

Addis Ababa University
School of Graduate Studies

*State of Leadership Development in the Ethiopian
Management Institute*

By
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School of Graduate Studies

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Lists of Acronyms

CD	Capacity Development
EMI	Ethiopian Management Institute
LCD	Leadership Capacity Development
LDP	Leadership Development Program
OECD	Organization for Economic Co-operation and Development
TNA	Training Needs Assessment
ToT	Training of Trainers
UNDP	United Nation Development Program

ABSTRACT

The notion of leadership development is an important aspect of organizational development for building existing potentials of leaders and improving performance. Leadership development is a process which begins with improving the person's understanding, skills, attitudes and competencies required in modern leadership practices and competitive business world so that teams, organizations as an entity as well as the society at large will benefit out of it. In Ethiopia, various approaches of leadership development have been made by education and training institutes, organizations by their own mechanisms as well as leaders themselves. Hence tremendous experiences are available and the purpose of this study is contributing for leadership development by giving emphasis for the integration of transformational leadership training and coaching methods designed and implemented by Ethiopian Management Institute. The study used descriptive method of research and a combination of four data collecting techniques was applied. 48 respondents from top, middle and line management (Addis Ababa Transport Authority, Radio Fana, General Audit Office, and Oromia Water Works Construction Enterprise were representing government organizations whereas; DH Geda SC from the private organizations), who had taken Leadership Development Program of EMI and 30 management consultants participated in questionnaire administration. In addition, 2 EMI directors and 3 LDP participants were also interviewed; the student researcher also attended transformational leadership training to observe the process and also consulted relevant documents pertaining to this study. The data has been entered into a computer and analyzed by the help of SPSS and then findings were presented in the form of text, tables and charts. The study investigated leadership capacity development activities of EMI and the selected government and private organizations. Thus the study addressed three interdependent components. These are the experiences of leadership development practices in the selected organizations, relevance of transformational leadership and coaching and its process as well as outcome level results so that relevant experiences have been drawn. The study depicted the integration of more than one leadership development methods brought effectiveness both for the individual leaders' development as well as organizations. Specifically, theory based leadership education has replaced by transformational skills and behaviors and also supported by coaching to cement the change obtained from the training activity. If properly designed and implemented and with commitment, organizational developments can be realized through LDP in a wider scale. In LDP, the process has more value than any other thing in transforming thoughts, practices and experiences for leading self and others. The combination of reviewed literature and the findings of leadership development revealed that leadership is not only achieving the completion of a given task but also utilizing untapped potentials for achieving the desired goals in a sustainable manner through committed leaders, coaches and facilitators of change. The implications of this study have outlined and are believed to contribute for leadership development.

CHAPATER ONE

1 PROBLEM AND ITS APPROACH

This section deals with the general background, statement of the problem discussed in the study, objectives and significance of the study. It also consists of the delimitation, limitations and operational definitions of the study.

1.1 *Background of the Study*

The notion of capacity development (CD) has received top prior attention in many organizations. Capacity development could be translated in terms of training, organizational capability of its operational system, facilities, infrastructure, human resources, leadership and management. However, in this study the focus is on the development of human resources specifically leadership in organizations. It is about the change and development of leaders' capacities that help organizations to achieve their goals.

Many authorities agreed that the turbulent environment seeks effective leaders in organizations who have the right skills, attitudes and competencies to manage challenges as well as utilization of opportunities resulted in environmental changes. According to Philips and Schmidt (2004) organizations demand proactive leadership development to manage changing workforce demographics, rapid change of technology and succession management process. Adair (2005) also emphasized that recently the rate of change is accelerating so that leaders have to manage the pace of change through innovative approach for achieving efficiency and effectiveness.

The working document of UNDP (2006) viewed leadership capacity development from three core segments of capacity development perspectives at individual, organizational and societal levels. These three levels of capacity development are interdependent. It is about developing individuals' potentials and abilities, coaching them with new ways of doing business and developing processes and finally ensuring active participation and commitment of all stakeholders in the development process. However, how leadership capacity is being developed undergo controversies by different leadership researchers and practitioners. According to Hughes & others (2006), leadership is better developed through structured education and experiences.

Other leadership development researchers, on the other hand, stated that in modern leadership theories transformational leaders are required to provide opportunities of development for their followers (Bernard & others, 2006). Accordingly, the purpose of leadership capacity development activity is not only enhancing existing potential and skills of followers but also providing chances of decision making and developing confidence which enhance their competencies. For leadership capacity developers it gives some intimation that young leaders would acquire leadership competencies from their seniors as well as through challenging assignments that would give chances of learning new skills coupled with formal training (Yukl, 2006).

These days, most organizations create access for leadership training programs for managers to improve their effectiveness and professional advancement. Conversely, authorities such as Davies & Easterby – Smith, 1984; Kelleher, Finestone, & Lowy, 1986; Lindsey, Homes, & McCall, 1987, Lombardo, & Morriso, 1988 (cited in Yukl, 2006) agreed that effective leadership development does not come only through formal education rather leadership is “learned from experience”. Despite the different decisions being used for leadership capacity development, there is still a need for facilitating conditions for development to take place. According to Yukl (2006), organizations should identify and decide the type and amount of development program, who should be involved in the program as well as how it is to be undertaken.

In Ethiopia, leadership education and training has been undertaken both in the formal and non-formal approaches. The Addis Ababa University, the Imperial Institute of Public Administration and Ethiopian Management Institute have played a greater role of contribution for management and leadership development. The Ethiopian Management Institute (EMI) provides training, consultancy and research services for government, non government and private organizations throughout the country. EMI has a separate service package known as “Leadership Development Program (LDP)” with a considerable experiences pertaining to this study holds the attention of the student researcher.

As indicated in a management development training needs assessment report of EMI (2006) that there is a big knowledge and skills gap between what is happening in leadership practices and

required organizational transformation process. As a result of such type of assessments and other monitoring and evaluation reports, EMI designed a leadership development program that encompasses various leadership development training courses and a coaching intervention. The program was originally known by “Leadership Skills Training” which is recently changed into “Leadership Development Program”. The former is an open program and theory focused in which any interested organizations as well as individuals would be participated whereas, the later is a tailor-made program in which the program to be designed for a specific organization on the basis of needs assessment incorporating transformational leadership and coaching as an important ingredient of the capacity development program.

This study investigated effectiveness of leadership capacity development program, the process, challenges and other learning points. Besides this, efforts made by organizations to develop individual and professional development of their leaders were areas of attention in the study.

1.2 Statement of the Problem

Due to the nature of dynamism and change taking place in the existing environment, which has also an effect on organizational performance and productivity, organizations provide high level of recognition for leadership development.

As EMI’s management development directorate training needs assessment undertook on February, 2009 indicated that there exists a leadership capacity problem which impedes organizational performance and profitability among other variables including the ability and willingness of team members. It also reported that it has an adverse effect on team relations within the organization and weaken transparency. In similar leadership development program assessment of EMI (2009:19), it was indicated that “.....in order to transform the enterprise, the leadership should primarily have some knowledge, skills and attitude....” in a list of leadership capacity development topic areas as well as strengthened & sustained through coaching support. Many similar assessments have been undertaken by the institute revealed that there exists knowledge gap by the leadership.

Furthermore, the transformational leadership and coaching program which has been designed by EMI on the basis of baseline assessment implies the demand for leadership development program by many organizations as well as an indicator of leadership capacity limitations (EMI, Annual Training Plan for the year 2009/10). Apart from the baseline assessment made by EMI, many government and private organizations approached EMI seeking similar training and coaching support was also a good sign of leadership capacity limitations in organizations.

On the other hand, as John Gardner, 1965 (cited in Hughes & others, 2006:68) argued thatmany of our best and brightest young people actually has been immunized against and dissuaded from, seeking leadership opportunities and responsibilities, other young people, even if they want to be leaders, may not believe they have what it takes.

This is again a challenging situation for leadership for the creation and development of successors. It implies that the existence of a problem that should be filled through leadership capacity development program to help support the succession process between aged leaders and prospective young successors. The problem could be either from the aged leaders for not trusting young leaders or the young leaders who might show poor confidence to express their readiness for taking the responsibility.

As Yukl (2006) stated a number of methods can be used for developing the capacities of leaders. Yet, the development program should consider the pros and cons of the different methods and approaches. It has been also equally important to consider whom to develop, what, with which method and approach. With this regard, Phillips & Schmidt (2004) revealed that many organizations implement leadership development methods that result in poor investment of time and money.

The controversies for how leaders are being developed still continued. Berg, (2003:23) in his research indicated that “ the need for leadership and the improvement of society can come through higher education initiatives in leadership development” which can attain a large sum of young leaders produced from formal education in colleges and universities. However, what are the real against felt needs of leadership development activities, how should it be implemented,

with what strategies meet the objectives and what should be done to ensure sustainable changes remain the core issues that require intensive investigation in which this study assumed to address.

As far as leadership capacity development activities, strategies and its' effectiveness is concerned, the study attempted on the bases of the following five research questions:

- In what ways leaders were developed and supported to meet the growing needs in an environment of continuous change?
- What were the most critical challenges of leadership capacity development activities?
- To what extent are leadership development approaches designed and implemented by EMI effective?
- What results exhibited in the selected government and private organizations which participated in LDP?

1.3 Objectives of the Study

The prime objective of conducting this study was to contribute for understanding on organizational actions for leadership capacity development thereby promoting the need for paying adequate attention for leadership development activities to bring about organizational efficiency and effectiveness. The specific objectives include:-

- Analyzing leadership practices of selected government and private organizations which have been participated in LDP.
- Identifying and comparing leadership capacity development strategies being implemented by EMI as well as selected government and private organizations against its' efficiency and effectiveness
- Analyzing effectiveness of LDP implemented by EMI from content and process perspective?
- Identifying challenges of leadership development activities undertaken by EMI.
- Analyzing the results obtained by organizations after their leadership attended transformational leadership training and coaching support of EMI.
- Drawing lessons from existing experiences to use for future leadership development programming.

1.4 Significance of the Study

Undertaking such type of study has various importances for management development programming in general and leadership capacity development in particular. It also contributes for leadership practitioners as well as researchers as a source of information and indicator for further development both for academic as well as implementation process. More specifically, the study has the following significances.

- To identify gaps as well as challenges in the course of all corners of leadership development program intervention for organizational learning and policy development
- To assess the extent of effectiveness of leadership development program designed and implemented by EMI so that it will be used as an aid for sound decision making
- Used as a reference for leadership development researchers in future course of studies

1.5 Delimitations of the Study

EMI has been playing a significant role for leadership development activities since its establishment more than 50 years ago. Yet, this study does not cover all dimensions of leadership development programs. It delimits itself to focus on selected government and private organizations which participated in the leadership development program designed and conducted by EMI since 2005 / 2006 as it gets better attention in these period of time. So far EMI reached 7 government organizations and 1 private organization in LDP from Addis Ababa Administration. However, this study delimits on 5 and 1 government and private organizations respectively. Addis Ababa Transport Authority, Radio Fana, General Audit Office, and Oromia Water Works Construction Enterprise were representing government organizations whereas; DH Geda SC from the private organizations. The study delimits its scope due to the following reasons.

- Resource limitations including time and finance for undertaking the study
- The belief that focusing on specific area fosters accuracy and better quality of data collection work

1.6 Limitations of the Study

This type of undertaking would face a number of challenges and problems apart from the lessons gained in the process. The main limitations of this study include:-

- One set of the questionnaires were distributed to leaders of organizations who had participated in LDP undertaken by EMI. However, it was difficult to gather the distributed questionnaires from these respondents as many of them had left their organization due to transfer, promotion and other reasons.
- Based on the knowledge of student researcher, there were almost no documented studies in leadership development which has been another problem to review previous findings.
- Limited number of reference books available in different libraries of the university as well as public libraries. Besides the available references were not reflecting the recent situations of leadership development as well as did not disclose our local context.

1.7 Operational Definition of Terms source is needed

- 1.7.1 Capacity development:** capacity development is understood as the process whereby people, organizations and society as a whole unleash, strengthen, create, adapt and maintain capacity overtime (OECD, 2006).
- 1.7.2 Coaching:** enabling other to address their personal and professional needs by helping them make changes that improve their performance by way of building their strengths (London, 2002; Dubrin, 2007, Porter & others, 2008; 2009).
- 1.7.3 Development:** Improving the knowledge and skills of organizational members so that they will be prepared to take on new responsibilities and challenges (Cascio W., 2003).
- 1.7.4 Leadership Development** – the development of all employees through continued learning opportunities and is an important performance strategy for future success. Leadership development viewed from individual and organizational perspectives. The development of individuals is by assessing a current or prospective leader's talents and determining

areas of development whereas, organizational perspective refers to assessing skills in the organization and comparing them to skill needs anticipated in the future (London M., 2002).

1.7.5 Training: A capacity development process for organizational members enabling them how to perform their current jobs and helping them to acquire the knowledge and skills they need to be effective performers (Cascio W., 2003).

1.7.6 Transformational Leadership — Transformational leaders are able to inspire followers to transcend their own self-interests and are capable of having a profound and extraordinary effect on followers. Transformational leaders doing what is right, sharing the mission or vision toward which they are working and raising followers' expectations of what they can achieve, encouraging their followers creative thinking and innovation; and, lastly, gaining individualized attention to their followers, considering their needs and abilities, playing an especially important role in the followers' growth and development via coaching, mentoring and provision of both challenge and support. (Bass, B & Riggio, R., 2006; (Robbins & Judge, 2005; Zacharatos, Barling, & Kelloway, 2000 cited in Nichols T., 2008)).

1.8 Organization of the Study

This study has been divided in five sections. The first, second and third section of the study dealt with the problems & its approach, review of related literature and research design & methodology respectively. In the fourth and fifth section of the study data analysis and conclusion & recommendation have discussed respectively. In addition, references and questionnaires are attached.

CHAPTER – TWO

2 REVIEW OF RELATED LITERATURES

In this chapter literatures have been reviewed pertaining to leadership development. Accordingly, conceptual understandings of leadership development, development of management and leadership in the Ethiopian context including leadership development program of Ethiopian Management Institute and skills and competencies required from leaders have been included. In addition, literature survey on the various ways of leadership development, its challenges and assessment mechanisms has been incorporated.

2.1 An Overview of Capacity Development

Capacity is the most important aspect of any phenomena to be able to do something the best of the required quality, quantity and accepted level of time. Unless the right capacity is formed and developed it would be difficult to achieve needed objectives.

If sustainable organizational performance, high quality service provision to the society and existence of cohesive workforce is needed, leadership development becomes the solution solicited by learning organizations. These organizational phenomenon and best results will be captured when leaders have equipped with effective leadership skills and competencies.

According to OECD (2006) capacity development is understood as the process whereby people, organizations and society as a whole unleash, strengthen, create, adapt and maintain capacity overtime. Although the focus of this paper is on leaders' capacity, the notion of capacity development is beyond the concern of individuals but also the change and transformation of organizational performance as a whole such as its system, culture and environment.

2.2 The Need for Developing Leadership Capacity

There is a great relationship between leadership and capacity development. It is indicated in UNDP commissioned studies (2006) that capacity development activities foster individuals' leadership potentials and abilities exhibited in their behaviors and competencies. At

organizational level it focuses on the improvement in terms of organizational performance as reflected in its resources and its management. The notion of leadership development is the expansion of individuals' capacity towards effective implementation of leadership roles and processes. In this regard, Hogan and Kaiser, 2005 (cited in Bergman, 2009) indicated the development aspect of leadership capacities begin with the development of self and ends with building and motivating high performing team. The self development is further described the knowledge, attitude and skills observed within the boundary of individuals capability one would have to communicate and persuade for others by the help of intrapersonal and business skills.

Leadership development is viewed from individual and organizational perspectives. The former is identifying existing capacities and potentials of individuals as well as areas of improvements; the latter on the other hand is focusing on the skill requirements for the organization. However, the system of development is similar for both individuals and organizations (London, 2002).

Mostly leaders are busy in making programmed decision which is included in their work plan as well as non-programmed decisions which may not necessarily included in their work plans but require their involvement in organizations and group activities. They deal with people, managing resources and other organizational matters. Unless they are updated and introduced with changes in the environment and technology they cannot be efficient and effective in their performance. Thus, leaders need to develop their behaviors and skills that would help to improve their performance thereby improve organizational profitability/productivity. Besides, leadership development program is not a onetime action rather it is a continuous intervention and process as the environment is in a state of dynamic change.

