



SEEK WISDOM, ELEVATE YOUR INTELLECT AND SERVE HUMANITY!



Practice and Challenges of Management Development Program in
Education Sector in Addis Ababa City. The Case of Government's
Polytechnic Colleges

BY:

BEDILU WOLDEYOHANIS BARKACHEW

A THESIS SUBMITTED TO THE COLLEGE OF BUSINESS AND
ECONOMICS OF ADDIS ABABA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
MASTERS DEGREE OF PUBLIC MANAGEMENT AND POLICY
IN THE DEPARTMENT OF PUBLIC ADMINISTRATION AND
DEVELOPMENT MANAGEMENT

ADDIS ABABA UNIVERSITY
JULY,2019

ADDIS ABAB UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS MPMP PROGRAM
PRACTICE AND CHALLENGE OF MANAGEMENT DEVELOPMENT
PROGRAM IN EDUCATION SECTOR IN ADDISS ABABA CITY: THE
CASE OF GOVERNMENT’S POLYTECHNIC COLLEGES

BY: - BEDILU WOLDEYOHANIS

Approved by Board of Examiners

Chairman, Department, Graduate Committee Signature

Signature

Advisor Signature

Signature

Internal Examiner Signature

Signature

External Examiner Signature

Signature

Signature

Signature

Deceleration

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

Declared by:-

BEDILU WOLDEYOHANIS

ID. NO GSR/6348/10

Advisor:-

Yohanis Workaferahu(phD)

Acknowledgments

First and foremost, my greatest and heartfelt thanks go to my advisor, Yohannes Workaferahu (Ph.D), for his scholarly comment and unreserved guiding on critical issues of this study. I am grateful for his tireless and kindness attitude towards assisting and encouraging the advisee. I am sure this thesis would not be practical and submitted without his unreserved help.

Many people have contributed to the completion of this thesis specially Asfawossen shimelash Bekele and other friends. Thus, I am highly indebted for their genuine and unreserved material, moral and technical support throughout my study life.

I would also like to express my special thanks to all staff members of colleges especially Adefiris Germen for his co-operation in providing me with the necessary data.

Finally, my special thanks also go to my wife Etsegenet Delele for her tolerance, morale and encouragement during the study.

Contents	Page
<u>Acknowledgments</u>	iii
<u>List of Tables</u>	vii
<u>List of Figures</u>	viii
<u>Acronyms</u>	ix
<u>Abstract</u>	x
<u>CHAPTER ONE</u>	1
<u>1. INTRODUCTION</u>	1
<u>1.1 Background of the study</u>	1
<u>1.2 Statement of the Problem</u>	3
<u>1.3 Research Questions</u>	6
<u>1.4 Objective of the study</u>	6
<u>1.4.1 General objective</u>	6
<u>1.4.2 Specific objectives</u>	6
<u>1.5 Significance of the study</u>	6
<u>1.6 Delimitation of the study</u>	7
<u>1.7 Limitation of the study</u>	7
<u>1.8 Operational definition of terms</u>	7
<u>1.9 Organization of the study</u>	8
<u>CHAPTER TWO</u>	10
<u>REVIEW OF RELATED LITERATURES</u>	10
<u>2.1 Concepts of management</u>	10
<u>2.2 Levels of management in the organization</u>	10
<u>2.3 Management development</u>	11
<u>2.4 Importance of management development</u>	12
<u>2.4.1 Strategic Plan</u>	12
<u>2.4.2 Developing managers for more responsibilities</u>	13
<u>2.4.3. Preparing managers for responding to the external change</u>	13
<u>2.4.4 Helping to develop the learning organization</u>	14
<u>2.5 Management development policy</u>	14

<u>2.6 Characteristics of effective MD process</u>	15
<u>2.7 Focus of management development programs</u>	15
<u>2.8 Management Development and Technique</u>	16
<u>2.8.1 Training</u>	16
<u>2.8.2 Training process</u>	17
<u>2.9 Management development cycle</u>	19
<u>2.9.1 Management development needs assessment</u>	19
<u>2.9.2. Organization</u>	20
<u>2.10 Management development practices in Africa</u>	20
<u>2.11 Management development practice in Ethiopia</u>	21
<u>2.12 Management development practice in government polytechnic colleges</u>	22
<u>CHAPTER THREE</u>	24
<u>RESEARCH DESIGN AND METHODOLOGY</u>	24
<u>3.1 Research design</u>	24
<u>3.2 Research method</u>	24
<u>3.3 Sources of data</u>	24
<u>3.4 Populations of the study</u>	25
<u>3.5 Data gathering instruments</u>	25
<u>3.5.1 Questionnaires</u>	26
<u>3.5.2 Interview</u>	26
<u>3.6 Validity and reliability of the instruments</u>	27
<u>3.7 Pilot test</u>	27
<u>3.8 Data analysis method</u>	28
<u>3.9 Ethical concern and consent statement</u>	28
<u>CHAPTER FOUR</u>	29
<u>DATA PRESENTATION, ANALYSIS AND INTERPRETATION</u>	29
<u>4.1. Introduction</u>	29
<u>4.2 Background information about the respondents</u>	29
<u>4.3 Major challenges involved in management development practices</u>	31
<u>4.4. Practice in management development need assessment of individual level</u>	36
<u>4.5. Practice in management development need assessment on College's working environment training needs assessment at job level</u>	42
<u>4.6 Organizational level training needs assessment</u>	43

<u>4.7 Organizational level need assessment based on vision and mission</u>	44
<u>4.8 Effectiveness of the management development practices</u>	46
<u>CHAPTER FIVE</u>	51
<u>SUMMARY OF FINDINGS, CONCLUSIONS, AND ECOMMENDATIONS</u>	51
<u>5.1 Major findings</u>	51
<u>5.2 Major problem in management development practices</u>	51
<u>5.2.1 Management Development/training practices</u>	52
<u>5.3 Practice of development management</u>	52
<u>5.3.1 Need assessment practices for management development at individual level</u>	52
<u>5.3.2 Training Needs Assessment at Job Level</u>	53
<u>5.3.3 Organizational level needs assessment of the Colleges based on vision and mission</u>	53
<u>5.4 Effectiveness of the management development practices</u>	54
<u>5.5 Conclusion</u>	55
<u>5.6 Recommendation</u>	56
<u>References:</u>	59
<u>Annexes</u>	63

List of Tables

Table 1.	Number of questionnaires distributed and collected	26
Table 2.	Background Information about the Respondent.....	29
Table 3.	Major challenges involved in management development practices	31
Table 3.1	Major challenges involved in management development practices	34
Table 4.	Need assessment practices for management development at individual level	37
Table 4.1	Need assessment practices for management development at individual level	39
Table 5.	Needs assessment at job/working environment level	42
Table 6.	Organizational level need assessment of the college based on vision and Mission	44
Table 7.	Effectiveness of the management development practices	47
Table 7.1	Effectiveness of the management development practices	49

List of Figures

Figure 1: Training Process	17
----------------------------------	----

Acronyms

DC: Department Coordinator

HD: Department Head

HRD: Human Resources Development

HROD: Human Resource and Organizational Development

MD: Management Development

MOE: Ministry of Education

OD: Organizational Development

SPSS: Statistical Package for Social Science

SHRM: Strategic Human Resource Management

TVET: Technical and Vocational Education and Training

VD: Vice Dean

DC: Department Coordinator

DH: Department Head

Abstract

The general objective of this research was to assess the practices and challenge of Management Development in government of polytechnic colleges in Addis Ababa. Descriptive survey research design was employed. The research both quantitative and qualitative research approach was used. Also, take as a study population all the colleges' managers that worked in different managerial position levels. Data gathering instruments were employed mainly, closed and open ended questionnaire interview. In this effect, mean, standard deviation and frequency percentage was employed to data analysis. The findings clearly show there was a limited attention to MD programs intervention in government colleges..Therefore, according to the findings that gathered from the data there were less support and less follow up practice of MD programs in the colleges as compared to its importance. Key recommendations include for different groups that was for the government and top responsible bodies that establishing effective and institutionalized MD system in the colleges, develop MD policy, strengthen and empower the responsible department to properly manage the separate MD practices of individual departments, undertaking the whole MD cycle very carefully and in a continuous base also for individual managers motivated to do self development by using different mechanisms.

Key words; management development program, polytechnic college

CHAPTER ONE

1. INTRODUCTION

This research intended to assess the practice and challenge of management development program towards Government Polytechnic Colleges in Addis Ababa administration. This chapter includes background of the study, statement of the problem, research questions, general objective, specific objectives of the study, significance of the study, delimitation of the study, limitation of the study, operational definitions of terms.

1.1 Background of the study

All organizations are very important to know their developmental corner stone as means of achieving the objective in the organizations. Organization is the process of integrating the work, who individual and groups have to accomplish with the facilities needed for its performing, that the duties to be performed and also it is the best road map for the efficient, systematic, positive and coordinated application of the available efforts.

Every organization is always on going activities and this activities lead to change. Changes are continuously happening in the organizations by itself, where the environment which the organization operates, the people who work in the organization as Armstrong (2006) Therefore, in this non stopping world the change of the organizations are the key factors to survive the long period of time with the maximum achievements of the stated objectives of the organization.

According to Gasskov (2000), Technical and vocational education and training is a type of education in which individuals acquire knowledge and different type of skills which help to satisfy intermediate level of society's needs of manpower and creating employment opportunities to the citizens.

An organization can also use development practices to try to overcome deficiencies in managers by using different types of management development practices as Drucker (1986:72) & Ed Snape (1997).

Nowadays' this full of competitive world there is no success and winning mentality creating without development of managers those who are leading the organizations .Moreover, the development of managers is not the matter of choice rather it is the matter of survive existence with its sustainable growth and development of the organizations to meet their objectives and give benefits for the society through developing the decision making practices of managers the reason why, “managers are major decision makers in any organization” according to Ed Snape (1997:85).

An effective and efficient management development program process is very important to the organizational success. To be generalized the overall purpose can be described as one of increasing the organizations present and future capability in attaining its goal. So, to change the organization in this competitive world changing the managers through different management development practice is mandatory according to Maxwell (2009).

Management development is concerned with improving the performance of managers in their present roles and preparing them to take on greater responsibilities in the future as Armstrong (2009) indicates. By taking to this in to account, organizations can provide support through a range of related activities such as using development centers (universities, colleges, training centers), facilitate personal development plan and motivations, coaching, mentoring, performance management, and other related methods.

Meanwhile, management development improves managers' performance, gives upgrading from current status and developmental opportunities for every level of managers, and provides for management succession because when the managers get training and development chances, they can know about the basics of management functions like delegation and successions of the managerial activities of employees and other necessary issue.

The essence of management development gives a benefit to all parts that for the achievement of future objectives of the organization as the same point give a benefit to individual managers for the development of personal career and personal professional goal.

Hence, government Polytechnic colleges to be effective as the stated vision and mission of the country's quality of education it need study about its management development practice for the development of all managerial positions. In addition to that, to proactively and relentlessly prepare managers for the new challenges and realities in regarding to managerial and organizational change in the globalization world of management development approaches of the training should be adjusted accordingly. Therefore, in this study the researcher assessed and described the practice and challenge of management development program in Polytechnic TVET Colleges.

1.2 Statement of the Problem

Globally, organizations need the issue of management development program because the organization's effectiveness and efficiency directly related to the managers development and well done experience of in each individual managerial assignments (Drucker ,1986).

In additions, in Africa the issue of management development practice has a long period of time in the few countries of the continent particularly South Africa has significantly benefited from the experience of developing managers by using different methods according to the explanation of scholars by doing this countries were benefited on the different sectors and that encourages for the future plan (Itika, 2011, Tchombe, 2011).

Similarly, in Ethiopia the issue of management development has a significant concern by the government and private organizations (Teferi, 2013) states in his thesis about the establishment purpose of Ethiopian Management Institute " coming from its predecessors EMI was created in 1984 as a management institution initially to enhance the management development capabilities of government institutions" therefore, as the finding in Ethiopia the objective of the management institutes either federal or regional, initially their establishment was to develop and enhance the capacities of managers in the organization.

However, the issue of management development in Ethiopia seems like has less attention as the researcher could not find directly related studies about management development program in concerning polytechnic colleges in Addis Ababa. However, a thesis findings that conducted by Gizachew Tekle (2014) entitled; The practice and challenge of human resources development in some selected government colleges of Entoto, Misrak and General Wingate TVET colleges in Addis Ababa.

Gizachew's research objective was assessment on human resource development practice and challenges; the research on concerned some selected polytechnic colleges about human resources. But, in this research that is the study under discussion is focused on the beneficiaries of the MD practices in the case of managers those worked government polytechnic colleges in Addis Ababa.

As stated in the objective of the study part the major objective of the research was to assess the practices and challenge of management development program in the case all government's polytechnic colleges in Addis Ababa.

According to, the researcher experience in the working position and the practices in observed on the ground and the reason why he wanted to study only government polytechnic colleges in the whole organizational environment every managers face different types of responsibilities and accountabilities to complete their assignments successfully managers need a special type of management development.

Technical and Vocational Education and Training (TVET) Colleges are established to create a competent, motivated, adaptable and innovative workforce in Ethiopia is contributing to poverty reduction, social and economic development through facilitating demand-driven, high quality technical and vocational education and training, relevant to all sectors of the economy, at all levels and for all people.

Therefore, polytechnic colleges had wide responsibilities and to fulfill the stated vision and mission properly it is better to give the most attention to the motor of the success of the goals those are managers. Among different accountability and responsibilities of managers the most crucial ones like; policy and decision makers additionally, coordinators of all the resources from human to the other of the institutions.

In addition to this, different literatures tells about the necessity of the issue particularly Armstrong (2009) said: "in reality managerial work is relatively disorganized and fragmented, and this is why many practicing managers reject the simplistic solutions suggested by some formal management training programs." that is why, the management development programs were essential and give the opportunity to individual managers understand the disorganized activities and enhance their managerial capacity to manage the fragmented activities in the organization so, it needs a research to build the managers capacity in different aspect. Kantar (1989) mentioned in Armstrong (2009) has said: "managerial work is undergoing such enormous and rapid change that many managers are reinventing their professionals they go." To the reason of these and other factors to study about management development programs was very crucial. On top of this, in history the issue of management development was the missing part in the training and development ideas as indicated by (Richard, 2001).

