the trainees is attributed to the instruction.

Experimental Control Method-In this method of evaluating training effectiveness, participants are first divided into two groups, the first is control group and the second is experimental group. Members of control group work on the job but they do not go under any instruction, they have no clear guidance at work. On the other hand, members of the experimental group are given the instruction and guidance at work. Finally, at the conclusion of training, the performance of these two groups is re-evaluated. If the training is really effective, the performance of experimental group will have improved substantially more than that of controlled group. On the other hand, if the difference remains unchanged, the training will be considered unsuccessful.

CHAPTER THREE - RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

The aim of this chapter is to state an overview of the basic research design and methodology that were used to carry out the study. Under this overview the research design, , Source of data, sampling techniques and sampling population, Data gathering instruments ,Procedure of data collection, Data Analysis and presentation and Ethical consideration will be discussed in details.

3.2 Research Design and Methods

The main objective of this study is to investigate the actual management development practice in Addis Ababa University administrative staff so as to increase its effectiveness in improving the performance of managers of AAU. The analysis assumed to cover relatively large number of respondents, thus the approach that was found to be appropriate for this study was quantitative and qualitative method. The research design adopted in this study was descriptive survey design. According to Berhanu (2006:35) descriptive survey method becomes useful when the purpose of research is to picture the current situation. It also allows collection of data using different tools and document analysis describes and interprets what is existing situation. Therefore, a mixed approach was designed which includes both quantitative and qualitative approaches to carry out this study.

3.3 Sources of Data

The data for this study were gathered from primary and secondary sources. The combination of the primary and secondary information data gathered from different respondents provide a clear picture of the current practices of Management Development and training activities of the Addis Ababa University Administrative staffs. Primary and secondary data was used in this study. An in depth interview was made with the main campus Human Resource development directorate

executive Director and six college managing Directors. Questionnaires were distributed for 105 team Leaders under Facility Managing Director, Budget and Finance Director, Purchasing and Procurement Director, Student Service Director Offices of each college.

Regarding the secondary resources, the University Strategic plan (2015/16- 2019/20 G.C) and the AAU Human Resource and Management office needs assessment template were assessed to gather full information about the problem under the study.

3.4 Sampling Techniques and Sample Size

3.4.1 Sampling Techniques

According to the Document obtained from AAU Human resource department, there are 10 Colleges and two Institutes which have their own Human Resource division. Out of ten Colleges and two Institutes, six colleges which are found at the main campus and the main campus Human Resource Development Directorate were selected as sample areas using simple random sampling techniques. As Pannerselvam(2004: 192) explained simple random sampling method of sampling each unit of the population has equal probability of being selected as a unit of sampling. As a result the main campus Human Resource Development Director, College of education and Behavioral studies, College of Humanities, journalism and Communications, College of Law and Governance, College of development studies College of Social Sciences and College of Business and Economics were selected and included under the study.

3.4.2 Sample size

The populations of this research are Human resource Director, Managing Directors, Team Leaders and different office Directors. The total population under this study are 112 and from these 105 Team leaders, 6 managing Directors and 1 Human Resource Executive Director.

Regarding to the sample size the researcher used purposive sampling and obtain the whole population (one hundred and five team leaders' six managing directors and one HRM director) in the Colleges to generalize the result to other colleges within the University considering that every training and development program was delivered to AAU administrative staffs.

Table 1 Summary of Population and sample size

Population types	Sample size	%	Sampling Techniques	Data Collection Tools
Team Leaders	105	100	Quantitative	Questionnaire
Managing Directors	6	100	Qualitative	Interview
HRM Executive Director	1	100	Qualitative	Interview
Total	112	100		

As per the above table, the total number of targeted population for the study was 105 team leaders, 6 Managing Directors and 1 Human Resource Development executive Director. Therefore, the total numbers of targeted population were 112.

3.5 Data Gathering Instruments

To collect secure, reliable and adequate information, selection of appropriate data collection instrument is essential. Therefore the researcher employed questionnaires and interviews. In addition relevant documents were analyzed such as University Strategic plan and the HRM need assessment template to supplement the findings of the study.

3.5.1 Questionnaire

Questionnaires are a method used to collect standardized data from large number of population. It is suitable for collecting factual information opinion attitude from large population it is also an opportunity to establish reports, explain the purpose of the study and explain the meaning item that may not be clear (Best and Kahn, 2004). A total of 105 questionnaires prepared and distributed to Team Leaders who have been purposefully selected as information source. The questionnaire has two parts. The first part was about general information of the respondents. The second part contains issues related to the study that includes, the level of agreement on Institution's strategic plan, training and development programs, training need assessment, training methods, training evaluation and challenges of training and development programs.

