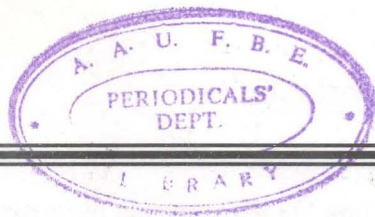


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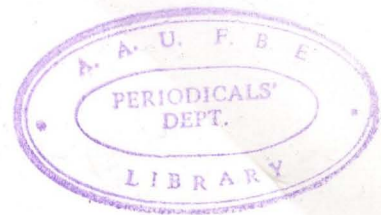


**MANAGEMENT DEVELOPMENT THROUGH TRAINING:
A COMPARATIVE SURVEY OF ETC AND EEPCo**

**A PROJECT SUBMITTED FOR THE PARTIAL-
FULFILLMENT OF THE REQUIREMENT FOR THE
DEGREE OF MASTER OF BUSINESS ADMINISTRATION**

**BY
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**SUBMITTED TO
ADDIS ABABA UNIVERSITY
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MBA PROGRAM
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141

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Declaration


I Yohannes Neda declare that the study entitled "Management Development Through Training: A Comparative survey of ETC and EEPCo" is the result of my own effort in research undertaking. The study has not been submitted to any Degree/Diploma in AAU or any other university. It is submitted for the partial fulfillment of the requirement of the degree of Master of Business Administration.

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CERTEFICATE

This is to certify that Yohannes Neda carried out his project work on the topic entitled "Management Development through Training: A Comparative Survey of ETC and EEPCo" under my supervision. This work is original in nature and is suitable for submission for the award of Master of Business Administration.


Dr Gurmeet Singh
(research supervisor)

02/07/2015
Gurmeet Singh

Abstract

A study has been conducted in Ethiopian Telecommunication Corporation (ETC) and Ethiopian Electric Power Corporation to assess the status of management development undertaken through training and to compare the two organizations. The study is conducted using basically primary data collection instruments.

The finding indicated that both ETC and EEPCo have a good commitment for management development expressed in terms of training plan for management, priority and support given by top management for management training. It also indicated that EEPCo has relatively a poor commitment for management training expressed in terms of availability of written policy for management development.

Based on the finding there is no periodic assessment of management training needs in both ETC and EEPCo and selecting employees for management training primarily depends on educational qualification, views of bosses and performance appraisal reports.

The finding indicated that both ETC and EEPCo are dependent on outside consultants or training institutes to deliver management training. It is also revealed that different management topics were included in the management training programs undertaken by both organizations, and lecture and case study were the most widely used methods in the management training programs of both organizations. This paper discovered that there is no management training evaluation in both organizations to see the results of the training programs.

In order to improve the management development programs undertaken through training in EEPCo and in ETC suggestions are provided in relation with management development policy, management training needs assessment, developing in-house programs and evaluating the results of the programs.

Acknowledgment

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Table of Contents

Abstract.....	i
Acknowledgement.....	ii
Table of contents.....	iii
List of tables.....	iv
Chapter 1	1
Introduction.....	1
1.1 Background of the Study	1
1.2 Statement of the Problem	2
1.3 Scope and Limitation of the Study	4
1.4 Objective of the Study	5
1.5 Significance of the Study.....	5
1.6 Research Methods	6
1.6.1 Source Population and Sample	6
1.6.2 Data Collection and Analysis.....	7
1.7 Organization of the Paper	8
1.8 General Background of ETC	8
1.9 General Background of EEPCo.....	12
Chapter Two.....	15
Theoretical Framework and Review of Literature	15
2.1 Theoretical Framework	15
2.1.1 Management Development.....	15
2.1.2 Approaches to Management Development	15
2.1.3 What Management Training Can DO.....	21
2.1.4 Management Development and Organizational Strategy.....	24
2.1.5 Training needs assessment	Error! Bookmark not defined. 27
2.1.6 Training Methods	29
2.2 Literature Review	44
2.2.1 Findings on managerial training benefits and failings	44
2.2.2 Assessment of management training needs and selection for training: the case of Libyan companies	47
Chapter 3.....	50
Data Analysis and Interpretation	50
Chapter 4.....	68
Conclusions and Recommendations.....	68
4.1 Conclusions	68
4.2 Recommendations	71
Bibliography.....	73
Appendix	

List of Tables

Table	page
1. responses related with commitment of EPCO and ETC for management trainings.....	51
2. response about the existence of periodic management training needs assessment and needs assessment technique in.....	54
3. responses about how employees are selected for management training.....	55
4. responses about consideration of specific work related and personal objectives before training programs.....	58
5. responses about the reasons why the organizations do not give in house training.....	59
6. responses about the problems associated with outside management training programs.....	59
7. responses about topics included in management training.....	61
8. responses about training methods used.....	62
9. responses about training evaluation and impact on individual development and achieving performance targets.....	63
10. responses about the relevance of trainings for managers' current job and the relationship between the training contents and the organizations long term strategy, and employees' skill requirement for career progress	65
11. responses about the match between managers expectations and management training programs.....	66

Chapter 1

Introduction

1.1 Background of the Study

In the world of globalization firms are expected to focus on the impact of changing political and economic shifts in their overall long-term as well as short-term strategies. This focus on political and economic shifts must be combined with a focus on individuals who face the weight of macro forces from the shift. In such kind of changing situations or in times of company growth and maturity or in any other operation of an organization managers usually stand at the front and their effectiveness has an enormous impact on competitive advantage. Companies must therefore provide instruction for their managers and their high potential management candidates to help them perform their current or future jobs with the utmost proficiency.

Management development is designed to improve the overall effectiveness of managers in their present positions and to prepare them for greater responsibility when they are promoted¹.

Effective management development program helps managers at all levels to learn how to perform their jobs better. Moreover, among the many good reasons for conducting development program the following are the major ones:

- To stimulate a more creative and innovative approach to problem solving and decision making and provide the manager with the latest information on theory and practice of management.
- To broaden the manager's vision and understanding in preparation for additional responsibility.
- To give the managers the opportunity to discuss ideas and problems with other people. It very often gives people the opportunity to check out their thinking with other managers and to compare the ways in which they define and solve problems.

¹ Stoner, James A. F., et. al., *Management*, (New Delhi: Prentice-Hall of India Private Limited, 1996).

- To teach managers how to determine the consequences of various specific managerial actions and behaviors (leadership, planning, controlling,-----).
- To reduce or prevent managerial obsolescence. Obsolescence can occur unless managers are kept up with the changing methods of doing their managerial jobs.²

According to Holt³ two of the most common types of development programs for managers are: formal training-that involves classroom exercises coupled with actual field assignment- and off-job formal training-that involves sending managers to training institutes or enroll them in seminars and programs conducted by universities or training institutes.

This research has been conducted to assess the status of management development through formal training and formal off-job training in Ethiopian Electric Power Corporation (EEPCo) and in Ethiopian Telecommunication Corporation (ETC), and has compared the status of management development through formal training and formal off-job training in the two organizations taking the past two years data.

1.2 Statement of the Problem

A number of management commentators have identified the presence of effective management teams as a key component which can enable firms to have effectiveness in their overall performance. Among other things, making the organization a better environment to work is the responsibility of a manager. To effectively discharge this and other managerial responsibilities organizations must provide an opportunity for managers to improve their knowledge and skills through management development program.

² Ethiopian Management Institute, Training and development. unpublished training material

³ David H. Holt, (1993). Management: *Principles and Practices*, 3rd ed., Englewood Cliffs, N.J.: Prentice Hall, p 386.

Through appropriate management development programs, firms can greatly enhance the ability of their managers to make decisions which ensure goal achievement and continued growth.

According to Harrison⁴ managers are major decision-makers in any organization. For that reason alone, an effective management development process (MDP) is crucial to organizational success. Its generalized purpose can be described as one of increasing the organization's present and future capability in attaining its goals.

In addition, there is a growing recognition by many organizations '...that the quality of an organization's human resources represent a critical success factor'. It was also pointed out that if the human resource is to become a 'critical success factor', organizations must be prepared to develop individual managers and management teams that are flexible, adaptable and innovative in technical, financial, business and human resource management skills. To achieve this, organizations must be prepared to establish, as a strategic imperative, greater investment in continuous management education and development.

Organizations that fail to make this type of investment are unlikely to:

- Exploit future opportunities and potentials;
- adopt successfully in the face of major change;
- develop new markets and products
- retain and motivate employees
- create and sustain an effective management team;
- survive and prosper.⁵

The Ethiopian government Civil Service Reform Program that encompasses both the Ethiopian Telecommunication Corporation (ETC) and Ethiopian Electric Power

⁴ Harrison, Rosemary, (2000). Employee Development, 2nd ed., London: The Cromwell Press, Wiltshire, p 359.

⁵ Beardwell, Ian and Holden, Len, (1994). Human Resource Management: *A contemporary perspective*.128 Long Acre, London: PITMAN PUBLISHING, P 374

Corporation (EEPCo) also recognizes the existence of management problems, set a goal of developing managers and already started implementation of the program.⁶

It is against this background that this research was embarked upon to assess what has been done so far to develop managers through formal training and formal off-job training taking the past two years data. In addition, the research tried to answer the following questions:

- What is the current status of management development programs in ETC and EEPCo;
- What is the relative status of management development programs undertaken through training in the two organizations.
- How ETC and EEPCo are identifying the need for developing managers through training?
- What training topics are included and which training methods are used by EEPCo and ETC to train managers?

1.3 Scope and Limitation of the Study

Even if management development is known to use different approaches this research's scope is limited to the study of management development from the dimension of management training.

This research is limited to the management development activity undertaken through management training in ETC and EEPCO and may not be generalized to some other organizations.

Geographically the study is delimited to only those management staff members of ETC and EEPCo currently working in Addis Ababa. Due to time and cost considerations

⁶ Ethiopian Federal Democratic Republic, Ministry of Capacity Building, Civil Service Reform Program, Human Resource Management Sub Program, Volume 3, pp 35-53.

those management staff members of ETC and EEPCO working out of Addis Ababa are not included.

1.4 Objective of the Study

The main objectives of the study were as follows:

- To assess the status of management development program that is undertaken through training in Ethiopian Telecommunication Corporation (ETC) and in Ethiopian Electric Power Corporation (EEPCO).
- To compare the status of management development program through training in Ethiopian Telecommunication Corporation (ETC) and Ethiopian Electric Power Corporation (EEPCO)
- To provide recommendations for improvement based on the results obtained from the survey.

1.5 Significance of the Study

The research is significant in that it:

Sheds significant light on the status of management development program undertaken through training in Ethiopian Telecommunication Corporation (ETC) and Ethiopian Electric Power Corporation (EEPCo).

Pinpoints the strengths and weaknesses of management development programs undertaken through training in Ethiopian Telecommunication Corporation (ETC) and In Ethiopian Electric Power Corporation (EEPCo).

Assist Ethiopian Telecommunication Corporation (ETC) and Ethiopian Electric Power Corporation (EEPCo) in identifying, effective management training strategies, problems encountered in management training and solutions to these problems.

Provide base-line information and may also be a starting point for those researchers who want further the study about management development.

1.6 Research Methods

1.6.1 Source Population and Sample

For this study the source population was all the current management staff members of Ethiopian Telecommunication Corporation and Ethiopian Electric Power Corporation.

From the source population of management staff members of the two organizations sample for questionnaire administration has been determined using the following technique.

The preliminary survey undertaken by the researcher before questionnaire distribution indicated that there are about 300 management staff members in Ethiopian Telecommunication Corporation and about 250 management staff members in Ethiopian Electric Power Corporation. From these numbers of management staff members a 10% sample has been taken from both organizations. That is a total of 55 questionnaires- 30 to ETC and 25 to EEPCo managers- has been distributed. Due to the problem of accessing the management staff members of both organizations working in the regions the sample has included only those managers currently working in Addis Ababa.

Respondents for questionnaire distribution have been selected using stratified sampling technique. The reason why stratified sampling technique has been used in this research is to access all managerial levels proportionally. I.e. since in most organizations the number of line managers is greater than the number of middle level managers and the number of middle level managers exceeds the number of top level managers stratified sampling technique allows to access all levels of management proportionally and this in turn supposed to keep the accuracy of the data collected.

1.6.2 Data Collection and Analysis

For this study both primary and secondary data collection tools has been used. The primary data collection instruments- questionnaire and interview- has been used as basic tools for collecting field data. The questionnaire was a method of collecting information by asking a set of preformulated questions in predetermined sequence to predetermined

individuals. For the purpose of this paper, managers of EEPCO and ETC were asked questions to obtain information about how their organizations are managing the management development program that are undertaken through training.

The interview- that encompasses both structured and unstructured questions- has been conducted by the researcher himself to the human resource and training department officials of both organizations. The purpose of this interview was, to gather information about how the organizations are managing management training programs and to gather information that can ensure the responses obtained through questionnaires.

Secondary data instrument has been used basically to gather information about the expenditure of the organizations on management training programs and the number of managers who has taken training in the past two years.

All the data collected focused on the overall status of management development programs undertaken through training in ETC and EEPCo in the past two years.

To assess the overall status of management development program undertaken in ETC and EEPCO in the past two years and to compare the relative status of the two organizations the data analysis divided the total items in the questionnaire into 6 categories that can measure different aspects of management training namely: organizational commitment to management training, management training needs assessment, consideration personal and task objectives in management training, in-house or outside management training programs and problems associated with each, training topics and methods, and impact of management training. After dividing the total questionnaire items into these 6 parts data were analyzed using frequency distribution and percentages.

