



**Practices and Challenges of Management Development Programmes  
In Addis Ababa University**

By  
Tsehay Achameleh Yihun

**ADDIS ABABA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES**

**DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT  
GRADUATE EXTENSION PROGRAMME**

**June 22, 2019**

**Addis Ababa, Ethiopia**

**ADDIS ABABA UNIVERSITY**

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By:

Tsehay Achameleh Yihun

A thesis Submitted to the Department of Educational Planning and Management in  
partial Fulfillment of the Requirements for the Degree of Master of arts in Educational  
Leadership and Management

Advisor: Demoze Degefa (PhD)

June 2019  
Addis Ababa, Ethiopia

# **ADDIS ABABA UNIVERSITY**

## **College of Education and Behavioral Studies**

### **Practices and Challenges of Management Development Programme In The Case of Addis Ababa University**

**Tsehay Achameleh Yihun**

**Approved by Board of Examiners**

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|----|---|-----------|-------|
| 1. | <u>Dr. Teshome Tolla</u><br>External Examiner       | _____     | _____ |
|    |   | Signature | Date  |
| 2. | <u>Dr. Zenebe Baraki</u><br>Internal Examiner       | _____     | _____ |
|    |   | Signature | Date  |
| 3. | <u>Dr. Demoze Degefa</u><br>Advisor                 | _____     | _____ |
|    |   | Signature | Date  |
| 4. | <u>Dr. Kenenisa Dabi</u><br>Head of Dep't Chair Man | _____     | _____ |
|    |   | Signature | Date  |

## **ACKNOWLEDGMENTS**

First and foremost, I am grateful to God Almighty for giving me grace, wisdom and strength in all my endeavors. My special thanks and appreciation is extended to Dr. Demoze Degefa, my thesis advisor, for his unfailing guidance, invaluable comments and unreserved intellectual and moral assistance in undertaking this study. I am also very grateful to my Friends; I have no words to say for my Brothers Bilelign Degaga, Ashenafi Kebede and Shiferaw Taddesse, for their moral encouragement and financial support in all my academic achievements. Finally, I wish to express my deep gratitude and appreciation to all participant, individuals and organizations Leaders.

Tsehay Achameleh Yihun

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## ACRONYMS

AAU	Addis Ababa University
AAUA	Addis Ababa University Administration
EdPM	Educational Planning and Management
ELM	Educational Leadership Management
GTP	Growth and Transformational plan
MDP	Management Development Program
HRM	Human Resource Management
MoE	Ministry of Education
MDT	Management Development Training
HRD	Human resource Development
MD	Management Development
HRMDDO	Human Resource Management Development Directorates Office
SPSS	Statistical package for social Science

## ABSTRACT

*The general objective of this research was to assess the practices and problems of management development programs in Addis Ababa University and to give scholarly recommendations for future effective service and the achievement of the stated vision. By considering this, descriptive sample survey design was employed. To conduct the research and attain the objectives of the research quantitative research approach was used. To be effective in this research and give a relevant generalization for the practices and problems of Management Development programs to the University this research take as a study population all the College of Administration parts of the University middle level Management and lower level management that worked in different Colleges. From the total population 241 employees, by using cross-sectional descriptive sample survey research method 150 were drawn as a sample from managing directors, from facility management team leaders, from team leaders and from Experts were selected as a research sample. To gain the relevant information from respondents different data gathering instruments were employed mainly, closed and open ended questionnaire, and documents analysis. To analyze the collected data SPSS 25 were used for the entire closed ended questions. To this effect, average mean, standard deviation, was employed to data analysis. Besides, the data obtained from qualitative questions were transcribed to supplement and triangulate the quantitative data. The findings clearly show there was a limited attention to MD programs intervention in the University. Apart from its limited attention, there was an encouraging findings that Addis Ababa University acknowledge and accepted the role of MD programs for the development of all Administration with the changing global system which served as a footsteps for the next strategic move. Therefore, according to the findings there was less effective and less efficient practice of MD programs in Addis Ababa University as compared to its very powerful vision and responsibility. Finally, recommendations were made based on the result of the study. Key recommendations include for different groups of the University Training and Development program as responsible bodies for establishing effective and organized MD system in the University, In a continuous base starting from MD needs analysis to evaluate the stages and keep the strengths of the HRM of the University and also for individual managers motivated to do self-development by using short and long term training. Finally; recommend for further research particularly on MD need analysis areas.*

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the Study

In this increasingly complex, turbulent, competitive, and uncertain world; the expertise of an individual should be dynamic to cope up with the existing situations. Knowledge, skills, attitude, and competency of the professional experts were play a crucial role for survival, development, and advancement in almost every sector of the economy (Malhan & Gulati, 2003). Thus, in the 21<sup>st</sup> century, there are knowledge-based societies and economies in the world (Merlevede, 2014). The tune for development in such societies is to pick the best people most suitable for jobs at hand, effectively manage human resources, timely and appropriately apply managerial knowledge, skills, attitude, and competency to accomplish goals and objectives of the educational institutions (Quinn, 2010). Scholars like Kondalkar (2007) argue that “every organization is the combination of work, individuals, and group of workers to perform with the best channel for the efficient and systematic application of the available resources and efforts. Most importantly, management of human resource which is the most valued assets of the organization – the people working there as individuals and collectives to contribute to the achievement of its objectives. Human resource management is thus a systematic way of doing things right from different perspectives (Armstrong, 2006).

Management implies getting things done right in the institutions. Consequently, there are basic functions of management, viz, planning, staffing, organizing, leading, directing, controlling, reporting, and budgeting (Robbins & Coulter, 2012). Here, it is possible to think about these functions as a process, where each step builds on the others. It can be argued that there is no “right way” to manage and to structure an organization and institution. Although it is very difficult to predict the future, we can build an organizational structure which is “future proof”. To accomplish this, the organization needs visionary manager who will steer a steady course of action for many years operation.

Therefore, this manager may engage in decision making on change in an organizational culture. Accordingly, there should be innovative approaches – programmes should be set up to adhere to some organizational principles and behaviours, for example. Ideally, such innovative programmes should be rolled out in a standardized way throughout the organization or the institution (Merlevede, 2014).

Management development is all about improving the performance of managers in their present roles and for preparing them to take on greater responsibilities in the future. By giving this into account, organizations can provide support through arrangement of related activities such as using development centres (e.g. universities, colleges, and training centres) and facilitating personal development plan and motivations, coaching, mentoring, performance management, and other related methods (Armstrong, 2009). The major purpose of management development is to contribute to business success by helping the organizations to grow their managers they require to meet their present and future needs. Accordingly, development management improves their managers' performance, gives them development opportunities, and provides for management succession. The same author further notes that management development activities required depend on the technology, environment, and philosophy of organization. For example, an innovative and organic type of organization may use approach which would provide its managers with the opportunities, challenges, and guidance they require by seizing the change to give people extra responsibilities and ensuring that they receive the coaching and the encouragement they need.

Consequently, organizations and institutions in different parts of the world have designed and implemented management development programmes in the light organizational cultures and contexts-informed manner. There are a number of ways these can be done. Accordingly, it is important educational institutions to first determine their developmental issues for achieving and accomplishing their institutional goals and objectives.

Training and development as a component of human resource management should be relevant. Training is different from development. Training improves skills of a person on the present job, while development improves his/her skills at and attitude towards future jobs.

Development enables the person to assume jobs of higher skills, competence and responsibility. It is the “long-term training designed to increase an employee’s job effectiveness and to develop his or her ability to assume greater job responsibilities” (Tanuja, 2019). Development also aims at changing the employees’ capacity to perform their work better and to increase their potential to accept future assignments of higher values. Development is a step further than training in that the former develops the competence of managerial personnel to assume present and future responsibilities, promotes the view that one should make learning a habit and see work problems as opportunities for learning (Vaishnavi, 2019). Development generally prepares employees to assume jobs with higher responsibilities in future. This implies development of employees through management development approach. Management development includes all those activities and programmes which have substantial influence on changing the capacity of the individual to perform his/her present job assignment better than before (Sindhuja, 2019).

Management development therefore plays a vital role in preparing an individual for the next generation of management and leadership. While some employees may seem potential candidates for management positions, their knowledge and skills must be carefully evaluated. Success in one area of management does not necessarily mean success as a manager which requires training and guidance. A good management development plan, however, will bring to light any deficiencies and provide concrete opportunities for the manager to improve (United Nations, 2013).

Management development is a planned and continuous process of learning and growth designed to induce behavioural change in individuals by cultivating their mental abilities and inherent qualities through the acquisition, understanding and use of new knowledge, insights, skills, and attitude (Tanuja, 2019).

This learning process involves the implication that there will be changed behaviour on the part of the individual given that he/she receives adequate training and education. Accordingly, management development is a continuous process. It is further based on the premise that there is always a gap between present and future potential to perform.

Development aims at exploiting the untapped potential of an employee to convert it into organizational performance. It is a challenging process as it enables to forecast environmental opportunities and threats and to relate them to organizational strengths and weaknesses. Finally, management development is a goal-oriented process as it prepares people to focus on goal achievement activities in the optimum way because this results in effective use of resources. Management development generally includes the process by which managers and executives acquire not only skills and competence in their present jobs, but also capabilities and attitudes for future managerial tasks of increasing difficulty and scope (Sindhuja, 2019). Therefore, employees can start identifying the jobs that would be required in future and set of skills to manage those jobs (Moses, 2000).

At this juncture, it would be good to describe the need for management development approach. It is important for achieving the following: (1) The manager must have knowledge of the uses of new technologies; (2) The manager must have up-to-date knowledge of fast change in the socio-cultural environment to understand the employees' behaviours in a proper perspective; (3) It is a great help for the manager to understand the exiting tough competition in the market and the consumers' needs properly as it is no longer easy to misguide them; (4) It can be used to impart knowledge to the managerial personnel in the latest management concepts, principles, techniques, and practise; (5) The manager must be trained adequately to motivate employees in his/her organization (Jehanzeb, 2013).

Scholars from different countries of the world have conducted studies on issues related on management development programmes. For instance, such studies were conducted at global level (Smith et al., 2008); in USA and, in Papua New Guinea (Polum, 2011); in Chile of Latin America (Ocampo, 2013); in England (Checkland, 2004); in Russia (Plakhotrink, 2005); in Kosovo (Ahmeti, 2015); in Iran (Mehrabani & Mohamad, 2011); in South East Asia, Latin America, and Sub-Saharan Africa (Blunt, 2009); in Malaysia (Abdullah, 2009); in South Australia (Shen, 2005); in Africa (Inyang, 2008); in Nigeria (Robaro, 2018); in Tanzania (Itika, 2011); and in Kenya (Peter, 2014; Kosegei, 2015; Ochieng, 2015).

In the same framework; the Ethiopian Government has been ratifying, adopting, and updating management development programmes to train and develop its human resource' knowledge, skills, attitude, and competency related to management practice thereby issued its socio-economic development in a sustainable manner. The Ethiopian Government proclaimed the Federal Civil Servants Proclamation in 2007 and later in 2017. In the preambles, it is stipulated that:

...[It] has become necessary to establish a system for adopting uniform administration of civil servants and proper use of their knowledge and skill; whereas, it has become necessary to improve conditions of work so that government offices could become competitive through retaining their employees and attracting new entrant. ...Therefore, in accordance with Article 55(1) of the Constitution of the Federal Democratic Republic of Ethiopia, the Policy is proclaimed.

It continues,

...it has grown to be required to promulgate a law that enables the making of fundamental changes in the system of recruitment and selection and the introduction of national system for the certification of professional and occupational competence as well as the subjecting of civil servants to undergo through such process and thereby build a civil service that could guarantee diversity and the sustainability of the country's growth and the enhancement and sustainability of the achievements of the civil service reform program in human resource management.

Likewise, the Government formulated a comprehensive National Education and Training Policy in April 1994. Its objectives implicitly indicate that those organizations under the auspices of the Federal Government of Ethiopia should design programmes which may facilitate the realization of the above-stated Policies through management development of available human resources in their premises.

In line with these, Addis Ababa University (AAU) has been rendering service that enhances efficiency and effectiveness to its expected management goals, not only in the academic side but also in the administrative side. At present, it is restructuring of its institutional set up and governance system.

This organizational setup is vitally designed to achieve various objectives. Among these, the University has some challenges regarding to the practices of management development programmes. Prokopenko (1989) states that the effectiveness of management development practices is directly dependent on the implementation of systematic need assessment, programme design, implementation, and evaluation.

In Ethiopia, certain studies were conducted on management development programmes and related issues in Ministry of Education by Mesganaw Getinet 2014, Ethio Telecom by Solomon (2014), Oromia Education Bureau, and College of Health Sciences, College of Business and Economics by Demeselasia (2018), and School of Commerce of Addis Ababa University. Thus, it is an imperative academic endeavour to undertake empirical study on how Management Development Programmes have been designed and practised since 2013 together with their encountered challenges in different colleges and research institutes of the University.

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

Management Development Programme is designed to improve the overall effectiveness of managers in their present position and to prepare them for great responsibility when they are promoted and it became more prevalent in recent years because of increasingly complex demands on managers since training managers through experience alone is a time consuming and unreliable process.

To be practical use, management development must be in tune with what managers are expected to achieve, what they actually do, the numerous different role they play, and how well they perform. Furthermore, the benefits for implementing management development programme have been widely recognized by many companies. In general, it enhances a company's performance by changing the knowledge, skills and attitude of the manager, (Prokopenko, 1998).

Recent trends in human resource management have led to a renewed interest in management development and a proliferation of studies that aim at assessing, investigating, identifying, and evaluating different aspects of such programmes in various contexts and at different levels.

A survey conducted on management development by the Institute of Management Development in England showed that managers in the next century would be good in strategic planning, responding to and managing change, total quality management, verbal communication, coaching other and delegating responsibility. Additionally, the Business School and the Institute of Management at Open University evaluated the current state of management development in British organizations (Constable & McCormack, 1986). Their findings thus indicate that almost all managers were satisfied with the achievement of its objectives and having significant impacts on the organization performance.

