Critical Review of Management Development Practices of Some Selected Organizations in Addis Ababa City Administration

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ABSTRACT

Management Development Program (MDP) examines key business issues and solutions that are necessary to be successful in an increasingly dynamic organizational environment. The objective of this report is to assess and analyze the past experience and the current management development practice of Akaki Kality Sub City Education Office and Addis Ababa city administration TVET agency. The existing management development practice specifically; improving organization effectiveness, organizational problem solving, decision making ability, were analyzed based on the information gathered in the organization. The Researchers primarily opted to apply descriptive research design method, since the paper is dealing with assessing the past and current experience of management development and evaluate its effective implementation in light of the scientific approaches. The reporters implement semi-structured interview data gathering tool. The reporters used judgmental sampling method to select the appropriate officials since they have the required information for the issue under investigation. The collected information is presented and analyzed thematically in relation to the theoretical explanations given in different sources. Triangulation of the study is kept via the information gathered using different methods so as to make the paper somehow reliable and valid. All in all when the Researchers evaluates the effectiveness of the interventions used by the two organizations, it has observed that they are not as such effective while selecting the appropriate intervention in light of the prevailing conditions and recommended different approaches to develop managerial capacity of education offices of selected institutions.

Keywords: Management, Development, Management Development, Reform, Change and Transformation.

1. INTRODUCTION

Organizations globally need to prepare management executives to become more effective leaders. Providing an enterprise-wide, performance-driven, Management Development Program (MDP) examines key business issues and solutions that are necessary to be successful in an increasingly dynamic organizational environment. By developing a broad understanding of the enterprise and the connectivity of business activity, MDP provides an opportunity for participants to focus on and drive actions that will enhance organizational effectiveness and secure superior bottom-line results. Management development can broaden organizational change perspectives and improve decision making as a result of deeper and more comprehensive understanding of the functional business areas and their interactions. Meanwhile, enhanced initiatives which create competitive advantage in domestic and global markets, improved capacity to think and act more strategically and to establish personal and organizational goals consistent with corporate strategy, increased personal effectiveness and leadership capability to manage at the interface of key functions, to create a high-performance culture, and to generate superior results are to be the consequence of effective management development endeavor.

Management Development in the 21st Century

The globalization of business management worldwide, structural changes and decentralization, growing technological capabilities, the networking of information and managerial skill, and dramatic changes in managerial roles and profiles of the future management arena could bring its own challenges and positive opportunities for managers. Meanwhile it will dictate the way management development activities carried out in their natural sense.
Particularly, the use of new technologies for training delivery, demand for training for virtual work arrangements, emphasis on capture, storage and use of intellectual capital will be the 21st century’s pitch for conducting management development programs.

At the same time companies will rely on learning management systems, integration with business processes, and real-time learning. Training will also focus on business needs and performances in order for the organization develop partnerships and outsourcing.

Training and development will be viewed more from a change model perspective and cost of these new technologies will decrease. Companies can use technology to better prepare employees to service customers and generate new business. Training costs will be substantially reduced through use of new technologies and allow trainers to build into training many of the desirable features of a learning environment.

The other concern of management development will be developing managers on implementing Virtual work arrangements. In this effort, work is to be conducted in a remote location, employee has limited contact with peers and employee will be able to communicate electronically. Those opportunities of the coming period do also have their own challenges. For instance, companies have to invest in training delivery methods that facilitate digital collaboration. Likewise, teams and employees must be provided the tools they need for finding knowledge.

Among other issues, companies will increasingly seek ways to turn employees’ knowledge (intellectual capital) into a shared company asset because of emerging advancements of software such as Lotus Notes and intranets and growing emphasis on creating a learning organization. In this regard, Automation of the online learning system would be one of the learning organization components of the 21st century firms. This in return could help to reduce travel costs related to training, reduce time for program completion, increase employees’ accessibility to training across the organization and provide administrative capabilities to track program completion and course enrollments.

Along with these, learning Management Systems will drive certain importance for human capital management which integrates training with the human resource function to determine how training dollars are spent, and how that expense relates to the benefit sought for the company. Such endeavors will be accomplished through a software system that integrates all human resource management activities with each other and through the technology that will allow training to be delivered to contingent, decentralized employees in a timely, effective manner.