Similarly, as per the issue was very essential there was not any previous research in the particular organization regarding to management development and that increased the sensitivity and at the same time the benefits of the study because of this, the researcher more interested to conduct this study to assess the practices and challenge of management development in the case of polytechnic colleges.

In addition, all types of organizational managers need the management development activities to be efficient and effective in the organizational major and minor objectives. In order to that, organizations develop and plan the management development programs to overcome the challenges and maximize the organizational objectives. Because, today's global market has more challengeable and increased competition to all country and organization imply that efficiency and

flexibility are urgent necessities to survive. In this regard the inputs of every management in the organization is very significant therefore, the management development programs helps more.

Considering those crucial realities that exist in the ground and the key roles that played by Government Polytechnic colleges have given a great attention by the researcher to undertake descriptive research in the area so, as to uncover management development practices and problems. For that reason, the study was assessed the prospect that helps to enhance the practice of management development in colleges. Therefore, to assess the degree of practices and challenge of management development programs in polytechnic colleges the study was guided by the basic research questions

1.3 Research Questions

1. What are the practices of management development in government polytechnic colleges in Addis Ababa city?
2. What are the challenges of management development in government polytechnic colleges?
3. How is strategic effectiveness achieved on management development of government polytechnic Colleges?

1.4 Objective of the study

This research has general and specific objectives to achieve at the end of the study.

1.4.1 General objective

The general objective of this research was to assess the practices and challenges of management development in Government Polytechnic Colleges.

1.4.2 Specific objectives

1. To identify challenges of management development in government polytechnic colleges
2. To identify management development practice in government polytechnic colleges.

3. To identify strategy effectiveness in government polytechnic regarding management development.
4. To recommend possible suggestions related to management development practice for government polytechnic colleges.

1.5 Significance of the study

This study on the practice and challenge of management development towards government polytechnic colleges in Addis Ababa will have numerous significances as follows.

First, the study makes a researcher to be more familiar to the practice and challenges, as well as how to conduct research and also to be awarded MA degree of Public Management and policy.

Second, the study helpful to government and non government polytechnic colleges as it will make them aware of management and development practice and challenges.

Thirdly, this study on practice and challenge of management development towards polytechnic colleges in Addis Ababa act as frame work and references to other researchers to do the same research or the related researches as it acts as the guidelines to them.

1.6 Delimitation of the study

This study examines practice and challenge of management development program in government's polytechnic colleges in addis ababa. As egard to the colleges, the study is delimited to polytechnic colleges namely, Misirak polytechnic, Nifas Silk polytechnic, General Wingate polytechnic ,Addis Ababa polytechnic, Entoto polytechnic and Akaki Kality colleges. Government's polytechnic colleges are six in addiss ababa city administrations and colleges' manager as its population.

1.7 Limitation of the study

Some departments' leaders in the colleges are less voluntary to take questionnaire claiming time constraints also some of the deans were too much busy to give the interview. Even though who took questionnaire to complete had taken several days. Therefore, the researcher had to wait

several days to collect the questionnaire. Hence, the time and unavailability of some department leaders and due to some office works were among major constraint faced by the researcher during conducting of this study. This may have affected the depth of analysis and inclusions of some relevant findings about practice and challenge of management development program in the study government's polytechnic colleges. But the researcher used different techniques to handle these constraints and finalized this thesis.

1.8 Operational definition of terms

Education: Has a less immediate and less specific application than training and is often perceived as being delivered in educational institutions. Education is regarded as encompassing knowledge, skills, and attitudes.

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

Efficiency: Degree of capability or productivity of a process, such as the number of cases closed per year or tasks accomplished per unit cost.

Management: is the process of defining goals, determine the resources - people, finance, work system and technology - required to achieve the goals, allocate those resources to opportunities and ensure that those activities take place as planned in order to achieve predetermined objectives.

Management development: management development is enhancing the performance of managers by using different training and non training techniques to achieve the maximum of the objective of the organization.

□ **Top level management:**-Are responsible for setting the overall direction of a company and making sure that major organizational objectives are achieved, (Terry, 2011).

□ **Middle level management:**-Are intermediary between top and lower management, with the role of designing, selecting, and carrying out plan of an organization towards its overall goals (Terry, 2011).

□ **Low level management:**- The lower level management informs the workers about the decisions which are taken by the management and inform the management about the performance, difficulties, feelings and demands of the workers.

TVET: Technical and vocational education and training is a type of education in which individuals acquire knowledge and different type of skills which help to satisfy intermediate level of society's needs of manpower and creating employment opportunities to the citizens.

Training: training involves the application of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily.

Polytechnic TVET colleges: Polytechnic colleges means a governmental or nongovernmental or private polytechnic governmental enterprise polytechnic colleges having a legal entity provides technical and vocational education and training with level 1, level 2, level 3, level 4, level 5 and other market oriented short term trainings; (proclamation No 49/2008)

1.9 Organization of the study

The research proposal composed of five different chapters; the first chapter deals with the problem and its approach whereby background of the problem, statement of the problem, objective of the study, significance of the study, delimitation, limitation and definition of operational terms. The second chapter presents the review of related literatures that lays conceptual framework of the study. The third chapter discusses the research design and methodology which is followed by chapter four where presentation and analysis of data would be handling. While chapter five presents summary of the findings, conclusion and recommendation of the study. Finally, list of reference material used for the study, final questionnaires.

CHAPTER TWO

REVIEW OF RELATED LITERATURES

This chapter deals about the review of literatures that are closely related to the problem under study with a view to create deeper understanding and appreciation on the subject and why it is vital within dynamic competitive environment. Accordingly, the burning issues that deserve critical discussion in this chapter include general concepts of management development and overview practice in Ethiopia and in addition to that, the experience of polytechnic Colleges.

2.1 Concepts of management

According Koontz (1988), management describes as "the process of designing and maintaining an environments in which individuals, working together in groups, accomplish efficiently selected aims." the management part of the organization is very crucial that is because, as Koontz it involves from every process designing to organizing individuals to the stated objective.

Management is essential to every organization by monitor the working environment to every stakeholders by doing so, the organization maximize the benefits either financial or others since the environment of the organization is attractive and inclusive that minimize the losses of the organizations.

The concept of management particularly in the era of globalization seems like fundamental that is why it helps to promote and keep working together in group for efficient achievement of the goals of the organization. In addition to this, the concept of management in the organization is very useful for the current organization to assure the resource usage and goals achievements of the organization (Overton, 2008).

2.2 Levels of management in the organization

In most cases large organizations have different levels of management. The known levels of management in every organization are top, middle and supervisory levels of management. Top level managements are not involved in the organizations day to day routine issues instead; they concentrate on setting the direction that the organization will follow and more concentrated on the strategic aspects of the organization (Byars, 2003). And also middle level managements are the other type of management level so; they are responsible for meeting the objectives that top management sets. The third type of the level of management is the supervisory or lower level management that more focused that on the day to day operations of the organization run smoothly.

According to Byars (2003) organizations have top, middle, and low level managements in all bureaus to be effective and efficient in the organizational stated objective. Therefore, the issue of MD is important for every levels of management that the reason why the effectiveness of the organizations are highly dependent on all levels of the management.

2.3 Management development

It is the fact that, the term management is a common concept and practice in every contemporary organization. Prior to discussing the MD concept, it would be logical to have a clear understanding of what development mean from the beginning. According to Armstrong (2010) development takes the form of learning activities that prepare people to exercise wider or increased responsibilities” so that, the activities of development concentrates through different learning activities prepare managements for wider and increased accountabilities and responsibilities in the current and future implementation of the managerial work in the organization. Meanwhile, development is the growth or realization of a person’s ability and potential through the provision of learning and educational experiences in and out of the organization concerned with longer-term personal growth and career movement Boxal et.al, (2007). In this respect, MD is concerned with improving the effectiveness and efficiencies of every manager in their existing positions and preparing them to take greater responsibilities in the future Stoner (1996) & Armstrong (2009). In addition to that, MD is an individual process involving the interaction of a man, his job, his manager, and the total work environment.

Individual development then results in the acquisition of new knowledge, skill, and attitudes in a planned, orderly manner to improve present job performance while accelerating preparation for advancement in to more responsible positions as mentioned by Desatnick et.al, (1980).

This research is related to Desatnick, definition as it addressed capabilities building and development of present and future, organizational culture building. Moreover, the researcher agrees that the management development activities should be continuous and planned. The study strongly support that management Development program should create the framework for helping managers develop their personal and organizational skills, knowledge and abilities through allotting opportunities of learning in all manner of formal and informal. The interest of individuals ought to be incorporated in an organizational development plan.

2.4 Importance of management development

In this dynamic and competitive world the issue of MD is very essential because the activities of management in the current organizations require a wider range of developed knowledge and

skills than ever before. In regard to the development when the organization gives focuses to the MD program the impact manifested on many aspects of the activities and responsible parties. From the beginning for every organizational improvement and continuous growth in this fast changing world the issue of MD is very crucial and mandatory because it is an investment which offers valuable, if difficult to quantify returns over the long term benefits Ed Snape, (1997).

On top of this, Desatnick, (1980) said about the MD issue "the first and one of the most important reasons for having a MD program is simply the law of supply and demand. The present and future demand for executives is far in excess of the supply". Therefore, to meet the objectives of the organization and also, to balance the supply and demands of skilled, knowledgeable managers it is very recommendable every organizations to implement the MD practices in its lifelong activities. The researcher views that all the writing of the scholars tell that the whole concept of MD is for managers to be competent in future threats to be met and change opportunities to be grasped together with learning, organizational development for achieving organizational aim. Even though most definitions focus on behavioral changes of individuals, management development comes from acquiring knowledge. And behavioral change comes as a result of learning opportunity.

2.4.1 Strategic Plan

The strategic plan by its nature has a long term character therefore; MD program contributes for the effective implementation of it. When we see the importance of management development programs one of the most significant importance's to every organization that contributes to in implementing the organizations strategic plan. Central to strategic efficiency and effectiveness is aligning the right managers with the right skills in the right places at the right times to achieve the stated organizational goals and results. MD programs particularly interesting to managers The specific objectives of Strategic HRD should be to develop intellectual capital and promote organizational, team and individual learning. This can be realized by creating a learning culture an environment in which employees are encouraged to learn and develop and in which knowledge is managed systematically (Armstrong, 2006).

MD is an activity on its own apart from other forms of learning or training. Learning is an essential ingredient if organizations are to survive. Learning at operational, policy and strategic levels needs to be conscious, continuous and integrated; and management is responsible for creating an emotional climate in which all staff can learn continuously (Garvin, 1993). The SHRD components of organizational learning and a learning organization with performance thus become vital. If HRD is to become strategic, then all components must be interrelated and dependent on each other who, chiefly responsible for formulating and implementing the strategic plans of each organizations. Therefore, MD programs can become a means by which to identify and supply the competitive skills necessary for the success and effective implementation of the organization strategic plans.

2.4.2 Developing managers for more responsibilities

It is a fundamental the fact that, MD programs and working experience are necessary for individual manager to qualify responsibilities advancement in the organizational jobs. Armstrong, (2006) states that MD "identifies managers with potential... And ensuring that they receive the required development, training and experience to equip them for more demanding responsibilities within their own locations and elsewhere in the organizations"

2.4.3. Preparing managers for responding to the external change

In the current situations organizations in the international level they face the dynamic change practices. According to (Kazanas, 1999) organizations are open systems that depend on the external environment. Therefore, the success or failure of the organizations more dependant to the dynamic external conditions, so, the condition needs upgrading their capacity through MD programs. So, when the organizations implement the management development programs as main activity of the organizations can overcome the external changes and make it the change for the advantage of the organization growth and development. In addition to that, MD programs can be a tool to supply managers at all levels with the competency they need to scan the environment attentively and can identify issues affecting their organizations, as the same time anticipating or responding accordingly. Based on this paragraph managers of any organizations need to be alert to respond external change concerning of their steted objective to achieve.

2.4.4 Helping to develop the learning organization

Management development helps not only the development of the management part in the organization but also it affects the whole parts of the organization. One of the significant outputs Of the practices of management development in the organization is creating the learning organization. (Armstrong, 2009) explains that "using specific diagnostic and evaluative tools which can help to identify, promote and evaluate the quality of the learning processes inside organizations". Regarding to this, the value of managers were very high therefore, to be effective on diagnosing and preparing the evaluation tools of the learning activities of the organization MD program has a significant impact on the efficiency and effectiveness to creating the learning organization.

The researcher agrees that all the functions management development program incorporate and focus on competency, commitment in people culture in the organization building capacity, knowledge generations and dissemination and on building a learning organization. Though a good number of MD facilitations have a good knowledge of MD, its systems and processes, they are not equipped with the development tools and techniques to implement management development program.

2.5 Management development policy

Armstrong (2009) states that MD policy exists three variables "1) the existence of written MD policy statements, 2) the degree of organizational priority given to management development, 3) who takes responsibility for driving MD in the organization". Therefore, according to the seriousness of the roles of managers in the organization and the benefits of the practices of MD programs to the organizational effectiveness and for the maximization of the objectives each organization should better to prepare the MD policy. As the argument of Armstrong, the policy of MD gives direct and indirect benefits in the organization. The direct benefits are to the development and effectiveness of the organization on the other hand that give a motivation and hope to the individual managers and it give a commitment and effectiveness to the individual managers and that shows the priority and the responsibilities for the implementation MD in the organization. The researcher agrees that management development program is a broad concept,

requiring integrated and concentrated strategies, policies plans and programs to ensure the development of the full potential of human beings, so that they may individually and collectively be capable of improving their standard of living.

2.6 Characteristics of effective MD process

To maximize the objectives of MD program the practitioners are better to know the effective MD Process characteristics. For this respect, different scholars identified to be effective in MD program there is a good characteristics as stated (Ed Snape, 1997) additionally, (Osbaldeston and Braham cited in Harrison, 2000) no matter what MD methods are used the good characteristics of MD program practices include:-

A clear MD mission linked to the organizations business strategy, specific program objectives that relate to the external challenges that the organization is facing, a focus also on major internal organizational issues, programs modified to organizational and individual needs, the systematic assessment of MD needs, aims and outputs, and a professional business led approach to the MD.

