PRACTICES AND CHALLENGES OF LEADERSHIP DEVELOPMENT INADDIS ABABA CITY GOVERNMENT EDUCATION BUREAU

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PRACTICES AND CHALLENGES OF LEADERSHIP DEVELOPMENT IN ADDIS ABABA CITY GOVERNMENT EDUCATION BUREAU

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This is to certify that the thesis prepared by Ibrahim Dula Dereje, entitled:-practice and challenges of leadership development in the City Government of Addis Ababa Education Bureau and submitted in partial fulfillment for the degree of Masters in Educational Leadership and Management complies with the regulations of the University and meets the accepted standards with respect to originality and quality.
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Declaration

I, the undersigned, declare that this thesis is my original work, and hasn't been presented for a degree, in any university and that all resources of materials used for the thesis have been properly acknowledged.

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Acronyms and Abbreviations

ADEM:-Agency for the Development of Educational Management.

ESDPE: - Education Sector Development Program

GES:-Ministry of Education and the Ghana Education Service

IEPA:- Institute of Education Planning and Administration

INSET:-In - Service Education and Training

LD: - Leadership Development

MA: - Master of Art

MSC:-Master of Science

MOE: - Ministry of Education

TEPD: - Teacher Education Professional Development

USAID: - United States Agency for International Development

UNESCO: - United Nations Educational, Scientific and cultural organization

UNDP: - United Nations Development Program

Abstract

The purpose of this study was to assess the practice and challenges of leadership development in Addis Ababa City Government Education Bureau. To carry out this study a descriptive design was employed. The Participants in the study were 143 educational experts, 79 government secondary school principals and 15 sub cities and City Administration of Addis Ababa Education Bureau core process owners. Both qualitative and quantitative method were employed in order to reach to the results. The data were collected using a questionnaire and interview. Data obtained through questionnaire were analyzed, summarized using statistical tools and entered into Statistical Package for the Social science (SPSS Version 21.0) software analysis; frequency count, Percentage, mean and standard deviation were conducted. The finding shows leadership development practice in identifying the need assessment of employee based on their working environment and individuals were not properly implemented, leadership development practice activities on challenging developmental assignment, relationship with boss, and formal training implementation were insufficient.Concerning leadership development strategies, the Addis Ababa City Government Education Bureau mostly uses participative, directive and negotiating strategies and rarely uses expert and educative strategies in leadership development practice. Finally, it was recommended that the Education Bureau would plan a systematic individual and organizational leadership development gap analysis at different level using the appropriate methods by taking the given context in to consideration,form a concerned leadership development department to further strengthen the existing leadership development practices, and identify the leadership development skill gaps of the leaders help to plan and conduct efficient that promote the City Government Education Bureau to a better level that produce quality output for better future generation.

CHAPTER ONE

INTRODUCTION

This chapter deals with background of the study, the statement of the problem, the objective of the study, significance of the study, delimitation of the study and organization of the study.

1.1 Background of the Study

Different scholars have defined *leadership* in many ways.Yukl (2002) notes "the definition of leadership is arbitrary and very subjective". Some definitions emphasize change or moving forward, such as Liphams (1979) leadership is defined as "that behavior of an individual which initiates a new structure in interaction within a social system." Besides, Terry (1960) defines leadership as an activity of influencing people to strive willingly for group goals. To Clark (1992), leadership is an activity - an influence process - in which an individual gain the trust and commitment of others and without recourse to formal position or authority, moves the group to the accomplishment of one or more tasks. Leadership involves influence, it occurs among people, those people intentionally desire significance changes and the changes reflect purposes shared by leaders and followers.Bush (2003) summarizes three dimensions of leadership as a basis for developing a working definition. These are leadership as exerting influence, setting values, and inspiring vision.

According to Leithwood et al. (2006) leadership is the most important factor influencing what students learn at school, after the quality of the curriculum and teachers' instruction and controlling for the socio-economic background of learners. There is virtually no documented instance of an underperforming school being turned around without the intervention of a talented leader/manager. Although many other factors may contribute to such turnarounds, leadership is the catalyst for unleashing the potential and capacity that already exists within the organization. Thus, Effective leadership is critical to school improvement and change of organization.

When educational organizations prepare to meet the need of their stakeholders and if they are to secure protection against the work demolish or decline, effective management and organizations is important. Much enough might have been said to substantiate the view that effective leadership in organizations is central to the wellbeing of an organizations.

Educators perceive organization management is not the responsibility of principals alone. Managers are those who are located at near the organizations hierarchy are becoming increasingly perceived as old-fashioned. Management developers and educators are highly concerned about the fact that people at all levels of the organizations are engaged in some management activities and can been titled as managers (Theodore, 2011).

The intention that the economic and social wellbeing of society, and those in it, is substantially dependent on the effective and efficient performance of organizations of all kinds, that this in turn depends on adequate or good management and leadership capability, and that this in turn can be learnt and developed, would be accepted by many as likely to be true in common sense and everyday observation. Businesses, government agencies, non-profits, and educational organizations need leaders who can effectively direct in complex changing situations and get the job done and enhance the performance of their employee (Linda, 2009).

So, it is important that the leaders to have the capability to deliver the objectives of the organizational plan, mission, and vision. The internal and external environments of the educational organizations are changing at an ever-faster rate. The community expectations are increasing year by year. The ability of any organization to meet these challenges is directly linked to the skills and capabilities of the people they employ. Therefore, leaders must have a clear understanding of their role and function. They must rethink their historical views and cultivate a new configuration of attitudes skills and knowledge of their employee through leadership development practices.

From Educational perspective (Padgett, 1993), it is generally agreed that leadership development refers to the process by which individuals improve their capabilities through different trainings like, coaching, mentoring, performance management, and learn to perform effectively in managerial roles. Leadership Development also means that managers (often working in groups, organizations and systems) have to change the way they do things and interact in a changing environment.

According to (Dearly, 1990), Leadership development practices are becoming more complex and important through time. Its complexity of the job, results in burden for school leader's administrative task. In this era of accountability, educational offices are expected to

make important decision; this demands the schools to develop their employees by skill, knowledge and experience.

In the case of Ethiopia, an attempt has been made to make the educational leadership system decentralized and professional. As stated in the Education and Training Policy, it encompasses overall and specific objectives, implementation strategies, including formal and informal from kindergarten to higher and special education. Educational leadership will be decentralized to create the necessary condition to expand, enrich and improve the relevance of quality (TGE, 1994).

MoE (2005) emphasized that though much has been done during ESDP I, II, III and VI, still more efforts need to be exerted to strengthen educational leadership, to meet the desired cognitive and attitudinal levels of the students (Desalegn, 2014). Therefore, it is important to have the necessary knowledge, skills and attitudes; to cope with today's organizational complexity and the rapid rate of global changes. To deal with this, educational leaders must aware of the rapid changes of organizational context through leadership development practices and training.

In order to make on organization a better performing place, leadership development activities become more important especially at educational sectors; as they are the dynamics of change for the society in which they operate. Yet it is a matter of question, how much of these activities are exercised by educational leaders during their daily practices. In this regard, this study aimed to assess the practices and challenges of leadership development in the Addis Ababa City Government of Education Bureau in the path of change and reforms.

1.2 Statement of the Problem

The role of educational leadership is very essential and hence it is non - negotiable as it is one of the major factors that identify successful educational organizations from unsuccessful ones. The educational leadership faces many problems as it is operating in affinity complex environment. In this respect, Mauriel (1989) argued that educational leaders inevitably find themselves facing many challenges, uncertainties and ambiguities in their education practice and management.

Consequently, MoE (2005) under persistent challenges facing the education system urgent improvement need to be achieved in the area of supervision of teaching and learning process, which is mainly carried out by school leaders. Moreover, as an action plan among the overall goals of ESDP - III; it expresses, to increase access to quality secondary schools are appropriately guided by strong leadership.

According to Assgedom, et al (2006) the updating strategy showed little cognitive learning and use of high order thinking skills, but there were many examples of supportive relationship between teachers and students suggesting CPD (Continuous Professional Development) support of the affective rather than cognitive dimensions. The impact of CPD intervention on raising the achievement level of students and promoting professional development of educational leaders and others in education in management skills is still negligible.Therefore, assigning professionals with longer years of experience in administrative position may help to reduce the shortage of qualified in the fields of educational Government.

According to the recent study Ogu (2013), summarizes as those leaders and mangers of education require preparation in educational leadership and management. An educational leader and manager, should be an expert in theory, methods and practice of education and also an expert in theory, methods and practice of managing human, material, physical and financial resources, and should be able to initiate, guide, direct, administer, supervise and control activities in a range of educational institutions, organizations, environments and work should understand Government regulations and policies on education and act upon

them as required. Therefore, to be all rounded leader leadership development practice is mandatory for everybody who is affected by the change.

Accordingly, since Addis Ababa is highly populated and diversified city of Ethiopia leaders who assigned in the city should equip with practicing leadership development activities and solve problems that hinder to change. However, from researcher's own experience of secondary school as a principal for the past three years in the Addis Ababa City and from observation at different educational conferences the City Government Education Bureau has faced problems in proper handling of conferences and giving proper guidance for educational experts'. Addis Ababa City Government Education Bureau has tried to give different on job and off job training but the leadership development practice yet remains. Due this the researcher has taken initiative to investigate problems behind these activities. Therefore, the researcher was interested to make analysis on leadership development practice of the Addis City Education Bureau and identify the challenges that the Education Bureau faced to practices leadership development. Thus, the study attempts to obtain reliable response for the following basic questions.

1. What are the leadership development practices in the Addis Ababa City Government Education Bureau?
2. What are the major challenges to practices leadership development in the Addis Ababa City Government Education Bureau?
3. What strategies are used to effectively practice leadership development in the Addis Ababa City Government Education Bureau?

1.3 Objective of the study

1.3.1 General Objective

The general objective of the study was to make analysis on the practices and challenges of leadership development in Addis Ababa City Government Education Bureau.

1.3.2 Specific Objective

The specific objectives of the study were to:

- To identify major leadership development practices in the City Government of Addis Ababa Education Bureau.
- To find out the major challenges of the leadership development practices in the City Government of Addis Ababa Education Bureau.

- To identify the strategies used to practice leadership development in the City Government of Addis Ababa Education Bureau.

1.4 Significances of the study

The study was concern with the current practices and challenges of leadership development in Addis Ababa City Government Education Bureau. The result of the study possibly will help the following stake holders in the educational system in the City Addis Ababa Government Education Bureau.

- The researcher himself will have an opportunity to develop experience in practices and overcome challenges of Leadership development
- It will also expect that researchers and students of educational leadership get endorse out of it for further studies.
- Policy makers will have clear insight on the existing practices ofleadership development so that appropriate measures that boost their skill based on the findings and recommendations of the study.
- Leaders of education institutions will get some ideas on how to practices leadership development and overcome its challenge, moreover, they can realize the events which influence their institutions to strength and weakness; and develop their own leadership development strategies to meet the recurrent and the change which the institution's needs.

1.5. Limitations of the Study

Some constraints such as sufficient amount of time and sample size delayed the need to include a large sample size that could nearly represent the total population of the study. In order to get a stronger picture of the issues in the different organizations, the researcher did involve a larger number of respondents.

Another barrier the researcher came across in the process of data collection was refusal by management to formally allow the distribution of the questionnaire for not credible reasons such as lack of time to fill out the questionnaire, fear of sensitivity of the questionnaire contents if its results presented to public, there were some employees who would not volunteer to be part of the study for unknown reasons because of this it created certain gap to accomplish the result successfully.

1.6 Delimitation of the Study

The study delimited to the leadership development practices and challenges the Addis Ababa City Government Education Bureau. Mainly in three Sub Cities as a major focus of the study, since the findings may give useful insight however, and generalized to the leadership development practices and challenges of all Sub Cities in the City Government of Addis Ababa Education Bureau.

1.7 Definitions of Key Terms

Leadership development: refers to the process from which managers learn and improve theirskills not only to benefit themselves but also their organization and their employee (Merriyam Webster Dictionary).

Sub City: the second administration level in Addis Ababa City Ethiopia**.**

Educational expert: a person with extensive knowledge based on experience or occupation.

Core processor: a person who is responsible to lead similar tasks of an office.

Principal: The highest ranking administrator in schools who plays multiple roles. (Good, 1973).

Supervisor**:** A professional personnel responsible for the promotion, development, maintenance and improvement of instruction (Good, 1973).