2.3 Conceptual Understandings of Leadership Development

2.3.1 Major Leadership Development Theories

Different researchers have been undertaking their study on leadership development and theorized from time to time. To this end the following summary of Leadership development has presented (Lubenbrug & others, 1991; Stephen, 1996; Kreitner & Kinicki, 2003; Phatak & others, 2005 Yukl, 2006).

Table 1

<i>Leadership Theories</i>	<i>Major Assumptions</i>	<i>Major Criticisms</i>
Trait Approach	Leadership is basically in-born, certain people possess a natural ability to lead Focused on leader's personality traits	Researches failed to guarantee consistent patterns of traits with leadership success Fails to clarify the relative importance of various traits Ignores situational factors
Behavioral Approach	Specific behaviors differentiate leaders from non-leaders A shift from what leaders <u>are</u> into what leaders <u>do</u> Emphasizes one best way of leadership	Situational variables and changes ignored The relationship between performance of consideration and initiating structure behaviors and leaders effectiveness is not clear-cut. Relationship-oriented leaders are consistently positive across cultures; however, task-oriented leadership depends on the nature of the culture in which the leader functions.
Contingency/Situational Leadership Approach	Integrate leader's personality traits, leader's behaviors and situation Different leadership behaviors are required for different situations Focused on task and relationship behaviors	Although situational leadership theory is widely used as a training tool, it is not strongly supported by scientific research
Attribution Theory of Leadership	Effective leaders are generally considered consistent or unwavering in their decisions	Research examined components of the model rather than the entire attribution process

The understanding in defining leadership has shown a shift over a period of time which implies the significant place given to its development. Initially, leadership was perceived as special capacities in which few selected individuals possess were gained from heredity and formation of their personality. However, later on the thinking in this regard started to focus on the behaviors of leaders exhibited in leading people. As researches continued in the field, the belief in 'one best way of leadership' was replaced by the various situational factors in the process and practice of leadership. Again the leadership development thinking considers both the leaders and followers as important components in the leadership process, the line between leaders and followers were getting narrower and narrower and the notion of shared leadership became the fashion of the day.

Though the conceptual understandings of leadership changes from time to time, it doesn't fully reject elements of leadership thinking which have been taken in different era. This is to mean that the leadership development builds earlier thinking with the recent one by taking certain attributes of leadership out of it. In other word, every approach does not contradicting each other.

2.3.2 Transformational Leadership

The research in transformational learning may be applied to leadership development as well. Transformational learning is essential step for followers in order to change and transform their perceptions toward leadership and encouraging them to actively involve in the leadership process.

According to Avolio, 1999; Bass & Avolio, 1990 (cited in Nicholas, 2008) that transformational leadership is not only bringing better performance but also developing the talents and potentials of followers. Early life experiences, family, schools and work play an important role in developing transformational leaders. Effective transformational leadership is a product of both the leaders and their team if they really want to improve the development process (Bernard & others, 2006).

The transformational learning approach advocated by Freire (1970) brought about the development of critical thinking. It is about change and transformation of one's consciousness.

The learning is based on experience exchange and reflection through “dialogue” as it creates clear understanding on the content and process of work. It is an empowering process and shared responsibilities of leadership that will add opportunities of leadership development.

In transformational leadership learning process, self knowledge both the strengths as well as areas of improvements is the base for team building & organizational transformation. It is all about the attitudinal change and development of self. Transformation also extends up to social knowledge and organizational benefits through active listening and showing commitment among other skills & competencies. However, the process of leadership does not exist in a vacuum; rather it requires active involvement of people in the work environment. Therefore it demands behavioral readiness in certain human qualities such as patience, trust, respect, openness and far-sighted thinking.

Transformational leaders asked their followers to engage in an exchange of mutual trust and confidence, rather than material benefits, based on the quality of the relationship between them and their shared values & goals (Pardey, 2007).

2.4 Development of Management and Leadership in Ethiopia

The practice of management has long history in Ethiopia. However, there is no clear evidence when and how it has started. Some Ethiopian management professors and scholars believed that Management emerged in Ethiopia in connection with progress of modernization and when formal organizations have been functioning. Others also believed that management was started in connection with the establishment of parliament system and central government.

2.4.1 Management and Leadership Training Institutes in Ethiopia

In Ethiopia, management education and training has a long history back in late 1950's and early 1960's. During the Emperor Haileselassie regime, the first management education providing department by the name Public Administration Department of Addis Ababa University was opened. Then, Imperial institute of Public Administration was established which was a training

institute for Public Administration having had a consultancy role for the then government organizations. The other two prominent public management training institutes opened were the National Productivity Center and Ethiopian Management Institute which had the focus for Private Sectors and public organizations respectively (Taken from proceeding speech of Tilahun Teklu and Mihret Ayenew delivered at a panel discussion under the theme on “Management in the Ethiopian Millennium” on 50th years of anniversary of EMI, 2008).

2.4.2 Styles of Management and Leadership in Ethiopia

According to Tilahun (proceeding speech... 2008), three forms of management approaches have been practiced in the formal organizations of Ethiopia.

Table 2

<i>Forms of Management</i>	<i>Characteristics</i>
Patrimonial management	<ul style="list-style-type: none"> • Managerial positions are predominantly occupied by business owners • Decisions reflect personal interests rather than organizational interest • There is a high level of family connection • Is also contributes for personality power utilization and application
Professional management	<ul style="list-style-type: none"> • Management positions become impersonalize • Managerial positions are occupied by professionally trained people
Political management	<ul style="list-style-type: none"> • This approach uses political connection for managerial positions • Organizations address political views of decision making

As far as management approaches and practices of organizations in Ethiopia is concerned, all the three mentioned above are still in use with various degree of emphasis depending on the type, nature and size of organizations. For example, the patrimonial form of leadership is greatly observed in small scale and sole proprietorship business organizations. Whereas, the professional and political forms of leadership is observed in large and structured public organizations. Xuefeng, (2008) indicated the experiences of China, which could have similar leadership practices in Ethiopia, that public leadership reflects the demands of political leadership.

However, in most Ethiopian organizations (both in private and public sectors) a combination of two or more of management forms has observed.

Following to the establishment of management and leadership education & training institutes, the importance of assigning professionally trained people got better attention. Hence, any individual who will be placed in management position require the knowledge, skill and attitude of the discipline.

2.4.3 Problems of Management Profession in Ethiopia

The major problems mentioned by management practitioners as well as academician during panel discussion under the theme on “Management in the Ethiopian Millennium” on 50th years of anniversary of EMI, 2008 include:-

- Management education curriculum lacks consideration of local context and have no own model;
- Management and leadership training has been undertaken here and there but problems emerged from the training content and process as well as problems of utilizing the knowledge, skills and attitudes gained from the training to apply in work place;
- Lack of sufficient post training follow up by management and leadership trainers;
- Shortage of research in the field; and
- Promotional problem as management is a profession so that people in management positions need to acquire the necessary professional competency and experience.

2.4.4 Leadership Development Program in the Ethiopian Management Institute

The Ethiopian Management Institute (EMI) since its establishment has played a significant role in building the capacities of organizations in the country. All the training activities have been based on needs and interests of its customer organizations (EMI Training Policy and Procedure, 2008). The needs assessment and analysis are the means for the institute to design its courses. Baldwin & Ford 1988 (cited in Karlskrona, 2008) identified three important variables: trainee characteristics, training design, and work environment to design a successful leadership development training program.

As indicated the EMI annual training program for the year 2009/2010, there are two forms of training programs designed to its customers. These are Tailor-made courses and open – courses program.

The tailor-made courses are designed to meet the specific needs of organizations. Leadership Development Program (LDP) is categorized under this program. LDP has designed to have sessions that requires 9 full days training. (Each session requires three days training). Trainees will have practical work assignments or breakthrough initiatives that will be done in small group taking their organizational problems and practices in to account. The program aimed to develop the capacity of leaders and individuals to lead themselves, their teams and organizations and transform the quality and effectiveness of products or services in their organizations. The nature of the program demands participants to take back home application exercise to be able apply what they learned in the training room into the actual working environment. In this case the institute arranges a follow up activity to make sure that whether the learning objectives are achieved or not.

As stipulated in EMI annual training manual (2009/10), the learning contents incorporated in LDP for the three phases of training sessions include a new view of leadership, critical thinking, designing breakthrough initiatives, coaching, emotional intelligence, appreciative inquiry, and others. The other form of program is an open (regular) course. It consists of various managerial and operational courses. The minimum and maximum numbers of days allocated for this program are 2 and 10/12 days respectively.

As far as capacity development program in general and the leadership development program in particular are concerned, EMI chooses to apply the formal training and coaching methods. The formal training and coaching have done by EMI to reinforce the existing potentials and experiences of participants which they gained through on the job and of the job experiences in their organizations.

EMI clients' for LDP includes government organizations, public business enterprises, private business enterprises and non-government organizations. However, the majority of their clients

are government organizations. Recently, private organizations also emerged to benefit from the service.

2.5 Ranges of Leadership Skills and Competencies

Leadership capacity development focuses on the change and improvement of certain skills and competencies that leaders need to possess towards effectiveness. These skills can be learned and developed in a variety of ways. Charles (2000), identified the following lists as Macro-Leadership Competencies which are adaptive by leaders: (a) influencing and motivating, (b) learning, (c) managing, (d) envisioning, (e) teaming, (f) initiating, (g) ethical behavior, (h) developing human capital, (i) communicating, (j) decision making, and (k) changing. These competencies are essential for the management and development of people in organizations. If leaders master the aforementioned competencies, they can be able to achieve organizational goals with effective team. However, different leaders may demonstrate some of these competencies but not for others. Besides this, the extent to which the level of leadership competencies vary from leaders to leaders depending on their exposure and experiences.

Hughes & others (2006) listed a number of skills by classifying in to two places as basic and advanced leadership skills. The former includes communication skills, feedback, building relationship whereas, the later includes delegation, managing conflict, and problem solving, team building and coaching which are higher level competencies of leadership.

The lists mentioned under the basic leadership skill are fundamentally important that people who possess leadership activities and behaviors. They concern about intrapersonal, interpersonal qualities as well as task related technical capacities. As work is a group activity divided in to functional group of people, it requires individual and group relation and action for achieving group goals. Again, as leadership is exercised at different levels in organizational structure, it needs a higher level of skill which has been mentioned under the advanced leadership skills (Hughes & others, 2006).

There could be various ways of classifying leadership skills depending on the perspective, purpose and other factors. As far as the classification discussed above is concerned, however,

there is no clear cut distinction between the two levels of leadership skills rather the basic level is the foundation for advanced level of organizational leadership. On top of this, all leaders are not expected to possess all the aforementioned lists of skills and competencies. Some may be visionary but poor at implementing plans whereas, others could be poor in interpersonal skills, however, the only thing these leaders have in common is the ability to get things done (Brody, 2005).

All the leadership skills mentioned in either of the classification are subject to improvement through various ways of development programs. However, the extent to which leaders would practice, apply and utilize their skills in their day to personal as well as organizational lives that matters to become a good leader. People also would be able to level leaders' position by looking in to their competence and skill utilization on the ground.

2.6 The Roles of Successful and Effective Leadership in Organizations

Effectiveness is a qualitative expression that will be determined based on some form of checklist against the intended purpose. Generally, leaders play different set of activities in the life of organizations and group activities. From the very beginning and conception stages to the completion of group activities, leaders will have the involvement at various amounts depending on the type and nature of work, type of group members, and other determining factors. However, for the sake of classification mostly leaders do have team building, motivating work group and task accomplishment roles. These roles are generic in which a number of roles and activities are incorporated in it. According to Adair (2005) successful leaders perform in three important areas in organizations. These are the need to achieve the task for which the team, unit or organization to perform. This includes the planning, determining and providing resources to achieve its goals. Secondly, the leadership develops individuals' motivation through proper provision of their income and gaining their satisfaction from their job. It includes training and retraining, delegating etc. Finally, the leader also ensures effective team working, clarity of standards, developing trust among team members and ensuring two way communications in the organization.

Hubbard B., (2005:18) contends the consequences of effective leaders on organizational effectiveness as follows:

....effective leadership is integral to organizational effectiveness. Effective leaders create positive organizational cultures, strengthen motivation, clarify mission and organizational objectives, and steer organizations to more productive and high performing outcomes.

The very purpose of leadership development is to obtain organizational effectiveness. With those roles that leaders have and practiced, they are able to meet the standards and expectations of the organizations that they work for and the people with whom they work with. They are also accountable for organizational effectiveness.

Successful and effective leaders have the qualities of transformational leadership those who do the right things. Bennis & Nanus (cited in Pardey, 2007) identified four strategies for doing the right thing. These includes have a clear vision, communicate vision to others, build real trust through consistency of doing a job and have a strong belief in self both strengths & weaknesses. Successful leaders are required to achieve not only the task they do but also the extent to which team working is ensured and the extent to which the group members are satisfied by the work they do and the relationship they have with the various stakeholders in the process. Effectiveness and successfulness of leadership is viewed from the point of view of the task, people and relationship among other things.

2.7 Ways of Leadership Development

Leaders as a human capital for organizations, undergo development interventions through various ways. Hence, Leadership development is about individuals learning, growing and changing in terms of knowledge, skills and attitudes. Leadership development is a process of possessing leadership applications in one's lifetime; hence it is a non-stop process. As indicated by Zenger & Folkman, 2002 (cited in Phillips & Schmidt, 2004:7) that "Leaders can go from being good to being great, from being seen as adequate to being seen as extraordinary". This notion tells us leadership is a learning exercise that can be learned and developed through variety of development methods. However, there is a difference in individuals for becoming effective as well as ineffective in a number of determining factors.

Some of leadership development methods include (a) formal education and training, (b) challenging experiences, (c) action learning, (d) coaching & mentoring, (e) feedback, (f) job rotation, (g) self development, (h) reflection and (i) succession.

2.7.1 Formal Education and Training Programs

Leadership trainings are commonly delivered in the formal and non-formal ways in colleges, training institutes and training programs as a human capacity development program. According to Yukl (2006) formal training is a widely used method by many organizations. Leadership training can take in form of short term trainings focusing on certain skills or in a wide range of courses for a year or more. Most training programs designed to increase generic skills and behaviors relevant for organizational effectiveness and advancement.

According to Toole (1999) leadership training and education are part and parcel of the development methodology which will be used for different purposes. The training aspect is about changing individuals' skills and a behavior which would have immediate results and measurable actions whereas, education is about creativity, challenging established ideas and responsive for changes. Toole (1999:276 - 277) conceived "training is to do with indoctrination but education is developmental". Dubrin (2007) also contends that education is not for immediate application but is used for influencing people with logical persuasion as well as solving problems.

Although different leadership management consultants and trainers apply variety of training techniques, the most commonly used training techniques include mind-mapping, reflection, self assessment exercise, group discussion, Power point presentation, and case studies. However, these techniques work best when the trainer/facilitator consider various factors which would affect the process in one or other ways (Yukl, 2006; Pact Ethiopia training on facilitation skills, 2008).

In leadership development training, the key role of the trainer/facilitator is demonstrating sound facilitation skills. These skills could be developed through practice & experience. Moreover, facilitation skills are core competence of a good trainer / facilitator as it contributes for the

effectiveness of the training process. Some of these facilitation skills include listening skill, paraphrasing, questioning, observing and giving & receiving feedback (Pact Ethiopia training on facilitation skills, 2008).

The concept of leadership development is adding some important value on existing potentials and practices. Among other things, training is an important tool used for immediate skill development for solving certain problems. It is part of educational program. The difference is that education is a long term phenomena which encompasses variety of learning experiences in an organized comprehensive manner. The other important feature of education is that it can be used not for specific purpose.

As far as leadership development programming is concerned, although formal training is widely used, it doesn't mean that it is the best way of learning methodology. To be the best methodology, it needs to be integrated with other forms of learning methodologies such as mentoring and coaching (Phillips & Schmidt, 2004).

2.7.2 Variety of Challenging Work Assignments

According to Davies & Easterby, Smith, 1984; Kelleher, Finestone. & Lowy, 1986; Lindsey, Homes, & McCall, 1987, Lombardo, & Morrison, 1988 (cited in Yukl, 2006) contend that effective leadership is learned from experiences rather than from formal training programs. According to Dubrin (2007:458), "Without experience, knowledge cannot readily be converted into skills".