3.5.2 Interview

In this study in depth interview was the second significant data collecting instrument. This data gathering instrument is help the researcher to gather complex and in depth data that is not easily obtained through questionnaires. Yin (2003), states that interview is one of the most important sources of data and defines the interview as two-way conversation that gives the interviewer the opportunity to participate actively the interview. The interview questions mainly focuses about the practices and challenges of Management Development and Training Programs, need assessment of the college, Training delivery methods, the effectiveness of Management Development programs, Challenges of Management Development programs. By arranging an appointment schedule in their offices, the researcher made interview with the purposively selected managing directors and the HRM executive director for twenty minutes. Then the gathered information was organized in themes.

3.5.3 Document Analysis

Finally, document analysis was conducted to assess to what extent training and development activities were done. Document analysis is a method which documents are interpreted by the researcher and to give voice and meaning around an assessment topic. In order to strengthen the collected information the researcher used the secondary data sources such as the University Strategic plan (2015/16- 2019/20 G.C) and the HRM needs assessment template. It is assumed that the data gathered through this method was used to validate and substantiate the information obtained by the questionnaire and interview.

3.6 Procedure of Data Collection

In order to assess the practice and challenges of MD programs in Addis Ababa University administrative staff managements, the researcher prepares questionnaire and interview guide to collect relevant information. Each instrument was carefully check up, improved and was made for final data collection. The questionnaires were distributed by the researcher and respondents filled the questionnaires. In addition the researcher made clear the objective of the study to all respondents on cover page of the questionnaire in order to avoid confusion and facilitate ease of administration. Regarding to interview, the researcher communicated the participants to get permission to participate in the interview and it was held in the participant's office.

3.7 Data Analysis and Presentation

The data gathered with different instruments were analyzed accordingly. The quantitative data, questions that involve frequency counting were coded and processed using SPSS (Statistical Package for Social Sciences) software. The response of the respondents for the questionnaire which were designed into 5 points rated scales was organized in the form of tables. Percentage

was used to summarize and present the data in tables. Then, the results in the tables were discussed. Finally the qualitative data gathered through interview and document analysis were presented through narrative explanation.

3.8 Ethical Considerations

The researcher has a responsibility to take care of all possible ethical issues that might arise during the study. According to Creswell (2012: 12) the research should respect the consent of the participant and acknowledge the works of others on its piece of work. The respondents will understand the purpose of the study through the instruction given on the 1st page of the questionnaire and the researcher orally brief them. In any way, the respondents will not be influenced to change their responses in favor of the researcher.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents analysis and interpretation of data collected from sample respondents on management of training and development practices and challenges in some selected colleges of Addis Ababa University (AAU). The chapter is organized into nine subchapters. The First Sub Chapter is on socio-demographic characteristics of the sample respondents selected from those Colleges. Sub Chapter two dwells on strategic plan of the University. The Third Sub Chapter focuses on training and development practices in the selected Colleges. Sub Chapter Four explains assessment of training and development needs. The Fifth Sub Chapter presents the identified criteria for prioritizing training needs. Next, management of training and development methods will be described. Sub Chapter Sixth deals with evaluation of Training and Development Programs in those Colleges. The Seventh Sub Chapter highlights challenges faced in relation to implementing Training and Development Programs. Finally, the proposed measures which should be considered in order to overcome problems related to Training and Development Programs

The data were collected through the administration of structured questionnaires to sampled respondents in those selected Colleges of the University. A total of 105 questionnaires were distributed to them. Out of these instruments, a total of 85 clearly filled questionnaires were returned which made a response rate of 81.0%. Finally, a total of 85 structured questionnaires were verified, tallied, organized, tabulated, analyzed, interpreted and presented in the following manner.

4.2 Characteristics of Respondents

More than half of the respondents in the survey were males. A total of 48(56.5%) of the respondents were male employees, while 37(43.5%) of them were found to be female employees. Thus, there is male dominance in this survey.

Table 2 Characteristic of Respondents

Item	category	response	
		f	%
Gender	Male	48	56.5
	Female	37	43.5
	Total	85	100.0
Age	20-24	12	14.2
	25-29	10	11.7
	30-34	21	24.7
	35-39	17	20.0
	40-44	10	11.7
	45 years and above	15	17.7
	Total	85	100.0
Educational level	BA/BSC degree	72	84.7
	MA/MSc	13	15.3
	Other(s)	0	0.0
	Total	85	100.0
Areas of Specialization	Management	10	11.8
	Educational Planning and Management	30	35.3
	Human Resource Management	16	18.8
	Other(s)	29	34.1
	Total	85	100.0
Year of service	Up to 5 years	5	5.9
	6 -10 years	20	23.5
	11-15 years	38	44.7
	16-20 years	15	17.7
	21 years and above	7	8.2
	Total	85	100.0

About forty-five (44.7%) of the respondents' ages were found in the age bracket of 30 -39 years. Here one may deduce that a reasonable proportion of the employees are young adults from both sexes. Therefore, the employees in those selected Colleges of the University are relatively in their younger ages. This shows that they are active and energetic in their responsibility.