Educational institutions are also forced to operate in changing and dynamic environment in a continuous base. Adapting with new environmental opportunities requires managerial position holders to update themselves with current developments through different management development interventions. Given this fact, the team has tried
to assess the management development practice of Akaki Kality Sub City Education Office and Addis Ababa city administration TVET agency with a primary purpose of sharing their experience for academic sake.

2. OBJECTIVE OF THE STUDY
The objective of this report is to assess and analyze the past experience and the current management development practice of Akaki Kality Sub City Education Office and Addis Ababa city administration TVET agency. Specifically the report focuses on examining the past and current: roles of managers at different level, management development needs and method of its identification, management development practices and its effectiveness.

3. SCOPE OF THE STUDY
The report is delimited to two government organizations, Akaki Kality Sub City Education Office and Addis Ababa city administration TVET agency. The existing management development practice specifically; improving organization effectiveness, organizational problem solving, decision making ability, were analyzed based on the information gathered in the organization.

4. SIGNIFICANCE OF THE STUDY
The report has tried to unfold some of the management development practices of the two institutions. By doing that, May help higher officials to know and adjust their management development practice, improve individual and organizational effectiveness, problem solving skills, and decision making systems. It could also serve as a spring board for other scholar to conduct in-depth investigation on the issue raised.

5. METHODOLOGY, SOURCE OF DATA, AND PROCEDURES OF THE STUDY
The reporters primarily opted to apply descriptive research design method, since the paper is dealing with assessing the past and current experience of management development and evaluate its effective implementation in light of the scientific approaches.

So as to accomplish the desired objective, the Researchers used primary and secondary data sources. Since all managers were out for BSC training, the acting heads of Akaki Kality Sub City Education Office and Addis Ababa city administration TVET agency are used as primary sources of information. Though it is not quit exhaustive enough, the job description and specification documents of heads were revised as other source of information. Researches, books and journals referenced for the study endeavor are also the secondary data sources for the paper. The Researchers implement semi-structured interview data gathering tool. The Researchers used judgmental sampling method to select the appropriate officials since they have the required information for the issue under investigation.

The collected information is presented and analyzed thematically in relation to the theoretical explanations given in different sources. Triangulation of the study is kept via the information gathered using different methods so as to make the paper somehow reliable and valid.
6. ANALYSIS AND PRESENTATION OF FACTS

Part I: Past Experiences of Organizations

As part of this research, the Researchers have assessed the past trend of management development in selected educational institutions. This review encapsulates the role of managers and the organizations’ management development practices by propounding need assessment, interventions and evaluation issues for discussion.

6.1 Roles/Duties of Managers

Roles are patterns of behavior expected by other from a person occupying a certain organizational hierarchy. In such a regard those approached organizations in this mini investigation have defined well-articulated roles for managerial positions. According to the Akaki Kality Sub City Education Office head, managers have been playing particularly figure head, leader, monitor, disseminator, disturbance handler and resource allocator roles in their current work context. For instance the head plays figure head role in different occasions like that of the annual meeting of the office. Meanwhile they disseminate opportunities like that of teachers’ development programs, cooperative trainings and principals’ capacity building occasions continually for further enhancement. Organizational policies strategies, performance appraisal results, and daily work plans are also being spread over subordinates as one of the major roles of mangers in the organization.

Albeit the data collected from Addis Ababa city administration TVET agency is not quite enough to conclude in such manner, it is also possible to reflect as managers are currently playing some of the theoretical frame of information, interpersonal and decision making roles in their work routine.

6.2 Management Development Practices

Past Management Development Needs

One of the issues raised in the interview session was about the management development needs that managers used to have in their past engagements. The followings are the responses given by Akaki Kality Sub City Education Office head: Preparation and execution of strategic and annual operational plan, effective leadership practice, management and utilization of information, preparation and utilization of budget, conducting action research, implementation of active and participatory learning at a school level, management of performance appraisal, initialization and installation of result oriented performance management approach, Adapting and practicing business process reengineering, implementation of quality education assurance package. Along with this, Addis Ababa city administration TVET agency revealed manpower planning, training and development in different technical aspects, fostering appropriate leadership in light of the prevailing situation were cited as the major areas for gearing management development.