Experiential learning is not a new methodology. People learn from their personal experiences (Dewey, 1938). Besides this, many adult educators such as (Knowles, 1970, Freire, 1974) indicated that adults have wider life experiences, thus they dialogue and share their experiences to develop their potentials as well as solving problems. Freire and Knowles argued that that the formal education denies two way communication and participation in problem solving process.

In addition, Phillips and Schmidt (2004) indicated that job assignments are one of the oldest and most useful forms of leadership development. Leaders are able to learn by doing and working on real problems. Challenging assignments would provide better learning opportunities for developing and refining leadership skills. However, the extent of the challenging assignments and its variety that should be considered to ensure its effectiveness.

Kouzes & Posner, 1987; Lombardo & Eichinger, 1989 (cited in Hughes & others, 2006) stated that the two developmental factors that make any given experience potent in fostering managerial growth are work associates and the characteristics of the work itself. The essence of experience is not limited with the one leaders gain from their work environment but also acquired from life experiences. To have a good experience, the type and nature of work, the people one work with, the exposure for working in various functions of organizations holding managerial positions and the different life experiences are important ingredients for leadership development.

2.7.3 Action Learning

The integration of formal training, challenging experiences, feedback and other skills development are action learning as indicated by Yukl (2006), Phillips & Schmidt (2004). The knowledge and skills that are acquired and developed are less meaningful unless combined with the experiences that leaders had from past working environment and life itself. When the new knowledge and skills are combined with past achievements or failure gives opportunity for solving problems in a better manner. Therefore, leadership development is an action oriented exercise by taking from the past and adding in the future course of intervention.

2.7.4 Mentoring and Coaching

According to Pemberton (2006) many people use mentoring and coaching interchangeably but have differences. The difference is mainly on their degree emphasis given in the development process. Porter and others (2008) indicated that both are essential leadership development methods and utilize counseling skills as a core approaches such as building relationships, active listening, questioning, challenging and providing feedback. The relationships established in the process of coaching and mentoring is based on respect, trust, genuineness and empathy.

Mentoring is a helping relationship in which a more experienced person invests time and energy to assist the professional growth and development of another person (Barton, 2001 cited in Phillips & Schmidt 2004, Pemberton, 2006). Mentoring can increase productivity, improve recruitment efforts, increases organizational communication and understanding, increase the motivation of senior leaders, and improves strategic succession planning. Dubrin (2007) indicates that mentors develop the capacities of protégée through tutoring, coaching, guidance and emotional support.

Coaching, on the other hand, is enabling other to address their personal and professional needs by helping them make changes that improve their performance by way of building their strengths (London, 2002; Dubrin, 2007, Porter and others, 2008; 2009). Coaching is enabling others to utilize their existing potentials to bring better performance (Pemberton, 2006). Dubrin (2007) also indicated that coaching is taking place by management consultants by using variety of behavioral techniques and methods to help their clients who have managerial authority & responsibility of an organization to develop their professional as well as individual interests based on predefined agreement such as on certain skills and time bound.

Even if coaching is facilitating learning and development of people to improve their work, the coaching approach differs depending up on the situation. In this regard, Pardey (2007) identified four coaching styles.

- i. Telling: Coach decides what to be done, assess the learners' capacity and also decide the program
- ii. Selling: Coach sells decisions, encourages the learner to involve in certain agendas, asking for clarity
- iii. Sharing: The degree of involvement of the learner has increased but the how and what of the program will be decided by the coach
- iv. Allowing: Coach provides the general framework but decisions will be fully made by the learners

Characteristics of coaching and mentoring in organizational context has summarized by Deans & others (2006), Porter & others, (2008), as follows.

Table 3

Issue	Coaching	Mentoring
Arena	• Task	• Implications beyond task
Concern	• Concerns skill	• Concerns capability/potential
Responsibility	• Line management	• Senior managers or external providers
Role	• Agenda set with coach	• Agenda set by mentee
Personal returns	• Feedback given to learner	• Reflection by mentee
Time focus	• Has short term focus	• Medium to long term focus
Focus	• Discussion more explicit	• Discussion more implicit

The above table indicates that coaching focuses on facilitating and enabling people to recognize their capacities and potentials to improve performance whereas, mentoring attempts on transferring the required skills and knowledge to achieve organizational goals and focused on open-ended personal development. In other word, mentoring is transferring of experiences for others beyond the skill required for accomplishing a given job where as coaching is facilitating learning for others with more involvement on a specific task or skill improvement. Although differences observed in terms of emphasis and styles of application, both have important contributions for leadership professional development and can ensure sustainable changes when complemented with training.

2.7.5 Managerial Approaches

As leadership is situational there are a variety of methods for developing leadership skills and competencies. Some of the methods are on the basis of good practices of people management which includes Feedback and Job rotation. Feedback is one way of learning which could be received from others during operational assignments for the sake of constructive development of behaviors observed (Yukl, 2006). According to McCall 1998 (cited in Phillips & Schmidt 2004), feedback is a 360-degree assessment which usually collected from supervisors, colleagues, peers

and clients used to obtain leadership effectiveness from four competency aspects i.e. interpersonal skills, leadership skills, business or management skills and personal attributes.

Though feedback is an important tool for developing personal behaviors, most executives seldom receive criticisms from their subordinates as they do not consider as learning. As a result, people in organizations also reluctant to provide the same for managers (Deborah, 2008).

Managers and leaders also think of 'reflection' opportunity for the people in organizations to make them think deeply about a situation that is happening or happened in the past so as to obtain some lesson out of it, (Phillips & Schmidt, 2004). Reflection is a powerful strategy to initiate people for better performance and share their experiences among the group members. It is used based on the willingness of people to reflect their past learning and future course of action for a certain problem among peers.

The other leadership development method is through job rotation in different subunits to facilitate variety of functional work assignments and experiences. Despite its importance, (Yukl, 2006) identified the cost implications as lower productivity for the rotated individuals and lower satisfaction of subordinates in the new positions.

In general, Feedback, Reflection and Job rotation as a leadership development strategy demands the creativity and systematization of implementation. If not properly implemented and managed, it could be the source of conflict and dissatisfaction by the people in the organization.

2.7.6 Self Development Activities

Leaders improve their capabilities by their own way through reading leadership practitioners' books, listening instructional videotapes or compact disks and interactive computer programs. Some people learn best from practices of leaders and their success stories from written books, video films, Encarta references, internet and other historical evidences. Self developers try to model best performance of other people whom they want to follow, seeking challenging assignments, seeking relevant feedbacks, and learn from mistakes (Yukl, 2006). The self

development method is performed without the direct intervention of other people. All such efforts, however, are done by individuals' internal will and interest.

2.7.7 Leadership Succession

Effective succession means having and making plans to create a positive and coordinated flow of leadership, across many years and numerous people. (Sustainable leadership, 2006 cited in National College for School Leadership) Succession is expanding opportunities and widening talents of followers in organizations to develop leadership competencies for the sake of replacing existing leaders while leaving the organizations due to quit, retire or dismissal reasons. According to Dubrin (2007), succession is an important responsibility of senior leadership. It is a twofold development for both the successor and the senior manager. In addition, the leadership aspect of succession focuses on application of proper succession plan in the organization, developing a pool of succession and managing emotional aspects of the people that are to be replaced would arise conflict of interest in the way the business is operated.

Leadership succession has linked in to two ways as part of leadership development and as a process of choosing & fostering a successor is part of a manager's own development (Dubrin, 2007). Succession is a good way of development activity for young and less experienced leaders when supported by coaching, mentoring or other way of development from their senior supervisors. Experienced leaders also share some of the responsibilities in a step by step manner for the young & less experienced to be able master the position requirements. However, some young people disregard for taking the responsibility in the leadership position in order to be free from the tension associated with it.

2.8 Challenges of Leadership Development Activities

The continuous changes taking place in the business environment make leaders to strategically think and finding ways to manage changes in their organizations. The change factors could be different that could be viewed from national and international perspectives. According to Philips and Schmidt (2004) there are three important factors which have significant impact on organizational performance in which leaders should be aware of it and finding ways of managing

them. These includes (a) changing workforce, (b) rapid changing technology and (c) changing board requirements causes organizations demand proactive leadership development.

In this global economy, organizations hire people from all corners of the world. The workforce composition comprises of diversification in terms of sex, age, experiences, race, ethnicity etc. These groups of people bring various types and forms of cultural experiences. Each one of the factors has its own implication that requires the talents and skills of the leaders to keep their interests, aspirations and motivational needs.

In addition, the rapid changes in technology demand the leader's ability to be acquainted with new technologies and applying to its organization to keep the business competition. These days, many organizations boards focus on proper planning and management of successors in their positions. To this effect, the capacity of leadership becomes critically important to bring this situation in place. However, the challenging factors do not remain a challenge for organizations rather they are the means for healthy business competition.

Some people say leadership is the role and responsibilities of those figure heads and top level managers in organizations. However, Kouzes and Posner, 1995 (cited in Berg, 2003) mentioned that "leadership is not reserved for those with the title of leader for a few charismatic men and women". It is a process that is taking place and shared among individuals in organizations and group activities for achieving common goals. Hence leadership is practiced by all people in organizations irrespective of their managerial positions in a formal or informal manner.

According to Xuefeng, (2008), the main challenges of leadership development revolve around on globalization, which brings both opportunity as well as threats to any society and economic growth & social development, which bring about growth and domestic conflicts.

With effective leadership development process which considers its efficiency and effectiveness, the leadership will be able to convert threats into opportunity and manages domestic conflicts. However, this comes to realize by investing a large sum of capital for leadership development as it is an expensive business.

2.9 Assessment Mechanisms of Leadership Development Efforts

Efforts have made here and there to improve organizational performance and leadership competencies. Organizations arrange training programs, coaching & mentoring supports, exposure visit within and outside of the country, and also succession as part of the human resource development package. However, the rate of return out of organizational investment for this purpose is the most important issue as far as leadership development program is concerned (Phillips & Schmidt, 2004).

Traditionally, after completion of certain leadership development training, there will be an assessment on the new lessons gained from the course against the set objectives. Besides, an experimental method can be used to measure the skills improvement by taking an assessment before and after the training & development program. On the other hand, the contribution of leadership training & development can be evaluated through leaders' domain of impact exhibited for a change in organizational performance and productivity (Dubrin, 2007).

Apart from evaluating individual leaders who participated in training & development program, the leadership development program itself also needs equal share of attention. Hence, the program can be evaluated from the point of view of process and result. The process stage focuses on how the program is delivered, in what approaches, and the interaction & learning experiences as well, whereas, the result stage of the development program focuses on the changes & improvements obtained as a result of the implemented program.

CHAPTER THREE

This chapter contains research design and methodology, data sources, sampling techniques and data gathering tools. Included are procedures of data collection and data analysis.

3 RESEARCH DESIGN and METHODOLOGY

The field of leadership can be studied in a variety of research methods depending on the expected output as well as the different variables that will undergo in the process. Here in this study, the student researcher was interested to investigate leadership development approaches and methods used by organizations and training institutes so as to contribute for professional development and better performance. Thus, considering the nature of the research and the expected end result, descriptive survey method was selected among the various methodologies for describing and illustrating different situations and experiences throughout the study.

The data collecting techniques were selected based on the type of respondents, data processing mechanisms and the type of the data itself. Hence, a combination of primary and secondary data through interviewing, questionnaire administration and observation techniques were used. The use of this approach helped for triangulating the data as well as fill gaps on the limitations of one technique over the other.

As far as how the quality and relevance of data is concerned, the necessary stakeholders in leadership development activities were participated.

3.1 Data Sources

For this study, the student researcher used both primary and secondary sources of data. Under primary sources, important actors and stakeholders in the development of leadership capacity activities were considered and made them to participate. Accordingly, respondents were EMI Directors & management consultants. In addition, managers of government & private organizations who had taken training and coaching support in LDP. Addis Ababa Transport Authority, Radio Fana, General Audit Office, and Oromia Water Works Construction Enterprise

were representing government organizations whereas, DH Geda SC from the private organizations. In addition, secondary sources were consulted such as training evaluation questionnaires, EMI annual training schedule, training needs assessment reports of EMI, EMI's management consultants' profile and other documents and it was found as an important aid for getting information to enrich the study.

3.2 Sampling Techniques

Leadership education and training has conducted by various government, non government and private organizations including EMI. However, EMI has been integrated two leadership development methods i.e. transformational leadership training and coaching, it had also considerable experiences in leadership development activities and its targets comprises of government, and private organizations. Hence, the student researcher decided to utilize this opportunities to address the study topic.

The study had given due attention for data sources and its sampling technique to ensure proper representation of population from all perspectives.

Summary of study population

Table 4

<i>S.N</i>	<i>Respondents</i>	<i>Population size</i>	<i>Remark</i>
1	EMI Directors – responsible for LDP	3	
2	EMI management consultants	50	
3	Managers from selected government and private organizations	159	LDP participants
	<i>Total</i>	<u>212</u>	

Accordingly, Interview respondents (2) were selected from EMI through purposive sampling in order to obtain the necessary information taking their organizational position. Besides this, due

to the characteristics of inquiry, these responsible people were found the right people who could provide the required information.

EMI had organized full-fledged LDP few government (6) and private organizations (1) in Addis Ababa. Even if many other organizations have seen in a pipeline, they were not considered in this study. Hence from the total number of organizations that had taken full-fledged LDP were i.e. 7, 5 of them were selected based on random sampling method. In the case of choosing respondents from the selected organizations, all managers who had taken LDP were requested to be involved in the study. However, in many of the sample organizations, most managers were changed their address so that the available respondents were taken as a sample which resulted in lower number than the expectation (See table 6).

Table 5: Summary of sampling techniques

S.N	Respondents	Sampling Method	
		Purposive	Availability Random
1	Directors from EMI	✓	
2	EMI management consultants	✓	
3	Managers from selected government and private organizations who had participated in LDP		✓

3.3 Data Gathering Tools

As far as data gathering tools is concerned, the study used four different types of tools for collecting both qualitative and quantitative data so as to triangulate the data collected from the diverse respondents to ensure its reliability and validity.

The first data gathering technique was interview method because information which were not collected through questionnaire were easily captured and clear understanding of LDP were gained by taking face to face discussion between the data collector and respondents. In this

method a set of questions has been prepared and responded by A/Director of EMI and principal management consultant of EMI, with respect to how leadership development activity has undertaken, for what purpose and how they measured the result of their service at some point after delivering the services. Open ended questions were prepared and collected by the researcher himself. The nature of the questions incorporated here was comprehensive and had taken an average of 1 hour with each respondent. All respondents had informed earlier and arranged convenient schedule ahead of time.

The second form of data collection technique was questionnaire administration. As the responses were required from all sides i.e. from managers of the selected government and private organizations who had taken LD and management consultants of EMI as this method was appropriate to apply for managing data gathering including time and cost from data collector as well as respondents perspective. In this case, two sets of questionnaire were developed. One of them is for Managers of the selected government and private organizations who had participated in LDP (respondents representing Addis Ababa Transport Authority, Radio Fana, General Audit Office, and Oromia Water Works Construction Enterprise were representing government organizations whereas, DH Geda SC). The questions covered in the questionnaire includes why the organization as a whole choose tailor made training on transformational leadership and coaching, what challenged them in the process and what changes obtained as a result of this intervention. It also attempted the leadership capacity development program's effectiveness, quality and appropriateness for performance improvements. Apart from LDP what efforts were made by organizations internally to develop leadership.

The second set of questionnaire were prepared for management consultants of EMI focusing on the nature of leadership development program, the extent of its effectiveness, measurement of its impact, whether or not the development of training courses incorporate international experiences and national context, coaching/mentoring and its application and similar areas.

The student researcher also employed direct observations while the actual training was undertaken. The observation focused on the training process, facilitation techniques, content of

learning, learning experiences and other similar matters. This technique was found important because it gave chances of observing what was being done and hearing what was being said.

Furthermore, document reviewing were another technique used to supplement the three data collection techniques mentioned above. Through this technique different working documents were reviewed especially from EMI.

Table 6: Summary of data gathering tools and size of respondents

S.N	Organizations	Type of data gathering tools				No of respondents
		Interview	Questionnaire	Document Review	Observation	
1	EMI	✓				2 directors
2	EMI		✓			30 management consultants
3	EMI			✓		N/A
4	EMI				✓	3 LDP participants
5	Selected Government and Private organizations		✓			48 managers
Total						83

**Note:* selected Government and Private Organizations in No. 5 were Addis Ababa Transport Authority, Radio Fana, General Audit Office, & Oromia Water Works Construction Enterprise and DH Geda SC respectively.