The educational level of the respondents presented in Table 4.1 indicates that a significant majority of them already secured first degree in different fields of specialization. Seventy-two (84.7%) of them found to hold the first degree whereas the remaining, 13(15.3%) of the respondents were second degree graduates. Thus, the employees are educated at different levels of schooling in the Ethiopian Educational System which may contribute to acceptance and practice whatever knowledge and skills acquired from the Training and development Program in those Colleges of the University.

Regarding the respondents' fields of specialization, about one-third (35.3%) of them were trained in Educational Planning and Management at different levels of the Educational Program in the University, followed by 29(34.1%) of the respondents who specialized in other fields of training in the Programs. When one considers their experiences in the respective College, 38(44.7%) of the respondents had work experience which ranged from 11 to 15 years. Therefore, about two-third of the respondents had more than five years of experience. Here, one can argue that as the employees are experienced that have been working for five and more years in different positions in their respective College, this may serve as input for the success of the University. In addition, these educated and experienced employees in the survey may require participation in quality Training and Development Program which, in turn, increase their performance that further contribute to the long-term success of the University.

Generally, all of the respondents occupied team leader position. On the other hand, the respondents were asked question on whether or not they had received training and development opportunities by their respective College. The findings of the survey documents that the majority of them did not get an opportunity to participate in training and development session. Amongst those who got trained, they responded that a considerable proportion of the respondents participated in training and development sessions twice in the last 5 to 3 years.

4.3 Strategic Plan of the University

The types of training and development goals identified will depend on the personal and organizational objectives identified through the strategic planning process and the agreed appraisal procedure. In what follows, let me discuss about the Training and Development Programs of the University.

Table 3 Views on the strategic plan of the University

Variable	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	f	%	f	%	f	%	f	%	f	%
AAU has clearly defined strategic plan	-	-	35	41.2	23	27.05	20	23.5	7	3.23
The strategic plan is well communicated to management units	10	11.7	31	36.47	23	27.05	21	24.70	-	-
Colleges adopt their own Management Development Plan	34	40	30	35.29	21	24.70	-	-	-	-
The College has clearly defined implementing strategies in achieving the overall objectives of the institution plan	25	29.41	27	31.76	23	27.05	10	11.76	-	-
Training has been incorporated in to the strategic plan of the college	34	40	28	32.9	18	21.17	5	5.88	-	-

Table 3 shows that a considerable percentage of the respondents in the survey did not have positive attitude towards the Strategic Plan of Addis Ababa University. Thus, 41.2% of them expressed their disagreement with the statement which states that the University has clearly defined Strategic Plan. In the same framework, about two-third (75%) of them disagreed with the idea on that the Colleges adopt their own Management Development Plan. Moreover, more than half (61%) of the respondents stated their disagreement with a statement about “the College has clearly defined implementing strategies in achieving the overall objectives of the institution’s plan. More than three-fifth (73 %) of the respondents did not in support of the statement which expressed “Training has been incorporated in to the strategic plan of the college.” Overall, the employees have expressed their general disagreement with those issues related to the Strategic Plan of the selected Colleges in particular, and Addis Ababa University in general.

4.4 Training and development needs assessment

In this survey, the respondents were asked whether or not their respective College’s Office had conducted assessment on training and development needs. The empirical data reveal that managerial training needs assessment was rarely done which accounted for 18 (21.17%) of the team leaders in the survey. Whereas the majority of 67 (78.82%) of the respondents claimed “No”. Among those respondents who said “Yes,” they were further asked who had conducted the needs assessment. A total of 5(5.88%) of them said that each employee in the respective office, 10 (11.76%) of the respondents chose the top level managers, and 3(3.52%) of them viewed their immediate supervisors were responsible for conducting the needs assessment in their respective College in the University. Even though the proportion was found to be very small, there were respondents who had no idea on the issue under investigation. Thus, only two (2.2%) of them did not know who conducted the training needs assessment in the Colleges.

