



**ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**PRACTICES AND CHALLENGES OF MANAGEMENT
DEVELOPMENT
AT THE COMMERCIAL BANK OF ETHIOPIA**

**BY
GETACHEW WASSIE GIZAW**

**JANUARY, 2017
ADDIS ABABA, ETHIOPIA**

**PRACTICES AND CHALLENGES OF MANAGEMENT
DEVELOPMENT**

AT THE COMMERCIAL BANK OF ETHIOPIA

BY

GETACHEW WASSIE GIZAW

**A THESIS SUBMITTED TO ST. MARY'S UNIVERSITY SCHOOL
OF GRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF
BUSINESS ADMINISTRATION**

JANUARY, 2017

ADDIS ABABA, ETHIOPIA

ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**PRACTICES AND CHALLENGES OF MANAGEMENT
DEVELOPMENT**

AT THE COMMERCIAL BANK OF ETHIOPIA

BY

GETACHEW WASSIE GIZAW

APPROVED BY BOARD OF EXAMINERS

Dean, Graduate Studies

Signature & date

Advisor

Signature & date

External Examiner

Signature & date

Internal Examiner

Signature & date

DECLARATION

I the undersigned declare that this thesis is my original work; prepared under the guidance of Shoa Jemal (Asst. Professor). All sources of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

Getachew Wassie Gizaw

Name

Signature & Date

ENDORSEMENT

This thesis has been submitted to St. Mary's University, School of Graduate Studies for examination with my approval as a University's advisor.

Shoa Jemal (Asst. Professor)

Advisor

Signature & Date

ACKNOWLEDGEMENTS

I would like to thank my advisor Shoa Jemal (Asst. Professor) for his kind and professional assistance, constructive comments and advice. I wish to extend my thanks and appreciation to my beloved wife Fentanesh Alemu for her unreserved support and encouragement not only in this research preparation but also during the whole course work attending time.

Last but not least, I wish to express my thanks to Ato Fekadu Mesfin for his sincere assistance and other colleagues of course for their cooperation in the coverage of my part of duties while I had been engaged in this thesis work

Getachew Wassie Gizaw

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	vi
-------------------------------	-----------

TABLE OF CONTENTS	vi
LIST OF ACRONYMS	viii
List of Tables	x
List of Figures	xi
ABSTRACT	xii
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the Study	1
1.2 Definition of Key Terms	3
1.3 Statement of the Problem	3
1.4 Basic Research Questions	4
1.5 Objective of the Study	4
1.6 Significance of the Study	5
1.7 Scope of the Study	5
1.8 Limitation of the Study	5
1.9 Organization of the Study	6
CHAPTER TWO	7
REVIEW OF RELATED LITERATURE	7
2.1 Theoretical Literature	7
2.2.1 Objectives of Management Development	8
2.2.2 Management Development from Strategic Point of View	9
2.2.3 The Need for a Management Development Policy	10
2.2.4 Approaches to Management Development	11
2.2.5 The Integration of Management Development with other Processes	12
2.2.6 Different roles for Management Development	13
2.3 The Management Development Cycle	17
2.3.1 Needs Assessment	17
2.3.2 Objective Setting	18
2.3.3 Program Design	19
2.3.4 Program Implementation	19
2.3.5 Evaluation of Programs	19
2.4 Empirical Review	20
CHAPTER THREE	23

RESEARCH DESIGN AND METHODOLOGY	23
3.1 Research Design	23
3.2 Population, Sample Size and Sampling Techniques	24
3.2.1 Population	24
3.2.2 Sample Size	24
3.2.3 Sampling Techniques	25
3.3 Source of Data	26
3.4 Data Gathering Instruments	26
3.5 Procedure of Data Gathering	27
3.6 Methods of Data Analysis	28
3.7 Ethical Considerations	28
CHAPTER FOUR	29
DATA ANALYSIS AND INTERPRETATION	29
4.1 Demographic Variables of Respondents	30
4.2 Awareness of MD Program	32
CHAPTER FIVE	53
FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	53
5.1 Summary of Major Findings	53
5.2 Conclusions	55
5.3 Recommendations	57
References	59
APPENDIXES	63

LIST OF ACRONYMS

BD	Business Development
CATS	Customer Accounts and Transaction Services
CBE	Commercial Bank of Ethiopia
HO	Head Office
HRD	Human Resources Development
HRM	Human Resource Management
IS	Information Services
KSA	Knowledge, Skills and Attitude
MD	Management Development
MDP	Management Development Program
OSM	Office of Strategy Management
PA	Performance Appraisal
TEC	Training and Enterprise Council

List of Tables

Table 1:	Managerial Staff members by Number and Functional Unit -----	25
Table 2:	Number of Questionnaires, Distributed Returned and Discarded-----	29
Table 3:	Description of Respondents by Gender, Age, Educational Level and Work ----	30
Table 4:	The Linkage of Management Development with Strategic Business Objectives-	32
Table 5:	Conditions of Management Development Needs Assessment-----	34
Table 6:	Management Development Program Objectives -----	36
Table 7:	Design of Management Development Programs-----	38
Table 8:	Management Development Programs Delivery-----	40
Table 9:	Tools for Evaluation of Management Development Programs-----	42
Table 9.1:	Management development program Evaluation Model (Reaction)-----	44
Table 9.2:	Management development program Evaluation Model (Learning)-----	46
Table 9.3:	Management Development Program Evaluation Model (Behavior)-----	47
Table 9.4:	Management development program Evaluation Model (Outcomes/Results)-----	49
Table 10:	Problems and Challenges of Management Development Programs-----	51

List of Figures

Figure 1: Management Development Cycle----- 17

ABSTRACT

The aim of this research was to assess the practice and challenges of management development programs of the Commercial Bank of Ethiopia. For this purpose a sample of 113 respondents were drawn through stratified random sampling technique. The respondents were middle level managers selected from the Head Office of the Bank, districts and branches located in Addis Ababa City. In this regard Self-administered questionnaires and interviews were used to gather data. Data obtained through questionnaires were analyzed with descriptive statics (percentages and frequencies). Moreover, the data obtained using interviews have been analyzed in line with the literature review and as well as against the data collected from respondents via questionnaires. The analysis indicated that there was no equal awareness among managers over the strategic business objectives of the Bank. In the meantime it was reported that there was less follow-up of the management with regard to the activities of the management development programs. Lack of competent resource persons/facilitators and unavailability of motivation among managers were a few limitations indicated in the findings too. The study further revealed that there were gaps in the views of the interviewees and respondents justifying the existence of bottlenecks in the management development processes. Inadequate management development needs assessment and poor design of programs was also prevalent. The majority of the respondents reflected their opinions that no MD evaluation was taking place. This position was supported by the interviewees as well. More than anything else, need analysis is the key to receive due consideration as it is the basis for all other MD processes. Given the solutions suggested for the success of MD programs in the recommendation part of the study, it is crucial for CBE to pay due attention for the preparation of a systematic and well-planned needs assessment. This of course has to be followed by setting of achievable objectives, elegant design, coherent delivery and effective evaluation system. In general to do this and get the most out of the MD programs, the full support and close oversight of the management is unquestionable.

Keyword: *Management Development, MD Need Assessment, MD Design, MD Delivery, MD Evaluation*

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

As the case is usually true for any other writers, management professionals view issues from different angles and forward their valuable opinions to enrich the central idea coined by others. The following paragraphs justify this statement.

Armstrong (2009) expressed that management development is concerned with improving the performance of managers in their present roles and preparing them to take on greater responsibilities in the future. It has also been described by Mumford and Gold (2004) as ‘an attempt to improve managerial effectiveness through a learning process.

Banjoko (1996) states the term ‘development’ as the process of helping managerial employees who perform non routine jobs to improve their management, administrative and decision-making abilities and competence.

Meyer (2008) described management development as an attempt to improve managerial effectiveness through a learning process.

DeCenzo and Robbins (2005) stated that employee development is more future oriented and more concerned with education than employee job specific training. By education we mean that employee development activity instill sound reasoning processes- to enhance one’s ability to understand and interpret knowledge rather than imparting a body of facts or teaching a specific set of motor skills. Development therefore focuses on personal growth. Successful employees prepared for positions of greater responsibility have analytical, human conceptual and specialized skills.

According to Ian et al. (2004) management development includes education, which is often taken to refer to formal, structured learning in an institutional context, and management training which is often used to mean acquiring knowledge and skills related to work requirements, also by formal means. But our use of the term ‘development’ goes beyond the sum of these to mean a wider process than the formal learning of knowledge and skills, which includes informal and experiential

modes of human capital formation. Management development is thus a multi-faceted process in which some aspects are easier to identify and measure than others.

Kubr and Propekonko (1989) elaborated that management training and development are defined as a set of activities whereby practitioner-managers or would be managers are assisted in improving their individual competence and performance as well as the organizational environment, with the ultimate goal of the standards of organizational performance. The purpose is therefore to find out what training and development managers actually need and want receive, and what conditions sought to be created in order to make sure that this training and management development will have a practical impact.

To alleviate the problem of succession and to easily assign managers on higher responsibilities of course when the need arises, companies are due to organize development programs that help same to impart the expected knowledge and upgrade their skills and capacities.

Unlike training that focuses on the improving of current performance of employees, management development is a systematic process planned to streamline the endeavors of managers. It is also an activity that aims at raising the competencies of managers at every level to make them fit for current and future responsibilities. In addition to this, this program renders due consideration for technical skills, knowledge, attitudes and capacities of these personnel to augment their thinking, conceptual, analytical, communication and decision making abilities.

In view of the aforesaid facts there may be a gap between managers' knowledge, skills, capacities and attitudes and what the job requires. The deficiencies must be filled through management development programs. This being the case the researcher is interested to examine how the overall management development processes are taking place in CBE.

1.2 Definition of Key Terms

Training: refers to the organized procedure by which people learn knowledge and/or skill for a definite purpose. (Dale S. Beach)

Human Resource Development (HRD) is a series of organized activities, conducted within a specialized time and designed to produce behavioral changes. (Leonard Nadler)

Management Development (MD): refers to any attempt to improve current or future management performance by imparting knowledge, changing attitude or increasing skills. (Gary Dessler)

1.3 Statement of the Problem

The Commercial Bank of Ethiopia (CBE) has planned to become a world class bank by 2025. To accomplish this mission, it has understood that its employees at every level need to be trained and developed. In the light of this, it has reorganized its training/development organ to a department level to be headed by a director. Various sections have also been established or formed under the department to facilitate the HRD activities of the Bank. The Bank earmarks a budget of many million Birr for the purpose every year. The center provides same services to all financial institutions both government and private located particularly in Addis Ababa as well. It also extends fully- fledged canteen services to trainees.

Since the last seven or so years, the Bank has been carrying out different development programs extensively for its managerial staff. However, it is difficult to say that it has got desired results from the said programs due to the existence of various problems associated with management development.

In connection to this, it was imperative to conduct a pilot study in advance to test the feasibility of this research. Accordingly appropriate questions were developed using the questionnaires designed for the purpose. On the basis of this, the pilot study was carried out for selected managers of the Bank working at both the Head Office and branches in Addis Ababa. The gathered data revealed that there were weaknesses in relation to the management development processes of the Bank. To be more specific the following were reflected as problems by the respondents.

- Programs were usually conducted without regard to knowledge and skill gap of managers;
- Performance appraisal was not used as a tool to identify deficiencies of managers;

- MD was not undertaken upon the demand of managers;
- In some cases relevant programs that fit to the job assignment of managers were not prepared;
- Assignment of inappropriate resource persons/facilitators;
- Interviewing of trainee managers was not done at the end of each program to evaluate results;
- Observations by trainers and supervisors were not undertaken;
- In some cases there was a mismatch between the expectation of the participants and the programs.

It is the prevalence of the above stated and other associated drawbacks that stimulated the researcher to conduct this study.