1.7 Organization of the Paper

This paper is organized in four chapters. The first chapter is the introductory part of the paper. This introductory part presents the background of the study, the problem statement, objective of the study, significance of the study, scope and limitation of the study, the research method used in the study and the organizational background of ETC and EEPCo

The second chapter is devoted for the presentation of theoretical background on management development and for the presentation of earlier findings on management development.

The third chapter deals with the analysis and interpretation of data about management development through training in ETC and EEPCo.

Finally the fourth chapter concludes the results obtained from the finding and provide the necessary recommendations.

1.8 General Background of ETC

The introduction of telecommunication in Ethiopia dates back to 1894. In those early years, the new technological scheme contributed to the integration of the Ethiopian society when the extensive open-wire line system was laid out linking the capital with all the important administrative cities of the country. Most of the telecommunication network, however, was completely destroyed during the Italian Fascist aggression when later on Ethiopia had to start the development of its telecommunication facilities all over again.

When the Imperial Telecommunications Board of Ethiopia was established by Proclamation 131/53 in 1953, it was granted full provision of administrative and financial autonomy. The major objectives of the Board were: to undertake the expansion of telecom services through the nation, to represent Ethiopia at all International fora regarding telecom activities (except military communications), to allocate and control all communication frequencies, and to train the required personnel in a way expedient to its operation.

In order to achieve its objectives, the organization had undergone through series of development programs.

Even though the institution had been granted full autonomy by the above mentioned Proclamation, this organizational right has been violated during the reign of the Military Regime.

Just before the implementation of the seventh Telecom development program (1998-2001), in the Transitional years, several projects have been executed to rehabilitate the network damaged by the 17 years of war during the Military Regime.

ETC has 11 departments, 6 zonal offices in Addis Ababa and 8 regional offices. Total Number of Employees is 10,733 (Including Contractual.) of which 8,192 are Permanent and 2,541 are Contract as of Sept. 2003

Establishments

- Ethiopian Telecommunication Board (1953)
- Ethiopian Telecommunications Authority (1974)
- Ethiopian Telecommunications Corporation (1996)

Vision, Mission, Values and Objectives of ETC

Vision

ETC's vision is to see the entire country connected with state-of-the-art ICT infrastructure that provides highly qualitative, reliable and secure communication services at affordable prices.

In line with the company's vision herein listed, mission statements have been proposed to enable ETC to fulfill the country's development agenda. Preceding each mission statement, the particular issues intended to be addressed are introduced.

Despite the increased volume of infrastructure building lately, the majority of Ethiopians are still deprived of basic telecommunication services. The telephone density is one of the lowest in the world. The level of ICT penetration is far worse, poising at 0.08% by population.

In pursuing to deliver basic telecommunication services and solutions based on modern technologies and with countrywide coverage, ETC will streamline its provisions of the Fixed, Mobile, Internet and Data services as the business modalities require and allow. Customer satisfaction will be given the top most priority as it is going to serve as the success measurement criteria.

Telecommunication is a profound and distinguishing imperative in the life of mankind. In this spirit ETC has been investing in the telecommunication networks and technologies for the past century. However, the digital divide still characterizes Ethiopia, as it is the least connected with ICT technologies. Thus, ETC seeks to bring home the latest telecommunication networks and technologies.

Mission

ETC has the mission to introduce ICT infrastructure across the nation to support voice, data and video services.

In Pursuing this mission ETC will emphasis in acquiring digital overlay switches, and transmission systems mainly of fiber optic backbone, digital microwave, satellite and wireless technologies. ETC will also bring into market broadband VSAT, Internet, and Data infrastructure.

As it stands today, ICT has proved to be instrumental to overcome the challenge of poverty and to bring about economic development. Human resource capacity building is a necessary condition to the development of ICT. In this light, ETC is best positioned to take the leadership in ICT human resource development.

ETC will provide training and education in the field of information and communication technology.

In pursuing this mission ETC will launch a postgraduate training, in the field of

information technology and engineering on top of the ongoing training in telecommunication networks and technology.

To successfully accomplish their missions, ETC's management and the entire workforce will strive to uphold core values related to the primacy of public service, excellence and advocacy for ICT development, integrity and partnership with stakeholders.

Values

The primacy of Public Service

We believe our main purpose is to serve the people of Ethiopia through the development and delivery of public telecommunications services, including training, research and innovation in ICT.

Excellence

We are committed to demonstrate and promote excellence and continually improve the provisions of ICT products and services. We will utilize state of the art technology and networks, herd leadership and management to insure a standard of excellence in service delivery.

Advocacy for ICT

As ICT has become the engine of modern economy; we strive to play a pivotal role in the provision of ICT infrastructure, content and education.

Integrity

We preserve our stakeholders confidence and trust by ensuring that our missions are consistent with their goals and aspirations .We commit to deliver on our promises and are accountable for our performances. We are opening honest and caring with one another and with our customers for which we have respect and concern. We work with high team spirit sense of urgency and delivery of results to satisfy the customer's needs and to win

others stakeholders trust. We are dedicated to fulfilling our mission transparently ethically and in compliance with the laws and regulations of the land.

Objectives

According To Proclamation no 10/1996; the purpose of ETC is:

- To engage, in accordance with development policies and priorities of the government, in the construction, Operation, maintenance and expansion of telecommunication services;
- To provide domestic and international telephone, telefax and other communication services;
- To provide communication services using integrated information technology, including rebroadcast of television broadcasts;
- To repair, assemble and manufacture telecommunications equipment and ancillaries;
- To render training services to telecommunication personnel;
- To engage in other related activities necessary for the attainment of its purpose

1.9 General Background of EEPCo

The Ethiopian Electric Light and Power Authority (EELPA), which was established in 1956, after having undergone restructuring has been reorganized as the Ethiopian Electric Power Corporation (EEPCo). EEPCo is responsible for generating, transmitting, distributing and selling of electricity nationwide. In 2003/2004 EEPCo had a total of 9,891 employees.

Presently the Corporation maintains two different power supply systems; namely, the Interconnected System (ICS), which is mainly supplied from hydropower plants, and the Self-Contained System (SCS), which consists of mini-hydropower plants and a number of isolated diesel generating units that are widely spread over the country.

Number of electrified towns under EEPCo are 632 of which 563 are within the Interconnected System (ICS) and the remaining 69 within the Self-Contained System (SCS). About 14.41 % of the population have access to electricity.

Milestones in the corporation

1898 Emperor Menelik II acquired a generator to light his palace, in 1936 Campani Nazionale Imprezi, Italian company is granted the right to generate, distribute and sell electricity in Ethiopia. In 1948 Shewa Electric Power is established by the Ethiopian government to take over the generating, distributing and selling electricity to the then town of Addis Ababa and its vicinity. In 1955 Ethiopian Electric Light and Power Authority (EELPA) was established for the purpose of generating, transmitting, distributing and selling electricity through out the country. In 1997 after having undergone restructuring, EELPA has been reorganized as the Ethiopian Electric Power Corporation (EEPCo) which is responsible for generating, transmitting, distributing and selling electricity nation - wide.

EEPCO Functions

As EEPCo is the sole power producer, transmitter and distributor of electricity all over the nation, it provides power to more than 777,007 customers at present.

Power Generation

EEPCo, being the sole power producer, maintains two different power supply systems, namely, the Inter- connected system (ICS) and Self - Contained System (SCS). ICS is mainly supplied from hydro - power plants as wells as geothermal (steam) and thermal (diesel) sources. Where as, SCS consist of mini hydro - power plants and a number of isolated diesel generating units widely spread all over the country.

Transmission and Distribution

EEPCo is responsible for ensuring adequate transmission capacity to maintain supply and quality of electricity.

EEPCo Mission and Vision

Vision

To achieve world class status as a quality service business corporation in the field of electrification

Mission

To be a leading electricity provider through an integrated and universal electrification scheme to meet the socio - economic developmental and environmental protection needs of the public.

Chapter Two

Theoretical Framework and Review of Literature

2.1 Theoretical Framework

2.1.1 Management Development

A firm's future lies primarily in the hands of its management. This group performs certain functions that are essential to the organization's survival and prosperity. Managers must make the right choice in most of the numerous decisions they make. Otherwise, the firm will not grow and may even fail. For these reasons, it is imperative that managers keep up with the latest developments in their respective fields and-at the same time-manage an ever-changing work force operating in a dynamic environment.

Management development consists of all learning experiences provided by an organization to impart and upgrade skills and knowledge required in current and future management positions. First-line supervisors, middle-managers, and executives may all be expected to participate in management development programs. These programs are offered in-house, by professional organizations, and by colleges and universities. In-house programs are planned and presented by a firm's HRD specialists from the human resource department.⁷

2.1.2 Approaches to Management Development

There are many types of development programs for managers. The most common types are briefly discussed below.

Formal Training

This involves classroom exercises coupled with actual field assignments. Classes may cover sales methods, performance evaluation, decision making, motivation techniques, employee disciplinary procedures, management of on-the-job safety, and the technical

⁷ Mondy, R. Wayne & Noe, Robert M. (1990) Human Resource Management, 4th ed. Massachusetts: Simon & Schuster, Inc.

aspects of particular positions. Field assignments may consist of controlled exercises in simulated situations or actual work with colleagues who act as coaches, often called *mentoring*

Off-job Formal Training

Many organizations send managers to training institutes or enroll them in seminars and programs conducted by universities or training institutes.

Job Rotation

A company may not initially groom management trainees for a particular task but rather rotate them through several positions. Airlines tend to assign trainees to jobs at several locations during their first two years of employment before allowing them to take stable positions. Experienced employees may also be rotated or reassigned, but this usually means formal promotion into permanent positions.

Development Positions

Some firms assign less experienced managers to work temporarily as assistants to more experienced managers. Subordinates in these posts perform a wide variety of staff tasks. Although their decision-making authority is usually curtailed, working with an experienced manager gives them a model for development. Sometimes younger managers are temporarily assigned to committees and task forces so they can develop a broader appreciation for organizational activities.⁸

Coaching

Coaching is an informal approach to management development based on a close relationship between the developing manager and one other person, usually their immediate manager, who is experienced in management. The manager as coach helps trainees to develop by giving them the opportunity to perform an increasing range of management tasks, and by helping them to learn from their experiences. They work to improve the trainee's performance by asking searching questions, discussion, exhortation,

⁸David H. Holt, (1993). *Management: Principles and Practices, 3rd ed.*, Englewood Cliffs, N.J.: Prentice Hall, p 386.

encouragement, understanding, counseling and providing information and feedback. It is vital that the coach is someone who has experienced those things which the trainee is now learning

The coach, as the immediate manager of the learner, is also in an excellent position to provide the appropriate learning opportunities in terms of new/challenging tasks, membership of working parties and committees, secondments, deputizing and so on.⁹

Mentoring

Mentoring is seen as offering a wide range of advantages for the development of the protégé, coaching as described above being just one of the benefits of the relationship. The mentor would occasionally be the individual's immediate manager, but more often it is a more senior manager in the same or a different function. As Torrington and Hall mentioned from Kram (1983) there are two broad functions of mentoring; first, career functions, which are those aspects of the relationship that primarily enhance career advancement; secondly, psychosocial functions, which are those aspects of the relationship that primarily enhance a sense of competence, clarity of identity and effectiveness in the managerial role. There is a much greater stress in the mentoring relationship than in the coaching relationship, on career success and individuals selected for mentoring because, among other things, they are good performers, from the right social background, and know the potential mentors socially. There are advantages in the relationship for mentors as well as protégés - these include reflected glory from a successful protégé, the development of supporters throughout the organization and the facilitation of their own promotion by adequate training of a replacement.

Although mentor-protégé relationships have been shown to be related to high levels of career success, not all developing managers have access to such a relationship. Supportive peer relationships at work are potentially more available to the individual and offer a number of benefits for the development of both individuals. The benefits that are available depend on the nature of the peer relationship, and as Torrington and

⁹ Torrington, Derek and Hall, Laura (1995) Personnel Management: HRM in action, 3rd ed. Hertfordshire: Prentice Hall, p322-25

Hall mentioned from Kram and Isabella (1985) three groups of peer relationships which are differentiated by their primary development functions and which can be expressed on a continuum from 'information peer' through 'collegial peer' to 'special peer'. Most of us benefit from one or a number of peer relationships at work but often we do not readily appreciate their contribution towards our development. Peer relationships most often develop on an informal basis and provide mutual support. Some organizations, however, formally appoint an existing employee to provide such support to a new member of staff through their first 12-18 months in the organization. These relationships may, of course, continue beyond the initial period. The name for the appointed employee will vary from organization to organization, and sometimes the word 'coach' or 'mentor' is used - which can be confusing! According to Torrington and Hall, Cromer (1989) discusses the advantages of peer relationships organized on a formal basis and references the skills and qualities sought in peer providers, which include accessibility, empathy, organizational experience and proven task skills.