Table 4 Methods applied to assess training and development needs

Variables	Response	
	f	%
Performance evaluation	0	0.0
Observation	0	0.0
Group discussion	20	23.5
Annual performance review	0	0.0
Other(s) like needs assessment questionnaire	40	47.1

Concerning methods applied to assess the training and development needs in their respective Department of those selected Colleges of the University. The findings of the study highlight that 40(47.1%) of the sample employees mentioned that the HRM training need assessment template applied to conduct assessment on training needs, while 20(23.5%) of them responded that group discussion was the method for conducting training needs in the Colleges. Nevertheless, performance evaluation, annual performance review and observation were not chosen as training needs assessment methods in those selected Colleges of Addis Ababa University. Consequently, as there is no specific applied method in such issues; the employees do not clearly know how assessment on training needs is being conducted.

Table 5 Reasons for not conducting training and development needs assessment

Variables	Response on open ended question	
	f	%
Absence of expert to conduct training needs assessment	5	5.88
Lack of budget	12	14.1
Lack of awareness about the importance of conducting training needs assessment	30	35.3
The issue is not accustomed	0	0.0
The top management members do not give due attention	43	50.6
Other(s)	0	0.0

In the same framework, those respondents who responded that their College had not conducted assessment on training needs were also asked about reasons for this failure to do so. Generally, lack of awareness of conducting training needs assessment and failure to give due attention to the issue are the major reasons for undertaking the assessment in the University. A total of 43 (50.6%) of the respondents stated that the top level management did not give due attention, followed by 30(35.3%) of them chose lack of awareness about the importance of conducting training needs assessment as the reason for not assessing their training needs. Thus, one may conclude that lack of awareness together with not duly considering the need for conducting assessment on training needs are the major reasons for the identified failure in this regard.

4.5 Criteria for Prioritizing Training Needs

Table 6 Criteria for Prioritizing Training Needs

Variables	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	f	%	f	%	f	%	f	%	f	%
Availability of budget	-	-	40	47.1	20	23.5	25	29.4	-	-
Based on the urgency of solving a problem	-	-	43	50.6	15	17.7	10	11.8	5	5.9
Based on trainees interest Motivation	-	-	38	44.7	15	17.7	37	41.2	-	-
Because there were ample training Material	-	-	5	5.9	37	43.5	7	8.2	-	-

A total of 43(50.6%) did not accept the urgency of solving a problem as criterion for prioritizing the training needs in the selected Colleges in Addis Ababa University, followed by 40(47.1%) of them were not in agreement with availability of budget as determining factor for prioritizing training needs in the sampled Colleges, Additionally, thirty-eight(44.7%) of the respondents disagreed with the assumption of trainees' interest or motivation could be used as prioritizing

criterion for training needs in Addis Ababa University. Therefore, these findings do not reveal dominant criterion for prioritizing training needs in the Colleges of the University.

However, training needs assessment should be conducted to decide whether there is training needs or not. Training needs identification help the Colleges to balance both the organization and individual benefit. Miner (1985:520) argues that training needs analysis attempts to deal with this problem by first identifying where performance deficiencies exist or can be anticipated, then determining whether training and development would correct the situation. Training needs assessment is playing a pivotal role to the success of any development program.

According to the human resource and development directorate director, the works of identifying training needs are entirely done centrally. Every year, the human resource and development director arranges all types of trainings. The office requests the college managers and department heads to identify training needs and select trainees for each type of training. The college managing directors and department heads conduct training need assessments within context of the specific objectives of their colleges and departments. The college managing director and department heads identify training needs by looking at the performance of employees who are under their supervision. According to the human resource and development directorate director, the university carries out sound training needs assessment. The human resource and development directorate, requests information on the regular basis that enables it to identify training needs.

As the Human Resource executive director explained, AAU conduct training needs assessment based on observation and needs assessment template and identified the employees potential gap through the information gathered through training needs assessment. Accordingly the Managing Directors were asked how the colleges identified the training needs of the employee, except gathering information through the training needs template there is no way of conducting training

needs of the employee. Even the Colleges doesn't have document that shows the status of managers which help to identify the gaps and to determine who are in need to take training and what type of training is appropriate to them.

4.6 Methods of Management Development and Training programs

The choice of various methods of training is a key feature of effective employee development. The basic distinction is between on-the-job methods and off-the-job methods. Accordingly, the sample respondents were asked about issues related to these like ways of choosing training and development method(s), the most often and the most frequently applied on the job training techniques in their respective Office in the selected Colleges of the University. For the first question that asks how is training and development method chosen in your college, 8(9.4%) of the respondents respond that based on the purpose of training and development, 5(5.88%) of the respondents indicate based on the nature of the content, 10(11.76%) the respondents said that based on the interest of the trainees, 33(38.8%) based on the interest of the trainer, 17(20%) based on the cost incur for the training and 12 (14.1%) of the respondents don't know how the organization choose the training method. For question No. 2 10 (11.76%) of respondents coaching, 10(11.76%) of respondents job rotation and 20 (23.5%) of respondents said group discussion and majority of the respondents 55(64.7%) explained other training techniques.