In the same framework, different studies undertaken in the world at global level, in North America, South America, Latin America, Europe, Asia and Pacific, Australia, and Africa directly indicated the contributions of the practices of Management Development Programmes to the effectiveness of public, private and other types of organizations. Accordingly, there are few studies on such Programmes in Ethiopian in various contexts. For instance, Solomon (2014) assessed Management Development Management practices and problems in Ethio telecom Organization in Addis Ababa, Ethiopia. Likewise, of Demeselasie (2018) assessed the practices and challenges of performance management (which is one aspect of Management Development Programme) in College of Business and Economics of Addis Ababa. These studies were narrow in their scope and their empirical findings could not be generalized for such organizations in the country.

Consequently, these empirical studies remain inconclusive. All levels of organizational managements need the training and management development activities to be efficient and effective in the organizational objectives. Therefore, Addis Ababa University have given a great concentration by the researcher to undertake descriptive survey research in the area of all colleges. Thus, this study intends to assess the practices and challenges of Management Development Programmes in colleges of the University since then

### **1.3. Research Questions**

This study attempted to answer the following questions:

1. What are the current management development practices adopted by human Resource management and development directors of Addis Ababa University?
2. How does the University provide short- and medium-term trainings to develop career level of the administrative staff?
3. How are capacity building design and development functions being implemented in Addis Ababa University?
4. What are the challenges encountered while practicing and improving management development program at the University?

## **1.4. Objectives of the Study**

### **1.4.1. General Objective of the Study**

The general objective of this study was to examine the practices and challenges of Management Development Programme in all Colleges of Administrative of Addis Ababa University.

## **1.5. Specific Objectives of the Study**

The specific objectives of the study are:

- To assess the current practices of Management Development Programmes in Human Resource Management and Development Directorate of Addis Ababa University;
- To investigate how the University provides short- and medium-term trainings, conducts monitoring and evaluation to improve its Management Development practices;
- To examine how the training and development Programmes are designed and implemented in Addis Ababa University;
- To identify the major challenges related to improving the practices of Management Development Programmes in the colleges of the University.

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

This study generated data on practices and challenges of Management Development Programme in Addis Ababa University in Administration staff only, and in its different colleges, in particular. The

results of the study would have paramount importance for policy makers of human resource management and development, for the practitioners, for educational planning, managers and leadership discipline(s), serve as an input to the already existing empirical literature reserve, and management development interventions, and may also highlight those issues that trigger for further studies in different context and at different level in the country.

### **1.7. Delimitations of the Study**

The scope of this study is delimited to all administrative staff at middle level and lower levels of all colleges of the University since 2013, but not academic staff members. In these positions. That is, the study population consists of all managing directors, facility managements, team leaders and Experts in those different constituencies of the University. Additionally, the study focused only on Management Development Programmes which have been underway under the Human Resource Management and Development Directorate Office of the University since then.

### **1.8. Limitation of the Study**

Some of the limitations, Respondents did not give more attention to respond the questionnaire and Lack of awareness; it might influence the quality of research. The challenges, Respondents were very busy on their routine works of the University; some respondents were reluctant to give reliable information or data, and shortage of finance and time. However, those challenges had not negative impact on the research and not minimize the quality of the research.

Even if, the stated challenges were there, the researcher managed those challenges accordingly by extensive visit and collecting relevant documents from Human Resource offices of the University. To successfully accomplish the research the researcher used few available previous research findings, conducted by gathering the information from willing and cooperative respondents, and in addition, by self-financing the research was carried out effectively.

### **1.9. Operational Definition of Terms**

- **Effectiveness:** degree to which an activity or initiative is successful in achieving a specified goal or degree to which activities of a unit achieve the unit's mission or goal.

- **Efficiency:** degree of capability or productivity of a process, such as the number of cases closed per year or tasks accomplished per unit cost.
- **Management:** is the process of defining goals, determine the resources - people, finance, work system and technology - required to achieve the goals, allocate those resources to opportunities and ensure that those activities take place as planned in order to achieve predetermined objectives.
- **Management development:** is the process of developing knowledge, skills and ability of people to manage & enhancing the performance of managers by using different training and non-training techniques to achieve the maximum of the objective and lead their organization successfully.
- **Organization:** the design of organizational entity, its structure, its vision and mission, and decision making organs.
- **Training:** It involves the application of formal processes to impart knowledge and help people acquire the skills necessary for them to perform their jobs satisfactorily. Training is also a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Gordon, 1992).
- **Challenges:** For this study, challenges are obstacles or impediments that hinder effective practices of management development programmes in the selected colleges and research institutes of Addis Ababa University.

## **1.10. Organization of the Study**

The research was organized in to five chapters. The first chapter deals with background of the study, statement of the problem, research questions and objectives of the study, significance of the study as well as scope and organization of the study. The second chapter present the review of related literature that put down the skeleton of the study. The third chapter discusses the research design and methodology. The fourth chapter contains data presentation, analysis and interpretation and the last chapter also contain summary, conclusion and recommendation.

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURE**

This chapter begins with description of vision of the future; management education and skills; knowledge, skills, attitude and competence required for management; competencies and frameworks for development; highlights indigenous management theories; dwells on principles of training and development; discusses concept of management development; describes types of management development; presents management development policy and strategy; explains Management Development Programmes; describes different approaches to the Programmes; dwells on overview of the practices of the Programmes; and finally, it sheds some light on major challenges of Management Development Programmes encountered with elsewhere in the world.

#### **2.1. Practice of Management Development Programmes: Overview**

In the past, there were some empirical studies on management development practices and challenges in certain parts of the world. Cullen and Turnbull (2005) generally conducted reviews of the literature on management development which had demonstrated the existence of a number of perspectives on the topic.

Thus, the authors examined a series of recent and existing literature reviews on the topic of management development. It reviews existing and current syntheses of the management development literature and typological models of management development during the past 25 years. They therefore conclude their reviews by proposing a framework/model, within which contributions to the literature on management development can be placed.

Polum (2011) assessed current state of management development of the Senior Executive Services personnel in the Papua New Guinea Public Sector Organizations and identified interventions associated with executive development effectiveness.

Amponsah (2012) also investigated the effect of management development on performance and morale in Offinso Municipal Assembly. The same author concludes that the practice of management development have had impact on the employees' performance and morale in the Municipal Assembly. Such studies on Management Development Programmes and related issues were conducted at global level (Smith et al., 2008); in USA and India (Woodard & Saini, 2006); in Papua New Guinea (Polum, 2011); in Chile of Latin America (Ocampo, 2015); in England (Checkland, 2004); in Russia (Plakhotrink, 2005); in Kosovo (Ahmeti, 2015); in Iran (Mehrabani & Mohamad, 2011); in South East Asia, Latin America, and Sub-Saharan Africa (Blunt, 2009); in Malaysia (Abdullah, 2009); and in South Australia (Shen, 2005).

In African countries, there were case studies on Management Development Programmes (like in South Africa, Nigeria, Tanzania, Uganda, Kenya, and Ethiopia). For example, there are general study in Africa (Inyang, 2008); and specific studies on the major issues and related topics in Nigeria (Robaro, 2018); in Tanzania (Itika, 2011); and in Kenya (Peter, 2014; Kosegei, 2015; Ochieng, 2015). Similarly, there are empirical studies on such Programmes and their related issues in Ethiopia and its constituencies.

In the same framework; the Ethiopian Government has been ratifying, adopting, and updating management development programmes to train and develop its human resource' knowledge, skills, attitude, and competency related to management practice thereby ensuing its socio-economic development in a sustainable manner. The Ethiopian Government proclaimed the Federal Civil Servants Proclamation in 2007 and later in 2017.

Likewise, the Government formulated a comprehensive National Education and Training Policy in April 1994. Its objectives implicitly indicate that those organizations under the auspices of the Federal Government of Ethiopia should design programmes which may facilitate the realization of the above-stated Policies through management development of available human resources in their premises. Recent trends in human resource management have led to a renewed interest in management development and a proliferation of studies that aim at assessing, investigating, identifying, and evaluating different aspects of such programmes in various contexts and at different levels.

In Ethiopia, certain studies were conducted on management development programmes and related issues in Ministry of Education, Ethio Telecom, Oromia Education Bureau, and College of Health Sciences, College of Business and Economics, and School of Commerce of Addis Ababa University (Saint, 2004; Daniel, 2004; Simachew, 2014 ; Melat, 2014; Solomon, 2014; Alela, 2016; Alemtsehay, 2016; Demeselasia, 2018; Tihitina, 2018).

Solomon Girma (2014) assessed management development practices and problems in Ethio-telecom in Addis Ababa, Ethiopia. He further explored the issues concerning management development practices in terms of how development needs were assessed, and how the programme was evaluated and the strategic position and roles of management development and giving suggestions to improve the effectiveness these activities. The author revealed absence of systematic management training needs assessment, effective procedures for evaluation, but provided trainings for managers whenever the managers were up-graded to fill new positions. In addition, the Management Development Programme faced many problems such as lack of long term plan for developing managers, poor quality management training programme, lack of private training centres, inaccurate development need assessment, and difficulty to evaluate training and development outcomes.

In line with these, Addis Ababa University designed its Five Years Strategic Plan (2012 – 2016). In this document, it is stipulated that the University has planned to building capacity of supportive staff members by offering them with further studies at graduate programmes and undergraduate programmes, including short-term trainings on vocational skills and English proficiency (AAU, 2018).

Therefore, the practices and challenges of Management Development Programmes which have been implemented in different colleges and research institutes to lower and middle level managers was deductively assessed in the light of the basic essence of management development in the context of public higher education institutions in Ethiopia.

## **2.2. Management Education and Skills**

### **2.2.1. Management Education**

Management education is one discipline of higher education institutions by which students are taught to be education managers and leaders, managers and administrators. It focuses on process of imparting or acquiring knowledge to develop the members of the executive or administration of an organization or business, managers or employers collectively, or train in the techniques, practice, or science of managing, controlling or dealing, in the skilful or resourceful use of materials and time. This discipline is the act or process of imparting or acquiring knowledge to develop the members of the executive or administration of an organization or business, managers or employers collectively, or train in the techniques, practice, or science of managing, controlling or dealing, in the skilful or resourceful use of materials, time, etc. Management education that takes place in schools of business and schools of management that prepares students to lead others after they have acquired the required knowledge, skills, attitude, capability, and competence (Quinn, 2010).

Scholars argue that managers require different kinds of education as they progress through their careers. As corporate clients become more confident in influencing the management education, curriculum and business schools become responsible for achieving “outreach” targets. There is a need to explore the pedagogical and epistemological issues raised by the shifting domains of management education and management development (Mutch, 2002), and explores some of the implications of the shift from educational institutions as the exclusive drivers of the curriculum to the inclusion of corporate agenda (DeFillipi, 2001). The domains of management education and management development have remained relatively distinct. However, recent trends suggest a blurring of the boundaries of these worlds (Kelle, 2004)

Management education and management development are neither synonymous terms nor do they necessarily refer to the same kinds of practices and interventions. They are, however, the two are connected to that which is of central concern - relating as they do to the acquisition of knowledge, skills, and attitudes of those people in organisations who have managerial roles and responsibilities.

Additionally, management education has been seen as the preserve of educational institutions that have had the power to set academic standards and award qualifications. Curriculum development and modes of delivery have been identified and delivered by academic staff many of whom may have had practitioner experience and some that have not. Pre-occupations in this domain centre on the ontological and epistemological problems of the nature of management and management knowledge and pedagogy (McGivern & Thompson, 2000).

Providers of management education have had to grapple with the competing demands of academic enquiry, with its emphasis on question and critique, and the expectations of the profession with its overtly instrumental orientation underpinned by a belief in a “tools and techniques” approach to the practice of management (Quinn, 2010). Although there is a vibrant debate in the academy about what constitutes an appropriate pedagogy? What do radical teaching and learning interventions look like? How do we embrace experiential learning and what role does it play in the learning process? How might non-conventional texts and discourses facilitate innovation? How might the dichotomies of theory versus practice, conceptual versus relevant, abstract versus “real world” be addressed?; management educators have increasingly striven to concern themselves with problematizing the nature of organisational and managerial practice and process.

Clutterbuck (2000) applauds the break of the academy's grip as the guardian of the management education and identifies an emergent pattern. He ascribes this trend to the inappropriateness of the academic curriculum to organisational needs. Interestingly, the author unquestioningly takes for granted the ascendancy of organisational needs in curriculum development. This is problematic from a number of standpoints, not least because “organisational needs” are not a fixed, absolute, entity, but open to social construction and interpretation. Who defines what these are and how they subsequently become embedded in Management Development Programmes is a matter for investigation as recognised by Scholars.

## **2.3. Principles of Training and Development**

### **2.3.1. Training and Development**

In organization, there are five basic steps in training and development which include: needs assessment/analysis, instructional design, validation/appraisal, implementation, and evaluation and follow-up (Tufail, 2017). Training and development play an important role in the effectiveness of organizations and to the experiences of people in work. Training has implications for productivity, health and safety at work and personal development. All organizations employing people need to train and develop their staff. Most organizations are cognizant of this requirement and invest effort and other resources in training and development. Such investment in training and development is generally regarded as good management practice to maintain appropriate expertise now and in the future.

The objectives of training and development are: to relate concepts and principles from the psychology of training and development to real occupational issues in order to make a constructive contribution to organizations; to recognize the psychological assumptions made in making training and development decisions and to manage these assumptions appropriately; to appreciate the contextual factors of real organizations and work situations that affect decisions concerning the application of training and development concepts.; and to provide a basis for making useful training interventions within organizations and evaluating such interventions (Goldstein & Ford, 2002).

### **2.3.2. Principles of Training and ~Development**

Principles of training and development include the following:

- (1) The Training and Development Policy should be read in conjunction with the Civil Services' Induction and Essential Skills Policy and Procedure;
- (2) The Organization will ensure that a training needs analysis is undertaken to identify topics defined as risk management training, mandatory training and the frequency required by all staff groups. This will be monitored and updated regularly. An annual training report will be produced of all the topics identified;

- (3) It will advertise all learning, training and development programmes opportunities;
- (4) Training and development needs may be identified and addressed at individual, team and organizational level;
- (5) Training activities may be used to facilitate change by broadening the outlook of individuals or by providing what is necessary to enable them to manage change;
- (6) Development may also be used to help individuals develop skills and gain qualifications which will contribute to the development of their work and equip them for their future career;
- (7) Training and development needs may be identified through structured discussion between individuals and groups and their managers, taking into account the needs of specific roles, other identified competencies and personal goals;
- (8) Training and development provision may encompass a wide range of activities, including classroom training, coaching, mentoring, shadowing, secondments, workbooks and workshops, self-study and further education;
- (9) All training and development activity will be evaluated to ensure that appropriate development activity has been undertaken. Evaluation information will be used to review and improve the quality of the development provision; and
- (10) Evaluation will also be used to ensure that staffs are benefiting from these activities to improve their overall effectiveness at work, and to ensure that the financial commitment made by the organization to develop its staff is well invested (Satyendra, 2018).