Natural Learning

Natural managerial learning is learning that takes place on the job and results from managers' everyday experience of the tasks that they undertake. Natural learning is even more difficult to investigate than either coaching, mentoring or peer relationships, and yet the way that managers learn from everyday experiences, and their level of awareness of this, is very important for their development. According to Torrington and Hall, Burgoyne and Hodgson (1983) collected information from managers by having them 'think aloud' while doing their work. They identified three levels of learning. The first level of learning is when the manager took in some factual information that had an immediate relevance but did not have any long-term effect on his view of the world in general. At the next level the manager learnt something that was transferable from the present situation to another they had changed their conception about a particular aspect of their view of the world in general, this aspect being situation-specific. For example, managers use incidents to add to their personal stock of 'case law' and from this select models when dealing with future situations. In some cases managers specifically set aside time for reflective learning so that they can derive critical insights and new approaches for use in the future.

Some managers also learnt through deliberate problem-solving: Burgoyne and Hodgson describe a manager who was unhappy with the way that he used his time and who tried a new approach, was unsatisfied and so tried another, liked it and kept it.

Level three learning was similar to level two, but as not situation-specific. Perhaps one of the most valuable insights from this research is that some learning occurred as a direct result of the research process, due to managers verbalizing what was happening or had happened, and thus becoming more conscious of the processes taking place.

Self-development

To some extent self-development may be seen as a conscious effort to gain the most from natural learning in a job. The emphasis in self-development is that each individual is responsible for, and can plan, their own development, although they may need to seek help when working on some issues. Self-development involves individuals in analyzing their strengths, weaknesses and the way that they learn, primarily by means of questionnaires and feedback from others. This analysis may initially begin on a self-development course, or with the help of a facilitator, but would then be continued by the individual back on the job. From this analysis individuals, perhaps with some help at first, plan their development goals and the way that they will achieve these, primarily through development opportunities within the job. When individuals consciously work on self-development they use the learning cycle in a more conscious way than described in natural learning above. They are also in a better position to seek appropriate opportunities and help, in their learning, from their manager.

Many of the activities included in self-development would be based on observation, collecting further feedback about the way they operate, experimenting with different approaches, and in particular reviewing what has happened, why and what they have learned.

A logical extension of self-development within the job is the development of career planning where individuals can work through a guidebook which helps them identify

their career goals, the ways they learn, and their development needs, liaising with their supervisor to check assumptions, share information and receive help.

Self-development groups

Self-development or management learning groups are another way in which managers can support their development. Typically, a group of managers are involved in a series of meetings where they would jointly discuss their personal development, organizational issues and/or individual work problems. Groups may begin operating with a leader who is a process expert, not a content expert, and who therefore acts as a facilitator rather than, but not to the complete exclusion of, a source of information. The group itself is the primary source of information and as their process skills develop they may operate without outside help. The content and timings of the meetings can be very flexible, although clearly if they are to operate well they will require a significant level of energy and commitment.

Self-development groups can be devised in a variety of contexts. They can be part of a formal educational course, for example the Diploma in Management Studies, where a group of managers from different organizations come together to support their development; they constitute the whole of a self-development 'course'; or they can be an informal group within an organization. However the group originates it is important that the group understands what every member hopes to get out of the group, the role of the facilitator (if there is one), the processes and rules that the group will operate by and how they agree to interact.

Learning contracts

There is increasing use of management learning contracts - sometimes used within more formalized self-development groups; on other management courses; as part of a mentoring or coaching relationship; or in working towards a competency-based qualification. These contracts are a formal commitment by the learner to work towards a specified learning goal, with an identification of how the goal might be achieved.

The value that individual managers gain from learning contracts is dependent on their

choice to participate, their identification of the relevant goal and the importance and value they ascribe to achieving it. Only with commitment will a learning contract be effective, because at the end of the day it is up to the individual learner manager to make it happen.

Appraisal, performance management and MbO

Although different in their emphasis these approaches have been grouped together as they provide some similarities in terms of management development. They can all provide some performance targets and feedback on the extent to which they have been achieved. Some developmentally based Performance Management Systems include specific development goals as well as performance goals, aiming for integration between the two, with an emphasis on coaching as the key development mechanism.(ibid)

2.1.3 What Management Training Can DO

Many of the disappointments experienced when exposing people to management training have been the result of unrealistic expectations. It is unrealistic to believe that management training can dramatically alter personalities and ingrained habits overnight. Dramatic changes like these do not occur as a result of a few days or even a few weeks of training. However, training can be the beginning of behavioral changes. When conducted properly, management training can begin a period of reflection and development by giving the individual new perspectives about and insights into self and others, organization relationships, and the business environment.

According to Watson¹⁰ in a survey, Crotty identified the following five major reasons for the use of management-development programs.

1. They broaden the manager's vision and understanding in preparation for additional responsibility. .

¹⁰ Watson, Charles E. (1989) Management Development through Training. Philipins: Addison-Wesley Publishing company, Inc.

2. They provide the manager with the latest information on business theory and practice.
3. They stimulate a more creative and innovative approach to problem solving and decision making.
4. They give the manager the opportunity to discuss ideas and problems with other businesspeople.
5. They allow the managers to reflect upon and assess his or her career development and work role.

The use of programs to broaden managers' perspectives, giving them new insights, new ways of thinking, and new avenues of complex problem solving ranked as most important. Here too, unrealistic expectations along the lines of completely remaking individual personalities was avoided.

Management training can produce important benefits and, although they might not be considered miracles, they do have substantial value, including the following:

1. It can communicate to managers corporate philosophy, policies, procedures, rules, and standards. For example, it can acquaint lower-level managers with top management's posture with regard to specific issues. It can teach people how to follow merit-rating procedures or how to handle expense vouchers, and it can acquaint managers with company standards of performance. In short, management training can provide managers with a great amount of information which is necessary and helpful to the smooth functioning of the organization.
2. It can teach managers how to determine the consequences of various specific managerial actions and behaviors. For example, it can teach managers the consequences different leadership styles will produce given certain situations and types of employees. It can teach managers what kinds of results occur when organizations have goals and plans and when they don't have them. It can teach them the consequences of various types of organizational designs and arrangements given particular conditions, and it can teach managers which tools

are appropriate for stimulating performance under various conditions. Most importantly, it can provide managers with useful diagnostic tools for assessing the significance and implications that various forms of behavior will have in specific situations.

3. It very often gives people the opportunity to check out their thinking with other managers and to compare the ways in which they define and solve problems. Managers frequently see this exchange of ideas with their peers as one of the most beneficial aspects of a training program. Sometimes managers find it reassuring to learn that others handle similar situations much like they do.
4. It can stimulate thinking and provide new and deeper insights to the managers. Management training involving face-to-face discussion among attendees benefits managers as they expose one another to perspectives and views previously not thought of, understood, or even valued. Information-giving aspects of training will usually acquaint managers with new concepts. With these inputs, along with opportunities for expression, problem-solving experiences, and case-study assignments, minds are challenged and creativity is unleashed. These conditions usually stimulate imagination and thinking processes to probe to new depths previously unencountered. This also helps establish both a pattern and the will to continue thinking creatively after formal training has ended.
5. It can get managers to look at themselves and to understand how and perhaps why they perceive themselves, others, and situations as they do. It can teach managers to become more aware of themselves and others and to increase their awareness and sensitivity to and understanding of the significance of these behaviors.
6. It can teach managers new practices. Exposure to examples of successful management practices can provide managers with useful models to pattern their behavior after. It can teach managers, for example, how to read a balance sheet, how to conduct a performance appraisal interview, how to handle emotional employees, how to follow problem identification and problem-solving procedures, etc. It can teach the managers skills in listening, in problem solving, in explaining concepts, in writing memos, etc.
7. It can change the managers' attitudes. To some extent training has been successful

in changing the managers' attitudes toward new management practices such as participative management, discipline, motivation, and so on. Management training has not succeeded in remaking personalities, brainwashing people to new philosophies, or changing inferior managers into superior ones: but it has succeeded in changing people's opinions on a limited basis. .

8. It can help cause people to choose to change their behavior and become better managers.

2.1.4 Management Development and Organizational Strategy

Formulating a Strategy

As stated by Beardwell and Holden¹¹ major environmental shifts now demand a more strategic perspective from those who manage and lead in organizations. Organizations are 'globalizing' in their quest for markets that will bring new opportunities for growth and prosperity. Developments in technology, especially in computing and communications, are leading to greater efficiencies, reduced costs and opportunities to launch new products and services. The nature of organization life itself is changing. Organizations are now more complex and sophisticated than ever before. Change is becoming a dominant feature of organizational life. Adaptability and flexibility are the essential characteristics for survival and success.

Organizations are now espousing values that regard people, not as costs to be minimized, but as assets to be maintained and developed.

Such changes are setting new challenges for managers and employees alike. Managers must respond by providing *strategic leadership*. Their task is to establish a clear mission, linked to a set of strategic business objectives that enable organizations to acquire, control and allocate resources to maximize the opportunities available and to minimize any threats to its survival and success.

Although it is now seen as crucial that business strategy and management development

¹¹ Beardwell, Ian and Holden, Len, (1994). *Human Resource Management: A contemporary perspective*. 128 Long Acre, London: PITMAN PUBLISHING, P 379

are integrated, there is still evidence to suggest that many organizations are failing to achieve this goal.

According to Beardwell and Holden based on the preceding discussion the following propositions can be made:

- Management development can be viewed as a source of competitive advantage and a strategic tool for developing organisational effectiveness.
- Management development is a function of business strategy and achieving congruence between strategic goals and management development is vital.

These propositions represent a useful basis on which to formulate an effective management development policy but there are a number of points to consider:

- Strategic missions, goals and objectives are dynamic and evolutionary. As they evolve and change in response to organizational and environmental pressures, so development processes will have to be adapted.
- As managers are developed, new skills, attitudes and behaviours produce new outlooks, perspectives and orientations. These 'act back' on strategic goals and objectives to further change and develop the organisation.
- Integrating management development processes with strategic business objectives has proved problematical in the past, in part because organisations have not been able to develop and articulate a coherent business strategy, but also because the strategic significance of people has not been fully appreciated.
- Identifying, measuring and evaluating management development as a source of competitive advantage is a difficult task and few organizations really attempt it, preferring instead to rely upon an ideological commitment to development.

These, and other considerations, highlight the need to adopt a more *contingent* view of management development that leads to policies, approaches and practices that are *organization focused*. Management development activities must be firmly grounded in organizational strategy. They must 'fit' with the organizational situation at any given moment and yet be flexible and adaptable enough to change and evolve as the organization and manager develops.

Developing a Management Development Policy

According to the same writers mentioned above developing effective managers begins with the formulation of a detailed development policy. It is vital that when drafting a policy there is full consultation and involvement with all managers to achieve ownership and commitment to the subsequent development process.

Guidelines for preparing a Management Development Policy

- Link development plans and activities to business strategies, human resource planning and employment policies.
- Determine responsibilities for developing managers. . Decide the characteristics for an effective manager within the organization context.
- Identify the managerial competences required to implement strategy.
- 'Map out' the organization's cultural philosophy with regard to management.
- Communicate the organization's strategic goals and objectives to managers and those involved in manager development.
- Ensure development links to the reality of what managers do, not what the organization thinks they do.
- Develop a flexible approach to management development that can accommodate both organizational and individual needs.

Policy statements are useful because they express an organization's commitment to development and clearly set out a framework within which it can take place. What is sometimes less clear is the extent to which they are prepared to implement them and how effective they are. Like other areas of management development, this is difficult to evaluate. Some of the reasons for these difficulties will be explored later in the chapter.

2.1.5 Training needs assessment

According to Agnaia¹² Training needs assessment is the vital step for the designing of any management training and development programs and for evaluating these programs. As mentioned by Agnaia from Robinson (1981, p. 37) determining management training and development needs described as a gap which exists between the true requirement of a given job and the present capabilities of the incumbent. So, the assessment of training needs is to understand the gap between what is happening in the organization and what must happen in terms of managers' behavior according to their knowledge, skills and attitudes. In other words, management training and development needs exist when an employee lacks the knowledge or skills to perform an assigned task satisfactorily. The objective of training needs assessment is to collect and evaluate information in order to determine what is currently being done and what should be done in the future. According to Agnaia Torrington and Hall (1991, p. 407) asked four questions, the replies to which can be used as a guide for identifying the MTD needs of the organization:

1. What are the organization's goals?
2. What tasks must be completed to achieve these goals?
3. What behavior is necessary for each job holder to complete his defined tasks?
4. What deficiencies, if any, do job holders have in their knowledge, skills or attitude required to perform the necessary behavior?

Management training needs assessment can happen in many cases. New employees are accepted to work in the organization, promoting some employees up the job ladder, sometimes for continuous development purposes, or to deal and work with changes (e.g. technology, business expansion). Therefore, a clear assessment of management training needs enables an organization with its limited resources to achieve its strategy in a suitable time. As Agnaia mentioned from Boydell (1979), Stanley (1987) and others, in order to design acceptable management training programs, which satisfy both the organization and its human assets, management training and development needs assessment should depend on organizational, operational and individual analysis, using

¹² Agnaia Almehdi A. Assessment of management training needs and selection for training: the case of Libyan companies. International Journal of Manpower, Vol. 17 No. 3, 1996, p36

appropriate techniques by which useful information can be collected about the organization, job and individual in order to diagnose any problem regarding these elements.

Organizational analysis

This helps to highlight where training can and should be used within the organization, for example, in which level, or department or section or occupational group. Moreover, organizational objectives, organizational climate and human resources can be studied and analyzed. According to Chatterjee¹³ in organizational analysis essentially, there are three requirements:

1. Are there an adequate number of people to fulfill organizational objectives?
2. Are these people equipped with the necessary skills and knowledge and is the general level of their performance up to the required standard?
3. Does the prevailing organizational climate provide a wholesome environment for the fulfillment of tasks and objectives?