1.4 Basic Research Questions

The study attempts to address the following basic research questions:

- What is the level of linkage of management development with the strategic business objectives of CBE?
- What are the objectives of Management development in CBE?
- How do managers perceive the Bank's management development programs?
- What is expected of the Management to improve the management development processes?
- What are the challenges that hinder the success of MD programs?

1.5 Objective of the Study

The general and specific objectives are discussed below.

1.5.1 General Objective

The general objective of the study was to make an assessment of the overall management development practices, identify challenges and suggest remedial solutions.

1.5.2 Specific Objectives

- To examine the process of management development in the CBE;
- To assess the level of support of the management of the Bank for MD programs;
- To determine the level of linkage of MD with the strategic business objectives of the Bank;

- To investigate the attitude of managers towards the management development programs.
- To identify bottlenecks that constrained the effectiveness of development programs;

1.6 Significance of the Study

It is the researcher's conviction that the study is supposed to be significant for:

- The Top Management of the Bank as it provides pertinent and up-to-date information to enable it to extend the required support to MD efforts.
- The Bank's HRD unit to take prompt and appropriate actions on the identified problems;
- The researchers who are in need of the document for reference while conducting studies on related issues and
- Adding value to the existing knowledge on the subject matter.

1.7 Scope of the Study

There is no doubt that the commercial Bank of Ethiopia is providing various HRD programs for all employees working at different locations the country over. The study, however, is confined to management development programs that were offered to middle and lower level managers assigned in different organs of the Head Office of CBE such as HRM, HRD, BD, Finance, Risk Management, Audit, IS, Facilities Management, Trade Services, CATS, OSM, Legal Services and Building Construction, Addis Ababa City's district and branch managers. The sample size or target population was also chosen to be managers of the Head Quarter, districts and branches in Addis Ababa. The population of the study was also the entire managers of the Bank. For the purpose of this thesis, both quantitative and qualitative methods were utilized.

1.8 Limitation of the Study

Unlike training programs there were no detailed and up-to-dated literatures written about management development in most HRM books.

One thing to be worth mentioning here was that respondents were found too reluctant to return questionnaires in time despite repeated efforts. Most of them gave frequent meeting and customer entertaining as a pretext for not filling and returning the questionnaires promptly. Similarly interviewees were not willing to cooperate and share their ideas and provide the required

information for the study. Apart from this, lack of time, materials and other resources were serious constraints. Other problems remaining the same these were the major challenges that faced the researcher. In a nut shell the data collection process was an arduous task.

1.9 Organization of the Study

The paper consists of five chapters. Chapter one addresses the background of the study that encompasses statement of the problem, basic research questions, general objective, specific objectives, significance, scope and limitation of the study. Chapter two focuses on the review of related literatures in such a way that it treats both theoretical and empirical literatures and the conceptual framework. The third section presents the design and methodology of the research. It portrays the population, sample sizes, sampling techniques, data collection instruments and methods of data analysis. Chapter four devotes to presentation, analysis and interpretation of the data generated from various sources. The last chapter or part five comprises the findings, conclusion and recommendations

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with different literatures related to the major topic of “management development”. In the light of this, attempts were made to review both the theoretical and empirical works of various writers.

2.1 Theoretical Literature

Management development is concerned with developing the skills of the manager over his or her career with the firm. Management development is a dynamic process, and ideas and practices are constantly changing. In order to get the most out of it companies are required to provide top priority for management development.

Organizations are required to implement management development scheme for their managerial personnel to boost their performance ability and ensure the availability of successors for future position openings.

To Armstrong (1999), management development contributes to business success by helping the organization to grow the managers it requires to meet its present and future needs. It improves managers’ performance, gives them development opportunities and provides for management succession.

It is obvious that businesses are faced by fast changing environment both internal and external. To cope with this change and of course to grow and prosper they need in advance to invest in their human capital. To this regard, it is imperative for them to groom knowledgeable, capable and skillful business managers to withstand the stiff challenges coming from competitors, and maintain their market share and become successful. In relation to this Aina (1992), , simply takes development as concerned with preparing the employees so that they can move with the organization as it develops, changes and grows.

In a similar work, Nwachukwu (1988) sees management development as a process that gets an employee ready for a rise in the organizational hierarchy.

In this case, the writer tries to emphasize that organizations should in place ‘management development’ program to create the opportunity for those competent staff to motivate and inspire them to assume positions up the ladder. This depicts that firms are always pay serious attention to develop and prepare the right persons for the present and future key posts if they wish to survive and make progress in their endeavor. Failure to do this would lead companies to bankruptcy let alone achieve their goals and objectives.

Development refers to teaching managers and professionals the skills needed for both present and future jobs (Babaita , 2011).

The intention of this statement simply means that development is the process that takes place to boost the skills of position holders and practitioners with a view to upgrade their skills and enable them to be efficient and effective on their assigned duties whether it is present or future.

2.2.1 Objectives of Management Development

The objective of management development is to improve the quality of all managers’ performance now and in future prepare them for overall responsibilities.

More specifically management development is to increase managerial capability. Managers require accomplishing varieties of activities. Among other things, managers need to supervise, motivate, communicating, leading, planning, organizing, etc. Such functions demand special skills, knowledge and capabilities. Therefore management development programs aim to increase capabilities essential to conduct such managerial functions.

Apart from this, management development aims to upgrade the future potentiality of each manager by having specific skills and qualities.

In general the aim of management development is to enhance knowledge, skills, personal growth, and decision making ability and ensure the availability of successors.

Realization of these objectives is the most difficult task that must receive due attention by organizations. In order to allow management development attain such objectives, managers of course have to be equipped with both the conceptual and theoretical knowledge. Nonetheless, what is more important is the practical skills and capabilities of managers that make a difference.

Thus, firms are due to give top priority for proper implementation of management development programs if they wish to outperform and achieve a sustainable growth and prosperity.

2.2.2 Management Development from Strategic Point of View

Managers as key resource and driver of an organization are supposed to pay due attention to strategic issues particularly to information technology. By having done this, they would withstand the forces coming from the external environment effectively and generate the most out of it. The ensuing statement justifies this.

Major environmental shifts are now demanding a more strategic perspective from those who manage and lead in organizations. Advances in technology, especially in the field of information technology lead to greater efficiencies, reduced costs and opportunities to launch new products and services. The nature of organizational life itself is changing. Organizations are becoming more complex and diverse. Change and its impact is now the dominant feature of organizational life. Employee adaptability and flexibility are the essential characteristics for organizational survival and success. As a consequence, organizations are now adopting values that regard people not as costs to be minimized but as assets to be maintained and developed (Ian et al., 2004: 363).

Furthermore, managers have to expect that changes of any type may happen at any time and context and they are required to be ready to face these challenges.

Such changes are setting new challenges for managers. Managers are being challenged to respond as strategic leaders and perform in the role of change agent (Salman, 1995; Rosenfeld and Wilson, 1999). Their task is to establish a clear mission, linked to a set of strategic business objectives that enable organizations to acquire, control and allocate resources to maximize the opportunities available and to minimize any threats to their survival and success. But managers need the knowledge and skills to do this and in this sense, management development has now become a strategic imperative within many organizations (Woodall and Winstanley, 1998; Thomson et al., 2001).

Management development strategy is a mechanism or measure that is employed by companies to equip their managers with the necessary skills and capacities with a view to withstand the challenges in their future business endeavors. In this case it is imperative to think over and over

again and provide with top priority for strategic HRD particularly for management development. In this regard Michael Armstrong has explained it as hereunder.

A management development strategy will be concerned with the programs the organization proposes to implement to develop its managers. It will be business-led even though it may focus on the development of individual performance and potential. The business has to decide what sort of managers it needs to achieve its strategic goals and the business must decide how it can best obtain and develop these managers. The strategy will be based on an analysis of the future needs for managers that is conducted by means of human resource planning and talent management. Forecasts can be made of the numbers and types of managers required to meet business needs and to cater for management succession. It is also necessary to assess the skills and competencies managers will need to meet future demands and challenges arising from competitive pressures, new product-market strategies and the introduction of new technology. This can be done through performance management processes that identify development needs and potential, and lead to the agreement of personal development plans. (M. Armstrong, 2009: 722)

2.2.3 The Need for a Management Development Policy

If organizations wish to succeed in their management development endeavor they are required to have a transparent policy. In support of this, Margerison (1991) has said that management development will fail if there is no clear policy.

Policy statements are useful because they express an organization's commitment to development, and set out clearly a framework within which it can take place. It makes it explicit who is responsible for development, the support that is available, methods used etc. Research has also suggested that those organizations having a formal policy for developing their managers 'undertook significantly more management training than did companies without such a policy' (Thomson et al., 2001).

Armstrong (2009) has underscored that management development policy provides guidelines on the approach an organization adopts to the development of its managers. It is operationalized by a management development strategy. Mabey and Thompson (2000) stated that management development policy consists of three variables: 1) the existence of written management development policy statements, 2) the degree of organizational priority given to management

development, and 3) who takes responsibility for driving management development in the organization (the individual or the organization).

2.2.4 Approaches to Management Development

There are different approaches that organizations have to follow in their implementation of management development programs.

According to Armstrong (2006) management development consists of the following formal and informal approaches:

a. Formal Approaches to Management Development

- Coaching and mentoring.
- The use of performance management processes to provide feedback and satisfy development needs.
- Planned experience, which includes job rotation, job enlargement, taking part in project teams or task groups.
- Formal training by means of internal or external courses.
- Structured self-development following a self-directed learning program set out in a personal development plan and agreed as a learning contract with the manager or a management development adviser.
- Competency frameworks can be used as a means of identifying and expressing development needs and pointing the way to self-managed learning programs or the provision of learning opportunities by the organization.

Management development has to rely on the identification of development needs through performance management or a development center while dealing with the above specified formal approaches.

b. Informal Approaches to Management Development

- Getting managers to understand their own learning styles so that they can make the best use of their experience and increase the effectiveness of their learning activities – the manager's self-development guide by Pedler et al (1994) provides an excellent basis for this important activity.

- Emphasizing self-assessment and the identification of development needs by getting managers to assess their own performance against agreed objectives and analysis the factors that contributed to effective or less effective performance – this can be provided through performance management.
- Getting managers to produce their own personal development plans – self-directed learning programs.
- Encouraging managers to discuss their own problems and opportunities with their manager, colleagues or mentors to establish for them what they need to learn or be able to do.

Informal approaches to management development are the best tools for managers to learn a lot from their experiences whether it is good or bad. Managers are usually learning from challenges that are encountered them by their day to day activities. They gain lessons from everyday negative or positive developments. If they are willing and open their mind to consider and analyze thoroughly daily events they clearly acquire profound knowledge and skills that help them to make sound decisions and contribute significantly to the performance of their organizations.

2.2.5 The Integration of Management Development with other Processes

In order to ensure the success of management development programs its association with other processes is crucial. It needs to receive inputs, feedback and cooperation from every unit of the organization to achieve its goals.

Further instead of looking at management development in isolation (as a closed system) it is now being considered as an integral part of a wider organizational system, and, more importantly, it is linked to the context and ‘reality’ of managerial work Ian et al., (2004).

Viewing management development from an open systems perspective recognizes and focuses attention on the following factors:

- Management development is viewed as both a system and a process.

It is composed of identifiable parts or components that act together in an organized way. Inputs to the process of development are transformed into a range of outputs that affect both the individual and the organization in some way.

- In an open system the management development process interacts with and is influenced by variables from other environmental and organizational subsystems (structural, social, technological and cultural). For example, prevailing ideologies, values and beliefs within the

organization represent a cultural subsystem. Management development can be used as a way of reinforcing this cultural subsystem by shaping and moulding managers' attitudes and values and exerting pressure upon them to conform and display 'acceptable' behavior patterns – an important consideration during times of radical change.