1.8 Organization of the Study

This study was organized into five chapters. Chapter one provides Introduction. Chapter two deals with review of related literature, Chapter three research design and methodology. Chapter four presents presentation and analysis of the data;chapter five contains summary, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1 The Essence of Leadership Development

The essence of leadership development, according to Avolio and Gardner (2005), is how the individual in a learning organization enhances awareness of the self and personal development, embedded in experience. Building leadership capacity within a learning organization should include key activities, such as selecting individuals who have special competencies in leading the organization; aligning the vision with activities to achieve the goals, insuring that the leader inspires others to work towards the goals and objectives and striving to solve problems and overcome challenges that may be faced (problem-solver).

The key elements that contribute to a successful leadership experience include changing mindsets, a global focus, personnel development and improved business and leadership skills. Critical to the success of any leadership development process is the ability to encourage participants to reflection learning experiences in order to promote the transfer of knowledge and skills to work contexts. The concept of a leadership development culture is similar to the idea of a learning organization.A learning organization facilitates change, empowers organizational members, encourages collaboration and sharing of information, creates opportunities for learning, and promotes leadership development. (Senge, 1990).

Today, management thinking continues to evolve to meet the challenges of rapid and dramatic societal changes. To be successful, organizations must embrace many types of change, develop improved technologies, create new products desired in the society, implement new administrative systems, and upgrade employee's skills. Organizations that adapt change successfully admired. Leadership development is a planned and systematic effort to improve the quality of leadership. The rapid changes in business, technology, political and social factors have called for the development of effective leadership skills and itbecame an increasing priority for business and government organizations. Highly successful organizations focus on creating a comprehensive set of assessment and leadership development practices that support the wide range of talents across the organization (Cacioppe, 1998).

2.2 Rationale for Leadership Development

Recent studies on leadership focus on examining leadership and abilities in education reform context and some of the impacts of educational leadership on the effectiveness of the institutions. Leadership development is credible in several places. In Asia, Australia, Europe and North America and it is widely organized (Huber, 2003). It means that leadership development becomes a key focus in educational Government and management at all levels of education.

Educational leaders require to develop leadership and management skills in order to provide high-quality learning experience to students. Leadership development is necessary for all educational leaders who are primary keys for organizational success. In addition, due to the reason that the ultimate goal of educational leaders is to provide quality learning and teaching in order to enhance student outcomes, this tenet requires persistently guiding the framework and content of leadership preparation and development (Dimmock, 2012). In turn, high achievements of student learning are derived from good teaching and professional development which both depend on effective leadership (Bush, 2010). It means that leadership development should place an emphasis on developing the knowledge and skills of leaders.

2.4 Leadership Development Practices

In order select which developmental activities are perceived as more effective and preferable based on through literature review on leadership development, the practice have been divided into cluster. It suggests that there are three main clusters of leadership development practices: Challenges, Relationships and Training. The challenges cluster is further divided into short or longer-term job rotation assignments across function or unit, shorter or longer-term assignments across border, and change management through start up or reorganization. Development through Relation is delivered in the shape of coaching, mentoring relationships, feedback from the boss and from multiple sources (360 degree feedback). Training is further broken down to action learning projects and other types of training.

The distinction between developmental challenges, developmental relationships and formal training is useful to some degree, but in reality, they are highly interconnected and may also be overlapping. Skills learned from one can be supported or enhanced by learning through other methods.

2.4.1 Challenging Developmental Assignments

Challenging developmental assignment generally involve a high variety of challenges, such as working at hectic pace, aiming to acquire a great amount of information orally, and dealing with ambiguity, change, contradiction or paradox. It also involves being closely watched by people whose opinion counts. Such supervision can develop managers' political skills.The experience is highly challenging when some important thing is missing, such as support from the top of the hierarchy, alignment with strategy, key skills, technical knowledge, or credibility. Faced with deficiency in these key elements, a manager is compelled to learn. Typically, challenging assignments create additional personal pressure, rooting from tight deadlines, high stakes, large scope job, such challenge increases the probability of learning to decrease the tension between where the manager are and where they would like to be (Lombardo and Eichinger 1989).

There is an extensive amount of research suggesting reasons why developmental managerial assignments, such as managing diversity, change or high level of responsibility, are assumed to be effective in enhancing managers' leadership competencies, first of all, developmental assignment put managers in situations where they have to use previously untested skills, strategies and behaviors (McCauley et al. 2004). Through assuming and playing different roles in various situations, talents are provided with an opportunity to acquire new skills and job knowledge in a meaningful and productive way, as well as to gain self-awareness and introspection into one's leadership values (Dragoni et al.2009). Second managers are exposed to experiencing greater diversity of organizational stimuli due to novel and ambiguous situation in different business areas. Such experiences enable managers to refine and augment their existing knowledge and take other perspective in accomplishing work and working with others. developmental challenges are delivered mainly through assignment outside one's unit or functional expertise. According to McCall and Hollenbeck (2002), the executives must be able to work through different function and managerial responsibilities.

2.4.1.1 Job Rotation

Job rotation is the first type of assignment, which is also the most prevalent tools for leadership development. Job rotation program are lateral transfer of employees between varieties of different functional units of the organization for periods of time often varying from six months to three years (Yukl: 2006). In other words, job rotation is fundamentally meant to move people to new challenges outside their expertise so they will learn how to lead and gradually develop the authority of leadership as opposed to authority expertise (Evan et al.2011). Rotated employees change jobs not as a result of promotion, but for developmental reasons and usually do not return to former jobs (Campion et al. 1994). Typically, job rotation programs are not tailored for each manager; instead the pattern of assignments is similar for all participants. The substantial benefits of job rotation are many. First of all, managers are exposed to a challenge to swiftly establish new relationships and learn new technical skills crucial for adequate performance. Managers get a chance to learn about specific processes and problems in different units and therefore improve their big picture view of the organization (Yukl 2006). However, although there are many benefits of job rotation, there are also costs, such as diminished productivity of rotated employees, due to normal learning curve for new job. Therefore, research reveals that job rotations across functions or units remain underutilized developmental tools (Stahl et al. 2007). Unfortunately, job rotation incurs costs due to decreased productivity and increased workload not only for the unit gaining the newcomer, but also for the unit losing a member. When newly rotated employees are put in charge of a unit, the productivity of an entire unit can be hindered. The subordinates might also feel unmotivated and unsatisfied with increased workload, such as extra tasks requiring them to help the newcomer get familiarized with the functional unit. (Campion et al. 1994).

2.4.1.2 Cross-Boundary Assignments

Cross-boundary assignments are performed alongside one's job. Cross-boundary assignments, or working in "split egg" way, refer to horizontal leadership initiatives, alongside one's regular job. Examples of cross-boundary assignments are lateral steering groups, innovation groups, post-merger integration teams and other types of complex change projects. Various groups are typically formed to standardize organizational processes, explore new ways of doing things, or plan projects. Therefore, employees, in addition to

performing their operational job, take part in, or lead, various project assignments (Evans et al. 2011). Research shows that cross-functional exposure, which enhances project management skills, is at the top of the list of tools for effective leadership development (Development Dimensions International Inc. 2008). Working in split egg rolls is believed to be developing leadership skills because an individual has to be an effective manager and performing the operational role, be an effective leader and perform the project role, take initiative and follow the guidelines of strategic priorities of the firm.

2.4.1.3 Change Management

"Leadership and managing change are almost two sides of the same coin" Evans et al. (2011). Assignments, requiring managing change, typically are business turnarounds, start-ups, fixing or turning around a project in trouble, strategic shifts or reorganizations in regional or global business. Examples of such challenges include downsizing, restructuring, layoffs, assessing people, or a poor-performing unit. Such challenging jobs incorporate fixing failing operations or expanding them, from systems installations to managing crises. Management skills and resourcefulness are required to address these issues. Change management assignments require learning new skill quickly, working under tight deadlines, building and managing new teams of people and creating vision for change. Such experience become powerful there is a start –to-finish mandate, end result accountability need for appreciation of perspective of other people to learn new content. Success and failure are both possible in this kind of assignment, and will be obvious to others, meaning that challenges such as planning a new site or handling a negotiation will offer a visible score, telling how things went, to everyone (Lombardo and Eichinger 1989).

Start-ups are challenging and developmental because one is required to carry out something that has not done before. The leadership challenges lie in learning what must be learned and accomplishing objective without roadmap to follow. Regarding turnarounds and reorganizations, one is required to diagnose problems at a deep level, and consequently, understand what drives and design new organization to achieve the objectives (McCall 2010).

2.4.2 Relationships with Others and Feedback

According to the leadership development activities described above, relationships with others and feedback is acting as a bridge between on-the-job experiences and formal learning programs. This cluster of developmental practices includes all kinds of sources, formal and qualitative as well as more formal and quantitative such as a 360-feedback process. The essence of this category is that it provides skills with a different perspective of how well or poorly they are doing and helps to identify behavioral changes needed to continue their development process (Oliver et al. 2009). Relationships programs typically include coaching, mentoring by the superiors or consultants. Other types of developmental practices in this cluster are relationships with the boss and 360-degree feedback.

2.4.2.1 Coaching

While decades ago coaching was perceived as professional embarrassment, a signal that something was wrong with a person, now it is a perk, indicating that a person is on the fast track to the executive floor and many new organization have sprung up to offer coaching services. Leadership coaching became a tool for leadership development over the last decade, when the growth in coaches, coaching programs and literature, accelerated (Ely et al. 2010).

Leadership coaching is in essence a relationship between a coach and a client, who is in need of facilitation to become a more effective leader (Ely et al. 2010). According to Hall, Otazo and Hollenbeck (1999) coaching fills a gap, left by 360 feedback and training courses, with guidance. 360-degree feedback is often used to ´diagnose´ developmental needs and collects data on areas to be addressed in coaching meetings. Coaching, as well as mentoring, is different from other developmental activities in a way that it focuses on individuals' needs, characteristics and is tailored around a specific organizational setting (Ely et al. 2010). In addition, coaching is used as an effective way to support learning from challenging tasks (Oliver et al. 2009). Usually only higher-level managers are provided with an opportunity to receive coaching by internal or external consultants, perhaps due to high costs of coaching (Yukl, 2006).

Internal coaches are beneficial when there is a critical need for knowledge of corporate culture and internal politics, and when personal trust and comfort are desired. External

coaches are preferable in situations when there is a need for extreme confidentiality, broad business experience or extreme objectivity, in other words "to speak the unspeakable" (Hall et al. 1999).

2.4.2.2 Mentoring

Mentoring is a relationship between an experienced manager and a less experienced, who is not an immediate subordinate of the mentor. Research on mentorship proposes two distinct functions for a protégé: psychosocial and career facilitation functions. The psychosocial function refers to acceptance, encouragement, coaching and counseling. The career-facilitation function takes the form of sponsorship, protection, challenging assignments, exposure and visibility. Numerous studies show that mentoring results in more career advancement and success of the protégé (Yukl, 2006).

The benefits associated with mentoring relationship include facilitation of adjustment and learning, stress reduction during relocation across borders or units, and promotion to the first managerial position or during the times of reorganization or downsizing. Interestingly, mentoring relationship brings mutual benefits, therefore mentors also benefit from the experience: their job satisfaction is likely to improve, as well as their own leadership skills (Yukl, 2006).

The difference between formal and informal mentoring is that the former occurs between assigned pairs, and in the latter, senior executive or a protégé are free to approach each other to initiate mentoring relationship (Yukl, 2006). Also, informal mentoring is voluntary, which might be a reason for informal mentoring being more effective (Noe et al. 1988).

2.4.2.3 Relationship with the Boss

Potential future leaders should be provided with constructive, relevant and timely feedback from a variety of sources. Feedback is beneficial when the receiver is using an appropriate mental model which allows him or her to analyze, interpret and self-evaluate their progress and performance in operational assignments (Yukl 2006). The immediate boss plays a

significant role in an individual's leadership development (Berke et al. 2008). Using bosses' values as a model helps managers to better understand how to put their own values into action (Lombardo and Eichinger 1989). Other superiors or other exceptional people have a power to exemplify how to act with integrity in management settings, and what to be or do and what not to be or do. It is important that the immediate superiors treat mistakes by subordinates as learning experiences, rather than personal failures, and support development rather than impede it due to threat of growing a competitor. Furthermore, bosses have to balance between providing guidance and empowering to make decisions independently, between being protective and providing enough challenge (Yukl 2006). Unfortunately, due to the hectic pace of the management job, self-analysis and introspection are difficult to implement. In addition, the extent to which a manager is willing to seek and accept feedback varies from individual to individual (Yukl 2006), often due to cultural differences (Evans et al. 2011). Although organizations might try to standardize direct feedback, in some cultures it might be difficult to implement.