Further Chatterjee pointed out the approaches that can be used to arrive at meaningful conclusions to each of the above queries. Some of these are:

- Observing employees
- Asking supervisors about employees
- Examining the problems of employees
- Performance assessment and attitude surveys
- Assessment of the organization's public image
- Looking at rules, procedures and systems

Interpretation of the information collected from the above approaches would provide guidelines and clues to the training need.

Operational analysis

This involves the systematic collection of data about a specific job or group of jobs and its purpose is to identify what is needed, in terms of knowledge, skills and attitude, to perform certain duties related to a particular job.

¹³ Chatterjee, Bhaskar, (1990) Human Resource Management. New Delhi: Sterling Publishers Private Ltd., Inc.

Individual analysis

This can identify individuals' training needs. Individuals have deficiencies in particular skills, knowledge and attitudes. Therefore, the nature and type of individuals who will participate in training can be defined in advance, and this enables MTD to achieve its objectives effectively. Objective records, situational measures and observational measures are used in this analysis.

Information required for training needs assessment can be collected by several techniques, for example, interviews, surveys, observation and document examination. The use of one of these techniques depends on many factors, for example, ease of data analysis, cost and opportunity to follow up on

2.1.6 Training Methods

There are many training methods, each of which is uniquely effective in producing specific results under particular circumstances. The selection of the most appropriate methods for the various segments of a training program is an important determinant of its overall effectiveness. This chapter will examine the most commonly used methods of instruction for supervisory and management training.

One assumption underlying this discussion must be stated at the outset—namely, that the strengths and weaknesses of the methods considered here are due to the methods themselves and not to the effectiveness of the individuals who use the methods. For example, if it is concluded that the case study method is more effective than the lecture method for changing attitudes, it is because of the nature of the method, and not because the instructor using the case-study method is competent and the instructor using the lecture method is incompetent. In comparing the various methods, it is assumed that they will be used by competent teachers.¹⁴

1. The Lecture

This is the oldest, and it seems most often used, method of instruction. It involves the

¹⁴ Watson, Charles E. (1989) Management Development through Training. Philipins: Addison-Wesley Publishing company, Inc.

direct transmission of information in one direction, from speaker to listeners who remain passive.

Advantages

Although the lecture method has been subjected to more attack than any of the other methods, it is not without several unique advantages.

1. It is economical. Considerable amounts of information can be conveyed to large numbers of people by one lecture. Quite often it is a time saver too. In the same amount of time it takes to teach a few ideas using the participative methods, the lecture can cover many more facts, concepts, and principles.
Moreover, the transmission of information by the lecture method to millions of listeners can be achieved through the use of radio and television.
2. It is a good way to present principles and background information, facts and theoretical information.
3. It is useful for quickly acquainting people with new concepts and facts that will enlarge their general knowledge.
4. Many people learn more from lectures than they do from reading.
5. The lecture method does not require time for advance preparation on the part of the listeners.
6. It can be organized and presented in a special way to convey materials that will meet the specific needs of the audience. This may be very important when reading materials, films, and cases are not available.
7. The learning situation can be controlled by the lecturer to assure that specific information is conveyed.

Disadvantages

Anyone who has studied the subject of communication knows that what is spoken and what is understood are often very different. Learning and listening are not the same; and, basically for this reason, the lecture method has several important disadvantages.

1. The lecture method often ignores the fact that, among the members of the audience, there may be important differences such as general knowledge, knowledge of the particular subject matter, interest in the lecture material, and experience with the lecture content. For this reason, lecturers and listeners may not always be on the same "wavelength." Also, lecturers may not be able to deliver their materials at a rate that all in the audience can comfortably follow or comprehend.
2. Individual questions from the audience may not be permitted and thus go unanswered.
3. The lecture is not effective for changing attitudes or altering behavior. While the lecture is useful for helping trainees reach the first two stages of learning (knowledge about and understanding), it is not effective for causing acceptance or teaching application.
4. The learning which results from listening to a lecture is superficial. The lecture method ignores the social dimension of learning—that is, learning from one's peers and by doing or experiencing lessons and reflecting on the experience.
5. The audience remains passive. People tend to remember longer and are affected by things that they learn through their own efforts. The lecture method does not actively involve trainees. All too often we find instructors using the lecture method with the assumption that what they say will have an impact on their students. Planty, McCord, and Efferson (1948, p. 139) put it this way, "Some teachers seem to regard themselves as fountains of knowledge which they pour out to the trainee, expecting him to absorb it, carry it away, and let it influence his behavior for the rest of his life, without any activity on his part."
6. Lecturing can continue uninterrupted for only short periods of time. One writer claims that the maximum time a lecture should run is 45 minutes, others say an hour. Very dynamic speakers may be able to hold a group's interest for as much as an hour and a half. The exact length of time a lecture can run and remain effective will, of course, vary with the speaker, the group, and the subject matter. The important point to remember is that, even under the best of circumstances, the lecture method is effective for only an hour and a half to two hours at most. Beyond this, the audience's interest quickly wanes and the lecture's effectiveness

deteriorates rapidly to the point of restlessness and boredom.

When is the lecture appropriate?

The lecture can be effective in providing large numbers of people with straightforward, factual information. Trainees are generally more attentive when they are motivated to learn; when they want to know answers to specific questions and expect the lecture to contain them; and when the lecturer's knowledge of the subject is considerably more substantial than his audience's. Lecturing is not considered an appropriate method for altering attitudes and behavior or when training objectives involve the application of skills or information on the job. It is thought that the lecture method is more appropriate for higher levels of management, where the level of intelligence is generally higher and the audience is more accustomed to verbal presentations of concepts and facts. It is believed not to be appropriate in cases where the intelligence level of the audience is below average.

2. The case Study Method

What Is a Case Study?

A *case study* is a description or history of a real, or imaginary yet realistic, situation. Most case studies are quite readable as they are written in story form. Case studies may deal with the total organization or specific units within it, such as personnel, finance, marketing, or manufacturing. Or, the case may deal with general problems or issues common to all departments, such as planning, decision making, motivation, or change. Case studies may be written from the viewpoint of a neutral observer or from the viewpoint of one or more individuals in the case. Case studies should be objective and free of editorialization. If they are presented from a third party's perspective, they should be free of judgments. However, if written from the perspective of several of the key characters in the case, the case is enriched because it contains the emotions and perception of the characters.

It is felt by many that case studies must describe actual situations. These people argue

that fictitious cases are often filled with inconsistencies that tend to confuse students and cause them to become discouraged. Thus students may lack a strong interest in working on a case that they feel is unbelievable or not challenging. Even with cases that depict unusual, yet true, situations, students who are not inclined to face up to the challenge of difficult questions or ambiguity will often try to escape by saying, "It isn't real, it couldn't really happen where I work so why bother."

Advantages of the Case-Study Method

1. The case-study method brings realism to the *classroom*, which appeals to practical-minded manager. Case studies involve reality, they are not just a lot of theory.
2. Cases are challenging and invite active participation. They encourage students to learn for themselves. The case-study method encourages self-learning.
3. The method provides trainees with an opportunity to test their thinking against that of others and what the research findings suggest. Through taking stands, making decisions, and arriving at conclusions in their buzz-groups, trainees have an opportunity to learn through trial-and-error experiences.
4. The buzz-group experience teaches students how to learn from each other.
5. The experience of case-study discussion teaches students that there are many viewpoints. Managers from one department of a company learn from the viewpoints of managers from another department-e.g., marketing people can learn the production view, etc.
6. When conducted properly, case-study analysis and discussion discourages "black-and-white," simplistic, and dogmatic thinking.
7. Trainees discover and establish principles in their own frame of reference for themselves.
8. Case-study preparation teaches people to work with others in groups. It helps students tolerate, understand, and cooperate with others of different opinions, viewpoints, values, and beliefs.
9. The case-study method not only teaches generalizations and contingent principles,

but, most importantly, it teaches people how to inquire and search for meaning in complex situations and discover truths and generalizations for themselves.

Disadvantages of the Case-Study Method

1. The case-study method is a slow way of teaching. Case selection, preparation, analysis, and discussion take time. One case can easily take an hour of buzz-group-preparation time, two to three hours of buzz-group discussion, and one or two hours of presentation and discussion time in class. Also students can learn just a few key ideas.
2. Case selection is difficult and time consuming. It requires considerable competency to select cases that are appropriate for particular groups. Moreover, an instructor often needs to spend considerable time searching for the right case, which may involve screening as many as one hundred cases and reading as many as ten to twenty-five cases just to select one that is appropriate.
3. The case-study method is sometimes ambiguous and frustrating. People accustomed to being given the "correct" answer frequently become uncomfortable when the answers are not set forth or when the instructor does not give them the answer straight out.
4. In many cases there is no "one correct answer." This ambiguity is frustrating, especially to dogmatic students who cannot live with uncertainty.
5. The nondirective, conference-type method of teaching cases requires competent and highly trained instructors who are patient, can think on their feet, and are not threatened by questions that they may not be able to answer.
6. Trainees must be willing to express their thoughts and feelings and hold them up for others to question and react to. Unless the trainees are managers with some measure of experience, case-study analyses and discussion may be superficial and boring to uninterested minds. (ibid)

3. Role plays

In role playing, the trainees act out certain roles in the context of a situation that is applicable to the training objectives. Role playing provides a good opportunity for personal involvement and practical experience.

Advantages of role playing

1. It is an effective process for developing sensitivity and insights into interpersonal relationships, attitudes held by oneself and others, and feelings and the emotional dimensions of problems.
2. It provides practical experience in human relations.
3. It helps to increase perception of self and others.
4. It is an effective means for changing attitudes.
5. It provides trainees with an opportunity to see for themselves their interpersonal skills and the appropriateness of their behavior in given situations.
6. It brings theory to life. It brings reality to the classroom and it does so dramatically and convincingly,
7. It teaches that one's perception of a situation is not always like others'.

Disadvantages of Role Playing

1. It takes considerable time just to teach one point.
2. It requires the direction of a highly competent and understanding instructor.
3. If not introduced and handled properly it can degenerate into silliness as some trainees try to "ham it up."
4. Some, not understanding the technique, may regard it as childish play acting.
5. It can degenerate into belittlement and become hurtful to sensitive people.
6. It is sometimes difficult to get involvement especially if people do not feel comfortable and feel threatened by being in front of others. It should not be used in training programs until a climate of mutual trust between participants has developed, which usually takes several days.
7. It takes a considerable amount of time to prepare the role players and the observers for what they are to do. (ibid)

4. The In-Basket Method

The in-basket method, which is a combination of case study and role playing, is a simulation, paper-and-pencil exercise. It involves having a trainee assume the role of a manager in an organization confronted with a stack of memos, notes, letters, problems, etc. in her or his "in-basket" that require action. After reading and studying the background information on the organization and the role that she or he is to assume, the trainee starts looking through the "inbasket" for the first time. The amount of information contained in the background description and the "in-basket" items is typically quite limited. So is the time available for making decisions.

The in-basket exercise is usually used to teach such topics as policy making, decision making, use of time, establishment of priorities, delegation, and coordination. In handling the role, some trainees tend to spend time on trivial, unimportant problems; others arrange the work to be done and the decisions to be made in terms of priorities and spend most of their limited time on crucial matters. Some trainees make decisions quite rapidly without considering all the ramifications; others are more cautious and deliberate. Some try to do everything themselves; others delegate the work.

The trainee is observed by the instructor and a group of observers (usually other trainees). After the exercise is completed, they critique the trainee's handling of the role and managerial performance.

The "in-basket" exercise involves only one role-playing person. It involves no interpersonal interaction. Therefore, the areas of learning involve the administrative aspects rather than the human-relations aspects of management. It is similar to role playing in that

1. it involves hands-on activities that are realistic and life-like; it permits trainees to learn from their own behavior;
2. it allows trainees to learn about themselves and the consequences of their behavior; and
3. it can bring self-realization which will prompt or motivate trainees to want to change. (ibid)

5. Management games

Management games have enjoyed enormous acceptance since their introduction to the field of management training and business education twenty years ago. The concept of learning through simulation exercises is not new. War games have been played for centuries. Simulation apparatus and exercises have long been used to train people in all kinds of skills, ranging from flying airplanes to maintaining quality control.

With the advent of the high-speed electronic computer, it became possible to construct simulations of complex business environments, involving multitudes of interacting variables, for the purpose of training people in general management. (ibid)

Using Management Games

Games may be played to achieve any number of purposes, which include the following:

1. Games can be used to get a program started. Used at the beginning of a program, a game can break the ice by having participants become actively involved in the learning process and get to know each other. It can also provide valuable data for further analysis and discussion.
2. Games can be used to discredit ways of thinking and approaches to handling problems. Games permit participants to see dramatically, for themselves, the effectiveness of their approaches. Thus, when one views present methods as being ineffective, she or he will often seek new ones that work, and will become more interested in learning.
3. Games give participants experience in working on management problems of which they have had little or no experience or understanding. Thus accountants can learn about making marketing decisions, production managers can learn about finance, etc.
4. Games can be useful in proving the need for and value of special techniques such as forecasting, the uses of models, quantitative analysis, and other methods from operations research.