## **2.4. Management Development and Training**

Management development and training are two different concepts. Development improves his or her ability to perform present and future jobs with greater competence and skills. However, training is related to the current job that a person is performing. It is possible to deduce that training increases the skills, while development shapes attitudes of employees/workers (Tanuja, 2019).

The training of managers at different levels in organizations contributes directly to the development of managerial resources within them.

Training is directed towards maintaining and improving current job performance of employees or managers, while development seeks to develop skills for future jobs (Stoner, Freeman, & Gilbert, 2001). Training has to start with the identification of training needs through job analysis, performance appraisal, and organizational analysis. Once the training needs of managers have been identified, the next step is to organize training programmes. Methods such as games, role playing, simulation exercises, and case study can be used in extension organizations to create learning situations based on experience (Festing & Eidems, 2011). Training based on actual field experience should be emphasized. Managers in educational institutions need training not only in the technological aspects but also in human relations, problem solving, sensitivity towards disadvantaged groups, and the basic concepts of management (Blochinger, 2017).

Training is the systematic development of the knowledge, skills, and attitudes required by an individual to perform a given task or job successfully. Training also aims at improving the organization's performance through the enhanced performance of its employees or managers, according to IBS Centre for Management Training and Development (2018). While training helps managers do their current jobs, development prepares individuals to handle future responsibilities in their respective organization. The major purposes of training are improving employees' performance, updating their skills, avoiding managerial obsolescence, preparing for promotion and managerial succession, and satisfying needs for personal growth.

Organizations provide training to employees in the areas of organization's policies and procedures, specific skills, human relations, and managerial skills. Some organizations also provide apprentice training. Additionally, systematic evaluation of training activities helps in evaluating the success of the training programme underway (Gurbuz & Mert, 2011). Training further increases productivity and efficiency, reduces the level of supervision required, reduces work-related problems, and increases organizational stability.

Training is organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or skill.

Thus, before starting the work in the organization a new employee has to participate in special training to get the skills needed to work more effectively and to improve productivity in order to achieve the organization's objectives. The value of training is widely recognized. Training is needed not only for the new workers in the organization, but also for employees who are being promoted. Similarly, it is important to be trained during one's work in the organization. After some time of working employees have to improve their skills, become more efficient and to keep up with the times. When the staff members of the organization are qualified, then the productivity of the performance of this organization is higher (Merlevede, 2014).

If the organization wants the training to bring good results, employees should be motivated. They have to understand what they have been taught, and how it will affect their future work. The organization should, in turn, create favourable conditions for the trainees. Training should consist of not only theory but also practice, which is very helpful for the employee at a particular position in the organization (Joshi, 2013).

#### **2.4.1. Management Training**

One of the duties of Human Resource Department in any organization is management training of employees. Generally, training contributes to learning knowledge, skills, and attitudes that the employees can use in the organizations for future. Management training which is also known as career management is carried out to promote the employee to a management position. In management training as well as in other trainings, a very important role is played by the analysis and planning. Before starting management training, the human resource management needs to analyze the abilities and the opportunities of exciting managers, and what skills a person should have to get a particular management position in the organization.

In addition, it is necessary to create a proper job description for each management position. Then managers of Human Resource Department can select candidates from the staff of the organization who can participate in the management training. The management training include: lectures, discussions in small groups, analysis of specific business situations, reading business literature, business games, simulation, and so on (Joshi, 2013).

In many organizations, Human Resource Department is developing a Career Management Programme. The Programmes then contribute to the disclosure of the employees' skills, abilities and talents, and also help use the potential of workers more efficiently. Career Management Programmes are also important for the workers themselves. Those Programmes lead to a greater commitment to the organization because the employee has an opportunity to grow, to develop, and to get higher positions in the organization. So the employee gets everything that he or she needs in one organization (Merlevede, 2014).

Personnel reserve management is also known as a talent pool management. Personnel reserve/Talent pool is a group of trained employees that have met the requirements that applied to a particular job position. This group of workers has already passed such stages as selection, training, assessment and so on. As most of the processes of management development under human resource management, the work with the talent pool is complex.

### **2.4.2. Management Development**

Apart from the training of employees for managerial positions, an organization should similarly concentrate on management development. Management development is also a systematic process of growth and development by which employees develop their knowledge, skills, attitude, and competence to manage at different levels. It is future-oriented and is concerned with education of employees. Accordingly, management development improves a manager's ability to understand problems and to arrive at solutions. It helps the manager in effectively handling of his or her different work-related roles (such as planning, monitoring performance, communication, and development).

Therefore, management development aims at meeting specific objectives, which contribute to both the employee's and the organization's effectiveness (IBS Centre for Management Training and Development, 2018).

Generally, there are several steps in the process of management development. These include: reviewing organizational objectives, evaluating the organization's current management resources, determining individual development needs, designing and implementing development programmes, and finally, evaluating the effectiveness of these programmes (Blochinger, 2017).

Kantane et al. (2005) argue that changes of the work conditions and technologies as to change approach to the main principles of education system. The education system cannot prepare employees for the whole working life. Relative role of different parts of the qualification are changing - skills, practical experience, significance of motivation, emotional intelligence, and attitude increases.

Thus, knowledge and skills must be periodically improved, but attitudes remain as constant for the competences required in successful implementation of Management Development Programme. The Peak Performance Centre has described that the knowledge, skills, attitude, and competence directly affect the performance of an individual, as well as an organization - educational institutions. Next, let us briefly explain these concepts separately.

### **2.4.3. Management Skills**

Skills are a person's ability to perform an activity or task. These then include physical and mental movement, coordination, dexterity, and the application of knowledge. Skills are measured in terms of speed, precision, proficiency, and/or technique. An individual's skillsets are partly founded in his or her natural abilities. However, competency and proficiency in the execution of skills requires practice, experience, and training. The more a person correctly practises specific skills, the better he/she becomes. Skills are thus competencies that have been learned through the transfer of knowledge and made proficient through practice.

Typically, a person requires the knowledge of how to perform a task and then begins to physically and mentally perform the task. Skills are also different from knowledge because it is a prerequisite to skills. He/ She must have the knowledge about how to perform the task before he/she attempts to perform the task under consideration. For instance, a person would typically learn the steps involved in sending an e-mail message (knowledge) then he/she physically and mentally writes and sends the message (skill). Generally, skills can fall into various categories, including technical skills and interpersonal skills. Effective execution of these skills will help individuals in their performance.

Different management writings state that different skills are needed to be a manager. These skills are conceptual, technical, and human skills (Quinn, 2010). Conceptual skills are those skills which are abilities to arrive at ideas, to create a vision, and plan for the future. These, skills help us to be able to see the “big picture” of the situation. Technical skills also imply one possesses specific knowledge or has a specialized expertise. Human skills are skills at becoming good to be able to work well with others both individually and in a group setting.

Accordingly, all managers need to have all three of the above-stated skills, but they need them in different amounts, depending on their respective position in an organization. For example, top level manager may need to have more conceptual skills, while a lower level manager will likely need more of technical skills. Generally, managers in all levels may use human skills.

In any organization, there are top ten skills every manager needs in order to effectively manage its operation. These include: fundamentals of management, people management, business finance, influencing skills, communication skills, negotiation skills, project management skills, understanding how the company/organization works, business strategy, and leadership skills (Whetton & Cameron, 2002). Let us briefly describe each of them as follows.

**Fundamentals of Management:** The manager has role of coaching, delegation, motivation of team, communication styles, and performance management.

**People Management:** The manager should focus on his or her team. He/ She should also think about motivation, conflicts, and managing with emotional intelligence, giving feedbacks, action plans, values, and personal styles.

**Business Finance:** As a manager, one needs to understand all the basic financial reports (e.g. profit and loss, and annual reports). The manager has to master cost analysis, profit planning, and budgeting = these are about numbers!

**Influencing Skills:** Any manager may not able to have direct control over all the people and processes in order to reach at his or her goals. Thus, the manager has to focus on collaboration and buy-in and deal with international politics in educational organizations and institutions.

**Communication Skills:** Managers should first know about their roles in their organizations. One of the key parts of their roles is communicating across the organization and to senior management. They need to be able to get people to listen, remember, and to act on the pieces of information that they have been communicated to them.

**Negotiation Skills:** As a manager, he/she has to negotiate with colleagues, business partners and stakeholders, suppliers, and clients/customers. The manager should develop **win-win** strategies using the best practice of negotiations.

**Project Management Skills:** Manager's role should further include managing projects. He/ She needs to structure, plan, and to implement the projects. The manager also needs to understand the costs and sets milestones to make sure his or her employees deliver on time.

**Understanding How the Company/Organization Works:** It is not good enough to be just focused on his or her team or area. The manager needs to be a great "all-round manager." He /She needs to have a good understanding of what is happening in other departments and teams.

**Business Strategy:** Whether it is at a team, department, or division level; the manager will probably have to develop and implement his or her strategies. The manager needs to know how to create strategies that create value for his or her company or organization.

**Leadership Skills:** If managers have mastered the first nine skills, then it is time to focus on his or her leadership skills. The manager needs to learn the difference between management and leadership, and to master the best leadership practices (Management Centre [MCE], 2018).

Meyer and Allen (2000) furthermore confirm that managers should have the following core managerial skills: networking and communication techniques; human relations; time management; technical skills; conceptual skills (i.e. efficient use of thinking, reasoning, and logic); different approaches to decision making (such as rational approach, seat-of-the-pants approach - decision making that does not always consider all of the possibilities, group decision making approaches like brainstorming, nominal grouping, and Delphi technique [This is a more formal approach to decision making. In which its goal is to reach a consensus or agreement]).

#### **2.4.4. Knowledge for Management**

Knowledge is the condition of being aware of something (e.g. concepts and theories). It encompasses the cognitive or mental abilities to retain and process pieces of information. Knowledge is a foundation for the competence and successful performance of a person. It also consists of facts, concepts, and the understanding and the application of information.

The person's knowledge is the sum of his or her learning acquired over a period of time. It is acquired through education, training, and experience. By acquiring knowledge for management, the manager's level of intelligence and ability to understand various managerial concepts and theories improves. In other words, the more a person learns, the more he or she knows, and the more he/she can apply to future learning.

Knowledge of the managerial facts and concepts form the foundation for the ability to apply the skills to perform a specific task. Essentially, a person has gained the basic knowledge of how to do something before he/she attempts to carry out the task. A person would, for example, need to learn

the steps involved in managing educational institution (knowledge) before he/she actually performs the different tasks of managing the institution (management skills). Generally, as Herbert Spencer articulates, “The great aim of education is not knowledge, but action” (Beardwell & Holden, 2001). Quinn (2010) therefore contends that the manager should have knowledge for management. This knowledge may include: knowledge of planning, organizing, directing, leading, budgeting, reporting, and controlling.

### **2.4.5. Attitude for Management**

Attitude is a way of thinking or feeling about someone or something. It includes the manner in which a person may deal with things emotionally. Attitude is often reflected in a person’s behaviour. The person’s attitude affects feelings, values, appreciation, and motivation towards something. Hence, the person’s attitude towards a given task influences their performance.

A positive attitude will help us to motivate a person to give their best and to try to maximize performance.

Attitude is one of the most important factors of learning because while knowledge and skills give a person’s potential, attitude – what determines their level of performance. This is because attitude controls a person’s level of motivation. If a person has a positive attitude to management activities, s/he will likely be more motivated and put more effort into learning about management of developing the skills. Contrarily, if a person is not motivated, no matter how much knowledge or skill they possess; they will not perform well.

Development of managerial attitude is challenging task. A person’s attitude development or adjustment may take a considerable amount of time and effort. Nevertheless, it is often not easy to do so after it has been formed for a significant amount of of time. Additionally, it is difficult to measure a person’s feeling towards and perception of something. It is even more difficult to measure how much change occurred in the person’s attitude as a result of trainings or educational activities.

### **2.4.6. Competence for Management**

Competence for management can improve managerial skills and influence the behaviour of others – which can have a positive impact on the bottom line. Competency is defined as “the quality of being competent, adequacy, a possession of required skills, knowledge, qualification, or capacity” (Lotich, 2015). Organizations should then have defined competency requirements for their executive management team. This allows for the organization to be managed with a consistent competency model. It is common for large organizations to have required competencies that are aligned with Management Development Training Programmes. These organizations often have the resources to have an in-house training department that is focused on developing employees by training in all areas of competency. In contrast, smaller organizations should spend some time thinking through desired competencies and identify appropriate training options for managers at different levels. Generally, some competencies come naturally for people while others need to be learned and practised.

### **2.5. Competencies and Frameworks for Development**

A framework for describing ‘basic’ management skills is seen as very important (both as a providing a definition of management and as a means of structuring delivery). However, the continual updating of competence frameworks is ‘a chore and a distraction’. Perhaps, we should aim to make such frameworks more robust and to stick with them for longer (Hirsh & Carter, 2002).

A more complete way of approaching this is to link individual performance to the goals of the organization. To do this, many companies use "competencies." The concept of competencies emerged during the early 1980s as a response to the organizational changes. This concept drives the organization towards higher performance levels. Competencies are the integrated knowledge, skills, judgment, and attributes that people need to perform a job effectively. By having a defined set of competencies for each role in the organization, it shows workers the kind of behaviours the organization values, and which it requires to help achieve its objectives (Satyendra, 2018).

The competencies are also important for all the employees regardless of occupation, function, or level. Competencies normally focus on the personal attributes or inputs of employees in the organization. They are the behaviours (and technical attributes where appropriate) which employees are to have, or are to acquire, for their effective performance at work.