2.4.2.4. 360-Degree Feedback

Behavioral feedback from multiple sources has many names, including "multilateral feedback" and "360-degree feedback", and is primarily aimed at assessing strengths and identifying developmental needs of the managers. Feedback is collected by structured questionnaires filled out by managers themselves, their subordinates, peers, superiors and often clients. The report is produced to compare the self-ratings to ratings by others as well as to the norms for other managers. Typically, significantly overrated self-ratings and ratings by others below the norm are an indication of a potential developmental need. In order for a manager to get the most out of feedback, they should be provided with aids to interpret it, followed by a one-on-one meeting with a facilitator and if possible, attendance at a workshop with a group of managers and a facilitator to help interpret their feedback reports (Yukl 2006).

Given the reluctance of managers to seek honest feedback and the tendency to reject the feedback that is inconsistent with self-perceptions, Kets de Vries et al. (2007) suggest that properly designed 360 feedback questionnaires can be very useful. They can launch an introspective journey and provide a useful way to initiate changes for developmental needs.

2.4.3 Formal Training

The last cluster of developmental practices is formal training. Effective formal training takes into account learning theory, specific learning objectives, characteristics of the trainees and organization's strategic objectives. External training of leadership skills is provided though universities or consultancy firms, where trainees come from different organizations. Such training can be also used as a comparison against other managers from other firms and used to build confidence. Also, courses can serve as a networking medium, a forum for trading tips, and sharing problem-solving methods (Lombardo and Eichinger 1989).

Internal training is provided by in-house training centers for participants from all parts of an organization. There appears to be relatively little research on the effectiveness of formal training. The most prevalent formal techniques for enhancing leadership skills are action learning projects, behavior role modeling, case discussions, business games and simulations (Yukl 2006). These techniques can be provided both by internal and external training centers. Although formal training is often used as an auxiliary tool to development of a leader, it is important to get this element right. In most of the formal training activities trainers act as facilitators and provide feedback, which helps trainees to gain introspection (Adair 2006).

2.4.3.1 Action Learning Projects

Action learning projects combine formal management training with learning from experience. Revans, considered the 'father' of action learning, defines it as **"**a means of development, intellectual, emotional or physical that requires its subjects, through responsible involvement in some real, complex and stressful problem, to achieve intended change to improve their observable behavior…**"** (Revans 1982). Typically, action learning program takes several months to complete and individually or in teams, trainees conduct field projects on solving complex organizational problems requiring application of skills learned in the formal seminar sessions. Action learning projects are typically designed to develop cognitive and interpersonal skills rather than technical knowledge. Periodical

meetings are facilitated by a trained professional who leads the discussion, and analysis of lessons learned from the experiences. Optimally the teams are composed of people from different professional backgrounds to allow exposure of diverse perspectives. While generally action learning is part of formal training, it can be linked to real organizational problems and a manager can seek help of mentors and other colleagues to find solutions. However, the impact of action learning projects on leadership skills development highly depends on the project, its scope, the team and the coaching provided. Commonly the projects that do not pose significant challenges are unlikely believed to provide much learning of leadership skills (Yukl 2006)

2.4.3.2 Other Forms of Formal Training

Another kind of training, behavior role modeling, incorporates two methods, namely demonstration and role playing, and is also typically aimed at enhancing interpersonal skills. Behavior role modeling has its roots in social learning theory, which posits that posits that learning occurs via observation, imitation, and modeling (Bandura 1986). Training takes place in small groups and starts with demonstration of handling a particular interpersonal situation. Subsequently, the trainer explains the learning points and the trainees participate in a role-play to practice applying the learning points. After the enactment, which is often videotaped, the trainer and other trainees provide feedback to obtain guidance and encouragement. Such training appears to be useful for certain behaviors that are crucial in certain situations. It is important to ensure that trainees understand the general principles upon which the learning points are based to avoid rigid, arbitrary learning (Yukl 2006).

Case discussions are aimed at developing decision-making, analytical and management skills through analyzing detailed descriptions of actual business situations in organizations. Trainees are often divided into small groups and asked to discuss the situations and present recommendations based on their findings. Consequently, the proposed recommendations are evaluated and compared to the actual proceedings of the actual actions taken by the organization in question. Through case discussions trainees gain broader understanding of situations that managers often face and effective managerial behavior (Yukl 2006).

In business games and simulations, similarly like in cases, trainees are given the task to analyze complex problems and make decisions. However, the stakes are higher in business games, because the losers of the game have to deal with consequences of their resolutions. Business games are used to practice interpersonal, analytical and decision-making skills, assess training needs or trainees' mental models. The games usually require participants to make decisions, individually or in groups, on pricing, advertising, production, or capital investment among others. After the game or the simulation observers provide trainees with feedback on their individual and group performance (Yukl 2006).

2.5 Leadership Development Needs Assessment

Unless leadership development needs can be observed and articulated there can be no effective demand for leadership development Gibb, (2006). This indicates organizations should give due attention to the assessment of the needs identifying whether they are training needs or non-training needs to meet the present and future needs. There are different approaches to carry out the leadership development needs assessment in an organization. As mentioned in Sinha, (2009) "there are two approaches to carry out a training need assessment that is proactive and reactive". The practice of proactive leadership development need assessment is according to dictionary of human resource and personnel management "taking the initiatives in doing something in advance" Black (2006). So, in the organization to assess the needs proactively means taking the initiatives in doing leadership practices to maximize the objectives of the programs. On the contemporarily, every leadership development practitioner can gather the relevant information about the needs of management development in the organization by using reactive approaches in the organization that indicates when the problems happened and reacting to them.

2.6 Change Strategies in Leadership

According to Griener (1967), for the organization change, there are various ways in which to drive the change process. Depending upon the type of business, the organization, the age of the enterprise and the average age of its employee, the management has to decide which strategy should be applied to get the best results.

2.6.1 Directive Changes

This strategy highlights the manager's right to manage change and the use of authority to impose change with little or no involvement of other people. The advantage of the directive approach is that change can be undertaken quickly. However, the disadvantage of this approach is that it does not take into consideration the views or feelings of those involved in, or affected by, the imposed change. This approach may lead to valuable information and ideas being missed and there is usually strong resentment from staff when changes are imposed rather than discussed and agreed.

2.6.2 Expert Strategies

This approach sees the management of change as a problem-solving process that needs to be resolved by an 'expert'. This approach is mainly applied to more technical problems, such as the introduction of a new, leaner management system, and will normally be led by a specialist project team or senior manager. There is likely to be little involvement with those affected by the change. The advantages to utilizing this strategy are that experts play a major role in the solution and the solution can be implemented quickly as a small number of 'experts' are involved. Again, there are some issues in relation to this strategy as those affected may have different views than those of the expert and may not appreciate the solution being imposed or the outcomes of the changes made.

2.6.3 Negotiating Strategies

Senior managers must also accept that adjustments and concessions may need to be made in order to implement change. This approach acknowledges that those affected by change have the right to have a say in what changes are made, how they are implemented and the expected outcomes. The disadvantage to this approach is that it takes more time to effect change, the outcomes cannot be predicted and the changes made may not fulfill the total expectations of the managers affecting the change. The advantage is that individuals will feel involved in the change and be more supportive of the changes made.

2.6.4 Educative Strategies

This approach involves changing people's values and beliefs - 'winning hearts and minds', in order for them to fully support the changes being made and move toward the development of a shared set of organizational values which individuals are willing, and able to support. A mixture of activities will be used: advice; education; training and selection, led by consultants, specialists and in-house experts. Again, the disadvantage of this approach is that it takes longer to implement. The advantage is that individuals within the organization will have positive commitment to the changes being made.

2.6.5 Participative Strategies

This strategy stresses the full involvement of all of those involved in, and affected by, the anticipated changes. Although driven by senior managers, the process will be less management-dominated and driven more by groups or individuals within the organization. The views of all will be taken into account before changes are made. Outside consultants and experts can be used to facilitate the process but they will not make any decisions as to the outcomes. The main disadvantages of this process are the length of time taken before any changes are made. It can be costlier due to the number of meetings that take place, the payment of consultants/experts over a longer time period and the outcomes cannot be predicted. However, the benefits of this approach are that any changes made are more likely to be supported due to the involvement of all those affected, the commitment of individuals and groups within the organization will increase as those individuals and groups feel ownership over the changes being implemented. The organization and individuals also have the opportunity to learn from this experience and will know more about the organization and how it functions, thus increasing their skills, knowledge and effectiveness and therefore the individuals' value to the organization.

These change strategies are not mutually exclusive and a range of strategies can be employed to effect change. Part of the skill of effective change management is to recognize what strategy or strategies to employ, when, where and how to use it or use them. Other issues such as health and safety, accessibility and union representation may also need to be taken into consideration when deciding what strategy to adopt.

2.7 Challenges in Leadership Development

According to Elizabeth Wistrom, 2010leadership development entails developing leadership abilities and attitudes of individuals. The key challenges leadership development faces include dealing with unfamiliar responsibilities, handling accountability, managing diversity, and effecting trade-offs.

2.7.1 Dealing with Unfamiliar Responsibilities

The primary challenges leadership development face includes new leaders equipping themselves with the necessary leadership skills and handling unfamiliar responsibilities.Peter's Principle holds people tend to rise to their level of incompetence. Most organizations reward key performers with promotions, and as such those promoted as leaders would invariably be top functional performers. The problem arises when good performers excelling in their technical or functional area do not have the skills required to become good leaders. Leadership requires specific skill sets such as people management skills, communication skills, tactfulness, decisiveness, empathy, pro activity, time management, and the like.

Leadership also entails additional responsibilities such as coordinating the team effort, carrying along non-performers, speaking for the team, motivating team members, and other unfamiliar tasks. The leader would also have to collaborate across functions and business units, and influence people in other departments or external agencies. All these may be alien to an otherwise competent technical professional. The key to success as a leader lies in making a determined effort to inculcate the required new skills and practice into familiarity the new responsibilities. Eagerness to learn and remaining open to feedback and positive criticisms without feeling threatened by subordinates' help overcome these challenges leadership development face.

2.7.2 Handling Accountability

Leadership is an expansion of the traditional functional role in terms of scope, scale, time pressure, and accountability. Leadership provides power, and with great power comes great responsibility. The challenges of leadership development come from how the leader handles his responsibility. As the leader is responsible for making decisions based on overall

organizational interests, He or She is also responsible for the performance of the team, has to issue instructions, and need to own up for the mistakes or incompetence of the subordinates. Developing maturity to show competence in dealing with such expanded roles is the true sign of successful growth as a leader.

2.7.3 Dealing with Diversity

Managing diversity is an important leadership development challenges. A diverse workforce is inevitable in an increasingly globalized economy, and this raise the challenge of interacting with people of other cultures, gender, background and the like for the leader.The successful leader inculcates diversity awareness and sensitivity to different cultures and people. People from different cultures have different outlooks, orientations, and expectations, and the onus is on the leader to reconcile these disparities and persuade people of different backgrounds to work together to facilitate organizational interests.

2.7.4 Managing Trade-Offs

Developing the ability to effect trade-offs between conflicting interests ranks among the major challenges leadership development face. The trade-offs pertain to issues such as reconciling individual interests of subordinates and organizational goals, resisting the temptations for short-term gain and fame for long-term benefits and power, balancing corporate profitability with ethical standards, and the like. Leaders, who cultivate the art of making such trade-offs effectively and in a time bound manner overcome a major challenge of leadership development.

The importance of leadership development for organizations stems from the fact that almost eighty percent of problems experienced in any organization are people-related. With the importance of human resources rising and organizations competing for talent, developing leaders to manage the existing talent has become more important than ever before. Good leaders ensure solutions to such problems and help drive the bottom line.

2.8 Leadership Development Theory

2.8.1 Traditional Leader Theory

Historically, organizations have operated in a top-down leadership style: That is, senior executives gave orders and workers followed them (Hickman, 1998). Organizational hierarchies were built to encourage centralized decision making, and communication occurred through layered departmental structures. This type of leadership by centralizing authority and information helped managers differentiate talents and functions (Toregas, 2002).

Current challenges, such as expansions, downsizing, and a global economy, have forced organizations to examine the traditional leadership approach (Yukl, 2002). Organizations are now shifting from traditional hierarchal leadership to various forms of open networks comprised of people who work together closely to achieve interrelated goals (Hickman, 1998). This new model of leadership focuses on the value of people and recognizes everyone involved in an organization can contribute to and help mold the vision of the company (Bowen andOstroff, 2004)

Corporations have been becoming less hierarchical and more collaborative and have required that responsibility and initiative be distributed more widely. It is now possible for large groups of people to coordinate their actions, not just by bringing lots of information to a few centralized places but also by bringing lots of information to lots of places through ever-growing networks within and beyond the firm (Ancona, Malone, Orlikowski, and Senge, 2007).