5. The behavior that occurs through playing a game may be used as data to study and analyze just as a case study is analyzed. This permits participants to learn more about themselves by analyzing their own behavior and having it analyzed by others.
6. Games can be used for employee testing and selection. Most assessment centers utilize games for the purpose of testing people's behavior to determine their aptitude and readiness to accept management positions.

Games can be misused, and here under several of the most flagrant abuses of games are cited by Watson.

1. Using the game strictly for entertainment or publicity without clearly warning the participants that the training value of a game, which is not part of a larger, carefully planned educational context, will be very small. Much of the criticism levied against games has come from participants who had unhappy experiences in one or two of these carelessly run exercises.
2. Using a game for a course before its parameters has been thoroughly tested. Too many games used today can be "beaten" by unreasonable strategies.
3. Designing a game before its objectives has been clearly defined. This was a particularly common problem in the early days of game design, but even now games are being built by mathematicians and operations research specialists with insufficient guidance by educators. The result is games which are more "sophisticated" than necessary or too difficult to handle administratively.
4. Permitting a game to be used before complete documentation of its model and computed program is available.(ibid)

Advantages of management games

1. Perhaps the most cited advantage of management games is that they are dynamic. They are real-life cases that require decision making that has real consequences. Participants are able to see the actual consequences of their strategies and decisions.
2. By the very nature of the simulation in which teams make decisions during each time period, time becomes collapsed and, as a result, participants get the

experience of making many more major decisions than they would normally make in real life.

3. Feedback to teams on their decision is objective and nonpunitive. Even if the participants perform poorly in playing the game, they will not lose their jobs or receive serious reprimands from their superiors. It is an opportunity to make important life-like decisions without having to live with the consequences.
4. Because it is only a game, learners are encouraged to experiment with new, untried, untested behaviors and strategies. The nonpunitive game environment encourages participants to test and learn new approaches.
5. Games are exciting and motivating to play. They challenge the ingenuity and abilities of the players. They are fun and people enjoy them.
6. They teach the importance and need for both short- and long-range planning. They help develop the dual perspective of looking at short-run problems that must be solved in the immediate time frame, while keeping an eye on long-range goals and taking the necessary actions that will lead to their achievement.
7. They teach problem analysis and decision making. Games provide practical, experiential learning.
8. Total-enterprise and industry-type games teach participants the interrelationships of the various business functions and activities. They teach participants to coordinate these diverse and sometimes incongruous business functions.
9. Games usually teach the usefulness of mathematical models, operations research tools, and the use of computers. Through the experience of actually using these methods, participants tend to lose the fears of them, which perhaps caused them to avoid using them in the past.
10. Games dramatically illustrate concepts and contingent principles. Participants learn such through experience, thus making them real.

Disadvantages of Management Games

1. Games are costly in terms of time, personnel needed to conduct them, and money. Games take time to develop and perfect, and they take time to play (ranging from a few hours to several days). Most games require the assistance of several people.

They involve judges, scorekeepers, data processors, observers, and an instructor or game master. Computer-scored games, which require computer time, are especially costly.

2. Games that involve a computer can sometimes be a problem, especially when access to the computer is difficult or when computer breakdowns occur.
3. Sometimes teams hit upon strategies that "beat the game." By following a certain approach, they will constantly get higher production and profit rates and thereby fail to play the game as a game. This can also arise with less complex games.
4. The excitement generated by playing the game can cause participants to become so caught up in winning that they lose sight of the learning aspects. Winning can become more important than learning.
5. Sometimes games are played for the sake of playing and not for the sake of learning. Too much time is spent on playing the game and not enough, if any, is spent on post-play critique. Insufficient attention is placed on tying the lessons gained or the potential lessons that could have been gained to the course and its content.
6. Some feel that games are too quantitatively oriented. They think that games can be won by expertise in operations-research tools and techniques.
7. Games can sometimes result in the participants reaching incorrect conclusions, such as R & D is not necessary for a firm to survive, or advertising does not payoff. (ibid)

6. Videotapes

According to Read and Kleiner¹⁵ the use of videotapes can be effective or ineffective depending on how they are used. It has been pointed out that the presentation of information is not enough to guarantee learning. If trainees are allowed to watch videos in a passive manner, the learning will be ineffective.

¹⁵ Rea, Charles W. and Kleiner Brian H. Management Development Review Volume 9 · Number 2 · 1996 · pp. 24-29

To be effective, the video should be stopped at certain points so the trainer can ask questions of the audience. This leads to active participation and feedback.

It should be noted that video does not hold attention as well as lecturing in person. To overcome this, video must rely on its strong points: color, motion, drama and the incorporation of graphics

Video ranks high in the number of senses involved fact, it ranks second only to simulation. When used properly it can also rank relatively high in the activity of, and feedback to, the trainee. Couple these with people's predisposition to watching television and you can see why video is a popular and effective training method.

Its main disadvantages may be complexity and cost. Producing an in house training video or having an outside consultant do it can be an expensive process.

7. One-on-one instruction

One-on-one instruction can be classified as on-the-job training or off-the-job training.

On-the-Job refers to any training that occurs while the employee is actually working. Off the-job training is performed away from the employee's work area. The distinction is important because each has its own set of advantages and disadvantages.

In on-the-job training, the employee is doing actual work in the actual work environment under normal working conditions. This is important because it ensures that skills taught in training can be readily transferred to the job. Also, since the employee is being productive during training, the associated cost may be less. The qualifier "may be less" is key here because while an employee is learning, resources will be inefficiently used, initial performance will be low, and costly errors may be made.

Individualized off-the-job training is rarely used primarily due to its cost. The production capacity of two individuals is lost when this method is employed. Most companies seek to maximize the use of the trainer by having him or her instruct more than one individual

at a time. Another disadvantage is the trainee is isolated from the actual work environment.

This makes it questionable whether skills acquired in training will be transferred to the job. This method of training is used primarily when the potential cost of errors made while training on-the-job exceed the cost of off-the job training or safety is a concern. Individualized training usually involves a senior employee training a junior employee. The task of trainer may be assigned to the employee who is considered the best at the required skill or it may be assigned to the employee's supervisor. The problem with this is that neither of these people may be trained as a trainer. As a result, the trainer may not be motivated to train or willing to accept the responsibility for training: thus, the training may be haphazard. There is also the possibility that the trainer may perform the job well but lack the ability to teach others how to do so. Many people put in the position of trainer complain that they do not have the time to train and may omit important elements of the training process.

The greatest advantage of individual training is that it enables each participant to determine the speed with which training can proceed. Less time can be spent on skills that are easily mastered and more can be devoted to difficult areas. Also, because of this individualized attention, it ranks high in trainee activity and feedback. The disadvantages associated with the trainer can be eliminated by carefully selecting and training the trainers. (ibid)

8. Computer-based training

Computer-based training can be divided into two groups; computer-assisted instruction and computer-managed instruction. In computer- assisted instruction, the computer acts as a tutor. Training takes place during a dialogue between the trainee and the computer. Information is presented via the monitor and the trainee responds to questions asked by typing on the keyboard. Under this system, one terminal is needed for each trainee. Computer-managed instruction differs in that most training takes place off-line. The computer assigns each trainee individualized instruction modules that are completed away from the terminal. After completion, the computer evaluates the trainee's learning,

diagnoses areas of weakness, and prescribes additional work as needed. The benefit of managed instruction is that less time is spent online so a single terminal may be used by many trainees. This can significantly reduce the cost of the training program.

The advantage of both types of computer based training is that the program can easily be tailored to the needs of the individual trainees. Those who need additional instruction can get it without slowing down the training process for others. The biggest disadvantage is cost. Both the hardware and the software needed to support the system can be expensive. The time and money needed to develop the computerized instructional material can be substantial. For these reasons, computer-based training is best suited for training courses with a large enrolment and stable content.

9. Audiotapes

The use of audiotapes as a stand-alone training method has some severe limitations. The activity level of the trainee is low, feedback is low, and only one sense is involved. Audiotapes are frequently used to present the same information that could appear on a printed page. The problem is that tables and diagrams that could help explain the material cannot be included. In addition, it usually takes longer to listen to the information than it would to read it. Thus training time is increased.

For these reasons, audiotapes are better used in conjunction with some visual aid such as printed material or slides. Combining these two can be an effective way to develop an individualized training program. The benefit is that audiotapes are relatively inexpensive and easy to use when compared to other individualized methods.

10. Films

The use of films has the same advantages and disadvantages as the use of videos. Both can be either effective or ineffective depending on whether the trainee participates actively or passively.

The use of films and video has additional advantages that relate to the subject being taught. They can be used to reduce or enlarge a process that is not normally visible due to its size. They can also slow down or speed up a process or activity to assist in analysis and understanding. Through animation and other graphic techniques, they can display what is essentially invisible such as an abstract idea. (ebid)

2.2 Literature Review

2.2.1 Findings on managerial training benefits and failings

Longenecker and Fink¹⁶, to explore the potential benefits of effective managerial training and the negative consequences associated with poorly trained managers, they conducted a research study with 278 seasoned managers from different organizations to solicit their input on several important questions concerning the issue of management training. Managers in this study were on average 43.6 years of age; had 13.1 years of managerial experience; operated in 16 different functional business areas; and 76 percent male, while 24 percent female. And based on their survey they come up with the findings presented below.

When organizations are serious about improvement they make management training a priority and good things happen . . . but there are always a lot of reasons for failing to properly train managers and in the end they all lead to trouble (a general manager's observations).

In reviewing the findings, we begin with a question that might cause organizations that give inadequate attention and resources to management training to reconsider their approach: What are the potential benefits of an effective management training program? The research reveals that the managers in this study identified a number of important benefits that can come from effective managerial training programs. First and foremost, was the fact that training can expose the participant to new/better ideas and business practices which are needed in rapidly changing organizations. Second, managers stated that these types of programs often motivate them to improve performance (both their own and their operation's) and can actually help them develop and improve their skills.

¹⁶ Longneck, Clinton O. and Fink, Laurence S. Management training: benefits and lost opportunities (part I). *Industrial and Commercial Training* vol. 37 NO. 1 2005, pp 25-30

Third, managers use these programs as opportunities for reflection, introspection and self-appraisal, as well as opportunities to identify specific performance problems or deficiencies that need work. From this perspective, management training can serve as a mirror for managers to take a serious look at their leadership/management style, as well as specific issues related to unit performance and key personnel who report to them. Fourth, effective training programs can increase a manager's confidence, help reduce a manager's stress levels and can challenge a manager to think differently about their business situation and themselves. Finally, effective training programs can encourage managers to think about their career development and can simultaneously set a good example for their subordinates who see their leaders trying to learn and improve themselves through participating in these learning initiatives.

Thus, the managers in this study made it very clear that management training programs can provide a myriad of potential benefits to both the individual manager and organizations they serve when they are done in an effective fashion. With all of these potential benefits it would be easy to conclude that organizations and their human resource leaders would and should make management training a real organizational priority. But is this the case?

To dig even deeper at reasons to engage in effective management training, they review the findings of the next research question concerning the consequences of having poorly trained management personnel: "what are the negative consequences associated with poorly trained managers?" Longenecker's and Fink's research on this question provides us with a rather eclectic list of factors that can hurt or even destroy any enterprise operating in a competitive marketplace when management training is not taken seriously. First and foremost, when managers are not properly trained there is greater difficulty in achieving performance goals than might otherwise be the case. Poorly trained managers, who do not possess the requisite skills, damage performance at both the individual and work group level. Second, there is a loss of employee productivity at a time when most organizations are clamoring to improve efficiencies and competitors are ready to take advantage of any faltering by a competitor.

Third, when managers are not properly trained a host of "negative people issues" emerge including a loss of teamwork/cooperation, communication breakdowns, a loss of morale and increased workplace stress. When managers are in positions of authority and are not properly trained, a loss of focus on customer needs and operational profitability can easily occur, along with increased costs and lost business opportunities. Fourth, poorly trained managers create or fail to address quality problems or allow performance barriers to continue without resolution. They may not have the ability or focus to practice continuous improvement in their operation which is sorely needed in most enterprises these days. Fifth, poorly trained managers can breed absenteeism and turnover problems (often pivotal to organizational performance), frequently ignore or break organizational policies which affect morale and productivity and can even create potentially severe legal problems/exposure for the enterprise.

Finally, untrained managers who learn via trial and error often develop bad habits because they never learn the most efficient and or effective ways to deal with issues or because they misinterpret feedback they might receive from the situation. Worse yet, subordinates who are trained by these managers can also learn and develop bad habits by observing the behaviors and the decision processes of these managers. This means that at some point these bad habits must be broken and new habits developed if these managers are to survive and the organization is to prosper.

From the above discussion several broad insights emerge. First, how organizational leaders really think and feel about management training and development strongly impacts the effort, level, resources and effectiveness of these activities. When management training is not a top management priority, money is not spent, the organization places an over-reliance on trail-and-error learning, and there is an unwillingness to take the time to properly train and educate its leaders. Result: under performance from an organization's key managers and negative organizational outcomes.

Second, when an organization assumes its leaders are already competent and/or there is no accountability for management development, management training will not be taken seriously and handled with the attention and care it deserves. Result: lack of continuous

improvement and talent development in the managerial ranks. Finally, as pointed out earlier some organizations do not make management training a priority because they believe it is the sole responsibility of the individual manager. Result: uncoordinated, potentially inefficient and piece-meal self-directed efforts at filling the managerial skills gap.