On the same session question no 3, refers the off-the-job training development techniques are used in their college. To this effect 9(10.6 %) of respondents said various workshop, seminars, 25 (29.41%) said through distance education, 45 (52.9 %) Learning in higher education and 0 (0 %) scholarship abroad.

Next, let me proceed to the presentation of evaluation of the Training and Development Programs made by the sample employees in those selected Colleges of Addis Ababa University.

4.7 Evaluation of Training and Development Programs

Evaluating effectiveness of the training programs conducted in the selected Colleges is a critical activity during the training and development process.

In the first place, the respondents were asked question about whether or not the Colleges had had post-training discussion with the trainees, and also about the reason(s) for not holding the discussion with them. Regarding the first question, whether the college have post training discussion with the trainees or not 48(56.5) respondents said No and 12(14.11%) are not sure and no respondents said yes.

Table 7 Attitude toward training and development programs in the University

Variables	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	f	%	f	%	f	%	f	%	f	%
Your college/office continuously evaluates the training program	64	75	15	17.6	6	7.05	-	-	-	-
There is relevant criterion to evaluate training and development program	62	72	15	17.6	8	9.4	-	-	-	-
The office evaluates training in a participatory fashion	64	75	17	20	4	4.7	-	-	-	-
Evaluation is made on the training occasion	75	88.23	10	11.76	-	-	-	-	-	-
Evaluation of the training is used to address problems	58	68.23	17	20	6	7.05	4	4.7	-	-
Evaluation results are sent to each office as a feedback	72	84	5	5.88	4	4.7	4	4.7	-	-

Table 7 shows the respondents' level of agreement concerning practice on training and development evaluation in their College. Almost all of them argued that their respective Colleges have not conducted evaluation of the Training and Development Program underway. Thus, ninety-two percent of the sample employees confirmed that their College's Office did not continuously evaluate the Program, eighty-nine percent of them revealed that there was no

relevant criterion to evaluate the Training and Development Program, eighty-eight of the responding employees stated that the Training evaluation conducted was not used to address existing problems, and also eighty-nine percent of them indicated that the evaluation results were not sent to each Office as a feedback.

In the final analysis, the Colleges in the University have evaluated the ways how the Training and Development Program was carry out is weak. But the final job of training and management development practice is monitoring and evaluation. Evaluating the effectiveness of training is critical activity that helps know whether or not the training has had the desired effects on individual trainees, their departments and their entire organizations. Therefore, these are not the cases in those Colleges under the auspices of Addis Ababa University.

By implication, there are some challenges in operationalising Program on Training and Development in public higher educational institutions such as Addis Ababa University. Here is a case in point.

4.8 Challenges of Training and Development

Nowadays, high performing organizations are recognizing the need to use best training and development practices to enhance their competitive advantage. As to challenges faced training and development of administrative staff and managers at Addis Ababa University, factors such as in adequate budget for management development program, inadequate knowledge about management development problem, Insufficient time to exert training program, inaccurate training need analysis, lack of appropriate trainer, lack of technical and managerial capability in conducting raining program, lack of participatory approach in planning, designing and evaluating the Training and Development Program and lack of training office and qualified Management Development Programs were considered in the investigation.

Table 8 shows that the following issues were the contributory factors for challenging the Program on Training and Development in the Colleges: lack of technical and managerial capability; lack of participatory approach in planning, designing and evaluating the Program; lack of training facilities; inaccurate analysis of training needs; inadequate knowledge of management development problem; and insufficient time to expert Training Program. Thus, each of these factors accounted for about two-fifth of the total respondents' responses in the survey.

Table 8 Training and development challenges in the University

Variables	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	f	%	f	%	f	%	f	%	f	%
Inadequate budget for management development program	17	20	42	49.4	10	11.7	16	18.8	-	-
Inadequate knowledge about management development programs	-	-	16	18.82	--	-	47	55.3	12	14.1
Insufficient time to exert training program	12	14.11	33	38.82	10	11.76	35	41.17	-	-
Inaccurate training need analysis	9	10.58	7	8.23	-	-	47	55.3	13	15.3
Lack of appropriate trainer	10	11.76	25	29.41	7	8.23	30	35.29	13	15.3
Lack of training facilities	-	-	8	9.4	22	25.88	35	41.17	20	23.5
Lack of technical and managerial capability in conducting raining program	-	-	18	21.17	-	-	45	52.9	12	14.1
Lack of participatory approach in planning designing and evaluating the training and development program	46	54.11	28	32.94	10	11.76	6	7.08	-	-
Lack of training office and qualified Management development programs	18	21.5	37	43.52	15	17.64	15	17.64	-	-

Table 8 shows the respondents' level of agreement concerning the training and development challenges in the University, about seventy percent (69.4%) of the respondents agree with the statement which states that inadequate knowledge about management development programs is a challenge for implementing Training and Development program in those selected colleges. Also about two third (65.0%) of the respondents didn't consider lack of training office and qualified Management development programs as a challenge for Training and Development programs. However, lack of technical and managerial capability in conducting raining program about (67%), lack of training facilities about (64%), Lack of appropriate trainer about (50%) agreed that they were major challenges of Training and Development programs in the colleges.