Accordingly, competencies are broader concepts which encompass demonstrable performance outputs as well as behaviour inputs, and relate to a system or set of minimum standards required for the performance at the work. Competencies are key performance indicators from the organization to an employee regarding the expected areas and levels of the performance expected from him. Specific competencies are normally needed to carry out a given job within a job family. These competencies cover the various fields of expertise relevant to the specific work carried out in the organizations. The competencies are at the heart of what the employees do. During the subsequent decades of 1980s, competency frameworks have become an increasingly accepted part of modern human resource practice in the organizations.

A competency framework is a broad framework for integrating, organizing, and aligning competencies which are relevant to the performance in a particular job, job family, or functional area. It is a structure which sets out and defines each individual competency (such as problem-solving or people management) required by employees of the organization. Such framework has multi-dimensional benefits to the organization under consideration.

The competency framework supports the efforts of the organization to strive for a high performance culture where development is nurtured and encouraged. Competency frameworks, when done well, can also increase clarity around performance expectations and establish a clear link between employees' performance and organizational performance (Gurbuz & Mert, 2011). Competency frameworks can further be extremely useful to support talent strategy and guide practice in a number of areas from recruitment, talent development and performance management.

A critical aspect of all competency frameworks is the degree of detail. If a framework is too broad (containing only general statements about individual competencies) then it will fail to provide adequate guidance either to the employees as to what is expected of them or to the management who has to assess the employees against these terms (Pretorius, 2001).

When preparing a competencies framework, it is important to take account of the statutory issues to ensure that none of the competencies framework discriminates against any particular group of the employees. It is also important that when frameworks are used to assess competence, they recognize an employee's potential to develop and do not just collect evidence of a certain behaviour in the past.

There are the following types of the competency frameworks in an organization: core competencies frameworks; common competencies frameworks; technical competencies frameworks; leadership competencies frameworks; and meta-competencies frameworks (Meyer, 2004). Organizations generally use competency frameworks with the aim of achieving (i) consistency across recruitment practices, (ii) fair performance reviews and judging for rewards, (iii) for enhancing employee effectiveness, (iv) for greater organizational effectiveness, (v) better analysis of training needs, and (vi) for enhanced career management. Therefore, these competencies and frameworks may play their decisive roles in developing human resource in the organization thereby making them ready for taking over other managerial positions with expected behaviours they will be assigned in the future.

## **2.6. Indigenous Management Theories**

In order to facilitate our discussion of indigenous management theories in Africa, let us highlight the practice of such theories in Nigeria. Western scholarly conceptualisations have often implied that indigenous African, for instance Nigerian Management Theories and Philosophies are at worst, non-existent and at best simply 'underdeveloped'. Thus, there have been influxes of 'developed' management theories into Nigeria, which have been detrimental to the development of indigenous Nigerian management theories (Gbadamosi, 2003). Many Nigerian scholars believe this postulation is ridiculous and have attempted to set the record straight by giving details of pre-colonial management practices in Nigeria (Inyang, 2008).

Prior to the advent of the colonialists, there was a paternalistic employment relations system in place, which was principally based on traditions, culture and agricultural economy of the people.

This shows that management practice in Nigeria was strong and also thriving (George et al., 2012). It is therefore absolutely incorrect to say there was no management practice in Nigeria in the pre-colonial era, as the erosion of African and Nigerian management thought system was due to the colonial adventure (Osuntokun, 2001). This is because there have been management of organizations according to values and cultures (Adegboye, 2013).

### **2.6.1. Management Theories**

It is important what a management theory and its role and usefulness in management practice. Management theory is a set of interrelated principles which attempts to present in a coherent manner, loose facts about human behaviour in organizations (Stoner, Freeman, & Gilbert, 2001).

It is simply a statement predicting which actions will lead to what results and why. Essentially, the goal of management theory is to provide a coherent set of logical principles that form the general frame of reference for the evaluation and development of sound management practices. Implicitly, management theory is a tool in the management practice - It thus increases the managers' effectiveness, helps him/her to explain the dynamics of organization and shedding light on the problems often faced by him in practice, etc.

Much literature has been written regarding the appropriate or best approach to management over the years. Some writers have argued that a particular method is necessary to bring out the best in employees and to achieve organisational goals, while others have posited that a combination of these approaches might be more suitable in managerial quest of productivity and excellence. Highly critical reviews of the evolution of management theories may describe it as a proliferation of studies. In the United States of America, organizational researchers have identified two groups of researchers - those interested in people without organizations and those who are interested in organizations without people (Adegboye, 2013). Accordingly, most of the major management theories can be broadly grouped in either the scientific, classical or neo-classical school of thoughts. Each group can then be broadly assigned to organizations without people (scientific theories) and people without organizations (classical and neo-classical theories) respectively.

It has been opined that managerial functions are fundamentally alike in any organisation and at every organisational stratum, whether it is planning, organising, motivating, leading, staffing or controlling. It has also been suggested that all managers and supervisors basically do the same thing, irrespective of the type of organisation or position within the organisation (Mullins, 2011). For Koontz and O'Donnell, this is referred to as universality of management since management functions are universal (Adegboye, 2013). Consequently, such functions are transferable from organisation to other organisation and from one country to another. The universalization and transferability of management approaches and their practices have thus generated much interest in African countries, including Ethiopia.

Many African scholars are of the opinion that without these foreign approaches to management, organisations in the continent will struggle to thrive, while other writers believe that the consistent reliance on Western management approaches has impeded the growth of indigenous management theories (Fashoyin, 2005).

Contrarily, there is a failure in applicability of management theories in African context. The Western-based theories are inconsistent with African environment. African management situations defy Western theories. In other words, western theories are not suited to African conditions and circumstances. Akpor-Robaro (2018) notes most of the management theories are foreign to African environment and are inappropriate to African situations. It posits that a major reason management theories fail in Africa because they are arbitrarily applied without being circumstance/environment contingent. It therefore recommends that to make such theories work in Africa, management theories must be indigenized.

### **2.6.2. Concept of Management Development**

The global competition has increased the need for management development. A realization of need for management development and a re-engineer of this development process to be more effective than before, and to have a competitive edge in respect of managerial ability over rivals. Managers are the valuable assets of any organisation. They must therefore be retrained for survival and growth of organisation.

The well-developed managerial manpower can change the face of the organisation and can take it to any height. The efficient managers are always in short supply. They are to be conserved. To conserve these rare species, rare substantial efforts for their development are needed.

The managers at the lower and middle levels need to be developed through proper in-company and off-the-job training programmes. The development of managers at lower and middle levels shall build up second and third lines of defence who remain ready to take charge in the event of vacancy created by retirement, death, transfer or resignation of senior executives. Presently, management development or executive development is being practised in different organizations.

In order to describe this concept, let me begin with definition of development in the context under consideration. Development improves his or her skills on future jobs. It enables an employee to assume jobs of higher skills, competence and responsibility. Development is thus the “long-term training designed to increase the employee’s job effectiveness and to develop his or her ability to assume greater job responsibilities” (Tanuja, 2019). Consequently, development prepares workers to assume jobs with higher responsibilities in future. Development then improves their abilities to perform present and future jobs with greater competencies and skills thereby shaping their attitudes.

The top management of an organization should place a high priority on management development because development aims at changing the capacity of workers to perform their jobs better and to increase their potential to accept future assignments of higher values, as well as intends to develop the competencies of managers to assume present and future responsibilities, and to promote the view that one make learning a habit and see work problems as opportunities for further learning.

Management development is concerned with improving the performance of managers in their present roles and preparing them to take on greater responsibilities in the future (Tamkin, Hirsh, & Tyers, 2003). Mumford and Gold (2004) further define it as ‘an attempt to improve managerial effectiveness through a learning process’. Management development activities are associated with talent management. A systematic approach to management development is therefore necessary because the increasingly burdensome demands made on line managers mean that they require a wider range of developed skills than ever before.

Accordingly, the capabilities and competencies managers need are: to empower and develop people; to manage people and performance; to work across boundaries, engaging with others, working as a member of a team, thinking differently about problems and their solutions; and to develop relationships and a focus on the customer, building partnerships with both internal and external customers; and to balance technical and generic skills (Tamkin et al., 2003).

## **2.7. Management according to Values and Culture**

Regarding management according to values and cultures in African countries, in general, and in Nigeria, in particular Ifechukwu (2010) has to say this, as he stated,

The management practice in Nigeria depicted decision-making by consensus and managerial style showed a genuine concern for people and production. This was possible because philosophy and practice was based on Nigerian core values, which are respect for elders and tradition, consensus, co-prosperity or social mutual concern, extended family, paternalism, competition, human relations orientation and hero-worship.

Oghojafor, George and Owoyemi (2012) further identified core Nigerian values (including religion) which are observable among all the more than 250 Nigerian ethnic groups, especially the major tribal groups of Hausa/Fulani, Yoruba and Igbo. Effective management and administration could not have been possible in Egba Kingdom, Sokoto Caliphate, Benin Kingdom or Oyo Empire, for example, if there was no application of these core values (Ifechukwu, 2010).

On the other hand, there are other such management practices from other countries in Nigeria like from the British Voluntarist Employment Relations Practice. It cannot be emphasized enough that management in Africa, and indeed Nigeria, is strongly linked to and rooted in cultural beliefs and traditions. Needless to say colonialism in Nigeria disrupted the people's cultural beliefs and traditions, as well as its management philosophies and practices (Fashoyin, 2005). Every individual is a product of a particular culture, system and beliefs and such individual will have patterns of thought, feelings and behaviour, which have been acquired or learnt by being a member of a society. This acquisition or learning is done at early childhood because of the inclination to observe, learn and act at that age (Hofstede, 2001).

Such was the fate that befell Nigerians when the Colonialists arrived. Nonetheless, the imperialists 'forced' Nigerians to 'unlearn' their already established patterns and natural way of life since childhood, in order to learn and assimilate their own new patterns and processes, through techniques such as the British Voluntarist Employment Relations Practice.

This forced assimilation over many decades, led to a transfer of alien management practices and the gradual decline of indigenous management thoughts and practices (George et al., 2012). Generally, these instances could be viewed as indigenized management theories and their practices.

## **2.8. Typologies of Management Development**

Jansen, van der Velde and Mul (2001), by defining management development as the system of personnel practices intended to ensure that an organization can rely on timely availability of qualified and motivated employees. They then identified four types of management development: (1) Administrative management development; (2) Derived management development; (3) Partner management development; and (4) leading management development.

The authors conclude that the link between management development and organization strategy, and systematic evaluation of management development practices should receive more attention.

## **2.9. Types of Management Development**

There are two types of management development available for managers – off the job and on the job (Satyendra, 2018). Some of the widely used on-the-job development methods are: coaching, job rotation, under study assignments, and multiple managements. Off-the-job development methods include simulation exercises, sensitivity training, transactional analysis, conferences and lectures. To ensure the success of the management development programs, they have to be evaluated from time to time.

### **2.9.1. On-the -Job Training**

There are four major formal on the job training/development methods: coaching, job rotations, training position trainees, and planned work activities. Now, let us briefly describe them as under.

**Coaching training:** It is training of employee by his or her immediate supervisor is by far the most effective management development technique (Solomon, 2014). Many firms make a point of training their managers in the fine art of coaching. Conscious manager often keep a “a development file” for each of their employee indicating the training they are receiving the skill they are acquiring and how well they are performing.

**Job Rotations:** This involves shifting managers from position to position so they can broaden their various aspects of the firms operations.

**Under study assignments:** These are given staff post immediately under a manager, often with title of “assistance to” such assignment gives trainees a chance to work with and model them after outstanding managers who might otherwise have little contact with them.

**Multiple management:** This involves giving trainees important work assignment to develop their experience and abilities .trainee may be asked to head a task force or participate in an important committee meeting such experience help them to gain insight in to how organization operate and also improve their human relation skill.

On the job trainings at different levels of competency, knowledge, and skills are generally being imparted at their work place to go along with the daily responsibilities. All the technical training required for managers are given through this type of management development.

### **2.9.2. Off -the -Job Training**

It is a remove of individuals from the stress and on-going demands of the works place, enabling them to focus fully on the learning experience. In this type of management development, managers are required to attend seminars or classes outside their office space. Accordingly, managers tend to learn more and comfortably, especially when there is no job stress involved. Typically, this type of management development can be conducted as in-house classroom instruction sessions or in educational institutes that specialize in managerial development.

In addition, these trainings provide opportunities for meeting people from other department or organization. Thus, employees are exposed to useful new ideas and experience while they make potentially useful contact. The most common off the job development method are class room instruction and Management Development Programmes sponsored by universities and organization (Stoner, Freeman, & Gilbert, 2001).

## **2.10. Management Development Policy and Strategy**

To effectively implement management development in various contexts, there has to be a management development policy. This Policy provides guidelines on the approach an organization adopts to the development of its managers. It is operationalized by a management development strategy (Tamkin, Hirsh, & Tyers, 2003). Mabey and Thompson (2000) further articulate that management development policy consists of three variables: (1) the existence of written management development policy statements; (2) the degree of organizational priority given to management development; and (3) who takes responsibility for driving management development in the organization (the individual or the organization).

A management development strategy will be concerned with the programmes the organization proposes to implement to develop its managers. It will be business-led even though it may focus on the development of individual performance and potential (Sindhuja, 2019). The organization has to decide what sort of managers it needs to achieve its strategic goals and the business must decide how it can best obtain and develop these managers. Even when the emphasis is on self-development, the organization must still indicate the directions in which self-development should go, but not explicitly stated. The strategy will be based on an analysis of the future needs for managers that is conducted by means of human resource planning and talent management.

Forecasts can be made of the numbers and types of managers required to meet business needs and to cater for management succession. It is also necessary to assess the skills and competencies managers will need to meet future demands and challenges arising from competitive pressures, new product-market strategies and the introduction of new technology.

This can be done through performance management processes that identify development needs and potential, and lead to the agreement of personal development plans.

## **2.11. Management Development Programme**

Management development is a planned and organised process and programme of training and growth whereby an individual manager or executive (at each level of management hierarchy) gains knowledge, skills and attitude to manage workers and work organizations effectively (Sindhuja, 2019). Objectives of management development: (1) To ensure the availability of competent managers to achieve the goals of the organization; (2) To ensure optimum utilisation of human capital; (3) To prepare present employees for higher assignments; (4) To replace retiring executives with younger talents; and (5) To promote progress, productivity and profits of the enterprise.