The researcher believes that the entire department and the entire organization also should be covered by development. Their development would involve developing a climate conducive for their effectiveness, developing self-renewing mechanisms in the organizations so that they are able to adjust and pro-act and developing relevant processes which contribute to their effectiveness.

2.7 Focus of management development programs

The practice of MD in the organization has different focuses according to the type and particular objectives of the implementer organization it is without any discrimination in the profit making and nonprofit organizations. In this regard, different scholars mentioned different thoughts. Tam kin and others quoted in (Armstrong, 2006) states that:

Empower and develop people – understand and practice the process of delivering through the capability of others; manage people and performance – manager need to maintain morale whilst also maximizing performance; work across boundaries, engaging with others, working as a member of a team, thinking differently about problems and their solutions; develop relationships and a focus on the customer, building partnerships with both internal and external customers; balance technical

and generic skills – the technical aspects of management and the management of human relationships.

The researchers believe that the stated theoretical background the focuses of MD to the individual managers and the entire organization as a whole give a great benefit and maximization of the objective and increases the performances in the internal and external environments and also attract the customers.

2.8 Management Development and Technique

2.8.1 Training

Mostly training emphasizes the ability to understand and adjust. The areas for which pre-departure training is required are wide-ranging. International training should take into consideration of the host-contextual factors, including political, legal, economic and socio-cultural aspects. Host-contextual factors affect international training program and methods. (Mumford, 1997) proposed three critical areas in which organizations should prepare their employees: cultural training, language instruction training and orientation training on familiarity with everyday matters. Moreover, training program should also cover areas of ethical concern, such as bribery, human rights, justice and the common good. The components of training program should vary according to country of assignment, type of job, duration, purpose of transfer and the time available (Berman, 2006). Osman-Gani (2000) suggested that host country subsidiary-partner personnel are the most effective and qualified people to provide the necessary training because they are familiar with the conditions and environment of the host country and hence in the best position to impart the necessary knowledge and skills to the expatriates. In-house or company personnel are the next most effective trainers. University or academic professionals are the least effective training providers.

2.8.2 Training process

Training process comprises of a series of steps that needs to be followed systematically to have an efficient training program. The Training is a systematic activity performed to modify the

skills, attitudes and the behavior of an employee to perform a particular job (Bratton and Gold, 1 9 9 9) .



Figure 1: Training Process

Needs assessment: The first step in the training process is to assess the need for training the employees. The need for training could be identified through a diagnosis of present and future challenges and through a gap between the employee's actual performance and the standard performance.

The needs assessment can be studied from two perspectives: Individual and group. The individual training is designed to enhance the individual's efficiency when not performing adequately. Whereas the group training is intended to inculcate the new changes in the employees due to a change in the organization's strategy.

Deriving Instructional Objectives: Once the needs are identified, the objectives for which the training is to be conducted are established. The objectives could be based on the gaps seen in the training program conducted earlier and the skill sets developed by the employees.

Designing Training Program: The next step is to design the training program in line with the set objectives. Every training program encompasses certain issues such as: Who are the trainees? Who are the trainers? What methods are to be used for the training? What will be the level of training? etc. Also, the comprehensive action plan is designed that includes the training content, material, learning theories, instructional design, and the other training requisites.

Implementation of the Training Program: Once the designing of the training program is completed, the next step is to put it into the action. The foremost decision that needs to be made is where the training will be conducted either in-house or outside the organization.

Once it is decided, the time for the training is set along with the trainer who will be conducting the training session. Also, the trainees are monitored continuously throughout the training program to see if it is effective and is able to retain the employee's interest.

Evaluation of the Training Program: After the training is done, the employees are asked to give their feedback on the training session and whether they felt useful or not. Through feedback, an organization can determine the weak spots if any, and can correct it in the next session. The evaluation of the training program is a must because organizations invest huge amounts in these sessions and must know it is effectiveness in terms of money. Thus, every firm follows the series of steps to design an effective training program that serves the purpose for which it was intended.

Nadler (1989) noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization so as to be able to meet organization's current and future objectives. There are broadly two different methods that organizations may choose from for training and developing skills of its employees. These are on-the-job training given to organizational employees while conducting their regular work at the same working venues and off-the-job training which involves taking employees away from their usual work environments and therefore all concentration is left out to the training. Examples of

the on-the-job training include but are not limited to job rotations and transfers, coaching and/or mentoring. On the other hand, off-the-job training examples include conferences, role playing, and many more as explained below in detail. Armstrong (1995) argues that on-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench.

In addition, manager training and development techniques are ways of attaining the desired objectives in a learning situation. Even though there are several different techniques by which the objectives of training and development may be met are available, it is important to review the most suitable methods apply to training program (Harries, 1994).

To summarize determining clear and realistic objectives is a basis for designing training and development program that is because all other step in the development of training and development programs are based. Thus, objectives determine the approach to training the facilities, equipment, material, content, method and personnel required and the criteria for measuring the success and effectiveness of the training and development programs.

2.9 Management development cycle

According to Prokopenko, (1989) the MD practice program in the organization has it cyclic process every practitioner should be conduct to maximize the developmental objectives.

2.9.1 Management development needs assessment

It is obvious, effective and efficient MD program always started on the need assessment of the different levels of management in the organization the reason why, to grow managers requires meet the present and future needs (Armstrong, 2006). On top of this, unless MD needs can be observed and articulated there can be no effective demand for management development (Gibb, 2006). So, organization's should be give more attention to the assessment activities the reason why, without giving focusing and attentions the implementer organization cannot gather the relevant information to decided training needs or non-training needs of to be developed managements. As Prokopenko,(1989) mentioned "needs assessment for management training and development never starts in a vacuum, without any underlying assumptions and focus".

Actually, it is good to know firstly, differentiate the training needs from the non-training needs in the MD programs as Prokopeko,(1989) indicates there are a training needs and non-training needs he said on the training need assessment activities " training needs should be shown separately from non-training needs"

2.9.2. Organization

Management development needs can exist at the organizational level means by giving attention to different aspects of the organization that is organizational stated goal, the resources that have by the organization (like human, financial, material, and other necessary resources in the organization), organizational working climate, and considering environmental constraints. In addition, in organizational needs analysis the organization's demand for human resource and skills is derived from an examination of corporate objectives, efficiency and effectiveness of the organization, the corporate culture, manager's turnover and productivity.

According to David, (1994) organizational analysis is "a process used to better understanding the characteristics of the organization to determine where MD efforts are needed and the condition with in which they will be conducted." therefore, the practitioners of MD in any organization it is good give attention to the organizational MD needs analysis and that gives the understanding of the organizational objectives and other necessary issues related to MD practices.

The researcher believes that organization's overall health and self-renewing capabilities increase the enabling capabilities of individuals, dyads which is relationship between each employee and the supervisor, teams and the entire organization. Human beings are the main center of the universe and when they are mobilized, attention must be given to their needs and competence level as the system will function properly to yield high benefits. Hence, the goals of the management development programs are to develop the capabilities of each manager as an individual, the capabilities of each individual in relation to his or her present role, the capabilities of each manager in relation to his or her expected future role, the dyadic relationship between each employee and his or her supervisor, the team spirit and functioning in every organizational unit and collaboration among different units of the organization.

2.10 Management development practices in Africa

In Africa the practice of MD has long history that was independent African countries was started to capacity program to develop the local staff. According to Itika the issue of MD is one of the practices of all African countries that because after independency most of the countries were experience the staff development practices (Itika, 2011).

As a general observation, human resource development in Africa has taken more prominence than any other area of human resource functions. Since independence, African countries started capacity building programs to develop local staff as part of the strategy to become self-sufficient in human resources. However, the type of training was basically Eurocentric and not compatible with the local cultural, political and economic development environment.

Even though, the type and the curriculum style was basically Eurocentric the human resource and MD practices were implement from the long period of time actually, that is very prominence than any other areas of human resource functions

2.11 Management development practice in Ethiopia

According to Hassan (2010) MD practice has long time history in Ethiopia even if there is no clear evidence to indicate when the MD started and how was implemented. Most of the time many people's agree that scientific MD was emerged in Ethiopia with the progress of modernization in the country and when organizational development have been functioning. In addition to this, some peoples also believed that scientific management has been started in the connection with the foundation with the parliamentary system.

Similarly, one possible imagination about the scientific MD practices here in Ethiopia, there had been a practice of management in religious scholars and also in around the ruling class families however, the MD was not systematic and had not a formal way of structure. On top of this, as noted by (Hassan and Teferie, 2013) the formal an modern management concept in the educational centers in Ethiopia was started during the regime of emperor Haileselesse, at that time the first public administration department was opened at Addis Ababa university with the

responsibility to consult and develop the government organization's management practice. The other two well-known public management training and consultancy institutes were opened those are the national productivity center and Ethiopian management institute which had the focus for private and public sector organizations respectively.

Cognizant to this, in the current time there are a number of government universities, private colleges, management consultancy firms have been become involved in developing the management knowledge and understanding of the nation and by this every one can generalize the modern management practice develop from time to time. However, the quality of their service regarding to MD were under questioned in addition to that, the service not contextualized and localized to the reality of the ground rather than flow on the conceptual level. This idea was affirmed by the practitioner and scholars in the panel discussion of the 50th year anniversary of Ethiopian management institutes as mentioned by (Fasika, 2013).

Generally, the practice of MD in Ethiopia has long history that was back to both in the traditional school systems that was learning through experience to the current time. Following this, the modern MD has been introduced and registered several decades in the country.

Finally, on the current conditions most organizations seems like understand the MD practice benefits and so that they are motivated to invest their resources for the development of managers competencies by this keep their competitiveness in the business market at the same time ensure the sustainable development of their organization.

2.12 Management development practice in government polytechnic colleges

According to Gasskov (2000), Technical and vocational education and training is a type of education in which individuals acquire knowledge and different type of skills which help to satisfy intermediate level of society's needs of manpower and creating employment opportunities to the citizens. To make capable the trainee to be effective the managers play key role and need to be give different kind of training.

Management development is concerned with improving the performance of managers in their present roles and preparing them to take on greater responsibilities in the future as Armstrong (2009) indicates. By taking to this in to account, organizations can provide support through a range of related activities such as using development centers (universities, colleges, training centers), facilitate personal development plan and motivations, coaching, mentoring, performance management, and other related methods.

Moreover, the main objective of TVET is to produce lower-level, middle-level competent and motivated, adaptable and innovative workforce that can contribute strongly to the country's economy development and poverty reduction (MOE, 2010). However, the mere production of technically competent TVET graduates doesn't guarantee having competent and productive labor force unless all rounded personality development of graduates is put at center of TVET system.

The researcher agrees that to make management development program implemented in a standardized pattern by balancing specialization and diffusion of the function differentiation and integration, giving attention to contextual factors and building on capability and using various systems for each scenario which is relevant.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the research design and methodology, it contains about research design definition and structure of the research, method of the research that employed, sources of data, justification about population of the study, data gathering instruments, procedures of data collection, and data analysis methods.

3.1 Research design

The research design selected to this research is the one which helps to answer the research questions by way of collecting a wealth of data that could be easily understood and interpreted. Accordingly the research design more suitable for the research under consideration is descriptive research design and the data is qualitative and quantitative data. In this design, data has been collected using the data collection instruments of structured interview and questionnaire designed for this purpose. The researcher is independent and do not manipulate any of the factors but independently analyzed and presented the research result in simple mathematical tools such as percentages, frequency, mean and standard deviation.

3.2 Research method

The main purpose of this study was to assess the practice and challenge of Management Development. Therefore, the descriptive survey method was employed. The reason why the student researcher selected the descriptive survey method was that, it helps to describe and interpret the actual events that exist now and existed in the past and that have influences on the present, and also there by it tries to make the necessary recommendations for adjustment (Best

and Kahn, 1998). Moreover ,to get the general picture of the issue under investigation Mixed research methods was used, The central premise of employing this design was that jointly using both qualitative and quantitative design approaches provides a better understanding of the research problems than either research approach alone.

3.3 Sources of data

To get the relevant information to the study the researcher used both primary and secondary sources of data to fully address the research objective. All level managers of the colleges were primary source of information, in additions to that they are first hand source to the researchers used respondents as primary data. Moreover, documents with having different valuable information regarding to, management development practice of the college issued. Also, books of management development and related titles, analyzed documents, published and unpublished books and other materials as pertinent secondary sources.

3.4 Populations of the study

The population of this study is all managers who are working in government polytechnic colleges functioning in Addis Ababa. Polytechnic TVET colleges are governmental or nongovernmental or private polytechnic governmental enterprise having a legal entity provides technical and vocational education and training with level 1, level 2, level 3, level 4, level 5 and other market oriented short term trainings; (Proclamation No 49/2008).Meanwhile, there are six polytechnic colleges in Addis Ababa administration offering trainings for society. These are general Wingate, Addis Ababa Tegbared, Misirak, Entoto, Nifas Silk and Akaki Kality. In additions the respondents were deans 6 and vice deans18, department coordinators 6 and departments' head 71 in number.

According to the colleges' human resource development and management in polytechnic colleges the position known as dean and vise-deans. However, the researcher determined those managers in the range of top, middle and lower level managers for the sake of handling the study easily. Because of that, the total number of population that used by the research was top levels (deans and vice deans) were 24 in number, Middle levels (department coordinators) were 6 and lower levels (departments) were 71 and all managers are 101 number.

All managerial staffs used for the study was 101 in number. The population number of this research is manageable, and then the study targeted the entire population. In this context, Easter by-Smith et al. (2002) point out that, when the population is small, it is customary to include all members. Therefore, the entire population, which consists of 101 deans, vice deans, department coordinators and departments were included in this study.

3.5 Data gathering instruments

To fulfill the stated objectives of this research the researcher used the following instruments to collect relevant information from the population of the study.

3.5.1 Questionnaires

In order to seek the needed information from the respondents, questionnaire and interview were the main means of data collection instruments. As a result a total of 95 questionnaires were distributed, 69 of them duly filled the questionnaires and returned to the researcher.