2.8.2 Charismatic Leader Theory

Sociologists, political historians, and political scientists have widely accepted the theory of charismatic leadership (Choi, 2006). Originally advanced by Weber (1947), charismatic leadership is effective and lends itself to many other leadership styles and it can manifest

itself in two different forms: (a) personalized leadership and (b) socialized leadership (Howell and Shamir, 2005).

Personalized leadership can be exploitative, non-egalitarian, and self-aggrandizing, and it can have disastrous consequences for followers and the organization. Well-documented examples of such personalized leaders include Adolf Hitler and Jim Jones of Jonestown (Choi, 2006). This personalized leadership style represents the dark or negative side of charismatic leadership (Conger, 1989), and it will not be considered in the following discussion. Charismatic leadership has been defined as ―a special quality that enables leaders to be non-exploitative yet motivate followers to maximize the gains of the organization through specific personal actions without regard for the leader's personal needs (Howelland Frost, 1989). In addition, charismatic leadership is characterized as a leader's ability to help followers formulate personal higher-order goals and enduring needs and instill followers with a sense of power that encourages them to pursue goals. It is a leadership style with a focus on development (Choi, 2006). Conger and Kanungo (1998), suggested several phases and attributes of the charismatic leader. Recently,Choi (2006) identified three behavioral components of charismatic leadership: (a)envisioning, (b) empathy, and (c) empowerment. Charismatic leaders are effective, and they exhibit many talents and skills.

2.8.3 Transactional Leadership Theory

Transactional leadership theory suggests that leaders use simple organizational frameworks to tell subordinates what to do and what rewards they get for following orders. Transactional leadership's use of rewards can be effective in routine situations and lead to high performance and follower satisfaction. In this relationship, ―the leader provides a benefit by directing the group toward desirable results. In return, the followers provide the leader with status, the privileges of authority, influence, and prestige (Bass, 1997).

Burns (1978) suggested that although transactional leadership has its place, it can also be very limiting: ―A leadership act took place, but it was not one that binds leader and follower together in a mutual and continuing pursuit of a higher purpose. Bass (1985) argued

that transactional leadership works as long as the leader is ―a rational and economic being. For example, when workers complete an important job assignment on time and under budget, the transactional leader may reward workers monetarily, but if a deadline is missed or a project goes over budget, then the leader may make it very uncomfortable for workers (Bass, 1997). They reward people who follow orders and reprimand people who do not follow orders. It is important for organizations to recognize this type of leadership and understand that it will yield only short-term gains and cannot be used long term.

2.8.4 Transformational Leadership Theory

Burns introduced the theory of transformational leadership in 1978 and suggested that leaders and followers engage in a social exchange in order to reach a desired goal. Burns (1978) defined transformational leadership as a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents. Burns added to his definition and stated that a transformational leader is someone who elevates followers and him or herself to a higher level of motivation and morality: ―The transformational leader also recognizes the need for a potential follower, but he or she goes further, seeking to satisfy higher needs…to engage the full person of the follower (Bass, 1990,). Smith, Montagno, and Kuzmen summed up the characteristics of a transformational leader in 2004: ―Transformational leadership occurs when a leader inspires followers to share a vision, empowers them to achieve the vision, and provides the resources necessary for developing their personal potential.

Other researchers (Bass 1985; Bennis andNanus, 1985) pointed out that transformational leadership goes beyond individual needs and focuses on a common purpose, intrinsic rewards, and developing commitment with the followers. Bass (1990) described a transformational leader as ―someone who shows charisma by demonstrating complete faith in a co-worker, encourages inspiration through high performance expectations, is intellectually stimulating with creative and innovative problem-solving abilities, and provides individualized consideration by offering needed personal attention.

Geroy, Bray, and Venneberg (2005) suggested that transformational leaders have an internal locus of control that allows them to lead through change, and this ability enables them to handle stress better than transactional leaders: ―Transformational leaders lead by motivating others and by appealing to higher ideals and moral values (Mason andWetherbee, 2004).Therefore becoming a transformational leader is a process that does not happen overnight, and developing a Leadership that produces transformational leaders is something that takes time, planning, research, and an organization's long-term commitment to developing its people.

2.9. Countries Experience in Educational Leadership Development

The term educational leadership and management came into popularity in the twentieth century as a result of growing complexity of education systems andexpansion of the role of school leaders, giving rise to demands and expectations that necessitated a move from the prevailing school culture of status quo maintenance to transformational leadership for improvement, reforms, exhibition of practice, production of best results and accountability. The need for training in educational leadership has thus been widely recognized in the 21st century (Commonwealth Secretariat, 1996) as crucial for effective leadership and management and successful functioning of educational systems, for building effective institutions and the production of best results. Bush (2008) states that among pioneers in the preparation of school principals were Canada, Singapore and U.S.A. But there were also notable early starters in Europe, Some Asia Pacific countries, Australia, New Zealand and Hong Kong. Today these countries have evolved fairly well-developed systems for the professional preparation and development of educational leaders. A 1991 study of Africa showed only three countries with comprehensive programs. The focus of pre-service teacher education, the pool from which educational leaders are drawn is on preparing instructional professionals and subject specialists hence the need for training in leadership. Examples that follow initiatives over the past two decades show the general trend:

In South Africa, Bush (2008) observes so many instances that head teachers come to the headship without the preparation for the new principalship. The lack of preparation is further compound by the post – Apartheid shift to self-managing schools which imposed additional

responsibilities on the school heads. In South Africa prior to the introduction of the Advanced Certificate in Education: School leadership (ACE) in 2007, recognition of the importance of trained leadership and management in education was initially responded to through principals attending short in - service events lasting a few days, organized by the Department of Education. The introduction of ACE ushered in a planned, purposeful, and systematic approach to the challenge.

Like South Africa, there has been in Tanzania, long standing recognition of the need for trained leadership in education. This was initially responded to through in – service ad hoc short courses, seminars and workshops for leadership and school improvement. The landscape of educational leadership development in Tanzania was transformed with the opening of the Agency for the Development of Educational Management. The purpose of ADEM is to train current and future leaders, managers and administrators in the entire Tanzania education system. ADEM offers a two – years Diploma in Educational Management and Government (DEMA) and several short courses. (desalegn.2014)

In Kenya the recognition of the importance of providing training in educational leadership and management to those in charge of education was for many years following independence in 1963, responded to through In-service Education and Training(INSET) short courses, seminars, workshops, and on the job advice, all done under the Ministry of Education some in partnership with donors. Much of the in - service education and training focused on pedagogical and subject mastery improvement. At the primary school level, the Teacher Education Professional Development (TEPD) 2007 – 2013 a USAID supported initiative of the Ministry of Education was implemented to ensure that quality of education improved even as quarterly increased following the introduction of free primary education. (Kitavi and Van Der Westhuizen.1997).

In Nigeria among the recent studies on educational leadership Arikewuyo (2009) states that training of Secondary school principals in Nigeria is a neglected area in education. As in other African countries, school heads in Nigeria are drawn from the teaching force. Their appointment is based on teacher qualification and teaching experience of ten years and

above (Arkiewuyo 2009) However, this basic requirement is not always up held. Udey et al (2009) warns against political favoritism that education administrators have progressively moved from generating and defending knowledge into a political arena where they have become centers of political system.

In Ghana education system during the first decode of independence described by the World Bank as one of the best in Africa began to decline. The Institute of Education Planning and Government (IEPA) of the Faculty of education, University of Cape Coast was established in 1975 through a joint agreement between the Government of Ghana, UNESCO and the United Nations Development Program (UNDP) to train officials and other personnel of the Ministry of Education and the Ghana Education service (GES) in order to improve the quality of education. The Institute offers Master Program in educational Government and planning and is involved in several consultancy activities related to leadership education. The In - service Education and Training (INSET) Unit of IEPA mandated inter alia with strengthening the leadership for learning capacity of primary school head teachers, runs in - service training workshops for the purpose.Like in several African countries, there is need for legal and financial empowerment and focus to bring educational leadership and management development on board, as this is crucial in achieving quality education. (desalegn.2014)

Ethiopia has expanded access to education dramatically, but the quantitative achievement has contributed to declining quality. Prior to 1990, among interventions government put in place to improve quality was professional development of school teachers and principals through centrally organized in - service workshops. Workshops are still mounted occasionally a study of this intervention (Bush, 2008) reported that principals attended a one - month in - service courses on school management. Limitation of the training included curriculum unresponsiveness to the training needs of principals, short duration of training, and ill preparedness of trainee and incompetence of trainers, disconnect between the training and the vision of the Ministry of Education and the training did not reach all teachers and principals. Hence the impact of the training for quality, through teachers or principals was negligible.

The Continuous Professional Development for primary and secondary schools Teachers, leaders and supervisors (CPD) mounted between 2005 and 2008 whose overall aim is to raise the achievement level of students in Ethiopia, is expected to deliver better. According to national and state policies, it is intended to be ongoing, comprehensive and compulsory. Research on the updating strategy showed little cognitive learning and use of high order thinking skills, but there were many examples of supportive relationship between teachers and students, suggesting CPD support of the affective rather than cognitive dimension (Asgedom et al 2006:5). The impact of CPD intervention on raising the achievement level of students and promoting professional development of principals and other leaders in education leadership skills are negligible. But like other initiatives, there is need for longitudinal studies to assess the long – term impact on professional standards and the quality of education.

2.10 Educational Leadership in the Context of Ethiopia

One of the influential administrative positions in the success of educational plan is leadership. Authorities give their own argument with respect to the historical back ground of educational leadership. (Ahmed, 2006), the origin of educational leadership can be traced back to 1515 in the time of Johann Strum of USA. The position developed from classroom teachers with few administrative duties to principal teacher and then to supervising principal.

Educational leadership traces its origin to the introduction of Christianity during the ruling era of Ezana of Aksumite Empire; around the 4th Century A.D. Ethiopia for a long time had found schools for children of their adherents (Teshome, 2006). However, the Western type

of educational system was formally introduced into Ethiopia in 1908 with the opening of Menelik II School. According to Ahmed (2006) the history of educational leadership in Ethiopia was at its early age was dominated by foreign principals. In all government schools which were opened before and after Italian occupation, Expatriate from different European countries were assigned as school principals. Late in 1941, after the restoration of independence education was given high priority which resulted in opening of schools in different parts of the country. At that time most of the principals and teachers were from foreign countries (ICDR, 1999).

Prior to 1962, expatriate principals were assigned in the elementary and secondary schools of different provinces of Ethiopia during the 1930's and1940's (MoE, 2005). During this time, the educational leadership position was given to Indians because their experience in principal ship. In 1964, it was a turning point that Ethiopians started to replace expatriates.

This new chapter of principal ship began with a supervising principal. Such a person was in charged not only for a single school but also for the educational system of the community where the school was located (Teshome, 2006). Among candidates, the Ethiopian school heads were directly assigned in elementary schools without competition. After 1960 it was a time that Ethiopians who were graduated with BA/BSC degree in any field were assigned as principals by senior officials of the MoE. The major criteria to select them were educational level and work experience (MoE, 2005). However, in the first few decades of 1960's graduates of BA degree in pedagogy were directly assigned in secondary schools.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter covers the method of the study that was used, the sources of the data, the sample and sampling techniques, the instruments and procedure of data collection, and method of data analysis.

3.1. The Research Method

The main purpose of the study was to asses'the practices and challenges of leadership development in Addis Ababa City Government Education Bureau. Both quantitative and qualitative research methods were employed in order to achieve this purpose. Using multiple approaches can capitalize on the strengths of each approach and offset the weaknesses and it provides a better understanding of research problems than either approach alone. It also provides more comprehensive answers to research questions going beyond the limitations of a single approach (Creed, et al., 2004). It is also practical in the sense that the researcher is free to use all methods possible to address a research problem (Creswell, 2006).

In this study a descriptive survey research design was employed with the intention of getting the general picture of the current status of practices and challenges of leadership development in Addis Ababa City Government Education Bureau. In supporting this idea, Abiy et al., (2009) suggested that descriptive survey is used to gather data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared or determining the relationships that exist between specific events. In other words, the descriptive survey is more effective in assessing the current practices in its natural setting.

3.2. Sources of Data

The primary sources of data for this study were questionnaires and interviews from the core process owner and educational experts of the city Government Education Bureau, the Sub Cities and Government Secondary School Principals. The secondary data were also books (Published and Unpublished), minutes of different meeting in the city Government Education Bureau and Sub Cities. The secondary source used to strengthen the primary sources. The necessary data for the study were collected from both primary and secondary

sources. Primary sources refer to individuals or organizations from which information has originated directly as a result of the particular problem under study.