Identification of Needs

There are a number of techniques available for identification of different management development needs. Undertaking need assessment, observation, analysis of employees’ performance gaps, and supervisors opinions
Regarding their subordinates’ capacity breach are some of the methods indicated by Akaki Kality Sub City Education Office head: in eliciting their members management development need. Likewise, discrepancy on employees’ attainment of goals and performance results in light of the already established standards are the major tools to grasp the area of operation in order for the organization to capacitate their position holders.

**Interventions Used**

It is given that; any management development endeavor has to end up with appropriate and relevant innervations to fill the identified performance gaps. Among others, the Akaki Kality Sub City Education Office Head affirm short term trainings, experience sharing, and participating in different higher level training programs facilitated by the Addis Ababa City Administration Education Bureau as their major management development interventions. Addis Ababa city administration TVET agency has also points out short and long term trainings, formal management educations and hiring or experienced personnel to make use of their past revelation with the actual working environments.

**Effectiveness of Interventions**

Committing organizational resources should end up with certain success record. The management development and capacity enhancement practices of any institutions, particularly which of educational ones, in this regard need further consideration and insight to come across effective result. Those leaders contacted for this research has also been asked about the effectiveness of their effort devoted and the interventions chosen on management development. As per the Akaki Kality Sub City Education Office head, their organization has been at good position in effecting management development interventions in light of the prevailing needs. The trainings have contributed much on the transformation of managers’ skill, knowledge and attitude to the new state of improvement. Contrary to this, the Addis Ababa City Administration Education Bureau has not refuted its management development problems through the interventions implemented at the expected level. In additions those competencies stated in the BPR documents of the bureau have not yet achieved though trainings and formal educations were cited as interventions for developing managers to the required state.

6.3 **Evaluation of Management Development Practices**

Mintzberg also identified his new famous ten managerial roles which could be grouped into three categories: interpersonal roles- consists of figurehead, leadership and liaison roles, information roles- consists of monitor, disseminator, spokesperson roles, decision roles: consists of entrepreneur, disturbance handler, resource allocator and negotiator roles. Based on the observation of the Researchers, both Akaki Kality Sub City Education Office and Addis Ababa City Administration Education Bureau managers have been playing certain roles as it has been described in the previous section of the report. Concerning Akaki Kality Sub City Education Office in particular however, the officers are not playing their roles deliberately by identifying their demarcation as per the theoretical link. Rather they are performing them as they are their responsibilities to be carried out in daily operation.
Meanwhile, the information collected revealed that managers are not fully undertaking their spokesperson, liaison, entrepreneur, and negotiator roles.

Similarly the researcher observed almost the same issue in Addis Ababa City Administration Education Bureau. There has been a failure in interviewee part to clearly identify managerial roles in the organization. This in return shows as that there is a gap to seriously figure out roles as per their theoretical framework. They have told us that their managers are playing the planning, coordinating and implementing roles, since they are functions, in their daily routine. These could manifest the gap on what managerial role and functions really mean.

In identifying training needs, there are different options available to choose from like appraisal interview, interest inventory, psychometric instruments, ability tests, team building instruments, and/or development assessment centers. Among others, managers need to start from diagnosing the gap between expected and actual performances of employees. The observed gap might lead to training and non-training needs to be filled in continuous management development efforts. As per the Researchers’ observation, however, those two organizations are not currently passing though the scientific approach of need identification. Comparatively, Akaki Kality Sub City Education Office has been striving well to implement some of the tools available in actual work environment. Appraisal interview is a citable example in this regard. Both organizations have mentioned that they are using quota system as a means to select employees for a given management development opportunity. In this aspect, organizations might send more experienced and usually extrovert individuals just for budget utilization and/or opportunity exploitation sake, rather than sending the one with apparent skill and knowledge gap.

Such an approach has a negative implication on employees moral and company’s long run success. Similarly, sticking with already known need assessment tools may also hinder organizations’ effort of customizing interventions in light of the attitude, capability, and capacity of each individual manager.