Regarding importance of management development, scholars contend an institution that cannot produce its own managers will die. Hence, the ability of an institution to produce managers is more important than its ability to produce goods efficiently and cheaply (Satyendra, 2018). No modern organization can grow and succeed without planned attention towards the development of certain attitudes, skills, knowledge, and insights in its employees. To develop such competencies, there are certain techniques of management development - on the job experience and teaching techniques, and off-the-job teaching techniques.

Moreover, there are programmes for management development like Junior Managers/ Executive Development Programme and Senior Managers/Executive Development Programmes. Scholars in the field argue that performance appraisal could serve as the basis of all Management Development Programme (Sindhuja, 2019). Performance appraisal methods may be divided into two groups: Trait Approach (i.e. appraisal of employees according to their traits, attributes and general behaviour on the job) and appraisal by results.

There are also different techniques under the Trait Approach. These include: ranking method, grading method, forced choice method and appraisal by results. There are some measures which make Management Programmes effective.

These include: responsibility, training the trainers, needs analysis, and proper selection (Tannuja, 2019). Let me describe each of these concepts. Responsibility implies the responsibility for conducting training programmes which should be of staff managers and development of human resource should be the prime responsibility of line managers.

Training the trainers refers to those managers who are conducting the training programmes must be trained in order not to make the programmes ineffective. Needs analysis should also be performed before conducting a training programme.

It thus identifies the need for exploiting the potential of an employee to effectively contribute to organizational performance.

Accordingly, it finds gaps between the present the future which can be filled through development programmes. Finally, as selection of employees or managers precedes training, only those employees should be selected based on the potential of enhancing their skills by attending the development programmes. Training can only modify their behaviours, but it cannot change the nature and the personality of the employee/trainer.

## **2.12. Challenges of Management Development Programmes**

Human resource is the most important asset for any organization and it is the resource of achieving competitive advantage in the present globalized knowledge-based economic system. Programmes designed for implementing management development of the human resources in the organization are very challenging as compared to managing technology or capital and for its effective management.

There are identified multi-faceted challenges which have been encountered while practising Management Development Programmes. These included: intense competition with competitors in markets which demands for operational efficiency, speed to the customers 'demands, and need for innovation and creativity; managers are lacking some of the inter-personal skills required to work

across boundaries/cultures with multiple stakeholders; the alignment of corporate culture post-merger; delayed ‘empowering’ style of management by managers who failed to motivate and to lead change(s); lack of ability to understand competing organizations; lack of giving priority for business skills at strategic and profit centre levels; managers’ failure to immediately understand more what technology and e-business could do; lack of mature management responses to the increasing importance of the ethics, environment, and social responsibility issues; lack of skills and abilities in looking ahead; the existence of general ‘war for talent;’ the increasing globalization of labour markets; shortages of good managers in some specific sectors or functions; the ‘burn-out’ of people in top management positions in some situations; lack of the integration of higher level and middle level recruits in those organizations which have had the practices of growing most of their managers from within; and the under-representation of women and ethnic minorities in senior positions in some sectors, including higher educational institutions (Hirsh & Cater, 2017).

Management development is informal and disjointed, rather than part of a strategic training plan. Classes and training are offered or managers are encouraged to take advantage of training opportunities, but the offerings are not part of a formal program that is linked to organizational goals and long-range objectives (Everard, 2008). It is common to encounter resistance from managers when providing management development opportunities. They may be hesitant to admit to areas of weakness - or an implication that they need additional training - and may raise many barriers to participation, most commonly lack of time. Resistance to change and fear of failure are natural. By positioning management development as a prerequisite to growth within the organization, managers can provide an incentive for participation while at the same time developing somewhat of a self-selection process for identifying employees interested in advancement within the organization.

Armstrong (2009) identified the difficulty in measuring the impact and effectiveness of one’s management development activities. To be effective, clear and specific objectives should be identified and tied to the selection and implementation of training and development activities. Follow-up measurement should be designed to directly evaluate the impact of these activities on meeting the stated objectives.

When establishing objectives, it is important to consider specifically how managers will measure whether or not the objectives have been met. Build evaluation into the training process (Everard, 2008) are other major challenges of the Management Development Programmes.

### **2.13. Approaches to Management Development Programmes**

There has been a great focus on management development because it indicates firm's competitiveness; managers get a lot of training; managers are accountable for success; and manager's jobs are complex. In such Programmes, managers learn and develop managerial roles like interpersonal roles (e.g. figurehead leaders and liaison); informational roles (e.g. monitor, disseminator, and spoken person); decisional roles (e.g. entrepreneur, disturbance handler, resource allocator, and negotiator).

In these connections, there are certain characteristics of management characteristics (such as conceptual knowledge and skills, technical knowledge and skills, interpersonal knowledge and skills, and personal traits). Likewise, the general characteristics of managers include: managerial styles which include employee-oriented (i.e. participative and supportive styles) whereas task-oriented styles of which these can be directive-oriented, and achievement-oriented.

These approaches are providing an integrated framework for assessing managerial behaviour with the organizational context. It also helps us in understanding the match between managers and their organizational context. Consequently, these approaches have benefits: (1) an increased ability to determine manager's needs, and (2) an increased ability to assess accurately to the appropriateness of a particular training programme for meeting those needs. Implicitly, management development is a key to effective management to know the organizational context, and what is required from the manager, and to have the knowledge, skills, and attitude to do what is required.

Scholars in the area have raised issues to be addressed in a Management Development Programme. These are: (1) understanding organizational context, (2) self-awareness and diagnostic skills, and (3) managerial person analysis (Blochinger, 2017).

There are generally two approaches to management development. These are programme-oriented approach and manager-oriented approach (Tanuja, 2019). The former approach emphasizes on training managers irrespective of their abilities and competencies.

Since managers differ in orientation towards the problem, complexities, experience, capacities, and personalities; a common training programme cannot be adopted by all organizations.

Contrarily, manager-oriented approach is oriented to the nature of managers. A need analysis is recommended and training programmes suitable to their nature are devised.

## **2.14. Future of Management Development**

Our ability to predict the future is seen as a central problem in management development. However, such issue does not prevent us from sharing some thoughts about what a positive future for management development might contain Hirsh & Cater, (2002). The contents include: training and development; continued emphasis on 'learning to learn'; basic management training in place with a process to ensure that individuals do receive the training they need; additional learning targeted at specific short-term needs and delivered quickly; continued emphasis on both informal and facilitated group learning; more emphasis on evaluation and organizational learning; increasing use of working with educational institutions to deliver relevant and challenging business education; a greater role for professional bodies/networks in individuals' learning; a strong external focus through networking and non-executive directorships, secondments, etc.; stronger pools of internal mentors and coaches and the encouragement of individuals to take more responsibility for finding someone to support them; more transparent succession planning systems and a reduction in ageism in identifying and developing 'high potential'; and human resource taking a lead with the development of its own people.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. Research Design**

The choice of research design and methodology can be determined on the bases of philosophical assumption of each research method, epistemological assumption, ontological consideration, logical/ philosophical assumption(s) or reasoning behind each research method, and others (Creswell, 2015). A research design is a blue print, master plan, structure or strategy of investigation conceived in such a way that it provides answers to research questions (Creswell, 2014). The most suitable research design for this study was a quantitative design. This design helps in collecting the required types of data in quantitative form. Accordingly, the researcher employed the quantitative research design.

It refers to the overall strategy that you choose to integrate the different components of the study in a coherent and logical way. The quantitative research methods generally have a clear connection with the description of the research problem under investigation. In other words, it is argue that such research design actually addresses the problem of interest which suites to achieving the stated objectives of the study.

The research design thus ensures that the empirical evidence obtained enables the researcher to effectively address the research problem as unambiguously as possible. In order to generate evidence relevant to the research problem generally entails specifying the type of evidence needed to accurately describe the phenomenon under investigation, answer the research questions and address the objectives of the study.

Specifically, descriptive survey design was used. Descriptive cross-sectional research provides a descriptive 'snapshot' of the outcome and the characteristics associated with it, at a specific point in time. This design also focuses on studying and drawing inferences from existing differences between people, subjects, or phenomena. The research method further entails collecting data at and concerning one point in time.

Cross-sectional research method emphasizes on finding relationships between variables at one moment in time. Groups also identified for study are purposely selected based upon existing differences in the sample rather than seeking random sampling. Therefore, cross-section research method is capable of using data from a large number of subjects who are not geographically bound.

The same method can help us to estimate prevalence of an outcome of interest because the sample is usually taken from the target population. Generally, cross-sectional research design employs survey research method to gather data, is relatively inexpensive, and takes up little time to conduct. Finally, the researcher selected and drew representative sample of respondents in those Colleges of Addis Ababa to collect the required data and to describe what had been practised in the different campuses.

### **3.2. Research Methodology**

Research methodology implies logical assumption behind each research method. Accordingly, the researcher assumes that if a representative and adequate sample size is selected and drawn using appropriate probability sampling technique which gives equal chance to each element, then one may generalize the empirical findings from the samples to the target population from which they were drawn. Therefore, a cross-sectional descriptive sample survey research method was used. Besides, documentary analysis method was employed for triangulation purpose.

### **3.3. Sources of Data**

The researcher used primary and secondary data sources to answer those research questions and to address the objectives of the study. The primary data sources were the sample respondents in the University. The Secondary data sources included: government published and unpublished policy, strategic plan and other documents; dissertations and thesis, research reports; web-based files, Programme document, progress reports from the University HRM Training Offices archives.

### **3.4. Target Population and Sampling**

The target population for this study contains all managing directors, facility management team leaders, team leaders, and experts in all colleges of Addis Ababa University until 2013--2018.

The objective of this study was to investigate the practice and challenges of management development programme, the researcher decided to use descriptive sample survey type of research design which is concerned with the current situation of short and long term training programme, and attempts to make a decision the status of the fact under investigation. There were 22 Managing Directors, 10 Facility Managements Team Leaders, 52 All HRM, Finance, Purchasing Team Leaders, and 157 Experts aggregated number was 241 in the University (HRMDDO, 2018).

However, the study did not consider those academic staff members who had been occupying those positions during the said years.

In order to select and draw representative samples from the target population, the researcher employed multi-stage cluster stratified simple random sampling. This technique involved three stages. In the first stage, the University was classified into colleges. In second stage, each college divide in to Academic and Administrative staff. Then the College Administrative separated into Managing Directors, Facility Management, Team Leaders and Experts and Each Department was also stratified into different departments (HRM, Finance, and Purchasing). Finally, the required or calculated sample of respondents was selected and drawn from each department of the colleges of the University. These respondents served as unit of analysis in which the required data were collected for the study.

To calculate and determine sample size required for this study, the researcher used the following formula of Neuman (2012) which is designed for this purpose:

$$n \text{ (sample size)} = \frac{N(\text{Target population size})}{1 + N(e)^2}$$

$$n = \frac{N}{1+N(e)^2}, \quad n = \frac{241}{1+241 \times 0.0025}, \quad n = \frac{241}{1.6025}, \quad n = 150.39, \quad n = \underline{150}$$

Where, n= sample size; N= target population size; and e= degree of precision

Thus, the calculated sample size was 150. Generally, a total of 150 employees of the colleges of the University served as sample respondents to give the data.

Table 3.1 Population pilot and sample sizes of the University Employee Respondents.

N o.	Categories Respondents	Population Size	Sample Size	Sampling Techniques	Gathering Instrument(s)
1	Managing Directors	18	15	Multi-stage cluster, stratified random sampling	Questionnaire
2	Facility Managements	9	6		
3	Team Leaders	52	42		
4	Experts	162	87		
	Total	241	150		

### 3.5. Data Collection Instruments and Procedures

#### 3.5.1. Questionnaires

To collect the primary data from sample of respondents, structured questionnaire was used. Lewin and Janet (1999) Questionnaires are the main instruments for collecting data. The questionnaires for this study contained mainly close ended and some open ended items. All questionnaires were prepared by using Empirical Method for Managing Directors, Facility Managements, Team leaders, and Experts based on their background of the status quo. The questionnaires were prepared by using Likert scale. The instruments mainly consist of questions about the practices and challenges of management development program. Likert scale requires an individual to respond to a series of statements by indicating whether are strongly disagrees (5), Disagrees (4), neither agree nor Disagree (3), Agrees (2), or strongly Agrees (1). All questionnaires prepared for participants contain ten parts. The first part is about the demographic information of the participants; the second part is about Training and Development Programs, Career Development, Management Knowledge development, Management Skill development, Management Attitude Development, Management Capability, Management Competency, Philosophy of Management Programme (s), Operational Environment of A.A.U. Administrator staff and Challenges of the programmers'; the third part is open ended questions. A total of 72 close ended questions, and 5 open ended questions were prepared.

For the purpose of data triangulation, certain open-ended questions were prepared and used to complement or triangulate the responses of the respondents asked in the questionnaire. Moreover, documentary analysis template/matrix was used to collect relevant data for the study.

Table 3.2. Pilot test sample

Ns.	Categories of Result	Explanatory
1	0.90 — 1.00	Excellent
2	0.80 — 0.89	Very good
3	0.70 — 0.79	Good
4	0.60 — 0.69	Acceptable
5	0.50 — 0.59	Doubtful
6	Less than 0.50	Unacceptable

### 3.6. Pilot Test

The draft of questionnaire was designed and given to the advisor for getting feedbacks and approval. Next, the approved questionnaire was used for conducting pilot study to maintain reliability and validity of the research instrument, to evaluate the appropriateness of the questions, to test whether or not the items are easily understood by the respondents, and to check their relevance to the study context before they were administered. In order to check the reliability, pilot test was conducted to a total of 20 respondents in all Colleges where there are administration staff members of the University and they were not included actual study as a sample. The participants selected were those employees including 3 Directors, 3 Facility Managements Team leader, 10 Team Leaders, and 4 Experts.

After these questionnaires had been properly filled in and returned, the reliability of the items was measured by using Cronbach's alpha reliability coefficient method by the help of SPSS version 25.