3.3. Sample and Sampling Techniques

According to information obtained from City Government of Addis Ababa Education Bureau in 2016/17(unpublished). There were 18 Core Possessors, 180 Educational Experts,10 sub cities in the city Government of Addis Ababa Education Bureau: each sub cityhas 26 Educational Experts and 3Core Possess owners; there are also 256 School Principals in 64 Government Secondary Schools. Among the ten sub cities the target populations were selected from three sub cities by purposive sampling method because their geographical nature represents the rest sub cites. The selected Sub Cities were Addis Ketema, Gulele and Kolfe Keraniyo. To select respondents from educational experts and School Principals the researcher used simple random sampling techniques because in simple random sampling, every member of a population has an equal and independent chance of being selected as sample and it is also appropriate to quantitative research design. while use purposive sampling technique to select core processowners as their number is small.

Table 1: Sample size and sampling techniques

No	Population items	Population (n)	Sample (n)	%	Sampling techniques	Data collection toll
1	Educational experts	440	200	45	Random sampling	Questionnaire Interview
2	Principals	256	100	39	Random sampling	
3	Core process owners	48	15	31	Purposive sampling	
Total		744	315	42		

The above table showed from 744 total population 315 sample were selected which was 42% of the total population. After the data were collected, analyzed and tabulated by using SPSS (version 21)

Characteristics of Respondents

The characteristics and background information of secondary school principals and teachers were presented below:

Table 2: Back ground information of respondents

Age	Sex			
	Male		Female	
	Frequency	%	Frequency	%
21-30	87	51.8	31	57.4
31-40	47	28	16	29.6
41-50	16	9.5	5	9.3
≥ 50	18	10.7	2	3.7
Total	168	100	54	100

A total of 300 questionnaires were distributed to the respondents, out of this 228 were returned. Producing an overall 76% return rate. After the data was monitored, 6 surveys were removed due to incomplete or missing responses. Table 2 reflects the response rate. As it is reflected in the table most of the respondents were within the age ranging from 21 – 30 years. The majority of the respondents were male. As shown in the table, female presentation was very low that needs effort to empower women in every aspect.

Table 3: Qualifications and Work Experience of respondent

Qualification	Current position work experience in years									
	1-5		6-10		11-15		16-20		≥ 21	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
PhD	-	-			-	-				
MA/MSC	8	13.1	10	16.4	25	41	7	11.5	11	18
BA/BSC/BED	21	13.8	51	33.6	44	28.9	15	9.9	21	13.8
Diploma	1	11.1	2	22.2	1	11.1	1	11.1	4	44.4
Total	30	13.5	63	28.4	70	31.5	23	10.4	36	16.2

Table 3 reflects respondents by qualifications and work experiences. As it is reflected in the table the majority of the respondents have qualifications of first degree. Most of them have work experience within the range of 6– 15 years services. The data indicated that masters' degree holders were very few of the total respondents. In general, leadership development requires knowledge and skill in the field of education and it is also the basis to reach the target set forward. Based on this information we can conclude that the majority of the respondents' population seems capable to take part in the leadership development activities.

3.4. Instruments and Procedures of Data Collection

3.4.1 Instruments of Data Collection

The necessary data for the study were gathered through self-developed questionnaires for the educational experts and Government Secondary School Principals. There was also interview with core process owners. These methods minimize the chance of inconsistent findings that are attributable to similarities of methods indicated Lewin and Janet (1999). An instrument is a tool used for data collection. The data collection process in the field includes the use of questionnaires and interviews from the population of the study because they are the one who has to change and develop the organizations. The Instruments that were employed in this study for data collections are discussed here bellow in detail.

3.4.1.1 Questionnaires

In an attempt to collect data, both open and close ended questionnaires were prepared by the researcher and used as a main source of data gathering instrument. Questionnaires are less expensive, offer greater anonymity of respondents, and appropriate for collecting factual information (Kumar, 2005). These justifications made questionnaire more appropriate for this study. Two sets of questionnaires (close and open-ended) were prepared to collect information from two groups of respondents namely educational experts and principals. The items were prepared in accordance with the designed objectives and basic questions to be answered in the study concerning leadership development practice and challenges.

All questionnaires prepared for participants contain six parts. The first part is about the back-ground information of the participants; the second part is about the leadership development need assessment, leadership development practice on: -challenging developmental assignments, relationships with others and feedback, challenges on leadership development practice, and strategies on leadership development practice A total of 54 close ended questions, and 3 open ended questions were prepared.

3.4.1.2 Interview

Structured interview guide questions were used in order to get extra information from core process owners. The instruments mainly consist of questions about the practices and challenges in the leadership development and strategies to leadership development for about 10-15 minutes by asking them orally in their office having appointments during the instrument gathering time and the interview was conducted by the researcher

3.4.2 Procedures of Data Collection

After review of the related literature, all instruments were developed by the researcher.Each items and instruments were carefully examined, improved, and restructuring were made for final data collection, and then the questionnaire was administered with the help of the educational officials following by provision of the necessary orientation by the researcher. Interviews were conducted by physical presences with the concerned persons**.**

3.5 Methods of Data Analysis

The data collected with the two instruments were analyzed accordingly. The qualitative data and quantitative data were treated and analyzed by using mixed method. SPSS version 21 statistical data processer software were used. The response of the respondents for the questionnaires, which were designed into 5 points Likert rating scales were arranged in the form of tables. Mean, Percentage and standard deviation were used to summarize and present the data in tables. Then, the results in the tables were discussed, along with the results from the interviews. Finally, in the discussion part, the findings were discussed based on the findings in the related literature, Moreover, interpretations of the findings of this study including a discussion on whether the research questions were supported or not.

Based on the five-pointLikert rating scales from very high to very low, the mean values les than 1.49 as very low, 1.50-2.49 as low, 2.50-3.49 as moderate, 3.50-4.49 as high and more than 4.50 as very high in implementation of the items. For the sake of analyses, very high and high indicate effective implementation of each item, and moderate presents neither positive nor negative performance and similarly very low and low indicate ineffective implementation of items in the organization.

3.6. Ethical Consideration

Attempts were made to formulate the research process professional and ethical. To this end, the researcher had tried to clearly inform to the respondents about the purpose of the study that is purely for academic reason. As it is introduced its purpose in the introduction section of the questionnaire and interview guide to the respondents, the researcher confirmed that subjects, confidentiality will be protected. In general, the researcher did not try to personalize any of the reaction of the respondents during data presentations, analysis and interpretations. Besides, all the resources used for this research have been appropriately acknowledged.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the characteristics of sample population, analysis, and interpretation, of data collected through questionnaire from two groups of respondents and the information obtained through interview. The necessary data for assessment was obtained from 143 educational experts, 79 secondary school principals and 15 core processes owners. Based on the type of data collected, the following statistical tools were employed to analyze the data gathered. Frequency and percentage was used to analyze the general characteristics of the respondents such as sex, educational specialization and work experience were analyzed. In addition, mean and standard deviation value which were computed by SPSS (version 21.0). This method simply compares the mean values of each item with the expected mean. Hence, the presentation and interpretation of the characteristics are presented in tables as follows

4.1. Leadership Development Practice on Challenging Developmental Assignments

Challenging developmental assignment activities helps to develop leaders' political skills. Itincludes working at hectic pace, aiming to acquire a great amount of information orally, and dealing with ambiguity, change, contradiction or paradox.(McCauley et al. 2004).

Table 4: -Responses on leadership development practice on challenging developmental assignment

NO.	Items	Parameters	Categories				Mean	SD
			Principals		Educ.exp			
			Freq	%	Freq	%		
1	The degree to which the City Government of Addis Ababa Education Bureau develop expertise by moving to new challenges outside work environment	Very low	18	22.8	20	14.0	2.56	.919
		Low	19	24.1	30	21.0		
		Moderate	39	49.4	68	47.6		
		High	3	3.8	25	17.5		
		Very high	-	-	-	-		
2	The extent to which the City Government of Addis Ababa Education Bureau make to learn how to lead and gradually develop the authority of leadership	Very low	44	55.7	7	4.9	2.69	.870
		Low	12	15.2	60	42.0		
		Moderate	23	29.1	52	36.4		
		High	-	-	21	14.7		
		Very high	-	-	3	2.1		
3	The degree to which the City Government of Addis Ababa Education Bureau make to perform additional tasks alongside one's regular job	Very low	16	20.3	29	20.3	2.54	1.023
		Low	20	25.3	31	21.7		
		Moderate	34	43.0	57	39.9		
		High	6	7.6	25	17.5		
		Very high	3	3.8	1	7		
4	The degree to which the City Government of Addis Ababa Education Bureau builds and manages new teams of people.	Very low	15	19.0	40	28.0	2.49	1.112
		Low	33	41.8	19	13.3		
		Moderate	16	20.3	57	39.9		
		High	10	12.7	26	18.2		
		Very high	5	6.3	1	7		
5	The extent to which the City Government of Addis Ababa Education Bureau create vision for change.	Very low	12	15.2	28	19.6	2.67	1.124
		Low	27	34.2	33	23.1		
		Moderate	25	31.6	38	26.6		
		High	13	16.5	38	26.6		
		Very high	2	2.5	6	4.2		
6	The level to which the City Government of Addis Ababa Education Bureau make subordinates to work under tight deadlines.	Very low	-	-	22	15.4	2.84	.936
		Low	8	10.1	33	23.1		
		Moderate	53	67.1	66	46.2		
		High	13	16.5	17	11.9		
		Very high	5	6.3	5	3.5		

The above table shows the leadership development activities on developmental assignment. Which mainly includes activities such as job rotation, cross boundary assignment and change management. With regard to item 1 and 2 mainly represent job rotation which is concerned withdeveloping leaders' expertise by moving to new challenges outside their working environments and making them to learn how to lead and gradually develop the authority of leadership, the mean value 2.56 and 2.69 respectively obtained from both educational experts and principals responses. This implies activities on developing leaders' expertise are in sufficient. Item 3 focus on the assignments of leaders along their regular job to develop their performance on additional tasks which is related to activities of cross boundary assignment, the mean value 2.54 obtained from both educational experts and principals. This shows practices of letting once to assign along with their current position is low. Item 4,5 and 6 are represents activities of change management which regard to building and managing new teams of people, creating vision for change and making subordinates to work under tight deadlines, the mean value 2.49, 2.67 and 2.87 respectively obtained from both educational experts and principals. Therefore of the activities of leadership development in challenging developmental assignment is very low.

4.2 Leadership development practice on relationship with others and feedback

The essence of leadership development practice on relationship with others and feedback is that it provides skills with a different perspective of how well or poorly leaders are doing and helps to identify behavioral changes needed to continue their development process (Oliver et al. 2009).

Table 5:-Responses on leadership development practice of relationship with others and Feedback

No	Items	Parameter	Categories				Mean	SD
			Principals		Educ. Exp			
			Freq	%	Freq	%		
1	The degree to which the City Government of Addis Ababa Education Bureau uses coaching to fill gap	Very Low	3	3.8	12	8.4	2.91	.903
		Low	17	21.5	30	21.0		
		Moderate	45	57.0	65	45.5		
		High	14	17.7	31	21.7		
		Very high	-	-	3	2.1		
2	The extent to which the City Government of Addis Ababa Education Bureau make a relationship between an experienced manager and a less experienced, who is not an immediate subordinate of the mentor	Very Low	6	7.6	17	11.9	2.73	1.032
		Low	33	41.8	41	28.7		
		Moderate	15	19.0	61	42.7		
		High	20	25.3	17	11.9		
		Very high	5	6.3	7	4.9		
3	The extent to which the City Government of Addis Ababa Education Bureau use bosses values as a model helps managers to better understand	Very Low	4	5.1	9	6.3	2.87	.788
		Low	14	17.7	30	21.0		
		Moderate	48	60.8	78	54.5		
		High	13	16.5	24	16.8		
		Very high	-	--	2	1.4		
4	The extent to which the City Government of Addis Ababa Education Bureau balance between providing guidance and empowering to make decisions independently	Very Low	7	7.5	17	11.9	2.94	1.007
		Low	10	10.8	29	20.3		
		Moderate	32	34.4	61	42.7		
		High	26	28.0	32	22.4		
		Very high	4	4.3	4	2.8		
5	The degree to which the City Government of Addis Ababa Education Bureau collect feedback by structured questionnaires.	Very Low	14	17.7	25	17.5	2.90	1.234
		Low	13	16.5	22	15.4		
		Moderate	38	48.1	49	34.3		
		High	2	2.5	30	21.0		
		Very high	12	15.2	17	11.9		
6	The level to which the City Government Education of Addis Ababa Bureau make to compare self-rating feedbacks to ratings by others as well as to the norms for other.	Very Low	15	16.1	17	11.9	2.85	1.138
		Low	25	26.9	21	14.7		
		Moderate	26	28.0	61	42.7		
		High	10	10.8	27	18.9		
		Very high	3	3.2	17	11.9		

The above table shows responses on leadership development activities on relationship with others and feedback Relationships programs typically include coaching, mentoring by the superiors or consultants. Other types of developmental practices in this cluster are relationships with the boss and 360-degree feedback. According to data obtained from the two groups in table 4 using coaching to fill gaps and making of a relationship between an experienced manager and a less experienced, who is not an immediate subordinate of mentor mean value 2.91 and 2.73 respectively.

with respect to item number 3 and 4that relate to activities of relationship which focus on using bosses value as a model helps managers to better understand and balancing between providing guidance and empowering to make decisions, mean value 2.87 and 2.94 respectively obtained from the two groups. This mean is rated as low performance. Regarding to item 5 and 6 which focus about multi feedback as activities of leadership deals collecting feedback by structured questionnaires and comparing self-rating feedback to ratings by others as well as to the norms for others, mean value 2.9 and 2.85 respectively obtained from the two groups.