3.4 Procedures of Data Collection

After the problem in leadership development has been identified, the student researcher contacted EMI. Then the researcher was allowed for reviewing their Training Needs Assessment (TNA) and other report which confirmed existence of problem in terms of knowledge, skill and attitude or gaps in areas of leadership. Then study topic has been revised and made the focus on transformational leadership and data collection tools crafted accordingly.

When data gathering tools were approved by the university advisor, a pilot test to 5 individuals had undertaken (both consultants and managers). In the pilot test, the student researcher understood that repeatedly asked questions and too much open ended questions were there in the questions. Then reviewed and updated with a new version incorporating necessary amendments. Respondents participated for pilot testing were not included in the actual research work.

Concerning observation method, the student researcher developed checklist for the training session to record the training process, methodology, and other activities. At the end of the session, 3 participants were interviewed to collect their feelings and learning experiences.

Finally, the reviewed and updated the questionnaires were distributed to respective respondents. As part of the data gathering, the student researcher reviewed important documents from EMI to check the reliability and consistency of the training and coaching process.

3.5 Data Analysis

In this study the collected data were both qualitative and quantitative which demands qualitative & quantitative analysis. Hence, qualitative data were described whereas; quantitative data were calculated by the help of appropriate statistical methods. Data such as respondents' characteristics have presented in terms of percentage, some other data with ranking mean values. The analysis part of the report has also shown the implications out of each result in the presentation.

The data has been presented in form of tables and charts to support the text and numerical expressions. To ensure the accuracy and reliability, the data were entered and processed through automated software (SPSS).

As much as possible, the actual data were processed, analyzed and interpreted keeping professional and ethical considerations.

Chapter Four

4 Presentation, Analysis, and Interpretation of Data

This chapter deals with the analysis, interpretation and presentation of the data that have been obtained through questionnaires, interviews, and document review and observation methods. Data were collected from top, middle and line level managers of government and private organizations (AA Transport, Radio Fana, General Audit, oromia water works enterprise and DH Geda SC) and management consultants, senior management consultants, principal management consultants & directors of EMI.

4.1 Demographic Characteristic of Respondents

Table 7

Characteristic	Managers participated in LDP		EMI – Management Consultants		EMI Directors	
	No	%	No	%	No	%
Sex						
Female	4	8.89	8	26.67	1	50
Male	41	91.11	22	73.33	1	50
Total	45	100	30	100	2	100
Age						
Less than 25	1	2.13	1	3.33		
26 -35	7	14.89	12	40		
36 -45	25	53.19	14	46.67		
46 -55	13	27.66	3	10	2	100
Great than 56	1	2.13	0	0		
Total	47	100	30	100	2	100
Educational Qualification						
Diploma	4	8.33	0	0		
First Degree	33	68.75	24	80		
MA/MSc Degree	11	22.92	6	20	2	100
Total	48	100	30	100	2	100
Experience in Leadership						
Up to 2 years	8	17.02	10	37.04		
3 -5 years	14	29.79	13	48.15		
6-8 years	6	12.77	3	11.11		
9 -10 years	3	6.38	0	0		
More than 10	16	34.04	1	3.70	2	100
Total	47	100	27	100	2	100

Source: Survey 2010

The above table indicates that leadership positions in the selected organizations are occupied by a mixture of men leaders with adulthood age group. Accordingly, 91.1% and 8.9% of leadership positions in the selected organizations were occupied by men and women respectively. Again, 73.3% and 26.7% of EMI management consultants were men and women respectively. Hence, women have less placed both in leadership and consultancy positions which show a greater degree of gender disparity.

It is also indicated in table 7 that the highest number recorded at the age of 36 - 45 for all respondents, which is the age of adulthood and has an advantage of life experiences to contribute for leadership development activities.

As far as respondents' educational qualification is concerned, majority of them (both Management consultants and LDP trainees) have first degree and MA/MSc degree which implies leadership position requires college level educational exposure with the necessary skills, attitudes and knowledge. Consultancy also demands first or second level degree apart from experiences in the area. As also indicated in the table both management consultants and LDP trainees have similar educational level, which is a good opportunity to gain understanding and sharing of experiences during the training and coaching process.

As shown in the table 7, majority of respondents from trainees group is greater than 10 years and followed by 3-5 years of experiences. Whereas, EMI management consultants have a range of 0 - 5 years of experiences from this majority of them have 3-5 years of experiences. This implies that the experiences of EMI management consultants is much lesser than whom they provide transformational leadership training and coaching.

4.2 Leadership Skills, Behaviors and Competencies

Table 8

<i>Leadership skills, competencies and behaviors</i>	<i>No of responses</i>	<i>Percent</i>
Influencing and motivating	5	9.62
Envisioning	5	9.62
Teaming	2	3.85
Initiating	1	1.92
Ethical Behavior	4	7.69
Communicating	4	7.69
Decision making	3	5.77
Commitment	4	7.69
All are important	24	46.15
Total	52	100

Source: Survey 2010

As indicated in table 8, about 46% of respondents agreed the importance of the following list of contents that includes influencing and motivating, envisioning, team building, demonstrating ethical practices, effective communication (both listening and speaking), decision making, commitment. Although all these qualities are required, all of them may not be observed in a single leader character. The management consultant group respondents also mentioned additional skills and competencies such as self leadership, emotional intelligence and trust building. Hughes and others (2006) classified these skills as basic and advanced depending up on the nature and complexity of skills. Yukl (2006) also acknowledged the importance of these skills and classified as technical, human and conceptual skills which are needed at different level in the organization.

This implies that transformational leadership training and coaching needs to incorporate these leadership skills, behaviors and competencies which are required at different levels in the organization. The study also ensured that LDP had incorporated most of the aforementioned list of contents and addressed the needs of leaders at different levels in organizations.

4.3 Trends and Practices of Leadership Assignment in selected Government and Private Organizations

Table 9

<i>Top level Leadership</i>			<i>Middle and Line level Leadership</i>	
<i>Assigning approaches for the position</i>	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
based on competition	19	28.36	23	34.85
Through promotion	26	38.81	35	53.03
political assignment	22	32.84	8	12.12
Total	67	100	66	100

Source: Survey, 2010

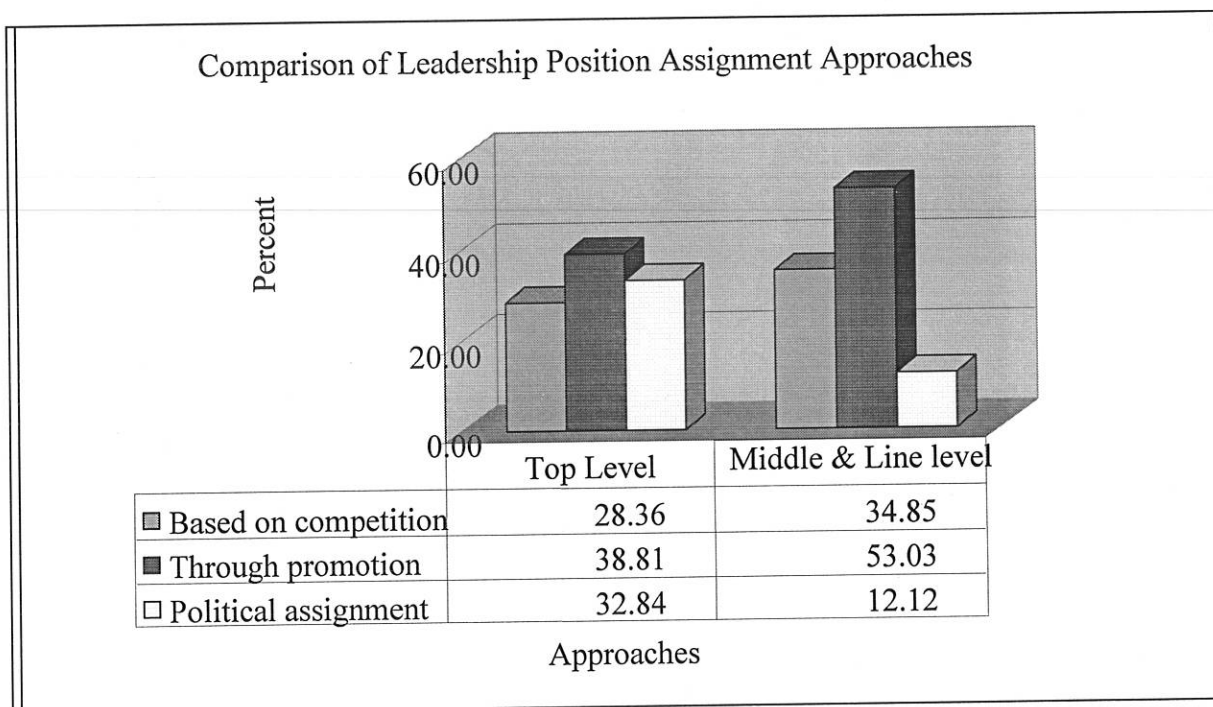


Figure -1

Organizations have applied various forms of approaches for leadership positions by way of competition, promotion based on internal policy and also political assignment; however, the

application varies from one level to the other. As shown in Fig. 1, top level leaders were assigned through promotion (38.81%) based on organizational policy, political assignment (32.84%) and based on competition (28.36%) through internal and external vacancy announcement.

On the other hand, middle and line level leadership positions were assigned highly through promotion (53.03%) within the organization as per internal policy, based on competition (34.85%) and political assignment (12.12%).

This clearly implies that leadership assignment by way of competition is highly applicable for middle & line levels than top levels. Again, promoting people for leadership positions within the organization is highly practiced for middle & line levels than top level with significant differences as shown in Fig.1. (Cascio, 2003) for such cases underlined the importance of promotion to improve the commitment of employees provided that careful attention is needed similar to any other employment decisions. On the other hand, political assignment is highly applied for top levels than middle levels. Furthermore, leadership positions especially in the private sector have also given due to ownership of the business, close family connection and loyalty.

From this one can say that both political leadership and professional leadership were applied in organizations for top level decision making. In some cases only political connection and loyalty was considered and a combination of political interest and professional interest were considered in other situations. On the other hand, political leadership has been less applied for middle and line level leadership positions. Generally speaking, leadership positions originated from professional competency as well as political connection at all levels of the organization.

4.3.1 Needs Identification Approaches for Leadership Development

Leadership development does not apply in a vacuum; it requires identification of gaps in terms of skill, attitude and knowledge in different ways. The following table depicts that organizations have different experiences in this regard.

4.3.1.1 Needs Identification Practices by selected Government and Private Organizations

Table 10

<i>Ways of needs identification</i>	<i>Number of respondents</i>	<i>Percent</i>
Formal training needs analysis	18	29.03
Hear say (information gathered informally)	2	3.23
Monitoring & evaluation	10	16.13
Appraisal process	6	9.68
Career development reviews	7	11.29
Talent management reviews	4	6.45
Succession plan forums	3	4.84
No formal process used	12	19.35
Total	62	100.00

Source: Survey, 2010

As indicated in table 10, organizations have used formal training needs assessment (29.03%) to identify the needs of their employees. However, 19.35% of responses indicated that organizations indicated that they did not have any formal way of needs assessment mechanisms and organizations had also a monitoring & evaluation activity (16.13%) which reflected the training needs of their employees. Since 70.97% of responses indicated that organizations had no formal training needs assessment experiences though (Cascio, 2003) conceived that training needs assessment is the foundation of any capacity development intervention.

From this survey, one can conclude that there was least level of practice in using standard method of identifying capacity development and training needs of employees in the selected organizations.

4.3.1.2 Needs Identification for Leadership Development Program by EMI

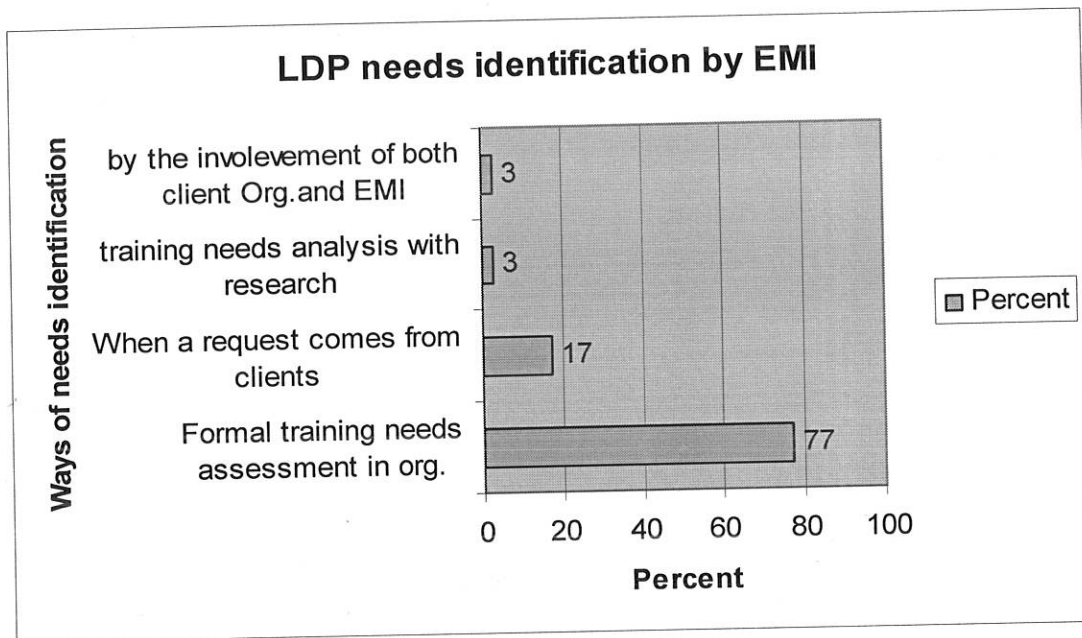


Figure 2

As indicated in Fig.2, EMI mostly used formal training needs assessment (77%) to be able design specific training and capacity development programs that fits for existing situation of organizations. In addition, EMI undertakes training needs assessment through market research & survey (3%) and taking opportunities of client requests (17%).

The first and foremost activity before any capacity development training undertakings is identifying the current needs of individuals and organizational needs. According to (Cascio, 2003), training needs assessment is the foundation of the whole training effort. With this regard training needs assessment has been a culture in EMI before implementing any capacity development training in general and LDP in particular.

4.3.2 Leadership Capacity Development Interventions within the selected Government and Private Organizations

Table 11

Leadership Capacity Development Interventions

<i>No</i>	<i>Discussion points</i>	<i>LDP trainees</i>	
		<i>No of respondents</i>	<i>Percent</i>
1	<i>Leadership Development Activities</i>		
1.1	Formal education	10	18.18
1.2	Work based stretch assignment	13	23.64
1.3	Networking	1	1.82
1.4	Coaching & mentoring	22	40
1.5	Self directed learning	9	16.36
	Total	55	100
2	<i>Obstacles of leadership development activities</i>		
2.1	Financial cost	28	48.28
2.2	Lack of tangible business benefit	8	13.79
2.3	Not relevant for the business	2	3.45
2.4	Feeling of losing working time	13	22.41
2.5	Don't know what is available	7	12.07
	Total	58	100

Source: Survey, 2010

As indicated in Table 11, organizations applied variety of leadership development ways. Accordingly, coaching & mentoring (40%), assigning employees on challenging works (23.64%) providing chances for formal education (18.18%) and self learning (16.36%) were used by organizations. However, networking (1.82) was practiced with very low proportion. These methods were classified as very important leadership development methods among the many methodologies as indicated by Phillips and Schmidt (2004). This implies the availability of

capacity development approaches practiced by organizations themselves within their own system apart from requesting a training support by external body. However, organizations did not aggressively utilize leadership development alternatives such as networking and self directed learning which could probably incur less cost compared with other approaches. In addition, the selected organizations had chosen coaching & mentoring as an effective way of capacity development approaches. From this one can conclude that the transformational leadership and coaching program designed by EMI was appropriate and timely, on the other hand, organizations were influenced by the service provided by EMI instead of exploring other alternatives that could be worked out by them.

As also indicated in table 11, although training is one form of capacity development for leadership, a number of problems were explored such as high cost incurred for training (48.28%), however, 51.72% of respondents had no concern for the importance of leadership development training. This shows training is a costly method of capacity development activity, also indicated in Xuefeng (2008) as the challenges of leadership development in that training was expensive intervention. On the other hand, most of the respondents believed that the benefit gained from training was less than the amount of time spent for the same so that they had given less attention for training.