When these philosophical beliefs are part and parcel of an organization's culture and managerial fabric, management training will not be considered a source of potential competitive advantage and the organization will treat training efforts in a cavalier fashion.

These situations, in turn, can best be described as critical lost opportunities to create high performance at both the individual and organizational level.

2.2.2 Assessment of management training needs and selection for training: the case of Libyan companies

Agnaia¹⁷ after conducting a study on different Libyan oil and non oil companies about assessment of management training needs and selection for training come up with the following conclusions.

According to Agnaia from the discussion of training needs assessment in Libyan companies it can be considered as the basic step of the administrative development, and it has direct impact on the effectiveness of MTDPs as a whole. In the case of Libyan companies, it is clear that both surveyed and interviewed managers indicate that the approaches and techniques used for selecting employees for training or for assessing their needs did not include any communication with the employees who are the basic ground

¹⁷ Agnaia, Almehti A. Assessment of management training needs and selection for training: the case of Libyan companies International Journal of Manpower, Vol. 17 No. 3, 1996, pp. 31-51.

of training and that training needs identification is mostly subject to the views, assessment and experience of bosses and supervisors.

Furthermore, as has been mentioned by many researchers, any neglect of the employees' views about their needs, their jobs, previous training, etc. means that the objectives, the program design, the approach selected and the implementation may be the complete opposite of what it should be. One of the interviewed managers said that the trainees always complain that the content of training programs does not agree with their needs, and according to their suggestions, these programs have to take into account their needs and meet them. Therefore, organizational objectives will be achieved more effectively.

Assessing training needs by performance reports or by bosses' views does not always reflect the true situation and needs of employees, because they may be unclear, may not have been prepared recently, or may be subject to family, kinship, tribalism and friendship ties. Also, the reports are seldom confidential, and few of the managers distinguish criticism of performance from personal attack. Employees sometimes persuade their supervisor to send them for training even where there is no need and the bosses keep the training program information in their drawers, instead of circulating it to the employees.

According to Agnaia another researcher also argued that in most developing countries, individuals are selected for training for reasons other than training needs.

Other more practical techniques such as survey and interview were used by 50 per cent of companies or less. Furthermore, managers did not mention whether they used the analysis of the three main elements (organization, operation and individual) which were recommended by many researchers as the important approach on which training assessment should depend.

Agnaia referring to his own experience concluded that employees are sent for training without a proper needs analysis being conducted, the evidence of that, for example, being that employees try to get opportunities to attend various training programs regardless of

whether they need the training or not, because the employees get training allowance when they attend training.

Also, sometimes the courses form an essential part of the promotion process, and are seen as an escape from hard work and responsibility. Therefore, employees are motivated by receiving the allowance and getting promotion rather than receiving training that enables them to be more effective at their jobs.

Chapter 3

Data Analysis and Interpretation

From the 25 questionnaires distributed in total 20 replies were received from the management group members of EEPCo representing response rate of 80 percent. Of these two replies were incomplete and not considered for the analysis. The subsequent analysis for EEPCo is therefore based on 18 responses. From the 30 questionnaires distributed to the management staff members of ETC 25 replies were received representing 83 percent response rate and one questionnaire was incomplete and not considered for the analysis. The subsequent analysis for ETC is therefore based on 25 responses. At first, even if the questionnaires were distributed using stratified sampling technique with the intention of getting different responses from the different levels of management; this was not successful due to the delegation of questionnaires to subordinates by some bosses. Therefore this analysis focuses on managers without considering where their level is. This analysis is made by dividing the total questionnaire items into six parts to see the different aspects of management development through training.

The main characteristics of the surveyed managers by the questionnaire are as follows. 77.8 percent of EEPCo managers and 95.5 percent of ETC managers are male and 22.2 percent of EEPCo and 4.2 percent of ETC managers are female. The average age of EEPCo managers included in this survey is 42 years and the average years of service is 16 years. The average age of ETC managers included in this survey is 38 years and their average year of service is 11.5 years. Most managers (66.7 percent in EEPCo and 87.5 percent in ETC) in both organizations get a salary of 2000-2500 Birr, 11.5 percent of EEPCo managers and 12.5 percent of ETC managers are paid more than 3000 Birr. No manager included in this survey from ETC is paid less than 2000, but there are 11.5 percent managers paid 1500-2000 Birr in EEPCo. Of the managers in EEPCo 77.8 percent have first degree and 22.2 percent are holders of second degrees. Of the managers in ETC 87.5 percent are first degree holders and 12.5 of them are second degree holders.

Organizational Commitment to Management Training

To see the extent of the commitment of the organizations to develop managers through training different questions were asked. As Table 1 shows most of the respondents in

both organizations (77.8 percent in EEPCo and 91.7 percent in ETC) respond that their organization has a management training plan to ensure that managers are competent. The interview conducted to both organization officials also ensures the existence of management training plans in both organizations. This result can indicate the organizations commitment to develop and update the mangers.

Statement	Response					
	EEPCO			ETC		
	Yes	No	Do not know	Yes	No	Do not know
have a management training plan to ensure that managers are competent	77.8	5.5	16.7	91.7	-	8.3
budget money to ensure effective management training	88.9	-	11.1	100	-	-
training managers a top management priority	50	11.1	38.9	75	4.2	20.8
Top management in your organization clear support for management training?	66.7	5.5	27.8	83.3	4.2	12.5
Have a written management development policy	11.1	22.2	66.7	70.8	8.3	20.8
	Yes		No	Yes		No
consulted about management development policy	33.3		66.7	8.3		91.7
know who is responsible for management development policy	88.9		11.1	83.3		16.7

Table 1 responses related with commitment of EPCO and ETC for management trainings

Note: the figures presented in the table are percentages, n=18 in EEPCO, n=24 in ETC

From Table 1 it can be seen that 89.9 percent of EEPCo mangers and all of ETC managers respond that their organization budgets money for management training program this result is also supported by the interview conducted to both organization officials. This spending money on training efforts helps managers to do well in their present as well as future jobs and also show the commitment of both organizations to train their managers. Even if, money is without question tight these days, failing to properly train managers can produce a wide variety of organizational problems that will make things financially worse in the short and long run. It seems both organizations have considered the problems which are caused by inadequate training of managers that are often much more expensive to the organizations than the cost of proper management training.

According to Mumford¹⁸ lack of priority by management to develop managers and concentrating only on the work done is a major problem in management development. When management training is not seen as a priority, it can easily be set aside in the short-term heat of battle and the longer-term negative consequence can fail to be recognized until serious problems emerge. In addition to this Beardwell and Holden¹⁹ also indicated that to be effective management, development programs require the support of management, especially those who have responsibility for strategic decision making. In this research from Table 1, 50 percent of EEPCo managers respond that training managers is a top management priority ,11.1 percent of them respond that training managers is not a top management priority in their organization, and 38.9 percent of them respond they do not know whether training managers is a top management priority in their organization. On the other hand 75 percent of ETC managers indicated that training managers is a top management priority in their organization, 4.2 of the indicated training managers is not a to management priority and 20.8 of the do not know whether training managers is a top management priority or not. From this figure it can be seen that training managers is given more priority in ETC than in EEPCo.

From Table 1, 66.7 EEPCo managers respond that their organization's management provides clear support for management training programs, 1 manager (5.5 percent) respond the top management does not provide clear support for management training programs, and 27.8 percent of them do not know whether their organization provides clear support for management training programs. When we look at ETC managers 83.3 percent of them respond that their organizations provides clear support for management training programs, 1 manger (4.2 percent) respond there is no clear support provided by the top management to the management training programs, and 12.5 percent of them respond that they do not know whether their organization provides clear support for management training programs. The figures indicated that both organizations are in similar status with regard to providing clear support by the top management to the

¹⁸ Mumford, Alan (2004) *Management Development: Strategies for Action*. Mumbai: Jaico Publishing House. p156

¹⁹ Beardwell, Ian and Holden, Len, (1994). *Human Resource Management: A contemporary perspective*. Long Acre, London: Pitman Publishing. p128

training programs. But in comparison more number of managers in EEPCo lack the information or the exposure whether clear support is provided by the top management for management training programs.

When asked about whether their organization has a written management development policy most of EEPCo managers (66.7 percent) replied that they do not know whether their organization has a written management development policy. In contrast most of ETC managers replied that their organization has a written management development policy. Here, a central concern of the researcher was to explore how the organizations are committed to management development, evidenced by preparing written policies. Based on this, ETC is found in a better position, and the questionnaire responses indicate that EEPCo managers lack the information about whether their organization has a written management development policy. In line with this the interview conducted to ETC officials revealed that the corporation has a written management development policy and this policy is part of the human resource development policy of the organization. But as has been tried by the researcher to see some documents, the policy does not clearly state how management development will be undertaken rather it presents a policy statement about making managers competent in their current work as well as preparing them for future responsibilities. On the other hand the interview conducted to EEPCo official indicated that they do not have a separate policy for management development rather they have general human resource development policy. As I have already mentioned in the conceptual framework presentation part in chapter 2 according to Beardwell and Holden²⁰ developing effective managers begin with the formulation of a detailed management development policy. But in our case EEPCo fails to have management development policy and ETC is also not successful to have a detailed management development policy even if it has a very general policy of management development.

When asked if they are consulted about management development policy in their respective organizations, most of the managers in both organizations (66.7 percent in

²⁰Beardwell, Ian and Holden, Len, (1994). *Human Resource Management: A contemporary perspective*. Long Acre, London: Pitman Publishing. p379

EEPCo and 91.7 percent in ETC) replied they were not. This may be consistent with top-down policy implementation, and although there is a significant minority of managers who are consulted. It will be important to understand what signals non-consultation gives managers if management development is accepted as the most important factor for the organizations' success. It is also important to note that not consultation of managers about management development policies decreases the organizations' commitment to develop managers. But relatively EEPCo managers are better consulted than ETC managers about management development policies.

As Table 1 shows most managers in both corporations know the responsible body for management development policy in their respective organizations. For those respondents replied yes about the responsible body for management development they were asked a subsequent question to indicated who is responsible for that. Based on the responses Human Resource Development Department is responsible for management development policies in EEPCo and Human Resource and Organizational Development is responsible in ETC.

Management Training Needs Assessment

Table 2 response about the existence of periodic management training needs assessment and needs assessment technique in

Note: the figures presented in the table are percentages, n=18 in EEPCo, n=24 in ETC

Statement	Response					
	EEPCo			ETC		
	Yes	No	Do not know	Yes	No	Do not know
organization analyze managers training needs periodically	22.2	17.7	61.1	16.6	41.7	41.7
Organization uses any technique to determine management training needs	11.1	5.6	83.3	8.3	12.6	79.1

Statement	Response	
	EEPCO	ETC
Selecting employees for management training is subject to the views of their bosses.	66.7	25
Selecting employees for management training depends on their willingness.	11.1	12.5
Selecting employees for management training depends on their annual performance appraisal.	44.4	50
Selecting employees for management training depends on their academic qualification and period of service.	77.8	87.5
Selecting employees for management training subject to the decision of committee.	38.9	16.7
Selecting employees for management training is subject to employees' requisite for training.	11.1	20.8

Table 3 responses about how employees are selected for management training

Note: the figures in the table are not mutually exclusive and the numbers are percentages of responses, n=18 in EEPCO and n=24 in ETC.

The responses shown in Table 2 indicated that most of the managers of EEPCo (61.1 percent) do not know whether there is periodic management training needs assessment in their corporation, and 41.7 percent of ETC managers also do not know whether there is periodic need assessment in their corporation. 17.7 percent of EEPCo managers and 41.7 percent of ETC managers respond that there is no periodic management training needs assessment in their respective corporation, and only 22.2 percent managers in EEPCo and 16.6 percent managers in ETC respond there is a periodic needs assessment in their respective corporations. In addition to these questionnaire responses, the interview conducted to both corporations' officials revealed that there is no periodic management training needs assessment, rather management training in both organizations is undertaken because of external forces such as government order through capacity building. According to Gupta²¹ needs assessment is an important step in the performance improvement business. It precedes the design and development of any human resource

²¹

development initiatives and according to Mondy and Noe²² in today's highly competitive business environment, undertaking programs simply because "other firms are doing it" is asking for trouble. Rather, a systematic approach to addressing bona fide needs must be undertaken. But in the training programs of EEPCo and ETC this vital step in the development step is escaped or may be done by the government in its civil service reform for all public organizations.

In addition, from the questionnaire respondents 83.3 percent of EEPCo managers and 79.1 ETC managers do not know whether their organization uses any technique to determine management training needs and only two managers from EEPCo and 3 managers from ETC replied yes when they are asked whether their organization uses any technique to determine management training needs. But the interview conducted to both organization officials revealed that there is no any systematic technique used to determine management training needs, rather the type of the training and its relevance for the managerial position are very determinant factors to select employees for management training. When managers are asked how employees are selected for management training in their respective organizations 66.7 percent of EEPCo and 25 percent of ETC managers replied selecting employees for management training is dependent on the views of their bosses, 11.1 managers in EEPCo and 12.5 managers in ETC indicated that selecting employees for management training is subject to their willingness, 44.5 percent of EEPCo managers and 50 percent of ETC managers replied that selecting employees for management training is dependent on their annual performance, 77.8 EEPCo managers and 87.5 percent of ETC managers respond that selecting managers for management training is dependent on their academic qualification and period of service, 38.9 percent of EEPCo and 16.7 percent of ETC managers respond that selecting managers for management training is subject to the decision of committee, and 11.1 percent of EEPCo managers and 20.8 percent of ETC managers respond that selecting employees for management training is subject to employees' requisite for training. The figures clearly indicated that in both organizations selecting employees for management training is more

²² Mondy, R. Wayne & Noe, Robert M. (1990) Human Resource Management, 4th ed. Massachusetts: Simon & Schuster, Inc. p276

dependent on their academic qualification and period of service. Relatively the views of bosses used more in EEPCo than in ETC to select employees for management training, and in both organizations employees' annual performance is considered similarly for selecting employees for management training. Employees' willingness and employees' requisite for management training are the least used methods in both organizations to select employees for management training, but relatively both are used better in ETC than in EEPCo.