- Management development becomes integrated with, and mutually dependent upon, other organizational subsystems, activities and processes. For example, the system for strategic planning and the setting of organizational goals must interact with a management development system that seeks to develop the managerial skills and knowledge to organize and implement the business strategy (Ready et al., 1994; Thomson et al., 2001).

- such an interaction means that if you develop the manager, you develop the organization, and vice versa. As the organization changes and develops, so positive influencing 'loops' are created that lead to the further development of managers (Morgan, 1997). Similarly, as managers are developed, positive influencing 'loops' lead to changes in the organization which produce greater effectiveness. It can, of course, work the other way. Poor or ineffective development can create negative influencing 'loops' that undermine organizational or managerial effectiveness. The need therefore is to focus on managing management development as well as doing management development.

- Viewing management development in open systems terms reveals the full extent of its influence on the organization, and is likely to lead to more detailed and objective assessment of the performance and overall effectiveness of managers who are developed.

In general an open systems perspective of management development will become the basis for both theoretical and practical analysis and discussion.

2.2.6 Different roles for Management Development

If management development program is to be successfully planned and implemented, there has to be clear and unambiguous allocation of responsibility and a willingness to accept that responsibility by the parties involved.

To be effective, development demands the involvement of a range of stakeholders, or 'helpers', each of whom will have an impact on the development process and its outcomes (Mabey and Salaman, 1995; Mumford, 1997). At the core of the process, the main responsibilities are shared between the personnel specialist, the boss and the individual (Davis, 1990).

a. The Role of the Organization and Individuals

Organizations are always expected to extend the required support to individual managers and these managers have to be ready to make use of this opportunity to develop themselves. By doing this there is no doubt that they ensure their growth potential and contribute much to their organization. The true role of an organization in management development exists somewhere between these two extremes. On the one hand, it is not enough, in conditions of rapid growth (when they exist) and change, to leave everything to chance – to trial and error. On the other hand, elaborate management development programs cannot successfully be imposed on the organization. As Peter Drucker wisely said many years ago (1955): ‘Development is always self-development. Nothing could be more absurd than for the enterprise to assume responsibility for the development of a man (sic). The responsibility rests with the individual, his abilities, and his efforts.’ But he went on to say: Every manager in a business has the opportunity to encourage individual self-development or to stifle it, to direct it or to misdirect it. He should be specifically assigned the responsibility for helping all men working with him to focus, direct and apply their self-development efforts productively. And every company can provide systematic development challenges to its managers. The ability to manage is essentially something that individuals mainly develop for themselves while carrying out their normal duties. But they will do this much better if they are given encouragement, guidance and opportunities by their company and managers.

In McGregor’s (1960) phrase: managers are grown – they are neither born nor made. The role of the company is to provide conditions favorable to faster growth, and these conditions are very much part of the environment and organization climate of the company and the management style of the chief executive. The latter has the ultimate responsibility for management development.

Moreover, McGregor (1960) on the individual’s responsibility for management development said that the job environment of the individual is the most important variable affecting his (sic) development. Unless that environment is conducive to his growth, none of the other things we do to him or for him will be effective.

In the light of Ian et al., (2004) understanding to achieve their strategic objectives, organizations must ensure that they have the right numbers of managers, with the right skills available at the right time. A core element of human resource planning is the assessment of existing managerial stock and, where necessary, the replenishment of that stock through the recruitment of new

managers. A managerial audit is normally carried out, utilizing information from sources such as assessment centers, performance appraisals, personnel files and discussions with bosses, to reveal the skills available to meet forecasted demand. These skills are then compared with the organization's HRM plan, and development objectives (Vineall, 1994; Woodall and Winstanley, 1998; Prokopenko, 1998).

b. The Role of Management

Management development is not a separate activity to be handed over to a specialist and forgotten or ignored. Its success depends upon the degree to which it is recognized as an important aspect of the business strategy – a key process aimed at delivering results. Top management must therefore be committed to it. Senior managers should recognize that an important aspect of their jobs is to play an active part in developing their managers, although those managers should take the main responsibility for their own development with help and support as required.

c. The role of HR and Learning and Development Specialists

HR and learning and development specialists still have an important role to play. In this case they:

- interpret the needs of the business and advise on how management development strategies can play their part in meeting these needs;
- act as advocates of the significance of management development as a business-led activity and make proposals on formal and informal approaches to management development;
- develop in conjunction with line management competency frameworks that can provide a basis for management development;
- encourage managers to carry out their developmental activities and provide guidance as required;
- provide help and encouragement to managers in preparing and pursuing their self-directed learning activities;
- act as coaches or mentors to individual managers or groups of managers;
- plan and conduct formal learning events.

d. The Role of Managers

Managers at every level are responsible to groom/develop the staff under their domain. Particularly senior managers who are entrusted with the responsibility of ensuring of the overall effectiveness of their organizations should pay serious attention for the development of all managers. Of course managers learn much more from their experiences by managing their duties and responsibilities. However, that is not applicable to all managers as there are many differences in understanding and analyzing issues. In a similar manner some managers recognize their responsibility and duly develop their subordinates in a best way while others do not. This statement is elaborated by (Armstrong, 2009: 724) as follows:

Differences in the ability to learn arise because some managers are naturally more capable or more highly motivated than others, while some will have had the benefit of the guidance and help of an effective boss who is fully aware of his or her responsibilities for developing managers. ‘Managers learn to manage by managing under the guidance of a good manager.’ Some managers are better at developing people than others, and one of the aims of management development is to get all managers to recognize that developing their staff is an important part of their job. For senior managers to say that people do not learn because they are not that way inclined, and to leave it at that, is to neglect one of their key responsibilities – to improve the performance of the organization by doing whatever is practical to improve the effectiveness and potential of its managers.

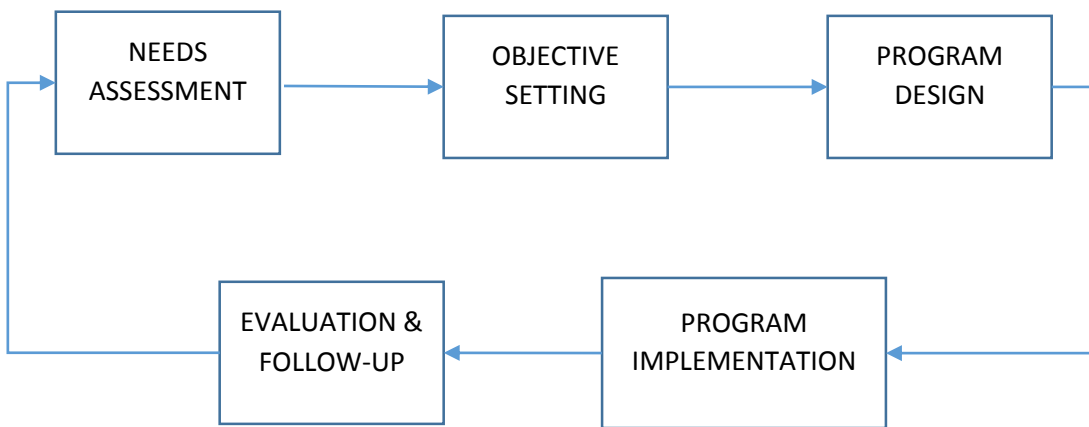
Therefore equal importance should be given to both on the job learning and development programs for all managers.

However, to argue that managers learn best ‘on the job’ should not lead to the conclusion that managers should be left entirely to their own devices or that management development should be a haphazard process. The organization should try to evolve a philosophy of management development that ensures that deliberate interventions are made to improve managerial learning. Revans (1989) as cited in Armstrong (2009) took management development back into the reality of management and out of the classroom, but even he believed that deliberate attempts to foster the learning process through ‘action learning’ are necessary.

2.3 The Management Development Cycle

Conceptual framework depicts the relationship among relevant factors or variables that influence the success of the program, goals, and objectives. Now let us look at how the factors shown by the diagram below affect or influence the management development program.

Management Development Cycle



Source: Kubr M. and Prokopenko, J. (1998). p. 47.

Figure 1: Management Development Cycle

2.3.1 Needs Assessment

The diagnosis of development needs for managers has often relied upon subjective input of senior managers or HR professionals.

However, if managers are to be developed effectively, their individual development needs must be assessed in a careful and systematic fashion. There are several ways to handle this.

In this regard organizations are turning to performance appraisal as a structured way of identifying the skills and behaviors that are required to meet business objectives (Mumford, 1997; Woodall

and Winstanley, 1998). During the appraisal process, both the individual and their boss review performance against departmental/organizational objectives and other performance criteria to determine development needs. Once analyzed, the development needs form the basis of a negotiated and agreed personal development plan, which is regularly reviewed and modified in the light of changing organizational and individual circumstances. In addition to performance appraisal, more and more organizations are turning to the use of assessment/development 'centers' to analyze development needs. These 'centers' are 'workshops which measure the abilities of participants against the agreed success criteria for a job or role' (Lee and Beard, 1994). It should also be borne in mind that the term 'development center' relates to the process of identifying needs, not to a specific place (Munchus and McArthur, 1991).

The main aim of a development center is to 'obtain the best possible indication of people's actual or potential competence to perform at the target job or job level' (Woodruffe, 1993: 2).

The center carries out its purpose mainly by:

- Careful selection of related criteria;
- Identifying a group of managers to work together for some time and
- Teaming up trained assessors to observe and measure performance.

Further, whichever method or combination of methods is selected, it is vital that each manager's needs are carefully assessed before implementing a development program, and that an effective system of providing feedback is established.

2.3.2 Objective Setting

Objective setting is a process of shaping the program and course design. It provides essential data for choosing both the program content and method and enables to decide on the resources of the organization. Objective setting is a baseline for comparing the intermediate and final program results with what has been planned to be achieved.

Unless otherwise there are objectives, evaluation of development results will be a futile exercise. In this case although reliable data are in place, evaluation of the program without contrasting results to the objectives, it will be impossible to assess overall effectiveness and the optimal utilization of resources.

2.3.3 Program Design

Program design determines the technical content, outline sequence and detailed scheduling of the actual development activities. Appropriate methodology and organization are expected to be in harmony with the content envisaged to be covered.

2.3.4 Program Implementation

There are choices to organizations when they seek to implement their development programs. In keeping with open systems principles and ideas, it is important that any implementation plan acknowledges the diversity of management roles and responsibilities and the contexts in which they operate.

When organizing development programs, it is important to cater for the diversity of management skills, attitudes and experience that reside within the organization. One useful example is given by Odiorne (1984), who advocates a portfolio approach to development to improve the overall efficiency of the process and ensure the optimal allocation of resources. This requires organizations to make a range of decisions and develop a 'mix' of contingent objectives and techniques arranged to match the profile of the management team in the organization. Without effective support from motivated and competent line managers and HRD professionals, such approaches may become piecemeal and ineffective or even lead to resentment and frustration (Doyle, 1995; Currie, 1999). Hence the full commitment and dedication of all stakeholders is indispensable for the successful implementation of development programs.

2.3.5 Evaluation of Programs

Evaluation is a key in the process of management development practices. If management development is to be effective in meeting individual needs and delivering organization goals, the whole process must be effectively evaluated to make judgments about its cost-effectiveness and aid ongoing organizational learning and improvement (Easterby-Smith, 1994). Evaluation is concerned with the immediate training or educational 'event': measuring the inputs to the event, the process itself and immediate outcomes. In addition to this Harrison (1997) clarifies that measurement is against identified development needs and training objectives within the framework of a systematic training cycle.

There are different approaches to evaluation. Some are regarded as being objective, rigorous and scientific, while others are much more pragmatic, subjective and interpretative in orientation (Easterby-Smith, 1994). In relation to this, it is normal to collect data and employ a range of quantitative and qualitative methods (Smith and Porter, 1990).