4.3.3 Problems Associated with Leadership Positions in selected Government and Private Organizations

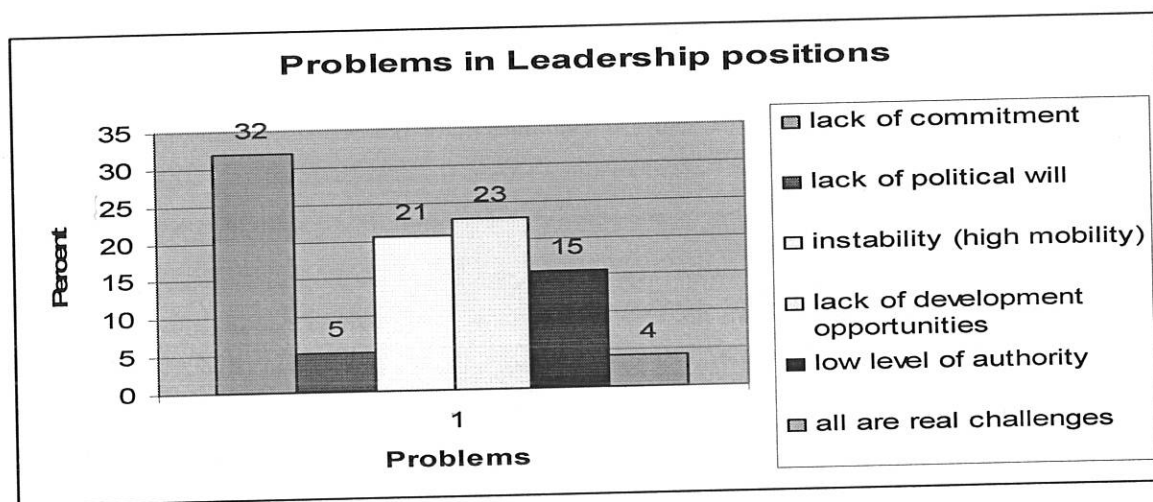


Figure 3

As shown in Fig. 3, a number of problems has raised in relation to people in leadership positions. However, the three highest rated problems identified by this survey based on its magnitude were lack of commitment (32%), absence of development opportunities (23%) frequent mobility of people in leadership positions (21%) and low level of authority provided for the leaders (15%). Other challenges mentioned by respondents include poor organizational structure and absence of role model leaders. This implies that the problems were originated from both personal and organizational perspectives. However, personal related problems were higher than problems created from organizational side. From this one can safely conclude that organizations are required to give attention for leadership development based on proper needs assessment to address the concerns of individuals as well as organizational development.

4.3.4 Capacity Development Activities for Youth Leadership in the selected Government and Private Organizations

Table 12

Issues of discussion	Respondents by years of experiences											
	< 2yrs		3-5 yrs		6-8 yrs		9-10 yrs		>10 yrs		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Leadership Development Ways												
Short team training	3	6.67	9	20.00	5	11.11	2	4.44	12	26.67	31	68.89
Coaching & mentoring	4	8.89	3	6.67	1	2.22	1	2.22	4	8.89	13	28.89
Job rotation	1	2.22	0	0.00	0	0.00	0	0.00	1	2.22	1	2.22
Total	8	17.78	12	26.67	6	13.33	3	6.67	17	37.78	45	100
Perception of youth leadership												
Less interest for responsibility	1	2.17	0	0.00	3	6.52	0	0.00	5	10.87	9	19.57
Lack confidence	2	4.35	6	13.04	2	4.35	0	0.00	3	6.52	13	28.26
Lack experience	2	4.35	4	8.70	1	2.17	1	2.17	3	6.52	11	23.91
Organization policy restriction	0	0.00	3	6.52	0	0.00	0	0.00	2	4.35	5	10.87
Absence of trend	1	2.17	0	0.00	0	0.00	0	0.00	0	0.00	1	2.17
All	2	4.35	1	2.17	0	0.00	2	4.35	2	4.35	7	15.22
Total	8	17.39	14	30.43	6	13.04	3	6.52	15	32.61	46	100
Reasons of not taking leadership position												
Lack of succession plan	2	4.76	3	7.14	2	4.76	0	0.00	6	14.29	13	30.95
Lack of interest by senior leaders	3	7.14	7	16.67	0	0.00	0	0.00	0	0.00	10	23.81
They have little confidence	0	0.00	3	7.14	2	4.76	1	2.38	2	4.76	8	19.05
All	2	4.76	0	0.00	2	4.76	1	2.38	6	14.29	11	26.19
Total	7	16.67	13	30.95	6	14.29	2	4.76	14	33.33	42	100

Source: Survey, 2010

4.3.4.1 Young Leadership Development Ways in the selected Government and Private Organizations

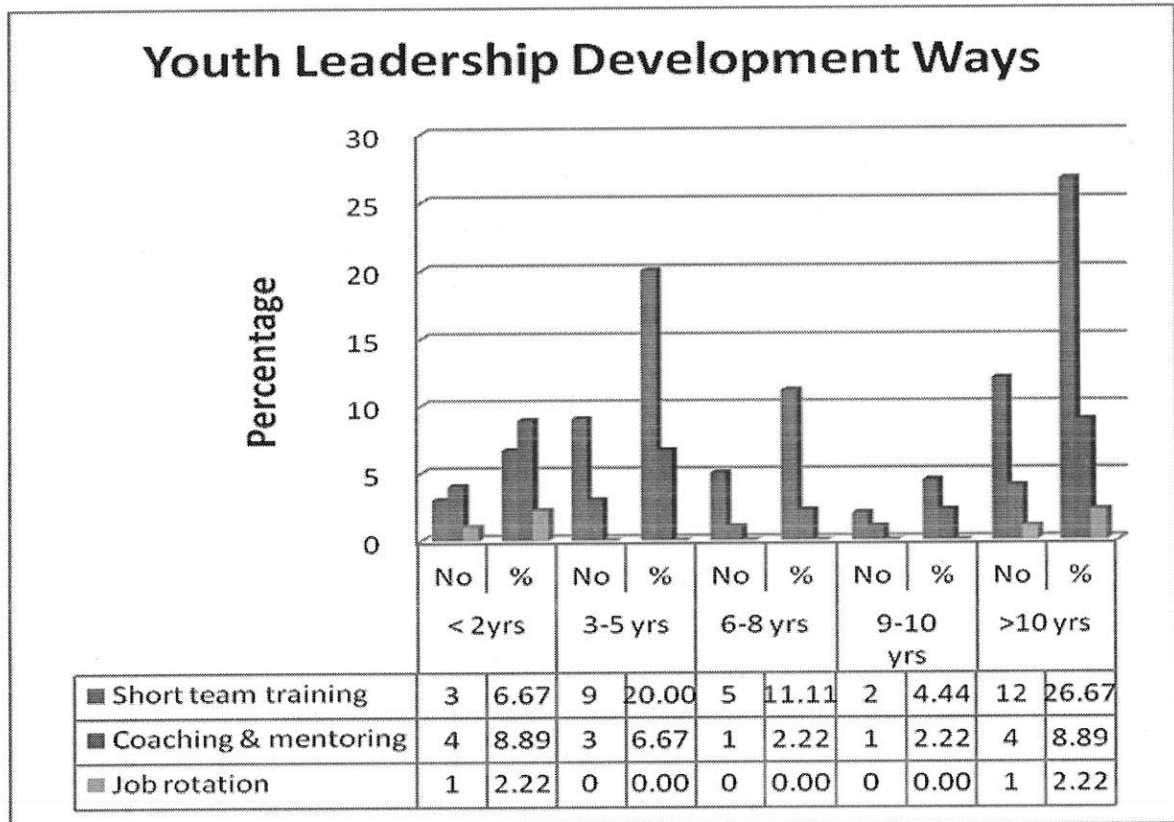


Figure 4

As shown in Fig. 4, facilitating and providing leadership training opportunities for young and inexperienced leaders has been highly recommended by all groups of respondents for enhancing their capacities. Specifically, 26.67 % respondents who have > 10 years of experiences and 20% respondents who have 3-5 years of experiences strongly recommended training as a better way of capacitating young and inexperienced leadership. Since these group of respondents have longer years of experiences in leadership positions training can be considered as a better method to develop existing potentials and enabling to acquire new experiences through the learning process. On the other hand, 28.89% from all groups of respondents had agreed coaching and mentoring as alternative leadership competency improvement mechanism.

This implies that training, coaching and mentoring were an important capacity development ways which needs to be considered by organizations for leadership development. In order to be effective I coaching and mentoring, people assigned as coach required broader and extensive experiences of leadership as well as having the capacity to allow the learner or mentee to grow and develop professionally with systematic facilitation and counseling supports as advocated by (Porter and others, 2008). Conversely, the contribution of job rotation (4.4%) for youth leadership development had shown less importance compared to training and coaching & mentoring approaches.

As experienced respondents expressed their thoughts, training and coaching/mentoring were effective alternatives of leadership capacity development approaches. The study depicted that the integration of training and coaching were more important to bring the desired development goals. Hence, LDP designed by EMI satisfied the development needs of leadership in general and youth leadership in particular. However, the study revealed that 85% of assigned management consultants had less than 5 years experiences which could affect for maintaining the essence of coaching especially for EMI clients for whom has long years of experience in leadership positions.

4.3.4.2 Perception of Youth Leaders for Higher Level Leadership Positions and its Reasons

As indicated in table 12, respondents viewed that young and inexperienced leaders have shown less interest for leadership positions due to the fact that they lack confidence (28.26%) on themselves to put to this positions, they also felt that they were less experienced (23.91%) to handle the position and its responsibility effectively, and also had little interest & capacity to carry out responsibilities of an organization (19.56). In addition, organizational policy restricted them from responsible leadership assignments (10.87).

On the other hand, the reasons for the aforementioned perceptions about young and inexperienced leaders indicated above includes lack of succession plan in organizations (30.95%), lack of willingness of senior leadership (23.81%) to facilitate opportunities of

development of skills, attitude and capacities of youth leaders, out of this response 70% of respondents were having 3-5 years of experiences.

From this the implication of the problem is viewed from two sides i.e. from the youth leaders themselves of their internal confidence as well as readiness and from senior leadership which won't create & facilitate opportunities of development. This implies that senior leadership were played little in establishing succession plan, expanding opportunities of exercising authority & higher level responsibility, finding ways of capacity development such as training, coaching and mentoring as indicated in table 12 above. Thus, it is possible to conclude that problems were originated from both sides but weakness of senior leaders were contributing much for poor practices of leadership development and recruiting leadership successors.

4.4 Leadership Capacity Development Methodologies

Table 13

LDP method /trainees and management consultants response on best methods

<i>LDP Methods</i>	<i>LDP Trainees Responses</i>		<i>LDP Management consultants Responses</i>	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
Technical skill	17	8.13	9	6.77
People MGT	34	16.27	19	14.29
Staff Interaction	27	12.92	18	13.53
Coaching	30	14.35	21	15.79
Feedback	24	11.48	13	9.77
Foreign experience	9	4.31	6	4.51
Challenging work	22	10.53	13	9.77
Succession plan	20	9.57	19	14.29
Authority	17	8.13	8	6.02
Staff Rotation	9	4.31	7	5.26
Total	209	100	133	100
Dichotomy group tabulated at value 1.				

Source: Survey, 2010

Key: 1) Leadership development methods as per its importance are authority, succession plan, staff interaction, coaching, feedback, people MGT, staff rotation, foreign experience, challenging work, technical skill with score values 1,2,3,4,5,6,7, 8, 9 and 10 respectively (Phillips and Schmidt, 2004).

2) The data illustrated in table 13 shows multiple responses frequencies taking best method as interest output i.e the scores were categorized in to three levels of importance of the methods. Scores 1-4 considered as best important method, scores 5-7 medium important and scores 8-10 as least important method. Thus this output shows the frequencies of those who responded as best methods only for both the trainees and management consultants.

Table 13 depicts that LDP trainees/managers had chosen people MGT, coaching and staff interaction by giving the highest percentage as 16.3, 14.4 and 13 respectively. Management consultants on the other hand had given the highest percentage which was 15.8, 14.3, 14.3 and 13.5 for coaching, people MGT, succession plan and staff interaction respectively. This implies that both groups of respondents had similar level of understanding except that the management consultant group of respondents added succession plan in the first line of categorization. However, both groups of respondents had given the least percentage for amount of authority given for leaders where the categorization made by the research output put it at the first line of development methods as indicated in (Phillips and Schmidt, 2004).

When one carefully looks into the categorization of leadership methods by both groups of respondents, there was a great deal of similarity with few exceptions. From this one can safely concludes that people management, coaching and staff interaction were among the best methods whereas, feedback among employees, challenging work assignments and succession plan were moderate level of methods. On the other hand, the least important methods were technical skill, amount of authority, job rotation and foreign experience. Although this categorization did not coincide with that of the categorization made by (Phillips and Schmidt, 2004) it did reflect our local perception and context of leadership development methodology due to the fact that all respondents are practitioners and management consultants in leadership development.

4.5 Transformational Leadership and Coaching Program in EMI

The transformational leadership and coaching program is known by Leadership Development Program (LDP). Interviewed respondents have said that the Ministry of Capacity Building in collaboration with UNDP organized transformational leadership training aimed at changing attitudes of people to fight HIV/AIDS in 1995. Then EMI adopted this approach or method in to

organizational leadership management and development and tested within the institute. Finally EMI had decided to distribute the services to other organizations after realizing the effectiveness of the method.

LDP was designed in three phases accompanied with a breakthrough assignment as an important package (EMI, Annual Training Plan for the year 2009/10). Each phases of the training conducted in 2 months time gap so that the whole package will take 6 months. Participants are required to accomplish a breakthrough assignment in the break time and then present to the group at the beginning of the next subsequent phases of training.

EMI had developed certain criteria for facilitating LDP training and coaching. This includes management consultants must have certified with LDP training and coaching, they must be senior or above level of management consultant as per the institute standard. This study revealed that the practice was different from the criteria so that management consultants who did not satisfy the criteria were engaged in delivering the service.

4.5.1 Role of EMI Management consultants in Leadership Development Program

Table 14

<i>Issues of discussion</i>	<i>Experience in LDP training and coaching</i>							
	<i>< 2 years</i>		<i>3-5 years</i>		<i>6-8years</i>		<i>> 10 years</i>	
<i>Involvement in LDP</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>
Yes	5	17	7	23	1	3.3	0	0
No	4	13	5	17	2	6.7	1	3.3
<i>The role of Management consultants in LDP</i>								
Assess and analyze LDP needs	2	6.7	1	3.3	1	3.3	4	13
Prepare LDP training and coaching modules	0	0	1	3.3	0	0	1	3.3
Conduct LDP training only	2	6.7	0	0	0	0	2	6.7
Conduct both training and coaching	1	3.3	5	17	0	0	6	20

Source: Survey, 2010

Key: Total population is 30 management consultants

As indicated in table 14, 43.3 % of management consultants have been involved in LDP either as trainer or coach or both but 56.7 of them were not involved. And again, 23% and 17% of them were having 3-5 years and less than 2 years of experiences respectively. This indicates that all EMI management consultants were not engaged in transformational leadership either to conduct training or coaching aspect of it since one of the requirements for engaging in LDP consultancy, the individual should be certified both for training and coaching among other criteria.

As also indicated in table 14, EMI management consultants participated in different roles in transformational leadership & coaching program. From this, 26.3%, 6.6%, 13.4% & 40.3% were involved in needs assessment, module preparation, conducted training and undertaken both training & coaching respectively. This implies that the majority of management consultants, who have more than 3 years of experiences engaged for both training and coaching aspect of LDP. In addition, management consultants who have less than 2 years of experiences were engaged more on needs assessment and conduct only transformational leadership training. This indicates that the coaching component of LDP demanded wider experiences than conducting training.

From this it is possible to conclude that any consultants were not assigned for LDP, the differences those who were assigned for coaching activity were relatively more experienced. In addition, less experienced management consultants engaged in co-facilitating but not coaching. This means that coaching activity demanded a higher level of leadership development experience than providing training.