Consideration of Personal and Task Objectives in Management Training Programs

Table 4 shows whether the organizations have a practice of reviewing specific job related as well as personal objectives of managers before embarking on any management training opportunities. This question is designed to see the culture of the organizations with regard to linking the specific work related objectives and personal objectives managers with the training programs undertaken. From table 4 it can be seen that most managers in both organizations (72.2 percent in EEPCo and 62.5 percent in ETC) agree specific job related objectives with their bosses before embarking on management development programs. Comparatively there is a good culture of agreement about specific work related objectives about work related objectives in EEPCo than in ETC. But a significant number of minorities in both organizations do not agree specific work related objectives. The absence of agreement about specific work related objectives observed in some of the managers of both organizations may create lack of direction to channel efforts toward specific purposes. In addition absence of agreement about specific work related objectives may create difficulty during evaluation of the results of the training programs in relation with the job of the managers.

Table 4: Responses about consideration of specific work related and personal objectives before training programs

Note: the figures presented below are percentages, n=18 in EEPCo and n=24 in ETC

Statement	Response			
	EEPCo		ETC	
	Yes	No	Yes	No
agree specific work related objective with bosses before embarking on any training opportunity	72.2	27.8	62.5	37.5
agree personal objective with bosses before embarking on any training opportunity	11.1	88.9	8.3	91.7

Table 4 also indicates that there is a poor culture of personal objective setting in both organizations before embarking on management training programs. Most of the managers in both organizations replied that there is no personal objective setting with their bosses before embarking on management training opportunities. This seems that the training program undertaken by both organizations doesn't fully consider the personal objective of their managers.

In-House or Outside Management Training Programs and Problems Associated With Each

Almost all respondents in both organizations replied that management training is given by outside consultants or training institutes and except two respondents from EEPCo and one respondent from ETC all replied that there is no in house management training programs given by the human resource specialists of the organizations. The interview conducted to both organizations officials also ensures this fact. But both organizations mostly use their internal facilities to conduct the training programs given by outside consultant. Where respondents indicated that there is no in-house training programs, they were further asked to identify the reasons why in house management training programs are not conducted. As table 5 shows the main reasons for not giving the training programs inside are lack of experts by 87.5 percent respondents in EEPCo and by 82.6 percent respondents in ETC and lack of courses for management training by 81.3 percent respondents in EEPCo and 56.5 percent respondents in ETC. Lack of facility and cost

consideration are not basic reasons for both organizations. In relative terms both lack of human resource experts and lack of courses for management training are more basic reasons in EEPCO than in ETC for not giving the trainings inside. The corporations because of not having in house management training program may lose control over the content of the training programs. In addition to this since having in house programs can help organizations spend a considerable time on organization related issues the organizations can also loose this benefit because of unavailability of in house management training programs.

Table 5 responses about the reasons why the organizations do not give in house training

Note: items presented below are not mutually exclusive and the numbers presented are percentages of responses where n=16 in EEPCo and n=23 in ETC.

Reason	Responses	
	EEPCO	ETC
lack of facility	6.25	-
lack of courses for management training	81.3	56.5
lack of experts for management training	87.5	82.6
cost consideration	25	13

Problems	Responses	
	EEPCo	ETC
Inappropriate course content	16.7	12.5
Inappropriate service and facilities	27.7	33.3
Incompetent trainers	55.5	16.7
Inappropriate training methods	11.1	12.5

Table 6 responses about the problems associated with outside management training programs.

Note: items presented below are not mutually exclusive and the numbers presented are percentages of responses where n=18 in EEPCo and n=24 in ETC.

When managers are asked about the problems associated with management training programs given by outside consultants or training institutes it seems that incompetent

trainers are basic problems in EEPCo as indicated by 55.5 percent of the respondents than in ETC which is indicated by only 16.7 percent of the managers. Inappropriate service and facility is another problem indicated by 33.3 percent of ETC managers and by 27.7 percent of EEPCo managers. Inappropriate course content and inappropriate training methods are indicated by few of the managers as a management training problem associated with outside consultants or training institutes.

Training Topics and Training Methods

In an attempt to determine what topics were included in the management training programs, respondents were asked to rate to what extent different topics were included. As table 7 shows most of the managers of both organizations indicated that almost all of the topics indicated in the questionnaire were included in the training programs. But comparatively performance management resource management, and communication were given more emphasis in the management training programs given to EEPCo managers and leadership, planning, and motivation were given more emphasis in the management training programs given to ETC managers. To see if there were other topics included in the management training programs and not indicated in the questionnaire a space was left in the questionnaire for respondents. EEPCo respondents mentioned that customer service, change management, quality management, project management, self management and management information system were included highly. ETC managers respond that strategic management and planning, customer service and change management were included highly.

Training Topics	Responses									
	EEPCo					ETC				
	Very highly included	Highly included	Moderately included	Less included	Not included	Very highly included	Highly included	Moderately included	Less included	Not included
leadership	55.6	11.1	33.3	-	-	91.7	8.3	-	-	-
motivation	55.6	11.1	33.3	-	-	66.7	16.6	12.5	4.2	-
communication	66.7	22.2	11.1	-	-	50	50	-	-	-
planning	55.6	33.3	11.1	-	-	75	12.5	12.5	-	-
resource management	66.7	33.3	-	-	-	45.8	37.5	12.5	4.2	-
performance appraisal	77.8	11.1	11.1	-	-	45.8	45.8	8.3	-	-
decision making/problem solving	55.6	44.5	-	-	-	41.7	58.3	-	-	-

Table 7 responses about topics included in management training

Note: items presented below are not mutually exclusive and the numbers presented are percentages of responses where n=18 in EEPCO and n=24 in ETC.

With regard to the training methods used by the two organizations to train managers there is similarity. All managers of both organizations respond that lectures are used for training managers. This use of lecture for training managers can provide the organizations with the advantages mentioned in chapter 2, but completely relying on lecture only can bring the disadvantages mentioned in the same chapter. Most managers of both organizations (88.9 percent from EEPCo and 83.3 percent from ETC) also indicated that case studies are used in the management training programs given to managers. Movie films, audiotapes, and computer based trainings are used better for management training in ETC than in EEPCo and role playing is used better in EEPCo than in ETC. very few or no respondents indicate the use of business/management games, one-to-one instruction and in basket exercise. Not using these methods of management training may keep away the benefits of the methods mentioned in chapter 2.

Training Method	Responses	
	EEPCo	ETC
Case study	88.9	83.3
Lectures	100	100
Business/ management games	11.1	4.2
movie films	33.3	54.2
role playing	55.5	20.8
one-on-one-instruction	-	4.2
computer based training	27.7	33.3
audiotapes	11.1	16.6
In basket exercise	-	-

Table 8 responses about training methods

Note: items presented below are not mutually exclusive and the numbers presented are percentages of responses where n=18 in EEPCo and n=24 in ETC.

Impact of Management Training

Trainings are conducted for a purpose. If trainings are conducted for a purpose questions can be raised about their impact on individuals as well on organizations. As Mondy and Noe²³ noted the credibility of human resource development can be greatly enhanced by showing that the organization benefits tangibly from such programs. In this research I

²³ mond, Mondy, R. Wayne & Noe, Robert M. (1990) Human Resource Management, 4th ed. Massachusetts: Simon & Schuster, Inc.

have tried to assess some impacts resulted from management training programs taken by EEPCo and ETC managers within the past two years. The first and the most basic question respondents were asked is whether their respective organizations evaluate the effects of management training programs on their jobs most managers of both organizations (83.3 percent EEPCO and 70.8 percent ETC) respond that there is no training impact assessment in their respective organizations. This response is also supported by the interview conducted to the human resource officials of both organizations. From this response it seems that the organizations may not know whether the training programs help to achieve organizational goals and it also seems they do not know the training programs worth the money spent for them.

Statement	Responses					
	EEPCO			ETC		
	Yes	No	Do not know	Yes	No	Do not know
evaluate the results of the management training programs after the training	5.6	83.3	11.1	12.5	70.8	16.7
	Yes	No	Not sure	Yes	No	Not sure
management training make any difference to be able to achieve performance targets	55.6	16.7	27.7	79.2	8.3	12.5
	yes		No	Yes		No
got any promotion or additional responsibility after taking any managerial training	16.7		83.3	8.3		91.7

Table 9 responses about training evaluation and impact on individual development and achieving performance targets

Note: the numbers presented are percentages of responses where n=18 in EEPCO and n=24 in ETC.

When managers are asked whether management training made any difference to achieve their performance targets as Table 9 most of the managers of both organizations respond positively. But still 16.7 percent of EEPCo managers and 8.5 percent of ETC managers respond the trainings they have taken did not make difference to achieve their performance targets, and 27.7 percent of EEPCo managers and 12.5 percent of ETC

managers are not sure whether the trainings make differences to achieve their performance targets.

One dimension to see the impact of management training on managers' development is looking at the promotions or additional responsibilities given to the managers. From this perspective the study revealed that 16.7 percent of EEPCo managers and 8.3 percent of ETC managers only given promotion or additional responsibility and the rest remain in their current position after taking the trainings this may indicate two things. First it can indicate that the management trainings given are not linked with the human resource plans to fill vacant positions based on the forecast made. Second it can indicate that the trainings given are designed to improve the performance of the managers in their current position only.

Managers were also asked to what extent the content of the trainings they have taken were relevant for their current jobs. 77.7 percent of the managers from EEPCo and 83.3 percent of the managers from ETC respond that the contents were highly relevant for their current jobs and 16.7 percent managers from each respond the trainings were moderately relevant for their current job. From the total of ETC respondents no manager respond the trainings were less relevant or not relevant for current jobs and only one manager (5.6 percent) from EEPCo respond the trainings were less relevant for his/her current job. This can give indication about the relationship between the designs of the training programs and current jobs performed by managers and also can indicate how well the trainings were designed and conducted to improve current performance.

Statement	Response							
	EEPCo				ETC			
	Highly relevant	moderately relevant	less relevant	not relevant	Highly relevant	Moderately relevant	Less relevant	not relevant
To what extent the contents of the trainings were relevant for current job?	77.7	16.7	5.6	-	83.3	16.7	-	-
	Highly related	moderately related	less related	not related	Highly related	Moderately related	Less related	not related
To what extent the contents of the trainings that you have taken were related with the long-term strategy of the organization?	55.5	44.4	-	-	79.2	20.8	-	-
To what extent the management trainings were related to the skills needed to progress career?	38.9	44.4	11.1	5.6	20.8	50.0	29.2	-

Table 10: responses about the relevance of trainings for managers' current job and the relationship between the training contents and the organizations long term strategy, and employees' skill requirement for career progress

Note: the numbers presented are percentages of responses where n=18 in EEPCo and n=24 in ETC.

As Table 10 shows when respondents were asked to what extent the contents of the trainings they have taken were related with the long term strategies of their organizations 55.5percent of EEPCO managers and 79.2 percent of ETC managers respond that the

training contents were highly related with the long term strategies of their respective organization and 44.4 percent of EEPCo managers and 29.8 percent of ETC managers respond the trainings were related with the long term strategies of their respective organizations. No manager in both organizations responds the trainings were less related or unrelated with the long term strategies of the respective organizations. In a comparative term ETC is in a better position than EEPCo to relate the training program contents with the long term strategy of the corporation.

Managers when asked to what extent the trainings they have taken were related with the skills they need to progress their careers most managers of both organizations respond that the contents were either highly or moderately related with the skills they need to progress their career. This response may indicate the managers have the desire to work with their current organizations or to work in similar organizations since the trainings given were based on the organizations need rather than by considering personal objectives or training needs. But still a significant number of minorities in ETC indicated that the trainings they have taken were not related with the skills they need to progress their career.

Table 11 responses about the match between managers expectations and management training programs.

Note: the numbers presented are percentages, n=18 EEPCo and n=24 ETC

	EEPCo					ETC				
	Far less than expectation	Some what less than expectation	met expectation	some what more than expectation	Far exceeds expectations	Far less than expectation	Some what less than expectation	met expectation	some what more than expectation	Far exceeds expectations
On average to what extent did the training programs measure up to expectations?	-	5.6	77.7	16.6	5.6	-	-	91.7	8.3	-

Finally a question was also included in the questionnaire to assess the extent of the match between the training program and the expectation of the individuals from the trainings.

Since a manager can take more than one training, and since different trainings can meet different level of expectations respondents were asked to rate the trainings on the average. As table shows for 9.7 percent of ETC managers and for 77.7 percent of EEPCo managers the trainings meet their expectations and for 91.7 percent of ETC managers the trainings meet their expectations. For 3 managers in EEPCo and for 2 managers in ETC the trainings were somewhat more than expectation. The trainings were also somewhat less than expectation for one manager in EEPCo.