4.3 Leadership development practice on formal training

Effective formal training takes into account learning theory, specific learning objectives, characteristics of the trainees and organization's strategic objectives.

Table 6:-Responses of leadership development practice on formal training

No	Items	Parameter	Categories				Mean	SD
			Principals		Educ.Exp			
			Freq	%	Freq	%		
1	The extent to which the City Government of Addis Ababa Education Bureau involve in some real, complex and stressful problem.	Very Low	5	6.3	12	8.4	2.97	.866
		Low	5	6.3	24	16.8		
		Moderate	48	60.8	77	53.8		
		High	16	20.3	29	20.3		
		Very high	5	6.3	1	.7		
2	The extent to which the City Government of Addis Ababa Education Bureau conduct field projects to solve complex organizational problems	Very Low	7	8.9	15	10.5	2.92	1.012
		Low	15	19.0	25	17.5		
		Moderate	33	41.8	78	54.5		
		High	16	20.3	16	11.2		
		Very high	8	10.1	9	6.3		
3	The degree to which the City Government of Addis Ababa Education Bureau develop cognitive skills	Very Low	3	3.8	11	7.7	2.94	.913
		Low	20	25.3	28	19.6		
		Moderate	38	48.1	68	47.6		
		High	10	12.7	35	24.5		
		Very high	8	10.1	1	.7		
4	The degree to which the City Government of Addis Ababa Education Bureau develop interpersonal skills	Very Low	17	18.3	21	14.7	2.83	1.112
		Low	14	15.1	21	14.7		
		Moderate	24	25.8	61	42.7		
		High	22	23.7	34	23.8		
		Very high	4	2.2	5	3.5		
5	The level to which the City Government of Addis Ababa Education Bureau make a trained professional to facilitate periodical meetings	Very Low	16	17.2	21	14.7	2.83	1.247
		Low	24	25.8	37	25.9		
		Moderate	7	7.5	42	29.4		
		High	12	12.9	41	28.7		
		Very high	20	21.5	2	1.4		
6	The degree to which the City Government of Addis Ababa Education Bureau uses different kinds of training to enhance interpersonal skills.	Very Low	12	15.2	21	14.7	2.88	1.149
		Low	11	13.9	33	23.1		
		Moderate	23	29.1	57	39.9		
		High	22	27.8	25	17.5		
		Very high	11	13.9	7	4.9		

Table 6 illustrates respondents responses on leadership development activities on formal training which mainly includes action learning and other forms of training. Accordingly,item 1and2 indicates the extents of leaders' involvement in some real, complex stressful problem and conducting field projects to solve some organizational problems are rated 2.97 and 2.92 mean values respectively. With regard to item 3and 4 which focus on leaders' developments in cognitive and interpersonal skills 2.93 and 2.83responses mean value respectively obtained from the two groups.

In action learning projectsperiodical meetings facilitated by a trained professional who leads the discussion and analysis of lessons learned from the experiences. Optimally the teams are composed of people from different professional backgrounds to allow exposure of diverse perspectives. (Yukl, 2006) item 5 indicates the level of making to professionals to facilitate periodical meeting responded mean value is 2.83 from both groups. This shows the trained professional participation is moderate. Item 6 explains about the degree that uses different training to develop leaders' interpersonal skills, mean value 2.88 responses from principals and educ.exp.

4.4 Leadership development need assessments on individuals

Unless leadership development needs can be observed and articulated there can be no effective demand for leadership development Gibb, (2006). At any level of training and development need assessment is one of the prior action to be taken by responsible managers to assure sustainability in their respective position. It is required to have base line survey before declaring any form of training practice in order to be implemented. The table below tried to show whether individual assessment has been done by the schools to undertake LD or it is seldom to conduct without proofing the availability of need at an individual base.

Table 7:-Response of leadership development needs assessments based on individuals

No	Items	Parameters	Categories				Mean	SD
			Principals		Educ.exp			
			Freq	%	Freq	%		
1	The extent to which the City Government of Addis Ababa Education Bureau asks individual leaders about their training needs.	Very low	18	21.7	43	30.1	2.22	.850
		Low	29	34.9	23	16.1		
		Moderate	32	38.6	77	53.8		
		High	-	-	-	-		
		Very high	-	-	-	-		
2	The extent to which the City Government of Addis Ababa Education Bureau collects your training needs through performance evaluation.	Very low	11	13.9	19	13.3	2.14	.717
		Low	24	30.4	48	33.6		
		Moderate	44	55.7	76	53.1		
		High	-	-	-			
		Very high	-	-	-			
3	The degree to which the City Government of Addis Ababa Education Bureau gives opportunities to you to assess yourself.	Very low	5	6.3	9	6.3	2.61	.868
		Low	48	60.8	48	33.6		
		Moderate	15	19.0	64	44.8		
		High	11	13.9	17	11.9		
		Very high	-	-	5	3.5		
4	The level to which the City Government of Addis Ababa Education Bureau identifies your training need based on your skill, attitude and knowledge gaps	Very low	3	3.8	18	12.6	2.50	.811
		Low	27	34.2	65	45.5		
		Moderate	38	48.1	47	32.9		
		High	11	13.9	13	9.1		
		Very high	-	-	-	-		
5	The degree to which the City Government of Addis Ababa Education Bureau identifies your training needs based on your professional development	Very low	22	27.8	43	30.1	2.15	.898
		Low	36	45.6	33	23.1		
		Moderate	17	21.5	61	42.7		
		High	4	5.1	6	4.2		
		Very high	-	-	-	-		
6	The extent to which the City Government of Addis Ababa Education Bureau identifies the training needs based on the job description you are entitled to work	Very low	13	16.5	24	16.8	2.54	.904
		Low	7	8.9	40	28.0		
		Moderate	53	67.1	63	44.1		
		High	5	6.3	15	10.5		
		Very high	1	1.3	1	7		

According to table 6 above the extent of asking leaders about their training need responses obtained mean value 2.22 from both groups. This shows the extents of preparing trainings based on individuals need is low Since leadership development practices are prepared to improve the knowledge, skill and attitudes of individuals the need assessment should give time for self-assessment. With regard to item 2 extents of collecting need assessments through their performance evaluation is obtained mean value 2.14. This implies that need

assessment is not properly done to address individuals to improve their performances. Item 3 indicates to which giving opportunity to individuals asses themselves, responded as a mean value 2.61 from both groups. For any program of organizational development plan the main instruments i.e. employees, should be included to be able to get first-hand information about the areas of improvement with an open-ended requesting format. Item4 shows that the degree of identifying training need based on skill, knowledge and gaps of employees is mean value 2.5 from both groups. Item 5 the extents of collecting training need based on professional developments of employees is mean value 2.15 from both groups. Since, filling the gaps of employees beginning from establishing a professional development which is one of the most important areas where it is possible to identify gaps among employees a lot thing remains to be done. With respect to item 6 the extent of identifying training need based on employees' job description they are entitled to work response mean value is 2.54 from both groups.

4.5 Leadership development need assessment based on working environment

In addition to individual assessments to be made it is also important to assess what kind of working environment the organization has in order to proceed with the leadership development. Since, working environment plays the most important role in determining what best suits the type of leadership development practice which is suitable for the culture of the organization; managers always have to be curious about their working environment

Table 8: -Responses of leadership development practice need assessment based on working environments

No	Items	Parameters	Categories				Mean	SD
			Principals		Educ.exp			
			Freq	%	Freq	%		
1	The extent to which the City Government of Addis Ababa Education Bureau identifies the training needs based on the working culture of the organization	Very low	2	2.5	25	17.5	2.29	1.019
		Low	35	44.3	39	27.3		
		Moderate	25	31.6	42	29.4		
		High	17	21.5	32	22.4		
		Very high	-	-	5	3.5		
2	The degree to which the City Government of Addis Ababa Education Bureau identifies the training needs based on the plan and the major task of the organization.	Very low	2	2.5	8	5.6	2.88	.787
		Low	28	35.4	24	16.8		
		Moderate	36	45.6	79	55.2		
		High	13	16.5	31	21.7		
		Very high	-		1	.7		
3	The level to which the City Government of Addis Ababa Education Bureau identifies the training needs based on the changes that your organization has gone through.	Very low	3	3.8	20	14.0	2.84	.934
		Low	17	21.5	22	15.4		
		Moderate	40	50.6	72	50.3		
		High	19	24.1	23	16.1		
		Very high	-	-	6	4.2		
4	The extent to which the City Government of Addis Ababa Education Bureau identifies the training needs based on the mission and the vision of the organization	Very low	8	10.1	8	5.6	2.75	.840
		Low	8	10.1	55	38.5		
		Moderate	49	62.0	57	39.9		
		High	12	15.2	23	16.1		
		Very high	2	2.5	-	-		

For any form of development, the working environment is believed to be one of the most important aspects and life of an organization. Identifying training needs based on the working culture the organization indicates 2.29 mean value from both groups.With regard to the identification of training needs based on the plan and major task of the organization responses mean value 2.88 from both groups. Identifying training need based on the organization has gone through represented in item 3 and mean value 2.84. With regard to item 4, identifying the training need based on the mission and the vision of the organization is mean value 2.75. In general, identifying the need assessment of leadership development based working environments mean value rating from 2.29 to 2.75, This implies that that there is less effort made by the organization in identifying the need assessment of employees bases on their working experience and culture of the organization.

4.6 Challenges of leadership development on working environments

Leadership constantly presents challenges to leader and their abilities. These challenges are an incitation to rise to another level, to test leaders themselves and improve in the process, and to show that you can accomplish something that may seem difficult or even impossible. The respondents were asked about challenges that they face when they practice leadership development activities in their working environments.