4.5.2 EMI Training Process for Transformational Leadership and Coaching Program

Table 15

<i>Issues of discussion</i>	<i>Descriptive statistics</i>			
	<i>Min.</i>	<i>Max.</i>	<i>Mean</i>	<i>STD</i>
Management consultants have adequate knowledge of the subject matter	3	5	4.57	0.54
Management consultants prefer to use participatory and adult experience learning	3	5	4.57	0.65
Content of learning was relevant and up to date	3	5	4.57	0.58
Training programs were customer centered (Flexible)	3	5	4.37	0.74
Training was supported illustrative examples	3	5	4.19	0.77
Management consultants rely on power point presentation	1	5	4.02	0.97

Source: Survey, 2010

Key-1: Total number of respondents = 47. Initially respondents were asked to rank issues of discussion as strongly agree, agree, moderately agree, disagree and strongly disagree. To change the categorical data in to quantitative, scores were assigned for the five responses with highest score 5 to strongly agree 4 for agree etc with smallest score for strongly agree which is 1.

Key-2: when mean value is less than 3, 3-4 and greater than 4, then the training process is taken as poor, moderately acceptable and highly acceptable respectively.

As depicted in table 15, EMI's clients who participated in transformational leadership and coaching or LDP training strongly agreed in terms of management consultants' knowledge on the subject matter, use of adult learning methodology, relevance of learning contents, utilization of contextual illustrations and flexibility of the program with a mean value of 4.57, 4.57, 4.57, 4.19 and 4.37 respectively. This clearly indicates the capacity and experience of EMI and its management consultants. They had achieved highly acceptable standard of facilitating the training components of LDP. It had also an implication on the preparation, course designing, implementation and final assessment of training program that went well so that it had a positive impact for other potential clients for similar service.

As also indicated in table 15, respondents strongly agreed that EMI management consultants rely on power point presentation with a mean value of 4.2. This indicates that management consultants preferred the use of power point presentation rather than using other methods which could engage participants to share their experiences and insights. However, during the researcher observation only 5 slides per half day session were used by LDP facilitators.

This implies that transformational leadership training requires participatory and adult experiential learning methods by using the experiences and understandings of participants as an input during the training process. In addition, facilitation skill of a trainer is also an important key factor for the success of the training. The study also revealed that content of learning varies for different groups as per their priority needs and context; facilitators also utilized illustrative examples and exercises and breakthrough assignments to make the learning process more participatory. From this one can generalize that the training approach for LDP was quite different from any formal leadership education. As shown in the survey that EMI management consultants achieved the highest standard training facilitation capacity with the exception that they depended on use of many power point slides. As the training program was designed for transforming previous thoughts, practices and actions of leaders, the training process must ensure a paradigm shift through reflection, discussion, exercising and similar action based learning instead of many slides of power point presentation (Yukl, 2006).

The student researcher's observation also indicated that facilitators were used variety of learning methodologies which could keep the interests of participants, building team spirit and good relationship. The methods include power point presentation, active discussion, participatory exercises and activities. The training was also conducted by two facilitators in which one was lead facilitator and the other co-facilitator.

4.5.3 Training Experiences of EMI Management consultants

What is the focus of Transformational Leadership and Coaching training?

Table 16

<i>Classification</i>	<i>No of responses</i>	<i>Percent</i>
Knowledge formation	-	-
skill development	1	3.33
changing attitude	13	43.33
all three	16	53.33
Total	30	100

Source: Survey, 2010

As shown in table 16, the majority of respondents (53.33%) said that the main focus of transformational leadership training and coaching was a combination of knowledge, skill and attitudinal change of leaders. This implies that the three domains of education i.e knowledge, skill and attitude were inseparable. Even if the focus was on one of them i.e attitude, the rest of the two domains were treated as well. A considerable amount of respondents (43.33%) and interviewed respondents believed that the main focus of the program was on changing the attitudes of leaders to bring a paradigm shift and transformation. This indicates that paradigm shift and transformations process was not knowledge and skill, rather it was a changing process of the attitudes of the leaders and as the foundation of transformation. From this one can conclude that LDP revolved more on attitudinal change of leaders.

Interviewed respondents, however, indicated that the main problems of LDP in the side of EMI were lack of follow up and documenting impacts of the training and coaching activities.

4.5.4 EMI's Coaching Activities and Implications

EMI's Coaching activities

Table 17

<i>Factors</i>	<i>No respondents</i>	<i>Min.</i>	<i>Max.</i>	<i>Mean</i>	<i>Std. Dev.</i>
Need based	42	2	5	4.24	0.73
Reinforce leadership behaviors	42	2	5	4.29	0.71
Schedule set by coach and coached	42	2	5	4.02	0.81
Coaches had adequate skills and experiences	42	2	5	4.21	0.72
Relevant for individual & org. development	41	2	5	4.12	0.81

Source: Survey, 2010

Key-1: Initially respondents were asked to rank issues of discussion as strongly agree, agree, moderately agree, disagree and strongly disagree. To change the categorical data in to quantitative, scores were assigned for the five responses with highest score 5 to strongly agree 4 for agree etc with smallest score for strongly agree which is 1.

Key-2: when mean value is less than 3, 3-4 and greater than 4, then the coaching activity is taken as poor, moderately acceptable and highly acceptable respectively.

Coaching takes place when both coach and coached have agreed on certain terms of agreement which includes predefined topical area, timeline and other considerations (Porter and others, 2008). As indicated in table 17, the mean value has shown strong relationship between coaching activity and need identification (4.24) & defining time table (4.02) for coaching. Hence, the practices of EMI's management consultants in this regard were highly accepted by respondents.

This survey also ensured coaching as a leadership capacity development method, reinforced leadership behaviors, relevant intervention for both individual and organizational development with a mean value of 4.29 and 4.12 respectively. Respondents also assured that management consultants assigned by EMI's for coaching support were experienced and skilled on the area with a mean value of 4.21 which is strongly acceptable. The implication of this survey is that coaching was effective leadership development when there was a mutual understanding and

agreement between coaches and coached for improving certain pre-defined agenda. Besides, it helped for the development of individual leaders and also had direct impact on organizational development as well.

4.5.5 Coaching Experiences of EMI Management consultants

Interest of LDP clients for Coaching support

Table 18

<i>Number of participants</i>	<i>Responses</i>	<i>Percent</i>
All	1	5.26
Majority of them	14	73.68
Small number of participants	4	21.05
Total	19	100.00
<i>Reasons for losing interest for Coaching support</i>		
<i>Reasons</i>	<i>Responses</i>	<i>Percent</i>
They thought training is sufficient	5	22.73
They believed coaching takes their working time	7	31.82
They felt have no time for coaching	3	13.64
They don't enjoy coaching activity	5	22.73
They involved in their daily routines	1	4.55
Not fully understood importance of coaching	1	4.55
Total	22	100.00

Source: Survey, 2010

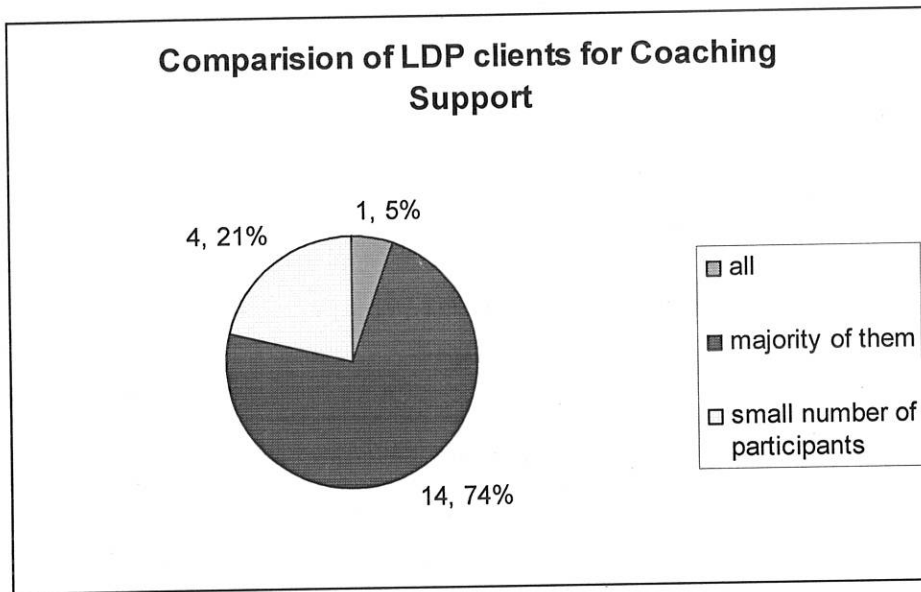


Figure 5

As shown in Fig. 5, majority of respondents (14,74%) said that clients had shown interest for coaching support whereas, (4, 21%) of them agreed that their clients did not show interests for coaching. This implies that clients were interested not only taking training but also looking for further support in the form of coaching for the advancement of their leadership development. It had also shown the importance of integrating training with coaching support. Furthermore, it was an implication of coaching as an important aspect of leadership development activity as well.

On the other hand, as indicated in table 18, (21%) of respondents agreed that their clients did not show interest for coaching components of transformational leadership and coaching program due to the following reasons. This includes assuming coaching had taken their time (31.82%), training was sufficient (22.73%) for them, and did not enjoy coaching (22.73%) undertaken by EMI management consultants. In addition, lack of interest for breakthrough initiatives by LDP trainees and low level of follow-up effort on the side of management consultants were mentioned by management consultants group of respondents. This implies the importance of coaching has not been explained well during orientation session and trainers did not demonstrate their expertise and potential during the training sessions. It gives also an image on management consultants who did not show their accountability on the program requirement.

From this one can say transformational leadership and coaching program designed and implemented by EMI was acceptable and effective approach for leadership capacity development. However, there was little influence and low level of follow-up made by EMI management consultants for coaching activity to hold the interests of their clients.

4.5.6 Pros and Cons of Leadership Development Program in EMI

Although EMI had been conducted leadership training for the public since its establishment, the contents of leadership training were more of theory focused. LDP has been changed the focus and approach of the training experiences. In this regard the strengths and areas of improvements on the overall efficiency and effectiveness of both training and coaching components of the program were collected as follow. Some of the main strengths of the program include the relevance and acceptability of training content and methodology, capacities of trainers in terms of experience and knowledge in the area, the program was free from political influence and EMI was well organized in all dimensions. On the other hand, there were areas that need improvements which include lack of follow up after training delivery, training were not supported by practical evidence and lack of promoting the service for the wider community. In addition, interviewed respondents have said that the existing practices of assigning management consultants for LDP were not as per the criteria set out by EMI and lack of impact assessment to document the effectiveness of the program.

4.6 Relationship between LDP and Organizational Transformation

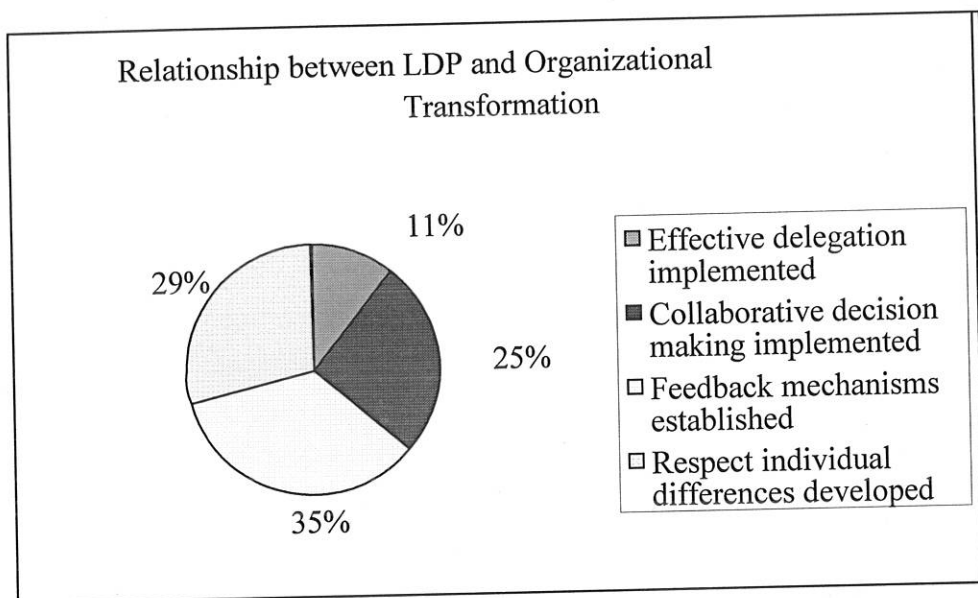


Figure 6, population size = 55

As indicated in Fig. 6, leaders undergo through transformational leadership and coaching has shown attitudinal changes which were expressed in their action. Accordingly, leaders had shown behavioral improvements in the way they performed their job. For instance, leaders established feedback mechanisms (35%) from all sides: employees, customers etc. respecting individual differences and acting accordingly (29%), as advocated as one of the characteristics of transformational leaders by Bass and others (2006). They have also ensured participation of employees in decision making (25%) in different forms depending on the nature & type of decisions that had been made in the organization.

This implies that transformational leadership training and coaching has positive relationship with organizational transformation. Thus the importance of this leadership development method was beyond individual personal and professional development.

4.6.1. Contribution of Transformational Leadership Training and Coaching

Contribution of LDP for organizations – Statistical description

Table 19

Contributions of LDP	<i>LDP Trainees</i>		<i>LDP Management consultants</i>	
	<i>Mean</i>	<i>Std. Dev.</i>	<i>Mean</i>	<i>Std. Dev.</i>
Turn over reduced	2.44	1.33	3.21	1.18
Team spirit increased	3.82	1.03	4.54	0.72
Productivity increased	3.45	1.02	4.30	0.82
Transparency improved	3.86	0.91	4.39	0.72
Accountability improved	3.64	1.14	4.39	0.84
Efficiency increased	3.61	1.04	4.17	0.83
Satisfaction increased	3.47	1.01		
Goodwill improved	3.44	1.08	3.73	1.12

Source: Survey, 2010

Key-1: Respondents for this question were EMI management consultants and LDP trainees. Initially respondents were asked to rank issues of discussion as a great deal, quite a bit, a fair amount, little and not at all. To change the categorical data in to quantitative, scores were assigned for the five responses with highest score 5 to a great amount, 4 for quite a bit etc with smallest score for not at all which is 1.

Key-2: when mean value is less than 3, 3-4 and greater than 4, then there is poor, moderately acceptable and highly acceptable contribution for the organizations respectively.

As depicted in table 19, LDP trainees result has shown that the contribution of LDP for turnover had poor relationship whereas, the contribution of LDP were moderately acceptable for team spirit, productivity, transparency, accountability, efficiency, customer satisfaction and organizational goodwill. On the other hand, the contribution of LDP for turnover and organizational goodwill were moderately acceptable by management consultant respondents. The contribution of LDP which has been considered as moderately acceptable by LDP trainees' respondents is now highly acceptable by management consultant respondents.

In all factors of contribution of LDP, the responses of management consultants were found better than LDP trainees. Even if the results of both groups of respondents vary in terms of degree of importance and contribution of LDP, the result indicates that LDP had poor contribution for the reduction of turnover in organizations whereas, it contributed for increasing productivity, development of team spirit, increases transparency & accountability, increase customer satisfaction and efficiency.

4.6.2 Budget Allocations for Capacity Development & its Measure of Return

As respondents depicted that transformational leadership and coaching program was costly which challenges organizations to allocate sufficient budget. However, so far what proportion of finance had been allocated for it has discussed here under.

4.6.2.1 Amount of Budget Allocated for Capacity Development Training

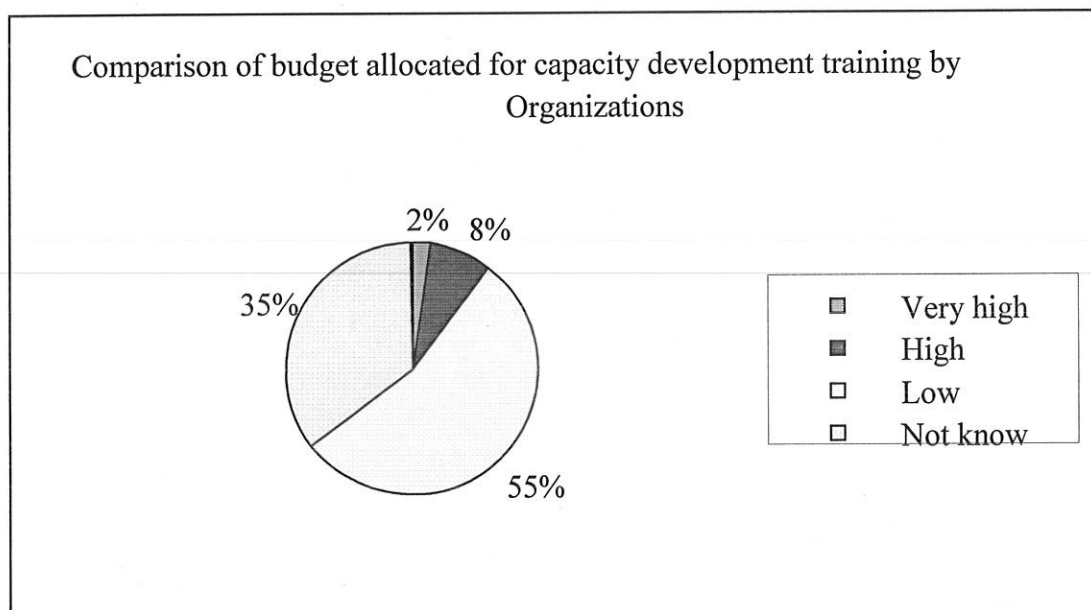


Figure 7

As shown in Fig. 7, organizations allocated lowest proportion of their budget for capacity development training (55%). This implies that organizations have given less priority for human resource development. It also has an implication on lack of awareness by human resource managers on the effectiveness of capacity development interventions and its impact.