Methods include:

- In-course and post-course questionnaires;
- Attitude surveys and psychological tests before and after the event;
- Appraisal systems and
- Observations by trainers and supervisors.

On top of this, in evaluation, a number of issues emerge. Most evaluation is a short-term in nature reflecting chiefly in a 'happy sheet' questionnaire where questions focus on the immediacy of development activity rather than its longer-term outcomes. Rae (1986) stated that there is often less concern with the longer-term impact and effects of the event or activity. But to be effective, development must permit managers (a) the opportunity to transfer and apply new knowledge and skills and (b) a period of learning and adjustment in respect of newly acquired attitudes and behaviors. This implies that any evaluation of development outcomes has to have a longer-term orientation.

Pre and post development evaluation are important but critical attention must be given to evaluating post development activity after a period of time has elapsed – ideally somewhere between 6 and 12 months (Ian et al. 2004: 406)

2.4 Empirical Review

In the research process it is usual that they may arrive on different findings or results whether the research is theoretical or empirical. In this context some may suggest formal management development program is more valid or important than the informal one while others advocated informal or work based programs. The differences in the findings might have come from context or time factor. Other than that management development is advantageous to be implemented in organizations in either approach. This can be justified from the following consecutive research findings.

Empirical studies revealed that firms are making use of management development programs at every tier of their management. In this case a large scale survey of management development was done by Thomson et al. (1997) proved that firms in the UK moved away from 'sheep dip' training and spread their training input across all levels of management. The survey further discusses that although companies wished to see management development as a longer-term activity, it was still tactical and short-term in implementation, largely focused on current job requirements. However, over half the organizations supported managers taking further qualifications.

In the study of Horne and Stedman Jones (2001) the trend to more context specific training such as coaching, mentoring and project working has been widely emphasized. However, Mabey and Thomson (2000) indicate that formal training is still very important - 33% of large organizations use more informal than formal management learning, 24% both equally, and 42% more formal than informal.

The research found that the drivers for management development were: having a company strategy that placed a high priority on management development; the individual's need to be able to do the job; and the motivation and desire to progress. Barriers to development were time and low organizational priority. Finally, the study found evidence that management development was rated by HR professionals as having had a high impact on the organization in 42% of responses. Organizations that reported improvements in management development also reported improved financial turnover compared with other organizations in their sector Mabey and Thomson (2000).

Further, Mabey and Thomson (2001) in their research found that more than half the firms which responded to the survey did not have a management development budget. The kind of development rated most highly was on-the-job training. Also highly valued were external courses and seminars. Most managers preferred a mixture of structured and unstructured management development.

Bramley (1999) in a wide review of the literature found no empirical evidence to support the case for off-the-job management education, nor for generic management courses. He concluded that the most useful kind of development is found in work based activities such as giving detailed feedback on performance, setting learning objectives and goals, and individual action planning. This kind of activity focuses on individual development which is closely related to key priorities at work, rather than being more generic or focusing on personal development.

Woodhall and Welchman's study (1998) on 'work based management development' in 31 organizations concluded that there was a gap between all the talk of tailored individual learning in the workplace and its implementation. 'Coaching and, increasingly, special projects are the interventions most likely to be consciously promoted, but explicit guidance on using these learning interventions is rare.'

In an early and rare example of a meta-analysis of many different management and leadership development interventions, Burke and Day (1986) examined 70 managerial training studies. In examining their assessments of effectiveness, measured often by ratings of skill or of performance, management training was found on average to be 'moderately effective.'

DTZ (1998) examined 127 firms that were using TEC (Training and Enterprise Council) related management development activity, 63% of firms could identify an impact of this development on business performance. The types of impact most often mentioned by respondents were: improved morale of staff, an improved response and greater flexibility shown by managers, and improvements in quality, leading in turn to greater customer loyalty or new business. Indirect impacts were identified to be: an improved management style, better tracking of projects and evaluation of their worth to the firm, and greater understanding of the value of training and human resource development in general.

Based on the literature review and the research objectives, the following conceptual framework has been designed.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

Research design is the overall plan for connecting the conceptual research problems to the pertinent empirical research. In other words, the research design articulates what data is required, what methods are going to be used to collect and analyze this data, and how all of this is going to answer research questions. Both data and methods, and the way in which they are to be configured in the research project, need to be the most effective in producing the answers to the research questions.

Researchers always opt for the best fit design/methodology for their purpose. In this regard Chan (2008) explains that an appropriate study design is one that allows valid inferences to be made from the findings and these inferences have direct bearing on the research question that the study attempts to answer.

For the purpose of this thesis, both qualitative and quantitative methods of analysis were utilized. This is because using mixed research method could neutralize /cancel the bias of any single quantitative data (Creswell, 2009).

The Quantitative method is that which tries to find answer to a question through analysis of quantitative data, i.e., the data shown in figures and numbers. The strength of quantitative research is the opportunities that it provides researchers to interact and gather data directly from their research participants to understand a phenomenon from their perspectives. In spite of its importance, questionnaire method also has several limitations, such as lackadaisical attitude of respondents, non-attendance and lack of cooperation. On the other hand a qualitative research methodology can help researchers to approach fieldwork without being constrained by any predetermined categories of analysis. Qualitative research carries the uniqueness because it does not give conclusion in advance. It is often regarded as a scientific methodology of management sciences research (Neelam et al., 2014).

3.2 Population, Sample Size and Sampling Techniques

3.2.1 Population

A research population is a well-defined collection of individuals or objects known to have similar characteristics. In most cases the description of the population and the common binding characteristic of its members are the same. In this regard the entire managers of 1,269 of the Bank were taken as the target population of the study.

3.2.2 Sample Size

In line with the structure of CBE, branches are grouped in four grades i.e. Grade 1-4. Grading is determined based on the volume of work or volume of transactions. The higher the volume of work the larger is the grade of the branch. Responsibilities and the number of staff also increase depending on the size of the branch and of course as we go up from one grade to the other.

Grades 3 and 4 branches are located in big towns and cities. Smaller or grade one branches are situated at small towns scattered all over the country. Grade two branches can be found in both locations of Addis Ababa and other towns.

Of the overall fifteen districts of the Bank, there are four big districts in Addis. Each district is headed by a manager and administers a lot of branches under its domain. There are various managers in the district office itself as well. In general with the exception of the variances in volume of works, all types of transactions, type and nature of tickets are the same at all branches throughout the Bank.

The staff members are classified into two categories in the Bank: clericals and non-clericals. When we say non-clericals it means service workers such as messengers, drivers, carpenters, masons, guards, office boys/girls, janitors and gardeners. The study disregards such employees as they are not eligible for the development programs.

Clerical staff is divided into supervisory and non-supervisory. Non-supervisory staffers were not considered in the study as the program exclusively focuses on supervisory personnel. Supervisory/managerial employees are also grouped in three levels: top level, middle level and lower level. Top level consists of the president and his deputies while middle level refers to the directors of departments and district managers. Lower level comprises branches' and all Head Office's managers irrespective of their grades or status. The research excludes top level managers due to the fact that they are too busy and reluctant to fill questionnaires and give interviews.

For this study the total population and target population were all managers of the Bank and managers working in Addis Ababa whose number stood at 1,269 and 388 as of September 2016 respectively.

Of the 388 managers, 260 were working at branches and districts in Addis Ababa, whilst the remaining 128 were assigned in different organs of the Head Office.

In this respect it is apparent that branches of the Bank are scattered here and there all over the country as a result of which it was difficult to easily get pertinent data for the study. Hence the researcher used a convenience sampling technique and selected the middle and lower level managers located at 260 branches in Addis Ababa.

3.2.3 Sampling Techniques

The target group of the study was selected using proportionate stratification sampling techniques. The reason for the selection of this sampling is that it allows the researcher to obtain greater representatives. It also reduces the probable sampling error to ensure that all groups in a population are adequately represented in the sample.

In addition to this, purposive or judgmental technique was applied for qualitative data collection (interview) to nominate an appropriate sample of three HRD managers with sound experience and profound knowledge in the area of HRD processes of the Bank. The strata sample size is determined by the formula as indicated in the table 1 below.

Table 1: Managerial Staff members by Number and Functional Unit

Organ /Functional unit	Total Population Size	Population size per stratum	(Nh/N)*n=nh or sample size
Head Quarter's Managers	139	128	$(128/1269) * 388 = 39$
Districts' and branches' Managers in Addis Ababa City	1130	260	$(260/1269) * 388 = 79$
Total	1,269	388	119

Source: HRM –Commercial Bank of Ethiopia

Where nh is the sample size for stratum **h**,

Nh is the population size for stratum **h**,

N is total population size and **n** is total sample size (stattrek.com, 2016)

3.3 Source of Data

The study takes advantage of both primary and secondary data sources. Furthermore, relevant materials such as strategic documents, theses and website information were consulted with regard to secondary data sources.

3.4 Data Gathering Instruments

Appropriate data for the study were collected using questionnaires and interviews.

3.4.1 Questionnaire

One of the survey instruments for this research was a structured questionnaire. Personally administered questionnaires were produced to get the data and cope with research questions. Employing such technique was imperative as it was a prompt and comparatively low cost mechanism for offering information in the context and to enable to establish a good rapport with respondents and simpler to comply with them.

In the meantime the questionnaires were distributed to participants along with the specification of the purpose of the research. What is more, convenience sampling technique was used to carry out the survey as most concerned managers usually were busy to cooperate in filling out the questionnaires.

The questionnaire has three parts. Part I, deals with demographical questions about the respondents in connection with sex, age, years of work experience or length of service with the organization and educational level.

In part II, issues related to the perceptions of respondents to the management development processes (needs assessment, design, delivery and evaluation), management development policy and business objectives of the Bank were addressed.

A five point Likert scale that range from 1 (strongly disagree) to 5 (strongly agree) was applied for this section as well. The last part or category III, entertains open ended questions which respondents were supposed to freely forward their feelings.

3.4.2 Interview

A carefully designed interview guide was developed to obtain pertinent information from the target participants for this project work. In this regard (Adams, Khan, Raeside & White, 2007) have argued that to obtain research data in business and management, asking and or talking to people becomes important.

The researcher makes use of structured interview technique to gather primary information from the concerned HRD practitioners. On the basis of this the HRD unit was approached to get first hand and relevant data on the management development practices of the Bank. To be more specific open-ended questions were developed using the interview guide format and received the required data from the HRD director/managers. This is due to the fact that the managers were too busy to give face- to -face interviews. Apart from this clarifications and additional questions were entertained through telephone interviews by making use of convenient data collection technique.

3.5 Procedure of Data Gathering

The data for this research were collected using a survey questionnaire. The survey was created using suitable questions modified from related research and individual questions formed by the researcher. The survey was comprised of 49 questions, which were related to the participant's perception regarding management development of CBE. In the questionnaire, Likert scale was used to determine if the respondent agreed or disagreed in a statement. After the professor validated the questionnaire, these were distributed to the middle and lower level managers of the Bank. The researcher assured confidentiality of their survey sheets since the identities are not important. The researcher also understood that participants may feel discomfort also affect their honesty and effectiveness in answering the survey. Hence the researcher gave the respondents the option of being anonymous. Participants were given time to respond and then the researcher collected the surveys within two weeks.

Next the researcher planned the questions that have to be replied by interviewees. Then after the interview was conducted for the concerned managers and professionals. In relation to this five managers and two practitioners of the HRD Unit were requested to extend their cooperation for face-to-face interviews. However, this approach was inconvenient for them due to the fact that they were engaged in other urgent assignments. In lieu of this, they rather preferred and agreed to

give the interviews in open-ended interview guides. In compliance with this, the ten questions prepared and distributed to each of them. Nonetheless, only three managers gave their opinions whilst the others failed to do so.