Table 9:- responses on challenges of leadership developments on working environments

No	Items	Parameter	Categories				Mean	SD
			Principals		Educ.Exp			
			Freq	%	Freq	%		
1	The level to which the City Government of Addis Ababa Education Bureau make the organizational setting helps for change drive	Very Low	7	8.9	16	11.2	2.89	1.100
		Low	35	44.3	42	29.4		
		Moderate	10	12.7	44	30.8		
		High	18	22.8	36	25.2		
		Very high	9	11.4	5	3.5		
2	The degree to which the City Government of Addis Ababa Education Bureau make conducive working environment	Very Low	20	25.3	14	9.8	2.80	1.076
		Low	18	22.8	26	18.2		
		Moderate	24	30.4	62	43.4		
		High	11	13.9	38	26.6		
		Very high	6	7.6	3	2.1		
3	The extent to which the City Government of Addis Ababa Education Bureau make decisions based on overall organizational interests	Very Low	6	7.6	15	10.5	2.95	.987
		Low	8	10.1	34	23.8		
		Moderate	43	54.4	53	37.1		
		High	14	17.7	40	28.0		
		Very high	8	10.1	1	.7		
4	The extent to which the City Government of Addis Ababa Education Bureau reconcile individual interests of subordinates and organizational goals	Very Low	7	8.9	7	4.9	2.88	.902
		Low	21	26.6	34	23.8		
		Moderate	43	54.4	62	43.4		
		High	4	5.1	36	25.2		
		Very high	4	5.1	4	2.8		
5	The degree to which the City Government of Addis Ababa Education Bureau encourages subordinates to strengthen their social bonds.	Very Low	11	13.9	8	5.6	2.87	1.224
		Low	26	32.9	35	24.5		
		Moderate	21	26.6	52	36.4		
		High	17	21.5	40	28.0		
		Very high	4	5.1	8	5.6		
6	The extent to which the City Government of Addis Ababa Education Bureau uses human resource properly	Very Low	11	13.9	17	11.9	2.86	1.076
		Low	7	8.9	40	28.0		
		Moderate	35	44.3	53	37.1		
		High	24	30.4	21	14.7		
		Very high	2	2.5	12	8.4		
7	The degree to which the City Government of Addis Ababa Education Bureau allocate financial resource properly	Very Low	12	15.2	31	21.7	2.95	1.210
		Low	6	7.6	24	16.8		
		Moderate	21	26.6	49	34.3		
		High	28	35.4	36	25.2		
		Very high	12	15.2	3	2.1		

In conducting the leadership development process may encounter different hardships though different mechanisms have been implemented. The above table 8 indicates about challenges in leadership development activities. With regard to this item 1 and 2 shows making of the organization setting helps to change drive and making the conducive environments mean value 2.89 and 2.80 respectively obtained from both groups.This means the activities done on improving the settings and making comfortable organizational environments is moderate**.**Consequently item 3 and 4 describes about organizational goal achievements in leadership developments which the challenges of making decisions over all organizational interests and reconciling individual interests of subordinates and organizational goals performed as a moderate rating value of 2.95 and 2.88.bsides this resource management is the other challenges of leadership development item 5 and6 indicates that proper usage of human resource and financial resource obtained the mean value 2.86 and 2.95 respectively. It implies there is resource management challenges in the organization.

4.7 Challenges of leadership development on individuals

Individuals play a great role in leadership development practice although they might face differentchallenges.Respondents asked about the challenges of leadership development practice and their response was analyzed in the following table as follows.

Table 10: -Responses of leadership development challenges on individuals

No	Items	Parameter	Categories				Mean	SD
			Principals		Educ.Exp			
			Freq	%	Freq	%		
1	The degree to which the City Government of Addis Ababa Education Bureau develop how to handle responsibility	Very Low	6	7.6	16	11.2	3.01	1.042
		Low	18	22.8	26	18.2		
		Moderate	27	32.2	48	33.6		
		High	28	34.4	44	30.8		
		Very high	-	-	9	6.3		
2	The level to which the City Government of Addis Ababa Education Bureau develop diversity awareness and sensitivity to different cultures and people	Very Low	16	20.3	20	14.0	2.92	1.202
		Low	7	8.9	35	24.5		
		Moderate	15	19.0	46	32.2		
		High	29	36.7	37	25.9		
		Very high	12	15.2	5	3.5		
3	The degree to which the City Government of Addis Ababa Education Bureau assigns leaders based on their competence	Very Low	13	16.5	22	15.4	2.92	1.042
		Low	11	20.3	37	25.9		
		Moderate	16	13.9	53	37.1		
		High	20	25.3	26	18.2		
		Very high	19	24.1	5	3.5		
4	The extent to which the City Government Education of Addis Ababa Bureau update subordinates with new technology advancement.	Very Low	4	5.1	17	11.9	2.96	1.096
		Low	22	27.8	32	22.4		
		Moderate	26	32.9	53	37.1		
		High	17	21.5	32	22.4		
		Very high	10	12.7	9	6.3		
5	The extent to which the City Government of Addis Ababa Education Bureau develop leaders through supervision and feedback.	Very Low	8	10.1	16	11.2	2.79	1.140
		Low	21	26.6	30	21.0		
		Moderate	6	7.6	60	42.0		
		High	35	44.3	26	18.2		
		Very high	9	11.4	11	7.7		

The above table shows responses of s leadership developments challengeon individuals in the Addis Ababa city Government Education Bureau. With regard to the challenges developing leaders in handling responsibility response obtained mean value 3.01 from both principals and education experts. This indicates the challenge is moderate. With respect to challenges in diversity awareness and sensitivity to different culture and people response mean value is 2.92 implies the activity done to overcome challenges of people different culture and background is low. This point also strengthens information in the interview session with core process owner. Regarding to item 3 challenges in assigning of leaders based on their competence is low performance as it obtained mean value 2.92 from the two groups and also most core process owners responses in the interview sessions indicates that educational leaders assigned based their participation in political movement not based on the competence of leadership quality they possessed. Technology advancement is crucial the global world our effort will effective unless we equipped with basic skill of technological advancements. The extents of challenges in updating subordinates with technological advancement responses mean value 2.96 obtained from both groups. This means activities of the city Government education bureau in updating subordinates with technological advancement are low. Preparing proper supervisionsand givingfeedbacks are key aspects in leadership development activities and develop individuals' efficiency then extentsof developingsubordinates through supervision and feedback is2.79 mean value obtained from both groups. This shows that there is a challenge in developing subordinates through supervision and feedback.

4.8. Strategies of Leadership Development Practice

According to Griener (1967), for the organization change, there are various ways in which to drive the change process. Depending upon the type of business, the organization, the age of the enterprise and the average age of its employee, the management has to decide which strategy should be applied to get the best results. The following table shows a description of leadership development activity questions that respondents asked and analyzed as below.

Table 11:-Responses of strategies on leadership development

No	Items	Parameters	Categories				Mean	SD
			Principals		Educ.exp			
			Freq	%	Freq	%		
1	The degree to which the City Government of Addis Ababa Education Bureau use experts to solve more technical problem.	Very low	11	13.9	14	9.8	2.86	1.139
		Low	33	41.8	34	23.8		
		Moderate	15	19.0	48	33.6		
		High	4	5.1	44	30.8		
		Very high	16	20.3	3	2.1		
2	The level to which the City Government of Addis Ababa Education Bureau accept Senior managers' adjustments and concessions to implement change.	Very low	11	13.9	17	11.9	2.86	1.011
		Low	13	3.8	29	20.3		
		Moderate	45	57	73	51.0		
		High	12	15.2	18	12.6		
		Very high	8	10.1	6	4.2		
3	The degree to the City Government Education of Addis Ababa Bureau use mixture of activities such as: advice; education; training and selection, led by consultants, specialists and in-house experts	Very low	7	8.9	10	7.0	2.97	.909
		Low	9	11.4	26	18.2		
		Moderate	47	59.5	70	49		
		High	13	16.5	31	21.7		
		Very high	3	3.8	6	4.2		
4	The level to which the City Government of Addis Ababa Education Bureau involves changing people's values and beliefs while changes are imposed.	Very low	3	3.8	9	6.3	2.85	.958
		Low	34	43.0	41	28.7		
		Moderate	20	25.3	60	42.0		
		High	18	22.8	27	18.9		
		Very high	4	5.1	6	4.2		
5	The degree to which the City Government of Addis Ababa Education Bureau develop a shared set of organizational values.	Very low	9	11.4	8	5.6	2.96	1.046
		Low	32	40.5	28	19.6		
		Moderate	8	10.1	65	45.5		
		High	27	34.2	31	21.7		
		Very high	3	3.8	11	7.1		
6	The degree to which the City Government of Addis Ababa Education Bureau stresses the full involvement of all of those involved in and affected by the anticipated changes.	Very low	7	8.9	18	12.6	2.95	1.096
		Low	32	40.5	16	11.2		
		Moderate	13	16.5	63	44.1		
		High	23	29.1	35	24.5		
		Very high	4	5.1	11	7.7		
7	The degree to which the City Government of Addis Ababa Education Bureau take into account the views of all before changes are made	Very low	20	25.3	18	12.6	2.88	1.165
		Low	16	20.3	17	11.9		
		Moderate	28	35.4	59	41.3		
		High	7	8.9	39	27.3		
		Very high	8	10.1	10	7.0		

According to According to Griener (1967) there are four approaches of leadership development strategies such as: - directive, expert, negotiating, educative and Participative strategies. In the above table 10 described lists strategies on leadership development activities. The methods of solving problems in organizations vary from place to place some of it easily managed by the organization whereas the other problem might be more technical that need experts to be solved it the strategies of using experts to solve more technical problems is low as mean value 2.86 responses obtained from both groups. This implies the City Government of Addis Ababa Education bureau doesn't use expert strategies. In leadership development common understandings of subordinates give strength for the management team on this regard item 2 shows that accepting Senior managers' adjustments and concessions to implement change 2.86 mean value obtained from both groups implies that using negotiating strategies as means is low. Leadership development skill can be developed through continuous participation of different stake holders in some cases to conduct advice, education and training consultants' participation might be necessary item 3 indicates the degree of using mixture of activities led by consultants, specialists and in-house experts obtained mean value 2.97 responses from both groups. change should come from different direction it might be include changing values and beliefs with respect to this point the involving changing people's values and beliefs while changes are imposed is obtained mean value 2.85 from both groups in item 4. In developing a shared set of organizational value obtained mean value 2.96 from both groups item 5. This means the above three items shows using educative strategies as tool for leadership developments is low. Changes might come from different direction involvingand taking views into account those who affected by the anticipated changes obtained mean value 2.95 and 2.88 respectively from both groups in item 6and7. This shows participative strategies used in low rate in the education bureau.

Findings from Interview

The following information was collected from the interview conducted from 15 Sub city and city Government of Addis Ababa Education Bureau core process owners. According to the respondents the selection was by using purposive sampling because theirnumbers were very small. Considering the training, the participants responded that few core process owners were trained on educational leadership and management and some of them were trained for

short period of time on school principal ship, planning, decision – making, Business Score Card (BSC), instructional leadership, supervision and general education quality assurance package including the six the school development programs. In addition, they were trained in assessment, gender issues, HIV AIDS, environmental protection and so forth. But the training they took was not intensive and the trainees were not actively participated. Moreover, a small number of the core process owners only took orientation a small number of others took and are taking summer program on leadership for MA and for degree+ 1 program Concerning their academic qualification very few of them are in graduation class for MA program and some of them are also taking courses that would help them to retain their position.

In addition,during interview, regarding the definition of leadership and leadership development most of the participant agreed that leadership is motivating group of people toward meeting common goals whereas leadership development is a planned activity to archive the quality of leadership all of them describe the answer in different direction with the same meaning. Regarding the practice of leadership the participant respond that many different responses in many ways some of the responses are:-short training, motivation for good practice, sharing experience from section to section, conducting performance evaluation and so on. With respect to challenges of leadership developments the participant replied that: - lack of competence of educational experts, high turnover of trained professionals, and lack of financial budget to prepare training by experts and specialists, improper usage working time, devotion only paper value plane by all stake holders and so on… The aspects of strategies used to leadership developments the participants reflection were as there were no common and clear way applied but most of them indicate the city Government education Bureau was tried to practice directive and participative strategies as a toll.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with summary, conclusion and recommendations. In this section the summaryof the study and the major findings are stated, conclusions of the fundamental findings are drawn. Finally, some possible recommendations are made on the basis of the findings of thestudy.

5.1. SUMMARY

The main purpose of this study was to assess the practice and challenges of leadership development in the city Government of Addis Ababa Education Bureau. In order to meet the objective, the study was guided by the following basic questions of the study

1. What are the Leadership Development practices in the Addis Ababa City Government Education Bureau?
2. What are the major challenges to practices leadership development in the Addis Ababa City Government Education Bureau?
3. What are the strategies used to practice leadership development in the Addis Ababa City Government Education Bureau?

A descriptive survey research design was employed in this study with an assumption that it was helpful to gather a large variety of data related to the problems under study

5.1.1. MAJOR FINDINGS

The major findings that were gathered from the research were organized according to the basic questions of the study. As a result of the analysis made the following major findings were obtained.

5.1.1.1. Characteristics of the Respondents

Majority of the respondents were educational experts which covers 64 % of the total sample and most of them have bachelor degree which is 68 % from the sample. Respondents from 6 to 15 years of work experience were 59%. With regard to sex 76% of respondents were male

5.1.1.2. Leadership Development Practices

In this study there were two levels of leadership development need assessment presented and discussed accordingly (need assessment of individual and need assessment on working environment) and it would serve as a road map for the subsequent activities of the leadership development practices initiatives. In this regard most respondents responded low performance. The need assessment was not properly done to address the needs of individuals and improve their performances. And also, there is low effort made by the city Government education bureau in identifying the need assessment of employee based on their working environment.

The study found out leadership development of developmental assignment (job rotation, cross boundary assignment and change management) practice in developing leaders' expertise by moving to new challenges outside their working environments and making them to learn how to lead and gradually develop the authority of leadership was moderate and insufficient, assigning leaders along their regular job to develop their performance on additional tasks, building and managing new teams of people was low. The activities of creating vision for change and making subordinates to work under tight deadlines were done moderately.