George and Mallery (2003), for example, provide the following rules of thumb: (a) greater than or equal to .9 to 1.00 as Excellent, (b) .80 to .89 as very good, (c) .70 to .79 as good, (d) .60 to .69 as acceptable, (e).50 to .59 as doubtful, and (f) less than .50 as unacceptable. Regarding the items checked for the reliability on the pilot study include: affecting of the factors, practices and challenges of implementing management development programmes Addis Ababa University.

Based on the above-stated ranges of values, let me present the calculated Cronbach's alpha reliability coefficient values and interpret them as follows: Training and development :.792, career development: .827, management knowledge development: .862, management development skills: .928, management development attitude: .734, management development capability: .754, management development competency: .866, philosophy of management development: .886, operational environment of Addis Ababa University: .926, and challenges of implementing management development programmes: .867.

When using Likert-type scales it is imperative to calculate and report Cronbach's alpha coefficient for internal consistency reliability for any scales or subscales one may be using. The analysis of the data then must use these summated scales or subscales and not individual items. The content validity of the instrument was checked and commented by concerned individual to concise the quantity of questionnaires. Based on the comment some questions were modified.

In the study, the values of computed Cronbach's alpha reliability coefficients are found to be internally consistent, the major data gathering tool was adequate and reliable which could be used to undertake and to address the objectives of the study.

### **3.7. Reliability and Validity of Data**

In order to ensure the reliability and validity of measuring research instrument in the study, the researcher employed pre-testing of the questionnaire, conduct pilot study, and use statistical techniques and tests like Cronbach's alpha coefficient and factor analysis, including trustworthiness of the informants, as well as reliable documentary sources.

Based on these findings, the final version of the instruments was prepared and made ready for the study. In addition, letters of introduction were collected from the Department of Educational Planning and Management to facilitate the data collection in the field settings.

### **3.8. Data Analysis Techniques**

Quantitative data were analyzed using statistical techniques and tests with the help of SPSS Version 25 software. To analyze qualitative data collected from different documentary sources, content analysis and thematic analysis were employed. While writing-up the thesis, both the quantitative and qualitative data (close ended & open ended question) were used wherever they were appropriate to answer the questions and to address the objectives of the study.

### **3.9. Ethical Considerations**

The researcher respected ethics for research while engaging in actual data collection process such as informed consent of the respondents, and confidentiality of the data. In addition, the researcher tried as much as possible not to affect the privacy, psychosocial conditions, and other aspects of the study participants in both the thesis and field setting.

## CHAPTER FOUR

### 4. PRESENTATION AND ANALYSIS OF THE DATA

This chapter presents data analyze and interpretation of the practices and challenges of Management Development Programmes in Addis Ababa University since 2013. It thus dwells on socio-demographic characteristics of the sample respondents, training and development, career development, management knowledge development, management skills development, management attitude development, management capability development, management competency development, philosophy of Management Development Programmes, and operational environment of the University. The chapter further discusses about challenges encountered while implementing the Programmes in different colleges under the auspices of Addis Ababa University. Finally, it summarizes those major issues which have been running from one paragraph in to other paragraph.

**Table 4.1. Demographic Characteristics of the Respondents**

Ns.	Items		F	%
1	Sex	Male	79	54.5
		Female	66	45.5
		<b>Total</b>	<b><u>145</u></b>	<b><u>100.0</u></b>
2	Age	Below 30 years	22	15.2
		31-35 years	28	19.3
		36-40 years	36	24.8
		41-45 years	28	19.3
		46-50 years	17	11.7
		Above 50 years	14	9.7
		<b>Total</b>	<b><u>145</u></b>	<b><u>100.0</u></b>

#### 4.1. Demographic Characteristics of the Respondents

This study generated data from the respondents selected from the Colleges. Table 4.1 highlights that there were more males than females in the Colleges. A total of 79 (54.5%) of the respondents were males, while 66(45.5%) of them were females. Thus, it is possible to argue that there is still gender disparity in the lower and middle-level management positions in particular in the Colleges and in the University in general.

Concerning age category of the respondents, there is an outstanding concentration of administrative staff in the age brackets of 31 - 45 years. Ages of ninety-two (63.5%) of the staff were categorized in to these brackets – they are considered administrative staff in their old adulthood. On average, the respondents in the study were 38.4 years old, but there was a big dispersion in the respondents' ages with SD of 8.2 standard units from the mean of the distribution. Hence, there are generally negative skewness (-.389) and kurtosis (1.85) in the distribution. Accordingly, this group of respondents is mostly considered as old adult who are also economically active, as well as energetic force for contributing their share in efforts to boost development of the Colleges by being potential assets for taking up leadership and management positions in the future.

**Table 4.2. Demographic Characteristic of the Respondents.**

Ns.	Items		F	%
1	Educational Level	Bachelor Degree (BA,BSc)	106	73.1
		Masters Degree (MA,MSc)	36	24.8
		PhD	2	1.4
		Others	1	0.7
		<b>Total</b>	<b><u>145</u></b>	<b><u>100.0</u></b>
2	Length of services in the current position (year)	1-5 years	71	49.0
		6-10 years	38	26.2
		11-15 years	35	24.1
		Above 15 years	1	0.7
		<b>Total</b>	<b><u>145</u></b>	<b><u>100.0</u></b>

**Table 4.3. Training and Development Practice**

In this part of the study, the sample respondents were asked about practice of training and development in the University, in general, and in their respective College. The questions were based on a 5 Likert scales which requested them to express their level agreement on those issues stated in Table 4.2.

Ns.	Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1	HRM usually assesses Organization & Employee's training needs.	22 (15.2%)	48 (33.1%)	25 (17.2%)	36 (24.8%)	14 (9.7%)
2	I have got long or short training opportunity since 2006 E.C.	20 (13.8%)	37 (25.5%)	17 (11.7%)	60 (41.4%)	11 (7.6%)
3	Training objectives are clear in the University	29 (20.0%)	50 (34.5%)	28 (19.3%)	32 (22.1%)	6 (4.1%)
4	AAU has long- term development programme plan.	26 (17.9%)	46 (31.7%)	32 (22.1%)	34 (23.4%)	7 (4.8%)
5	HRM prepares Programme on- the - job trainings	12 (8.3%)	24 (16.6%)	43 (29.7%)	56 (38.6%)	10 (6.9%)
6	Human Resource Management prepares Programme on off-the-job trainings	20 (13.8)%	36 (24.8)%	37 (25.5)%	43 (29.7)%	9 (6.2)%
7	Employees are properly oriented to the Training and Development Programmes of the University.	14 (9.7%)	35 (24.1%)	33 (22.8%)	55 (37.9%)	8 (5.5%)
8	AAU gives equal training opportunities for all staff	23 (15.9%)	35 (24.1%)	42 (29.0%)	38 (26.2%)	7 (4.8%)
9	Training needs assessment has been conducted in the University Management Development Programme(s)	26 (17.9%)	8 (33.1%)	40 (27.6%)	24 (16.6%)	7 (4.8%)
10	AAU has short-term training programme plan.	37 (25.5%)	57 (39.3)%	28 (19.3%)	11 (7.6%)	12 (8.3%)

## 4.2 Training and Development Practice

Firstly select the highest frequency of the response of the participant, then added the two scales (strong disagree and disagree) or (strongly agree and agree).

The training and development component of the Management Development Programmes does not consider all important issues which should be taken in to account when they have been designed. About half 72, (26+46) (49.7%) of the respondents expressed their disagreement to the statement which states the Organization has long-term development programme plan, training objectives were not clear in the University according to seventy-nine (54.5%) of them.

However, as Table 4.2 illustrates, to achieve the objectives of the Programmes the Human Resource Management Directorate Office prepared short-term on-the-job and off-the-job training programmes, the employees were properly oriented to the Training and Development Programmes of the University. Contrarily, the administrative staff's training needs had not been well-incorporated by the concerned body of the University, while the Programmes were designed. Moreover, the Organization did not mostly give an equal opportunity for training on Management Development to all staff. Here, it may be possible to argue that the practice of the Programmes has not been in line with the very essence of the Management Development.

**Table 4.4. Career Development of the Respondents**

Ns.	Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1	The organization does provide regular opportunities for personal career development	36 (24.8%)	42 (29.0%)	30 (20.7%)	31 (21.4%)	6 (4.1%)
2	Healthy working environment to improve career development	16 (11.0%)	33 (22.8%)	29 (20.0%)	55 (37.9%)	12 (8.3%)
3	After training the employees obtain the promotion	38 (26.2%)	53 (36.6%)	28 (19.3%)	20 (13.8%)	6 (4.1%)
4	I think career development plan has critical part of Human Resource Development	17 (11.7%)	23 (15.9%)	28 (19.3%)	51 (35.2%)	26 (17.9%)
5	Creativities are encouraged in the university	33 (22.8%)	44 (30.3%)	40 (27.6%)	21 (14.5%)	7 (4.8%)

### 4.3 Career Development after Trainings

A total of 78 (54%) of the respondents agreed that the Organization had not provided regular opportunities for personal career development after the training completed. Consequently, 91 (63%) of the administrative staff members clearly agreed that the trained employees did not obtain promotion to the next career hierarch of the system. That is why more than half 77, (53.1%) of the participants in the study also expressed their agreement to the notion of career development plan as critical part of Human Resource Development, and their disagreement on a failure for encouraging creativities. Additionally, 67 (46%) of the respondents believed that healthy working environment to improve career development in the Colleges of Addis Ababa University.

**Table 4.5. Management Knowledge Development of the Respondents**

	Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
	The University gives attention for professional knowledge development	42 (29.0%)	44 (30.3%)	24 (16.6%)	27 (18.6%)	8 (5.5%)
	HRM is knowledge base merit system if it is properly conducted	25 (17.2%)	29 (20.0%)	46 (31.7%)	34 (23.4%)	11 (7.6%)
	Working experience is an update for employee's knowledge potential.	19 (13.1%)	20 (13.8%)	32 (22.1%)	59 (40.7%)	15 (10.3%)
	Organization can create managerial capacity	24 (16.6%)	46 (31.7%)	26 (17.9%)	42 (29.0%)	7 (4.8%)
	There is opportunity for knowledge utilisation in the University	21 (14.5%)	44 (30.3%)	35 (24.1%)	42 (29.0%)	3 (2.1%)
	Managers properly implement planning, organizing, directing, leading, budgeting, reporting, and controlling	17 (11.7%)	33 (22.8%)	29 (20.0%)	49 (33.8%)	17 (11.7%)

#### 4.4 Management Knowledge Development and Training

Amongst those items designed to assess the respondents' level of agreement or disagreement on management knowledge development aspect of the Programmes, two - third of the items were got disagreement on the part of sample staff of the Colleges of the University. The Organization did not give attention for professional knowledge development 86, (59.3%) and opportunity for knowledge utilisation 65, (45%). Even so, 74, (51%) of the administrative staff viewed and agreed on working experience was an update for their knowledge potential – developed their management knowledge. Accordingly, those sample managers 66, (45.5%) agreed that they could properly implement basic functions of management like planning, organizing, directing, leading, budgeting, reporting, and controlling. Based on these mixed findings of the study, it might be possible to deduce that the Programmes have not yet realized what is assumed to do so – i.e., development of the educated staff's management knowledge required for future career development at different levels in the Colleges, as well as in the University.

**Table 4.6. Respondent Management Skills Development**

Ns.	Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1	It helps to be good manager with the required profession skills	12 (8.3%)	8 (5.5%)	20 (13.8%)	84 (57.9%)	21 (14.5%)
2	Managers determine what resources will be needed	7 (4.8%)	22 (15.2%)	36 (24.8%)	59 (40.7%)	21 (14.5%)
3	Managers can create a good working culture in the University	16 (11.0%)	18 (12.4%)	29 (20.0%)	61 (42.1%)	21 (14.5%)
4	Roles of managers are focus on building interpersonal relationships	12 (8.3%)	21 (14.5%)	37 (25.5%)	60 (41.4%)	15 (10.3%)
5	Encouraging problem solving culture in the Organization	17 (11.7%)	30 (20.7%)	32 (22.1%)	53 (36.6%)	13 (9.0%)
6	Oral communication skills are needed to the organization	10 (6.9%)	9 (6.1%)	24 (16.6%)	78 (53.8%)	24 (16.6%)
7	Using interpersonal skills managers could establish good working relationships between employees	11 (7.6%)	16 (11.0%)	22 (15.2%)	70 (48.3%)	26 (17.9%)

## 4.5 Management Skills Development

The Programmes have contributed to the development of the lower- and middle-level managers' management skills. Almost all of the indicators developed for this purpose have got favourable responses from the respondents - that is, more than half of them had such claims. One hundred and five (72.4%) of the sample staff believed that the Management Programmes helped to be good managers with the required professional skills, 102 (70.3%) of them agreed on the requirement of oral communication skills in the Organization, and 96 (66.2%) of them approved that managers could establish good working relationships between employees using interpersonal skills which had been resulted from the management skills developed in the Programmes.

**Table 4.7. Management Attitude Development of the Respondents**

Ns.	Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1	Positive attitude is necessary towards work.	5 (3.4%)	4 (2.8%)	4 (2.8%)	78 (53.8%)	54 (37.2%)
2	To change management attitude is challenge for human resource development.	10 (6.9%)	19 (13.1%)	27 (18.6%)	60 (41.4%)	29 (20.0%)
3	Human resource developing is wide-range in HRD plan	10 (6.9%)	21 (14.5%)	32 (22.1%)	66 (45.5%)	16 (11.0%)
4	Addis Ababa University Strategic Plan gives the priorities for the employees' attitude development	35 (24.1%)	44 (30.3%)	44 (30.3%)	17 (11.7%)	5 (3.4%)
5	Managerial attitude is developed; a positive work environment increased.	9 (6.2%)	13 (9.0%)	21 (14.5%)	72 (49.7%)	30 (20.7%)
6	Promoting positive labour force attitudes in the direction of HRD	10 (6.9%)	22 (15.2%)	30 (20.7%)	61 (42.1%)	22 (15.2%)
7	Organization influences positive culture to change attitude	4 (2.8%)	31 (21.4%)	31 (21.4%)	63 (43.4%)	16 (11.0%)
8	Development programme is insufficient for employees	9 (6.2%)	15 (10.3%)	30 (20.7%)	70 (48.3%)	21 (14.5%)

## 4.6. Management Attitude Development

Almost all of the items under this component of the Programmes were agreed by the administrative staff who had participated in the study. For example, 132 (91%) of them held that the Management Development Programmes had developed on their part a necessity of positive attitude towards work in their respective College in the University. Implicitly, 102 (70.4%) of these staff agreed that the managerial attitude developed due to the Programmes would increase a positive work environment in those Colleges of the University. But 79 (54.5%) of the respondents disagreed that Strategic Plan of Addis Ababa University had given priorities for the employees' attitude development. Generally, the Programmes are believed to develop management attitude for the trainees and formal education graduates.