3.6 Methods of Data Analysis

Researchers pursue different methods of analysis while carrying out their studies depending on the nature of the data/information. As to this research descriptive data analysis was applied. In this case, demographic characteristics were described using frequencies and percentages in tabular form for variables such as age, gender, work experience, years on the current job position and educational level. With respect to the management development practices of the Bank the data gathered through questionnaires were analyzed and presented in same manner using SPSS software.

The qualitative data that incorporated the ideas and comments of interviewees were also compiled and duly analyzed against the data obtained through questionnaire.

3.7 Ethical Considerations

The information/data obtained from any source was for the exclusively use of this study. It cannot be disclosed to any party and rather kept confidential. The rights of respondents or other data providers are respected.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

In line with the methodology pointed out in the preceding chapter three, the data obtained through quantitative and qualitative means were presented and treated in this chapter. In this case the ideas of respondents gained from the questionnaires were discussed, analyzed and interpreted against the views of the interviewees based of course on the descriptive statistics approach.

As to the target of the study, 119 questionnaires were distributed. However, it was possible to collect only 115 questionnaires of which 2 were invalid /discarded. Meanwhile 4 questionnaires were uncollected as exhibited in the table below.

Table 2: Number of Questionnaires, distributed, returned and discarded

Particular	Frequency	Percentage
Returned	115	96.6
Not returned	4	3.4
Total questionnaires Distributed	119	100
Discarded	2	

Before detail analysis of the collected data it is found necessary to discuss demographic variables such as gender, age, educational level and Work Experience

4.1 Demographic Variables of Respondents

Table 3: Description of Respondents by Gender, Age, Educational Level and Work Experience

Particular		Response	
		Frequency	Percentage
Gender	Female	15	13.3
	Male	98	86.7
Total		113	100.0
Age	25 – 30 years	5	4.4
	31- 35 years	25	22.1
	36 - 40 years	28	24.8
	41 - 50 years	43	38.1
	51- 60 years	12	10.6
Total		113	100.0
Educational level	Below Diploma	0	0
	Diploma	0	0
	First Degree	82	72.6
	Masters Degree and above	31	27.4
	Other	0	0
Total		113	100
Years of service in CBE	5- 10 years	21	18.6
	11- 15 years	22	19.5
	16-20 years	43	38.1
	21-30 years	17	15.0
	>30 years	10	8.8
Total		113	100.0

As it is proved in the table above female consists of 15 (13.3%) of the total respondents while the rest majority of 98 (86.7%) goes to male ones. Although the number of male managers in the Bank was far greater than the figure of female, repeated attempts were made to distribute and collect data from same managers thereby to create a gender balance of participants. However, they were not found responsive as the male managers. That is why their number remained small.

Those managers found between the ages of 31-50 comprised of the major proportion of 96 (85%) whilst the young and relatively the most senior managers contained 5 (4.4%) and 12 (10.6%) respectively.

In terms of education, 72.6% the Bank's managers were graduates with first degree and the remaining 27.4% were also Masters Degree holders. This indicates that the Bank had at least educated managers which will be developed and trained and take up easily the next higher positions.

Those served the Bank from 5-20 years constitute the significant number of 86 or 76% and the left over 24% pertains to managers who worked for more than twenty years.

4.2 Awareness of MD Program

Table 4: Specific Objectives

Statements		Strongly Disagree		Disagree		Not sure		Agree		Strongly Agree	
		Freq .	%	Freq .	%	Freq .	%	Freq. .	%	Freq .	%
1	I am familiar with the vision and mission of the Bank	-	-	-	-	-	-	42	37.5	70	62.5
2	I am aware that the Bank has management development policy	-	-	4	3.5	20	17.7	40	40.7	43	38.1
3	I am acquainted with the content of the management policy	2	1.8	37	33.0	17	15.2	36	32.1	20	17.9
4	I am clear with the business objectives of the Bank.	-	-	2	1.8	-	-	63	56.3	47	42.0

Formulation of mission and vision by an organization is a normal practice in the contemporary world be it business or otherwise. Unless and otherwise the mission and vision well understood and owned by all employees particularly by managers the whole thing will be a futile exercise.

From this point of view, all the requested managers of the Commercial Bank of Ethiopia have expressed their agreement/strong agreement that they were well aware of the Bank's mission and vision as depicted in table 4 item number 1 above.

Furthermore, in table 4, other three relevant statements were identified and presented for the respondent managers to test their understanding of the business objectives and management development policy of the Bank.

In the light of this, 38.1% of the respondents strongly agreed and 40.7% agreed about the availability of the policy in the Bank. In the meantime 17.7 % and 3.5% of the respondents expressed their uncertainty and disagreement respectively.

Concerning the understanding of the content of the policy (item 2 same table), respondents have reflected their mixed feeling. In this regard 15.2% have replied that they were doubtful and the other 33% stated their disagreement. On the other hand 32.1% and 17.9% answered as 'agree and strongly agree' in that order that they had full cognizance of the content of the policy.

In relation to item number 3, with the exception of 1.8% of the managers the rest revealed their consensus that they had clear picture of the business objectives of the Bank though in varying degrees. No respondent described his/her strong disagreement or doubt.

Despite the alignment of MD with the strategic objectives witnessed by the majority of the respondents, there were participants who aired their differences that some gap was prevalent as depicted in table 4.

The existence of the management development policy in the Bank has been confirmed by two interview managers working in the HRD Unit. The other interviewee explained that there was no separate policy for management development. It was rather done as per the general policy of the HRD.

From the above analysis it was noted that there were still managers who expressed their disagreement or doubt on the familiarity of MD policy and business objectives of CBE. In this regard it is clear that measures have to be taken to bring about equal understanding of managers on such issues so that they can perform their duties and responsibilities as per the expectation of the management of CBE.

Table 5: Conditions of Management Development Needs Assessment

Statements		Strongly disagree		Disagree		Not sure		Agree		Strongly Agree	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1	Management Development is provided when a gap has been observed in knowledge and skills	24	20.4	33	29.2	35	31.0	19	17.7	2	1.8
2	Management Development is conducted when managers need training related to new technologies, equipment and new working methods	13	11.5	29	25.7	20	17.7	40	35.4	11	9.7
3	Management Development is offered when performance appraisal assessment shows some gap	7	6.2	44	38.9	33	29.2	24	21.2	5	4.4
4	Management Development is carried out when managers are required to fill new positions	11	9.7	31	27.4	27	23.9	37	32.7	7	6.2
5	Management Development is undertaken when managers demand for it	12	10.6	42	37.2	30	26.5	24	21.2	5	4.4

Subsequent to the questions presented to them, participants have reflected their views as depicted in Table 5. In the light of this only 1.8% (item 1) gave their strong agreement that management development program provision was conducted based on gap analysis. This idea was supported by 17.7% of other respondents. On the contrary 20.4% emphasized that management development was not focusing on the gap of knowledge and skills. More over 29.2% of the managers indicated their disagreement on the practice of gap analysis on MD in the Bank. In another development 31% of the managers denied to give their assurance to the existence or nonexistence of proper need assessment on management development program.

On the other hand when asked about the carrying out of the formal MD needs assessment on various conditions, the interviewees replied that there was such a practice done every two years. In connection with item number 2, in same table 35.4% of the respondents revealed their agreement that the Bank offers management development programs to introduce /familiarize its managers with new technologies and new work methods by which their idea was strongly supported by 9.7% of other participants. Nonetheless, 25.7% the respondents stand against this view and rather 11.5% strongly rejected it. The number of those who were not sure was also stood at 17.7%.

As kept against item 3, most of the respondents or about 38.9% expressed that Performance Appraisal has not been used as an instrument to identify gaps in managers' knowledge and skills. In relation to this 6.2% of the member of the target groups strengthens this position more emphatically. Those who were in the middle which consisted of 29.2% were found to be dubious. The only supporters of the idea of PA's usage as a means /tool of gap assessment in differing scale were 25.6% of the entire participants.

In another development, 27.4% of the respondents replied that the purpose of management development program was not to groom managers for the next higher post which actually received strong support from other managers by 9.7% as clearly stated against item number 4. On the other hand 32.7% and 6.2% of the respondents supported and strongly supported in that order the practice of preparing managers for bridging of new openings. There were 23.9% of the managers who were in doubt to support or not to support the opinion of other respondents.

The statement “management development is given upon the demand of managers” item number 5 in Table 5 has got an agreement and strong agreement by 21.2% and 4.4% of the respondents respectively. Unlike this, however, 37.2% and 10.6% of the participants in that order of course stated their disagreement and strong disagreement. In the meantime, 26.5% of the respondents remained neutral.

The interviewees said that the objective of management development was to fill the gap in knowledge and skills and enable managers for the next higher position. They further expressed that MD programs carried out based on the gap observed in performance appraisal, and to familiarize managers with new technologies and new methods of work. This clearly suggests that there was a gap between the opinion of the two parties (respondents and interviewees).

Table 6: Management Development Program Objectives

Statements		Strongly disagree		Disagree		Not sure		Agree		Strongly agree	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1	To enhance manager’s skills and knowledge	1	0.9	2	1.8	2	1.8	67	59.3	41	36.3
2	To groom in advance managers for the next higher position	2	1.8	46	40.7	13	11.5	35	31.0	17	15.0
3	To improve Attitudes/behaviors	-	-	-	-	6	5.3	87	77.0	20	17.7

In view of item 1 in table 6, over 95% of the respondents agreed in different degrees that the objectives the MD program in CBE were to upgrade the knowledge and skills of managers. Those who disagreed on this idea and refrained from supporting either side together consisted of less than 5%.

On the other hand 42.5% of the respondents expressed their disagreement/strong disagreement (item 2) that MD does not have the purpose of preparing managers in the Bank for the next higher

responsibility whilst 11.5% found to be unsure. The rest 46% have exhibited their support/strong support that the said objective was realized.

In this context the unacceptability of the fulfillment of this objective by 54% of the respondents indicated that there was something wrong in the process of MD in the Bank which seeks a timely investigation and appropriate solution.

Similarly the role of MD in changing the behaviors of managers in CBE (item 3) has been supported/strongly supported by 77.0% and 17.7% of the respondents respectively. Those who described their uncertainty composed of only 5.3%. No disagreement has been reported in this regard by the respondents. In relation to this interviewees stated that MD programs were carried out in line with the cited objectives.

Notwithstanding most respondents described their agreement, we can generalize from the above explanation that there were still a lot of managers who showed their opinion difference with the interviewees.

Table 7: Design of Management Development Programs

Statement		Strongly disagree		Disagree		Not sure		Agree		Strongly Agree	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1	Adequate time has been allotted for each session	2	3.6	18	30.4	22	18.8	58	39.3	12	8.0
2	Relevant programs which fit to my job assignment have been designed	11	9.8	45	40.2	31	27.7	15	13.4	10	8.9
3	For the course timely and relevant materials have been produced	3	3.6	21	19.6	18	16.1	54	47.3	15	13.4
4	knowledgeable, skilled and experienced facilitators/trainers or resource persons have been assigned	3	2.7	43	38.4	25	22.3	30	26.8	11	9.8
5	Appropriate persons have been earmarked to coordinate the programs	3	2.7	15	13.3	34	30.1	45	39.8	16	14.2

With respect to item number 1 in table 7, 39.3% and 8.0% of the respondents were agreed/strongly agreed in that order that enough time has been allotted for MD programs. Nevertheless, this idea has been rejected by 30.4% 3.6% of the respondents in that order. In another development 18.8% were not in a position to support or reject the case.

As to item 2, 50.0% of the participants declined that appropriate programs which suit to their job assignment were in place and 27.7% hesitated to give assurance. In opposition to this 13.4% of the respondents gave their approval/strong approval for the proper design of such programs.

Item 3 has been upheld/strongly upheld by 50.7% of the participants despite 19.6% and 3.6% of them expressed their dissension and strong dissension respectively. There were also 16.1% of the respondents who neither uphold nor reject the preparation of timely and relevant materials for MD programs.