Interviewed Managing Directors revealed that the system under AAU is not permissive to administrative staff's effective training activities in addition to less attention of top managers. They emphasized that the absence of inaccurate training needs analysis in line with inconsistency between provided training and job skill strongly influences training practices.

4.9 Measures to be taken

Lastly respondents also asked what measures have to be taken to overcome the problems related to the administrative staffs' management development programs. Regarding to this, the most responses obtained from questionnaires and interview were the training needs have to be done not only centrally but also be done at the college level. In addition to this adequate budget has to be allocated, awareness should be create to top level managers and the training centre has to be organized and development objectives must be set properly.

CHAPTER FIVE - SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the summary of the research, the findings, the conclusion drawn from the findings and the recommendations that the researcher suggests and assumes in improving the practices and challenges of management development and training practices of Addis Ababa University administrative staff managers.

5.1 Summary of Major Findings

Management development and training helps organizations to develop capacity and potential of their managers to meet current as well as future demands of the organization. Properly designed training and development programs play significant role in bringing organizational success. The purpose of the study was to investigate the practice and challenges of management development and training in Addis Ababa University administrative staff. Therefore, on the bases the data gathered through interview and questionnaires, the study was particularly focused on the following major objectives of the study.

- i. What are the current practices of management development trainings and challenges?
- ii. How the training needs assessments are identified?
- iii. How the training and development methods chosen?
- iv. What are the major challenges of Management development practices in AAU?

Based on the objective of the study stated in the first chapter, the major findings organized according to the basic question of the study.

Characteristics of the respondents

- Majority of the respondents of the team leaders under the study were first degree holders with the percentage of (84.7%), and (15.3%) are second degree holders, thus the managers of Addis Ababa University are educated.
- The Majority of the respondents has high experience with the percentage of (44.7) have 11-15 years work experience. This indicate that more experienced employee contribute more for the success of the University.

AAU's Strategic plan

Addis Ababa University has training plan on its strategic plan, but it doesn't give attention to the administrative staffs' development and training programs. Based on the response from questionnaire the top management doesn't give priority for significance of management training. And the interview conducted also revealed that Addis Ababa University has not a clear and written management development policy rather the HR department has its human resource development plan.

Conducting Needs Assessment

Addis Ababa University doesn't have a periodic management need assessment and mostly selection of trainees is more dependent on the views of their immediate bosses, length of service and the decision committee. According to the information gathered through questionnaires selecting employees for management training is highly depending on trainee's interest and availability of the budget 41.2% and 25% respectively.

Major Methods Used For Training and Development Programs

Learning in higher educational Institutions and through distance education are the most widely used training methods to train managers in Addis Ababa University. Major weaknesses have

been observed by the researcher with regard to evaluation of impact of management training effort on the managers actual work related performance.

Evaluating training

Evaluation is the assessment of value or significance. Evaluating the training programs is the final duty of the training practices. It helps to ensure the program has been completed effectively. In this regard, the majority of the respondents said evaluating training programs is poor. According to the information gathered through questionnaire and interviews there is no more evaluation of training programs.

Major Challenges of Management development and Training Programs

Training and development programs are essential to remove performance deficiencies of employee. Management development and training programs positively influence the performance of the managers. The major challenges on MD practices in Addis Ababa University, as the majority of respondents agree, inadequate knowledge about management development problem, Inaccurate training need analysis and Lack of technical and managerial capability in conducting training program consecutively.

5.2. CONCLUSION

This research was conducted to investigate the major challenges of management development and training practices of Addis Ababa University. As stated in the introduction and literature review part, Management development and training programs enables the managers to strengthen their skills and to build up knowledge where it is lacking. It is becoming increasingly important and strategic attempt for each organization in this world. In the case of management development, organizations have a double effect when they engaged in sharing and transferring of knowledge and skills to others. In this regard, the need assessment done on management

development is the crucial step. The results of this study indicated that the, the attention given by the management for the need assessment processes is not properly done. There is no pre-planned management development practice in Addis Ababa University.