To see the general practices of management development and identify its challenges across government's polytechnic colleges with uniform query, self-developed questionnaire was designed for colleges' management, namely, vice deans, department coordinators and department heads. A structured five point Likert scale questionnaire was used to collect data from respondents. The questions were of two types, closed and open-ended. The close-ended questions were designed to keep the respondent in manage classification for uniformity and analysis purpose. To allow respondents to state their answers in the way they see appropriate and in their own ways and words, open-ended question types were included as well.

Table 1: Number of questionnaires distributed and collected

Colleges	Respondent			Total no of respondents	Number of questionnaires distributed			Number of questionnaires Collected			Response rate (%)
	VD	DC	DH		VD	DC	DH	VD	DC	DH	
Entoto	3	1	10	14	3	1	10	2	1	7	71.4

General W.	3	1	13	17	3	1	13	2	1	9	70.6
Nifas Silk	3	1	12	16	3	1	12	3	1	8	75
Misrak	3	1	11	15	3	1	11	3	1	8	80
Akaki Kality	3	1	12	16	3	1	12	2	1	8	68.8
A.A.T.	3	1	13	17	3	1	13	2	1	9	70.6

KEY: VD = Vice Dean, DC= Department Coordinator, DH= Department Head

3.5.2 Interview

Interview was the other methods used in the study as data gathering tool. The planed interview helped to produce in-depth data which was not covered through questionnaires. So that, the main purpose of the interview was to gather more relevant information regarding to the practices and challenges of MD programs that couldn't be gathered through questionnaires.

The interviewees were conducted with the deans of all government polytechnic colleges. As secondary sources, relevant literature was consulted to acquire information and insights in the area of the study. In addition, various available documents such as books, journals/articles, published and unpublished, research papers, reports and other related documents were reviewed to acquire background information.

3.6 Validity and reliability of the instruments

In this research the researcher used the definition of validity and reliability accordingly as mentioned by Hancke (2009) "validity refers the concepts as you defined correctly expressed in the measurement that uses in the research and reliability deals with the issue of how stable the measurement is".

The researcher checks the validity of the items through pilot testing and data gathering and Concerning the reliability of the instruments, as Phyllis (2007) "reliability can be defined as the ratio of the true score variance" based on the pilot test result, cronbach's alpha reliability of the instrument calculates by using SPSS software.

Cronbach's Alpha	Cronbach's Alpha Based	N of items
------------------	------------------------	------------

	on Standard Items	
.821	0.816	64

3.7 Pilot test

Before the real data collection, the instruments developed were submitted for evaluation to the advisor, and then the draft instruments were tried out in small scale study to test and improve the instruments in Nifas Silk polytechnic Colleges. The field test had helped to identify ambiguities and misunderstandings: establish sampling procedures as well as to test the validity and reliability of the instruments for collecting the necessary data. For this pilot study the respondents were vice deans, department coordinators and department heads. Based on the result of the pilot test, modifications of items were made for section I (General Information) and Section II on management development/training practices. The responses of the participants were entered into SPSS version 22 to compute and Cronbach's-Alpha used in order to evaluate their reliability. Reliability statistics showed Cronbach's Alpha = 0.821 and N of items 64.

3.8 Data analysis method

Data analysis refers to the process of examining data which have been collected. In this study both qualitative and quantitative methods used to analyze the data collected from the field. By qualitative approach, the description about practice and challenge of management towards polytechnic colleges and the proposed ways to empower colleges' managers in the city. By quantitative approach, the researcher examined the data in numerical manner this included the number of frequency, percentage, mean and standard deviation of respondent.

3.9 Ethical concern and consent statement

Ethical considerations are expected to arise in any kind of research study. This paper therefore, takes into consideration of those ethical issues on formulating and clarification of the topic, design, access and use of data, analysis and report of the findings in a moral and responsible way. Participants were assured that the source of data collected would remain confidential and that anonymity will be maintained.

The integrity of all participants to the study shall be upheld with the objective and other processes of the study made explicit. The study shall use ways and methods of analysis and report the same in the manner that shall not be embarrassing, stressful, discomforting, painful or harmful to the readers and the participants.

The study shall take proactive stance not to engage in fraudulent procedures that affect the study results neither shall it misuse the same. The researcher aims at maintaining responsible behavior and objectivity as much as possible in conducting the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. Introduction

This chapter focuses on presenting, analyzing and interpreting the data collected from different primary and secondary sources about management development major problems, practices and effectiveness in government’s polytechnic colleges in Addis Ababa City.

4.2 Background information about the respondents

Table 2: Background Information about the Respondents.

Sex of respondents	Frequency	Percent
Male	45	66.2
Female	23	33.8
TOTAL	68	100
Educational Qualification	Frequency	Percent
BA/BSc	15	22.1
MA/MSc	53	79.9
TOTAL	68	100

Year of service	Frequency	Percent
1-5	14	20.6
6-10	11	16.2
11-15	12	17.6
16-20	10	14.7
21-25	8	11.8
26-30	6	8.8
31-35	4	5.9
36 Years and above	3	4.4
TOTAL	68	100

Source: Questionnaire survey, 2019

Based on the data presented above in Table 2, 66.2% of the respondents were male and the remaining 33.8% of the respondents were female. Managers with first degrees were 22.1% and the rest 79.9% include managers with Masters Degrees. Thus, this implies that under normal circumstance they were enough experience for the position and can express their ideas related to the study consistently and with better understanding. Therefore, their judgment and opinion can be taken as acceptable to the study. In educational institutions it is really important for those working as managers to possess the skill and the knowledge their job requires to bring about trainees' change. The criterion and the academic qualification for the professional position of level management to be at least degree or above in college management (Bush, 2008).

As we can observe from Table 2, the largest numbers of respondents accounted for 20.6% have a work experience from 1 to 5 years, 16.2% were found in the range of 6 to 10 years. Thus this implies that under normal circumstance they were enough experience for the position and can express their ideas related to the study consistently and with better understanding. Therefore, their judgment and opinion can be taken as acceptable to the study. Besides, 17.6% had 11 to 15 years experience and 14.7% of the respondents were 16 to 20, 11.8% of the respondents were 21 to 25, 8.8% of the respondents were 26 to 30 and the rest 10.3% of the respondents had been working in government polytechnic colleges, in Addis Ababa.

4.3 Major challenges involved in management development practices

There are different kinds of challenges that lead the organization to failure of the intended goal to achieve. Therefore, respondents have suggested their organizational challenges to practice management development in their colleges as follows in table 3 below.

Table 3: Major challenges involved in management development practices

NO	ITEMS	P	VERY LOW		LOW		MEDIUM		HIGH		VERY HIGH		M	SD
			F	%	F	%	F	%	F	%	F	%		
1	Adequate distribution of training program through all level of managers	VD			6	8.96	7	10.4	1	1.5	1		2.97	.78
		DC			2	2.99	2	2.99	1	1.5	1			
		DH			10	14.9	27	40.3	8	11.9	1			
		TOTAL			18	26.9	36	53.7	10	14.9	3	4.5		

2	Budget constraints for management development program	VD			5	7.2	6	8.7	2	2.9	1	1.4	3.03	.99
		DC			2	2.9	2	2.9	2	2.9				
		DH			19	27.5	14	20.3	10	14.5	6	8.7		
	TOTAL			26	37.7	22	31.9	14	20.3	7	10.1			
3	Adequate skill about the need of management development	VD			6	8.8	7	10.3	1	1.5			2.6	.81
		DC			2	2.9	3	4.4	1	1.5				
		DH	2	2.9	24	35.3	17	25	5	7.4				
	TOTAL	2	2.9	32	47.1	27	39.7	7	10.3					
4	Rate turnover of trained managers	VD					7	10.3	4	5.9	3	4.4	3.12	3.81
		DC					1	1.5	5	7.4				
		DH	3	4.4			14	20.6	21	30.9	9	13.2		
	TOTAL	3	4.4			22	32.4	30	44.1	12	17.6			
5	Lack of concern with regards to management development	VD	1	1.4	5	7.2	5	7.2	3	4.3			3	.92
		DC			3	4.3	1	1.4	1	1.4	1	1.4		
		DH			14	20.3	20	29	12	17.4	3	4.3		
	TOTAL	1	1.4	22	31.9	26	37.7	16	23.2	4	5.8			
6	Appropriate strategic plan of the college	VD			5	7.2	6	8.7	3	4.3			2.7	.75
		DC			3	4.3	2	2.9	1	1.4				
		DH			23	33.3	20	29	5	7.2	1	1.4		
	TOTAL			31	44.9	28	40.6	9	13	1	1.4			

Source: Questionnaire survey, 2019, Note: VD (Vice Dean), DC (Department Coordinator), HD (Department Head), For the sake of simplicity, explanation and interpretation, percentages below medium were added together and put under 'low' and those percentages above medium were added together and put under 'high' and only those important percentages for the study were identified and interpreted. F = frequency= mean, SD=standard deviation, *Mean < 3 is low, av. Mean = 3 is medium, Mean > 3 is high*

According to table three above, under item one, 26.9% respondents replied that there was adequate distribution of training program. 53.7% respondents answered medium. On the other hand, 14% responded high and the rest 3% replied very high with the mean value of 2.97 and standard deviation of 0.78. The majority of the respondents answered low and medium about adequate distribution of training program through all level of managers in their colleges. Adequate distribution of training programs at all levels of managers is necessary to make the organizations achieve the goals what planed by the colleges. Training is certainly an important component of organizational capacity development; which can enhance knowledge, strengthen skills or influence changes of attitude. According to Griener (1967) "Knowledge is the outcome or direct result of training". Therefore, knowledge is the ability, the skill, the understanding, the information, which every individual, team, group and organizations require in order to be able

function effectively and perform efficiently. Therefore, polytechnic colleges need an adequate distribution of training through all levels of the organization.

According to dimension three the respondents asked to be responded about budget constraints of MD program. So, 37.7% respondents were replied low budget constraints, where 31.9% responded medium and 20% responded high and the rest 10.1% responded very high with 3.03 mean value and 0.99 the standard deviation. Allocation of budget for management development program is one of the most determinant success factors since it is refreshment and brain-wash program within the school premises. Having budget allocated is one of the most important elements to achieve the desired goals. Thus, the collected data from the respondents indicates that budget constraints are major problems related to training management development program which accounted for 37.7% responses of the college managers. According to Mabey & Thomson, 2000)

A frequently used way of measuring management development in practice is to focus on quantitative measures including the average number of days of formal and informal training received by managers. The amount of money spent on management development within an organization, its possession of a management development policy and its commitment to external management standards.

On item three of the same table, the respondents were asked whether lack of knowledge and skill required for assessing the need for management development or not. According to the result, about half of the respondents 2.9%, rated very low, 47.1% responded low accordingly. In that, lack of knowledge and skill counted with the mean value of 2.6 and standard deviation 0.81. The colleges focus on management development program because good training is not a mere option for organization, but it is a means of survival and also organizations are recognizing that success and training are not independent, but they are closely linked. The main purpose of managers training and development is to maximize learning of new skills, knowledge, attitudes and behaviors to come up with the demands of a dynamic environment (Hartel, 2007).

On item four of the same table, regarding to assessment rate of turnover of managers in their college replied 44.1% and 17.6% of the respondents under the level of high and very high

respectively with total mean value of 3.12 and standard deviation 3.81. The data shows that turnover of trained managers are high. So that, to solve such kind of problem the government has to prepare different kind of incentive to make them stay in the colleges.

On item five of the same table, respondents were asked to give their answer about the lack of concern with regard to MD. Hence, 1.4%, 31.1%, 37.4% of the respondents replied very low, low, and medium respectively. And 23.4% answered high and the rest 5.8% replied very high with 3 and 0.92 mean value and standard deviation accordingly. This implies that higher officials were less concerned about management development.

Moreover, (Desatnick, 1980) said about the MD issue "the first and one of the most important reasons for having a MD program is simply the law of supply and demand. The present and future demand for executives is far in excess of the supply". Therefore, to meet the objectives of the organization and also, to balance the supply and demands of skilled, knowledgeable managers it is very recommendable every organizations to implement the MD practices in its lifelong activities. However, from point of view this respondents' feedback it confirms as it has lack of concern regarding to management development. Meanwhile, item 6 on the same table the respondents requested to be responded appropriate strategic plan of the college. 44.9% replied low, 40.6% medium and 13.0% high, the rest 1.4% very high with the mean value of 2.7 and standard deviation of 0.75. Majority of the respondents replied very low and low. According to Wendy (1997), strategic planning is the process of developing and maintaining consistency between the organization's objectives and resources and its changing opportunities. Strategic planning has potential advantages and intrinsic values that eventually translate into improved organization performance. It is therefore a vehicle that facilitates improved firm performance. Strategic planning can be considered from content or a process viewpoint. The content relates to the distinct elements of the strategic plan which differ from organization to organization. Process relates to the mechanisms for the development of the strategic plan and its subsequent deployment. For the question "Appropriate strategic plan of the colleges" majority of respondents replied there was lack of strategic plan in the colleges.

Table 3.1 presented challenges of management development based on the respondents feedback of about the items asked by the researcher.

NO	ITEMS	P	VERY LOW		LOW		MEDIUM		HIGH		VERY HIGH		M	SD
			F	%	%	F	%	F	%	F	%	F		
1	Motivation among managers	VD	1	1.4	7	10.1	5	7.2	1	1.4			2.59	.71
		DC			2	2.9	3	4.3	1	1.4				
		DH			24	34.8	21	30.4	3	4.3	1	1.4		
	TOTAL			1	1.4	33	47.8	29	42	5	7.2	1		
2	Training programs are conducted by appropriate trainer	VD			4	5.8	9	13	1	1.4			2.68	.68
		DC			2	2.9	3	4.3	1	1.4				
		DH			19	27.5	23	33.3	6	8.7	1	1.4		
	TOTAL					25	36.2	35	50.7	8	11.6	1		
3	Quality of management development training program	VD			5	7.4	7	10.3	2	2.9			2.6	.71
		DC			2	2.9	2	2.9	2	2.9				
		DH			22	32.4	20	29.4	6	8.8				
	TOTAL					29	42.6	29	42.6	10	14.7			
4	The college links the development program with its strategy.	VD			7	10.3	7	10.3					2.6	.71
		DC			2	2.9	2	2.9	1	1.5				
		DH			17	25	24	35.3	7	10.3	1	1.5		
	TOTAL					26	38.2	33	48.5	8	11.8	1		
5	Difficulties to evaluate training and development outcomes	VD			7	11.3	5	8.1	1	1.6			2.6	.71
		DC			1	1.6	3	4.8			1	1.6		
		DH			21	33.9	24	38.7	2	3.2				
	TOTAL					29	46.8	32	51.6	3	4.8	1		
6	Sufficient time to execute training program	VD			9	13	3	4.3	2	2.9			2.48	.64
		DC			2	2.9	3	4.3	1	1.4				
		DH			30	43.5	17	24.6	2	2.9				
	TOTAL					41	59.4	23	33.3	5	7.2			

Note: VD (Vice Dean), DC (Department Coordinator), HD (Department Head), For the sake of simplicity, explanation and interpretation, percentages below medium were added together and put under 'low' and those percentages above medium were added together and put under 'high' and only those important percentages for the study were identified and interpreted. F = frequency= mean, SD=standard deviation, Mean < 3 is low, av. Mean = 3 is medium, av. Mean > 3 is high

Item one on table 3.1, respondents requested to be rated the item that motivation among managers. 1.4% replied low and 47.8% very low with the mean value of 2.59 and the standard deviation of 0.71. Concerning motivation among managers to run management development program the result shows lack of motivation among managers.