The study revealed out that leadership development of relationship with other and feedback (coaching, mentoring, relation with bosses and feedback) practice in using coaching to fill gaps, making of a relationship between an experienced manager and a less experienced who is not an immediate subordinate of mentor, using bosses value as a model to guide leaders to better understanding, balancing between providing guidance and empowering to make decisions, collecting feedback by structured questionnaires , and comparing self-rating feedback to ratings by others as well as to the norms for others was moderate and insufficient.

Regarding to leadership development of formal training (action learning and other forms of training) practice, the study found out moderate and insufficient results in Leaders involvement in some real, complex& stressful problem, conducting field projects to solve some organizational problems, focusing on leaders' in cognitive and interpersonal Skill developments, facilitating periodical meetings by a trained professional who leads the discussion, and analyzing of lessons learned from the experiences.

5.1.1.3. Challenges on Leadership Development Practices

The study found that there were major problems in leadership development practice in developing leaders in handling responsibility, diversity awareness and sensitivity to different culture and people, assigning of leaders based on their competence, updating subordinates with technological advancement, preparing proper supervisions and giving feedbacks were revealed as major challenges on the targeted sub cities and the city Government Education bureau.

5.1.1.4. Strategies on Leadership Development Practices

Leadership Development Strategies are tolls for leadership development activities. In this regard majorities of respondents say the city Addis Ababa Government education bureau mostly use participative, directive and negotiating strategies and rarely use expert and educative strategies in leadership development practice.

5.2. CONCLUSIONS

This study was conducted to assess the leadership development practices and challenges in the city Government of Addis Ababa Education Bureau. As stated in the introduction and literature review part, the issue of leadership development competence in all types and levels of the organization determines success or failure in such competitive and dynamic world working environment. Leadership development is becoming increasingly significant and strategic endeavor for each organization in this world. In the case of leadership development, organizations have a double effect when they engaged in production, sharing and transferring of knowledge and skills to others. Then the study found out: -

- The Addis Ababa city Government Education Bureau leadership development need assessment processes were not properly done.
- The Addis Ababa city Government Education Bureau has no well-organized plan for leadership development practices that is why different ways reflected during the assessments of leadership development practice.
- There were no clear ways of strategies set by the city Government Education Bureau that each subordinate should be followed in leadership development process.

- In addition to this, the whole leadership development practices process starting from needs assessments, leadership development practice implementation, and strategies in the city Addis Ababa Government Education Bureau were not carried out systematically 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. Similarly, the city Government of Addis Ababa Education Bureau had the structural gap to effectively practice leadership development accordingly to the findings.

- Finally, leadership development practices are directly dependent on the implementation of systematic need assessment, leadership development practice implementation and the strategies of leadership development practice.

  Therefore, the leadership development practices in the Addis Ababa city Government Education Bureau were insufficient.

5.3. RECOMMENDATIONS

According to the major findings of the study and the conclusion drawn, the following recommendations are given to the leadership development practices in Addis Ababa city Government Education Bureau

- The Addis Ababa City Government Education Bureau should plan a systematic individual and organizational leadership development gap analysis at different level by using the appropriate methods by taking the given context in to consideration. Proper leadership development need assessment should enable to prioritize and identify the right leadership development interventions and that facilitate in exploiting the maximum return out of the leadership development investment.
- The Addis Ababa City Government Education Bureau would present a concerned leadership development department to further strengthen the existing leadership development practices. This should help in facilitating short and long-term training for the leaders. And also, the department in collaboration with the target participants should design the leadership development strategies and identify the right delivery approach with potential trainers by taking the entire context in to consideration.

- The Addis Ababa City Government Education Bureau would identify the leadership development skill gaps of the leaders help to plan and conduct efficient that promote the city Government Education Bureau to a better level that produce quality output for better future generation.

To insure the individual leaders' self-development all leaders should responsible to develop themselves. Therefore, kindly recommend to the individual leader's use their personal effort to come up leadership development practice through study, websites, libraries, and reading to be developed and become competent in any organizations and capable in the job market.

In general, the issue of leadership development practices and challenges of the city Government Education Bureau need further in-depth study basically the leadership development need assessment activity is the base of all practices and effectiveness of the organization. Because of this the researcher highly recommends to the next researcher or the city Government Education Bureau itself to focuses on the issues that help them more successful and competent**.**

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Appendix-I

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIEDS

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGENMENT

Questionnaire to be filled: - by educational experts, cluster supervisors and school directors in Addis Ababa City Government Education Bureau.

Dear Participants

I am a post graduate student of Addis Ababa University specializing in the field of Educational Leadership and Management. Currently, I am conducting a research on Practices and Challenges ofleadership Development in the City Government of Addis Ababa education Bureau. The main objective of this questionnaire is to collect primary data for the study on leadership Development Practices and Challenges.To make the questionnaire useful and accurate, you answer for each question thoroughly and frankly is important.

Instructions:

A. Please do not write your name on the questionnaire

B. Please complete each part of the questionnaire by putting an "(√)" mark against your response. For items that require open answer please write down your answer in the blank spaces corresponding to the questions.

Part I:

Back ground information

1. Name of the school/units _____

2. Sex: Male ☐ Female ☐

3. Age ☐

4. Your highest level of educational Status

Diploma ☐ BA/BED/BSC ☐ MA/MSC/MED ☐

PhD Others ☐

5.Your current positionin the sub city_____

6. Total service years on your current position

1 – 5 ☐ 6 – 10 ☐ 11 – 15 ☐ 16 – 20 ☐ 21 – 25 ☐ 25 ☐

Part II:

Instruction: This questionnaire provides a description of leadership development practice and Challenge statements. Please indicate how much Addis Ababa City Government Education Bureau uses leadership development practice and overcome the challenges. Please think about each type of activity separately, and do not allow your general evaluation of the Education Bureau to bias your answers about specificactivity. Please usethe following rating scales for all the items.

1 – Very Low	2– Low	3 –Medium	4 - High	5–Very High

2. Rate each of the following lists of activities by putting a (√) mark

2.1 Leadership Development Practice on Challenging Developmental Assignments

No	Items	1	2	3	4	5
1	The degree to which the City Government of Addis Ababa Education Bureau develop expertise by moving to new challenges outside work environment					
2	The extent to which the City Government of Addis Ababa Education Bureau make to learn how to lead and gradually develop the authority of leadership					
3	The degree to which the City Government of Addis Ababa Education Bureau make to perform additional tasks alongside one's regular job					
4	The degree to which the City Government of Addis Ababa Education Bureau builds and manages new teams of people.					
5	The extent to which the City Government of Addis Ababa Education Bureau create vision for change.					
6	The level to which the City Government of Addis Ababa Education Bureau make subordinates to work under tight deadlines.					

2.2 Leadership Development Practice on Relationship with Others and Feedback

No	Items	1	2	3	4	5
1	The degree to which the City Government of Addis Ababa Education Bureau uses coaching to fill gap					
2	The extent to which the City Government of Addis Ababa Education Bureau make a relationship between an experienced manager and a less experienced, who is not an immediate subordinate of the mentor					
3	The extent to which the City Government of Addis Ababa Education Bureau use bosses values as a model helps managers to better understand					
4	The extent to which the City Government of Addis Ababa Education Bureau balance between providing guidance and empowering to make					

	decisions independently					
5	The degree to which the City Government of Addis Ababa Education Bureau collect feedback by structured questionnaires.					
6	The level to which the City Government Education of Addis Ababa Bureau make to compare self-rating feedbacks to ratings by others as well as to the norms for other.					

2.3Leadership Development Practice on Formal Training

No	Items	1	2	3	4	5
1	The extent to which the City Government of Addis Ababa Education Bureau involve in some real, complex and stressful problem.					
2	The extent to which the City Government of Addis Ababa Education Bureau conduct field projects to solve complex organizational problems					
3	The degree to which the City Government of Addis Ababa Education Bureau develop cognitive skills					
4	The degree to which the City Government of Addis Ababa Education Bureau develop interpersonal skills					
5	The level to which the City Government of Addis Ababa Education Bureau make a trained professional to facilitate periodical meetings					
6	The degree to which the City Government of Addis Ababa Education Bureau uses different kinds of training to enhance interpersonal skills.					

2.4 Leadership Developments Need Assessment Based on Individuals

No	Items	1	2	3	4	5
1	The extent to which the City Government of Addis Ababa Education Bureau asks individual leaders about their training needs.					
2	The extent to which the City Government of Addis Ababa Education Bureau collects your training needs through performance evaluation.					
3	The degree to which the City Government of Addis Ababa Education Bureau gives opportunities to you to assess yourself.					
4	The level to which the City Government of Addis Ababa Education Bureau identifies your training need based on your skill, attitude and knowledge gaps					
5	The degree to which the City Government of Addis Ababa Education Bureau identifies your training needs based on your professional development					
6	The extent to which the City Government of Addis Ababa Education Bureau identifies the training needs based on the job description you are entitled to work					

2.5 Leadership Development Need Assessment Based on Working Environment

No	Items	1	2	3	4	5
1	The extent to which the City Government of Addis Ababa Education Bureau identifies the training needs based on the working culture of the organization					
2	The degree to which the City Government of Addis Ababa Education Bureau identifies the training needs based on the plan and the major task of the organization.					
3	The level to which the City Government of Addis Ababa Education Bureau identifies the training needs based on the changes that your organization has gone through.					
4	The extent to which the City Government of Addis Ababa Education Bureau identifies the training needs based on the mission and the vision of the organization					

2.6 Challenges of Leadership Development Practice on Working Environment

No	Items	1	2	3	4	5
1	The level to which the City Government of Addis Ababa Education Bureau make the organizational setting helps for change drive					
2	The degree to which the City Government of Addis Ababa Education Bureau make conducive working environment					
3	The extent to which the City Government of Addis Ababa Education Bureau make decisions based on overall organizational interests					
4	The extent to which the City Government of Addis Ababa Education Bureau reconcile individual interests of subordinates and organizational goals					
5	The degree to which the City Government of Addis Ababa Education Bureau encourages subordinates to strengthen their social bonds.					
6	The extent to which the City Government of Addis Ababa Education Bureau uses human resource properly					
7	The degree to which the City Government of Addis Ababa Education Bureau allocate financial resource properly					

2.7 Challenges of Leadership Development Practice on individuals

No	Items	5	4	3	2	1
1	The degree to which the City Government of Addis Ababa Education Bureau develop how to handle responsibility					
2	The level to which the City Government of Addis Ababa Education Bureau develop diversity awareness and sensitivity to different cultures and people					
3	The degree to which the City Government of Addis Ababa Education Bureau assigns leaders based on their competence					
4	The extent to which the City Government Education of Addis Ababa Bureau update subordinates with new technology advancement.					
5	The extent to which the City Government of Addis Ababa Education Bureau develop leaders through supervision and feedback.					

2.8 Strategies on Leadership Development Practice

No	Items	5	4	3	2	1
1	The degree to which the City Government of Addis Ababa Education Bureau use experts to solve more technical problem.					
2	The level to which the City Government of Addis Ababa Education Bureau accept Senior managers' adjustments and concessions to implement change.					
3	The degree to the City Government Education of Addis Ababa Bureau use mixture of activities such as: advice; education; training and selection, led by consultants, specialists and in-house experts					
4	The level to which the City Government of Addis Ababa Education Bureau involves changing people's values and beliefs while changes are imposed.					
5	The degree to which the City Government of Addis Ababa Education Bureau develop a shared set of organizational values.					
6	The degree to which the City Government of Addis Ababa Education Bureau stresses the full involvement of all of those involved in and affected by the anticipated changes.					
7	The degree to which the City Government of Addis Ababa Education Bureau take into account the views of all before changes are made					

2.9. In your position did your organization provide you with training or pre training to leadership development practice you perform? If yes please state the trainings you received.

_____
_____
_____
_____

2.10. In your opinion what are the challenges you observed to practice leadership development activities in your organization?

_____
_____
_____
_____

2.11 What do you suggest as a possible strategy for future leadership development practice in our organization?

_____
_____
_____
_____
_____

Appendix II

Addis Ababa University

School of graduate studies

College of Educational and Behavioral Studies

Department of Educational Management and Leadership

Interview Guide Questions for core processors and secondary school supervisor

The purpose of this interview is to gather information about practices and challenges of leadership development in the City Addis Ababa Government Educational Bureau.

1. What do you understand by leadership and leadership development?
2. How do you see the practice of leadership development in your organization?
3. How do you overcome the challenges that you faced when you practice leadership development activities?