Regarding management development interventions, basically there are two types, off the job and on the job. Based on the above context of interventions, both organizations are to some extent in the track of the scientific approach. However, they only use some of the off the job trainings facilitated by Education Bureau like that of sending selected employees for higher level master program study in government universities. Unlike to Addis Ababa City Administration Education Bureau, Akaki Kality Sub City Education Office uses experience sharing, skill and technical based short term trainings are being used as interventions. As per many of management development writers however, other on the job management development approaches has also to be there to back up the organizations’ transformation effort. Among those tools, though they are not currently implemented in the two organizations; orientation, apparent-ship, job rotation, special project and the like are the important ones. All in all when the Researchers evaluates the effectiveness of the interventions used by the two organizations, it has observed that they are not as such effective while selecting the appropriate intervention in light of the prevailing conditions. Focusing only on off the job trainings and opportunities, driven down through ladder of hierarchy, could hiders
these organizations from using other possible options available for developing their managers. Limited concern for long-term education, particularly in Akaki Kality Sub City Education Office, would be a reason why position holders lack theoretical understanding on the basic issues of management development.

**Part II: Current Experiences of Organizations**

By having clear insight on the past experience of organizations, the Researchers has proceeded to the next stage of analysis, their current revelation to management development.

**6.4 Roles/Duties of Managers**

Managers at different level of operation are required to play different roles. Carefully assessing managerial roles at different level can avail important information regarding managers’ management development need. The Akaki Kality Sub City Education Office managers can be subdivided into top, middle and lower level position holders, as per the office head. These managers therefore play different roles in their respective pitches. Like supervisors will conduct class room observation, and provide guidance and important information for teachers. The office heads and other top level managers on the other hand take the leadership role with due emphasis of strategic issues. Similarly the Addis Ababa City Administration Education Bureau has assigned various roles for its managers. What worth mentioned here is that, both organizations have conducted BPR and in effect the number of middle line managers has decreased a lot. Those Ad-hoc and constant team leaders are now taking the position to the middle line managers role, particularly that of interpersonal dimension.

**6.5 Role/Performance Gaps**

Having written and well-articulated role parcel is not success by itself. Managers’ actual performance needs to be in line with the standards and expectations explicated in the written document. Obviously, position holders can seriously affect the written roles and there could time when difficulties might arise to demarcate the roles given without considering the player. Regarding the issue raised concerning the performance gap of managers in role execution, the Akaki Kality Sub City Education Office head revealed that, managers have certain gap of performance in his organization. Delegation and provision of assignment, time and resource consumption, continuous meeting and discussion, and shortage of skill in certain aspects are those areas cited as the major ones where the office manager create gaps on their planned and actual performances. Little experience of managers with the education system and shortage of skill of resource management are the reasons for such limitations. Though the areas have not perfectly spelled out, the head has admitted that the Addis Ababa City Administration Education Bureau managers might not always work as per the standard. Among other, skill gaps and less level of commitment could be forwarded as a reason for such impediments.

**6.6 Suggested Management Development Programs**

There are possible options available to foster management development in the investigated organizations. Among the solutions forwarded by the institutions themselves, appropriate delegation, effective time management,
enhancement of existing skill and knowledge and coordination among staffs are the major ones. Generally the Researchers has proposed the following interventions for successful management development practice in the two institutions. Using formal off the job management development which is management educations provisions includes:

Long and short term trainings: since current skill, knowledge and attitude gaps are to be successfully filled via training endeavors. Thus, the two organizations have to have a training plan to develop their managers in diversified area of management.

Higher specialist post-graduate qualifications: since the two offices are comprised of some portion of employees with appeal experience without academic records. Due to this reason, the team has proposed this intervention.

Executive education: one of the major problems observed were regarding leadership and motivation. To install effective management in the organizations, the team suggest such an approach since it has concerned on capacitating leaders non-formally for their work routine in shorten period of time in a flexible manner.

7. CONCLUSION
In the work based interventions category, both organizations are no doing well as per the scientific standard. Since they are important components in corporate management development strategy, the Researchers has forwarded the following options for effective implementation: adding responsibilities to the job holders, creating special jobs, transferring people between functions and divisions, mentoring and coaching employees, giving people feedback on development progress, giving people instruction into how to manage their own development, learning from other persons and tasks.