According to table 3.1, Item two the respondents are requested to be responded the question training program are conducted by appropriate trainer. 36.2% respondents replied low, 50.7% medium about appropriate trainer conducted on training program and 11.6%,1.4% were answered high and very high respectively with the mean value of 2.68 and the standard deviation of 0.68.on the other hand, item three, the respondents requested to be responded about quality of MD training program. The majority 42.6% answered low with the mean value of 2.6 and the standard deviation of 0.71. Meanwhile, item four, also the majority 48.5% respondents were replied medium with the mean value of 2.6 and the standard deviation of 0.71 about the item requested the college links MD program with its strategy.

Item five under table 3.1, respondents asked to be responded about difficulties to evaluate training and MD outcomes. 46.8% replied low, 51.6% medium, 4.8% high and 1.6% very high with the mean value of 2.6 and the standard deviation of 0.71. About difficulties to evaluate training and development outcomes and active participation of external stake-holders the respondents rated as low. According to the literature to be more effective and efficient on management development programs deans and other key college leaders and other stakeholders build effective teams by developing new organizational structures and creating a shared vision that focuses on authentic work.

On the other hand, Item six, the respondents asked to be responded about sufficient time to execute training program.59.4% replied low and 51.6% medium with the mean value of 2.48 and the standard deviation of 0.64. As early mentioned in review literature importance of training according to Beardwell and Holden (1993) argue that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized. The result of the study shows insufficient time allotted for training program. Therefore, the colleges should allocate adequate time for training programs.

The researcher asked the deans through the interview the question “What are the major problems your college has faced in conducting management development programs?” they explained it as follows.

- Luck of budget, lack of enough knowledge to practice self development plan and a shortage of time to read related materials for upgrading knowledge.
- The major problems in conducting management development programs are:
 - o Preparation of the need assessment
 - o Problems related to need identification based on their work experience and organization culture
 - o The managers was not concerned about the need assessment and its importance
 - o Effectiveness of the program The need assessment was not properly done to address the needs of managers & improve their performance

4.4. Practice in management development need assessment of individual level

Needs assessments is used for the collection of data bearing on the need for services, products, or information. According to Brown, (2002) “The role of needs assessment is to identify and also address needs” and also it is a tool for determining valid and useful problems which are philosophically as well as practically sound. It keeps us from running down more blind educational alleys, from using time and people in attempted solutions which do not work. From these definitions, we can conclude that needs assessments enable us to obtain valid and reliable information, which helps us to better target our services and efforts.

The opinion of respondents regarding needs assessment at individual level in the colleges had been summarized in Table 4 below.

Table 4 Need assessment practices for management development at individual level

NO	ITEMS	P	VERY		MEDIUM		VERY		
----	-------	---	------	--	--------	--	------	--	--

			LOW		LOW				HIGH		HIGH		M	SD
			F	%	F	%	F	%	F	%	F	%		
1	Identifies your training needs based on your individual need analysis	VD	4	6.3	6	9.4	3	4.7					2.01	.74
		DC	1	1.6	2	3.1	2	3.1						
		DH	9	14.1	30	46.9	7	10.9	1	1.5				
		TOTAL		14	21.5	38	58.5	12	18.5	1	1.5			
2	Collects your training needs through performance evaluation	VD	3	4.8	5	7.9	2	3.2	2	3.2			2.4	.8
		DC	1	1.6	2	3.2	1	1.6	1	1.6				
		DH	3	4.8	21	33.3	20	31.7	2	3.2				
		TOTAL		7	11.2	28	44.4	23	36.5	5	8.0			
3	Collects your training needs on questionnaire used as a need assessment tool	VD			9	15.3	3	5.1					2.2	.55
		DC			3	5.1	1	1.7						
		DH	3	5.1	30	50.1	9	15.1	1	1.7				
		TOTAL		3	5.1	42	71.2	13	22.0	1	1.7			
4	Asking individual managers about your training needs	VD			8	14.8	1	1.9	1	1.9			2.2	.55
		DC			4	7.4	1	1.9						
		DH	2	3.7	29	53.7	7	13.0	1	1.9				
		TOTAL		2	3.7	41	75.9	9	16.7	2	3.7			
5	Give time to you to assess your self	VD			10	18.5							2.2	.55
		DC	1	1.9	3	5.6			1	1.9				
		DH	3	5.6	26	48.1	8	14.8	2	3.7				
		TOTAL		4	7.4	39	72.2	8	14.8	3	5.6			
6	Identifies your training needs based on scheduled program	VD			7	10.4	6	9.0	1	1.5			2.8	.85
		DC	1	1.5	1	1.5	2	3.						
		DH	3	4.5	10	14.9	22	32.8	14	20.9				
		TOTAL		4	6.0	18	26.8	30	44.8	15	22.4			

Source: Questionnaire survey, 2019, Note: VD (Vice Dean), DC (Department Coordinator), HD (Department Head), For the sake of simplicity, explanation and interpretation, percentages below medium were added together and put under 'low' and those percentages above medium were added together and put under 'high' and only those important percentages for the study were identified and interpreted. F = frequency, M=mean, SD= standard deviation, Mean < 3 is low, av. Mean = 3 is medium, av. Mean > 3 is high

The first step in training need assessment is reviewing regulatory requirements and existing training programs, and/or conducting a needs analysis. To make the colleges competitive and empower the management staff must be trained how to work and achieve the goals of the college. To accomplish this it must need that identify trainings based on the individual need analysis. Analysis of training needs from person's point of view, focusing on how the individuals perform their job; it measures the individual's present performance with relation to the desired performance (Hartel, 2007).

Therefore, Training needs assessment is the process of gathering data to determine the right training needs of employees to be provided. As indicated in Table 4 item one, the respondents asked rate their college the extent to which their training needs are determined based on individual need analysis. 80% replied low, this data shows trainings are not based on their individual need analysis. On the same issue, 18.5% medium of training needs based on their individual need analysis. Whereas on the other hand, the rest 1.5% high trainings needs as based on their training need individual needs with the mean value of 2.01 and the standard deviation 0.74. Thus, the colleges did not conduct much need assessment based on the individual need analysis.

Meanwhile, on the same table, item two to the respondents requested to rate about collecting their training needs through performance evaluation. 11.2% replied very low, 44.4% low, the rest 36.5% and 8% medium and high accordingly with the mean value of 2.4 and the standard deviation of 0.8. Performance evaluation of the employee helps to plan tomorrow's better work to serve the organization. As indicted in this item the colleges did not use performance evaluation to collect the training needs of their employees.

According to Table 4, Item three the respondents are asked to be responded about collects training needs on questionnaire as a need assessment tool. 5.1% respondents answered very low. 71.2% low and 22% medium. The rest 1.7% high with the mean value of 2.2 and the standard deviation of 0.55. This shows that the colleges had less experience to use questionnaire as a need assessment tool.

Item four Table 4, the respondents asked to be rated about asking individual manager their training needs. The majority 75.9% respondents answered low with the mean value of 2.2 and the standard deviation of 0.56. As Fullan (1995) pointed out, college leaders need to understand the change process in order to lead and manage change and improvement efforts effectively. They must learn to overcome barriers and cope with the chaos that naturally exists during the complex process of change. On the other hand, Item Five on the same table the respondents are

requested to respond about given time to assess themselves. Based on this rated item, the majority 79.6% respondents were replied low with the mean value of 2.2 and the standard deviation of 0.55. Meanwhile, Item six, under the same Table, the respondents asked to response about identifying their training needs based on scheduled program. On this context, the majority 32.8% respondents replied medium with the mean value of 2.8 and the standard deviation of 0.85.

Table 4.1 Need assessment practices for management development at individual level

NO	ITEMS	P	VERY LOW		LOW		MEDIUM		HIGH		VERY HIGH		M	SD
			F	%	F	%	F	%	F	%	F	%		
1	Identifies your training needs based on your individual need analysis	VD	4	6.3	6	9.4	3	4.7					2.01	.74
		DH	2	3.1	18	27.7	23	35.4	4	6.2				
		TOTAL	3	4.6	28	43.1	29	44.6	5	7.7				
	DC	2	3.4	2	3.4	1	1.7							
2	Identifies your training needs based on your interest	VD	3	5.2	8	13.6	1	1.7					1.9	.82
		DH	15	25.9	18	31.0	5	8.6	3	5.2				
		TOTAL	20	34.5	28	48.0	7	12.0	3	5.2				
	DC	2	3.4	3	5.5	1	1.8							
3	Identifies your training need based on personal relation to the immediate supervisor	VD	4	7.3	6	10.9	3	5.5					2.1	1.0
		DH	13	23.6	15	27.3	9	16.4						
		TOTAL	18	32.7	24	43.6	13	23.6						
	DC	1	1.8	3	5.5	1	1.8							
4	Identifies your training need based on attitude you have	VD	6	10.2	4	6.8	1	1.7					1.8	.81
		DH	14	23.7	20	35.1	6	10.2	2	3.4				
		TOTAL	25	42.4	24	40.7	8	13.6	2	3.4				
	DC	5	8.5			1	1.7							
5	Identifies your training need based on your individual learning style	VD	1	1.8	7	12.3	6	10.5					2.2	.68
		DH	4	7.0	28	49.1	2	3.5	3	5.3				
		TOTAL	6	10.6	38	66.7	10	17.5	3	5.3				
	DC	1	1.8	3	5.3	2	3.5							
6	Training programs are fairly distributed to all level managers	VD	1	1.6	4	6.6	6	9.8	1	1.6			2.7	.78
		DH	2	3.3	11	18.0	25	41.0	4	6.6	1	1.6		
		TOTAL	4	6.5	16	26.2	35	57.4	5	8.2	1	1.6		
	DC	1	1.6	1	1.6	4	6.6							

Note: VD (Vice Dean), DC (Department Coordinator), HD (Department Head), For the sake of simplicity, explanation and interpretation, percentages below medium were added together and put under 'low' and those percentages above medium were added together and put under 'high' and only those important percentages for the study were identified and interpreted. F = frequency= mean, SD=standard deviation, Mean < 3 is low, av. Mean = 3 is medium, av. Mean > 3 is high

Item one, Table 4.1, the respondents requested to be rated the item about identifying their training needs based on their professional development. 4.6% responded very low, 43.1% low and 44.6%) medium. The rest 7.7% replied high with the mean value of 2.01 and standard deviation of 0.74.

On the basis of item two, Table 4.1, the respondents requested to be responded about identifying training needs based on their interest. 34.5% replied very low and 48% low about training needs based on their interest. On the same item issue 12% responded medium and 5.2% high with the mean value and the standard deviation 1.9 and 0.8 respectively. It is clear that successful training begins with a needs assessment to determine which employee should be trained and what he or she should be trained to do include their interest. The training needs analysis phases are formulated from a set of objectives that state the purpose of the training and the competencies required of the trainees once they complete the training program. According to Erasmus (2003), a needs analysis requires time, money and expertise. Unfortunately, many organizations undertake training without making this essential preliminary investment. Often, there is no systematic plan to predict future training needs or to determine whether perceived needs can be met and problems be solved by training. If training has taken place without a careful analysis of requirements, it is likely to be ineffective, reducing the motivation of employees to attend future training program.

Item three in Table 4.1, the respondents asked to be responded about identifying their training need based on personal relation to the immediate supervisors. 32.7% respondents answered very low, 43.6% low and the rest 23.6% medium with the mean value of 2.1 and the standard deviation of 1.0. From the above results, we can understand that the extent to which training needs were identified based on the feedback of immediate supervisor is very low and low. Therefore, the colleges should work to identify training needs based on the feedback immediate supervisor.

According to item four, Table 4.1 the respondents replied 42.4% very low, 40.7% low, 13.6% medium and 3.4%) high with the mean value of 1.8 and the standard deviation of 0.81 to the item requested to be responded about identifying their training need based on attitude they had. The

majority respondents' feedback from item four implied as very low and low. Thus, the result shows that the attitude of managers towards their work is not adequately considered in assessing training needs. Management development is a basic tool that helps organization, individuals and community to reach the desire goal. It enhances effectively utilize of skills, abilities and resources; strengthens understandings and relationships; and addresses issues of values, attitudes, motivations and conditions in order to achieve organizational goals. Therefore, to achieve organizational goal and individual goals, training needs assessment should be based on employees' attitude toward their work what to do.

Item five the respondents asked to be responded about identifying training need based on their individual learning style. 7% respondents were replied very low, 49.1% low also 3.5% medium. The rest 5.3% respondents were responded high with the mean value of 2.2 and the standard deviation 0.68. From the above analysis result, we can understand that the colleges did not consider individual learning style in assessing needs for training.

Moreover, on the same table Item six, the respondents replied as follows requested to be rated about training programs are fairly distributed to all level managers. 6.5%, 26.2%, 57.4%, 8.2% and 1.6% and very low, low, medium, high and very high respectively with the mean value of 2.7 and the standard deviation of 0.78.