The existence of best resource persons/facilitators (item 4) was supported /strongly supported while at the same it was objected/strongly objected by 26.8%, 9.8%, 38.4% and 2,7% of the respondents in that order. Differing from both sides 22.3% of the respondents remained undecided.

In connection with item number 5 in same table 39.8% of the respondents showed their agreement and 14.2% rather revealed their strong agreement. On the other hand 13.3% and 2.7% of same expressed their disagreement and strong disagreement respectively. Coming to those who were ambivalent they comprised of 30.1%.

Unlike the foregoing stand of the respondents, the interviewees expressed that proper design of the management development program was in place in the Bank. From this analysis one can understand that there was a wide variance of opinion among the respondents let alone between the respondents and interviewees. In other words this points out that there has been a mismatch between the expectation of most of the respondents and what is on the ground.

Table 8: Management Development Programs Delivery

Statements		Strongly Disagree		Disagree		Not Sure		Agree		Strongly Agree	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1	The goals of the management development program have been clear for me	-	-	7	7.1	23	20.4	67	58.4	16	14.2
2	I had always been participating in activities during the learning process	2	1.8	10	8.8	13	11.5	70	61.9	18	15.9
3	The work experiences and knowledge that participants brought to each learning situation helped me to learn more	-	-	4	3.5	8	7.1	74	65.5	27	23.9
4	New materials have been available to reinforce my past learning and work experience	-	-	12	10.6	33	29.2	59	52.2	9	8.0
5	I was given an opportunity to reinforce what I learnt by practicing	4	3.5	12	10.6	23	20.4	65	57.5	9	8.0

Like the case is true in the previous analysis there was still significant gap among the responses of the target groups. In table 8 item number 1, 58.4% of the respondents justified that the goals of MD were clear to them. In support of this notion 14.2% of the respondents exhibited their strong

argument. Whereas 7.1% of same rejected this opinion and 20.4% became unwilling to agree or disagree.

As to item 2 in same table almost 70% of the respondents agreed that they were participating in the learning process at all-times and 15.9% gave their strong confirmation. However, 10.6% of the respondents disagreed/strongly disagreed over this idea. As usual there were also respondents of 11.5% who have no intention of supporting either party.

With regard to the benefits gained from exchange of experiences and knowledge (item 3) 65.5% and 23.9% of the participants expressed their agreement and strong agreement respectively. The percentages of those disagreed and uncertain became 3.5% and 7.1% in that order.

In relation to the availability of new and up-to-date teaching materials (item 4), 52.2% gave their witness of agreement whereas 8% revealed their strong satisfaction. Contravening to this idea, however, 10.6% of the respondents reflected their disagreement. Furthermore, 29.2% refrained themselves from agreement or disagreement.

When asked about the opportunity to put into practice the knowledge obtained from the learning process, (item 5) 57.5% and 8% described their agreement and strong agreement in that order. On the contrary, 14.1% of the participants affirmed their disagreement and strong disagreement. Likewise those who did not show a tendency of agreement or disagreement composed of 20.4%.

The non-availability of in-house capacity in relation to preparation and implementation (delivery) of the MD programs was more or less accepted by the three interviewee managers.

Table 9: Tools for Evaluation of Management Development Programs

Statements		Strongly Disagree		Disagree		Not Sure		Agree		Strongly Agree	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1	Feedback has always been taken by requesting participant managers to fill questionnaires at the end of the program	-	-	17	15.0	12	10.6	63	55.8	21	18.6
2	Interviewing of the trainee managers usually done at the end of each program	3	2.7	68	60.2	36	31.9	5	4.4	1	0.9
3	Observations by trainers and supervisors have been into consideration	3	2.7	59	52.2	38	33.6	12	10.6	1	0.9
4	Performance appraisal reports have been used to determine KSA deficiencies	2	1.8	40	36.0	52	46.8	14	12.6	3	2.7

Respondents expressed their agreement and strong agreement (table 9, item 1) by 55.8% and 18.6% respectively that feedback has always been taken from the participants via questionnaires at the closing of programs. However, 15% described their disagreement. Those who were not sure consisted of 10.6%

Surprisingly the absence of the use of interviews as a method of collecting data from participants was upheld by 60.2% of respondent managers (item 2 in same table). This position was also

strongly supported by 2.7% of the participants. This view has received acceptance or strong acceptance only by 5.3% of the respondents. In the meantime 31.9% denied their approval for either position.

The nonexistence of the evaluation method (item 3) has got an acceptance or strong acceptance by 52.2% and 2.7% of the respondents in that order. Those who distanced themselves from expressing their agreement or disagreement comprised of 33.6%. The support or strong support came from the participants was only 11.5%.

With regard to item 4, 36% of the participants corroborated that the use of KSA as an evaluation tool for MD programs was not available. This stand was also strongly supported by 1.8% of same. The significant share of 46.8% went to those who took no position of agreement or disagreement. The supporters/strong supporters of the applicability of the stated method were only 12.6% and 2.7% respectively.

We can infer from the above statements that the respective evaluation tools were not properly practiced. Particularly in the case of items two to four it could be concluded that they were not available.

Table 9.1: Management Development Program Evaluation Model (Reaction)

Statements		Strongly Disagree		Disagree		Not Sure		Agree		Strongly Agree	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1	Instructors/facilitators have good knowledge of the subject matter and presentation skills			10	8.8	27	23.9	66	58.4	10	8.8
2	Teaching materials were up-to-date and pertinent to my current job.	1	0.9	16	14.2	25	22.1	47	41.6	24	21.2
3	The venue and as well as refreshments have been outstanding and conducive to follow programs	-	-	7	6.2	14	12.4	66	58.4	26	23.0
4	Coordination of the programs has been impressive	-	-	13	11.5	25	22.1	62	54.9	13	11.5
5	Teaching aids have been inspiring to attend programs attentively	1	0.9	11	10.6	22	19.5	66	57.7	13	11.5

Source: Kirkpatrick D. (1994)

Despite 8.8% revealed negative reactions, 58.4% and 8.8% of the respondents in that order agreed and strongly agreed that facilitators/resource persons were knowledgeable with having good presentation skills (table 9.1 item 1). Nevertheless, 8.8% described their disagreement. From another perspective, however, 23.9% of the participants gave no confirmation of agreement or disagreement.

On the other hand, 41.6% and 21.2% of the respondents agreed and strongly agreed respectively that teaching materials (item 2) were up-to-date and fit their job assignment. But in conflict with this idea, 15.1% respondents indicated their disagreement/strong disagreement. The remaining 22.1% were found to be unsure.

Regarding item 3, the number of supporters and strong supporters stood at 58.4% and 23% whilst those who disagreed contained 6.2% respectively. Meanwhile those who were uncertain accounted for 12.4%.

Coordination of the programs (item 4) was appreciated by 54.9% and 11.5% rather highly appreciated it. Those disagreed and unsure took the left over 11.5% and 22.1% respectively.

The inspiration of the teaching aids (item 5) to attend programs was accepted by 58.4% and more accepted by 11.5% of the respondents whereas 9.7% disagreed and 19.5% expressed their hesitation.

The reaction was more or less positive with respect to 70% of the respondents. However, there were almost 30% of same who did not give their blessing. This presupposes that there were problems to be resolved.

Table 9.2: Management Development Program Evaluation Model (Learning)

Statements		Strongly Disagree		Disagree		Not Sure		Agree		Strongly Agree	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1	The management development programs have assisted me to upgrade my overall knowledge	1	0.9	47	41.6	14	12.4	41	36.3	10	8.8
2	It has rendered me the chance on how to improve my communication and decision making skills	-	-	55	48.7	9	8.0	38	34.5	11	9.7
3	It enabled me to gain a lot of experience from both the instructors and participants	-	-	13	11.5	15	13.3	67	59.3	18	15.9

Source: Kirkpatrick D. (1994)

In view of the learning process 36.3% agreed and 8.8% strongly agreed (table 9.2 item1) that they have got good knowledge from the programs. Nevertheless, 41.6% of the participants described their disagreement and 0.9% strongly disagreed. Those who were unsure consisted of 12.4%.

With respect to the improvement of communication and decision making skills (item2), 34.5% and 9.7% of the participants were agreed and strongly agreed in that order that they benefited from the MD programs. However 47.8% have rejected this idea and the rest 8% expressed their skepticism.

As to the advantages of experience sharing both with the colleagues and instructors (item 3), 59.3% and 15.9% of the respondents described their agreement/strongly agreement respectively. On the contrary 11.5% opposed this idea and 13.3% became reluctant to support either positions. The views of those who disagreed and unsure indicate that more improvements were needed in the learning process.

Table 9.3: Management Development Program Evaluation Model (Behavior)

Statements		Strongly Disagree		Disagree		Not Sure		Agree		Strongly Agree	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1	The management development programs have given me an important lesson on how to provide efficient service to customers	1	0.9	5	4.4	9	8.0	83	73.5	15	13.3
2	It gave a good lesson on how to utilize resources and save costs	2	1.8	7	6.2	17	15.0	76	67.3	11	9.7
3	It provides me the opportunity on how to work in team and increase the performance of my department	1	0.9	7	6.2	12	10.6	73	64.6	20	17.7

Source: Kirkpatrick D. (1994)

As pointed out in table 9.3 item 1 here above, 73.5% and 13.3% of respondents expressed their agreement/strong agreement in that order that the MD programs gave them an important lesson on how to provide efficient services to their customers. Although their number seems insignificant that is almost 10% there were respondents who disagreed or strongly disagreed. Those who did not support either idea also accounted for 10.6%.

In another development 67.3% of the respondents (item 2) exhibited their agreement that the said programs helped them to get a good lesson of efficient utilization of resources. This idea was strongly supported by 9.7% too. However, 6.2%, 1.8% and 15% of the participants expressed their disagreement, strong disagreement and ambivalence respectively.

On the other hand 64.6% of the respondents confirmed that the MD programs enhanced their team work ability and performance (item 3). This issue was strongly supported by 17.7% of same as well. When viewed from another angle there were respondents of 6.7% and 1.8% who disagreed and strongly disagreed respectively. Those who were in doubt to decide consisted of 10.6%.

Table 9. 4: Management Development Program Evaluation Model

(Outcomes/Results)

Statements		Strongly Disagree		Disagree		Not Sure		Agree		Strongly Agree	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1	The management development program has improved managers' attitudes	3	2.7	32	28.3	23	20.4	41	36.3	14	12.4
2	It has enhanced and increased managers' skills knowledge and decision making ability	5	4.5	32	28.6	14	12.5	45	40.2	16	14.3
3	It has been able to improve on-the-job performance of managers	2	1.8	36	31.9	16	14.2	42	37.2	17	15.0
4	It has increased managers' satisfaction	4	3.5	30	26.5	43	38.1	27	23.9	9	8.0
5	It has upgraded managers' commitment and motivation	4	3.5	27	23.9	26	23.0	37	32.7	19	16.8

Source: Kirkpatrick D. (1994)

Of the entire respondents, 28.3% agreed and 2.7% strongly agreed that MD programs has not brought about attitudinal changes among managers as can be observed from table 9.4 item 1. In countering this notion 36.3% and 12.4% of the participants have explained their agreement and strong agreement respectively. Those who were dubious also found to be 20.4%.

As to the achievement of knowledge, skills and decision making ability from the MD programs (item 2 in same table), 40.2% and 14.3% of the respondents exhibited their agreement and strong agreement in that order. However, 28.6% of the respondents disapproved this idea while 4.5% showed their strong refusal. The rest share of 12.5% belonged to those who were unsure.

When asked about the improvement of their job performance (item 3), 37.2% of the managers gave their consent whilst 15% expressed their strong consent. Nevertheless, 31.9% stood against this idea. This position was also strongly supported by 1.8% of other respondents. Those undecided to support or not support took the share of 14.2%.