A significant number of respondents (35%) have said that they did not have any information about amount of allocated budget for training purpose. This clearly shows lack of transparency and absence of shared responsibility with in the organizations. Besides, information is centralized in the organizations in particular with budget allocation and utilization aspect.

4.6.2.2 Measuring the Return on Investment for Capacity Development Training

Table 20

<i>Means of measurement</i>	<i>Frequency</i>	<i>Percent</i>
Productivity measures	15	23.08
turnover measures	3	4.62
profit measures	8	12.31
cost measures	3	4.62
employee feed back	12	18.46
customer feedback	16	24.62
no measures in place	8	12.31
Total	65	100.00

Source: Survey, 2010

As indicated in table 20, organizations had a variety of methods to measure the returns out of investment for capacity development interventions. However, the most widely used methods include customer feedback (24.62%), productivity measures (23.08%), and collecting feedback from employees themselves (18.64%). This implies that investment used for leadership capacity development was justifiable work that could be observed and measured directly by measuring productivity situation as well as collecting information from customers of their satisfaction.

From this one can say about the selected organizations that the practice and system of assessing the impact of training and other capacity development efforts were established in organizations. Thus their investment on human capacity development was a wise decision that could be measured its impact by undertaking simple assessment before and after intervention.

Chapter Five

5 Summary, Conclusion and Recommendations

This part of the research report is composed of three important and interrelated parts. The first one is summary of findings that has been discussed under chapter four and is followed by conclusions, which describe the whole efforts put in this study in a general and comprehensive manner. Finally, recommendations are forwarded by the student researcher upon his understanding and experiences gained through the course of undertaking the research process.

5.1 Summary of Findings

This research has been concerned to investigate leadership capacity development activities made by selected organizations and management training institute in Addis Ababa. One of leadership capacity developer in our country is the Ethiopian Management Institute (EMI) which has tailor made course known by transformational leadership and coaching program. Based on the data obtained from EMI, government and private organizations which had taken transformational leadership and coaching service were selected based on random sampling method. From the selected organizations, 48 managers having top, middle and line level positions from 5 organizations (Addis Ababa Transport Authority, Radio Fana, General Audit Office, and Oromia Water Works Construction Enterprise were representing government organizations whereas, DH Geda SC from the private organizations), 30 management consultants and 2 directors of EMI were participated in responding questionnaires and interviews respectively. In addition, the researcher attended the actual training to observe the process and consulted relevant documents pertaining to the study. After collecting the necessary data from secondary and primary sources the data were entered in to a computer and processed through SPSS software. Then different qualitative and quantitative methods of data analysis were used such as percentages, descriptive statistics, mean and standard deviation. With the help of SPSS, qualitative and quantitative outputs were obtained and presented in tables, charts and texts.

The basic questions attempted in this study were:-

- In what ways leaders were developed and supported to meet the growing needs in an environment of continuous change?
- What were the most critical challenges of leadership capacity development activities?
- To what extent are leadership development approaches designed and implemented by EMI effective?
- What results exhibited in the selected government and private organizations which participated in LDP?

The following main findings are presented in the form of summary, however, detailed information is still found under chapter four of this report.

5.1.1 The demographic characteristics of respondents have shown that management consultant and leadership positions have been dominated with men and adulthood age group. The proportion of men and women respondents had shown that 91.1% and 8.9% of leadership positions in the selected organizations were occupied by men and women respectively. And again, 73.3% and 26.7% of EMI management consultants were men and women respectively. Hence, the study depicts that women have less placed both in leadership and consultancy positions which show a greater degree of gender disparity though organizations have been advocating gender equity in their internal policy. Especially EMI had designed a separate course package i.e. "Gender Development and Management" but the reality doesn't reflect this situation. In addition, the ranges of experiences of management consultants were much lesser than the experiences of leaders who received transformational leadership training and coaching support by EMI. As a result, challenges such as loss of interest for coaching have been disclosed.

5.1.2 The Leadership Development Program (LDP) was adopted from transformational leadership training aimed for changing attitudes of people to fight HIV/AIDS. It has been designed in three phases of training accompanied by a breakthrough assignment. Each phases of the training conducted in 2 months time gap. EMI had also developed certain

criteria for facilitating LDP training and coaching that include management consultants must have certified with LDP training and coaching, they must be senior or above level as per the institute standard etc, however, it was not fully applied. LDP incorporated the three domains of education i.e. knowledge, skill and attitude. Since the focus of the program is on bringing a paradigm shift and transformation of individuals, its focus have been more of on attitudinal changing activities. The integration of training and coaching & mentoring were more important to bring the desired development goals. The study revealed that the content and process of LDP were relevant and acceptable; however, there was lack of sufficient follow up after completion of training and during coaching sessions. Absence of impact assessment about the program period was also among the limitations of the program.

- 5.1.3** According to this survey, 46% of respondents believed people in a leadership position needs to have the required level of skills, competencies and behaviors which includes influencing and motivating, envisioning, team building, demonstrating ethical practices, effective communication (both listening and speaking), decision making, and commitment. The management consultant group respondents also revealed additional skills and competencies needed including self leadership, emotional intelligence, and trust building. Although all these qualities are required, all of them may not be necessarily observed in a single leader character.
- 5.1.4** The study depicted that leadership positions were given for people in organizations in three ways. These are through promotion, competition and political assignment, however, position assignment differs from one level to the other. Accordingly, political assignment is highly applied for top levels (32.8%) compared to middle levels (12.1%). Furthermore, leadership positions especially in the private sector have also given due to ownership of the business, close family connection and loyalty. On the other hand, the assignment of leadership positions based on competition and promotion within the organization is highly practiced for middle & line levels (34.8% & 53%) compared to top level (28.4% & 38.8%) respectively. Generally speaking, both political leadership and professional leadership assignments were applied in organizations at different levels. In some cases

only political connection and loyalty were considered and in some other cases a combination of political interest and professional interest were considered.

- 5.1.5** 70.97% of responses revealed that there was no standard and formal capacity development and training needs assessment methodology in most of the selected organizations. Conversely, training needs assessment (77%), market research & survey (3%) and clients' request (17%) indicated there is a culture of TNA in EMI before implementing any capacity development training in general and transformational leadership and coaching in particular.
- 5.1.6** The study depicted that organizations applied variety of leadership development ways. Coaching & mentoring (40%), assigning employees on challenging works (23.64%) and providing chances for formal education (18.18%) were used by organizations. These methods were classified as very important leadership development methods among the many methodologies as indicated in Phillips and Schmidt, (2004). This implies the availability of capacity development approaches practiced by organizations themselves within their own system apart from requesting a training support from external body. In addition, the selected organizations had chosen coaching & mentoring as an effective way of capacity development approaches.
- 5.1.7** Training was viewed as a costly (48.3%) method of capacity development activity and had given less attention (51.7%) of its advantage compared with the time to be spent on it. As far as problems of developing youth leaders to higher responsible positions is concerned, the problem was viewed from two perspectives i.e. from the youth leaders themselves lacking internal confidence & readiness and from senior leaders which won't create & facilitate opportunities of development mentioned as follows. Lack of commitment (32%), absence of development opportunities (23%) frequent mobility of people in leadership positions (21%) and low level of authority provided for the leaders (15%). This indicates that senior leadership didn't play the required role by way of establishing succession plan, expanding opportunities of exercising authority & higher level responsibility as well as finding ways of capacity development strategies. From this one can safely concludes that problems in leadership position originated from two sides

i.e. from personal and organizational sides. Absence of development opportunities, frequent mobility from positions, low level of authority, structural problem & lack of role model leaders are among organizational problems whereas, lack of commitment was from the personal sides.

5.1.8 LDP trainees/managers had chosen people MGT, coaching and staff interaction by giving the highest percentage as 16.3, 14.4 and 13 respectively. Management consultants on the other hand had given the highest percentage which was 15.8, 14.3, 14.3 and 13.5 for coaching, people MGT, succession plan and staff interaction respectively. The categorization of leadership development methods by both groups of respondents revealed a great deal of similarity with few exceptions. Respondents agreed on people management, coaching and staff interaction were among the best methods whereas, feedback among employees, challenging work assignments and succession plan as moderate level of methods. On the other hand, the least important methods were technical skill, amount of authority, job rotation and foreign experience. Although this categorization doesn't coincide with that of the categorization made by Phillips and Schmidt, (2004), it does reflect our local perception and context of leadership development methodology due to the fact that responses were collected from practitioners and management consultants in leadership development.

5.1.9 As far as the role EMI consultants is concerned, table 13 shows that 43.3 % of management consultants have been involved in LDP either as trainer or coach or both but 56.7 of them were not involved. From those who involved in LDP, 26.3%, 6.6%, 13.4% & 40.3% were responsible in needs assessment, module preparation, conducted training and undertaken both training & coaching respectively. The study also indicated that management consultants who have less than 2 years of experiences were engaged more on needs assessment than conducting transformational leadership training and coaching whereas more experienced one were engaged in both training and coaching components of LDP with more emphasis on coaching. In addition, less experienced management consultants engaged in co-facilitating but not coaching. This means that coaching is a deeper leadership development approach that requires higher level of competence and experiences than conducting a training program.

- 5.1.10** There are a number of factors that distinguish transformational leadership training from other type of training. The study revealed that respondents strongly agreed in terms of management consultants' knowledge on the subject matter, use of adult learning methodology, relevance of learning contents, utilization of contextual illustrations and flexibility of the program with a mean value of 4.57, 4.57, 4.57, 4.19 and 4.37 respectively. This clearly indicates that trainers/facilitators of EMI performed the training components of this program very well. However, responses with a mean value of 4.2 indicate that trainers/facilitators rely on Power point presentation.
- 5.1.11** The study depicted that leaders who undergo through transformational leadership and coaching process had shown attitudinal changes which were expressed in their action in their respective organizations in the way they performed their job. Leaders established feedback mechanisms (35%) from all sides: employees, customers etc. respecting individual differences and acting accordingly (29%), as advocated as one of the characteristics of transformational leaders by Bass and others (2006). They have also ensured participation of employees in decision making (25%). This implies that transformational leadership training and coaching had positive relationship with organizational transformation. Thus the importance of this leadership development method was beyond individual personal and professional development.
- 5.1.12** As depicted in table 14, LDP trainees result had shown that the contribution of LDP for turnover had poor relationship whereas, the contribution of LDP were moderately acceptable for team spirit, productivity, transparency, accountability, efficiency, customer satisfaction and organizational goodwill. On the other hand, the contribution of LDP for turnover and organizational goodwill were moderately acceptable by management consultant respondents. The contribution of LDP which has been considered as moderately acceptable by LDP trainees' respondents was highly acceptable by management consultant respondents. Even if the results of both groups of respondents vary in terms of degree of importance and contribution of LDP, the result indicated that LDP had poor contribution for the reduction of turnover in organizations whereas, it

contributed for increasing productivity, development of team spirit, increases transparency & accountability, increase customer satisfaction and efficiency.

5.1.13 55% of respondents revealed that organizations allocated small portion of their budget for training and capacity development programs due to less priority for human resource development as well as lack of awareness by human resource managers on the effectiveness of capacity development interventions and its impact. Besides, as 35% of respondents had no information about training budget, it implies that there was lack of transparency and absence of shared responsibility with in the organizations especially with regard to the information about budget allocation and utilization aspect. The study also indicated that organizations have a method to investigate the impact of their investment on human capacity development by undertaking simple assessment, measuring the changes in productivity, collected feedback from the employees as well as their customers.

5.2 Conclusions

After a deeper descriptive analysis of the study, the following points of conclusions were depicted. These conclusive remarks are implications of the points stated under summary of findings.

5.2.1 Leadership Development Program (LDP) which has been designed and implemented by EMI had integrated two development approaches i.e. training and coaching. The training component addresses the knowledge, skills and attitudes of managers whereas, the coaching support used for cementing the transformation process by establishing close relationship with the managers. Thus, LDP is an effective strategy that contributes for transforming leadership practices and professional development.

5.2.2 LDP is need based, flexible and considers the unique features of organizations and their leadership gaps instead of imposing selected course contents. The training needs assessment and analysis played a great role in this regard. EMI has been demonstrated

considerable experience with this regard. Conversely, the selected organizations did not utilize this tool so that their decision has not been based on tangible evidences about the what, why and for whom of leadership capacity development.

- 5.2.3** So far, LDP has been organized and facilitated only through EMI structures and resources that have been restricted the expansion and dissemination of its experiences to other institutes and individuals and yet, various opportunities were not utilized.
- 5.2.4** The coaching support has not been as effective as the training component of LDP. Besides, EMI has no full information on the impact of LDP which would affect decision making on its development and improvement.
- 5.2.5** As far as the process aspect of LDP is concerned, the process has been acceptable; content of program has been well designed, acceptable facilitation capacity with the exception of using many PowerPoint slides. This implies organizational capacity of EMI to undertake LDP and EMI made a difference in leadership development.
- 5.2.6** There was weak tendency of expanding leadership development opportunities for youth leadership in the selected government and private organizations. When this continues innovation and creativity will be discouraged which will result in inadequate successors in terms of quality and quantity.
- 5.2.7** EMI had given more attention for developing the capacity of government organizations than the private as well as non-government sectors. In addition, there was no room provided for individuals who were in need of this program (LDP).
- 5.2.8** The selected organizations have been used their own ways to develop their leaders through various approaches apart from external supports for leadership development.

5.3 Recommendations

The following recommendations are forwarded by the student researcher which would have policy implications for the advancement of leadership development.

- 5.3.1** EMI had better to organize training of trainers (ToT) on LDP for its own management consultants, freelance management consultants and other individuals so as to increase qualified LDP consultants, utilize the untapped potentials of management consultants and hence disseminate the service for all interested government, non government and private organizations throughout the country.
- 5.3.2** Self-assessment tests have to be incorporated in the training packages so that leaders would be able to know the differences of changes against their existing capacities.
- 5.3.3** EMI had no standard training and mentoring modules for LDP. So far, management consultants have used handouts prepared for the three phases of training sessions. Therefore, EMI has to develop and publish training as well as coaching modules which could show steps and procedures of implementing LDP so that consistency, quality and standards of the program will be maintained by all training facilitators and coaches.
- 5.3.4** Attention has to be given by EMI for documenting and disseminating best practices and success stories for the wider public which would create opportunities of learning.
- 5.3.5** EMI has been conducting transformational leadership and coaching service since 1995. During this long period of time, no one knows the results of the program gained either at individuals or groups or organization level. Hence, EMI needs to undertake formal impact assessment to measure and document the effectiveness of the program.
- 5.3.6** The selected government and private organizations have to establish and implement succession plan to expand opportunities for youth leaders and institutionalize a culture of leadership succession.
- 5.3.7** There has been a great degree of gender disparity in leadership positions and management consultants' positions in the selected government & private organizations and EMI

respectively. Although gender is one core issue in leadership across all organizations, the amount of attention given for it has been found low. Thus organizations revisit their policies and devise a mechanism for instance, applying affirmative action, encouraging women for these positions and other approaches to ensure gender equity in all positions across all levels.