An interviewed Dean (Girma, 2019) stated that:

“One of the major problems of management development programs was that they were not conducted based on individual need analysis and need identification was not given the proper attention it required and as a result most training programs were not designed based on trainees' needs.”

The results of most of the items in table 4.1 show that need assessment practice for management development at individual level is “very low” and “low”. This implies that the colleges need work to improve need assessment practices at individual level so as to effectively achieve the organization goals.

4.5. Practice in management development need assessment on College's working environment training needs assessment at job level

For any form of development program the working environment is believed to be one of the most important aspects and life of an organization. Therefore, training needs assessment should be conducted in terms of the requirements of the jobs and the working environments. The following table will show the summary of opinion of respondents regarding needs assessment at job/working environment level.

The following table will show the summary of opinion of respondents regarding needs assessment at job/working environment level.

Table 5: Needs assessment at job/working environment level.

NO	ITEMS	P	VERY LOW		LOW		MEDIUM		HIGH		VERY HIGH		M	SD
			F	%	F	%	F	%	F	%	F	%		
1	Identifies your training need based on the major task of the college	VD			4	8.5	3	6.4	2	4.3			2.6	.88
		DC	1	2.1	2	4.3	1	2.1						
		DH	4	8.5	9	19.1	18	38.3	2	4.3	1	2.1		
	TOTAL		5	10.6	15	31.9	22	46.8	4	8.5	1	2.1		
2	Identifies your training need based on the job description you are entitled to work	VD	2	4.5	3	7.0	4	9.3	1	2.3			2.7	.89
		DC	1	2.3	1	2.3	2	4.5						
		DH	2	4.5	7	16.3	17	39.5	3	7.0	1	2.3		
	TOTAL		5	11.4	11	25.0	23	52.3	4	9.1	1	2.3		
3	Identifies your training need based on the level of the college	VD			4	7.0	7	12.3	1	1.8			2.9	.81
		DC			2	3.5	2	3.5	1	1.8				
		DH	2	3.5	10	17.5	19	33.3	8	7.0	1	1.8		
	TOTAL		2	3.5	16	28.1	28	49.1	10	17.5	1	1.8		
4	Identifies your training need based on the working culture of the college	VD	1	2.3	5	11.1	3	6.7					2.6	.68
		DC			2	4.4	4	8.9						
		DH			11	24.4	15	33.3	4	8.9				
	TOTAL		1	2.3	18	40.0	22	48.9	4	8.9				
5	Identifies your training need based on team work practice	VD	3	6.3	3	6.3	2	4.1					2.5	.87
		DC	2	4.1	1	2.1	1	2.1						
		DH	1	2.1	13	28.3	16	33.3	6	12.5				
	TOTAL		6	12.5	17	37.7	19	39.6	6	12.5				
6	Identifies your training need based on the evaluation of the staff development program you have received	VD	3	5.8	3	5.8	4	7.7					2.4	.80
		DC	1	1.9	3	5.8	1	1.9						
		DH	1	1.9	19	36.5	13	25.0	5	9.6				

TOTAL		5	9.6	24	46.2	18	34.6	5	9.6			
-------	--	---	-----	----	------	----	------	---	-----	--	--	--

Source: Questionnaire survey, 2019 Note: VD (Vice Dean), DC (Department Coordinator), HD (Department Head), For the sake of simplicity, explanation and interpretation, percentages below medium were added together and put under 'low' and those percentages above medium were added together and put under 'high' and only those important percentages for the study were identified and interpreted. F = frequency, =mean, SD=standard deviation, *Mean < 3 is low, av. Mean = 3 is medium, av. Mean > 3 is high*

According to Table 5, Item one the respondents asked to responded about the question to identifying their training need based on the major task of the college. 10.6% respondents replied very low, 31.9% low and 46.8% medium. The rest 8.5%) and 2.1% respondents were replied high and very high respectively with the mean value of 2.6 and the standard deviation of 0.88. Based on above result, the largest number of respondents answered low. This implies that the major tasks of the colleges were not adequately considered in need assessment. Whereas, item two on the same table, the majority of the respondents requested to respond about identifying training need based on the job description they are entitled to work. The majority 52.3% respondents were replied medium with the mean value of 2.7 and the standard deviation of 0.89 Thus, the result shows still the colleges have to work much concerning training based on job description.

Moreover, (31.6%) of the respondents answered training need were not identified based on the level of the colleges job complexity. Based on the analysis result, the managers stated that training needs were not identified based on the working culture of the organization. Team work is a complex process in which different types of staff work together to share expertise, knowledge, and skills to impact on patient care..

4.6 Organizational level training needs assessment

Leaders in the organization must articulate a clear vision and mission that describes what the change effort is striving to accomplish. Ideally, people in the organization have strong input to the creation of the vision and mission and how it can be achieved. The vision and mission should clearly depict the achievement of the organization. It is critically important that people believe that the vision and mission are relevant and realistic. The vision and mission are described in terms of overall outcomes (or changes) to be achieved by all or parts of the organization.

Sometimes, an overall purpose, or mission, is associated with the effort to achieve the vision, as well. One cannot overemphasize the importance of a clear vision and mission; none of the subsequent steps will matter if the organization is not certain where it is headed. (Clifton, 2001).

4.7 Organizational level need assessment based on vision and mission

The opinions of respondents on the practices of needs assessment at organization level have been presented in table 6 below.

Table 6: Organizational level need assessment of the college based on vision and mission

NO	ITEMS	P	VERY LOW		LOW		MEDIUM		HIGH		VERY HIGH		M	SD
			F	%	F	%	F	%	F	%	F	%		
1	Identifies your training need based on the vision of the college	VD			5	8.7	4	7.0			1		2.9	.84
		DC			1	1.8	3	5.3	1	1.8				
		DH	1	1.8	12	21.1	16	28.1	13	22.8				
	TOTAL		1	1.8	18	31.6	23	40.4	14	24.6	1	1.8		
2	Identifies your training need based on mission of the college	VD			4	9.1	6	13.6	1	2.3			2.8	.67
		DC			1	2.3	1	2.3	2	4.5				
		DH	1	2.3	7	15.9	19	43.2	2	4.5				
	TOTAL		1	2.3	12	27.3	26	59.1	5	11.3				
3	Identifies your training need based on values of the college	VD			6	9.8	4	6.6	1	1.6			2.7	.79
		DC	1	1.6	2	3.3								
		DH	3	4.9	12	19.7	25	40.9	6	9.8				
	TOTAL		4	6.6	20	52.5	29	47.5	8	13.1				
4	Identifies your training need based on needs of the college	VD			5	7.2	9	13.0					2.9	.75
		DC	1	1.4	5		5	7.2						
		DH	1	1.4	12	17.4	25	36.2	10	14.5	1	1.5		
	TOTAL		2	2.9	17	24.6	39	56.4	10	14.5	1	1.5		
5	Identifies your training need by evaluating the roles	VD			4	6.7	9	15.0					2.5	.6
		DC	1	1.7	2	3.3	1	1.7						
		DH	2	3.3	20	33.3	21	35.0						

of head assumed														
TOTAL		3	5.0	26	43.3	31	51.7							

Source: Questionnaire survey, 2019 Note: VD (Vice Dean), DC (Department Coordinator), HD (Department Head), For the sake of simplicity, explanation and interpretation, percentages below medium were added together and put under ‘low’ and those percentages above medium were added together and put under ‘high’ and only those important percentages for the study were identified and interpreted. F =frequency, M=mean, SD=standard deviation, Mean < 3 is low, av. Mean = 3 is medium, av. Mean > 3 is high

According to Table 6, Item one requested the respondents to answer the question about identifying their training need based on the vision of the college. 1.8% and 31.6% respondents were replied very low and low respectively, on the same issue 40.4% and 24.6% medium and high respectively. The rest 1.8% respondent were answered very high with the mean value of 2.9 and the standard deviation of 0.84. The result shows that concerning the issue of vision is good. This implies that the respondents had good intention about the college to achieve the goal what intended.

Meanwhile, Item Two under the same Table asked the question about identifying their training need based on mission of the college to make rate based on the experience working through the colleges. 2.3% respondents were replied very low 27.3% low and 59.1% medium. The rest 11.3% respondents answered high with the mean value of 2.8 and the standard deviation of 0.67. On the other hand item three indicated that, the respondents were asked to identifying their training need based on values of the college. 6.6% respondents were replied very low, 52.5% low and 47.5%. The rest 13.1% respondents rated the item under category of high with the mean value of 2.7 and the standard deviation of 0.79. From this result, the colleges were rated as low in terms of identifying training needs based on organizational values. So, the colleges need to exert much effort to work hard to ensure better achievement of their goals.

Regarding to item four of the same table, designed to find out the category of concerning their training need based on needs of the college. 2.9% and 24.6% respondents were replied very low and low accordingly, 56.4, 14.5% and 1.5% medium, high and very high respectively with the

mean value of 2.9 and the standard deviation 0.84. Moreover, as indicated in table 6, Item5, respondents were asked their training need identified by evaluating the role of the head assumed. 5% were replied very low, 43.3% low identifying training need based on evaluating the role of the head assumed. The rest 51.7% respondents were replied medium with the mean value of 2.5 and the standard deviation of 0.6.

4.8 Effectiveness of the management development practices

Management development is a practice that includes rules, guidelines and principles for developing managers in an organization. Significant value is derived when participants of management development add their intellectual capabilities, drives, wishes and preferences in their career. Management development system thus helps the managers in unleashing their potential to gather the benefits to meet both individual and organizational objectives. According to Reitsma (2001), the aim of management development includes developing future business leaders and equipping individuals to maximize their full potential in terms of knowledge and skill acquisition. Management development is regarded as a key to organizational future success and performance (Newton & Wilkinson, 1995).

The opinions of respondents with regard to the effectiveness of management development practices in their colleges have been presented in table 7 below.

Table 7: Effectiveness of the management development practices

NO	ITEMS	P	VERY LOW		LOW		MEDIUM		HIGH		VERY HIGH		M	SD
			F	%	F	%	F	%	F	%	F	%		
1	The extent to which the training improves practical, technical and professional skills required job	VD	2	3.8	3	5.7	4	7.5	1	1.9			2.6	1.0
		DC	1	1.9	1	1.9	1	1.9	1	1.9				
		DH	5	9.4	14	22.2	12	22.6	9	17.0				
	TOTAL		8	13.2	18	34.0	17	32.1	11	20.8				
2	The extent to which received sufficient knowledge and experience of all aspects of duties in the college	VD	2	3.8	2	3.8	6	11.5					2.6	1.0
		DC	1	1.9	1	1.9			2	3.8				
		DH	4	7.7	12	23.1	17	32.7	5	9.6				
	TOTAL		7	13.5	15	28.8	23	44.2	7	13.5				
3	The extent to which the MD t/training improved your capacity to manages time effectively	VD			3	5.6	7	13.0					2.7	.8
		DC	1	1.9	2	3.7			1	1.9				
		DH	3	5.6	10	18.5	25	46.3	2	3.7				
	TOTAL		4	7.4	15	27.8	32	59.3	3	5.6				
4	Improves ability to develop and manage to perform desired goal	VD	1	1.8	8	14.0	4	7.0					2.5	.75
		DC	1	1.8	2	3.5	2	3.5	1	1.8				
		DH	2	3.5	10	17.5	23	40.4	4	7.0				
	TOTAL		4	7.0	20	35.1	29	50.9	5	8.8				
5	The extent to which the training improves performance	VD	3	5.2	2	3.4	5	8.6	1	1.7			2.4	.87
		DC	1	1.7	2	3.4	1	1.7						
		DH	8	13.8	15	25.9	17	29.3	3	5.2				
	TOTAL		12	20.7	19	32.8	23	39.7	4	6.9				

Source: Questionnaire survey, Note: VD (Vice Dean), DC (Department Coordinator), HD (Department Head), For the sake of simplicity, explanation and interpretation, percentages below medium were added together and put under 'low' and those percentages above medium were added together and put under 'high' and only those important percentages for the study were identified and interpreted. F = frequency, M= Mean, SD= Standard Deviation, *Mean < 3 is low, av. Mean = 3 is medium, av. Mean > 3 is high*

As can be noted from Table 7 above, item. 13.2% and 34.0% respondents were replied very low and low accordingly. The respondents stated that the trainings they were given did not adequately improve their practical, technical and professional skill required for the job. Therefore, we can conclude from the results that management development program of the colleges did not sufficiently improve the practical, technical and professional skills of managers. Meanwhile, 32.1% and 20.8% respondents were responded medium and high respectively with the mean value of 2.6 and the standard deviation of 1.0.

As presented, in the same table of item 2, on the above, 13.5% respondents were said very low, 28.8% low, the one provided to rate about the extent to which received sufficient knowledge and experience of all aspects of duties in the college. In additions, 44.2% and 13.5% respondents were replied medium and high respectively with the mean value of 2.6 and the standard deviation of 0.9. As indicated in table 7 above, Item three, the respondents were requested to rate their views regarding the extent to which the MD t/training improved your capacity to manage time effectively. 7.4% respondents were replied very low, 27.8% and 59.3% low and medium accordingly. The rest 5.6% were rated the statement with the mean value of 2.7 and the standard deviation 0.8.

The most critical thing for the achievement of the desired results and hence to enhance the productivity of managers and to improve their performance, training should be in an effective and efficient manner. This is to mean that as it was stated by Farazmand (2004), human resource training and development programs must be based on well established training and development policies, adequate budget, comprehensive need assessment, setting appropriate training and development objectives based on the results of need assessment.

As revealed in Table 7, item 4, Respondents were asked question concerning to improves ability to develop and manage to perform desired goal. Respondents were gave their respond as follows. 7%, 35.1%, 50.9% and 8.8% very low, low, medium and high accordingly with the mean value of 2.5 and the standard deviation of 0.75. besides, table 7, item five requested the respondents to evaluate and respond about the extent to which the training improves their performance. 53.4%

respondents replied low, 39.7% medium and 6.9% high with the mean value of 2.4 and the standard deviation of 0.87. Hence, there is a need for improvement on management development techniques to improve managerial role.

In addition, the respondents emphasized the importance of further training so as to improve the motivation of managers towards the profession/work, to help them get current information about the dynamics of management and update their knowledge about the management. The deans also stated that:

“There were gradual changes from time to time in management development and it needs further improvement in the future.”