Managers were asked if they have got additional satisfaction from MD program (item 4). Nonetheless only 23.9% and 8% of them expressed their agreement and strong agreement respectively. Those who disagreed and strongly disagreed were 26.5% and 3.5% in that order. Those who wanted not agree or disagree were 38.1%.

Concerning the upgrading of managers' commitment and motivation (item 5) 32.7%, 16.8%, 23.9% and 3.5% of the participants gave their agreement, strong agreement, disagreement and strong disagreement respectively. Those who did not give their agreement or disagreement were 23%

Despite most respondents expressed their agreement/strong agreement with respects to positive outcomes of MD programs, there were a lot of respondents who expressed their dissatisfaction at different level of agreement. The number of those who did not want to support or not support was also not easy.

With regard to this, one interviewee manager boldly confirmed that formal evaluation of MD programs was nonexistent in the Bank.. For the question how effective was evaluation of MD in the Bank, the two interviewees answered that no measurement has been used to determine its effectiveness. The other interviewee quoted as saying "I can say it is effective. However, we do not measure its impact so far". This seems untrue as it contradicts with views of the other two interviewees.

Table 10: Problems and Challenges of Management Development Programs

Statements		Strongly disagree		Disagree		Not sure		Agree		Strongly agree	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1	Management does not provide the required support for such programs	6	5.3	37	32.7	33	29.2	30	26.5	7	6.2
2	Inadequate needs analysis	3	2.7	12	10.7	26	23.2	58	51.8	13	11.6
3	Lack of competent resource persons/trainers	5	4.5	17	15.2	29	25.9	47	42.0	14	12.5
4	Difficulties to evaluate management development outcomes	3	2.7	11	9.7	28	24.8	54	47.8	17	15.0
5	Poor development planning and design in terms of content and methods	1	0.9	18	15.9	29	25.7	45	39.8	20	17.7

In view of table 10, item number 1, 38% of the respondents were disagreed and strongly disagreed over the support of the management of the Bank for management development programs. On the other hand 29.2% of the respondents were not in a position to give their agreement or disagreement as well. The proponents of this idea consisted of only 32.9%.

The existence of inadequate needs analysis (item 4) was supported or strongly supported by 51.8% and 11.6% of the participants in that order. Those who agreed/disagreed on this notion were only 10.7% & 2.7% respectively. The percentage of those undecided was also 23.2%.

The non-availability of competent resource persons (item 5), was confirmed or strongly confirmed by 42.0% and 12.5 % of the requested managers respectively. However, the opposite was supported

or strongly supported by the remaining 19.7% of the respondents. Those who were unsure consisted of 25.9%.

For the difficultness of evaluation of the MD outcomes (item 9), 62.8% of the participants expressed their agreement/strong agreement while 12.4% stood against this idea. Those abstained from agreement or disagreement also contained 24.8%.

The availability of poor development planning and design (item 10) was acknowledged/strongly acknowledged by 57.5% of the respondents while 16.8% denied/strongly denied the idea. Differing from the two opposing ideas, 25.7% of the participants stated their uncertainty.

Furthermore, interviewees were asked if there were barriers that hampered the MD effectiveness in CBE. One interviewee replied that lack of commitment of those involved in the program to properly execute their duties and responsibilities, the weakness to duly monitor the progress and measure the success of MD programs were the major hindrances. The other one also stated the following as hurdles.

- Inadequate follow-up of management
- Lack of cooperation and support from IT wing to establish a system that enables to properly follow-up the progress of the MD programs.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This section of the study addresses the findings, conclusions and recommendations based on the results of data analysis of chapter four.

5.1 Summary of Major Findings

Management Development Policy

The majority of the respondents expressed their agreement or strong agreement on the existence of the management development policy in the Bank while the rest minority revealed their disagreement or skepticism. Likewise only half of the participants described that they have good knowledge of the content of the policy whilst the remaining revealed their ignorance and doubt. This suggests that much effort is required to familiarize the managers with the content of the policy

Mission, Vision and Business Objectives

All the respondents made clear that they have best realization of the mission and vision of the Bank. Similarly almost all of the participant managers exhibited their good understanding of the business objectives of CBE albeit insignificant number of respondents stood against this position.

Need Assessment

In order to carry out coherent MD programs, it is usual that proper need identification should be undertaken on various situations in advance. In connection to this, the interviewed HRD managers stated that there was need assessment done on different conditions on MD programs every two years in the Bank. However, most of the respondent managers expressed their strong disagreement, disagreement and doubt that there was no need assessment based on the gap of knowledge and skills. By the same token, many respondents described their strong disagreement, disagreement and skepticism that no need assessment was performed in line with the deficiencies observed in performance appraisals. As supported by a significant number of participants no need assessment was taking place to familiarize managers with new technologies, equipment or working methods, fill new positions or as per the request of managers. From this we infer that there is a wide gap

between the perception of the respondent managers and the interviewees. In other words this indicates the existence of either poor MD need assessment or devoid of it.

Management Development Objectives

With regard to this issue there was almost a consensus between the stand of interviewees and respondents (upgrading of KSA). Nonetheless, the wide variance was observed in the prior preparation of managers for the next higher role. This depicts that the intention of MD was not met its purpose. Rather it reflects the availability of grievance or dissatisfaction of the respondents.

Design of MD Programs

The interviewees answered that there was no problem in design of MD programs. Nevertheless, a lot of respondents described their differences with respect to ample time allotment, relevant teaching materials and assignment of appropriate program coordinators. On top of this, with regard to the design of relevant programs to job assignments of managers and the placement of knowledgeable, skilled and experienced resource persons, many respondents showed their strong refusal, refusal and doubt.

Management Development Programs Delivery

As to delivery of MD, the interviewees expressed that it has been undertaken in good condition. Although there were a very few respondents, delivery program has got an acceptance by the majority of the respondents unlike other MD processes.

Existing and Potential Skills, Capacities and Attitudes of Managers

Interviewees expressed that the prevailing skills, capacities and attitudes will not enable CBE to achieve its business objectives. This depicts that more management development program should be provided to managers so that they would be able to effectively discharge their managerial duties and responsibilities.

In-house Capacity to Handle Management Development Programs

Interviewees expressed that CBE does not have the capacity to manage the MDP by its own. In relation to this it is stated by same that foreign management development firms were employed to develop and carry out MD programs.

Evaluation of Management Development Programs

As witnessed by a significant number of respondents the use of evaluation tools such as interviewing of participants at the end of each program, observation of programs by facilitators or supervisors and performance appraisals have not met their purposes. As a critical component of management development, evaluation had to be done every time at the end of or post programs to identify weaknesses and take timely and appropriate corrective actions. In addition to this the four level of evaluation model (Reaction, Learning, Behavior and Outcomes) had to be implemented. However, to our surprise the evaluation model was not known in the Bank. In support of this position one interviewee manager gave confirmation that there was no formal evaluation carried out in the Bank. This is really a serious issue that has to be given due consideration.

Challenge of Management Development Programs

The MD process in the Bank was faced by a number of barriers. Inter alia, inadequate follow-up of the management, lack of competent resource persons or facilitators, unavailability of motivation among managers and lack of professionals in the area of HRD, difficulty to evaluate MD programs results were found to be the major challenges of MD programs. By the same token this idea was shared by the interviewees.

5.2 Conclusions

Establishing a proper linkage between MD and strategic business objectives is key for CBE. This is because it is only through this linkage that the dream of success comes true.

As we realized from the presented data analysis, however, there were still a lot of managers who were not clear with the linkage of MD with the strategic business objectives. Basically managers as the implementers of objectives, strategies, mission and vision they have to be fully acquainted with the overall directions of CBE. Otherwise, the likelihood of making wrong decisions will be imminent. Moreover, failure to fully acquaint managers with these issues would lead them to

perplexity, loss of confidence and wrong decisions. In this regard it seems that there is still much effort expected from the Bank to inculcate its policies and strategies in the minds of its managers.

It was stated that the objectives of management development in CBE were to enhance the knowledge, skills and attitudes and as well as to prepare managers for higher roles there. This idea has of course got an acceptance by most respondents. However, there were a number of respondents who showed their differences or disagreement particularly on the issue of grooming managers for the next position as clearly pointed out in the data analysis. This exhibits that there was dissatisfaction among managers which seeks a solution.

The respondent managers have reflected their views on the process of management development. In relation to this the interviewees expressed that the required needs analysis was under taken every two years. Nonetheless, the results of the data analysis clearly revealed that almost all of the participants disagree on the existence of needs assessment. The interviewed managers gave their confirmation about the proper design and delivery of MD programs. The idea was, however, declined by a significant number of respondents. Moreover, it was confirmed by both the respondents and two interviewees that evaluation of MD programs was not taking place in CBE. As we have seen from the respective tables in the data analysis section there were gaps by and large between the views of the respondents and interviewees on the process of management development.

. Basically for the success of the management development programs, the commitment and close follow-up of the management of the Bank are crucial. Nevertheless, the majority respondent managers described that the support of the management was unsatisfactory. This opinion was also shared by the interviewee manager.

As it was discussed in the data analysis a number of factors were responsible for the ineffectiveness of management development programs.

In this regard the interviewees gave their opinion that lack of proper follow-up by the management, absence of IT support and less cooperation coming from those involved in the program to carry out duties and responsibilities, the weakness to duly monitor the progress and measure the success of MD programs were the major hindrances.

However, these were not the only problems; they were rather tip of the iceberg. In addition to these, the ensuing were the chief barriers which hampered the effectiveness of the MD programs as clearly shown in the data analysis part.

- Existence of inadequate needs analysis;
- Lack of competent resource persons;
- Difficulties to evaluate the outcomes of MD programs and
- Prevalence of poor development planning and design.

5.3 Recommendations

In the light of the findings the ensuing recommendations have been suggested as a solution of the identified weaknesses and problems.

- The management of CBE has to follow-up and extend the required support for the success of MD programs. In this regard it can instruct the HRD unit to prepare and submit progress report on MD programs activities on monthly or bimonthly basis as the case may be.
- A systematic needs analysis has to be in place for MD programs. In order to do this experts with best experience and profound knowledgeable in the subject matter have to be assigned.
- Clear and purposeful MD objectives have to be set by the right professionals so that participants receive the required knowledge and skill and increase their performance.
- Timely, appropriate and job related MD programs should be developed and designed by well educated professionals.
- Knowledgeable, well experienced and trained facilitators/resource persons need to be earmarked either from local or abroad as necessary.
- Responsible and duty conscious program coordinators have to be identified and placed to ensure the success of the programs ;
- Tools such as taking feedback by the format designed for the purpose, interviewing of the trainee managers, observation by facilitators and supervisors have to be practiced;
- Knowledgeable and capable professionals have to be assigned in the HRD Unit to ensure the effectiveness of the MD programs;

- Earnest attention should be provided for enhancing the capacity of the existing HRD professionals. In this case it has to earmark the necessary budget to build the capacity of the HRD unit's professionals either locally or abroad as appropriate.
- Efforts have to be underway to bring about equal understanding of managers with respect to the strategic business objectives, and policy of MD by conducting continuous programs;
- Furnishing of sustainable IT support to HRD should receive due attention. In this regard experts can be assigned on permanent basis within the HRD unit.
- Evaluation model needs to be practiced to easily identify deficiencies and take immediate corrective actions. To execute this task well skilled professionals have to be in place. If they are not available from within they should be employed from external labor market

References

- Adams, J., Khan H., Raeside, R. & White, D. (2007). *Research Methods for Graduate Business and Social Science Students*. Sage Publications Inc. doi:978-0-7619-3589-6 (PB).
- Aina, S. (1992). *Personnel Management in Nigeria - a Work-Centered Approach*. Edition F. communications.
- Armstrong, M. (1999). *Handbook of Human Resource practice* seventh edition.
- Armstrong, M. (2006). *A Handbook of Personnel Management Practice – tenth edition*, p. 592.
- Armstrong, M. (2009). *Handbook of Human Resource practice* eleventh edition, pp722-724.
- Babaita S. (2011). *Motives for Training and Management Development in the Nigerian Banking Industry*. Canadian Center of Science and Education, Vol. 7, No. 3.
- Banjoko, S. A. (1996). *Human Resource Management: An Expository Approach*. Saban Publishers Lagos.
- Bramley, Peter (1999). *Evaluating effective management learning*. *Journal of European Industrial Training*, Vol 23, No 3.
- Burke M. and Day R. (1986). *A cumulative study of the effectiveness of managerial training*, *Journal of Applied Psychology*, Vol 71, No 2.
- Chan, D., (2008). *Methodological Issues in International Human Resource Management Research*. In M. Harris (Ed). *Handbook of research in international human resource management*, USA, Taylor & Francis Group. doi: 13: 978-0-8058-4949-3.
- Creswell T.W (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approach*. (3rd ed.), Cos Angeles SAGE Publications. Inf.
- Currie, G. (1999) ‘Resistance around a management development programme: negotiated order in an NHS Trust’, *Management Learning*, Vol. 30, No. 1, pp. 43–61.
- Davis, T. (1990). ‘Whose job is management development: comparing the choices’, *Journal of Management Development*, Vol. 9, and No.1?