- 5.3.8** The selected government and private organizations should develop capacity development needs assessment tools and techniques to maintain standardize leadership development plans and implementation.
- 5.3.9** The selected government and private organizations were allocated little amount of budget which hinders the benefits of capacity development activities. Therefore, organizations need to give attention by way of allocating sufficient budget or finding means of financing for training and other capacity development interventions.
- 5.3.10** The actual work of coaching component of LDP has been beyond task and specific skill improvement which is similar to mentoring. In addition, mentoring is more formal approach and relatively durable strategy in human development activity as the focus of mentoring is beyond achieving the required skills of individuals and is an open-ended personal development method (Porter and others, 2008). Hence EMI had better to replace coaching by mentoring.

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Interview Questions for EMI Directors/Managers

Part one – Personal information

1. Sex: _____
2. Age: _____
3. Educational qualification: _____
4. Present position: _____
5. Years of Experience in leadership position: _____

Part Two – Leadership Capacity Development Activities

6. What are the rationales that made EMI to open a Leadership Development Program?
7. To what extent Leadership Development Program contributes for the change and transformation of leadership at individual, organizational and societal levels? (from the point of view of problem solving in light of local contexts)
8. Does EMI recognize internal organizational means of leadership development ways? How do you measure outcome level results of LDP intervention?
9. What criteria EMI used for LDP consultancy? How many of LDP Consultants satisfy these criteria?
10. What methods have been used by EMI to obtain feedback on the relevance and appropriateness of Leadership Development Program?
11. Would you compare the level of efficiency and effectiveness of leadership development training from other forms of development strategies/approaches?
12. Is there any study conducted either by EMI or other researchers in collaboration with EMI to show the situation of leadership capacity in our country? If “Yes”, what were the major findings and lessons learned?
13. Your comments, if any...

Thank you for your participation and cooperation!

Data collector's Name: _____

Sig. _____

Questionnaire for EMI Management Consultants

Part I -Personal information: Please put a tick mark on your choice among alternatives

1. Sex
 - a) Female
 - b) Male
2. Age
 - a) Less than 25
 - b) 26 – 35
 - c) 36 – 45
 - d) 46 - 55
 - e) Greater than 55
3. Your educational qualification
 - a) Below Diploma
 - b) Diploma
 - c) First degree
 - d) MA/MSc degree
 - e) PhD
 - f) Other _____
4. Your present position: _____
5. Years of Experience in leadership training and/or coaching
 - a) Up to 2 years
 - b) 3 – 5 years
 - c) 6 – 8 years
 - d) 9 – 10 years
 - e) More than 10 years

Part II – Qualification Requirement for LDP Consultancy

6. What qualification is required to be a Leadership Consultant
 - a. First degree in Management/Leadership and related field with practical experience
 - b. Masters’ degree in Management/Leadership and related field with practical experience
 - c. First degree or above in any field with short term certificates in Management / Leadership
 - d. Licensed for Management/Leadership consultancy
7. In EMI, what qualification and experiences are required for consultants for being assigned as a trainer and coach for leadership development programs?
 - a. Educational qualification in terms of level and type: _____

b. Experiences in terms of # of years in similar works: _____

Part III - Leadership Development Needs Identification

8. Which of the following process used to identify Leadership Development needs of your Clients?

- a. Formal training needs analysis (through Questionnaire, Observation, etc) as per their request
- b. When a request comes from clients without further needs analysis
- c. If other, please specify _____

9. Which of the following skills, competencies and behaviors are expected from leaders?

(You may choose more than one alternative)

- a. Influencing and motivating,
- b. Envisioning,
- c. Teaming,
- d. Initiating,
- e. Ethical behavior,
- k. If other, please specify _____
- f. Developing human capital,
- g. Communicating,
- h. Decision making
- i. Commitment
- j. All are important

10. When LDP organized for clients, who are participating?

- a. All people in leadership positions from a specific organization
- b. All people irrespective of their leadership positions
- c. If other, please specify _____

Part IV – Leadership Development Program Designing

11. Which of the stakeholders involved in the designing stage of Leadership Development Program course package in Ethiopian Management Institute?

- a. Consultants of Ethiopia Management Institute
- b. Ministry of Capacity Building
- c. Client organizations
- d. External consultants (National and international consultants)
- e. All participated

f. If other, please specify _____

12. Which of the following learning topics are important for leaders development (please choose 3 only)

- | | |
|-------------------------------------|----------------------------|
| a. Strategy formation | f. Operational knowledge |
| b. Financial planning and budgeting | g. People development |
| c. Creativity and innovation | h. Strategic communication |
| d. Analytical capability | i. Resource deployment |
| e. Global knowledge | j. Leading change |
| l. If other, please specify _____ | k. Emotional intelligence |

13. Which of the courses listed in Q. 12 are covered by EMI?

14. What other courses are needed for LDP?

15. From your practical experiences, please rank order of Leadership Development Methods by importance (1-10): a score of 1 is highly important whereas, a score of 10 is less important for leadership development

<i>No</i>	<i>Leadership Development Methods</i>	<i>Scores (1-10)</i>
<i>a</i>	Organizing Technical skill courses	
<i>b</i>	Organizing People management skill course	
<i>c</i>	Interacting with colleagues	
<i>d</i>	supporting with experienced coaching	
<i>e</i>	Arranging Feedback mechanism from supervisors, peers & clients	
<i>f</i>	Working experiences in foreign countries	
<i>g</i>	Engage in challenging work assignment	
<i>h</i>	Establishing leadership succession plan	
<i>i</i>	Amount of decision making authority	
<i>j</i>	Assigning people to work in a new functional area	

Part V – Leadership Development Program Delivery

16. Have you ever involved in the training and coaching activity for Leadership Development Program?

- a. Yes
 - b. No
17. If your answer for Q. 16 is yes, what is your role in LDP?
- a. Assessing and analyzing leadership needs of client organizations
 - b. Preparation of Leadership training and coaching modules
 - c. Conducting leadership training only
 - d. Both training and coaching
 - e. Post training and coaching impact assessment
18. What challenges experienced during your coaching activity? (list at least 3, please)
- a. _____
 - b. _____
 - c. _____
19. In most cases, how many of LDP participants show interest for coaching support?
- a. All
 - b. Majority of them
 - c. Small number of participants
 - d. Other, please specify _____
20. If some or all LDP participants are not interested for coaching support, what do you think is their reason for doing so?
- a. They think training is sufficient for them
 - b. They believe coaching takes their working time
 - c. They feel they have no time for coaching support
 - d. They don't enjoy coaching support
 - e. If other, please specify: _____
21. Which training method is commonly used by EMI consultants for LDP training?
- a. PowerPoint presentation
 - b. Adult Experiential Learning approach
 - c. Practice based learning approach
 - d. If other, please specify: _____
22. What is the focus of LDP training?
- a. Knowledge formation
 - b. Skill development
 - c. Changing attitude
 - d. All three

23. What do you think are the pressing problems of leadership development training?
(from the point of view of the training itself and application after being trained)

24. If you agree on the existence of problem on training, what do you suggest which would work for our local context?

Part VI – Outcome level results of Leadership Development Program

25. From your experience of training and coaching, to what extent LDP helped individuals and organizations?

S.N	Changes /Developments	Extent of changes				
		A Great Deal	Quite a Bit	A Fair Amount	Little	Not at All
a	Reduced Turnover					
b	Improved Team spirit					
c	Increased Productivity					
d	Increased Transparency					
e	Developed Accountability					
f	Improved Efficiency					
g	Improved Organizational goodwill					

26. What mechanisms used to measure the outcomes/results of LDP intervention for your client organizations?

27. Any comments:

Thank You for your participation and cooperation

Questionnaire for Managers of Government and Private organizations who participated in LDP

Part-one: Personal information:

1. Sex
a) Female
b) Male
2. Age
a) Less than 25
b) 26 – 35
c) 36 – 45
d) 46 - 55
e) Greater than 56
3. Your educational qualification
a) Below Diploma
b) Diploma
c) First degree
d) MA/MSc degree
e) PhD
f) Other _____
4. Present position: _____
5. Years of Experience in leadership position
a) Up to 2 years
b) 3 – 5 years
c) 6 – 8 years
d) 9 – 10 years
e) More than 10 years

Part -Two: Leadership Development Needs Assessment

6. Which of the following processes used to identify the development needs of leaders in your organization?
 - a. Formal training needs analysis (through Questionnaire, Observation, etc)
 - b. Hear say
 - c. Monitoring & Evaluation
 - d. Appraisal process
 - e. Career development reviews
 - f. Talent management reviews
 - g. Succession plan forums
 - h. No formal process used
 - i. If other, please specify _____

Part – Three: Leadership Development Intervention within your Organizations

7. In your organization which of the following development activities have been provided for leaders over the past 3 years
 - a. Formal education e.g. MBA
 - b. Work based stretch assignment

- c. Networking
- d. Coaching & Mentoring
- f. Other _____
- e. Self directed learning

8. Which of the following are serious obstacles to undertake leadership development in your organizations (tick all that apply in your organizational context)

- a. Financial cost
- b. No need for development i.e leaders are proficient
- c. Lack of tangible business benefit
- d. Not relevant for business plan
- e. Feeling of losing working time
- f. Don't know what is available
- g. If other, please specify _____

9. What are the challenges in relation to people in leadership positions in your organization? (You may choose more than one alternative)

- a. Lack of commitment
- b. Lack of political will
- c. Instability (frequent mobility of positions)
- d. Lack of developmental opportunities
- e. Low level of authority
- f. All are real challenges
- g. If other, please specify _____

10. How do young & inexperienced leaders to develop their skills, behaviors and competencies of leadership? (You may choose more than one alternative)

- a. Short term training
- b. Coaching & Mentoring
- d. Long term higher level leadership course
- e. Exposure visit in other organizations as well as countries
- f. If other, please specify _____
- c. Job rotation

11. What do you think about the perception of young graduates for leadership positions? (You may choose more than one alternative)

- a. Won't take the responsibility
- b. Lack confidence to perform well
- c. Lack experiences

- d. Organizational policy requirement restriction eg. years of experiences and age requirement
 - e. Absence of trend
 - f. All
 - g. If other, please specify _____
12. What made young & inexperienced leaders not to take leadership positions
- a. Lack of succession plan and implementation
 - b. Lack of interest by higher leaders to develop younger one
 - c. They have little confidence
 - d. All
 - e. If other, please specify _____
- 11 If you agree on question No 11 & 12, what do you suggest to improve this problem?
(You may choose more than one alternative)
- a. Supporting them by coaching & mentoring
 - b. Facilitate exposure experiences visits
 - c. Extend leadership opportunities
 - d. All
 - e. If other, please specify _____
- 12 How do top level leaders in your organization come to position
- a. Based on competition through internal/external vacancy announcement
 - b. Through promotion
 - c. political assignment
 - d. If other, please specify _____
- 13 How do middle and supervisory level leaders in your organization come to position
- a. Based on competition through internal/external vacancy announcement
 - b. Through promotion
 - c. political assignment
 - d. If other, please specify _____
- 14 How much of your total budget spend for leadership development training?
- a. Very high
 - b. High
 - c. Low
 - d. Not known
- 15 If you can put it in percentage for Question No. 14: _____
- 16 Does investment on leaders' development intervention improve your business performance?
- a. Yes
 - b. No
- 17 If your response for question no. 16 is Yes, how does your organization measures the return on investment for leaders development activities
- a. Productivity measures
 - b. Turnover measures

- c. Profit measures
- d. Cost measures
- g. No measures in place
- h. If other, please specify _____
- e. Employee feedback
- f. Customer feedback

Part – Four: Leadership Development Program in Ethiopian Management Institute

18 Have you ever attended any leadership development intervention in Ethiopian Management Institute?

- a. Yes
- b. No

19 In which of the following training you participated?

- a. Strategic Planning and Management
- b. Change Management
- c. Transformational Leadership and Coaching
- d. All
- e. If other, please specify: _____

20 If you attend Leadership Development Program, why was EMI being your choice?

- a. Because they have effective service
- b. Their service is unique in the town
- c. There is little opportunity to get the service from other suppliers
- d. Organizational policy doesn't allow to take the service from other suppliers
- e. Other please specify _____

Part Five: EMI's Leadership training process

21 Have you ever participated in the designing stage of Leadership Development Program by Ethiopian Management Institute?

- a. Yes, participated
- b. Not yet participated

22 Which of the following topics are important for leaders' development (tick 3 only)

- a. Strategy formation
- b. Financial planning and budgeting

- c. Creativity and innovation
- d. Analytical capability
- e. Global knowledge
- f. Operational knowledge
- k. If other, please specify _____
- g. People development
- h. Strategic communication
- i. Resource deployment
- j. Leading change

23 Which of these topics listed under Q 22 have been covered by EMI program?

24 What other training course you suggest for leadership development program?

25 Please make a rate on the following about the training process by EMI

<i>Training Activities</i>	<i>Level of performance</i>				
	<i>Strongly Agree</i>	<i>Agree</i>	<i>Moderately Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
Facilitators/Consultants have adequate knowledge of the subject matter					
Facilitators/Consultants rely on PowerPoint presentation					
Facilitators/Consultants prefer to use participatory and adult experiential learning					
Content of learning was relevant and up to date					
Training programs were customer centered (Flexible)					
Training was supported illustrated examples that reflect our local context					

26 From your experiences, please rank order of Leadership Development Methods by importance (1-10): a score of 1 is highly important whereas, a score of 10 is less important for leadership development

<i>No</i>	<i>Leadership Development Methods</i>	<i>Score (1-10)</i>
<i>a</i>	Attending Technical skill courses	
<i>b</i>	Attending People management skill course	
<i>c</i>	Interacting with colleagues	
<i>d</i>	Professional coaching support	
<i>e</i>	Feedback from supervisors, peers & clients	
<i>f</i>	Working experiences in foreign countries	
<i>g</i>	Engage in challenging work assignment	
<i>h</i>	Establishing leadership succession plan	
<i>i</i>	Amount of decision making authority	
<i>j</i>	Working in a new functional area	

Part – Six: EMI’s coaching support

27 Please make a rate about coaching support that you received from EMI

<i>Coaching Activities</i>	<i>Extent of Agreement</i>				
	<i>Strongly Agree</i>	<i>Agree</i>	<i>Moderately Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
Based on needs of client organizations					
Coaches facilitate and assist to reinforce leadership behaviors					
Schedule set by both coach and coached					
Assigned coaches had adequate skills and experiences					
Support was relevant for individual and organizational development					

Part Nine: Outcomes of Leadership Development Intervention by EMI

28 To what extent transformations (at individual & organizational level) have you observed after attending Leadership Development Program (LDP) courses?

<i>Transformations resulted due to LDP</i>	<i>Extent of transformations</i>				
	<i>A Great Deal</i>	<i>Quite a Bit</i>	<i>A Fair Amount</i>	<i>Little</i>	<i>Not at All</i>
Turnover reduced					
Team spirit improved					
Productivity increased					
Transparency increased					
Accountability developed					
Efficiency improved					
Customer satisfaction increased					
Organizational good will improved					

29 What organizational transformations are exhibited in your work settings as a result of Leadership Development Program (Training and Coaching)?

- a. Effective delegation implemented
- b. Collaborative decision making implemented
- c. Feedback mechanisms established (from supervisors, subordinates, clients, colleagues)
- d. Respect individual differences by leaders so as to treat individually
- e. Other, please specify _____

30 What are your overall impressions towards EMI's performance?

- a. Strengths (at least 3)

- b. Areas of improvement (at least 3)

Thank You for your participation and cooperation!

Observation Checklist to use during Leadership Development Training Activity by EMI

1. Name of the course: _____
2. Course objectives: _____
3. Time allocated for the course: _____
4. Session plan for the training:
 - a) Prepared for each session: _____
 - b) No session plan used: _____
5. Learning methodology:

Power point presentation only	
Active discussion	
Participatory	
Use of various methodologies	

6. Training evaluating methods:

Use of questionnaire	
Collecting comments and suggestions orally	
No evaluation exist	

7. Number of facilitators for the day and for the whole program
 - a) number of facilitators: _____
 - b) number of participants: _____

8. Facilitators' qualification and experience

<i>Qualification</i>		<i>Experience in Years</i>	
First degree		Less than 2	
Master's degree		2 - 5	
PHD		5 - 8	
Other		8 - 10	
		More than 10	

9. Feedback from participants about the training (at least from 3 participants)

Acceptable to their expectations	
Indifference	
Below expectation	

10. Other observation

Statement of Declaration

This thesis is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

Efrem Hassen

Signature

.....
Efrem Hassen

Date

.....
June 2010

Advisor's Confirmation

This thesis has been submitted for examination with my approval as a university advisor.

Yekunoamlak Alemu (PhD), Advisor

Signature

.....
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