In addition to this, the practices of management development program starting from strategic plan of the university, identifying needs assessments, delivering methods, implementation, and evaluation of the management development programs were not carried out thoroughly and in sustainable manner. Failing to do in the first step were, directly has a chain effect and that leads to failure to the next process and finally in the whole cycle of the process. According to the findings, Colleges under the university had the organizational gap to effectively practice management development programs.

Finally, even though the colleges have few practices on management development they cannot get the benefits to the achievement of their vision. The effectiveness of management development practices is directly dependent on the implementation of systematic need assessment, implementation and evaluation. Therefore, the practices and problems of management development and training in Addis Ababa University is less effective and less efficient in applying the management development practices to reduce its problems.

5.3 Recommendations

Organizations that want to effectively serve the society like Addis Ababa University wants to compare in the twenty-first century's dynamic situation must pay careful attention to management training. A managerial training system should be incorporated in to the organizations strategic plan to avoid the negative organizational consequences caused by in effective training practices. Addis Ababa University should know that effective training requires knowledge to fill the gap of the individuals and the organization, timely scheduled training programs, adequate budget, clear and participatory need assessment at all levels. Top management and Human Resource managers work together in harmony to achieve the common goal to create high performance management work force.

Addis Ababa University also considers that Management Development and Training must be planned, and it needs a written guiding principle and must be a top management priority and clear support should be provided by the top management. Doing all this things can improve their dedication to management training programs. In addition to these, the University Strategic Plan office communicating managers about the Addis Ababa University general plans and discuss with them about training polices is very important if the strategic plan to be successful currently as well as in the future.

Addis Ababa University should have done specific needs assessments for different positions to determine employees training needs. Since needs assessment is initial point in designing training programs more attention should be paid to this process, in terms of selecting more practical approaches, taking in to account the aspects of the environment in which the employee work and selection of better qualified managers who are responsible for such activity. In addition employees for management training should be selected based on the information provided by the

appropriate training needs assessment techniques rather than simply selecting them without systematic needs assessment technique.

Even if no single training method is better to all other training methods, the level of persons to be trained, the back ground knowledge and ability of trainees the kind and amount of training materials available, time that can be devoted to training and the result to be achieved, must all be considered when determining the best method for particular training program, Addis Ababa University should consider the different training methods rather than relying on few methods.

One most important aspect of management training program in terms increasing effectiveness is evaluation. Addis Ababa University should think about measuring the benefits of training programs given for their managers. Measuring post-training results indicates how well the information learned transferred to the job. For the training to be beneficial to the organization it must be applied.

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- a) 0
- b) 0Below 5 years
- c) 11-15 years
- d) 21 years and above
- b) 6-10 years
- d) 16-20 year
- e) over 20 years

Instruction II

Please read each item carefully and give your reaction concerning your college Management Development and Training practices and challenges by inserting (√) mark against your choice. Fill the open ended questions by circling your choice.

1. General Information

- 1) Did you receive any training and development in the last 5/3 years?
 - a) Yes
 - b) No
- 2) If your answer for the 1st item is “yes”, how many times?
 - a) Once
 - b) twice
 - C) more than twice

2. Please rate your level of agreement on Institution’s Strategic plan

Use (√) mark under the corresponding numbers in the table given below 1= strongly disagree, 2= Disagree, 3=Neutral, 4=Agree and 5=strongly agree in each box corresponding to each item.

No	Question items	Rating Scale				
		1	2	3	4	5
1	AAU has clearly defined strategic plan					
2	The strategic plan is well communicated to management units.					
3	Colleges adopt their own management development plan					
4	The college has clearly defined implementing strategies in achieving the overall objectivesofthe institution					
5	Training has been incorporated into the strategic development plan of the college/dpt.					

3. Training and Development needs Assessment

- 1. Does your College/office conduct training and development needs assessment?
 - a. Yes
 - b. No
 - c. Not assure
- 2. If your answer to number 1 is ‘Yes’ who conducts the need assessment?
 - a. Each Employee in the office
 - b. Top level management
 - c, Immediate supervisors
 - d, Don’t know
- a. Which methods are applied to assess the training development needs in your department

- a. performance evaluation
 - b. Observation
 - c. Group Discussion
 - d. Annual performance review
 - e. Other (please specify if any) _____
- b. If training needs assessments was not conducted in your college/office what do you think are the reasons?
- a. Absence of expert to conduct training need assessment
 - b. Lack of budgets
 - c. Lack of awareness about the importance of conducting training need assessment.
 - d. The issue is not accustomed
 - e. The top management don't give attention
 - f. others (if any) _____

Indicate your level of agreement with the following factors that serves criteria for prioritizing training needs identified in your college/office by inserting (√) mark under the corresponding numbers in the table given below 1= strongly disagree, 2= Disagree, 3=Neutral, 4=Agree and 5=strongly agree in each box corresponding to each item.