- DeCenzo D. and Stephen P. (2005). *Fundamentals of Human Resource Management: eighth edition* New York. John Wiley & Sons, Inc.
- Doyle, M. (1995). 'Organizational transformation and renewal: a case for reframing management development?' *Personnel Review*, Vol. 24, No. 6.
- Drucker, P. (1955). *The Practice of Management*, Heinemann, London.
- DTZ Piedad Consulting (1998). *Evaluation of the Business Benefits of Management Development*. Research Report No 66. DfEE.
- Easterby-Smith, M. (1994). *Evaluation of Management Education, Training and Development*. Aldershot: Gower.
- Harrison, R. (1997). *Employee Development*, 2nd edn. London: IPM.
- Horne, M. and Stedman Jones, D (2001). *Leadership the challenge for all?* , The Institute of Management.
- Ian B., Len H. and Tim C. (2004). *Human Resource Management: a contemporary approach*, Fourth edition, De Montfort University, Leicester, Prentice Hall. PP 363-406.
- Kirkpatrick, D. (1994). *Evaluating Training Programs*. American Society for Training and Development (ASTD).
- Kubr M. and Prokopenko J. (1989). *Diagnosing Management Training and Development Needs, Concepts and techniques*. Geneva: International Labor Office.
- Lee, G. and Beard, D. (1994). *Development Centers: Realizing the Potential of Your Employees through Assessment and Development*. Maidenhead: McGraw- Hill.
- Mabey, C. and Salaman, G. (1995). *Strategic Human Resource Management*. Oxford: Blackwell.
- Mumford, A. (1997). *Management Development: Strategies for Action*, 3rd edn. London: IPD.
- Mabey, C. and Thompson, A. (2000). The determinants of management development: the views of MBA graduates, *British Journal of Management*, 11 (3).
- Mabey, C. and Thomson, A (2000). *Achieving Management Excellence: A survey of UK Management Development at the Millennium*. Institute of Management.

- Mabey, C. and Thomson, A. (2001). *The Learning Manager. A survey of management attitudes to training and development at the millennium.* Institute of Management.
- Margerison, C. (1991). *Making Management Development Work.* Maidenhead: McGraw-Hill.
- McGregor, D. (1960). *The Human Side of Enterprise,* McGraw-Hill, New York.
- Meyer, M. (2008). *Employees', Training and Development Practices in South Africa,* second edition, Boston McGraw-Hill.
- Morgan, G. (1997). *Images of Organization,* 2nd edn. Beverley Hills, Calif.: Sage.
- Mabey, C. and Salaman, G. (1995). *Strategic Human Resource Management.* Oxford: Blackwell.
- Mumford, A. and Gold, J. (2004). *Management Development: Strategies for action,* CIPD, 2004.
- Munchus, G. and McArthur, B. (1991). 'Revisiting the historical use of assessment centres in management selection and development', *Journal of Management Development,* Vol. 10, No. 1.
- Neelam T., Israr K., Shahid J. and Muhammad H. (2014). *International Journal of Academic Research in Business and Social Sciences,* Vol. 4, No. 4.
- Nwachukwu, C. C. (1988). *Management: Theory and Practice,* Onitsha, Africana-Fep Publishers Ltd.
- Odiorne, G.S. (1984). *Strategic Management of Human Resources: A Portfolio Approach.* San Francisco, Calif: Jossey-Bass.
- Pedler M. Burgoyne J. and Boydell, T. (1994) *A Manager's Guide to Self-Development,* McGraw Hill, Maidenhead.
- Rae, L. (1986). *How to Measure Training Effectiveness.* Aldershot: Gower.
- Ready. D. (1994). 'Towards a systems approach to executive development', *Journal of Management Development,* Vol. 13, No. 5.
- Rosenfeld, R. and Wilson, D. (1999). *Managing Organizations: Texts, Readings and Cases,* 2nd edn. London: McGraw-Hill.
- Salaman, G. (1995). *Managing.* Buckingham: Open University Press.

Smith, A. and Porter, J. (1990). 'The tailor-made training maze: a practitioner's guide to evaluation', *Journal of European Industrial Training*, Vol. 14, No. 8, complete issue.

Stattreck.com, 2016.

Thomson A, Storey J, Mabey C, Gray C, Farmer E and Thomson R (1997). *A Portrait of Management Development*. London: Institute of Management.

Thomson, A., Mabey, C., Storey, J., Gray, C. and Iles, P. (2001). *Changing Patterns of Management Development*. Oxford: Blackwell Business.

Vineall, T. (1994). 'Planning management development', in Mumford, A. (ed.) *Gower Handbook of Management Development*, 4th edn. Aldershot: Gower.

Woodall, J. and Winstanley, D. (1998). *Management Development: Strategy and Practice*. Oxford: Blackwell.

Woodhall, J., Welchman, R. (1998). *Work-based Management Development: Kingston Business School for the IPD*.

Woodruffe, C. (1993). *Assessment Centers: Identifying and Developing Competence*. London. IPM.

APPENDIXES

APPENDIX A

I. Questionnaire to be filled only by CBE managers

Dear Respondents:

This is to kindly solicit your assistance in completing this questionnaire which is exclusively designed to collect data for a project study. Please give your most thoughtful and honest answers. The data is absolutely confidential and will not be disclosed to a third party. Your assistance in this respect is highly appreciated.

Direction:

Please put a **thick mark** [√] in the subsequent brackets for your choice of answers.

Part I. Biographical Data of Respondents

1. **Gender:** Female [] Male []

2. **Age:**

25 - 30 years [], 31- 35 years [], 36 - 40 years []

41 - 50 years [], 51- 60 years []

3. **Educational level:**

Below Diploma [], Diploma [], First Degree []

Masters Degree and above [] other, please Specify

4. **Years of service in CBE:**

5- 10 years [] 11- 15 years [] 16- 20 years []

21- 30 years [] >30 years []

Part II. Opinion Survey on Management Development

Please read each statement carefully and indicate the degree of your agreement on the statements by putting a **tick mark (√)** in the boxes against each rating scale. The rating scales are as follows:

5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree

2.1 Specific Objectives

Statements		Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
1	I am familiar with the vision and mission of the Bank					
2*	I am aware that the Bank has management development policy					
3	I am acquitted with the content of the management policy					
4	I have best understanding of the strategic perspectives of the Bank.					

*** Management development policy is a policy that is especially designed to develop only managers, it does not mean HRD policy which deals with Training, Development and Education.**

2.2. Conditions for Management Development Needs Assessment

Statements		Strongly disagree	Disagree	Not sure	Agree	Strongly Agree
1	Management Development is provided when a gap has been observed in knowledge and skills					
2	Management Development is conducted when managers need training related to new technologies, equipment and new working methods					
3	Management Development is offered when performance appraisal assessment shows some gap					
4	Management Development is carried out when managers are required to fill new positions					
5	Management Development is undertaken when managers demand for it					

2.3 Management Development Program Objectives

	Statements	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1	To enhance manager's skills, knowledge and attitudes					
2	To groom in advance managers for the next higher position					
3	To improve Attitudes/behaviors					

2.4 Design of Management Development Programs

Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly Agree
1 Adequate time has been allotted for each session					
2 Relevant programs which fit to my job assignment have been designed					
3 For the course timely and relevant materials have been produced					
4 knowledgeable, skilled and experienced facilitators/trainers or resource persons have been assigned					
5 Appropriate persons have been earmarked to coordinate the programs					

2.5 Management Development Programs Delivery/Implementation

Statements		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1	The goals of the management development program have been clear for me					
2	I had always been participating in activities during the learning process					
3	The work experiences and knowledge that participants brought to each learning situation helped me to learn more					
4	New materials have been available to reinforce my past learning and work experience					
5	I was given an opportunity to reinforce what I learnt by practicing					

2.6 Tools for Evaluation of Management Development Programs

Statements		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1	Feedback has always been taken by requesting participant managers to fill questionnaires at the end of the program					
2	Interviewing of the trainee managers usually done at the end of each program					
3	Observations by trainers and supervisors have been into consideration					
4	Performance appraisal reports have been used to determine KSA* deficiencies					

*KSA, **Knowledge, Skills and Attitudes**

2.7 Management Development Program Evaluation Model

2.7.1 Reaction

Statements		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1	Instructors/facilitators have good knowledge of the subject matter and presentation skills					
2	Teaching materials were up-to-date and pertinent to my current job.					
3	The venue and as well as refreshments have been outstanding and conducive to follow programs					
4	Coordination of the programs has been impressive					
5	Teaching aids have been inspiring to attend programs attentively					

2.7.2 Learning

Statements		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1	The management development programs have assisted me to upgrade my overall knowledge					
2	It has rendered me the chance on how to improve my communication and decision making skills					
3	It enabled me to gain a lot of experience from both the instructors and participants					

2.7.3 Behavior

Statements		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1	The management development programs have given me an important lesson on how to provide efficient service to customers					
2	It gave a good lesson on how to utilize resources and save costs					
3	It provides me the opportunity on how to work in team and increase the performance of my department					

2.7.4 Outcomes/Results

Statements		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1	The management development program has improved managers' attitudes					
2	It has enhanced and increased managers' skills knowledge and decision making ability					
3	It has been able to improve on-the-job performance of managers					
4	It has increased managers' satisfaction					
5	It has upgraded managers' commitment and motivation					

2.8 Problems and Challenges of Management Development Programs

	Statements	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1	Management does not provide the required support for such programs					
2	Inadequate needs analysis					
3	Lack of competent resource persons/trainers					
4	Difficulties to evaluate management development outcomes					
5	Poor development planning and design in terms of content and methods					

Part III.

If you have any additional ideas and comments with respect o the management development practices of the Bank please explain.

Thank so much in advance for your time and cooperation.

Getachew Wassie Gizaw

Interview Guide

Interview Questions To be answered by HRD Managers and Experts

1. . Does CBE have Management Development Policy?
2. Does the Bank undertake formal management development needs assessment?
3. What are the management development objectives in CBE?
4. How is the management development program designed?
5. To what extent are the management development programs aligned with the strategic objectives of the Bank?
6. How do you rate the prevailing and potential skills, capacities and attitudes of managers in relation to the achievement of the business objectives of the Bank?
7. How do you assess in-house capacity with regard to preparation and implementation of management development programs?
8. What are the methods employed to evaluate the management development programs?
9. How effective is evaluation of management development program in the Bank?
10. What are the challenges that are facing the success of the management development program?