Chapter 4

Conclusions and Recommendations

4.1 Conclusions

This paper has been about management development through training in EEPCo and in ETC. The paper studied the status of management development in EEPCo and ETC and compared the relative status of the two organizations. Based on survey the following conclusions are reached.

Both EEPCo and ETC has a management training plan and they also budget money to undertake management training program. Based on the responses from the questionnaire management training is significantly the priority of top management in both organizations, and in comparison management training is more of top management's priority in ETC than in EEPCo. Management training is also clearly supported by both organizations top management and again the level of support provided by ETC management is relatively better than the support provided by EEPCo management.

ETC managers are more confident than EEPCo managers to respond their organization has a written management development policy. And the interview conducted also revealed that even if it is not detail and clear ETC has a written management development policy but EEPCo does not have a separate management development policy rather its human resource development plan includes a statement about management development. Most respondents of both organizations are not consulted about management development policy in their respective organizations. Most managers know the responsible body for management policies in their respective organizations and it is the responsibility of Human Resource Development Department in EEPCo and the Human Resource and Organizational Development in ETC.

Both EEPCo and ETC do not have a periodic management training needs assessment and mostly the selection of employees for management training in EEPCo is more dependent on academic qualification, length of service, the views of bosses, annual performance

appraisal, and the decision of committee. In ETC selecting employees for management training is highly dependent on academic qualification, period of service, annual performance of employees than EEPCo. And it is less dependent on the view of subordinates and the decision of committee in ETC than in EEPCo. Employees' willingness and requisite for management training are not that much used in both organizations to select employees for management training, but relatively these things are used better in ETC than in EEPCo.

A significant number of managers in both organizations respond that they agree specific work related objectives with their managers before embarking on management training programs. The research also revealed that there is a poor culture in both organizations with regard to setting personal objectives before going to the management training programs.

Almost all the management training programs carried out by both ETC and EEPCo are offered by outside consultants and training institutes. Based on the response of managers of both organizations the reasons are similar for not giving the trainings inside. The most basic reasons for both organizations are lack of experts for training and lack of courses for management training. Incompetent trainers are the basic problems associated with the management training programs offered by outsiders to EEPCo managers than to ETC managers and inappropriate service and facilities are more of problems for ETC managers than EEPCo managers associated with management training given by outsiders.

Management training topics included in both organizations management training programs are very similar and they include almost all the basic managerial topic. EEPCo managers have taken trainings related with project management, self management, quality management and management information system that are not mentioned by ETC managers.

Lectures and Case studies are the most widely used training methods to train managers in both organizations. Additionally movie films are used well in ETC than in EEPCo to train managers and role playing is used well in EEPCo than in ETC to train managers.

A major weakness have been observed by the researcher in both organizations with regard to evaluation of impact of management training efforts on the managers actual work related performance.

Even if the trainings managers have taken in both organizations help them significantly in their achievement of performance targets the impact is more positive for ETC managers than to EEPCo managers.

Very few managers in both EEPCo and ETC have given promotion or additional responsibility after taking management trainings. this leads the researcher to conclude that the trainings were either not given based on the future requirement of managers for promotion or additional responsibility indicated by the human resource plan or they have been intended to improve performance of managers in their current positions.

The contents of the trainings given by both organizations were highly relevant with most of the managers' current job and were related with the long-term strategy of the respective organizations. The contents of the trainings taken by the managers were also moderately related with the skills most managers need to progress their career.

Finally a fairly higher similarity has been observed in the resulted obtained from both organizations; the writer of this paper believes that the similarities could be because of the following reasons. The first one is that both are government owned organizations and they are under one ministry (ministry of infrastructure) therefore similar instructions with regard to management training may be given for both from top that can result in similar application. The second reason could be because both organizations deliver service to the public extensively that can create similarity in the management training programs given for their managers. Third both organization use technology extensively to undertake their basic operations this can also create similarity in the training programs given to the managers. Finally the similarity of the different aspects of the management trainings in

both organizations can be because of their monopoly status in the country to generate electric power (by EEPCo) and to undertake telecommunication operation (by ETC)

4.2 Recommendations

Organizations that want to effectively deliver their services like EEPCo and ETC or wants to compete in the twenty-first century's dynamic environment must pay careful attention to management training. A managerial training system should be incorporated into the corporate culture of an organization to avoid the negative individual and organizational consequences caused by ineffective training practices. Both EEPCo and ETC should know that effective training requires knowledge, time, and discipline, and is best achieved when managers at all levels and HR managers function in harmony to achieve the common goal to create a high performance management work force. EEPCo and ETC should also consider that management training must be planned, and it needs a written policy and must be a top management priority and clear support should be provided by the top management. Doing all these things by both organizations can improve their commitment to management training programs. In addition to these, communicating managers about organizational general plans and consulting them about training policies is very essential if the plans as well as the training policies are expected to be successful currently as well as in the future.

Assessing training needs affects setting the objectives, designing the curricula, selecting the trainers, adopting certain training methods and evaluating the training programs. Therefore, both organizations should have periodic needs assessment to determine employees training needs. Since need assessment is the starting point in designing training programs more attention should be paid to this process, in terms of selecting more practical approaches, taking into account the aspects of the environment in which the employees work and selection of better-qualified managers who are responsible for such activity. In addition employees for management training should be selected based on the information provided by the appropriate training needs assessment techniques rather than simply selecting them without systematic needs assessment technique.

Since both ETC and EEPCo has got internal facilities that can be used for management training they should give emphasis for developing in house courses for management training and hiring competent human recourse experts for management training that can provide them with different advantages including cost saving, having better control over the course content, spending considerable time on company related issues, and involving key company executives in the teaching.

To avoid the problems associated with management training programs given by outsiders it is necessity for the corporations to establish effective relationships with organizations specializing in management training and development in order to benefit from their experience and facilities.

Even if no single training method is superior to all other training methods and nature of the material to be presented, the number of persons to be trained, the background and ability of the trainees, the kind and amount of equipment available, the time that can be devoted to training, and the results to be achieved, must all be considered when determining the best method for a particular training program, ETC and EEPCo should consider the different training methods rather than relying on only few methods. For ETC and EEPCo or their partners for management trainings, when possible it is best to pick a method that encourages active participation by the trainee and provides adequate feedback. This increases the likelihood that what is taught in training will be retained and later applied.

One most important aspect of a management training program in terms of increasing effectiveness is evaluation. The old saying holds: "that which gets measured gets done". Both ETC and EEPCo should consider measuring the results of training programs given for their managers. Measuring post-training results indicates how well the information learned transferred to the job. For training to be beneficial to the company, it must be applied.

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Appendix

**Addis Ababa University School of Graduate Studies
Faculty of Business and Economics
Master of Business Administration (MBA) program**

Questionnaire to be filled by management staff

The purpose of this study is to assess the overall status of management development program undertaken through training in Ethiopian Telecommunication Corporation and in Ethiopian Electric Power Corporation. This questionnaire is meant to secure relevant data to the study. Therefore, your valuable support in responding to the questions raised is of paramount importance to the success of the study.

Hence, I sincerely request you to fill the questionnaire so carefully. The quality and quantity of information you provide determines the ultimate reliability of the study. Thank you in advance for your every cooperation.

N: B

- There is no need to write your name
- This questionnaire has no any intention except is solely for academic purpose and its confidentiality is maintained intact.
- For open-ended questions a space is provided, if the space is not sufficient, please use the back of the paper or separate paper whichever suits you.
- Close-ended questions are answered by placing check mark on the blank space.

General Bio-data

1. Sex Male _____ Female _____

2. Age _____

3. Education
Below grade 12 _____ 12th grade complete _____ Certificate from vocational school _____
Diploma _____ First Degree (BA/B.Sc/L.L.M/M.D) _____
Second Degree (MA/MBA/MS.c/L.L.M) _____ Third Degree (PH.D) _____
Other (please specify) _____

4. Service years in this organization _____

5. Current Position _____

6. Monthly basic salary
Below 1000 _____ 1500-2000 _____ 2500-3000 _____
1000-1500 _____ 2000-2500 _____ Above3000 _____

Questions on Management Training

1. Does your organization have a management training plan to ensure that managers are competent?

Yes _____ No _____ Do not know _____

2. Does your organization budget money to ensure effective management training?

Yes _____ No _____ Do not know _____

3. Is training managers a top management priority in your organization

Yes _____ No _____ Do not know _____

4. Does top management in your organization provides clear support for management training?

Yes _____ No _____ Do not know _____

5. Does your organization have a written management development policy?

Yes _____ No _____ Do not know _____

6. Do you know who is responsible for management development policy in your organization?

Yes _____ No _____

7. If your answer for question no 16 is yes please mention the responsible body for management development policy.

8. Are you consulted about management development policy in your organization?

Yes _____ No _____

9. Does your organization analyze managers training needs periodically?

Yes _____ No _____ Do not Know _____

10. Does your organization use any technique to determine management training needs?

Yes _____ No _____ Do not Know _____

11. If your organization uses any technique, how often your organization uses the following techniques? If you know any other technique/s not mentioned please write it/them on the space provided against letter D.

Note: the figures are not mutually exclusive

Never Seldom Occasionally Often Very often

A. Distributing surveys to the management units as a method of identifying the employees' training needs

B. Using discussion with managers and interview of managers

C. Analyzing the annual report about the managers's performance _____

D. Other technique not mentioned above _____

12. Please tick on the methods used by your organization to select employees for management training. If you have some other method/s not mentioned please write it/them on the space provided against letter g.

Note: the figures are not mutually exclusive

A. Selecting employees for management training is subject to the views of their boss _____

B. Selecting employees for management training depends on their seniority and willingness _____

C. Selecting employees for management training depends on their annual performance appraisal _____

D. Selecting employees for management training depends on their academic qualification and period of service _____

E. Selecting employees for management training subject to the decision of committee _____

F. Selecting employees for management training is subject to employees requisite for a training _____

G. Other method/s not mentioned above _____

13. Do you agree specific work related objectives with your boss before embarking on any development opportunity?

Yes _____ No _____

14. Do you agree personal objectives with your boss before embarking on any development opportunity?

Yes _____ No _____

15. Does your organization give management training by the human resource specialists within the organization?

Yes _____ No _____

16. If your answer for question number 13 is No, please tick on the reasons for not giving the training programs inside?

Note: the figures are not mutually exclusive

- A. lack of facility _____
- B. lack of courses for management training _____
- C. lack of experts for management training _____
- D. cost consideration _____
- E. other/s (please specify) _____

17. If your answer is Yes for question number 13 indicate on the problems (if any) you observed in the management training programs given within the organization?

Note: the figures are not mutually exclusive

- A. inappropriate course contents _____
- B. inappropriate service and facilities _____
- C. Incompetent trainers _____
- D. Inappropriate training methods _____
- E. Others (please specify) _____

18. Does your organization undertake management training through training institutes or outside consultants?

Yes _____ No _____

19. If your answer for question 16 is yes indicate on the problems (if any) you observed in the management training programs given by training institutes or outside consultants?

Note: the figures are not mutually exclusive

- A. inappropriate course contents _____
- B. inappropriate service and facilities _____
- C. Incompetent trainers _____
- D. Inappropriate training methods _____
- E. Others _____

20. Totally for how many days you have participated in management training programs for the last two years? _____

21. To what extent the following topics have been included in the training programs that you have participated? If there is any other topic not mentioned please write on the space provided against letter H.

Note: the figures are not mutually exclusive

	Very highly included	Highly included	Moderately included	Less included	Not included
A. leadership	_____	_____	_____	_____	_____
B. motivation	_____	_____	_____	_____	_____
C. communication	_____	_____	_____	_____	_____
D. planning	_____	_____	_____	_____	_____
E. resource management	_____	_____	_____	_____	_____
F. performance appraisal	_____	_____	_____	_____	_____
G. decision making and problem solving	_____	_____	_____	_____	_____
H. _____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

22. Please indicate on the following training methods used in the management training programs you have participated. If there is any other method/s not mentioned please write it/them on the space provided against letter J.

Note: the figures are not mutually exclusive

A. Case study	_____
B. Lectures (with questions)	_____
C. Business/management games	_____
D. movie films	_____
E. role playing	_____
F. One-on-one instruction	_____
G. Computer-based training	_____
H. Audiotapes	_____
I. In-basket exercise	_____
J. _____	_____
_____	_____
_____	_____

23. To what extent the contents of the training that you have taken are relevant for your current job?

Highly relevant _____ Moderately relevant _____ Less relevant _____ Not relevant _____

24. To what extent the contents of the training that you have taken are related with the long-term strategy of your organization?

Highly related _____ Moderately related _____ Less related _____ Not related _____

25. To what extent the management trainings you have participated are related to the skills you need to progress your career?

Highly related _____ Moderately related _____ Less related _____ Not related _____

26. Does your organization evaluate the results of the management training programs after the training?

Yes _____ No _____ Do not know _____

27. Have you get a ny promotion or a dditional r esponsibility i n your p osition a fter t aking a ny managerial training?

Yes _____ No _____

28. Does management development make any difference to you being able to achieve your performance targets?

Yes _____ No _____ Not sure _____

29. On average to what extent did the training programs you have participated measure up to your expectations?

Far less than expectation	Some what less than expectation	Met expectations	Somewhat more than expectations	Far exceeded expectations
_____	_____	_____	_____	_____