The opinions of respondents with regard to the effectiveness of management development practices in their colleges have been presented in table 7.1 below.

Table 7.1 Effectiveness of the management development practices

NO	ITEMS	P	VERY LOW		LOW		MEDIUM		HIGH		VERY HIGH		M	SD
			F	%	F	%	F	%	F	%	F	%		
1	Asked to fill a questionnaire at the end of the training	VD	3	4.5	3	4.5	5	7.5					2.3	.84
		DC	13	19.4	3	4.5	2	3.0						
		DH	5	7.5	17	25.4	12	17.9	4	6				
		TOTAL		21	31.3	23	34.2	19	28.4	4	6			
2	Managers have post training discussion with trainees	VD	5	10	2	4	3	6					2.1	.85
		DC	1	2	2	4	1	2						
		DH	8	16	16	32	10	20	2	4				
		TOTAL		14	28	20	40	14	28	2	4			
3	College evaluates management development program continuously.	VD			8	17.8	3	6.7	1	2.2			2.3	.83
		DC			3	6.7	1	2.2						
		DH	6	13.3	13	28.9	7	15.6	3	6.7				
		TOTAL		6	13.3	24	53.3	11	24.4	4	8.9			

Note: VD (Vice Dean), DC (Department Coordinator), HD (Department Head), For the sake of simplicity, explanation and interpretation, percentages below medium were added together and put under ‘low’ and those percentages above medium were added together and put under ‘high’ and only those important percentages for the study were identified and interpreted. F = frequency= mean, SD=standard deviation, Mean < 3 is low, av. Mean = 3 is medium, av. Mean > 3 is high

As can be seen from Table 7.1, item one which is required to rate regarding asked to fill a questionnaire at the end of the training. 31.3% respondents were replied very low, 34.2%) and

28.4%) low and medium accordingly regarding to asked to fill a questionnaire at the end of the training. The rest 6% respondents replied high with the mean value of 2.3 and the standard deviation of 0.84.

As it can be observed from the above table, item two, the respondents requested to be evaluated the questions about managers have post training discussion with trainees. 28% respondents were responded very low, 40% low, 28% medium and 4% high with the mean value of 2.1 and the standard deviation of 0.85. Manager training and development techniques are ways of attaining the desired objectives in a learning situation. Even though there are several different techniques by which the objectives of training and development may be met are available, it is important to review the most suitable methods apply to training program (Harries, 1994). However, the result shows that the colleges are low and not evaluated gathered information through questionnaire after provided training for manager.

As shown in Table 7.1, above item three. 13.3%, 53.3%, 24.4% respondents were replied very low, low and medium accordingly about this statement that college evaluates management development program continuously asked. The rest 8.9% respondents were said high with the mean value of 2.3 and the standard deviation 0.83. the data shows that the colleges were not encouraged to evaluate management development program continuously to be effective. So that it is important continuous follow up to be effective the managers.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The final chapter of the study deals with the summary of the research, the findings to show the challenges, practices, strategic effectiveness and approach of management development that was identified, conclusions drawn from the findings and the recommendation based on the conclusions.

5.1 Major findings

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

5.2 Major problem in management development practices

Any organization carries out its work to achieve the goals of the organization through human power like managers and employees. Through this process, it faces with a lot of challenges to reach its destination of the organization. Some of the challenges might give a lesson on the contrary; some other challenges might destroy the organization. Therefore, the researcher identified the challenges through the respondents of the colleges.

Resources are very important things to do the work of managers in a very simple way to accomplish the goals of the organizations; however it might be face different kinds of challenges. Based on the data from finding through the respondents of the colleges are 26.9%, 37.7%, budget constraints for management development program, adequate skill about the need of management

developments are related low and high respectively challenge of management development in government polytechnic colleges according to the respondents.

Process related challenge of managements development in colleges were 49.3%,44.9%, 44.6%, motivation among managers, appropriate strategic plan of the college, difficulties to evaluate training and development outcomes finding from this data field survey respectively the challenges of management development.

Challenges of management development related to need assessment according to theses finding from the respondents. 55.1%, 69.8% conducted Management development practices without collecting the required need analysis and training based on need analysis are low accordingly.

On the other hand, 62.7% respondents were explained about rate of turnover of trained managers very high as well 59.4% respondents were indicated insufficient time to execute training program.

5.2.1 Management Development/training practices

Nowadays, most organizations seem to understand benefits of management development and, as a result, they are motivated to invest their resources for the development of managers' competencies so as to ensure their competitiveness in the business market and sustainable development of their organization. From this point, all colleges need to implement the management development practice to benefit their customers. However, based on the analysis of management development practice presented in table 4, the largest number of respondents (80%) confirmed that management development practices were in adequate. The interviewed colleges' dean responded that they were gave some training. Although, the training were mostly provided with combining universities.

5.3 Practice of development management

5.3.1 Need assessment practices for management development at individual level

The first step in training assessment is reviewing regulatory requirements and existing training programs, and/or conducting a needs analysis. Training needs assessment is the process of

gathering data to determine the right training needs of employees to be provided. Training needs assessment stage is the building block of training. So, training need assessment is very crucial for any organization. The data found from the respondents indicated that 80%, 55.6%, 76.3%, 79.6%, 79.6%, 47.7%, 82.8%, 76.4%, 83.1% and 59.6%, identifying their training needs based on your individual need analysis, collect their training needs through performance evaluation, collects their training needs on questionnaire used as a need assessment tool, asking individual managers about their training needs, give time to you to assess themselves, identifying their training needs based on your professional development, identifying their training needs based on your interest, identifying their training need based on personal relation to the immediate supervisor, Identifying their training need based on attitude you have and Identifying their training need based on your individual learning style are found low activities in government colleges of polytechnic that the needs assessment at individual levels are insufficient respectively.

5.3.2 Training Needs Assessment at Job Level

According to Truelove (1996) training needs analysis (TNA) is a tool used to identify the gap between the actual performance and the desired performance in the organization. Truelove further described analysis of organizational training needs as a process of taking an overview of the performance of the organization. Its purpose is to identify where training can make major contribution to improve organizational performance. Analysis of organizational training needs requires the collection of information from across the organization about current performance problems and future needs and plans. Need assessment a combination of individual, job and organizational level. Therefore, the colleges are supposed to conduct needs assessment at these three levels so as to accomplish the goals of the organizations. The data found from this questionnaire at the level of job assessment indicated that 47.9%, 55.8% respondents replied that the colleges complexity and working culture, team work, feedback from vice deans, feedback from department and department heads respectively were not adequately considered in the process of needs assessment.

5.3.3 Organizational level needs assessment of the Colleges based on vision and mission

Leaders in the organization must articulate a clear vision and mission that describes what the change effort is striving to accomplish. Ideally, people in the organization have strong input to the creation of the vision and mission and how it can be achieved. The vision and mission should clearly depict the achievement of the organization. It is critically important that people believe that the vision and mission are relevant and realistic. The vision and mission are described in terms of overall outcomes (or changes) to be achieved by all or parts of the organization. Sometimes, an overall purpose or mission is associated with the effort to achieve the vision, as well. The data found from the respondents indicated that 60% respondents were replied that identifying their training need comparison of the performance of different departments in their colleges were low.

5.4 Effectiveness of the management development practices

Analyzing the effectiveness of the management development practice is very essential issue in the practicing of management development in every organization. The finding of this study that indicated 48.1%, 42.3%, 53.4%, 65.7%, 68%, 66.7%, 75.5%, 63% the extent to which the training improves practical, technical and professional skills required for the job, the extent to which received sufficient knowledge and experience of all aspects of duties in the college, the extent to which the training improves performance, asked to fill a questionnaire at the end of the training, managers have post training discussion with trainees, college evaluates management development program continuously, test the participant before and after the program (pre and post test) and evaluate the training offered based on your performance evaluation results are very low and low accordingly.

5.5 Conclusion

This study was conducted to assess the practices and challenges of MD in government polytechnic colleges in Addis Ababa mainly focused on the challenges, practices, strategic effectiveness and future strategies/directions of the colleges. As stated in the introduction and literature review part that how the issue of management competence in all types and levels of the organization determines success or failure in such competitive and dynamic world working environment. Management development is becoming an increasingly significant and strategic endeavor for each organization in this world. It has been coming to be recognized as an inevitable investment by many organizations by understanding the valuable return proactively. Specifically, in the case of MD, organizations have a double effect when they engaged in production, sharing and transferring of knowledge and skills to others.

The role of management in the organizations, in founding or searching a sustainable and fast economic and service development is unparalleled specially in capacitating the civil servant managers that enables them to discharge their roll effectively and efficiently. Meanwhile,

Managers are play a lion share in the realization of the organizations as the same time the Country's growth and development plan through effective management of resources in their organization.

Apart from their tremendous role to sustainably development the required and up to date MD competence in the organizations the practitioners were that greatly contribute for its effectiveness and fast development. In this regard, the attention given by government polytechnic colleges were found very limited for MD practices as it was reflected in every step of the MD program practices.

According to the respondents provided evidence on government polytechnic colleges had low pre- planned MD practices as compared to their very significant role that have playing in sharing and transferring knowledge and MD competencies to its organizational development regarding to the MD practices, effectiveness, challenges, and future strategies directions.

Although, the whole process of MD program practices starting from needs analysis, program designing, implementation, and evaluation of MD programs were not carried out systematically and in sustainable manner. Failing to do in the first steps were, directly has a chain effect and that leads to failure to the next process and finally in the whole cycle of the process.

Finally, according to (Prokopenko, 1989) "the effectiveness of management development practices is directly dependent on the implementation of systematic need assessment, program design, implementation, and evaluation". Though, the literatures indicates that the current practice on the ground of government's polytechnic colleges in Addis Ababa deviant from that therefore, the output MD practices were less effectiveness and less efficiency. Therefore, the practices and problems of Management development in the case of government polytechnic colleges can conclude by its less effectiveness and less efficiency.

5.6 Recommendation

According to the major findings of the study and the conclusion drawn from that, attempts made to give possible recommendations to implement and capitalize the effective and efficient MD practices in government polytechnic colleges. The major recommendations were found as follow:

Establishing effective and efficient MD system in the respective college was found as a strategic move to meet the dynamism of the global business environment and successfully attain the vision of government polytechnic colleges. It would also serve as a concrete base and footsteps for establishing learning experiences through the colleges and that characterized as a learning organization. Hence the government and the top management of the colleges under study kindly advised to take the initiatives to develop the MD programs policy either separately or as the part of in the overall human resource development policy and strengthen the responsible work unit through assigning qualified and experienced professionals with the required empowerment that enable them to effectively undertake the MD programs on timely basis.

A planned and systematic individual managers, task, and organizational MD gap analysis at different level by using the appropriate methods and taking the given context in to considerations would be the first and the core step in the MD programs process cycle. It would be the fundamental input to practice effective MD programs and critical point for the succeeding process to be effective. An effective MD programs need analysis would enable the organization to prioritize and identify the right MD programs interventions and that facilitate in exploiting the maximum return out of the MD programs investment. It would, therefore, humbly recommended for the colleges' management and the concerned work department to undertake the required formal and systematic MD programs need analysis at individual, job/task, and organization oriented levels continuously through deploying effective methodology that help to assess the need analysis depending on the colleges' objectives and maximize the quality of service advantage.

- Diversify the MD delivery approaches in the colleges would provide conducive environment to successfully design and execute the identified MD programs by taking the beneficiaries' learning potentiality in to consideration. It lets the college to effectively utilize the resources at hand and

exploit the maximum output from the practice. It would, therefore, be advisable for the concerned management bodies to further strengthen the existing MD program practices in short term training, education, self- development experiences and introduces other highly commendable approaches like coaching, mentoring and others. On top of this, the management and the concerned working department in collaboration with the target participants design the MD programs and identify the right delivery approach with potential trainers by taking the entire context in to consideration.

- To measure the effectiveness of the MD program practices of the colleges' change an individual and the ministry performance as the result of the MD programs interventions an ongoing monitoring and evaluation system shall be in place at different levels of the MD cycle. It would enable the ministry to observe the flow of the MD program process and timely tracks and bottlenecks and take the appropriate corrective actions accordingly and maximize the objective of the MD program practices and also the vision of the colleges. Thus, advised to government polytechnic colleges to ensure the existence of an evaluation system and its proper execution on timely basis. Besides, the colleges to carefully and consistently undertake the MD program practices at different levels by using appropriate techniques that enables to find out the desired outcomes.

To insure the individual managers self development all managers were responsible to develop themselves therefore, kindly recommend to the individual managers use their personal effort to come management practice development through public libraries, websites and other mechanisms to be developed and competent in college's effectiveness and capable enough in the job market.

- Consequently, high commitment from all concerned bodies specially, the federal TVET agency, Addis Ababa TVET agency and colleges top ,middle and lower management and other required to successful timely address the strength and limitation of the existing MD practices for rapid holistic sustainable development of the MD system of the colleges and be a model of others.

In general, the issue of Management Development practice in Government's Polytechnics Colleges need further in depth research particularly the MD need analysis activity is the base of

all the practices and effectiveness of the college, because if this kindly recommended to the next researcher or the colleges themselves focused on the issue helps the colleges more successful.

References:

Armstrong, M. (2006). *Human Resource Management Practice*. Kansas: Kogan Page.

Armstrong, M. (2009). *Human Resource Practice*. London: Kogan page.

Armstrong, M. (2010). *Essential Human Resource Management*. New York: Kogan Page Limited.

Babisso, A. (2006). *The Implementation of the Middle Level TVET Program in Addis Ababa*. Unpublished MA Thesis, Addis Ababa University.

Beardwell, N. & Holden, B. (1993), *Managing for Success*, (2nd ed). England: Prentice Hall Publisher.