**Table 4.8. Management Capability Development of the Respondents**

Ns.	Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1	Employees need to learn and develop their career levels	4 (2.8%)	17 (11.7%)	18 (12.4%)	73 (50.3%)	33 (22.8%)
2	There is evaluation plan for training outcomes of the employees	15 (10.3%)	37 (25.5%)	29 (20.0%)	50 (34.5%)	14 (9.7%)
3	Employees are responsible for their professional development	29 (20.0%)	49 (33.8%)	40 (27.6%)	22 (15.2%)	5 (3.4%)
4	In your college or department, managerial capability is competence and high value	38 (26.2%)	49 (33.8%)	39 (26.9%)	13 (9.0%)	6 (4.1%)
5	There are management competent training in the Addis Ababa University	12 (8.3%)	28 (19.3)	41 (28.3)	48 (33.1)	16 (11.0)
6	Impact assessment is regularly made in the University	7 (4.8)	11 (7.6%)	18 (12.4%)	75 (51.7%)	34 (23.4%)
7	Developing the cooperative unit helps the Organization to achieve the objectives - that is contribution of all of its staff members	13 (9.0%)	24 (16.6%)	25 (17.2%)	63 (43.4%)	20 (13.8%)
8	Capability is the integration of technical, knowledge, skills, and attitude	8 (5.5%)	30 (20.7%)	44 (30.3%)	52 (35.9%)	11 (7.6%)
9	Capabilities are clearly defined in the job descriptions	13 (9.0%)	32 (22.1%)	42 (29.0%)	42 (29.0%)	16 (11.0%)
10	In my opinion, description consists of personal capabilities	8 (5.5%)	30 (20.7%)	44 (30.3%)	52 (35.9%)	9 (6.2%)
11	Capabilities can evaluate by personal job description	13 (9.0%)	32 (22.1%)	42 (29.0%)	42 (29.0%)	16 (11.0%)

## 4.7. Management Capability Development

Table 4.7 indicates that the majority of the respondents have agreed that those employees at different managerial positions in the Colleges of the University believe in the importance of management capability development. In contrast, according to 106 (73.1%) of the participants expressed their strong agreement on the managerial positioned employees' need for learning and developing their career levels in the future. Thus, it is possible to argue that the Programmes under consideration should clearly indicate the development of management capability for them.

**Table 4.9. Management Competency Development of the Respondents**

Ns.	Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1	The employees take the training to be competent	12 (8.3%)	25 (17.2%)	22 (15.2%)	73 (50.3%)	13 (9.0%)
2	Employees take the long-term development programme to increase decision makers	11 (7.6%)	29 (20.0%)	31 (21.4%)	57 (39.3%)	17 (11.7%)
3	I feel that my personal values are a good fit with the University's culture	12 (8.3%)	22 (15.2%)	37 (25.5%)	58 (40.0%)	16 (11.0%)
4	Managers have a competence to assess the employees' training and development needs	13 (9.0%)	32 (19.3%)	28 (19.3%)	52 (35.9%)	20 (13.8%)
5	The employees take the training to be competent	10 (6.9%)	20 (13.8%)	35 (24.1%)	60 (41.4%)	20 (13.8%)

## 4.8. Management Competency Development

Management Development Programmes which have been underway for years help the trained employees in the relevant and potential positions in the Colleges support for the management competency development. A total of 86 (59.3%) of the sample staff agreed with the statement on the

employees take the training to be competent in their managerial activities now and in the future. Likewise, more than 51% of them believed that employees had to take the long-term development training programme to increase their decision making, felt that their personal values would fit well with University's culture, could have a competence to assess the subordinates' training and development needs. This component of the Management Development Programmes generally gets agreement on their part.

**Table 4.10. Philosophy of Management Development Programme(s)**

Ns.	Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1	Employees are properly oriented to joining the University.	26 (17.9%)	53 (36.6%)	29 (20.0%)	32 (22.1%)	5 (3.4%)
2	University give the reward to encourage based on performance of the employees.	36 (24.8%)	50 (34.5%)	34 (23.4%)	23 (15.9%)	2 (1.4%)
3	The University provides regular opportunities personnel for personnel career development.	31 (21.4%)	56 (38.6%)	30 (20.7%)	25 (17.2%)	3 (2.1%)
4	The University has career development activities based on employee's qualification	26 (17.9%)	47 (32.4%)	37 (25.5%)	30 (20.7%)	5 (3.4%)

#### **4.9. Philosophy of Management Development Programme(s)**

Table 4.9 depicts that all participants in the study disagreed that those issues related to philosophy of Management Development Programmes were not practised in the University in general, and in those Colleges in particular. Even more, they did not clearly indicate their levels of agreement with the specified statements. Therefore, it is possible to contend that the philosophy of the Programmes is not clearly communicated to concerned individuals of Addis Ababa University.

**Table 4.11. Operational Environment of Addis Ababa University**

Ns.	Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1	The University's culture invites to mutual work	12 (8.3%)	41 (28.3%)	36 (24.8%)	48 (33.1%)	8 (5.5%)
2	The University is simply creating social life	13 (9.0%)	37 (25.5%)	38 (26.2%)	48 (33.1%)	9 (6.2%)
3	The University supports all forms of Management Development Programmes	17 (11.7%)	44 (30.3%)	56 (38.6%)	22 (15.2%)	6 (4.1%)
4	There is an attracting environmental culture in the University	23 (15.9%)	48 (33.1%)	29 (20.0%)	36 (24.8%)	9 (6.2%)
5	All Management Development Programmes are related to the objectives of the University	26 (17.9%)	37 (25.5%)	38 (26.2%)	35 (24.1%)	9 (6.2%)

#### **4.10. Operational Environment of the University**

Operational environment of Addis Ababa University is found to be relatively unfavourable for management development (Table 4.10). Although the proportions of the respondents who agreed on these statements were a little bit below half, the University did not create social life (55, 39.3%), and the University did not support all forms of Management Development Programmes (61, 42.1%). Hence, there is no an attracting environmental culture in the University and all Management Development Programmes are also not related to its objectives.

**Table 4.12. Challenges of the Programmes**

Ns.	Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1	Training and Management Development Programme has enough budget in the University	23 (15.9%)	57 (39.3%)	37 (25.5%)	20 (13.8%)	8 (5.5%)
2	Employees perform more challenging work within the University	12 (8.3%)	34 (23.5%)	39 (26.9%)	53 (36.6%)	7 (4.8%)
3	There is a plan to evaluate the Management Development Programme(s)	34 (23.4%)	45 (31.0%)	37 (25.5%)	25 (17.2%)	4 (2.8%)
4	There is a written Policy on Management Development in the University	20 (13.8%)	29 (20.0%)	50 (34.5%)	40 (27.6%)	6 (4.1%)
5	Employees obtain career development after they have completed Management Development Programme(s)	27 (18.6%)	51 (5.2%)	40 (27.6%)	20 (13.8%)	7 (4.8%)
6	After participating in organizational Training Programmes, employee's change is acceptable	13 (9.0%)	41 (28.3%)	46 (31.7%)	36 (24.8%)	9 (6.2%)

**4.11. Challenges of the Programmes**

When the concerned Office in the University has been undertaking the Management Development Programmes, the responsible Officials get encountered with certain challenges. As presented in Table 4.11, they are: (1) Training and Management Development Programme has not enough budget in the University; (2) There is a plan to evaluate the Management Development Programme(s); (3) Employees obtain career development after they have completed Management Development Programme(s); (4) There is a written Policy on Management Development in the University; (5) Employees perform more challenging work within the University; and (6) After participating in organizational Training Programmes, employee's change in position is acceptable.

Management Development Programmes have not adequate budget allocated, the University has no M & E Plan to monitor and evaluate the progress of the Programmes, as well as has no clearly written Policy on management Development Programmes, and no expected career development for those trained employees and graduates from formal education. Therefore, these multi-dimensional factors may have been contributing their repercussions on effective implement of the Programmes in those Colleges of Addis Ababa University.

**Table 4.13. Composite Measures of Management Development Programmes**

Ns.	Major indicators for measuring Management Development Programmes	Mean	SD
1	Training and development	2.50	1.02
2	Career development	2.73	2.08
3	Management knowledge development	1.98	.982
4	Management skills development	4.05	.924
5	Management attitude development	2.92	.673
6	Management capability development	1.81	,704
7	Management competency development	3.16	1.136
8	Philosophy of Management Development Programmes	1.83	1.091
9	Operational environment of Addis Ababa University	2.75	.926
10	Challenges of the Programmes	2.72	1.08

#### **4.12. Components of Management Development Programme**

The respondents' levels of agreement on some of the components were found to be low, and a mixture of them were moderate and on some other high. For instance, training and development component was with a mean of 2.50 and SD of 1.02; career development (mean=2.73 and SD=2.08); management knowledge development (mean=1.98 and SD=.982); management capability development (mean=1.81 and SD=.704); philosophy of Management Development

Programmes with mean of 1.831 and SD of .091; challenges of the Programmes with mean=2.72 and SD= 1.08; management attitude development with mean of 2.92 and .673; management competency development (mean= 3.16 and SD=1.136); and management skills development (mean=4.05 and .924). Here, it is possible to deduce that the administrative staff members in the study have scored low levels of agreement, but few of the components secured high level of the agreement on the specific statements.

## **CHAPTER FIVE**

### **5. SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **5.1. Summary**

- The Organization did not mostly give an equal opportunity for training on Management Development to all staff. Here, it may be possible to argue that the practice of the Programmes has not been in line with the very essence of the Management Development.
- A total of number of the respondents agreed that the Organization had not provided regular opportunities for personal career development after the training completed.
- Based on these mixed findings of the study, it might be possible to deduce that the Programmes have not yet realized what is assumed to do so – i.e., development of the educated staff's management knowledge required for future career development at different levels in the Colleges, as well as in the University.
- For management skills development, almost all of the items under this component of the Programmes were agreed by the administrative staff who had participated in the study.
- The majority of the respondents have agreed that those employees at different managerial positions in the Colleges of the University believe in the importance of management capability development.
- Management Development Programmes which have been underway for years help the trained employees in the relevant and potential positions in the Colleges support for the management competency development. This component of the Management Development Programmes generally gets agreement on their part.
- Operational environment of Addis Ababa University was founded to relatively unfavorable for management development.

- Management Development Programmes have not adequate budget allocated, the University has no Monitoring and Evaluation Plan to monitor and evaluate the progress of the Programmes,
- as well as has no clearly written Policy on management Development Programmes, and no expected career development for those trained employees and graduates from formal education.
- It is possible to deduce that the administrative staff members in the study have scored low levels of agreement, but few of the components secured high level of the agreement on the specific statements.

## 5.2. Conclusion

- ❖ The following are the major conclusions remarked by the researcher:
  - It has been argued that the Management Development Programmes in those Colleges of Addis Ababa University have not secured agreement by the administrative staff. However, certain components of the Programmes have been rated as agreed. Some other components are clearly expressed as a sort of disagreement. It might be possible to deduce that the Programmes have not yet realized what is assumed to do so – i.e., development of the educated staff's management knowledge required for future.
  - The Programmes have contributed to the development of the lower- and middle-level managers' management skills. Almost all of the indicators developed for this purpose have got favourable responses from the respondents. It is also possible to argue that the Programmes under consideration should clearly indicate the development of management capability for them.
  - Generally, the Programmes are believed to develop management attitude for the trainees and formal education graduates. Nevertheless, other components are therefore disagreed. For this, it is generally the king share of the Challenges encountered during their implementation.

- In conclusion, it has been argued that the actual practices of Management Development Programmes in those selected Colleges of Addis Ababa University are not yet reached at the expected standards according to the accepted framework of the implementation of such Programmes in higher education institutions (like universities). The empirical findings of the study reveal that the concerned Officials and Offices in the University in general and in those Colleges in particular do not implement the different components and activities of the in a participatory manner in such a way to develop and capacitate the Managing Directors, Facility Management Team Leaders, Team Leaders, and Experts to accomplish their expected respective current job descriptions adequately, effectively, efficiently, and sustainably to get promoted them to respective higher positions in their future careers in Addis Ababa University.

### **5.3. Recommendations**

Based on the major findings of the study the conclusions drawn, the researcher would like to forward the following for plausible actions:

- The present Management Development Programmes should be revisited to identify gaps and well-developed it.
- The newly design Programmes should be presented at a consultative meeting and validated by concerned stakeholders and other community members.
- The document of the Programmes should incorporate all those components and shared to the employees for close reference and follow up of its proper implementation at different levels.
- Those concerned stakeholders of the University should organized sensitization and awareness creation sessions on the details of the Programmes.
- The Programmes document should have well-designed monitoring and evaluation system with both quantitative and qualitative indicators for its implementation.
- The implementing Office of the University together with its relevant stakeholders should engage in community consultations in a planned and organized manner.
- As this study mostly employed sample survey method, it can be suggested to conduct sequential mixed method research by using the already collected data as secondary source.