No	The need for training is determined by;	Rating Scale				
		1	2	3	4	5
1	Availability of budget.					
2	Based on the urgency of solving a problem					
3	Based on trainees interest / motivation.					
4	Because there were ample training materials					
	Other (If any)					

4. Management Development and Training Methods

1. How is training and development method chosen in your college/ office
 - a. Based on the purpose of training and development
 - b. Based on the nature of content offered
 - c. Based on the level of trainees
 - d. Based on the interest of the trainer
 - e. Based on the cost incur
 - f. Don't know

2. On which of the following techniques of On-the-job training and development, which one is the most often applicable in your college/office? (You can choose more than one)
 - a. Mentoring
 - b. Coaching
 - c. Job rotation
 - d. Group discussion
 - e. Case study
 - e. Role-playing
 - Other (if any) _____

3. Which of the following of- the- job training development techniques are used in your college/office frequently? (you can choose more than one)

- a. Various workshops, seminars etc
- b. Through distance education
- c. Learning in Higher education Institutions
- d. Scholarship abroad
- e. Others (if any)_____

5. Evaluating Training and Development Programs

1. Does your College/office have post- training discussion with trainees?
 - a. Yes
 - b. No
 - c. Not sure

2. If your answer to question 1 is No why? You can choice more than one
 - a. Trainees are not willing to discuss
 - b. There is no chance for discussion
 - c. The absence of responsible body to do that
 - d. There is no enough time for discussion
 - e. Lack of awareness about the importance of such discussion
 - f. Others (if any)_____

Indicate your level of agreement or disagreement concerning training and development evaluation practices in your college/office by inserting (√) mark under the corresponding numbers in the table given below 1= strongly disagree, 2= Disagree, 3=Neutral , 4=Agree and 5=strongly agree in each box corresponding to each item.

No	Question Item	Rating Scale				
		1	2	3	4	5
1	Your college/office continuously evaluates the training program.					
2	There is a relevant criterion to evaluate training and development programs.					
3	The office evaluates trainings in a participatory fashion.					
4	Evaluation is made on the training occasion					
6	Evaluations of the training are used to address problems					
7	Evaluation results are sent to each office as a feedback					

1. Challenges of training and development

1. Has your college/office faced any problem while conducting and development programs?
 - a. Yes
 - b. No
 - c. Not sure
2. If your answer is 'yes' what are those? (you can choose more than one)
 - a. Financial constraints
 - b. Shortage of training facilities
 - c. Inadequate knowledge about the need of training and development
 - d. Training and development programs are not included in the strategic plan of the college/offices
 - e. Others (if any)
3. What level of attention is given from top management to Administrative staff Management Development and Training programs?
 - a) High
 - b) Very high
 - c) Low
 - d) Moderate
 - e) No attention is given at all

Indicate your level agreement or disagreement concerning Challenges of training and development practices in your college/office by inserting (√) mark under the corresponding numbers in the table given below 1= strongly disagree, 2= Disagree, 3=Neutral , 4=Agree and 5=strongly agree in each box corresponding to each item.

No	Question Item	Rating Scale				
		1	2	3	4	5
1	Inadequate budget for Management Development program.					
2	Inadequate knowledge about Management Development program.					
3	Insufficient time to exert training programs.					
4	Inaccurate training need analysis					
5	Lack of appropriate trainer					
6	Lack of training Facilities.					
7	Lack of technical and managerial capability in conducting training programs					
8	Lack of participatory approach in planning designing and evaluating the training and development program.					
9	Lack of training office and qualified Management and development programs.					

What measure has to be taken to overcome the problem related to the Administrative staff management development program? _____

Thank you for your cooperation

Appendix B

Interview questions designed to Managing Directors and Chief Executive Director of Human Resource management

I would you like thank for your cooperation, patience and spending your golden time by providing me with relevant information which helps for the success of my research work.

Notice: this interview has no motive secret behind, it is only for educational research data analysis on the practices and challenges of Management Development and Training in Addis Ababa University.

Qualification -----

Position-----

1. Have AAU a clear development and training plan on its strategic plan?
2. Does your college/office conduct training program based on need assessment? If your answer "No" why?
3. How often does your college/ office conduct training and development activities?
4. What method does your College/office use for conducting training and development?
5. Do your college/ office set objectives for training and development program?
6. What factors are affecting the process of training and development program?
7. What measure does your college takes to alleviate the problems of MDT?
8. What is your suggestion as a solution to problems of training activity?