- Berman, M Evan Et Al. (2006). *Human Resource Management in Public Service 2nd*, California. Sage Publication.
- Best. J.W. and Khan, J.V. (2003). ***Research in Education***. New Delhi: Prentice-hall Private Ltd.
- Boxall, P., Purcell, J., & Wright, P. (2007). *The Oxford Hand book of Humana Resource Management*. New York: Oxford University Press.
- Bratton, J., & Gold J. (1999). *Human Resource Management Theory and Practice*, New York: Palgrave.
- Brown, J. (2002). Training needs assessment: A must for developing an effective training program. *Public personnel management*, 31(4), 569-578.
- Byars, L. W. (2003). *Management: skills and applications*. New York: McGraw -Hill.
- Byham, W. C. (2000). How to create a reservoir of ready-made leaders. *Training & Development*, 54(3), 23-29.
- Clifton, R. (2001). *Vision and Mission*. University of North Florida.
- Delors, J. and etal. (1996). *Learning the Treasure within report to UNESCO of the International Commission on Education for the Twenty-first Century*. Paris: UNESCO.
- David M.Harris, R. L. (1994). *Human Resource Development*. Florida: Harcourt Brace College.
- Desatnick, R. L. (1980). *A Concise Guide to Management Development*. India: Taraporevala.
- Drucker, P. F. (1986). *MANAGEMENT tasks, responsibilities, practices*. New York: TRUMAN TALLEY BOOKS.
- Faramand, A. (2004). ***Innovation in Strategic Human Resource Management: Building capacity in the age Globalization***. Available from internet
- Gizachew Tekle (2014). The practice and challenges of human resources development in some selected government colleges of Entoto, Misrak and Wingate TVET college. Master's thesis submitted to the school of graduate studies of Addis Ababa University.
- Garavan, T. N., Barnicle, B., & O'Suilleabhain, F. (1999). Management development: contemporary trends, issues and strategies. *Journal of European Industrial Training*, 23(4/5), 191-207.
- Gasskov, Viladmir (2000). ***Managing Vocational Training Systems: A Handbook of Senior Administrators***. Geneva: International Labor Office:

- Greiner, L. E. (1967). *Patterns of organization change*. New York: Harvard Business Review.
- Griffin, R. W. (2002). *Management*, 7th Edition, USA, Houghton Mifflin Company.
- Easterby-Smith, M., Richard, T., and Lowe, A. (2002), *Management Research an Introduction: Second Edition*, and London, Sage Publication.
- Ed Snape, T. R. (1997). *The best Techniques for Managing Managers*. New Delhi: Maya Blackwell.
- Ethiopia, F. N. (2003, July -). Federal Negarit Gazeta. *Proclamation No. 49/2008 Addis Ababa City Government Proclamation*. Addis Ababa, -, Ethiopia
- Fasika, Mulatu (2013). *Management and Leadership Development Practices and Challenges*:
- Garavan, TN & McGuire, D, 2001, "Competencies and workforce learning some reflections on the rhetoric and the reality", *Journal of Workforce Learning*,
- Garvie, E. (1993). An integrative approach with young learners. In C. Brumfit, J. Moon, & R. Tongue (Eds.). *Teaching English to Children: From Practice to Principle*
- Gibb, D. S. (2006). *Human Resource Development*. Great Britain : CAPDM.
- Hancke, B. (2009). *Intelligent Research Design*. New York: Oxford University Press Inc.
- Hartel, C.E., Fujimoto, Y., Strybosch, V.E., & Fitzpatrick, K. (2007). *Human Resource Management: Transforming theory into innovative practice*. Australia: Pearson Prentice Hill.
- Hassen, E. (2010). *State of Leadership Development in the Ethiopian Management Institute*. Addis Ababa: Thesis submitted to AAU, Unpublished.
- Itika, J. S. (2011). *Fundamentals of Human Resource Management, Emerging Experience from Africa*. Tanzania: African Studies Centre.
- Kazanas, W. &. (1999). *Building - In House Leadership and Management Development*. USA: Quorum Books.
- Koontz, H., & Weihrich, H. (1990). *Essential of Management*, International Edition.
- Mabey, C., & Thompson, A. (2001). Achieving Management Excellence: a survey of UK management development at the millennium. *European Business Review*, 13(1).
- McCracken, M. and Wallace, M. (2000). Exploring Strategic Maturity in HRD-rhetoric, aspiration or reality. *Journal of European Industrial Training*, Vol. 24, No. 8, pp. 425-467.

- Maxwell, J. (2009). *Developing the Leader within you*. New York: Grace, Inc.
- MoE (2008). Conceptual Framework for Development of the Ethiopian Qualification.
- Mumford, A. (1997) *Management Development: Strategies for Action*, IPM, London.
- Nadler, L., & Nadler, Z. (1989). *Developing Human Resource* (1st ed.). San Francisco: Jossey-Bass Press.
- Osman Gani, A. M., (2000). International briefing 7: Training and development in Singapore. *International journal of training and development*, 4(4), 305-323.
- Overton R. (2008), *Management Development Manual: Developing Management Skills for the 21st Century*, Published by Sydney Business Centre 7202 Ephraim Island Paradise Point QLD 4216 Australia.
- Phyllis Tharenou, R. D. (2007). *Management Research Methods*. New York: Cambridge University Press.
- Phyllis Tharenou, R. D. (2006). *Management Research Methods*. New York: Cambridge University Press.
- Proclamation no. 515/2006. The federal civil servants proclamation.
- Prokopenko, M. K. (1989). *Diagnosing Management Training and Development needs*.
- Pynes, J. E. (2009). *Human Resource Management for Public and Nonpublic organizations*. United States of America: Jossey-Bass.
- Pynes, J. E. (2009). *Humana Resources Management for Public and nonprofit organization*. United States of America: Jossey-Bass.
- Reitsma, S. G. (2001). Management development in Unilever. *Journal of Management Development*, 20(2), 131-144.
- Sadkar, M.P. and Sadhker. D.M. (1997). *Teachers, Schools, and Society*. New York: The McGraw-Hill Companies Inc.
- Senge, P (2006). *The fifth discipline: The age and practices of the learning organisation* New York, Doubleday.
- Stoner, J. (1996). *Management*. New Delhi: Prentice-Hall of India.

- Tchombe, A. B. (2011). *Handbok of African Educational Theories and Practices*. Cameroon : Human Development Resource Centre (HDRC).
- Teferie, Girma. (2013). *PRACTICES AND PROBLEMS OF BALANCED SCORECARD (BSC) IMPLEMENTATION, ETHIOPIAN MANAGEMENT INSTITUTE IN FOCUS*. Addis Ababa: Thesis given to AAU, Unpublished.
- Terry, George R. (1960). *Principles of Management* 3rd edition. Homewood, Illinois: Ricardo D. Irwin.
- Thoblackmas, R. (2005). *Doing Quantitative Research in the Social Scinces*. London: SAGE Publications Ltd.
- True Love, S. (1996). *Hand Book of Training and development view and method*. New Delhi: Beacon Books.
- Yalew, Engidayehu (2011). *Ymeremir Meseretawi Merhowochna Ategebaber[Basic Research Principles and Implementation]*. Bahir Dar: Comercial Printing.

Annexes

Annex I: Questionnaire for College's managers

Addis Ababa University

College of Business and Economics
Department of Public Management and Policy

The study is titled as “The Practices and Challenges of Management Development in Government Polytechnic Colleges in Addis Ababa” with the objectives assumed to assess the challenge of Management Development Practice in government Polytechnic Colleges of Addis Ababa, the following Questionnaire were constructed to be filled by the colleges’ Deans and vice Deans, coordinators and department heads of Government Polytechnic Colleges.

Dear Respondents:

The purpose of this questionnaire is to assess about Practices and Challenges of Management Development in government Polytechnic Colleges in Addis Ababa. The success of this study entirely relied on your serious, sincere and timely response to each question. Therefore, you are kindly requested to complete these questionnaires honestly and responsibly. It would really be most meaning full if you would answer all the question items in the questionnaire. Moreover, the study is purely academic so that all the information will be kept confidential. This questionnaire has been developed in two sections. The first section refers to your personal profile while the second sections will enquire issues about the management development practice and experience of your polytechnic college.

Note:

- No need of writing your name
- Please follow the directions given under each part.

Management development: Refers to the process from which managers learn and improve their skills not only to benefit themselves but also their organization and their employees. It also refers to the training offered to college level managers, Deans and Vice Deans, Department Coordinators and Department Heads should learn improve their skill ; not only benefits themselves but also their organizations and their employees. It also refers to the training offered to college level leader.

Section I:

General Information

1. Name of the College _____

2. Sex Male Female

3. Educational Qualification

• College Diploma

• BA/BSc

• MA/MSc

• Others

• Please indicate yur specific field of study _____

4. Educational role in the college

• Dean

• Vice Dean

• Department Head

• Department Coordinator

5. Years of service in the position you held (stated above)

1-5

16-20

31-35

6-10

21-25

36 years and above

11-15

26-30

Section II:

1. The following items will refer to the major challenges involved the implementation of management development practices in your government polytechnic college. Each question has been labeled from 1 very low, up to 5 very high degree of concentration. Thus,

Please read each item carefully and give your challenges in the practice of management development by marking (√) in the box against your choice.

Key: (1=Very Low, 2= Low, 3= Medium 4= High 5= Very High)

No.	Your Colleges	1	2	3	4	5
1	Distributions of training program through all level of managers are adequate.					
2	There are budget constraints for management development programs					
3	The need assessment for management development skills is adequate					
4	The rate of turnover among the trained managers are at its minimum					
5	Shortage of concern with regards to management development is minimum.					
6	There is an appropriate strategic plan for college's management.					
7	Required Management development need assessment is properly conducted					
8	Each and every training practice has been based on the need assessment.					
9	Motivation is the most important practice among managers.					
10	Training programs are conducted by an appropriate trainer.					
11	Quality of management development training program is					
12	The college links development program with strategic plan.					
13	Evaluations held on training and development outcomes have no difficulties.					
14	There were sufficient times to execute training programs.					
15	Training programs were fairly distributed to all levels managers.					

1.1 Please read each item carefully and provide answers about your college management development practices and encountered challenges by writing your answer in the space provided below.

1. Please consider if there are other related factors/issues not mentioned above, but you think are important to be included in the study. Thus, specify in the space provided below.

2. To what extent is management development practiced experienced in your college?

3. Does your college management was based on the needs of individuals in the course of training management development?

1.

If, your answer is no, Please explain.

4. what were basic individual needs in the assessment related to management practice?

5. Please state the types of training offered to Vice Dean, Department Head and Department Coordinators.

2. Practice on Management development Need Assessment of Individuals

Please read each item carefully and give your challenges in the practice of management development by marking (√) in the box against your choice.

Key: (1=Very Low, 2= Low, 3= Medium 4= High 5= Very High)

No.	Your College	1	2	3	4	5
1	Identifies training needs based on your individual needs					
2	Collects your training needs through performance evaluation					
3	Uses questionnaires to collect data and assess training needs as a tool.					
4	Asking individual managers about your training needs					
5	Gives time to you to assess yourself					
6	Identifies your training needs based on scheduled program					
7	Identifies your training needs based on your professional skills					
8	Identifies your training needs based on your interest					
9	Identifies your training need based on personal relationship.					
10	Identifies your training need based on attitude you have					
11	Identifies your training need based on your individual learning style					
12	Training programs are fairly distributed to all level managers					

2.1 If there are other related factors that were not mentioned above but you think are important and that you would like to include, please specify in the space provided below.

3. Management development Need Assessment practice in college’s working Environment.

Please read each item carefully and give your challenge in the practice of management development by marking (√) in the box against your choice.

Key: (1=Very Low, 2= Low, 3= Medium, 4= High , 5= Very High)

No.	Your College	1	2	3	4	5
1	Identifies your training need based on the major task of the college					
2	Identifies your training needs based on the job description you are entitled to.					
3	Identifies your training needs based on the level of the college					
4	Identifies your training needs based on the working culture of the college					
5	Identifies your training needs based on team work practice					
6	Identifies your training needs based on staff monitoring and evaluations.					

7. If there are other related factors not mentioned above, but you think are important and that you would like to include, please specify in the space provided below.

4. Organizational Level Need assessment of the college based on Vision and Mission

Please read each item carefully and give your challenges in the practice of management development by marking (√) in the box against your choice.

Key: (1=Very Low, 2= Low , 3= Medium , 4= High , 5= Very High)

No.	Your Colleges	1	2	3	4	5
1	Identifies your training needs based on the vision of the college					
2	Identifies your training needs based on mission of the college					
3	Identifies your training needs based on values of the college					
4	Identifies your training need based on needs of the college					
5	Identifies your training need by evaluating the roles of the head.					

6	Identifies your training need based on the changes that your college has gone through					
---	---	--	--	--	--	--

5. Evaluation effectiveness of the Management Development practices

Please read each item carefully and give your college management development practices and challenges by marking (√) in the box against the choice.

Key: (1=Very Low, 2= Low 3= Medium 4= High 5= Very High)

No.	Managers	1	2	3	4	5
1	The extent to which the training improves practical, technical and professional skills required for the job					
2	Extent of outcomes to which the knowledge and experience developed in all aspect of duties in the college.					
3	The extent to which the management development/training improved your capacity of manages in the use of time effectively					
4	Improved ability to develop, manage and perform the desired goals.					
5	The extent to which the training improves performance					
6	Asked to fill a questionnaires at the end of the training					
7	Managers have post training discussion with trainees					
8	Evaluates management development program continuously.					
9	Test the participant before and after the program (pre and post test)					
10	Evaluate the training offered based on your performance evaluation results					

5.1 If there are other related factors related not mentioned above, but you think are important and that you would like to include, please specify in the space provided below.

Appendix II: Interview Guide Questions for a College's Deans

Addis Ababa University
College of Business and Economics
Department of Public Management and Policy

The purpose of this interview is to gather information about Practices and Challenges of Management Development in Government Polytechnic Colleges in Addis Ababa”

Section I: Personal Characteristics

1. Name of the college _____

2. Sex: Mal Fe

3. Educational Qualification _____

4. Total years of service in the position you held (stated above)

1-5	<input type="checkbox"/>	6-10	<input type="checkbox"/>	11-15	<input type="checkbox"/>
16-20	<input type="checkbox"/>	21-25	<input type="checkbox"/>	26-30	<input type="checkbox"/>
31-35	<input type="checkbox"/>	36 years and above	<input type="checkbox"/>		

Interview

1. Is there management development practice in your college? If any, what are those management development practices?
2. Is management development practice effective in your college?
3. What could be the major problems your college had faced to conduct management development programs?
4. Does the college allocate an adequate amount of resources and facilities to process training in development program?

Thank you for your time!!!