## 5.4. Policy Implications

Based on the study and conclusions drawn from them, the researcher understands that the empirical findings have policy implications. These are stated as under:

- Globalization has major implications for the higher education sector, notably on the sharing of policies and practices; Addis Ababa University shall clearly stipulate its Policy on Human Resource Management and Development (if any) on which Management Development Programmes have been assumed to emanate from and get strategically implemented on a regular basis.
- The University's Policy on Training and Development of human resource for managerial positions plays a key role as it can facilitate or hinder the realization of its current and future operational objectives. Thus, the Programmes shall consider and conduct training of these lower- and middle-levels managers using two way need-based approaches.
- As Management Development Programmes are designed to develop employees' managerial knowledge, skills, attitude, capability, and competency who have currently occupied managerial positions in different colleges of the University; the Programmes may clearly show their career development in the Organizational structure after they have got trained and graduated from the formal education.
- The Human Resource Management and Development Directorate Office in the University shall engage in analyzing the targeted employees' needs, facilitate formal trainings which are needs-based and consistent with its policy directions and the University's vision, missions, goals, objectives, and core values.
- Since any development programme is based on certain philosophical assumptions, Addis Ababa University would be expected to explicitly indicate its philosophy of Management Development Programmes and make sure this is also aligned with its vision, missions, goals, and objectives.

- The Management Development Programmes of the University shall be revisited in order to re-consider the various socio-cultural and economic contexts of the operational areas of its different colleges and to align its operations at international level, as well as its competitiveness in a globalized market economy of higher education.
- Finally, Addis Ababa University in close collaboration and consultation with its stakeholders at different levels would re-design the Programmes by taking in to account all those challenges which have emanated from internal and external contexts, as well as from globalization of higher education.

### **5.5. Suggestion for Future Research**

This study examined employees' Practices and Challenges of Management Development Programmes in Addis Ababa University using quantitative research method to collect the required data from only administrative employees, but academic staff members were not included in the study. Thus, it is recommended that future research should be conducted on the same topic using sequential mixed methods research in order to collect both qualitative and quantitative data from academic and administrative staff members in all Colleges, Schools, and Research Institutes of the University taking into consideration all relevant issues and variables in different contexts.

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# APPENDICES

## Appendix A: Structured Questionnaire for the Respondents

Addis Ababa University

College of Education and Behavioural Studies

Educational Leadership and Management

Graduate Programme

**Questionnaire for Assessment on Practices and Challenges of Management Development Programmes in Addis Ababa University**

Dear Respondent:

My name is **Tsehay Achameleh**, I am a postgraduate student in the Department of Educational Leadership and Management. Presently, I am embarked on a study titled **Assessment on Practices and Challenges of Management Development Programmes in Addis Ababa University**.

As part of in partial fulfilment of the requirements for Master Degree in Educational Leadership and Management, I would like to gather relevant data from sample of respondents in the study. You are kindly requested to complete the attached questionnaire as honestly as possible. The pieces of information being solicited from you are purely used for academic purpose. All information provided by you will be treated confidentially and your identity remains hidden. Your honest completion of this questionnaire will assist me in generating relevant pieces of information that will help the University to improve its Management Development Programmes based on the employees' knowledge, skills, and attitude.

As much as possible, I have tried to use very simple words while designing the questions in this structured questionnaire. Accordingly, it may take you about 20 minutes to complete the instrument.

**General Instructions:**

- No need of writing your name on the questionnaire.
- Feel free in an attempt to answer all questions.
- Put **X** or  $\surd$  in the box for answering each question.



**PART II: MANAGEMENT DEVELOPMENT**

Directions: Please state your level of agreement to each given statement using the following scales:

- 1= strongly disagree                      2= disagree                      3= neither agree nor disagree**  
**4= agree, and                                  5= strongly agree**

**2.1. Training and Development programme:** Employee’s training and development implies a programme in which specific knowledge, skills and abilities are imparted to the employee, with the aim of raising his or her performance level, in his or her existing roles, as well as providing them to learning opportunities, to further their growth in the career.

	Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	HRM usually assesses Organization & Employee’s training needs.					
2	I have got long or short training opportunity since 2006 E.C.					
3	Training objectives are clearly implemented in the University.					
4	Training needs assessment has been conducted in the University Management Development Programme(s)					
5	Organization has short-term training program plan.					
6	Organization has long- term development program plan.					
7	HRM prepares Programme on- the -job trainings					
8	. HRM prepares Programme on off-the-job trainings.					
9	Employees are properly oriented to the Training and Development Programmes of the University.					
10	Organization gives equal training opportunities for all staff					

**2.2. Career Development:** The overall development in the life style of an employee. It also involves the employee’s experiences that contribute to the arrangement of his/her identity, including life experiences, education, career choice, on the job training, level of professional achievement, and degree of satisfaction.

	Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	The organization does provide regular opportunities for personal career development.					
2	Healthy working Environment to improve career development.					
3	After Training the employees obtain the promotion.					
4	I think career development plan as critical part of Human Resource Development.					
5	Creativities are encouraged in the University.					

**2.3 Management Knowledge Development:** It is development of the employee's level of intelligence and ability to understand various managerial concepts, functions, theories, etc. (such as knowledge of planning, organizing, directing, leading, budgeting, reporting, and controlling).

	Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	University gives attention for employee's professional knowledge development programme design.					
2	HRM is knowledge base merit system properly conduct.					
3	Working experience update for employee's knowledge potential.					
4	Organization can create managerial capacity.					
5	There is opportunity for knowledge utilisation in the University.					
6	Managers are properly implemented planning, organizing, directing, leading, budgeting, reporting, and controlling.					

**2.4. Management Skills Development:** imply that an employee requires the knowledge of how to perform a task and then begins to physically and mentally perform the task (i.e. conceptual skills, technical skills, interpersonal skills, and human relationship skills which will help the employee in the performance of the tasks).

	Statement	Strongly Disagree	Disagree	Neither agree nor	Agree	Strongly agree
1	It helps to be good manager with the required professional skills.					
2	Managers determine what resources will be needed.					
3	Managers can create a good working culture in the University					
4	Roles of managers are focus on building interpersonal relationships.					
5	Encouraging problem solving culture in the Organization					
6	Oral communication skills are needed to the organization.					
7	Using interpersonal skills Managers to establish good working relationship between employees.					

**2.5. Management Attitude Development:** Development of a way of thinking or feeling about managerial activities which include the manner in which an employee may deal with things emotionally that can often be reflected in his or her behaviour.

	Statement	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	Positive attitude is necessary towards work.					
2	To change Management Attitude is Challenges for human resource development programme.					
3	Human Resource developing is wide-range in HRD plan.					
4	Addis Ababa University design the Strategic plan to give the priorities for the employee's attitude.					
5	Managerial attitude is develop, a positive work environment increased.					
6	Promoting positive labour force attitudes is the activities of Human Resource Development.					
7	Organization Influence positive culture to change attitude.					
8	Development program is insufficient for employees.					

**2.6. Management Capability:** Specific ability of an employee to do managerial activities or the amount of specific managerial activities that he/she are able to in the University.

	Statement	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	Employees need to learn develop their career levels.					
2	There is evaluation plan for training outcomes of the employees.					
3	Employees are responsible for their professional development.					
4	In your college or department, managerial capability is competence and high value.					
5	There are management competent training in the A.A.U.					
6	Impact assessment is regularly made in the University.					
7	Developing the cooperative unit the helps the Organization to achieve the objective that contribution of all its staff members.					
8	Capability is the integration of technical, knowledge, skills and attitude.					
9	Capabilities are clearly defined in the job descriptions.					
10	In my opinion, description consists of personal capabilities.					
11	Capabilities can evaluate by personal job description.					

**2.7. Management Competency:** The quality of being competent, adequacy, a possession of required skills, knowledge, qualification, or capacity in performing managerial activities in the University.

	Statement	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	The Employees take the training to be competent.					
2	Employees take the long term development programme to increase decision makers.					
3	I feel that my personal values are a good fit with the University's culture					
4	Managers have a competences to assess the employees' training and development needs					
5	The organization development programs able to improve the employee's knowledge to be competent.					

**2.8. Philosophy of Management Development Programme (s):** The underlying assumption is that management is an art and a science which can be learned. A manager's ability and willingness to learn from experience is the foundation for leading with impact. This philosophy is a research-based, time-tested guideline for developing managers using a 70-20-10 ratio: challenging assignments (70%), developmental relationships (20%), and coursework and training (10%). Experiential learning (70%) can be described as informal, on-the-job learning. Employees are learning and practising while doing the job, in the absence of a formal programme. Social learning (20%) involves coaching, mentoring, and developing through others. The employees learn with and through others, by drawing on their personal networks and by taking advantage of cooperative opportunities. Formal learning (10%) is also understood as traditional training and development at work.

	Statement	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	Employees are properly oriented to joining the University.					
2	University give the reward to encourage based on performance of the employees.					
3	The University provides regular opportunities personnel for career development.					
4	The University has career development activities based on employee's qualification					

2.9. **Operational Environment of AAU:** It is a socio-economic and cultural setting in which different colleges and research institutes of Addis Ababa University are being operational in Ethiopia.

	Statement	Strongly Disagree	Disagree	Neither Agree nor disagree	Agree	Strongly agree
1	The University's culture invites to mutual work.					
2	The University is simply creating social life.					
3	University supports to improve all forms of Management Development Programmes.					
4	There is an attracting environmental culture in the University.					
5	All Management Development Programmes that designed to relate the objectives of the University.					

### PART III: CHALLENGES OF THE PROGRAMMES

These are obstacles or impediments that hinder effective practices of Management Development Programmes in the selected colleges and research institutes of Addis Ababa University.

	Statement	Strongly Disagree	Disagree	Neither agree nor	Agree	Strongly agree
1	Training & Management Development Programme has enough budgets in the University.					
2	Employees perform more challenging work within the University.					
3	There is a plan to evaluate the Management Development Programme.					
4	There is a written Policy on Management Development in the University.					
5	Employees obtain career development after completed Management Development Programme(s).					
6	After participating organizational Training Programmes, employees are change acceptable.					

**PART IV:**

**GENERAL OVER VIEWS OF MANAGEMENT DEVELOPMENT PROGRAMME IMPLEMENTATION IN THE UNIVERSITY**

1. What problems have Addis Ababa University faced while practicing the development of managers?

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2. In your opinion, what achievements have Addis Ababa University gained from the practice of developing lower- and middle-level managers?

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**PART V: SUGGESTIONS**

3. What do you suggest as a possible strategy for future effective managers development practice?

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4. Please state the trainings (short term or at colleges, universities, etc.) that you have taken since your employment in your current position

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5. If you would like to add any comment on practices of management development in Addis Ababa University, please state in the space provided under.

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**Thank you for your invaluable inputs!!!**

## Appendix B: Documentary Analysis Template/Matrix

No	Types of Document	FDRE Constitution	GTP- I Education Sector	GTP -II Education Sector	Ethiopia Education & Training Policy	Ministry of Civil Service GTP II Plan 2016--2020	MoE Strategic Plan 2o10-2020	AAU Strategic Plan 2015/16-2020	HRM Annual Plan 2018/19	Report of HRM Dev't Programme
1	Practice of Management Development Programme		X	X	X	X	X	X	X	X
2	Career Development		X	X	X	X	X	X	X	X
3	Short & Long term Training		X	X	X	X	X	X	X	X
4	Implementations	X	X	X	X	X	X	X	X	X
5	Challenges of Programme		X	X	X	X	X	X	X	X
6	Monitoring & Evaluation	X	X	X	X	X	X	X	X	X
7	Adequacy		X	X	X	X	X	X	X	X
8	Relevant	X	X	X	X	X	X	X	X	X
9	Efficiency		X	X	X	X	X	X	X	X
10	Effectiveness		X	X	X	X	X	X	X	X
11	Sustainability		X	X	X	X	X	X	X	X

## Appendix C: Demographic Characteristics of the Respondents.

Ns.	Items		f	%
1	Sex	Male	79	54.5
		Female	66	45.5
		<b>Total</b>	<b>145</b>	<b>100.0</b>
2	Age	30 years	22	15.2
		31 - 35 years	28	19.3
		36 – 40 years	36	24.8
		41 - 45 years	28	19.3
		46 - 50 years	17	11.7
		Above 50 years	14	9.7
	<b>Total</b>	<b>145</b>	<b>100.0</b>	
3	Educational level	Bachelor degree (BA/BSc/BEEd)	106	73.1
		Master degree (MA/MSc)	36	24.8
		PhD	2	1.4
		Others	1	0.7
	<b>Total</b>	<b>145</b>	<b>100.0</b>	
4	Length of service in the current position (years)	1 – 5 years	71	49.0
		6 – 10 years	38	26.2
		11 –15 years	35	24.1
		Above 15 years	1	0.7
	<b>Total</b>	<b>145</b>	<b>100.0</b>	
5	Current position in your college	Managing Director	10	6.9
		Facility Manager	6	4.1
		Team Leader	42	29.0
		Expert	71	49.0
		Others	16	11.0
	<b>Total</b>	<b>145</b>	<b>100.0</b>	
6	Field of specialization /study/	Management	53	36.6
		Accounting	28	19.3
		Leadership and Management	3	2.1
		Accounting and Finance	7	4.8
		Educational Planning and Management	8	5.5
		Human Resource Management	7	4.8
		Procurement	12	8.3
		Purchasing	4	2.8
		Business Administration	3	2.1
		Business and Economics	2	1.4
		Marketing	3	2.1
		Occupational Safety	1	0.7
		Business Management	2	1.4
		Procurement and Supply Chain Management	2	1.4
		Public Administration	1	0.7
		Development Management	1	0.7
		Social Work	1	0.7
		Political Science and International Relations	1	0.7
		Language and Culture	1	0.7
		Information Science	1	0.7
Food and Nutrition: Food Quality	1	0.7		
Linguistics	1	0.7		
Humanities	1	0.7		
	<b>Total</b>	<b>145</b>	<b>100.0</b>	

## **DECLARATION**

This is, Tsehay Achameleh Yihun, declare that the project entitled “Practices and Challenges of Management Development Programmes: the Case of in Addis Ababa University.”, is my original work under the guidance and suggestion of the Research Advisor. It is offered for the partial fulfilment of the Degree of Master of Arts in Educational Leadership and Management (MA-ELM). This project has not been submitted for any degree in Addis Ababa University or any other University and all sources of material used for the project have been duly acknowledged.

Name : Tsehay Achameleh      Signature : \_\_\_\_\_

Date : \_\_\_\_\_      Place \_\_\_\_\_

## **CERTIFICATE**

As his thesis advisor, I certify that this thesis can be submitted for defence.

Name : Demoze Degefa, (PhD)      Signature : \_\_\_\_\_

Date : \_\_\_\_\_      Place \_\_\_\_\_